



THE WASHINGTON STATE BOARD OF EDUCATION

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

July 3, 2017

Board Members:

Enclosed is the board packet for the July 12-13 meeting in Spokane. I hope this packet finds you ready to learn about the historic changes made by the Washington State Legislature this past week, and to consider the opportunities ahead to improve college and career readiness for all students!

A major component of our meeting will be two panel discussions regarding the Every Student Succeeds Act and the state's consolidated plan. We expect to be able to live stream these discussions on social media and the viewing instructions will be widely distributed so that you can invite colleagues and constituents to share in this important conversation. The issues have far-reaching consequences for our state's children. As part of this discussion, we will also have an important dialogue with Superintendent Chris Reykdal regarding the final decisions to make regarding our state's Achievement Index.

Although school will not be in session in Spokane when we visit, we will have opportunities to engage with the community. Starting on Tuesday afternoon, we are invited to a panel discussion entitled: *Imagine School - A Town-Hall Conversation About Education* facilitated by Dr. Mike Dunn, Superintendent of ESD 101, and Dr. Terry Bergeson, former State Superintendent.

We also expect a large crowd at our community forum, which is scheduled to start at 5:30 at the Spokane Convention Center. We have nearly 50 people pre-registered at this point, and former state board member Amy Bragdon has agreed to facilitate a discussion with our student panel. This will be the third community forum with this theme – multicultural perspectives on career readiness. We've received great community input and look forward to using it as part of our advocacy agenda in the coming year.

I look forward to seeing you all in Spokane! For those of you driving into town on I-90 from the West, keep your eye on a John Deere dealership as you approach the exits near Airway Heights. As a toddler, I lived in a farmhouse about one mile from there, where my mom built the most magnificent farmer's garden, and my father taught at nearby Cheney High School.

Warm regards,

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

Ben Rarick, Executive Director



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Spokane Convention Center, Room 401BC
334 W Spokane Falls Boulevard, Spokane 99210

July 12-13, 2017

AGENDA

*On July 11, board members are invited to attend the Town Hall Conversation hosted by The Alliance for Innovative Education Redesign and ESD 101 at 2:00 p.m. The SBE will hold a community forum at Spokane Convention Center at 5:30 p.m. If a board quorum is present at either event, it will become a public meeting per RCW 42.30.030. **Goal 1.A.1***

Wednesday, July 12

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Announcements and General Discussion
- Oath of Office for Mr. Joe Hofman
- Welcome from Dr. Linda McDermott, Chief Financial Officer, Spokane Public Schools

Consent Agenda

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

- Approval of Minutes from the May 9-11, 2017 Meeting (**Action Item**)
- Approval of Minutes from the June 20, 2017 Special Board Meeting (**Action Item**)

8:15-8:30

Executive Session: Collection of the Executive Director Evaluation Forms

8:30-9:00

Executive Director Update

- Amendments to Chapter 180-19 (Charter Schools)
- Executive Committee Elections
- National Association of State Boards of Education's Deeper Learning Grant
- Briefing on Community Forums
- Required Action District Updates
- Additional Updates

9:00-10:15	<p>Presentation of <i>Every Student Succeeds Act (ESSA) Consolidated Plan Draft</i> by Superintendent Chris Reykdal Goal 2.A, 2.B</p>
10:15-10:30	Break
10:30-11:45	<p>Board Discussion Goal 2.A, 2.B</p> <ul style="list-style-type: none"> • Washington State ESSA Plan
11:45-12:00 p.m.	Public Comment
12:00-12:30	Lunch
12:30-1:45	<p>Panels on Proposed Changes to the Draft ESSA Consolidated Plan Goal 2.A, 2.B</p> <p>Introduction Ms. Kaaren Heikes, Director of Policy and Partnerships</p> <p>Panel #1 Ms. Annabel Quintero, Education Program Manager, OneAmerica Mr. Brian Jeffries, Policy Director, Washington Roundtable/Partnership for Learning Mr. Dave Powell, Government Affairs Director, Stand for Children–Washington Ms. Julia Warth, Assistant Director, Policy and Government Relations, League of Education Voters Ms. Sarah Butcher, Parent and Education Advocate, Bellevue Special Needs Parent-Teacher Association Ms. Sharonne Navas, Co-Founder and Executive Director, Equity in Education Coalition Mr. Steve Smith, Executive Director, Black Education Strategy Roundtable</p> <p>Panel #2 Ms. Sally McNair, National/State Education Policy Implementation Coordinator, Washington Education Association Mr. Dave Larson, School Director from Tukwila School District and ASW Member, Washington State School Directors Association Dr. Bill Keim, Executive Director, Washington Association of School Administrators Mr. Scott Seaman, Director of High School Programs and Professional Development Specialist, Association of Washington School Principals</p>
1:45-2:45	<p>Board Discussion Goal 2.A, 2.B</p> <ul style="list-style-type: none"> • Washington State ESSA Plan
2:45-3:00	Break

- 3:00-3:45** **Status of State Policy RE: Closing Opportunity and Achievement Gaps**
Goal 1.A.1, 1.A.2, 2.C.1
Ms. Kaaren Heikes, Director of Policy and Partnerships
Ms. Maria Flores, Director of Title II, Part A, and Special Programs,
OSPI/Staff to the Education Opportunity Gap Oversight Accountability
Committee
Senator John McCoy, Member, Education Opportunity Gap Oversight
Accountability Committee
Dr. Wanda Billingsly, Member, Education Opportunity Gap Oversight
Accountability Committee
- 3:45-4:00** **Basic Education Act Waiver Requests**
Goal 4.B
Mr. Parker Teed, Data Analyst
- 4:00-4:30** **High School to Postsecondary Transitions from a Student’s Perspective**
Goal 1.A.4
Ms. Lindsey Salinas, Student Board Member
- 4:30-5:00** **Board Discussion**
- 5:00** **Adjourn**
- Thursday, July 13**
- 8:00-9:00 a.m.** **Executive Session: Evaluation of the Executive Director**
- 9:00-10:45** **Supporting Seamless Transitions to Postsecondary Education – A Focus
on Assessments**
Goal 1.C.1, 1.D.2
- Introduction:**
Ms. Linda Drake, Director of College- and Career-Ready Initiatives
- Panel Discussion:**
Mr. Tony Alpert, Executive Director, Smarter Balanced Consortium
Dr. Christopher Mathias, Deputy Director of Higher Education, Smarter
Balanced Consortium
Dr. Bill Moore, Director of K12 Partnerships, State Board of Community
and Technical Colleges
Ms. Wendy Jo Peterson, Executive Director of Admissions and
Recruitment, Washington State University
Ms. Catherine Sleeth, Director of Admissions, Eastern Washington
University
- 10:45-11:00** **Break**
- 11:00-11:15** **Board Discussion on Basic Education Act Waivers**
Goal 4.B

11:15-11:45	<p>Legislative Update & Discussion Goals 1-4 Ms. Kaaren Heikes, Director of Policy and Partnerships Senator Andy Billig, Washington State Legislature</p> <ul style="list-style-type: none"> • Final outcomes of SBE 2017 Legislative Priorities • Analysis of K-12 budget • Reflect on SBE’s 2017 Legislative Advocacy Strategies
11:45-12:00 p.m.	Public Comment
12:00-12:30	Lunch
12:30-1:30	<p>September Board Retreat Planning Mr. Ben Rarick, Executive Director</p>
1:30-2:30	<p>Board Discussion</p> <ul style="list-style-type: none"> • Discussion of SBE and OSPI Statutory Duties and Comparison With Other State Models • Other Items That Require Additional Discussion
2:30-3:00	<p>Business Items (Action Required)</p> <ol style="list-style-type: none"> 1. Adoption of Amendments to Charter School WAC 180-19 (Charter Schools) 2. Approval of Option One Basic Education Act Waiver Requests for Auburn, Boistfort, Federal Way and Wahkiakum School Districts 3. Approval of Option Two Basic Education Act Waiver Request for Cusick School District 4. Consideration of ESSA Plan Components Relating to State Statutory Authority of the State Board of Education 5. Approval of 2017-2018 Private Schools List 6. Approval of the Memorandum of Understanding from the National Association of State Boards of Education for the Deeper Learning Project Stipend
3:00	Adjourn



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May 9-11, 2017
Walla Walla Community College
500 Tausick Way
Walla Walla, WA 99362

Meeting Minutes for the Washington State Board of Education (SBE)

Tuesday, May 9

- Members Attending: Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Patty Wood, Mr. Jeff Estes, Mr. Ricardo Sanchez, Mr. Ryan Brault and Ms. Holly Koon (11)
- Members Absent: Mr. Chris Reykdal, Dr. Alan Burke, Ms. Janis Avery, Ms. Lindsey Salinas and Ms. Mona Bailey (5)
- Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller and Ms. Denise Ross (7)
- Guests: Ms. Melia LaCour, Ms. Andrea Ruiz, Mr. Diego Ibarra and Mr. Brian Rodriquez (4)

The community forum began at 5:48 p.m. and Mr. Rarick thanked attendees for participating in the Board's second forum focused on multi-cultural perspectives of career readiness. He introduced the Board's facilitator, Ms. LaCour.

Ms. LaCour introduced student panelists, Mr. Ibarra, Mr. Rodriquez and Ms. Ruiz. Ms. LaCour asked each student to share what career readiness in their eyes means, their biggest barriers in succeeding and what the K-12 education system can do better.

Participants were divided into small groups and Ms. LaCour asked each group to reflect on the key themes and barriers the student panelists shared.

Ms. LaCour asked participants to answer questions about what helped them or their child prepare for postsecondary life and what are barriers students of color face to become career- and college-ready.

Mr. Rarick told participants that their feedback will be used for the Board to produce a report in the fall and help create policies to support student transitions.

The forum adjourned at 7:30 p.m. No action was taken by board members.

Wednesday, May 10



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Members Attending: Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey (via videoconference), Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery, Mr. Ricardo Sanchez, Mr. Ryan Brault, Dr. Alan Burke, Ms. Patty Wood, and Ms. Lindsey Salinas (15)

Members Absent: Mr. Chris Reykdal (1)

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

Guest: Mr. Joe Hofman (1)

CALL TO ORDER

Acting Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:01 a.m.

Superintendent Smith thanked board members for their policy work in education and welcomed them to Walla Walla.

Acting Chair Laverty introduced Mr. Joe Hofman as the incoming Western Washington regional student board member whom will begin service on the Board after the conclusion of the meeting.

Acting Chair Laverty invited board members to share about events they've attended recently. Member Bolt attended several Washington State School Directors' Association (WSSDA) regional meetings and enjoyed the feedback she received from the meeting participants and about how important mental health support is for students. Member Fletcher attended a WSSDA regional meeting and an equity event hosted by Puget Sound ESD, which she felt was very productive. Member Jennings recently met with the Private Schools Advisory Committee and reported there will be a redefining of the relationship between the private school community and OSPI. Vice Chair Laverty attended the 2017 Achievement Awards and commented that it was well done. Member Fletcher spoke about her meetings with legislators in Washington D.C. Member Wood said she received feedback at a Washington D.C. event about the Every Child Succeeds Act and how important it is that states take meaningful stakeholder input seriously.

Vice Chair Laverty administered the oath of office for Dr. Alan Burke and Mr. Ryan Brault.

Mr. Rarick updated members on the following:

- Status of the "three-meeting arc" devoted to career readiness for students of color;
 - The Board held its second multi-cultural perspective forum on May 9 at Walla Walla Community College and it was well attended. When the final forum is completed, staff



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will create a report as a reflection of the three-meeting journey and the Board will review it at its September retreat

- Agenda items linked directly with the Strategic Plan;
- Presentations Mr. Rarick provided to various stakeholders and feedback he's received regarding postsecondary student transitions;

Motion made by Member Jennings to approve the Consent Agenda.

Motion seconded.

Motion carried.

Mr. Rarick reported there were two private schools that made initial 2017-18 applications and were not forwarded to the Board by OSPI with a recommendation for approval because they did not meet the state requirements.

NEW BOARD MEMBER INTRODUCTIONS AND BOARD DISCUSSION

Member Sanchez, Member Wood, Member Brault, and Member Burke shared their passion about education, reasons for joining the Board, their priorities while serving on the Board and a few details of their personality.

EQUITY INITIATIVES UPDATE AND DISCUSSION

Ms. Kaaren Heikes, Director of Policy and Partnerships

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

Ms. LaCour highlighted some key themes from the May 9 community forum. The participants were more culturally diverse than the prior forum and she received great input and clarity for systematic holes. She commended the Board on their priority to make race a central part of its policy work.

Vice Chair Laverty thanked Member Sanchez for his assistance in the planning of the forum.

Members discussed the following regarding the May 9 Community Forum:

- Importance of the motivation that comes from being part of a social club;
- Importance of family support and mentoring;
- Lack of information being given to students about college financial aid;
- Each school should have a career-readiness culture for every student;
- Promoting and celebrating the success of students;
- Benefit of ensuring that support programs and career-readiness programs are accessible to more students;
- Extended learning opportunities that could assist students;

SUPPORTING SEAMLESS TRANSITIONS TO POST-SECONDARY EDUCATION – A FOCUS ON STUDENT SUPPORTS

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

Mr. Parker Teed, Data Analyst



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Ms. Andrea Cobb, Executive Director for the Center for Improvement of Student Learning, OSPI (via videoconference)

Dr. Marleen Ramsey, Vice President of Instruction/CIO, Walla Walla Community College

Mr. Wade Smith, Superintendent, Walla Walla Public Schools

Mr. Tim Payne, Superintendent, College Place School District

Ms. Samantha Bristol, Student

Ms. Gabriel Duran, Student

Mr. Nathan Hughes, Student

Mr. Osvaldo Contreras, Student

Ms. Drake presented on the current state supports for student transitions based on budget provisos and educational reform recommendations.

Mr. Teed presented an overview on indicators to examine student transitions through the following:

- Student mobility;
- Student program status;
- Transition points among grade levels;

Ms. Cobb presented on the following:

- An overview on the Washington Integrated Student Supports Protocol (WISSP);
- Definition of integrated student supports (ISS);
- ISS Theory of Change;
- Components of the WISSP Framework;
- ISS workgroup's role in determining how to best implement the WISSP framework throughout the state;
- Type of ISS models districts are implementing;
- Next steps involving continued engagement with educators and families;

Mr. Smith reported the demographics of his students and the work the district is doing in helping students develop life skills while in high school and enter college. The community has been seeing a rise in local students that are not completing their two-year or four-year degree. The district started collaborating with stakeholders to develop a program that removes barriers between high schools and higher education institutions. The program follows students through college to increase their likelihood of completion.

Dr. Ramsey spoke about the importance of building connections with potential students to keep them engaged in education. Walla Walla Community College offers alternative programs to help students transition and adjust to college culture. She spoke about barriers students face and how the Walla Walla Community College works to help them overcome the barriers.

Mr. Payne shared the generous acts the regional community has done to help kids succeed. Finding opportunities to connect with youth is important.



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Members discussed the challenges of tracking and staying connected with students once they become mobile, high school tests being used for college placement and how to decrease remediation rates.

Member Sanchez moderated a student panel and each student was asked to respond to questions regarding career readiness in high school, how schools can better prepare students and gaps in services that could have better prepared students for college and career.

Students shared the following:

- The fostered relationship between the student and school staff creates a foundation for students to succeed;
- Some students don't feel like they were ready for college or making career readiness a priority while in high school;
- Learning life skills is important;
- Becoming career-ready needs to begin freshman year of high school;
- Programs their college or high school offered in support of their academics and social-emotion health;
- Impact of counselors in their lives;
- Their excitement and concerns for future plans;
- Their advice to future students;

PUBLIC COMMENT

Mr. Tom Venable, Methow Valley School District

Mr. Venable expressed gratitude for the Board's support of their current 180-day waiver. The professional development afforded to the district due to the waiver has enabled the staff to work closely in partnership with their community to improve student achievement. He believes this is reflected in their initiatives and measures outlined in the district's current 180-day waiver request. The district has seen success in their on-time graduation rates. Mr. Venable stated the waiver request does include a contingency clause in the event the legislature does comply with its paramount duty to fund professional development for all staff.

Ms. Sally McNair, Washington Education Association

Ms. McNair, a former comprehensive high school teacher, shared her frustrations that she didn't have the time to know students outside of academics. There was a lot of pressure experienced from the teachers and students to perform well, but very little time to connect. Ms. McNair is concerned there is a perception that teachers in comprehensive schools don't care about their students, but she feels teachers do care and wish to engage in a deeper level with students.

CAREER AND TECHNICAL EDUCATION (CTE) COURSE EQUIVALENCY FRAMEWORKS – CONSIDERATION FOR APPROVAL

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

Ms. Rebecca Wallace, Executive Director, Career and Technical Education, OSPI

Ms. Peggy Payne, Teacher, Walla Walla High School



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Ms. Lindsey Butcher, Teacher, Walla Walla High School

Mr. Crosby Carpenter, Assistant Principal, Chelan High School/CTE Director and Principal of Chelan School of Innovation

Ms. Drake provided an overview of the statute for course equivalencies and the Board's role regarding the review and approval of CTE course equivalency frameworks. In the past two years, the Board has approved several statewide CTE equivalency frameworks.

Ms. Wallace presented the current implementation of available frameworks, development of the proposed frameworks, learning and industry standards and how the frameworks will help students meet both academic and career goals.

Ms. Butcher shared her frustrations with having students that were essentially taking two science classes, but not receiving the recognized credit for it. She feels OSPI has made it easier for teachers to use the state frameworks and, instead of spending time building toolkits and creating equivalencies locally, the state frameworks have enabled teachers to spend more time in the classroom.

Ms. Payne shared the benefits students receive when they experience learning connected to real world experiences and careers.

Mr. Carpenter spoke about what his school is doing with the state frameworks and thanked the Board for considering the approval of future ones.

Members asked the presenters questions regarding:

- Opportunities for expanding frameworks;
- Tracking how many students are taking both local and statewide course equivalencies;
- Funding for CTE statewide equivalencies;

The Board was asked to consider taking action in approving two additional ones in agricultural power and technology and viticulture on Thursday during business items.

ACCOUNTABILITY SYSTEM FRAMEWORK CHANGES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESSA)

Dr. Andrew Parr, Research and Data Manager

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent, OSPI (via videoconference)

Dr. Miller presented on the following:

- Reasons for shifting the accountability framework;
- Moving from proficiency focus to a progress and growth focus;
- Moving from a rating and ranking system to a unified system of support;
- Moving from a single rating to a school profile using multiple outcomes/indicators;
- OSPI's timeline for the state plan;



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Dr. Came provided an overview of the Technical Advisory Committee (TAC), which is tasked with making recommendations about measure definitions, weighting of measures and inclusion of subgroups to identify schools for comprehensive and targeted support. Recommendations must not mask subgroup performance and they must identify approaches that are transparent. Thus far, Dr. Came reported the committee has discussed making recommendations for measure definitions, English language progress measure, and recommendations for using targeted subgroup performance to identify schools for support. The committee plans to address inclusion of extended graduation rates in future meetings. Dr. Came presented the measure and method recommendation template.

Board members asked Dr. Miller questions regarding the following:

- Concerns regarding growth as the primary factor;
- Exploration of other measures and what other states are considering;
- Retaining the summative score;
- How disaggregating data will help identify student needs;
- The benefit of all districts using the data;
- Flexibility in the state plan for schools with new English language learners;
- Four tier vs. six tier school classification approach;
- State assessment participation rate requirement;

Mr. Rarick and Dr. Parr answered questions from members regarding the following:

- Discipline being used as a measure;
- The process for identifying a school for the lowest five percent tier label;
- Minimum student count for any student group;
- Reasoning for using four tiers in the Index;
- Lack of alignment with the Underperforming tier and Lowest Achieving tier percentages with the state assessment score data;
- Using the same weights and measures for each school;

BASIC EDUCATION ACT 180-DAY WAIVER REQUESTS

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received nine Option One waiver requests, one Option Two waiver request, one credit-based waiver request and one career and technical education (CTE) equivalency waiver.

Bethel School District's request was for an Option One waiver renewal for three years. The original waiver was for two days, but the current renewal was for three days for three years. The purpose of the renewal is for professional development to improve student achievement results and graduation rates.

Cle Elum-Roslyn School District's request was for an Option One waiver renewal three years. The district's prior waiver was for one day and the current waiver renewal request increased the waiver to three days. The purpose of the renewal is for professional development to work with classroom teachers



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on teacher-principal evaluation, use formative assessment data in leadership teams, improve student achievement results and focus on student supports of the whole child.

Dieringer School District's request was for an Option One waiver for one day for three years. The district plans to use the waiver for only North Tapps Middle Schools, grades six through eight. The purpose of the waiver is for professional development in support of school improvement. This request is a new waiver request, but the district currently has a parent-teacher conference for one day.

Ellensburg School District's request was for an Option one waiver for two days for only the current school year of 2016-17. This waiver request is only for Morgan Middle School. The purpose of the waiver is for mitigating impacts related to school construction during the 2016-17 school year.

Lyden School District's request for an Option One waiver renewal was for four days for three years. The purpose of the renewal is for professional development.

Methow Valley School District's request for an Option One waiver renewal was for seven days for three years. The waiver request differs by school level and school year. This renewal request adds one additional day from the original waiver request that it is a renewal of. The primary purpose of the waiver request is for professional development and a purpose for the Kindergarten grade level in particular is an additional day of parent-teacher conferencing.

Mount Baker School District's request for an Option One waiver renewal was for four days for three years. The purpose of the waiver is professional development.

Napavine School District's request for an Option One waiver renewal was for four days for three years. The purpose of the waiver is to provide certificated staff with professional development and to reduce the number of half-days.

White River School District's request for an Option One waiver of three days for three years. The purpose of the waiver is to provide professional development to teachers and other professional staff.

Bickleton School District's request for an Option Two waiver renewal for 30 days for three years. The district listed a total expected savings in expenditures for utilities, transportation, and wages. Transportation savings would go directly back to the state and the rest of the savings allows the district to fund para-professionals for intervention programs. The district stated that the waiver has helped them to recruit and retain employees due to the district's rural location.

Federal Way Public Schools' request is for a waiver of credit-based graduation requirements for four years. The request is for Federal Way Open Doors and Career Academy at Truman. The application stated that its proposed competencies are aligned to Common Core State standards and admissions requirements for four-year colleges and are based on Summit Learning's seven domains of cognitive skills with the addition of a quantitative competency from Big Picture Learning. Career Academy is nearby to two Summit Learning Schools and will collaborate with Summit Learning. The schools are working with colleges to develop a competency-based transcript. Career Academy is modeled after the



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Summit Learning approach and will focus on project-based learning, problem-based instruction, and postsecondary planning. Federal Way Open Doors is based on the Big Picture Learning Distinguishers. This model is currently used in Highline, Lake Chelan, Methow Valley, and Issaquah school districts.

Mount Baker School District's request was for a waiver from providing High School students the opportunity to access at least one career and technical education in Math and Science for the 2016-17 and 2017-18 school years. This is the first waiver request of this type that the Board has received. The district is within the size limitation for this waiver requirement.

Board members discussed the role and responsibility of the Board in approving Option One waiver applications and possible full funding for professional development from the Legislature.

OVERVIEW OF THE ROLE OF THE STATE BOARD OF EDUCATION

Mr. Ben Rarick, Executive Director

Mr. Rarick presented on the following:

- Creation of the State Board of Education and its history with membership, reconstitutions, and core duties
- Overview of current authorizing statute and additional powers and duties
- Accomplishments of the SBE
- History of a third credit of math policy work
- History of 24-credit graduation requirement policy work
- History of adopted rules for 180-day basic education waivers
- History of establishing the first minimum score on state assessments
- National comparison of K-12 governance systems and authorities of state boards of education
- Common areas of jurisdiction for state boards of education
- Case studies of peer states regarding powers and duties

The board adjourned at 5:05 p.m.

Thursday, May 11

Members Attending: Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey (via videoconference), Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery, Mr. Ricardo Sanchez, Ms. Patty Wood, Mr. Ryan Brault, Dr. Alan Burke and Ms. Lindsey Salinas (15)

Members Absent: Mr. Chris Reykdal (1)

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



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Guest: Mr. Joe Hofman (1)

CALL TO ORDER

Acting Chair Laverty called the meeting to order at 8:02 a.m. He announced the Board may want to consider writing a letter addressed to Superintendent Reykdal regarding the state ESSA plan and the Achievement Index.

STUDENT PRESENTATION: MY PAST, PRESENT AND FUTURE PLANS

Mr. Baxter Hershman, Board Member

Mr. Hershman shared childhood memories that have shaped his personality and careers he wanted to have while growing up. As part of his student update, Mr. Hershman presented details about his new employment, new additions to his family, and his plans to attend an in-state university. He thanked board members and staff for the relationships formed and experiences he's had during his term.

Mr. Hershman presented on the multiple life skills and values he's formed being a student board member.

LEGISLATIVE UPDATE AND DISCUSSION

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Deb Merle, Senior Education Policy Advisory, Office of the Governor

Ms. Heikes reported the 2017 Legislature adjourned its regular session without finalizing a state operating budget for the 2017-19 biennium; therefore, Governor Inslee called a special session. There most likely will be a second special session.

Ms. Heikes summarized updates on legislation directly related to the Board's 2017 legislative priorities.

Mr. Sanchez summarized House Bill 1445 regarding improving routes for bilingual teachers and counselors.

Ms. Heikes presented on the following other policy issues that have passed the legislature or are likely to, with implications for the Board:

- Educator Recruitment, Retention and Certification;
- Teacher Professional Development;
- Professional Certification;
- Current and Future Educator Workforce;
- Roles and Duties of OSPI and SBE;
- Defining Accountability;
- Creation of the Department of Children, Youth and Families;
- Public Records Act;
- Creation of the Para-educators Board;
- Benefits for Public School Employees;



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- Family Medical Leave Insurance;

Ms. Merle presented a summary on the following legislation:

- Teacher salary allocation model for second tier certification;
- School siting and school district aid in reducing overall school construction costs;
- Education Funding Task Force update;
- Progress on state operating budget;

Board members asked questions regarding the assessments de-link bills and the bill clarifying the roles of OSPI and SBE.

BRIEFING ON AMENDMENTS TO CHAPTER 180-10 (CHARTER SCHOOLS)

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes presented an update on the charter school lawsuit for RCW 28A.710 and the timeline for moving forward with technical amendments to WAC Chapter 180-19. Staff will hold a public hearing in the coming weeks and the Board will be asked to take action on approving the amendments at its July meeting.

Member Bolt asked for a more explicit summary of the changes and a copy of the amendments highlighted.

UPDATE ON SOAP LAKE SCHOOL DISTRICT REQUIRED ACTION

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

Mr. Michael Merrin, Assistant Superintendent, Student and School Success, OSPI

Mr. Rick Winters, Superintendent, Soap Lake School District

Mr. Jacob Bang, Principal, Soap Lake Middle School

Ms. Sunshine Rutherford, Principal, Soap Lake Elementary School

Ms. Drake presented the designation and release timeline for the two Required Action cohorts. She reminded the Board that although Soap Lake School District had made significant progress, the district cannot be released from RAD status yet because Soap Lake Elementary still remains on the Priority list.

Mr. Merrin presented on the following:

- Review of the process used to designate Soap Lake School District for required action;
- State assessment performance data for Soap Lake Elementary School and Soap Lake Middle School and High School;
- Performance data leading to the designation of Soap Lake Elementary as a Priority School;
- Requirements to release districts from Required Action;

Mr. Merrin reported that Soap Lake School District has met two of the three requirements for release from required action status. However; the district still has its elementary school on the Priority List; therefore, the entire district is unable to be released at this time. Soap Lake Elementary is continuing to make positive improvements on state assessments.



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Mr. Winters, Mr. Bang and Ms. Rutherford presented on personnel changes and system improvements the district has made to increase student achievement, attendance and parent engagement. Mr. Winter recommended to the Board that other superintendents in school improvement programs attend Advancement Via Individual Determination (AVID) trainings.

Board members asked the guest presenters questions regarding the following:

- Teacher preparation;
- Funding sources and sustainability plan for continuing improvement when funding changes;
- Health of the school board;
- Chronic student absences.

BOARD DISCUSSION ON BASIC EDUCATION ACT WAIVERS

Mr. Parker Teed, Data Analyst

Ms. Ginger Callison, Learning Improvement Officer, Federal Way Public Schools

Ms. Christine Corbley, Principal, Truman High School

Mr. Jeff Petty, Regional Director, Big Picture Schools

Members asked the following questions regarding Ellensburg School District's Option One waiver application:

- The district's intentions for using the waiver days;
- The Board's current practices on approving Option One waivers;
- The applications link to student achievement;

Mr. Teed responded that the district intends to use the two requested days for mitigating the impact of on-site school construction in preparation of vacating a portion of the building and this would allow teachers to focus on instruction. Most Option One waiver applications are for purpose of professional development and student conferencing, but there have been waivers approved by the Board for student transition days. Mr. Teed reported the district intends to use the waiver days to reduce the impact of the construction and notes that the remodel of the building is important to its strategic plan and overall goal of improving student achievement.

Members discussed being cautious about approving waivers for this purpose and the precedent it would create upon approving it.

Members asked the following questions regarding Federal Way Public Schools' Option One waiver application:

- Enrollment for programs;
- Information about the Summit Learning model;
- Difference in the target population between the Open Doors Models and Career Academy model being used;
- Ratio of how much of the Summit Learning model is conducted online and the classroom;



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Ms. Callison shared highlights of the unique features the Summit Learning Model provides as a project-based model. Ms. Corbley presented on the target populations for both programs.

In response to member questions regarding why a school in the Federal Way School District that was granted a credit-based high school graduation requirement waiver is no longer active, Mr. Petty responded that the district opted not to renew the waiver when it last expired due to leadership transition.

PUBLIC COMMENT

Mr. Rick Jones, Napavine School District

Mr. Jones acknowledged Soap Lake School District's great work in improving academic outcomes. Napavine School District has chosen not to have early release days in order to keep the focus on academics. The waiver days the district is requesting is important to them for professional development and collaboration. The district's goals are continuity of academic focus, academic achievement for all kids, increase student engagement in classroom, and increase the use of instruction technology. Mr. Jones shared that Napavine Elementary was just recognized as a School of Excellence and he believes it's due to the progress staff are making through the waiver days.

Ms. Ginger Callison, Federal Way Public Schools

Ms. Callison shared that Federal Way Public Schools is the most diverse district in the state. Demographics change daily due to the high mobility rate. Data shows that students are not thriving at school and there is a rise in students not graduating. In response to community feedback, the district made a strategic plan for continued improvement and realized how important personalization and building relationships are among the community. Ms. Callison feels in order to provide an equitable system, we need to provide comprehensive education.

Ms. Ashley Barker, Federal Way Open Doors

Ms. Barker noticed many students entering Federal Way Open Doors are close to graduation by just a few credits. Ms. Barker feels competency-based approaches allow students through projects, internships and presentations to demonstrate learning right away in multiple areas. Kids come to us with a level of competency they deserve credit for.

Mr. Jose Garces, Federal Way Open Doors

Mr. Garces feels competency-based learning is better than what we currently have in other schools. It speeds up the process to graduation and would benefit the kids who are just trying to receive their diploma.

Mr. Jeff Petty, Regional Director, Big Picture Learning

Mr. Petty wanted to give an update on the other four schools that have received a credit-based graduation requirement waiver. Highline's current senior class has very compelling post-secondary plans. Many members of the House Education Committee visited the school and met with the senior students. Issaquah has just 9th and 10th graders and has almost 100 percent of students in internships,



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but no graduation rate data yet. Chelan anticipates a high graduation rate for the current cohort and has several students with college plans. Methow Valley has a high graduation rate with current seniors whom have intentions of enrolling in college. These programs are reaching a lot of students that most likely wouldn't still be in high school.

Ms. Victoria Hecht, Open Doors

Ms. Hecht attended Federal Way Open Doors during her sophomore year and it's all online. She thought it would be easier, but found it wasn't. She feels like the new program taking place now is better than the online platform. She will be graduating sooner than she anticipated with this program.

Mr. Parker Teed read a [letter](#) submitted by Mount Baker School District.

Mr. Rick Palmer, Bickleton School District

Mr. Palmer thanked the Board for their past support in their district waivers and they've been able to conduct staff trainings due to the waivers. The district has been recognized as a school in the nation with a high number of unrepresented kids enrolling in college upon graduation.

Ms. Ruvine Jimenez, League of Education Voters

Ms. Jimenez wished the community could have been given more opportunity for input regarding the state ESSA plan. ESSA is very important in the tri-cities. When an individual provides public comment for the state plan, they receive no response or confirmation that the feedback has been received. There is a lack of transparency and it's unclear if feedback will be considered in the plan.

SBE AWARD FOR THE 2017 SUPERINTENDENT'S HIGH SCHOOL ART SHOW

Acting Chair Laverty recognized the piece of art the State Board of Education selected and was awarded for the 2017 Superintendent's High School Art Show. The student, Ms. Vyvianna Pruneda, is currently a sophomore at Warden High School and her artwork piece is titled "The Life of an Apple." Ms. Pruneda was invited to attend the board meeting and speak about her inspirations for art, but she was unable to be present.

BOARD DISCUSSION

2017-18 Private Schools List

Member Jennings reported that there were some schools that applied to be approved, but were not recommended for approval by the Office of Superintendent of Public Instruction.

Basic Education Act Waivers

Member Burke asked why Ellensburg submitted their application so late. Mr. Teed responded that the district originally submitted in a few months ago, but not in enough time to make the agenda for the March meeting.

Members discussed the appropriateness for the Board to approve Option One waiver applications for purpose of school construction.



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Corrective Action Plan for SBE Web site

Ms. Sullivan-Colglazier reported the SBE had its web site audited by WATech in response to an Office of Civil Rights complaint from a third party stating the SBE web site contained accessibility barriers. Staff have received a corrective plan from WATech and the Board will be asked to approve the plan and its implementation during business items.

Letter to Superintendent Reykdal Regarding the ESSA Plan

Members discussed the appropriate timing of the Board approving the letter.

BUSINESS ITEMS

Motion made by Member Jennings to approve the private school list for the 2017-18 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit A.

Member Sanchez seconded.

Motion carried.

Motion made by Member Wood to approve Bethel School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Brault seconded.

Motion carried.

Motion made by Member Bolt to approve Cle Elum-Roslyn School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Fletcher seconded.

Motion carried.

Motion made by Member Maier to approve Dieringer School District's waiver request from the 180-day school year requirement for one school day for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Burke seconded.

Motion carried.

Motion made by Member Avery to approve Ellensburg School District's waiver request from the 180-day school year requirement for two school days for the 2016-17 school year, for the reasons requested in its application to the Board.

Member Jennings seconded.

Members were concerned about approving a waiver application for the purpose of construction without precedence and without a discussion of the Board's expectation of waivers with this specific purpose.

Member Koon made an amendment to approve Ellensburg School District's waiver request from the 180-day school year requirement for two school days for the 2016-17 school year, for the reasons requested in its application to the Board provided the approval of this waiver is not interpreted as



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precedent.

Member Avery seconded.

Members were concerned that even though the language is included, precedent is being set by approving the waiver. Ms. Sullivan-Colglazier confirmed that the Board would be setting precedent legally by approving the waiver.

Amendment failed.

Roll Call was requested by Acting Chair Laverty.

Members that voted YES during roll call: Member Laverty, Member Avery, and Member Koon. (3)

Members that voted NO during roll call: Member Fletcher, Member Sanchez, Member Wood, Member Estes, Member Brault, and Member Burke. (6)

Members that abstained during roll call: Member Bolt and Member Maier. (2)

Members absent during roll call: Member Jennings, Member Bailey and Member Reykdal. (3)

Motion failed by roll call.

Member Avery move to approve Lynden School District's waiver request from the 180-day school year requirement for four school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Bolt Seconded.

Member Bolt moved to approve Methow Valley School District's waiver request from the 180-day school year requirement for seven school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Avery seconded.

Motion carried.

Member Wood moved to approve Mount Baker School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Avery seconded.

Member Koon abstained.

Motion moved.

Member Avery moved to approve Napavine School District's waiver request from the 180-day school year requirement for four school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Brault seconded.

Motion moved.

Member Brault moved to approve White River School District's waiver request from the 180-day school year requirement for three school days for the 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Member Avery seconded.

Motion approved.



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Member Burke moved to approve Bickleton School District's waiver request from the 180-day school year requirement for 30 school days for the purposes of economy and efficiency for the 2017-18, 2018-19, and 2019-2020 school years.

Member Avery seconded.

Motion carried.

Member Maier moved to approve the waiver from credit-based high school graduation requirements for Career Academy at Truman and Federal Way Open Doors in Federal Way Public Schools for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, for the reasons requested in its application to the Board.

Member Jennings seconded.

Motion approved.

Member Avery moved to approve the Career and Technical Education course equivalency framework for Agricultural Power and Technology, as shown in Exhibit B.

Member Jennings seconded.

Motion carried.

Member Jennings moved to vacate the ruling on the Career and Technical Education course equivalency framework for Agricultural Power and Technology, as shown in Exhibit B.

Member Bolt seconded.

Motion to vacate carried.

Member Fletcher moved to approve the Career and Technical Education course equivalency framework for Viticulture, as shown in Exhibit B.

Member Estes seconded.

Motion approved.

Member Brault moved to approve the Career and Technical Education course equivalency framework for Agricultural Power and Technology, as shown in Exhibit C.

Member Avery seconded.

Motion passed.

Member Burke moved to approve the waiver from the requirement of providing Career and Technical Education Statewide Course Equivalency for Mount Baker School District for the 2016-17 and 2017-18 school years, for the reasons requested in its application to the Board.

Member Brault seconded.

Member Koon abstained.

Motion Passed.

Member Avery moved to adopt the Website Accessibility Corrective Action Plan as shown in Exhibit D and approve implementation.

Member Jennings Seconded.

Motion passed.



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Member Wood moved to adopt the resolution on the Biology End-of-Course assessment graduation requirement, as shown in Exhibit E.

Member Jennings seconded.

Motion carried.

BOARD DISCUSSION

Letter to Superintendent Reykdal regarding ESSA

Members discussed the following:

- More community and stakeholder input should be requested and considered for the plan.
- Adding transparency and helping OSPI make information more accessible to the public
- Providing better guidance to staff on the Board's position on the state plan and the Index
- Value of publically reporting a summative index ratings for schools

Majority of board members felt six Index tiers are appropriate versus four. The Board anticipates a special board meeting may be necessary after the July meeting to take action on the state plan.

Members decided to direct Acting Chair Laverty to write a letter on behalf of the Board instead of approving a letter written by the full board.

Acting Chair Laverty adjourned the meeting at 3:07 p.m.

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

*Complete meeting packets are available online at www.sbe.wa.gov
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Educational Service District 113, Mason & Lewis Room
6005 Tye Drive SW, Tumwater, WA 98512

June 20, 2017

Minutes

Webinar Participants:	Acting Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. MJ Bolt, Ms. Mona Bailey, Ms. Holly Koon, Mr. Peter Maier, Mr. Ryan Brault, Ms. Judy Jennings and Mr. Ricardo Sanchez (10)
In-Person Participants:	Mr. Chris Reykdal, Ms. Janis Avery and Dr. Alan Burke (3)
Members Absent:	Ms. Patty Wood, Mr. Joseph Hofman and Ms. Lindsey Salinas (3)
Staff Attending:	Mr. Ben Rarick, Ms. Kaaren Heikes, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller and Ms. Denise Ross (7)

Call to Order

The meeting was called to order at 10:01 a.m. by Acting Chair Laverty. He gave presiding authority to Member Avery. Ms. Ross conducted a roll call and confirmed a quorum of members were present.

Every Student Succeeds Act (ESSA) Accountability Systems Workgroup/Technical Advisory Committee Update

Dr. Michaela Miller, Deputy Superintendent, OSPI

Mr. Chris Reykdal, State Superintendent, OSPI

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

Superintendent Reykdal reported on the progress of the ESSA state plan and the Office of Superintendent of Public Instruction's (OSPI) path forward before submitting the plan to Governor Inslee in the coming weeks. In addition to working with local stakeholders, OSPI has collaborated with OneAmerica and the Tribal Leaders Congress to discuss targeted subgroups that have consistently been identified as having the largest opportunity gaps. Superintendent Reykdal believes the proposed changes to the Achievement Index would allow for critical conversations about student groups that have been historically underserved.

Accountability Measures

Board members reviewed the accountability indicators and measures for the School Quality or Student Success indicator that were settled upon in January. Dr. Miller reported that OSPI decided not to modify the work that had already been completed by the Accountability System Workgroup (ASW) on the School Quality or Student Success measures. These measures are consistent with what other states are

using and OSPI staff are monitoring events taking place at the federal level as other states receive feedback on their submitted plans.

Dr. Miller presented the work of the Technical Advisory Committee (TAC) in making sure the business rules that have already been developed for the School Quality or Student Success measures were vetted by stakeholders and were fair and transparent. The Committee analyzed multiple measurement options for each indicator against five criteria to inform the final indicator recommendations.

Comprehensive Support and Targeted Support Framework

Dr. Came presented on the Comprehensive Support Framework, which included the following:

- School performance by measure using a 1-10 scale approach with an even spread of schools throughout the scale;
- Thresholds will be fixed for several years and schools could see what would be required to move up in the Index;
- A school's performance on a measure translates to a decile rating;
- The lowest five percent schools would no longer be identified as Priority Schools, but as Comprehensive Support Schools using a threshold of combined multiple measures; and
- New addition of Targeted Support using the same threshold of combined multiple measures to identify schools with subgroups that are consistently underperforming;

The weighting of growth, proficiency, and the other indicators will be finalized at the final meeting of the TAC.

Members reviewed OSPI's multiple measures framework, which would allow schools to identify measures in areas they face the most challenges. The measures could be seen collectively in one view or separated by content as well. Measures would be displayed for the individual content areas instead of being averaged.

Dr. Came presented the Achievement Index dashboard mockup that would provide schools data on their measures based on subgroups or All Students. The dashboard sets a threshold of combined multiple measures to include the lowest performing five percent and identifying low-performing subgroups. Schools that are in the Lowest Performing group would receive Comprehensive Support. However, if a school is high-performing, but has subgroups that are low-performing, those subgroups might be identified for Targeted Support. The primary difference between the current Index website and the OSPI dashboard mockup is highlighting the subgroup performances within each measure. OSPI also proposes to freeze the tier cut points and the indicator rating cut points for at least three years, the time period separating school identifications.

Board members discussed the following:

- Ability to compare a school with other "like" schools;
- The need for professional development to help schools use the dashboard data in their school improvement plan;
- Concern about the perception that the minimum level of performance is acceptable;
- Giving recognition to schools when a student's growth is evident after they've left the school;
- Concern about the weighting of proficiency and growth for the measures and how that will drive funds and resources to challenged schools; and
- Federal requirements for always identifying the lowest five percent schools.

Summative Score

Dr. Miller reported the ASW is considering the four-tier model over the current six-tier model. Superintendent Reykdal stated the new model would be more visually effective and believes the new dashboard is more transparent than a summative score.

Board members were concerned about how schools will adapt to a data dashboard without a defined summative score.

Extended Graduation Rate

Dr. Came reminded the Board about the description of the graduation indicator in the draft consolidated state plan that used the on-time and extended graduation rates of five, six and seven years in the accountability framework, but put more emphasis on the four-year rate. She presented on another method that gives higher rating values to schools which show the greatest increases in extended graduation rates.

Board members discussed the following:

- Ensuring students are receiving a meaningful diploma;
- Definition of graduation; and
- Flexibility for the subgroup of students identified during their freshman year as being on an extended graduation path without it impacting the school's base score.

English Learner Proficiency Progress Measure

Dr. Came reported that English learner progress will be included in the Comprehensive Support framework in addition to proficiency, growth, graduation rates and School Quality or Student Success. The Accountability Systems Workgroup and Technical Advisory Committee will be considering two options regarding the English Learner Proficiency Measure:

- English Learner indicator as a stand-alone measure to identify low-performing schools for targeted support and as a separate category of targeted support, in addition to consistently underperforming subgroups; and
- Proportionally adjust the weights of English Language Arts proficiency and English learner progress based on English Learner population size.

Board Discussion

Board members discussed the following:

- Current business rules for school-related absences for students and the various reasons why students are absent;
- The need for clear communication on the display of the dashboard data; and
- Participation rates on state assessments.

The meeting was adjourned at 1:05 p.m. by Member Avery.



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Feedback Summary of the Walla Walla Community Forum

40 participants, plus seven board members and seven staff, attended the May 9 community forum in Walla Walla. Parents, students, school board members, community leaders, and administrators attended. The notes below are from staff's notes on participant discussion. Participants expressed concerns about the following topics (bold and bold underlined items indicate high relative frequency):

Barriers to success in high school included:

- Low expectations and **lack of preparedness for transitions/information about options**
- Institutional racism: Grades and teacher expectations become self-fulfilling prophecy
- Students struggling with grades and balancing job/homework/applying for schools/scholarships

The need for mentoring and increasing students' knowledge about post-secondary options earlier

- Begin talking about what students want for post-secondary options, college cost, and financial aid in middle school
- Increase knowledge regarding institutional & community resources and how to access them
- Need to make AVID/GEARUP and similar programs accessible to all students
- **Soft skills** should be taught—interpersonal; persistence; self-advocacy for students

The need for relationships for students in schools

- **Students should be assigned a counselor just to check in and ask how their life is outside of school**→connect them to needed resources and other opportunities
- Teachers taking a personal interest/caring enough to pursue them to follow their passion
- Specific **support network** or programs for disadvantaged students to get connected→a program where school staff/someone in the community followed students through HS/helps them navigate the system

The need for role models in schools for students of color/disadvantaged students

- **Connect minority youth** with businesses so they could become **positive, healthy role models**

Importance of trauma-informed instruction and cultural competency for teachers

- Need trauma-informed instruction and supports in schools
- Educate teachers, counselors, and staff on racism, implicit bias, diversity; need diverse teachers
-

The need for expanded CTE

- Career education helps people to explore and create postsecondary plan
- More opportunities to explore different careers, job shadow, and do internships

Other best practices include:

- Ensuring there is a **clear postsecondary plan** for each student through expansion of HSBP
- **Greater number of counselors** to improve student/counselor ratio

Please see the following ten pages for an exact transcription of all of the notes staff took during participant discussion.

MULTI-CULTURAL PERSPECTIVES ON CAREER READINESS FORUM IN EVERETT: MARCH 7TH
Transcription of All Notes Received

Forum questions:

- Q1- When you or your child went to high school, what is something that happened that really helped prepared you or your child best for life after high school? What was something you wished had happened/suggestions?
- Q2-Barriers in high school? Career readiness best practices?

In attendance:

7 Board Member, 7 staff, 40 community members

SBE Representative #1 Notes:

Student panel:

- What was hardest about completing high school?
 - Grades→didn't have motivation→Latino club helped create that motivation→have 4.0 now
 - Grades→started checking them every week→caught up his senior year (graduated with extra credits)
 - Grades→hard time balancing with college applications, work, homework, and scholarships→talked to manager and created a better situation for himself
- Who helped you?
 - Person in charge of Latino club
 - Advisor→turned to family
 - School→people in the library, counselors, and class, etc.
- Do kids know what college-ready means?
 - Thought she was college-ready & FAFSA was good but schooling was not→kids don't know until they get to college
 - It's a learning process (little by little)→didn't turn in forms in time
 - Believes he is college-ready→stems from life skills (having a job, checking account, etc.)→English teacher has made them college-ready (written a lot of papers)
- What advice would you give to college/school leaders about how to help students succeed?
 - CC person does well→high fives and engages kids→wants him to add funding to the TLC (tutoring place)
 - AVID class should be accessible to more students
 - AVID class: little sister is in it→high school should help you and college doesn't→college should help but not too much
- Student panel key themes:
 - AVID should be accessible to every student
 - Supported by federal grants?
 - Finding a program you identify with→e.g. Latino Club→helps to motivate and support students→personal anecdote→gives you connections→idea of making all freshman students participate in one club or sport (good idea or bad idea?)→would be good idea→make it part of graduation requirement?
- Q1:
 - Latino Club really helped
 - ROTCS council→it was a club where they took them to colleges→it was very personal→extension of TRIO
 - Finding a club that really pushes you or simply enjoy→gives students a glimpse of their future through competitions→FBLA club→get involved earlier

- School was small→Not as many programs were available→only reason she got through it was because she was a top student→need more opportunities for smaller schools
- Expectations were not put on them→depended on counselor and teacher→teachers having a connection with student helps create those expectations
- Never got college help from counselor→would've enjoyed counselor connection→they have so many students
- Staff should reach out to students that are reserved→the loudest get the most help
- Starting the conversation of college early can determine the future
- School was extremely segregated→wished it wasn't
- Mom wanted her to go to college→motivated their daughter because of their struggles
- Q2 Barriers:
 - Race makes students be shy to not try things→kids are turned away from upper level classes because of race→e.g. only 2 Latino kids in AP classes
 - Kids not of color were encouraged more than kids of color
 - If you are not involved, you won't get the help
 - ? lack of support from teacher who don't know you→race plays a role→don't approach kids of color unless they are close with them
 - There is ? as to what students can do
 - SAT & ACT ? →to take and to do well→test is built for kids of color to fail→suggests to go to community college then to college→avoids SAT & ACT→tests are a hard barrier
 - Barriers to many paths→should be its own class
 - Education can be racially biased→it is biased
 - HICAP→they get set on a track→barrier for other students→Brother placed in SPED classes because of race
 - Lack of communication
- Best practices:
 - Educate teachers on racism and diversity
 - Communication between educators and people in the system
 - Biases of teachers, counselors, and all staff need to be addressed
 - Mentoring for any path between students→designed for each path→peer mentoring
 - Professionals come into schools→doesn't necessarily work→age barrier
 - Exposure to job opportunities→show them what they can be→people within demographic
 - Diversity of teachers

SBE Representative #2 Notes:

- Q1: What happened that helped prepare:
 - AVID (Delta)—guest speakers who spoke about different careers
 - Community came in to talk about nutrition
 - AP classes
 - Things that happen before high school: relationships with teachers and how to talk to administrators
 - Coached by teachers: didn't make an option to do it
- What I wished happened:
 - That more programs as options, such as AmeriCorps, for after high school
 - Find classes to help motivate
- Q2: Barriers for students of color to become career ready?
 - Basic information isn't being disseminated—if they don't know options you don't know what's missing

- Teachers didn't have my back—didn't believe in me
- Lack of access
- Lack of seeing our color in jobs
- Best practices or suggestions for improving career readiness?
 - Do more with High School and Beyond Plan

SBE Representative #3 Notes:

- Key themes:
 - Internalizing lack of good grades—weren't getting support they needed (fixed mindset-intelligence comment)
 - Lack of mentorship and guidance
 - Struggle—thought more prepared than the way they felt when got to college
 - Need to adjust school culture
- Barriers:
 - Too few counselors for high school (3 counselors for 2100 students)
 - Scheduling with high school and running start

SBE Representative #4 Notes:

(Table included: Ricardo, 3 community members, and a CC student)

- Q1: Helped: She was part of the big citywide segregation program→helped her know people who didn't look like me
- Another woman's parents hadn't gone to college (only got GEDs late in life). Since she did well in school, she & the school expected her to go to college. They saved less than 10 cents a day. But she didn't know what it meant to go to college. She was able to help her kids know what to expect/what courses to take
- Another woman was expected to go to college but didn't have help paying for it. She's saving for her kids.
- The WW community college student's dad didn't graduate from middle school, mom didn't graduate from high school. They expected him to go to college but didn't know much about it since they emigrated from Mexico. Wanted a better life than his parents had. Got a job after high school because he didn't know about financial aid, eventually learned about financial aid and got a needs grant. His senior year in high school he realized it was better to go to college than go straight to job. Worked at McDonald's before WWCC.
- Ricardo: Kids don't understand financial aid and that there's aid available for low-income kids→before they even get to high school. A teacher told Lindsay Salinas you can't go to Harvard because you're Mexican.
- WW Community college student said he hasn't felt much prejudice but some with law enforcement/and around fear of being deported. He wants to go into law enforcement because of this. Walla Walla High School has 30% Latino youth so not much prejudice about Latinos.
- Q2: Barriers: Ricardo asked if high school students understand career readiness and if they talk about it. Community college student: No. In high school the consensus was you finish high school and work in the highest paying job you can find. Students are doing it for money, not for personal happiness. Some people, especially Mexicans, think you find high-paying jobs right after high school, doing farm work. But if they get injured they'll lose their job so they need to be career ready. Most abundant jobs in Walla Walla are farm work, otherwise you need AA or BA.
- Ricardo: You said that kids are expected to help their family after high school, is that a cultural norm? WWCC student: Yes for some. In my experience they get into a money now, career later mindset, but then that doesn't happen. In the labor camp where the undocumented farm

workers live, a lot of kids have to argue with their parents in order to go to college (rather than work/contributing to the family).

- Ricardo: Some kids at college go home on weekends/evenings to help families pick apples. Some of the problems we've talked about come from home. How do schools help?
- WWCC student: Get counselors involved in personal issues not just academic. He's supported his family working on farm in the summer from age 10-17. Have counselors ask kids what's going on in their lives.
- That's why AVID is so important to kids here
- Best practices:
- WWCC student: Focus more on families/wraparound services. Social stigma-kids think not making much money is something they shouldn't talk about. Have counselors ask kids if they have financial needs. I'll talk to anyone who will ask me what's going on. Doesn't matter if they're Latino or not (reminder: he's Mexican). I had to talk remediation classes but knew everything in them. But stayed in them because of WWCC's 3 strike policy where if you fail 3 classes then they take your financial aid away. Not taking challenging classes in high school led to taking remedial classes at WWCC. He didn't hear about the placement test (Compass?) in high school, but the former WWCC counselor mentioned that some students take it at WWCC in spring of the senior year. We need to make sure every kid knows about it, whether or not counselors think they're going to go to college because it becomes self-fulfilling prophesy

SBE Representative #5 Notes:

(Table included: Holly, Jamie, Lacyee, Zemira, Ana, Yolanda)

- Implicit bias is a barrier. How often are you doing this? Are you aware?
 - Educators need to be trained.
 - What is your focus on equity in the classroom?
 - Never forced to confront it (implicit bias)
- Best practices:
 - Trauma-informed practice in schools (for some) (students of color)
 - Bigger representation of populations to address these issues

SBE Representative #6 Notes:

(Table included: Linda S: Outreach for Willow Public Charter School/Hispanic Community, Katie C: Director of Willow, Jose Da Silva-WWCC VP of Student Affairs and Student Success, Wade Smith-Superintendent of WWSD, Peter Peterson-Principal at WWHS)

- Q1:
- First generation, comes from small high school: All the kids are going to college. So, I wanted to go and sports helped me. Having someone help guide me through website and other supports for scholarships
- First generation, comes from large high school: didn't have intentional conversations in high school (Latino Club) about the importance of GPA and extracurriculars. Latino cliques at high school. Kids started to join clubs and activities because friends are doing it but no rhyme nor reason to it
- Parent setting expectations for college but child not interested in college
- Self-advocating skills
- Teaching students how to access resources
- Grades almost became a self-fulfilling prophecy and discouraged them
- Financial literacy: how to go about getting financial aid, how to manage money
- WWCC offers courses/training in finances

- TRIO & AVID: Value of AVID for kids in the middle of the pack: difficult to fit CTE or arts courses in it. TRIO: program for at-risk students with propensity to succeed (mostly first generation)- great program but narrow focus
- Latino Club: extracurricular support can help students focus on their academics
- Q2: Barriers:
 - Self-worth; educators pushing that with students of color
 - In WWSD: 60% of Hispanics/63% of Caucasians go to college. 53% of poverty.
 - Role models in the classroom
 - Cultural competency from educators. Knowing how to have a conversation with a student of color
 - Knowledge of institutional and community resources
 - Can a family of agricultural workers entertain the idea of children going to college? It's a cultural blockage
- Career readiness best practices:
 - WWCC has up-to-date market data on jobs, employment
 - Trauma-informed instruction and supports
- GEARUP now has a Grade 13 component
 - The more we support K12 kids getting to college and it's on an uptick in WWA, setting them up to go to college, but more remediation is needed
 - 67% of incoming WWCC students need at least one remediation course (all ages)
 - ACCUPLACER & multiple measures being used at WWCC

SBE Representative #7 Notes:

- Reflections on student panel:
 - Don't wait until high school to support students
 - Accessibility to everyone—having relationships in school
 - Developing self-advocacy in elementary & high school—developing the expectation of career-and-college-readiness
 - Are we allowing enough time for reflection, creativity?
 - If you come from a background of poverty, you don't know a lot of things that kids from other backgrounds naturally are exposed to
 - Introverted kids don't ask, or kids that have a cultural norm not to ask
- Q1:
 - Total and absolute support for kids from parents
 - A culture among friend-group. Privilege of background where college assumed.
 - Getting to college was way out: GED→AA→University. Going to CC was a huge turning point. Possibly Big Brother in middle school might have made a difference.
 - Wish that each student had family support—some cultures don't value education/especially for females
 - "Friend" program provides extra support
 - Support & affirmation from teachers
- Q2: (TreeHouse-foster youth)
 - Schedule-job, school, etc.
 - Surviving. Multiple transitions
 - Basic-financial, home ec.
 - Looming abandonment
 - Lack of critical thinking-credit, student loans, insurance
 - Low expectations—comparing ourselves with others—human nature

- Access to social capital/society's still so segregated
- Social skills
- Commitment to community-taking care of younger siblings
- Working to help support the family (especially males)
- Schools that go to pick up the kids is a good practice
- Wounded students—addressing physical & mental health needs before education
- Cultural clashes—norms at home different from the working & education worlds
- English & Spanish classrooms in CP in Elem (1-3 grade, mixing in 4th, 5th grade)
- Transportation
- Best practices:
 - Identifying at-risk students & getting them the intervention they need
 - Relationships aspect is so important

Community Representative-Ernest Henderson Notes:

- Barriers for Youth in Foster Care-Career Readiness
 - Schedule: work, sports, homework
 - Multiple transitions
 - Lack of base-discipline, financial literacy, study skills, basic home economics skills
 - Looming abandonment- homelessness- lack of support
 - Mental health
 - Critical thinking skills in regards to decision making
 - Credit, student loans, savings, vehicle purchase, insurance
- We need to stop using “college” and start using “post-secondary education”

Community Representative-Laycee Weier (Laycee@treehouseforkids.org)

- Q1:
 - Joined AmeriCorps—helped to pay for college
 - Parental involvement with our children's schools
 - Offering internships between junior & senior year example
 - Hanford area internships or local businesses offering supports to populations underserved & those in poverty
 - Making a definition of career readiness→not just college readiness
 - Increasing parental involvement & parental advocacy. What are the resources?
 - Earlier intervention regarding resources and how to be better prepared
 - Open up this curriculum to include populations who may not go straight to college
 - Increase stability so that disenfranchised populations are better prepared to go on to post-secondary
- Q2: Barriers:
 - State exit exams are biased towards students in ELL
 - Cost even if the student is ready to go to college
 - Barrier is information. E.g. College Bound: what the qualifications are, etc.
 - Students of color have parents who have had a bad experience with the system. How do you break the cycle? (Teaching parents early on)
 - Self-advocacy, teaching this to our populations
 - Families without Internet or computer at home
- Current supports:
 - College bound
 - Mentorship programs (Ignite)

- ILS programs (for foster youth)
- Career guidance/WA curriculum for teachers
- CBC Camp (College Assistance Migrant program)
 - TRIO→add a class in high school for credit for college preparation
 - Advising; Orientation; Math-focused instruction; Tutoring; Scholarships; Cultural events on campus
- Early Interventions such as:
 - Migrant education program
 - WABE (Washington Association for Bilingual Education)
- Ideas:
 - Creating more curriculum to include a racial lens. Such as—add suggestion for college readiness in→WCLPEP (Washington Civil Liberties Public Education Program).
 - Discipline/disproportionality
 - To lower discipline/truancy issues of students of color→partner w/ JJC/DSHS/ILS/Treehouse
 - Lower if classes are offered to all students in all schools
 - Look at disproportionality as reason for inequity:
 - High school with highest percentage of black & Latino students don't offer Algebra II & 1/3 don't offer chemistry. This widens the gap→lowers college readiness
 - 8 components:
 1. College Aspirations
 - a. Build a college-going culture early on
 2. Academic planning for college & career readiness
 - a. Connect academics with college & career aspirations
 3. Enrichment & Extracurricular engagement
 - a. Exposure to wide range of opportunities
 - i. Build leadership
 - ii. Nurture talent
 - iii. Increase engagement with school
 4. College & Career explorations & selection process
 - a. Early exposure
 - b. Make it happen!
 5. College & Career Assessments
 - a. Preparation, participation, performance in college/career (so they aren't doing it there)
 6. College affordability planning
 - a. College costs, financial aid, scholarships
 7. College & Career admission process
 - a. Early understanding→ongoing understanding→ability to troubleshoot issues early on
 8. Transition from high school graduation to college enrollment
 - a. Connect to community resources to overcome barriers, ensure the successful transition to college
- Biggest changes: School discipline-Disproportionality/implicit bias. African American boys much greater out of school expulsions than white peers

Community Representative (?) Notes:

- Barriers for Youth in Foster Care (Challenges)-

- Low expectations (family & school)
- No support
- Low grades
- Lack of social skills
- Comparisons with others
- Mental Health
- Moves/missing school
- Balancing/work/activities
- Lack of support
- College Ready
 - T-2-4 system
 - Graduate from Spokane → T-2-4 (College Emphasis, nothing else)
 - Rigor of classes does not correlate with college success
 - Long complicated process-support in figuring it out
 - Taking ownership over process
 - Rigor that does not compare to that of college
- Advice to School Leaders
 - Expand tutoring services
 - GEARUP/AVID not accessible to all students
 - Expand college planning
 - Blue Ribbon Mentor Program
 - Culture of relationships (embracing all youth)
 - Value on college vs. career
 - Celebrations reserved for college goals
 - Biases of standardized tests
 - Financial barriers to college
 - Trust in schools-social resources
 - Fear; political climate

Community Representative- Fatima Rodriguez Notes

- Q1: Personal connections between staff/peers: they motivate you; gives you a push
- Being involved in sports → team helps you with organization, get to know new people, coming out from comfort zone
- Family—Mom was encouraging him to have a better life not just have the option of working in fields
- Family: Make parents proud—motivation
- Not depending on parents has been good because you know you can't rely on them and you have to do it on your own
- TRIO for 1st generation is very helpful because they educate students
- AVID is very helpful yet they have limited spots
- GEARUP is good because they offer preparation for students
- Lack of experience about financial aid—some found out about financial aid after graduation
- Q2: Biggest barriers—black/hispanic are expelled/suspended; bigger ratio between black/hispanic than white
- Not talking enough time to worry about their students (teachers)
- Teachers being racist to parents' accent in English—affects students (majority are Hispanic)
- Students have pressure when working to support family
- Students missing school because of babysitting

- Students' mindset depending on their background (Hispanic)
- Best practices:
 - Relationships with teachers; support
 - AVID; GEARUP→Offer tutoring for everyone
 - Greater number of counselors to improve student: counselor ratio
 - Job shadow-exposure to new things/activities
 - Better communication/motivation to students
 - Apprenticeships
 - Teacher parents about this
 - Have access to Internet & computers so they can have less barriers

Community Representative (?) Notes:

- Grades (keeping them up!)
- Balancing job/school
 - Applying to school, grades, scholarships
- Being college-ready is a learning process, each year you learn more and more
- Add more funding to The Learning Center (TLC) at WWCC
- Having AVID be more accessible for all students
- TRIO program- for students who are first generation, low-income or have disabilities

Community Representative (?) Notes:

- Struggles:
 - Latino Club
 - Family support
 - School support
 - Counselors
 - Work
 - Bell schedule
- College Readiness:
 - Felt like they were college-ready, but they weren't
 - Compass test
 - Not mentally prepared for college
 - Trio program at CC
 - English teacher→many essays
- Advice:
 - Utilize TLC (Trio), but understaffed
 - Big Brothers program
 - Less accessible
 - Increase AVID accessibility
 - Course planning
 - Advisors
- Opportunities:
 - Lack of info about financing
 - Knowledge of and access to opportunities
 - Role models→bring in community mentors
 - College Access Corps
 - Gear Up

Community Representative (?) Notes:

- Being ranked among HS class
- Applying for scholarships, job working until 11 or 12 on homework. Missed first period because of job.
- After school program – tutoring & library
 - Tutoring center, parents
- Advisor get called into office when grades went down. Older brother helped.
- Library-people help find jobs & scholarships
- Responsibility of saving-open

If you have questions regarding this memo, please contact Alissa Muller at Alissa.muller@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Executive Director Update	
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 checked="" 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 checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	<input type="checkbox"/> Do board members have any concerns or questions regarding the items in the Executive Director Update?
Relevant to business item:	<input type="checkbox"/> Approval of amendments to WAC Chapter 180-19 <input type="checkbox"/> Approval of NASBE Deeper Learning Stipend Memorandum of Understanding
Materials included in packet:	<ul style="list-style-type: none">• Executive Committee Elections Memo• Cover Sheet for Charter School Rule Amendments• Summary of Amendments to WAC Chapter 180-19• Copy of Amendments to WAC Chapter 180-19• Fiscal Impact Statement for Amendments to WAC Chapter 180-19• Cover Sheet for NASBE Deeper Learning Stipend• Copy of NASBE Deeper Learning Stipend• Memorandum of Understanding for NASBE Deeper Learning Stipend• Cover Letter for Required Action District Update• Required Action District Updates for the following districts:<ul style="list-style-type: none">○ Marysville○ Soap Lake○ Tacoma○ Wellpinit○ Yakima
Synopsis:	During the executive director update, staff will update the Board on a series of items that pertain to an action item of the board, require public notice, or need additional explanation to apprise of current or coming events or issues. The items for discussion are listed above. If board members have questions about particular items, it is helpful to receive those in advance so the Chair can budget his time for this segment appropriately.



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Executive Committee Elections – Q&A Sheet

The SBE will conduct an Executive Committee election at the September 2017 meeting for the following seats:

- Chair, two-year term
Current Officer: vacant
- Vice Chair, two-year term
Current Officer: Kevin Lavery
Eligible for re-election
- Member at-large, one-year term
Current Officer: Janis Avery
Eligible for re-election
- Member at-large, one-year term
Current Officer: Peter Maier
Not eligible for re-election
- Member at-large, one-year term
Current Officer: Judy Jennings
Not eligible for re-election

Please note Member Maier and Member Jennings are not eligible for re-election of their current seats, but are eligible to run for the Chair or Vice Chair seat.

Because the Board has several new members, the following questions and answers are provided regarding the nominations and election process.

Who is Eligible to Run for Executive Committee?

Board members may nominate any voting member, including themselves. No prerequisite is required to serve. Some current Executive Committee members may be term-limited and not eligible for re-election of a specific seat. Please contact the member you wish to nominate in advance to confirm they are willing and eligible to serve.

How do you Nominate a Board Member?

After the July 12-13 board meeting, members may submit nominations by sending an email to the Nominations Lead. This year's Nominations Lead will be Judy Jennings.

The deadline to submit nominations is Friday, August 18. Members will have another opportunity to submit a nomination at the September meeting.

When do the Newly Elected Committee Members Begin Serving?

The elected members will begin serving on the Executive Committee at the end of the September 2017 meeting.

What Happens at the September Meeting?

For the September board meeting, board members will be provided a list of all nominations received by the August 18 deadline. A call for additional nominations will be offered in the morning at the September meeting and the elections will take place later that day. Ballots will be provided at the time the election is conducted. Election ballots are required to be signed per the Public Meeting Act RCW 42.30.060(2) and results will be announced immediately.

If you have questions about this document or about the Executive Committee election process, please contact Denise Ross at denise.ross@k12.wa.us or 360-725-6027.



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Title: Amendments to WAC Chapter 180-19 (Charter Schools)	
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:	Aligning SBE's charter school WACs with E2SSB 6194 (2016), RCW 28A.710.
Relevant to business item:	Adopt amendments to WAC Chapter 180-19
Materials included in packet:	<ul style="list-style-type: none">• Summary of WAC amendments• Proposed amendments to WAC 180-19• Fiscal Impact Statement
Synopsis:	

As discussed during the May meeting, the Board will consider adopting amendments to WAC Chapter 180-19.

These amendments consist of technical changes to WAC 180-19 necessitated by E2SSB 6194 (2016), now RCW 28A.710, with the exception of one proposed amendment (yellow-highlighted at the bottom of the summary grid), are technical.

A public hearing was held on June 7, 2017, 1:00-2:00pm. No one testified. We did not receive verbal input otherwise, nor did we receive any written testimony.

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



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SUMMARY OF DRAFT AMENDMENTS TO CHAPTER 180-19 WAC

The draft amendment to nine sections of Chapter 180-19 (Charter Schools) has two purposes:

1. Conform adopted SBE rules on charter schools to changes made to the original charter school law by Chapter 241, Laws of 2016 (E2SSB 6194).
2. Delete obsolete language left by amendments adopted in 2014 to change the due dates for various actions taken by parties under the law.

Section	Title	Change
180-19-010	Definitions.	Changes "2012 Edition" of " <i>Principles and Standards for Quality Charter Authorizing</i> " to "2015 Edition or most current edition" (p. 1).
180-19-020	Notice of intent to submit an authorizer application.	Strikes duplicated text with a superseded effective date.
180-19-030	Submission of authorizer application.	Strikes duplicated text with a superseded effective date. In (3)(c), replaces "request for proposal" with "annual charter school application process." Makes other language changes to align with new law. In (4)(e), replaces "governing board" with "charter school board." Clarifies, per a change in E2SSB 6194, that a district must include in any charter contract it executes with the board of a charter school that the school must provide a program of basic education meeting the definition in RCW 28A.150.200, the goals in RCW 28A.150.210, and the minimum instructional and program accessibility requirements in RCW 28A.150.220.
180-19-040	Evaluation and approval or denial of authorizer applications.	Strikes duplicated text with a superseded effective date.
180-19-070	Charter school – Request for proposals.	Strikes duplicated text with a superseded effective date. Replaces "requests for proposals" with "solicitations for proposals" to align with new law.
180-19-080	Charter school applications – Submission, approval, or denial.	Strikes duplicated text with a superseded effective date.

180-19-210	Annual report by authorizer.	Replaces “governing board” with “charter school board” to align with new law.
180-19-250	Oversight of authorizers – Revocation of authorizing contract.	Clarifies that a charter contract is between the authorizer and a charter school board.
180-19-260	Authorizer oversight – Transfer of charter contract.	<p>Corrects obsolete references to charter school “governing” board.</p> <p>Requires petitioner (charter school or its authorizer) of contract transfer, if transfer entails relocation to a different district, to send copy of petition to the board and superintendent of the school district to which the charter school may relocate.</p>

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

Cindy McMullen
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Washington State Board of Education
600 Washington St. SE Rm. 253
Olympia, WA 98504

Dear Chairman Lavery and Boardmembers,

I am a School Board member in the Central Valley School District, located in the Spokane Valley.

As you will be conducting a Work Session on June 20, 2017 to discuss Charter School rules, and potential amendments to WAC 180-19, I am writing to ask you to consider an issue which recently impacted the Central Valley School District.

Earlier this year, a Charter school authorized by the Spokane School District, petitioned the State Board of Education to transfer its Charter to the Charter Commission from the School District. This charter school also petitioned the Charter Commission to become its authorizer. The stated reason for the need for the change of authorizer was that the Charter school could not find a suitable location within the Spokane School District. This would mean that the Charter school would need to locate in another school district, presumably within Spokane County. As it turned out, the Charter was contemplating moving into the Central Valley School District. We learned that they intended to move into our District when I read the "State Board Highlights" for the meeting in which you approved the Charter School's request for transfer of oversight to the Charter Commission. With some investigation, we learned that the Charter School intended to locate in a building we were then leasing to a private school and that we were negotiating with to sell to the private school.

The issue we encountered with the process for transferring the oversight of the Charter School from Spokane School District to the Charter Commission was a lack of any prior contact or notice to our District that there was the potential for a Charter School to locate in our District. In reviewing the Charter's documents submitted to you and the Charter Commission, we believed that some language was misleading and that not all the pertinent facts were presented. This was further complicated by the fact that the Charter School claimed that it had secured a location in our District that in fact is owned by the District, when in fact our District was not aware that the Charter School intended to move into the District. With advance notice, we could have raised these issues, and other concerns, with the State Board prior to its decision.

Instead, the Central Valley School District was presented with the *fait accompli* of an established Charter School moving into the District, in fact apparently into a building that the District owns. Beyond that, the Charter would be entitled to all the privileges under the Charter School statute, including rights to purchase or lease surplus District property, without any input from our District, including information such as our plan to run a construction bond next year or what uses we are considering, with our community, for some of our buildings that might be labeled surplus.

I am asking that the State Board of Education add a requirement in the circumstance where an established charter school intends to move from one school district to another, for prior notice from the Charter School to the District in which it intends to relocate. A copy of this notice should be provided to the State Board. I am also asking that the State Board of Education provide notice directly to the receiving School District of the request for relocation with sufficient opportunity for the District to respond with appropriate comments to the Board.

I thank the State Board of Education for its work to support the education of all students in our State. I am happy to answer any questions, or provide more information, relating to this request.

Sincerely,

Cindy McMullen

Cindy McMullen

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

WAC 180-19-010 Definitions. (1) "Board" means the state board of education.

(2) "School district" or "district" means a school district board of directors.

(3) "NACSA Principles and Standards" means the "*Principles and Standards for Quality Charter Authorizing* (~~((2012))~~) 2015 Edition or most current edition" developed by the National Association of Charter School Authorizers.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

WAC 180-19-020 Notice of intent to submit an authorizer application.

~~((Effective until May 15, 2015))~~

~~A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by October 1st of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.~~

~~((Effective May 15, 2015))~~

A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by June 15th of that same year. A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public website a form for use by districts in submitting notice of intent, and shall post all notices of intent upon receipt.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

WAC 180-19-030 Submission of authorizer application.

~~((Effective until May 15, 2015))~~

~~(1) The state board of education shall develop and make available on its web site, no later than October 1st of each year, an "authoriz-~~

er application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by December 31st of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and intents set forth in RCW 28A.710.005, as well as any district specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW.

~~(c) A draft or preliminary outline of the request for proposal that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW 28A.710.170.~~

~~(d) A draft of the performance framework that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.~~

~~(e) A draft of the district's proposed renewal, revocation, and nonrenewal processes, consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:~~

~~(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;~~

~~(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;~~

~~(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;~~

~~(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW 28A.710.180.~~

~~(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:~~

~~(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;~~

~~(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;~~

~~(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;~~

~~(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budgeting, personnel and instructional programming and design;~~

~~(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides~~

~~that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;~~

~~(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW 28A.710.160(2), educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.~~

~~(Effective May 15, 2015))~~

(1) The state board of education shall develop and make available on its website, no later than May 15th of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer. The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by October 15th of the year prior to the year the district seeks approval as an authorizer. The district's completed application must be submitted via electronic mail to sbe@k12.wa.us by the date specified in this section. The board shall post on its website each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with reference to the findings and interests set forth in RCW 28A.710.005, as well as any district-specific purposes that are a priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will respect the autonomy and ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented,** including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient oversight, monitoring, and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to expertise in all areas essential to charter school oversight including, but not

limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the *NACSA Principles and Standards* and the provisions of chapter 28A.710 RCW.

(c) **A draft or preliminary outline of the request for proposal** that the district would, if approved as an authorizer, issue to solicit charter school applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the district will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW 28A.710.170.

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;

(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of RCW 28A.710.180.

(4) A district must sign a statement of assurances submitted with its application, which shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

~~(c) ((Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;~~

~~(d))~~ Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as budgeting, personnel and instructional programming and design;

~~((e))~~ (d) Ensure that any contract it may execute with the ~~((governing))~~ charter school board of an approved charter school under RCW 28A.710.160 provides that the school will provide educational services to students with disabilities, students who are limited-English proficient, and any other special populations of students as required by state and federal laws;

~~((f))~~ (e) Include in any charter contract it may execute with the ~~((governing))~~ charter school board of an approved charter school, in accordance with RCW ~~((28A.710.160(2), educational services))~~ 28A.710.040 (2)(b), that the charter school must provide a program of basic education that at a minimum meets ((the basic education standards set forth in RCW 28A.150.220)) the requirements of RCW 28A. 150.200 and 28A.150.220, and meets the goals in RCW 28A.150.210, including instruction in the essential learning requirements and participation in the statewide student assessment system as developed under RCW 28A.655.070.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

WAC 180-19-040 Evaluation and approval or denial of authorizer applications.

~~((Effective until May 15, 2015))~~

~~(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by April 1st of each year.~~

~~(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030 (3)(a) through (c) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).~~

~~(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the NACSA Principles and Standards in material respects and warrants approval subject to execution of an authorizing contract with the board.~~

~~(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the NACSA Principles and Standards.~~

~~(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected~~

to the expectations established by the board and the *NACSA Principles and Standards*.

~~(3) In its evaluation the board will consider whether the district's proposed policies and practices are consistent with the *NACSA Principles and Standards*, as required by RCW 28A.710.100(3), in at least the following areas:~~

~~(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;~~

~~(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;~~

~~(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;~~

~~(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and~~

~~(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit based renewal decisions, and revokes charters when necessary to protect student and public interests.~~

~~(4) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.~~

~~(5) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.~~

~~(6) Prior to approving any application, the board shall require an in person interview with district leadership for the purpose of reviewing and evaluating the application. The in person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in person interview shall be considered in formulating the overall ratings of the application under subsection (2) of this section.~~

~~(7) For an application to be approved, the board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not meet standards of quality authorizing in any part, shall constitute grounds for disapproval. If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.~~

~~(8) The board shall post on its public web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.~~

~~(Effective May 15, 2015))~~

(1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by February 1st of each year.

(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030 (3)(a) through (e) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).

(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the *NACSA Principles and Standards* in material respects and warrants approval subject to execution of an authorizing contract with the board.

(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the *NACSA Principles and Standards*.

(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected to the expectations established by the board and the *NACSA Principles and Standards*.

(3) In its evaluation the board will consider whether the district's proposed policies and practices are consistent with the *NACSA Principles and Standards* as required by RCW 28A.710.100(3), in at least the following areas:

(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;

(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;

(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;

(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and

(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

(4) The board shall develop and post on its public website rubrics for determination of the extent to which each criterion for evaluation has been met.

(5) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.

(6) Prior to approving any application, the board shall require an in-person interview with district leadership for the purpose of reviewing and evaluating the application. The in-person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in-person

interview shall be considered in formulating the overall ratings of the application under subsection (2) of this section.

(7) For an application to be approved, the board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not meet standards of quality authorizing in any part shall constitute grounds for disapproval. If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.

(8) The board shall post on its public website the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public website.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

WAC 180-19-070 Charter school—Request for proposals.

~~((Effective until January 16, 2016))~~

~~No later than April 15th, each authorizer shall annually issue requests for proposals for charter schools meeting the requirements of RCW 28A.710.130.~~

~~((Effective January 16, 2016))~~

No later than March 1st, each authorizer shall annually issue ~~((requests))~~ solicitations for proposals for charter schools meeting the requirements of RCW 28A.710.130.

AMENDATORY SECTION (Amending WSR 14-19-107, filed 9/16/14, effective 10/17/14)

WAC 180-19-080 Charter school applications—Submission, approval, or denial.

~~((Effective until January 16, 2016))~~

~~(1) An applicant, as defined in RCW 28A.710.010, seeking approval must:~~

~~(a) Submit a nonbinding notice of intent to be approved as a proposed charter school not less than thirty days before the last date for submission of an application to an authorizer as provided in this section. An applicant may not submit a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and~~

~~(b) Submit an application for a proposed charter school to an authorizer by no later than July 15th of the year in which the applicant seeks approval.~~

~~(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than October 15th of the year in which the application is received.~~

~~(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k12.wa.us.~~

~~(Effective January 16, 2016))~~

(1) An applicant, as defined in RCW 28A.710.010, seeking approval must:

(a) Submit a nonbinding notice of intent to be approved as a proposed charter school by May 1st of the year in which approval is sought. An applicant may not submit a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and

(b) Submit an application for a proposed charter school to an authorizer by no later than June 1st of the year in which the applicant seeks approval.

(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than September 1st of the year in which the application is received.

(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action. The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.

AMENDATORY SECTION (Amending WSR 14-02-060, filed 12/26/13, effective 1/26/14)

WAC 180-19-210 Annual report by authorizer. (1) Each authorizer must, no later than November 1st of each year, submit an annual report to the state board of education meeting the requirements of RCW 28A.710.100(4). The board shall develop and post on its web site by September 1st of each year a standard form which must be used, and instructions which must be followed by each authorizer in making its report. The completed report must be sent via electronic mail to sbe@k12.wa.us and shall be posted on the board's website.

(2) The report must include:

(a) The date of authorizer approval by the board;

(b) The names and job titles of district personnel having principal authorizing responsibilities with contact information for each;

(c) The names and job titles of any employees or contractors to whom the district has delegated responsibilities under RCW 28A.710.100, with contact information for each;

(d) An executive summary including, but not limited to, an overview of authorizing activity during the prior year and the status and performance of the charter schools authorized;

(e) The authorizer's strategic vision for chartering, as submitted to the state board under WAC 180-19-030 (3)(a), and its assessment of progress toward achieving that vision;

(f) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories:

(i) Approved but not yet open, including for each, the targeted student population and the community the school hopes to serve; the

location or geographic area proposed for the school; the projected enrollment; the grades to be operated each year of the term of the charter contract; the names of and contact information for the (~~governing~~) charter school board, and the planned date for opening;

(ii) Operating, including for each, location; grades operated; enrollment in total and by grade; and for each student subgroup as defined in RCW 28A.300.042 in totals and as percentages of enrollment;

(iii) Charter renewed with date of renewal;

(iv) Charter transferred to another authorizer during the prior year, with date of transfer;

(v) Charter revoked during the prior year with date of and reasons for revocation;

(vi) Voluntarily closed;

(vii) Never opened, with no planned date for opening.

(g) The academic performance of each operating charter school overseen by the authorizer, based on the authorizer's performance framework, including:

(i) Student achievement on each of the required indicators of academic performance in RCW 28A.710.170 (2)(a) through (f), as applicable by grade, in absolute values and in comparison to the annual performance targets set by the charter school under RCW 28A.710.170(3). Student academic proficiency, student academic growth, achievement gaps, graduation rates and postsecondary readiness must be included as reported in the achievement index developed by the state board of education under RCW 28A.657.110.

(ii) Student achievement on each additional indicator of academic performance the authorizer has chosen to include in its performance framework to augment external evaluations of performance, in absolute values and in comparison to the annual performance targets set by the authorizer under RCW 28A.710.170.

(iii) Student achievement on each indicator must be disaggregated by major student subgroups including gender, race and ethnicity, poverty status, special education status, English language learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.

(h) The financial performance of each operating charter school overseen by the authorizer, based on the indicators and measures of financial performance and sustainability in the authorizer's performance framework, in absolute values and in comparison to the annual performance targets set by the authorizer under RCW 28A.710.170;

(i) The organizational performance of the (~~governing~~) charter school board of each operating charter school overseen by the authorizer, based on the indicators and measures of organizational performance in the authorizer's performance framework, including compliance with all applicable laws, rules and terms of the charter contract;

(j) The authorizer's operating costs and expenses for the prior year for fulfilling the responsibilities of an authorizer as enumerated in RCW 28A.710.100(1) and provided under the terms of each charter contract, detailed in annual financial statements that conform with generally accepted accounting principles and applicable reporting and accounting requirements of the office of the superintendent of public instruction;

(k) The contracted, fee-based services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including a brief description of each service purchased, an itemized accounting of the revenue received from the schools for the services, and the actual costs of these services to the authorizer.

WAC 180-19-250 Oversight of authorizers—Revocation of authorizing contract. (1) Evidence of material or persistent failure by an authorizer to carry out its duties according to nationally recognized principles and standards for charter authorizing is grounds for revocation of an authorizer's chartering contract. This may include:

(a) Failure to comply with the terms of the authorizing contract between the authorizer and the board;

(b) Violation of a term of the charter contract between the authorizer and a charter school board;

(c) Demonstrated failure to develop and follow chartering policies and practices that are consistent with the principles and standards for quality charter authorizing developed by the National Association of Charter School Authorizers in any of the following areas, as required by RCW 28A.710.100:

(i) Organizational capacity;

(ii) Soliciting and evaluating charter applications;

(iii) Performance contracting;

(iv) Ongoing charter school oversight and evaluation;

(v) Charter renewal decision making.

(2) Notice of intent to revoke. If the board makes a determination, after due notice to the authorizer and reasonable opportunity to effect a remedy, that the authorizer continues to be in violation of a material provision of a charter contract or its authorizing contract, or has failed to remedy other identified authorizing problems:

(a) The board shall notify the authorizer in writing that it intends to revoke the authorizer's chartering authority under RCW 28A.710.120. The notification to the authorizer shall explain and document the reasons for the intent to revoke chartering authority.

(b) The authorizer shall, within thirty days of notification, submit a written response showing that the authorizer has implemented or will implement within sixty days of submitting the written response, a sufficient remedy for the violation or deficiencies that are the stated grounds for the intent to revoke chartering authority. The board shall within thirty days of receipt provide written notice to the authorizer whether it finds the proposed remedy sufficient to correct the violation or deficiencies.

(3) Notice of revocation. If the authorizer fails to provide a timely written response or if the response is found insufficient by the board to meet the requirement set forth in subsection (1) of this section:

(a) The board shall provide the authorizer with written notice of revocation of the authorizer's chartering authority. The notice of revocation shall state the effective date of revocation, which shall not be sooner than twenty days from the date of receipt of the notice of revocation by the authorizer unless a timely notice of a request for an adjudicative proceeding is filed as set forth herein.

(b) The authorizer may request an adjudicative proceeding to contest the revocation. The request for an adjudicative proceeding must be submitted in writing by the authorizer to the board within twenty days of receipt of the notice of revocation at the following address:

Old Capitol Building
P.O. Box 47206

600 Washington St. S.E., Room 253
Olympia, Washington 98504

Any adjudicative proceeding shall be conducted in accordance with the Administrative Procedure Act (APA).

AMENDATORY SECTION (Amending WSR 14-08-033, filed 3/25/14, effective 4/25/14)

WAC 180-19-260 Authorizer oversight—Transfer of charter contract. (1) In the event that a notice of revocation is provided to the authorizer under WAC 180-19-250, any charter contract held by that authorizer shall be transferred, for the remaining portion of the charter term, to the Washington charter school commission on documentation of mutual agreement to the transfer by the charter school board and the commission.

(2) Documentation of mutual agreement shall consist of a written agreement between the charter school board and the commission, signed and dated by the chair or president of the charter school board and the chair of the commission. The agreement shall include any modification or amendment of the charter contract as may be mutually agreed upon by the charter school (~~board~~) and the commission.

(3) The commission shall submit the agreement to the state board of education. The board shall review the agreement and on a determination that the requirements of these rules have been met, issue written certification of the transfer of the charter contract to the charter school (~~governing~~) board and the commission.

(4) On certification by the board of the transfer of the charter contract, the prior authorizer shall transfer to the commission all student records and school performance data collected and maintained in the performance of its duties as an authorizer under RCW 28A. 710.100 and 28A.710.170.

(5) The commission, in consultation with the charter school (~~governing~~) board, shall develop and implement a procedure for timely notification to parents of the transfer of the charter contract and any modifications or amendments to the charter included in the written agreement executed under subsection (2) of this section.

(6) If mutual agreement is not obtained on the transfer of the charter contract under RCW 28A.710.120(6) and this section, the charter school shall be closed under the provisions of RCW 28A.710.210. The district shall develop and implement a termination protocol to ensure timely notification to parents, orderly transition of students and student records to new schools, as necessary, and proper disposition of public school funds, property, and assets. The protocol must include, at a minimum, a plan for addressing the following:

(a) Adequate and timely communication with parents, school staff and the community regarding the closing of the charter school and the options for student transfer to another public school;

(b) Retention of student, personnel, governance and financial records in compliance with all applicable laws and policies;

(c) The transfer of all student records in accordance with privacy rules set forth in the Family Educational Rights and Privacy Act (FERPA) and any applicable state laws and school district policies;

(d) Resolution of all financial obligations associated with the closure of the charter school;

(e) Return of the public funds in the possession of the charter school as provided for in RCW 28A.710.201(2), or as required by any other state law; and

(f) A plan for the disposition of all other assets, in compliance with applicable state and federal laws or district policies governing the assets.

The protocol must specify tasks, timelines, and responsible parties, including delineating the respective duties of the charter school and the authorizer. The district shall provide the board with a copy of the termination protocol. The board may review the protocol and request revisions for implementation.

(7) If a charter public school or its authorizer petitions the state board of education, under RCW 28A.710.210(3), for authorization to transfer a charter contract from one authorizer to another or from one charter school to another before the expiration of the charter contract, and if the potential transfer would entail a relocation to another school district, the petitioner shall transmit a written copy of the petition to the board and superintendent of the school district to which the charter public school may relocate, on the same date it submits the petition to the state board of education.



STATE BOARD OF EDUCATION RULE CHANGE SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: Oversight of Charter School Authorizers	Agency: SDF - School District Fiscal Impact - SPI
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Part I: Estimates

No Fiscal Impact

Chapter 180-19 WAC (Charter Schools) is being updated through this rule revision to conform to the requirements of E2SSB 6194 as passed in the 2016 legislative session. Also included are some changes to delete obsolete language. Neither of these changes create additional costs to school districts, thus this rule change has no fiscal impact.

Estimated Cash Receipts to:

No Estimated Cash Receipts

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total \$					

Estimated Expenditures From:

No Estimated Expenditures

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total \$					

Estimated Capital Impact:

No Estimated Capital Impact

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Total \$					

The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.

Check applicable boxes and follow corresponding instructions:

- If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.
- If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- Capital budget impact, complete Part IV.

Agency Preparation:	T.J. Kelly	Phone: 360-725-6301	Date: 08/02/2016
Agency Approval:	T.J. Kelly	Phone: 360-725-6301	Date: 08/02/2012

Part II: Narrative Explanation

II. A – Brief Description Of What the Measure Does That Has Fiscal Impact

Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

II. B – Cash Receipts Impact

Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

II. C – Expenditures

Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

Part IV: Capital Budget Impact



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: NASBE Grant Application	
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 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 type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Will the activities supported by this grant further the work of the Board?
Relevant to business item:	The Board will consider approval of the grant application and memorandum of agreement with the National Association of State Boards of Education (NASBE).
Materials included in packet:	The grant application is included in the packet. A memorandum of agreement with NASBE is included with additional materials.
Synopsis:	This is an opportunity for a one-year, \$9,000 grant that could help support the Board in continuing work on equity and career readiness. NASBE is developing a Standards-Based Policy Audit Process and Toolkit. Grant recipients will use and provide feedback to NASBE on the toolkit. Use of the process and toolkit may help the Board strategically plan, identify next steps, and collaborate with partners on equity and career readiness work. Acting Chair Laverty has tentatively approved the application, pending full approval by the Board.

NASBE

National Association of
State Boards of Education

Deeper Learning: Education for the 21st Century

Introduction

The National Association of State Boards of Education (NASBE) is seeking applicants for stipends under NASBE's project, *Deeper Learning: Education for the 21st Century*. This project furthers NASBE's mission to strengthen the policy making role of state boards of education in ensuring all students graduate high school with the knowledge, skills, and dispositions necessary to succeed in college, career, and civic life. The purpose of this stipend award is to support states in their work to identify, develop and align policies for a comprehensive state education system centered on deeper learning. Specifically, NASBE seeks state partners who are committed to deeper learning for every student to collaborate with NASBE in developing and piloting a Standards-Based Policy Audit Process and Toolkit. Stipend states will use this toolkit to do an inventory of current policies and conduct a gap analysis against a fully-developed coherent and aligned education system centered on deeper learning. Following this, states will use the toolkit to develop strategic implementation plans to address these gaps and clarify the different roles of state policy leaders. NASBE seeks to design these plans with a cycle of review, evaluation and continuous improvement to guide and sustain broad state leadership and investment for achieving an education system centered on deeper learning. The project is funded through the generous support of the William and Flora Hewlett Foundation.

Eligibility

Applicants are limited to state boards of education. Preference will be given to members of NASBE; however, all state boards are encouraged to apply.

Deadline

COB, Wednesday, **June 14, 2017** to don.long@nasbe.org

Contact Information

For technical assistance with submitting this application, please contact Don Long, NASBE Director of Teaching, Leading and Learning, at don.long@nasbe.org or 703.740.4820.

Background

Research and surveys of postsecondary faculty, employers, and civic leaders highlight a common trend: Success in the world our students enter requires that students not only master academic content, it also requires mastery of essential competencies including critical thinking and problem solving, effective communication and collaboration, and self-awareness, learning-to-learn, and a growth mindset. As NASBE's foundational 2015 Education Leaders' Report highlights, these competencies—referred to as [deeper learning](#)—can be found in classrooms across the country and have been embedded within high

quality learning and teaching practice for decades; the difference now is that present college, career, and civic demands call for all, not some, students to excel in these competencies. States across the country are moving boldly to develop and/or enhance policies—ranging from high school graduation requirements, curriculum, and professional learning for teachers and leaders to how learning is assessed and the results schools are held accountable to—support deeper learning competencies and experiences in every classroom. To ensure that these efforts are effective, policies should be aligned into a coherent and mutually-reinforcing [standards-based education system](#) where deeper learning permeates all components—curriculum, instructional materials, assessment, accountability, and professional learning. Working in isolation in any one policy area will not lead to the desired results. To this end, this opportunity is for states to develop a sustained, strategic way, with broad state leadership, to chart a path toward a fully aligned and coherent 21st century deeper learning system.

Key Relevant Publications

[NASBE. 2016. Standards-Based Leadership Framework](#)

[NASBE. 2016. How States Can Advance Deeper Learning for All](#)

[NASBE. 2015. Deeper Learning: Policies for a 21st Century Education](#)

[NASBE. 2014. State Education Standard: A Deeper Look at Deeper Learning](#)

[CCSSO. 2015. Innovation in Action: State Pathways for Advancing Student-Centered Learning](#)

[AIR. 2015. Deeper Learning. Improving Student Outcomes for College, Career, and Civic Life. JFF.](#)

[2015. Equal Opportunity for Deeper Learning](#)

Timeline

Application Deadline: COB, Wednesday, **June 14, 2017**

Phone Interviews for Final Candidates: Week of June 19th, 2017

Award Date: June 26, 2017

Stipend Duration: 12 months

Stipend Start and Ending Dates: July 1, 2017-June 30, 2018

Stipend Parameters

Funding per Stipend for one year: up to \$9,000

Number of Stipends: 2 states will receive funding and the amount will be determined based on the quality of applications.

Application Components

The application will guide you through the completion of four components:

- 1) General Information
- 2) Readiness
- 3) Project Description
- 4) Purposes and Activities
- 5) Budget and Narrative

Project Goals

Each stipend award will focus on working with NASBE to develop a comprehensive NASBE Standards Based Policy Audit Process and Toolkit centered on deeper learning. This work will build upon [NASBE's Standards-Based Leadership Framework](#) in support of an aligned and coherent set of policies for an effective education system. The two main goals of this toolkit are to enable states as follows:

- 1. Deeper Learning Policy Gap Analysis:** Identifying and analyzing the state's current policies against NASBE's Standards-Based Leadership Framework, which will be tailored to illustrate a fully developed education system centered on deeper learning; each state will begin this process by creating an inventory of current policies in reference to this framework.
- 2. Strategic Implementation Plan:** Assessing policy gaps in the context of a state's strengths and weaknesses, and developing a long-term strategic plan (e.g. ten years), reflective of the state's unique context, priorities, and capacity, for sustained state leadership in addressing these gaps and increasing systemic policy alignment.

To accomplish these goals, stipend awardees will review and edit materials in the process of applying them to their state context, as they are developed and revised by NASBE for the toolkit. This will be on an agreed upon regular basis (not to be more frequent than monthly). This will guide NASBE's work in ensuring these materials meet the purposes and needs of state leaders and practitioners.

Communications Strategies

In addition to collaboration with NASBE in developing and refining this toolkit, each stipend state will seek to build awareness and understanding of this work over the project period, especially among state policy makers (i.e. governors, state education chiefs, and legislatures). This includes these strategies for promoting effective communication among state boards of education and partner organizations to facilitate and foster deeper learning:

- 1. Work Sessions on Deeper Learning Policy Review:** Facilitating meetings either among the state board of education or between state board of education members and other key stakeholders to identify actions necessary in preparation for policy development, alignment, and implementation that supports student deeper learning.
- 2. Communicating Effectively:** Promoting effective communication to inform the public and key stakeholders, ensure transparency, provide an avenue for feedback, and help build support and buy-in.
- 3. Strengthening Partnerships:** Strengthening partnerships to provide a wide variety of support, including expertise, consensus building, joint communications and outreach to key stakeholders.

NASBE Support

NASBE staff members will provide substantial support for states' project activities above and beyond routine stipend monitoring. NASBE activities for this project are as follows:

- Providing technical support for the development of stipend applications and overall implementation.
- Provide resources to grantees to conduct self-audit of state policy strengths and weaknesses in empowering schools and educators to facilitate deeper learning.
- Leading the iterative cycle of development, review and final editing of the NASBE Deeper Learning Standards-Based Policy Audit Process and Toolkit.
- Supporting ongoing opportunities to foster networking, communication, coordination, and collaboration, and serve as a conduit for information exchange, including fostering collaboration between awardees that would not normally interact with each other or collaborate on education policy efforts.
- Tailor training to the needs of each state. Joint trainings may be offered to a group of states dealing with common issues and priorities and thereby encourage development of an iterative and vibrant interstate network. These trainings and supplemental supports may be delivered via webinar, conference calls, or other electronic means. Some topics may be of such interest that

NASBE will open the training to non-deeper learning stipend states depending on the level of interest.

- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period.

Selection Considerations

1. *Readiness and Commitment:* Demonstration of board and state readiness and commitment for policy work in the area as documented in the application:
 - a. Application approved by a state board vote prior to (or scheduled no later than two weeks after) the finalist phone interviews.
 - b. Willingness to engage in professional learning related to the goals identified in application.
 - c. The designation of a state board member liaison
2. *Equity:* The extent to which the board’s consideration around its’ work accounts for accommodations and considerations necessary to address the needs of traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.
3. *Alignment:* The extent to which alignment is achieved between:
 - a. purposes and work plan components
 - b. previous related work and proposed stipend activities
 - c. state capacity and reasonable and realistic stipend activities
4. *Impact:* The extent to which activities measurably impact the board’s policy making objectives.

Note: As stated previously, preference will be given to members of NASBE. Additionally, NASBE strives to serve all of its members and in so doing, reserves the right to consider equitable distribution of stipends among its regions.

Application Procedures 1.

Submit the application by the deadline to don.long@nasbe.org.

2. Demonstrate the commitment of the state board with the signature of the chair or vice chair
3. If selected as a finalist, participate in a phone interview with NASBE staff during the specified window.

STATE STIPEND APPLICATION

Deeper Learning: Education for the 21st Century

GENERAL INFORMATION

1. State

Washington

2. Name, Title, Phone and Email of State Liaison:

Linda Drake, Director of Career- and College-Ready Initiatives, 360-725-6028,
linda.drake@k12.wa.us.

3. Name, Phone and Email of the lead State Board of Education member (if different from above):

Kevin Laverty, Acting Chair, gowssda@gmail.com.



4. Is your state board a member of NASBE?

Yes

No

5. Date of State Board Vote on Application

July 13, 2017

APPLICATION QUESTIONS

Note: You may expand these boxes as needed for your response.

1. Commitment: Describe the reasons and current state of your commitment to deeper learning?

The Washington State Board of Education (SBE) is in the second year of work implementing a NASBE Deeper Learning: Delivering on College, Career, and Civic Success project. Through this work, the Board, along with the state education system as a whole, generally realizes and appreciates Deeper Learning as an integral part of career, college, and civic readiness. There has been progress made on many fronts, but there is an acknowledgement by the Board and partners that there is a lot of work yet to be done. Board members have repeatedly expressed passion and commitment for two areas in particular: 1) equity—closing gaps in the opportunity for meaningful Deeper Learning for underserved student populations, and 2) system alignment—different parts of the system are doing innovative work but progress is patchwork. How can the Board work to identify and address obstacles to delivering Deeper Learning opportunities across the system efficiently and seamlessly? The current Board members hold diverse positions on a wide range of issues but are united in their commitment to these areas.

2. Needs: Describe the top three specific needs of your state related to this issue.

- 1) Address equity through incorporation of efforts to reduce opportunity gaps across the range of the Board's work.
- 2) Align efforts and strategically identify and support work that should be taken statewide—effectively communicating the good work that is being done in different parts of the system and, with partners, identify barriers and roadblocks that could be addressed through state policy. For example, the Board may examine work-based learning in the state, and make updating the regulations around awarding high school credit for work-based learning a priority.
- 3) Achieve continuity of effort with changing Board membership and changing composition of partners, some of which are also Boards.

3. *Previous Activities:* Briefly describe the significant activities of your state related to this issue?

The Board and the state has undertaken some significant activities during the past two years in support of Deeper Learning and with the support of the Board’s current Deeper Learning stipend.

- 1) Shared priorities with the Workforce Training and Education Coordinating Board.
- 2) Competency-based crediting handbook.
- 3) Collaboration with OSPI on strengthening the High School and Beyond Plan (HSBP). Students in the state are required to have an HSBE as part of their graduation requirements. The state has developed an online HSBP tool that is available at no cost to districts after a low, one-time set-up fee. Several bills are active in the Legislature that further define and strengthen the HSBP.
- 4) Career readiness bills.
- 5) Career readiness measures in the state accountability system.
- 6) The Board has examined different aspects of K-12 to postsecondary student transitions in a three-meeting arc, culminating in July 2017. Associated with this work, the Board has held community forums, Multicultural Perspectives on Career Readiness, in which the Board intentionally reached out to diverse communities.
- 7) Efforts in career connected learning, ranging from student worksite visits to articulated Career and Technical Education high schools to professional training programs. The SBE contributed to this work through approval of Career and Technical Education course equivalencies, allowing certain classes to meet both professional/technical career standards and core academic graduation requirements.

4. *Equity:* Discuss how your project will account for the accommodations and considerations necessary to address the needs of traditionally disadvantaged students such as high poverty students, English Language Learners, students of color, and students with disabilities.

An expression of the Board’s interest in equity has been a plan to develop and implement an equity tool to evaluate all Board policies. The equity tool is intended to assist the Board to examine all policies and actions through an equity lens. The Board may partner in this work with Washington Educational Service Districts, which have experience in this area, to help implement a tool. This Deeper Learning: Education for the 21st Century opportunity and the Standards-Based Policy Audit Process and Toolkit would complement this work, and implementation of the audit process and use of the toolkit may reinforce the work of the equity tool and vice versa.

The Board also plans to strengthen its partnership with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), a committee created by the Legislature to synthesize the findings and recommendations of several opportunity gap studies and make recommendations to the Office of the Superintendent of Public Instruction, the Professional Educator’s Standards Board, and the State Board of Education.

5. *Capacity:* Describe the state board’s capacity to accomplish the activities required to accomplish the two goals in this proposal. (In addition to financial and human resources, consider state experience in related areas, knowledge and passion of state board members, public will and interest, and other stakeholder expertise and capacity.)

The work of this proposal is within the capacity of the SBE to accomplish. Staff as well as Board members have experience planning, convening and participating in workgroups. Staff will rely on NASBE staff to provide guidance on the application of the tool and gap analysis process. This work will be integrated with the work of the regular Board meetings, so that workgroup products and findings will inform Board discussions and actions, and directions, decisions and actions of the Board will inform the workgroup.

The Board has the financial and human resources capacity to produce reports and presentations, invite peer agency and partner representatives and experts to regular Board meetings, engage in communication and outreach, and advocate for good practices. This stipend would allow the Board to intentionally engage partners in focusing on the work of system alignment and opportunity gap closure.

The current climate of the state should be very receptive to this work, particularly in the areas of Deeper Learning through career connected learning, in project-based and competency-based learning, and in high school to postsecondary planning. Partners such as the Governor's Office, the Office of the Superintendent of Public Instruction, the Workforce Training Board, the State Board for Community and Technical Colleges, and the Washington Student Achievement Council all have an interest in, and support initiatives in these areas.

PROJECT DESCRIPTION

The 2015 passage of the Every Student Succeed Act (ESSA) has ushered in a new era of education policy making, one where significant levels of authority has been sent back to the states. While some have argued that this trust in states represents a step backwards on advancing educational rigor, the reality is that states have been more than up to the challenge of utilizing greater flexibility to advance both educational innovation and rigor. Moving forward, flexibility provided by ESSA will empower states to take the next leap in educational innovation on both individual issues such as assessments and accountability, as well as issues that cut across multiple policy areas such as competency-based education and blended learning. Through this deeper learning stipend, NASBE will support states in not only seizing these opportunities, but advancing a sustained strategic focus on developing and implementing a coherent and aligned deeper learning education system. This systemic approach is essential for supporting all students in attaining a new level of rigor of learning that will empower students with the knowledge, skills, and dispositions they will need to succeed in college, career, and civic life.

Each stipend state is expected to address all the FOCUS AREAS identified below in its long-term strategic plan. But given the unique context of every state regarding its present strengths and needs, as well as priorities and capacity, each stipend state will likely start in different FOCUS AREAS. For the purpose of this application, select two FOCUS AREAS that you intend to prioritize as most important and urgent, and use these in the project chart as described at the end of this application.

- 1. Clearer Standards That Reflect Deeper Learning** - Policy and work in this area are designed to help states define new clearer, higher expectations for learning. Activities under this focus area can include establishing a shared statewide definition of what it means for a student to have the knowledge, skills, and dispositions to be college, career, and civic ready; working to ensure that definition aligns across other key policies such as educator licensure and accreditation; establishing statewide competencies in different disciplines on way to a competency based education system; and conducting a gap analysis of how state standards—both content standards

and other standards such as social and emotional learning standards—reflect the subsequent definition and goals. (Examples of some states’ work in this area includes the [Oregon SBE’s adoption of Oregon Essential Skills](#) and [the Illinois SBE’s adoption of social and emotion learning standards](#))

- 2. Resource Alignment Around Deeper Learning Definition and Standards** - Policy and work in this area are designed to help ensure educators have the resources and tools to support deeper learning. Activities under this focus area can include aligning materials, textbooks, curriculum frameworks, toolkits, finance strategies, technology plans, and/or other resources to state standards and definition of college, career, and civic success. (Examples of some states’ work in this area includes the [New York SDE’s development of the EngageNY website to support the Regents Reform Agenda](#) and the [Utah SBE’s technology standards which emphasize ways technology can be strategically leveraged to support rigorous learning](#)).
- 3. Professional Learning in Support of Deeper Learning** - Policy and work in this area are designed to ensure educators have the skills to translate standards to deeper learning experiences. Activities under this focus area can include any or multiple areas of the educator preparation, learning, and support continuum—including standards for educator preparation programs, licensure and re-licensure, mentoring, and professional learning standards—that ensure that policies support educators in their development and refinement of skills necessary to empower student deeper learning. (Examples of some states’ work in this area include [Kentucky’s inclusion of skills associated with competency based education in the state’s teacher preparation programs](#) and [North Carolina’s state mentoring standards which emphasize the development of more engaging instructional approaches](#)).
- 4. Supportive Measurement and Improvement System That Reflects Deeper Learning** - Policy and work in this area are designed to ensure that the way learning is assessed and accounted for is aligned to the state’s aspirations for student deeper learning. Activities under this focus area can include examining and, when necessary, making changes to the state’s high school graduation requirements, assessments, accountability and improvement system, school report cards, accreditation systems, and/or state board strategic goal measures. (Examples of states’ work in this area include [Maryland’s High School Service-Learning graduation requirement](#) and [New Hampshire Performance Assessment for Competency Education](#)).

Briefly describe the proposed project (include how this project supports your state education vision and values, your approach and resources for accomplishing the two goals of this project). (250 words or less)

The SBE will employ NASBE’s Standards-Based Policy Audit Process and Toolkit to identify gaps in the state system in the support of Deeper Learning. The SBE will convene three workshops for planning and implementing the process and toolkit, and engage in discussion and decision-making during regular Board meetings. The SBE will communicate monthly with NASBE, record and document feedback on the process and toolkit, and create a summary report on SBE and state implementation and change in practice resulting from the use of the process and the toolkit.

The first workshop will consist of a committee of Board members, to learn about the process and the toolkit, plan for implementation and to identify next steps. The next two meetings will be with partners and Board members to employ the audit process and toolkit to conduct a gap analysis and develop a strategic implementation plan.

This work will help orient new board members to ongoing work of the Board, identify gaps that need to be addressed in the statewide Deeper Learning effort, and be used to evaluate Board policies for equity and to promote equity across the range of Board activities. This work may help create a framework for carrying forward the work of the Board and partners through changing Board member composition and shifting state priorities.

The SBE commits to using the process and toolkit to develop at least one proposed Legislative priority for 2018 (to be considered for adoption by the Board in November 2017 or January 2018).

1. BUDGET

Line Item	Amount	Description
Personnel		
Consulting Services and Professional Fees	\$4,000	Consulting for facilitation and equity review (possibly through a Washington Educational Service District)
Conferences, Conventions, and Meetings (facilities, food etc.)	\$2,600	2 meetings: Room rental: \$800 x 2=\$1,600 Catering: \$500 x 2=\$1,000
Publications and Communications Vehicles		
Travel	\$2,340	Flights for attendees from Eastern WA: \$250 x 2 people x 3 meetings=\$1,500 Mileage: \$35 x 8 people x 3 meeting=\$840
Other:		
Other:		
TOTAL	\$8,940	

CHARTING THE WORK

Utilize the following headings and fill in as instructed below in the charts at the end of this document. (We recommend that bidders submit Excel spreadsheets based on the charts at the end of this document if bidders need more rows or additional space to elaborate.)

- FOCUS AREA:** For each of your two chosen FOCUS AREAS identified above, copy its bolded heading in the space provided.
- PROJECT GOALS** (as described in "Project Goals" section)
 - Deeper Learning Policy Gap Analysis**
 - Strategic Implementation Plan**
- ACTIVITIES:** Complete the charts with activities organized underneath these main headings:

- a. Months 1-2:** Review initial draft of NASBE Standards-Based Policy Audit Process and Toolkit; collaborate with NASBE in iterative cycle of feedback, edits, and revision. Note: this iterative process will also occur as needed throughout grant period.
 - b. Months 3-7:** Conduct internal deeper learning policy gap analysis with NASBE toolkit for each chosen focus area. Identify your state's existing procedures and resources for conducting a review of its policies.
 - c. Months 8-12:** Develop a strategic implementation plan for prioritizing and addressing gaps in policies toward the goal of a coherent and cohesive deeper learning standards based system (i.e. aligned across expectations, materials, assessment, accountability and professional learning).
4. **SUPPORTING INFORMATION:** Complete the activities as applicable with start/end dates, people, and outcomes and measures of success,
 5. **COMMUNICATIONS STRATEGIES:** Connect activities where applicable to the communication and partnership strategies of this project listed on page 3.

Assume that NASBE will provide the first drafts of guidance and instruments as needed for the Standards-Based Policy Audit Process and Toolkit. NASBE will work with each state in accomplishing the two goals of this project.

Required Components: Be sure to include these requirements in appropriate places:

- Commit to at least one policy vote among state board members on a directly-related issue.
- Have a NASBE liaison who communicates with the NASBE project director at least every month.

CHART ONE

FOCUS AREA: Clearer Standards that Reflect Deeper Learning

Activities (for the Two Project Goals)	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Strategies
Plan and hold initial Board committee meeting	Months 1-2 July 1	August 30	Linda Drake with Alissa Muller and Kaaren Heikes	Board members oriented to process and goals based on member feedback and surveys. Identification of next steps for developing clearer standards that reflect Deeper Learning identified.	Review initial draft of NASBE Standards-Based Policy Audit Process and Toolkit Connection to past work reviewed. This is the first work session, employing communication strategy 1.
Share initial work session results Board at September Board meeting—the annual Board retreat for strategic planning	Month 3-7 Sept. 1	Sept. 30	Alissa Muller with Board committee members	Members reflect on results of initial work session, and incorporate their considerations on clearer standards into their strategic planning process.	Communication strategies 1 and 2.
Plan and hold work session with committee members and partner representatives	Month 3-7 Oct. 1	Dec. 30	Linda Drake with Kaaren Heikes and Alissa Muller	Initiate work on conducting a deeper learning policy gap analysis. Identify and document state’s existing procedures and resources for conducting a review of its procedures. Introduce/use an equity tool to examine policies.	Communication strategies 1, 2, and 3.
Share gap analysis with Board at November and January Board meetings.	Month 3-7 Nov. 1	Jan. 30	Linda Drake, Kaaren Heikes, Alissa Muller, and Board committee members	Board considers adopting at least one Legislative priority as a result of the gap analysis information concerning clearer	Strategies 1 and 2.

				standards that reflect deeper learning.	
Plan and hold a work session with Board members and partners	Months 8-12 Feb. 1	Mar. 30	Linda Drake with Alissa Muller and Kaaren Heikes	Develop a strategic implementation plan for prioritizing and addressing gaps in policies.	Strategies 1, 2 and 3.
Iteratively communicate with partners, Board and NASBE to monitor state action to implement plan	Months 8-12 Mar. 30	June 30	Linda Drake with Alissa Muller and Kaaren Heikes		Strategy 2.
Report on the development and implementation activities and collect feedback from Board members on the process and the outcomes	Months 8-12 Mar. 30	June 30	Linda Drake with Alissa Muller and Kaaren Heikes	Create report and share with Board members and partners	Strategies 2 and 3.

CHART TWO

FOCUS AREA: Resource Alignment Around Deeper Learning

Activities (for the Two Project Goals)	Begin Date	End Date	Person Responsible	Outcome and Measures of Success	Connections to Strategies
Plan and hold initial Board committee meeting	Months 1-2 July 1	August 30	Linda Drake with Alissa Muller and Kaaren Heikes	Board members oriented to process and goals based on member feedback and surveys. Identification of next steps for Resource Alignment around Deeper Learning.	Review initial draft of NASBE Standards-Based Policy Audit Process and Toolkit Connection to past work reviewed. This is the first work session, employing communication strategy 1.

Plan and hold work session with committee members and partner representatives	Month 3-7 Oct. 1	Dec. 30	Linda Drake with Kaaren Heikes and Alissa Muller	Initiate work on conducting a deeper learning policy gap analysis. Identify and document state's existing procedures and resources for conducting a review of its procedures. Use the toolkit for identifying areas of potential improved resource alignment around Deeper Learning.	Communication strategies 1, 2, and 3.
Plan and hold a work session with Board members and partners	Months 8-12 Feb. 1	Mar. 30	Linda Drake with Alissa Muller and Kaaren Heikes	Develop a strategic implementation plan for prioritizing and addressing gaps in policies and for better alignment of resources around Deeper Learning.	Strategies 1, 2 and 3.
Report on the development and implementation activities and collect feedback from Board members and partners on the process and the outcomes for both focus areas.	Months 8-12 Mar. 30	June 30	Linda Drake with Alissa Muller and Kaaren Heikes	Create report and share with Board members, partners, and NASBE.	Strategies 2 and 3.



National Association of
State Boards of Education

**Memorandum of Understanding
Between the Washington State Board of Education and the
National Association of State Boards of Education**

2017 Stipend Award

I. PARTIES

This Memorandum of Understanding (MOU) is entered into by the Washington State Board of Education (SBE) and the National Association of State Boards of Education (NASBE) pertaining to the organizations' partnership to strengthen the work of the SBE in 2017-18 related to Deeper Learning. The funding is granted directly from NASBE and is provided for through the William and Flora Hewlett Foundation.

II. PURPOSE

The purpose of this MOU is to outline the work, expectations, compensation and general provisions attached to the stipend award.

III. THE STATE BOARD'S SCOPE OF WORK

- The scope of work by the SBE required by this MOU is outlined in the attached documents and remain as they were submitted by the SBE.
- State board members and appropriate staff will participate in regular conference calls with NASBE staff and attend appropriate convenings of awardees.
- The SBE shall submit an interim report by January 15th for the grant year and a final report by August 15th, the form of which will be provided by NASBE.

IV. NASBE'S ROLE AND RESPONSIBILITIES

NASBE staff members will provide support for state's project activities above and beyond routine stipend monitoring. NASBE activities for this project are as follows:

- Facilitating regular conference calls between the state board and NASBE staff.
- Providing technical support for the development of stipend applications and overall implementation.
- Facilitating connections with experts.
- Facilitating an in-state policy workshop to provide guidance and coordination to state's board of education to improve the quality and effectiveness of work plans, evaluation strategies, and collaborative activities with other agencies and organizations.
- Supporting ongoing opportunities to foster networking, communication, coordination, and collaboration.
- Collaborating to assemble and publish accomplishments, best practices, and lessons learned during the project period.

V. COMMUNICATIONS

- NASBE will issue an official press release announcing stipend awardees upon the completion of the application/MOU process, and dispersal of stipend funds. NASBE Director of Communications will work with state liaisons on dissemination to appropriate state media, trade press, and other stakeholder. State-issued press releases must be coordinated with the NASBE Director of Communications.
- A primary goal for NASBE is to highlight the work of each stipend state, and to share state's experiences and lessons with the NASBE member network, and the public. This will be accomplished in a variety of ways including via published reports, case studies (State Innovations), commentary, and social media.

VI. TERMS AND CONDITIONS

- The work performed under this MOU shall be subject to all the terms and conditions outlined in this document.
- Neither party shall perform, provide, or request any service or materials that is unlawful, or is to be used in any unlawful manner, or which could be found offensive or which might otherwise be detrimental to the interests of either party.
- NASBE and the SBE are independent entities bound in the relationship of contractor and subcontractor respectively. The work hereunder shall be performed in accordance with generally accepted professional standards.
- As part of this agreement, NASBE and the SBE will jointly determine the tasks, timelines, outcomes and resources related to the work.
- In the event that the SBE fails to commence services or, having commenced the services abandons them in part or in whole, or fails to complete the work to the satisfaction of NASBE, then NASBE reserves the right to cancel or terminate this agreement and the SBE will turn over to NASBE the products completed as of the date of cancellation as well as any unexpended funds.
- This MOU shall not be subject to any special conditions unless such special conditions are specifically identified in this agreement or its attachments.
- All terms and conditions of this MOU are herein set out and no other conditions, promises, or representations have been made. The parties' concurrence with the terms and conditions set forth above shall be evidenced by the signatures of their respective agents as set forth below.

VII. COMPENSATION AND TERMS OF PAYMENT

- The total compensation amount under this MOU is \$9,000 which will be paid within 30 days of the joint signing of this MOU.
- The SBE shall maintain and make available upon request, all relevant financial and accounting records and evidence pertaining to this agreement in accordance with generally accepted accounting principles.

VIII. DATES

This MOU will commence on the date of its signing and end on July 15, 2018.

IX. CANCELLATION

- Cancellation of the Agreement by NASBE may be for (1) default by the SBE, or (2) lack of further need for the service by NASBE. Default is defined as the failure of the agency to fulfill the obligations of this agreement. In case of default by the SBE, NASBE may cancel this agreement immediately and procure the services from other sources. In the event NASBE no longer needs the services specified in this agreement due to program changes, changes in funding, or other reasons, NASBE may cancel the MOU by giving the SBE written notice of such cancellation thirty (30) days prior to the date of cancellation.
- The SBE has the right to cancel this agreement. In the event the agency decides to terminate this agreement, it can do so by giving NASBE written notice thirty (30) days prior to the date of the intended cancellation date. Unexpended funds shall be returned to NASBE prior to the stated cancellation date.

X. RESPONSIBLE PERSONS AND CONTACT INFORMATION

National Association of State Boards of Education

Executive Management

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Kevin Laverty

Acting Chair, Washington State Board of Education

gowssda@gmail.com

360-725-6027

XI. SIGNATURES

Kevin Lavery
Chair
Washington State Board of Education

Date

Kristen Amundson
President/CEO
National Association of State Boards of Education

Date



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Required Action District Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input 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 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 progress have required action districts made?	
Relevant to business item:	No business item is associated with this agenda item.	
Materials included in packet:	Each of the required action districts worked with OSPI to create a report to update the Board on their progress in required action.	
Synopsis:	<p>RCW 28A.657.100 directs the Office of the Superintendent of Public Instruction (OSPI) to provide a report twice per year to the SBE on progress made by required action school districts. The Board was updated on the status of Soap Lake District at the May 2017 meeting because of its special status as a continuing required action district. Included here along with Soap Lake are reports on the other districts, Tacoma, Wellpinit, Yakima and Marysville. These four districts have just completed their third academic year implementing a required action plan. There is no agenda item associated with the update on required action districts, this update is in written form only. The reports include data, including preliminary 2017 state testing results, and address the questions:</p> <ul style="list-style-type: none">• What were significant successes and challenges for Required Action Districts this year?• What changes, if any, were made to required action plans and why?	
	<p>NOTE: Some of the graphs in the report are in color, and are best viewed in the online packet</p> <p>at: http://www.sbe.wa.gov/materials.php#.WVUec2yWxPY</p>	



Quil Ceda Tulalip Elementary School

Becky Berg | *Superintendent*

Cory Taylor | *Principal*

Anthony Craig | *Director of Equity, Access, &
School Support*

Tamera 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 & Online Reporting System

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, 2016, and 2017 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 2017 (Preliminary Smarter Balanced Assessment Results)

	Reading Grade 3 QCT	Reading Grade 4 QCT	Reading Grade 5 QCT	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%
2017 (Prelim)	33%	26%	24%			

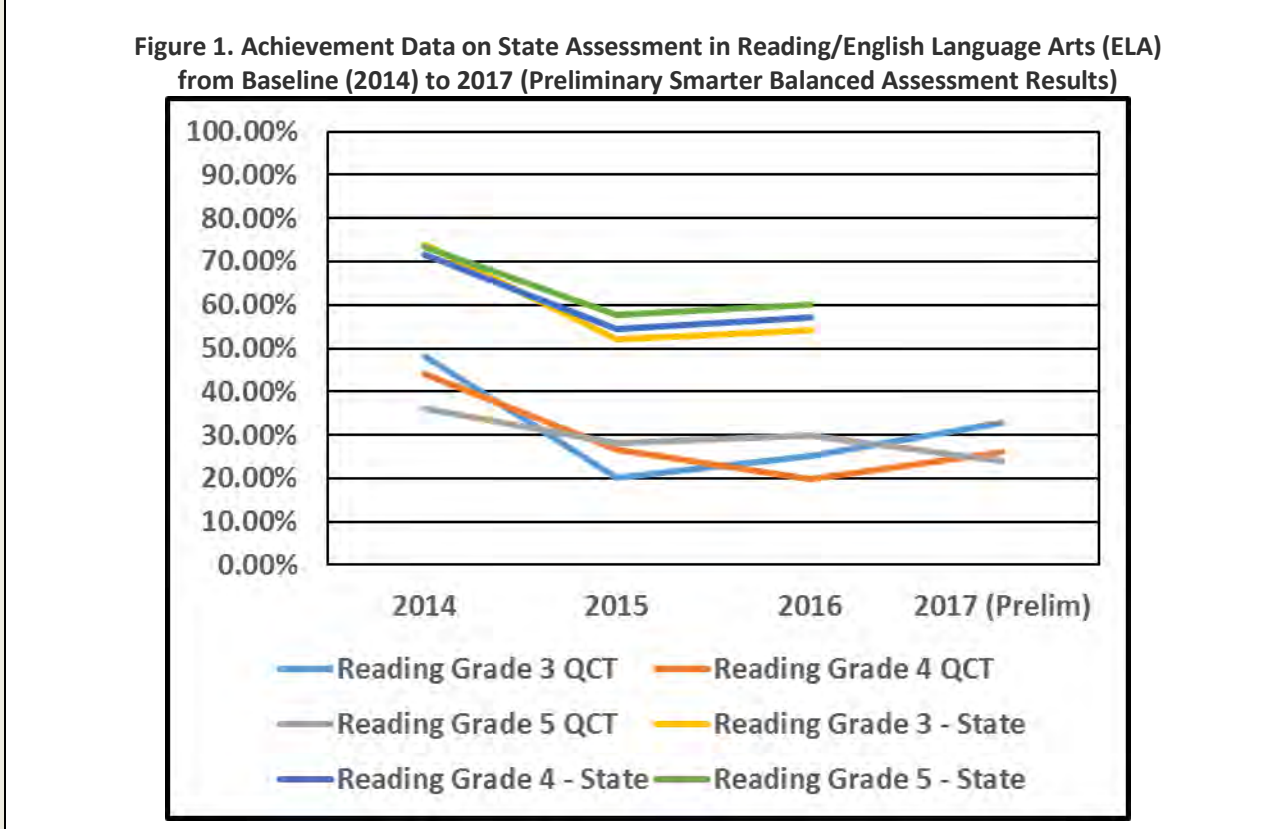
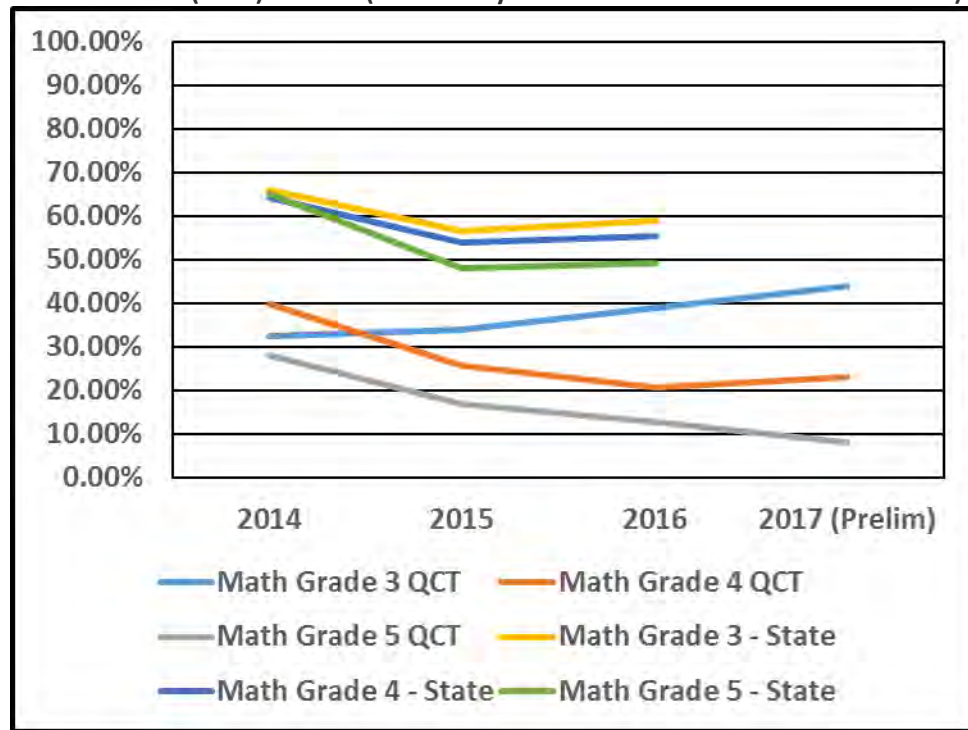


Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	44%	23%	8%			

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)



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, particularly in Grade 3. Staff shifted practice in instruction in several ways, increased emphasis on teaching to the CCSS and differentiating instruction based on particular student needs, and implemented effective analysis and response to interim assessments. Also, teachers have become more familiar with analyzing and using STAR data in their instruction.
- New ELA curriculum materials were utilized to provide standards-aligned instruction.
- Job-embedded professional development was coordinated to support the successful implementation of new ELA curriculum.
- Cultural Specialist facilitated additional community involvement (e.g., Billy Frank Jr. Day, Tulalip Day, and 5th Grade Potlatch).
- All students received instruction in culture-based curriculum.
- A month-long study was done on the work of Billy Frank Jr. and culminated with a community event assembly.
- Staff monitored weekly reading growth in the primary grade levels using easyCBM to ensure students were progressing at expected growth rates.
- QCT plans to hire new staff earlier in the year to ensure a stronger candidate pool.
- Student recognition program for attendance, academics, and citizenship has become part of school culture.
- Classroom walkthroughs have been completed throughout the school year, and aggregated data were used regularly to ensure implementation of effective instructional practices.
- We continued the BEST Grant (OSPI) to support teachers in first two years of their profession.
- School Success Team (SST) meets weekly to analyze student data and suggest additional supports in both academics and behavior.
- We continue to implement our comprehensive improvement plan that addresses Cultural, Social-Emotional, and Academic needs of students.
- A parent and community plan was developed through Natural Leaders to promote greater participation in school functions and student involvement.
- Administration has been intentional about contacting parents of students that are chronically absent.

Challenges

- Supporting teachers new to the school, particularly around understanding the importance of history, culture, and relationships in a reservation community.
- Maintaining a sustainable substitute pool. Many substitute positions aren't being filled on a regular basis. Unfilled positions impact student learning through cancelation of small groups and professional learning. Perhaps some RAD dollars could be used to incentivize substitutes to continue to accept positions at QCT. Also, a full time substitute may be helpful in filling these positions.
- In spite of increased efforts in the area of attendance, chronic absenteeism continues to persist.
- While there are pockets of academic increase in some grade levels, we didn't show growth in all content areas in all grade levels.

2. What changes, if any, were made to your required action plan and why?

In an effort to meet the ongoing needs of our Required Action Plan centering on academics, behavior and culture, the following items have been implemented.

- We focused 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 and Expectation Reminder data are reviewed by the school's Behavior Team on a monthly basis and are communicated to the Leadership Team on a quarterly basis to inform effective practices and next steps.
- We increased student recognition for attendance and implemented Guidelines for Success "GROWS" in an effort to celebrate successes.
- We are reaching out to families to strengthen relationships/learning partners to support school attendance.
- We focused on sustaining interventions for social-emotional well-being and academics. The district supported staff members in attending Restorative Justice training to improve outcomes for students.
- Newly adopted ELA curricula was implemented K-5.
- Full-time (1.0) Curriculum Implementation Specialist was hired for QCT.
- We shifted 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 is used by administrative team to monitor instruction, provide timely and relevant feedback on high-yield strategies, and provide appropriate supports to teachers. Tool helps to monitor the following: 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, and 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 (i.e., Billy Frank Day study and celebration; STI Symposium for broader Tulalip Community) and previous events. Data were tracked to monitor increased family engagement.
- We provided additional Social-Emotional curriculum supports (RIPPLES).
- District added .5 Resource Room teacher allocation to QCT.
- There is a district-wide focus on improving attendance.
- We use multiple student assessments: easyCBM, DIBELS, STAR, and Interim SBA.
- We focused PD on ELA.



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
		240
	Gender (October 2015)	
	Male	138 53.3%
	Race/Ethnicity (October 2015)	
	Hispanic / Latino of any race(s)	84 32.4%
	Special Programs	
	Free or Reduced-Price Meals (May 2016)	174 72.5%
Transitional Bilingual (May 2016)	18 7.5%	
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	100.0%	

<p>Student Achievement</p>	Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)								
	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%
	2017 (Prelim)	31%	44%	31%	33%				

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

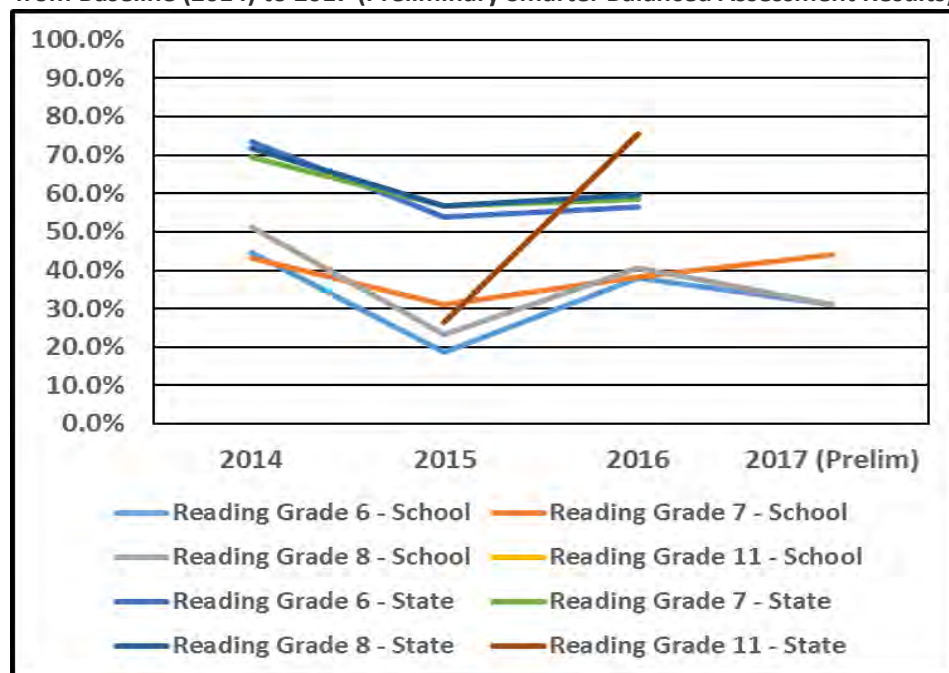
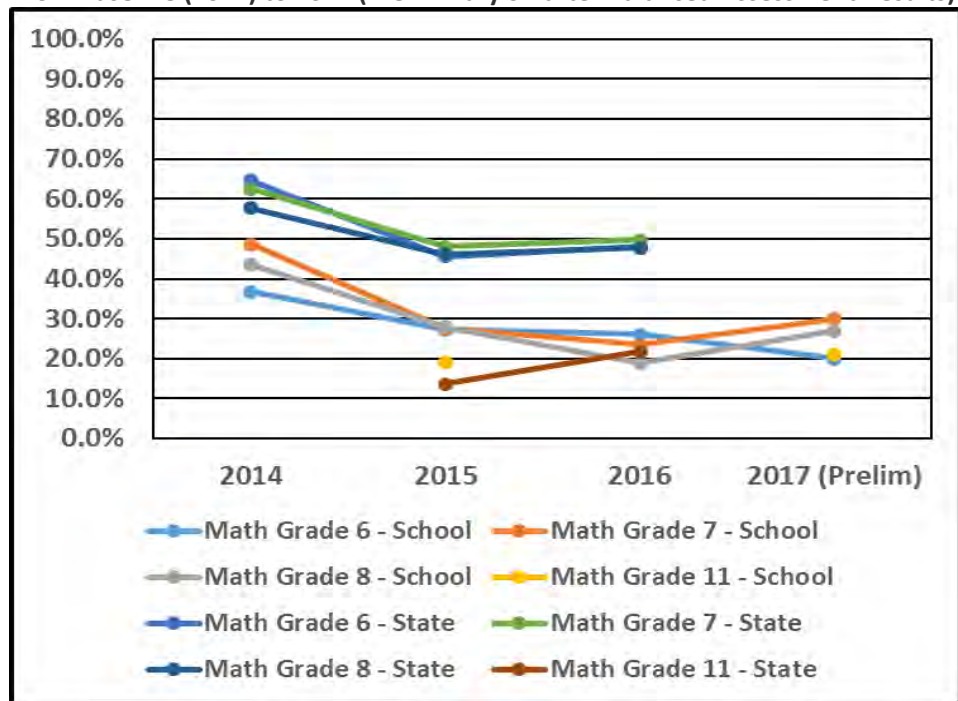
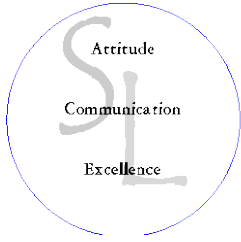


Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	20%	30%	27%	21%				

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)





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

- **Building Instructional Leadership**
 - Sustained principal leadership focused on school improvement; current principal in Year 3
 - Implementation and continuation of teacher leadership team
- **Improving Instructional Practice:**
 - Monthly support for math staff from OSSS Math Instructional Coach around standards alignment, modeling of instruction, data analysis, and intervention planning (Year 6)
 - Professional development and in-class support and modeling in differentiation and academic conversations with Robin Kirkpatrick (ESD 171); received well by staff
 - Professional development on ELA interventions using IABs with ESD 171 support
 - Beginning implementation of use of Chromebooks in selected classes; teachers trained in Google classroom (collaboration with Moses Lake SD)
 - Professional development on "AVID strategy of the month" during late start Mondays; provided by AVID leadership team
- **College/Career Readiness**
 - Implementation of AVID with all staff trained in AVID strategies; 3 AVID classes (Year 5)
 - Realignment of CTE classes; increase in CTE offerings (e.g., Microsoft class TEALS)
 - Annual goal of increasing college acceptance and attendance for graduates and scholarships for students
- **Frequent Use of Data to Inform Instruction**
 - Increased and ongoing use of SBA Interim Assessment Blocks in ELA and Math
 - Moving from MAP assessments to schoolwide use of Interim Assessment Blocks multiple times per year
- **Teacher Collaboration:**
 - Weekly late start for Teacher Collaboration and Professional Development (Year 6)
- **Multi-Tiered Systems of Support:**
 - Dean of Students position added to provide enhanced student support; grant supported for 3 years
 - New Attendance policy, including use of contracts (Year 2)
 - Building-wide tracking of students with grades of "C or better" with Friday reward assemblies (Year 2)
- **Family Support**
 - Increased visibility and availability of front office staff with ability to translate for families
 - Student-Led Conferences twice a year

Challenges

- Continued difficulty with retaining high-quality teachers, especially in math, science, and special education. The MS/HS will lose two key staff in these areas next year; these teachers are moving to neighboring larger districts who can afford to pay significantly more in "tri-days."

- Continued challenge of ability to recruit and hire high-quality teachers, especially in math. For the past two years, one high school math position has been filled with a temporary candidate.
- Despite an aggressive attendance policy, student attendance and tardies continue to be an issue of concern. This has been exacerbated by an alarming increase in suspensions for alcohol and substance abuse, a chronic issue in the community that is becoming more prevalent in the school.
- Although weather related, and as such somewhat unavoidable, Soap Lake SD lost 15 school days due to weather issues this year. Not all of the days were made up, so students ultimately lost a significant amount of instructional time. Work will need to be done with the Superintendent and School Board to help them understand the impact of lost instructional time to our students, and possibly make increased use of make-up days or “late start” in place of cancellation when possible.

2. What changes, if any, were made to your required action plan and why?

- Knowing this may be our last year of funded improvement efforts, several members of the leadership team attended key national conferences to gain knowledge and experience in some key initiatives, both in STEM through the National Science Teachers conference and with our expanded implementation of the use of technology in classrooms through the ISTE conference.
- The AVID program was expanded in two ways this year. First, another class was added, so all grades 6-12 could be served. In addition, increased amounts of time and expectations went into implementing schoolwide AVID strategies. In the 5 years that the building has implemented AVID, Soap Lake MS/HS has gone from 3 students accepted into a 4-year college, to 18 accepted into a 4-year college as of June 2017.

With some additional funds mid-way through the year, the school made the following additions to the School Improvement Plan:

- Addition of a “Night teacher” who worked with students from 4 – 8:00 p.m., 4 days per week. Attendance was expected of students who were suspended and available to others who wanted to access additional help. Early evidence is showing significant improvement in some students who accessed the help voluntarily, particularly in ELA.
- Hiring a half-time attendance secretary to develop closer communication on a daily basis with families of students with chronic attendance problems.



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 & Online Reporting System

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, 2016, and 2017 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 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	34%	31%	44%			

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

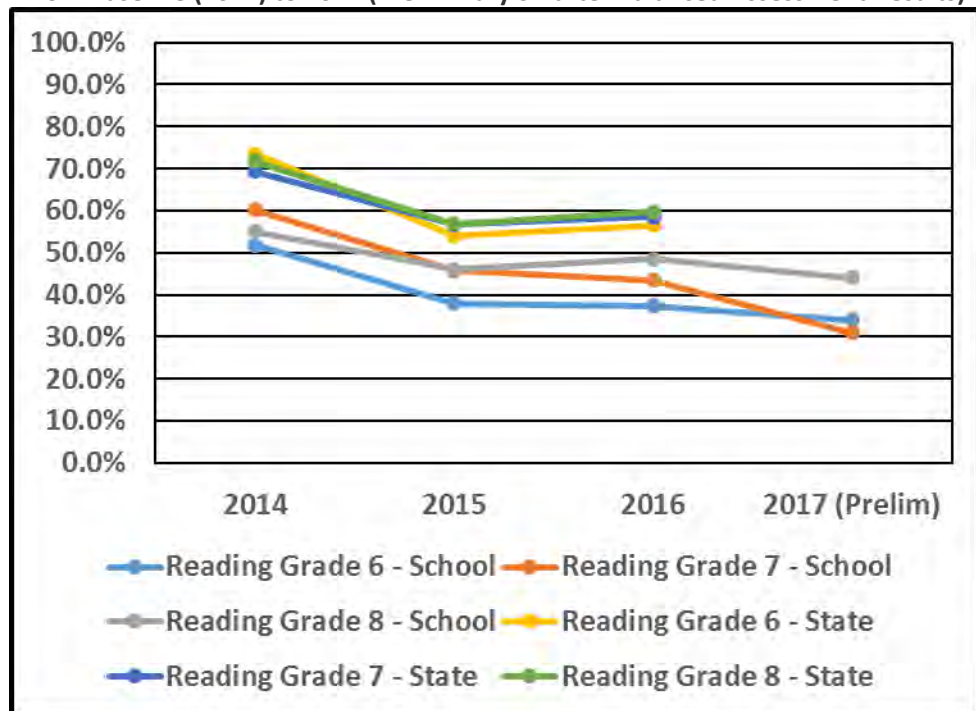
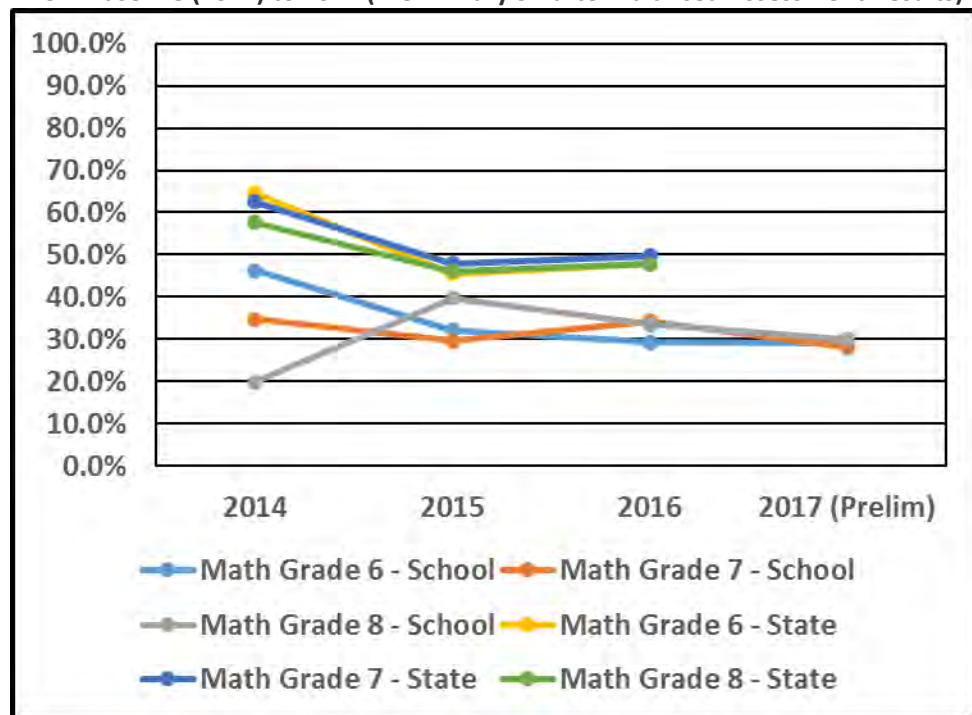


Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	29%	28%	30%			

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)





1. What were significant successes and challenges of required action for your districts during the past year?

Successes

- Stewart implemented a new leadership branch (Principal Leadership Team) to team with the site council and principal. The Principal Leadership Team does the deeper learning and analysis along with leading initiatives at Stewart. The teachers selected 3 representatives from math, science, and Language Arts to team with instructional coaches and administrators. Together we spent hours researching, analyzing, planning, and leading implementation of:
 - Standards based grading practices
 - Student benchmark data
 - Professional development practices (how can we better meet needs of all staff and Stewart mission)
 - Schoolwide walkthroughs
 - Common unit planning template
 - Assessment practices
- Stewart took 13 teachers to the National ASCD conference in March. The TPS School Board allowed increased attendees over regular 6 persons allowed for out-of-state travel.
- Stewart was allowed to switch the district data day in October for two early release days; this allowed for staff in-service and student/parent conferences.
- Stewart leadership team was 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 with additional FTE is specific to Stewart and its unique needs; this supports us to deliver rigorous standards-based instruction and curriculum.

Challenges

- SBA ELA and math scores continue to fall below the 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?

Stewart moved back to its renovated home campus March 13, 2017. *From January 2017 Report to SBE: While not a change to the Indistar plan specifically, the district is addressing the needs of Stewart's Culture and Learning Environment by expediting the school's move from its temporary (and out of neighborhood) school to its newly remodeled location in its 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.*



Wellpinit Elementary School

John Adkins | *Superintendent*

Kim Ewing | *Principal*

Karen Estes | *Leadership Coach*

Wellpinit Elementary School Summary – Wellpinit School District

Table 1. The table provides a profile of students who the attended school in 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%

Student Demographics

Source: OSPI State Report Card

Student Achievement

Source: OSPI State Report Card & Online Reporting System

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, 2016 and 2017 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 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	25%	26%	29%			

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

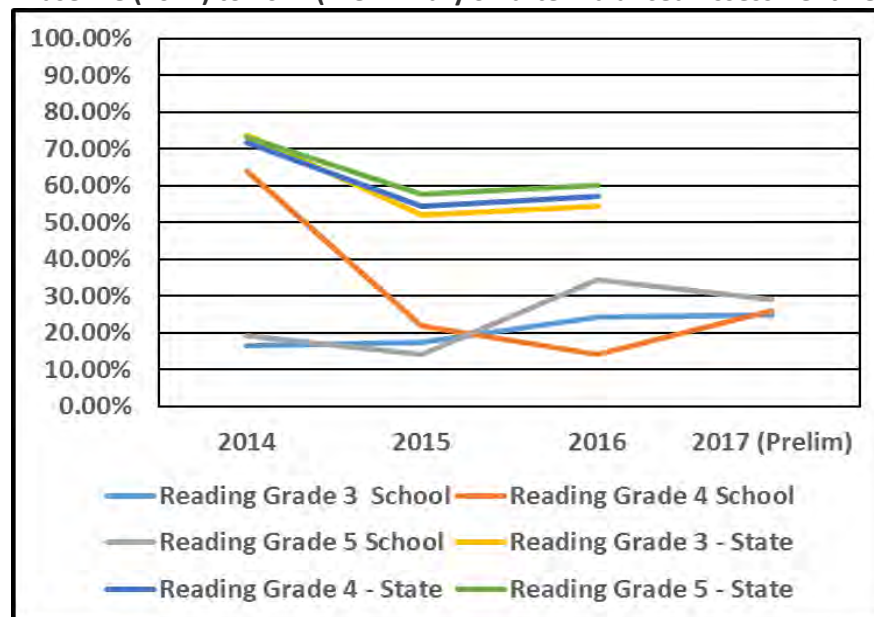
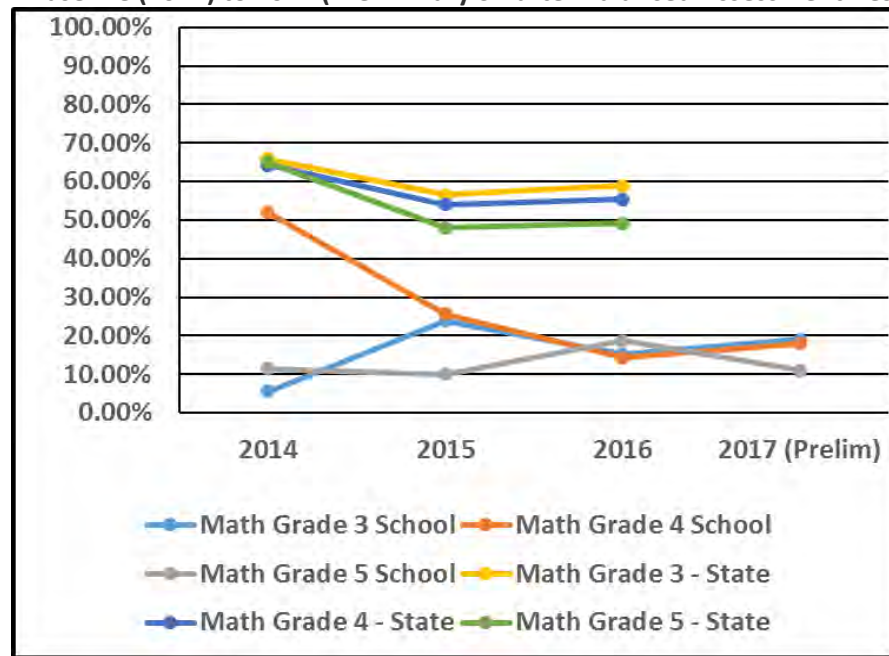


Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	19%	18%	11%			

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)



**Wellpinit School District
State Board Education Report
July 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, 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, and 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

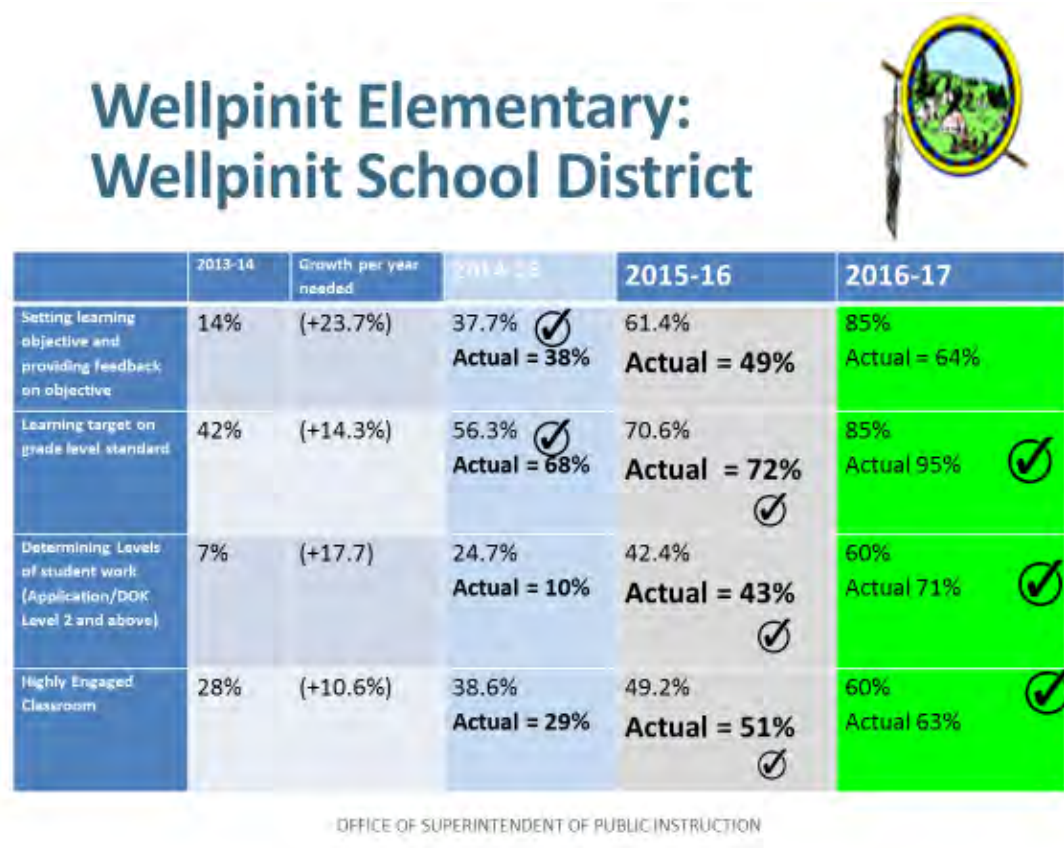
Wellpinit School District Significant Successes

- 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 that 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 needs 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 the teacher association to support school improvement efforts.
- District created incentive pay for student growth in partnership with the teacher association during implementation of grant.
- District hired two Social Skills coaches, one at each building, to support K-12 social and emotional development.

- District hired a district data coordinator and redefined Title coordinators’ roles to support building program implementation for struggling learners.
- District completed the process with multiple stakeholders to update the Mission and Vision of the school district.

Wellpinit Elementary School’s Significant Successes

- We are excited about our continued growth in our designated four areas as set forth from the recommendation. (see chart below)



Strong Leadership

- Principal and data instructional coach implemented a weekly CWT with data reports generated to staff.
- Even with hiring 4 new teachers 2016-2017 school year, we have grown in all four targeted instructional areas and met our goal in three of the four targets:
 - Setting learning objective and providing feedback on objective is up 15% from last spring.
 - Learning target on grade-level standard is up 23% from last spring.
 - Determining levels of student work of application/DOK Level 2 and above is up 28% from last spring.
 - Highly engaged classroom is up 12% 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 was based upon student data with fluidity.
- Added Data Instructional Coach has significantly increased the use of data on a daily basis in professional conversations and planning.
- We implemented school-wide writing assessment; teachers collaboratively scored using a rubric.

- We adopted a tiered math-level curriculum based upon the Math Audit and follow up from an OSSS math coach.

Culture and Learning Environment

- Increased efforts in fine-tuning PBIS model with PBIS audit from PBIS coach.
- Increased family engagement with a specific committee that works on increasing family engagement.
- Seven teachers are participating in the Native American Certificate Program through the University of Washington; this will deepen the ability to teach Native American students and community communication.
- Extended the SS Native American Curriculum and Instruction using local resources into Science Curriculum and Instruction.
- Implemented self-manager program to recognize kids who can self-manage to support choice and peer monitoring.
- Completed discipline flow chart to define behavior patterns by level for further support.
- Added Social Skills Coach to support and guide students in the Tier 3 behavior level; this resulted in significant decrease in office referrals this year from these students.

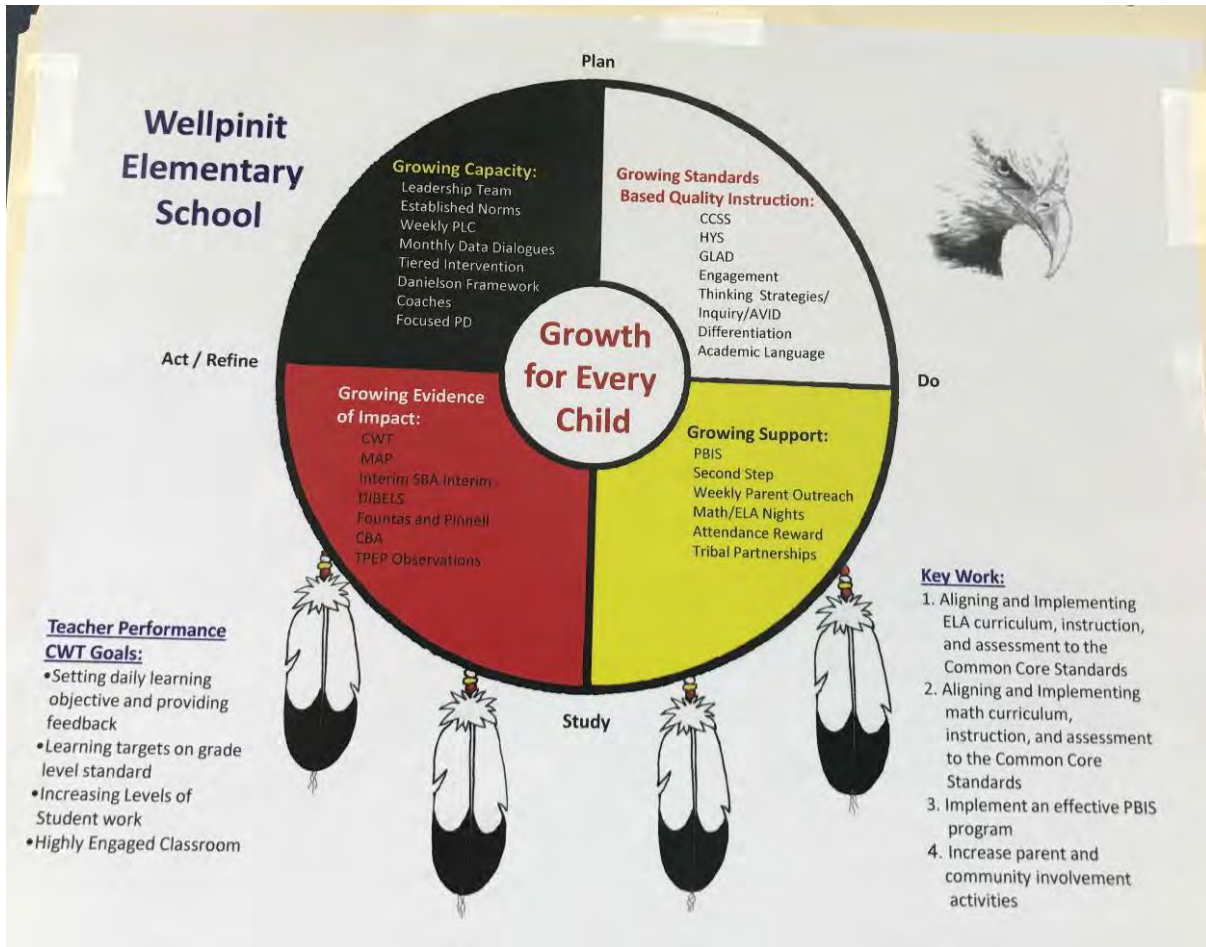
Challenges

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 scored “not ready” in math for kindergarten.
 - 65% of entering kindergarten students scored “not ready” in literacy for kindergarten.
- Data are reflecting a huge summer learning loss. It took students until December to catch up/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 district’s remote area has been a challenge. Specifically, this last summer, Wellpinit Elementary School had four positions open. Unfortunately, there were only a total of three applicants for all four positions.
- Summer School attendance is a challenge due to the rural nature of the school district and reservation.

2. What changes, if any, were made to your required action plan and why?

Wellpinit Elementary School, with the support of the superintendent and Wellpinit School District, will continue implementing a PLAN-DO-STUDY-ACT continuous improvement model in the initiatives that have been started and listed on the diagram below. Current tasks will be redefined next year with the school leadership team in order to implement a “gradual release model” within professional development. By doing so, we will be able to develop our own teachers in a “train the trainer” model around these focus areas and increase sustainability of impactful teaching and programs.





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%
	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%	

Table 2. Achievement Data on State Assessment in Reading/ English Language Arts (ELA) from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	23%	27%	24%			

Figure 1. Achievement Data on State Assessment in Reading/English Language Arts (ELA) from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

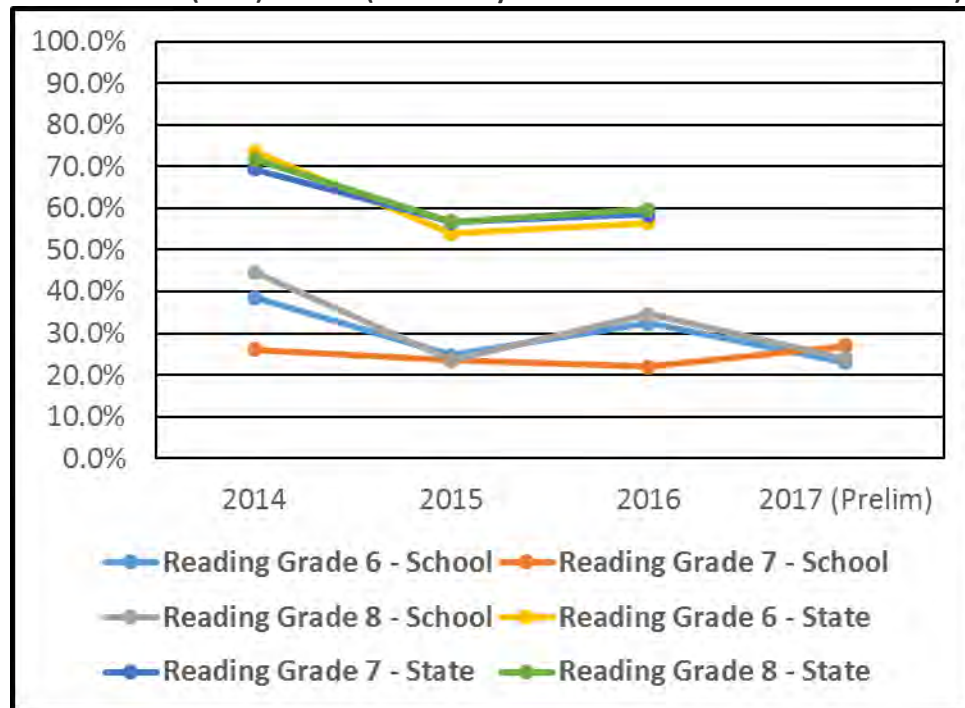
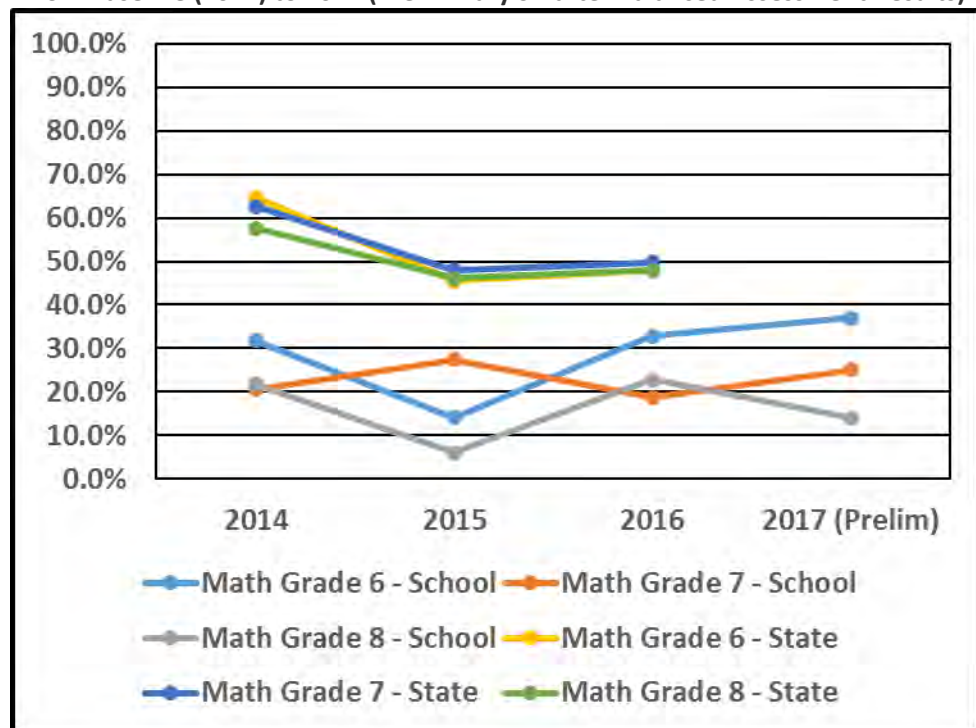


Table 3. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)

	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%
2017 (Prelim)	37%	25%	14%			

Figure 2. Achievement Data on State Assessment in Math from Baseline (2014) to 2017 (Preliminary Smarter Balanced Assessment Results)



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?

- Our Instructional Leadership Team continues to focus on our identified Problem of Practice and started a committee on EL learning. Our EL Committee is providing leadership in focusing on our challenge of language learners that comprise over 70% of our population. Our biggest challenge has been implementing quality instruction for our language learners. With our distributive leadership model, instruction is improving to enhance student learning.
- Our staff is now initially training in SIOP. We will be implementing the next step in planning for 2017–2018, and we have schoolwide strategies in place for English Learners.
- All students are receiving grade-level instruction in CORE areas with support. The challenge continues to be meeting the needs of all students. All content areas are involved in backwards planning with studio days that allow for staff to observe and learn from each other.
- Community partnerships continue to expand. We now partner with 14 agencies that provide services and opportunities (e.g., dental care, mental health supports, and family support for EL newcomers) for students and families.
- Building discipline has been on a steep decline the past three years with building referrals reducing from 3,625 to 2,275 this year. Incidences of insubordination, disrespect, and disruptive conduct are down over 300%.
- A challenge has been getting a parent on our Instructional Leadership Team, even though we have a standing parent group that meets monthly to provide input and feedback.

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 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. We have reopened our leadership team to get the right people in place as it grew too big, and the focus was not as targeted as in the past. We sent staff to ESD leadership trainings and recruited a new facilitator for our team to increase productivity and focus.
2. **Improved instruction and with all students in grade level courses:** During the 2016-2017 school year, the district added an EL coach/co-teacher for EL support. The focus of this support was our Long-Term English Learners*, which are about 60% of the EL students at Washington Middle School. The EL coach provided professional development for SIOP and research-based EL strategies that supported discourse during studio sessions and classroom modeling. The district eliminated this EL coach position at Washington Middle School for 2017-2018 and is using that staffing for the district's newly formed EL Newcomer Center. This center will be housed at Washington Middle School. The district also provided support for backwards planning by providing release days for all content areas. We realigned resources to include enhanced PD with backwards planning and data collection for EL students. We were 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. We have a need for increased Tier 2 and 3 PBIS support, and we will have OSSS support for 2017-2018. Washington is also sending staff to restorative justice training and PBIS training over the summer.

*Yakima School District defines "Long-Term English Learners" as English Learners who continue to be eligible for/receive services after five or more years in the program.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Possible Index and Accountability Changes under the ESSA</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input 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:	<p>The Board is collaborating with the Superintendent’s staff to ensure the redesigned Index meets the needs of the Superintendent and the vision of the Board.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What are your policy concerns about the definitions of the new English Learner progress measure and the SQSS measures? 2. What are your policy concerns about changes to the Index methodology regarding indicator weights, establishment of rating cut points, and the discontinuation of averaging the performances of the Targeted Subgroup with the All Students group? 3. What are your policy concerns about discontinuing the rating and reporting on the performance of the Former ELL student group? 	
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 type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Accountability Systems Workgroup made recommendations or provided additional information to the Superintendent on the following topics.</p> <ul style="list-style-type: none"> • Tier classification scheme for schools • How to factor participation in assessments into the accountability system • The measure of English Learner progress • The manner in which to develop a high school graduation measure derived from the four-year and the three separate extended graduation rates • Identification of schools for Comprehensive and Targeted Support • Definitions for the School Quality or Student Success indicator • The manner in which to weight the indicators • The manner in which to establish performance cut points for the rating system <p>The memo provides an update on the work of the ESSA ASW and the TAC to support Board discussion.</p>	



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UPDATE ON THE ASW RECOMMENDATIONS AND POSSIBLE CHANGES TO THE ACHIEVEMENT INDEX

Board Authority and Responsibility

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

The State Board of Education is granted an important voice on the manner in which the school Achievement Index is made compatible with the Every Student Succeeds Act (ESSA). The Board is collaborating with the Superintendent's staff to ensure the redesigned Index is compatible with the ESSA to meet the needs of the Superintendent, but also meets the transparency and validity requirements insisted upon by the Board.

The Board will be hearing about recommendations and potential changes to the Index from the ESSA Accountability System Workgroup (ASW) and the ASW Technical Assistance Committee (TAC). The Board should be prepared to articulate a preference or position on potential Index changes and communicate the Board's preferences to the Superintendent.

The Big Ideas to Focus On for the July ESSA Discussion

What are your questions or concerns regarding the definitions of the new English Learner progress measure and the SQSS measures (Chronic absence, dual credit, and ninth grade on-track)?

What are your questions or concerns regarding the methodology for the identification of schools for Comprehensive and Targeted Support?

What are your questions or concerns regarding changes to the Index indicator weights, establishment of rating cut points, and the discontinuation of the targeted subgroup score as a factor within the summative rating?

What are your questions or concerns regarding the revised ESSA plan? Will it improve student achievement and close opportunity gaps?

Summary

After reconvening the ASW and forming the ASW TAC, a thoughtful and deliberate process was undertaken with stakeholder groups to address elements of the ESSA Consolidated State Plan that remained unfinished. The ASW made recommendations or provided additional information to the Superintendent on the topics that follow and are tabulated in the chart on the next page.

- Tier classification scheme for schools
- The manner in which to factor participation in assessments into the accountability system
- The measure of English Learner (EL) progress
- The manner in which to develop a high school graduation measure derived from the four-year and the three separate extended graduation rates
- Identification of schools for Comprehensive and Targeted Support
- Definitions for the measures comprising the School Quality or Student Success indicator
- The manner in which to weight the indicators
- The manner in which to establish performance cut points for the rating system

The TAC and ASW put forth recommendations to the Superintendent on all of the ESSA topics initially identified for the respective groups. Some work on the issues outlined below remains to be finalized by the OSPI and SBE in the near term.

1. As the English Learner progress measure was just voted on at the June 22 ASW meeting, the long-term goals (and measurements of interim progress) have yet to be computed and analyzed. The OSPI and SBE are expected to collaborate on developing the long-term goals for the EL measure to ensure alignment between requirements in state law and the ESSA.
2. The ASW had a number of thoughtful discussions and provided input on the indicator weights. The TAC made a recommendation to the ASW based on simulated results derived from one weighting option, which appears to have yielded reasonable results. The SBE requested the data file so that additional statistical analyses can be undertaken for the July SBE meeting.
3. The ideas for tier names and relationship to levels or types of support derived from a small group activity involving six separate groups are included in the ASW [June 1 meeting notes](#). The ideas are expected to be put forth to the Superintendent for his consideration in the next version of the Consolidated State Plan. At the time of this writing, neither the names of the tiers nor the number of schools included in each tier have been decided upon.
4. Section 4.1.G.iv (page 60) of the Draft Consolidated State Plan states that the accountability workgroup shall consider whether there ought to be an alternate accountability framework for some school types, such as re-engagement schools. According to the [subcommittee meeting notes](#) from August 2016, accountability for alternative schools should differ somewhat but system specifics were not described in detail. The subcommittee recommended that accountability for alternative schools be revisited over the next two to four years.

Chart of Proposed Changes to the Achievement Index

Index Feature	Current Practice	Possible or Proposed Practice Under the ESSA	Major Change
Summative Rating	1 to 10 rating of simple average between All Students group and the Targeted Subgroup.	1 to 10 rating from the All Students group.	No Targeted Subgroup in calculation
	Composite Index rating is the simple average of the three annual Index ratings.	Index rating based on indicator performance of All Students aggregated over three years.	No three-year average
Tier Classification	Six tiers with varying percentages of schools in each tier with plans to implement fixed cut points.	Four tiers with yet-to-determined percentages of schools in each tiers.	Fewer tiers
Minimum N-Size	20 per group per year.	20 per group aggregated over three years.	Fewer students needed each year to report
Rating Crosswalk with Performance	Applies user friendly values (consistent 5 or 10 point intervals between) with a loose statistical basis	Applies a statistical basis (deciles) with variable intervals between cut points.	Rating point cuts based on deciles rather than equal intervals
Indicator Weights	ES and MS = 60 percent Growth and 40 percent proficiency. HS = 48 percent proficiency, 48 percent graduation rate, 4 percent dual credit part.	ES and MS = 50 percent Growth, 25 percent proficiency, 10 percent EL Progress, and 15 percent SQSS. HS = 50 percent Graduation, 25 percent proficiency, 10 percent EL Progress, and 15 percent SQSS.	Growth and proficiency will be weighted lower to accommodate new indicators.
Indicators - General	Proficiency, Growth, Extended (Five-Year) Graduation Rate, Dual Credit Participation	Proficiency, Growth, Graduation Rate (Four-Year and three distinct Extended-Year rates), EL Progress, SQSS (Dual Credit Participation, Chronic Absenteeism, and 9 th Grade On-Track)	More indicators and measures
Indicators - Graduation Rate	Extended (5-Year) Adjusted Cohort Graduation Rate.	Mix of the 4-, 5-, 6-, and 7-Year Adjusted Cohort Graduation Rate. Rating could be “bumped up” if the 5-, 6-, and/or 7-Year rates shows significant improvement.	Uses four graduation rates instead of one
Index Feature	Current Practice	Possible or Proposed Practice Under the ESSA	Major Change

Indicators - English Learner Progress	NA	Percent of EL students who increase in achievement level on at least one (or more) ELPA21 domains.	New Indicator
Indicators - Other	Dual Credit Participation for high schools	Dual Credit Participation and 9 th Grade On-Track for high schools and Chronic Absenteeism for all schools.	New indicator (Dual Credit is currently used in the Index)
School ID – Whole School	Priority School: Lowest five percent of schools based on 3-Year average ELA and math (comb.) proficiency rate.	Comprehensive Support: Lowest five percent of schools based on a summative Index rating cut point.	School ID for support based on multiple measures
	High school with 4-Year grad rate less than 60 percent.	High school with 4-Year grad rate less than 66.7 percent.	Higher graduation rate threshold
School ID – Student Groups	Focus School: Lowest ten percent of schools based on 3-Year average ELA and math (combined) proficiency rate for lowest performing student group.	Targeted Support: All schools with a subgroup performing below the Index rating cut point established for the Comprehensive Support schools.	School ID for support based on multiple measures
		Each student group will earn an Index rating based on the reportable indicators for the respective group.	
		Schools with low performance on the EL progress indicator may be identified for Targeted Support.	
Participation	<p>Non-participants are assigned a scaled score of zero and are counted as non-proficient.</p> <p>Schools must address the low participation rate in their school improvement plan.</p> <p>Only schools meeting the 95 percent participation threshold are eligible for Achievement Awards.</p>	<p>Non-participants are assigned a scaled score of zero and are counted as non-proficient.</p> <p>Schools must address the low participation rate in their school improvement plan.</p> <p>Other factors such as award eligibility is TBD.</p>	Achievement award eligibility TBD

Note: A detailed analysis of the proposal, which includes color graphics, will be made available in the online packet at www.sbe.wa.gov.

Briefing Paper #1: School Quality Student Success (SQSS) Indicator Definitions
ESSA Technical Advisory Committee (TAC)
June 2017

Background: As required under ESSA, the Accountability Systems Workgroup (ASW) identified School Quality and Student Success (SQSS) indicators to include in the system of meaningful differentiation and in the framework for identifying schools for comprehensive and targeted support. The ASW identified three indicators: Chronic Absenteeism, Dual Credit, and 9th Grade on Track. One of the four tasks assigned to the Technical Advisory Committee (TAC) was to analyze measurement options and make a recommendation to the ASW on the best measurement approach for these indicators given the requirements under ESSA:

For all public schools in the State, not less than one indicator of school quality or student success that- allows for meaningful differentiation in school performance;

- is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and
- may include one or more of the measures described in subclause (II).

...The State may include measures of:

- student engagement;
- educator engagement;
- student access to and completion of advanced coursework;
- postsecondary readiness;
- school climate and safety; and
- any other indicator the State chooses that meets the requirements of this clause.

Analysis of Indicator Definitions: The TAC evaluated each indicator definition against five criteria using school-level data files and displays to inform the analysis.

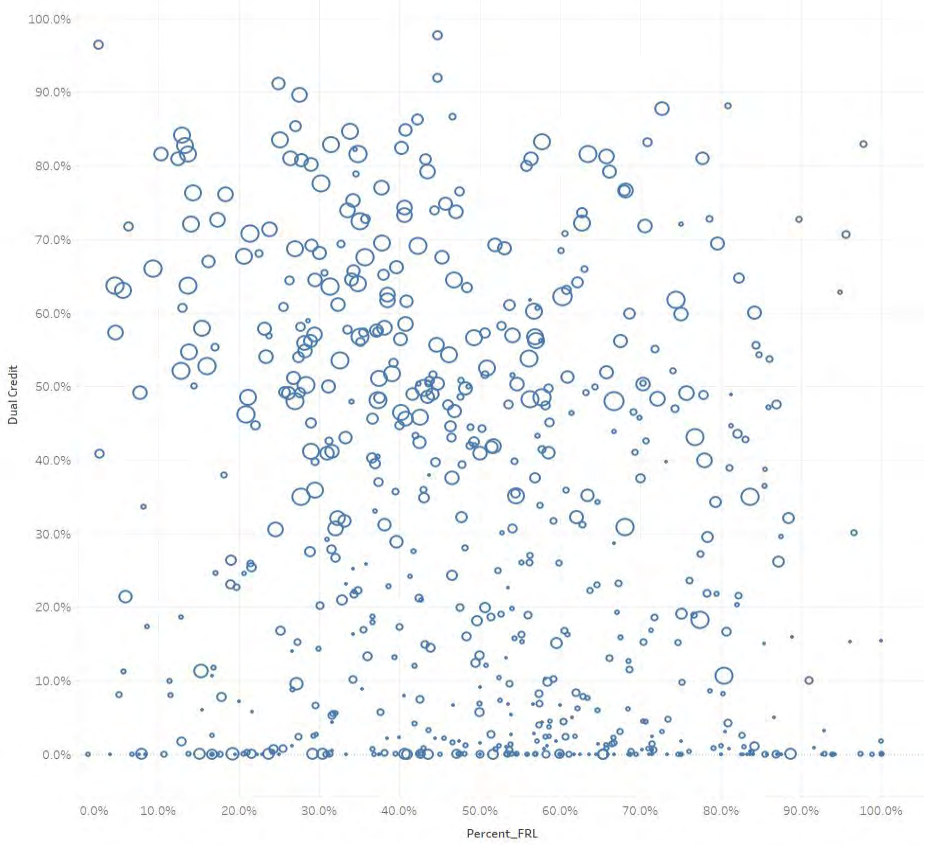
- 1) **(differentiation)**- Does the indicator meaningfully differentiate school performance?
- 2) **(inclusion)** - Does the indicator meaningfully include historically underserved populations?
- 3) **(data quality)** - Is the indicator reliable, comparable, and statewide?
- 4) **(transparency)** – Is the Indicator easy for all stakeholders to understand and translate?
- 5) **(objectivity)** – Is the Indicator objective?

The TAC analyzed multiple measurement options for each indicator against these questions to inform the final indicator recommendations. The TAC addressed criteria 1-3 separately for each indicator, but addressed transparency and objectivity in the same manner for all indicators:

- Transparency – The TAC clearly defined the indicators and OSPI Student Information has documented the specific business rules used to create the numerator and denominator. The TAC also identified what question the indicator was addressing as well as the behavior the indicator is trying to influence. Additional indicators beyond what is required for the identification of schools for comprehensive and targeted support will be included on the OSPI Report Card to provide necessary context for interpreting school performance in the SQSS domain.

- **Objectivity** – All three indicators use data collected through the Comprehensive Education Data and Research System (CEDARS), Washington’s statewide student-level data collection, which has been in place since the 2009-10 school year.

Recommendations for SQSS Indicator Definitions

Indicator	Dual Credit
Question	Is access to dual credit programs equitable? <i>This indicator definition focuses on students’ access to dual credit opportunities, which aligns with its’ purpose as a school quality indicator and not a student attainment or success indicator.</i>
Behavior	Increase access (enrollment) in dual credit programs, for all student groups across the state.
Recommendation	The percentage of students in grades 9-12 who completed a dual credit course or program.
Numerator	Any student in grade 9-12 with a dual credit course-designator code (AP, IB, College in the High School, Cambridge, Running Start or Tech Prep) in the student Grade History file with a term end date falling in the current school year.
Denominator	Any student in grade 9-12 with at least one completed course in the current school year in grade history.
Differentiation	<p>Distribution of schools % of students participating in Dual Credit by school percent FRL</p> 

Inclusion	<p>The denominator of the indicator balances the need to include mobile students while only including students if they had the opportunity to start and complete a dual credit program. The indicator includes a variety of dual credit programs to capture the multiple pathways of students.</p>																								
	<p>The indicator may mask differences between historically underserved groups and more-privileged groups in enrollment in different types of dual credit programs (i.e. Tech Prep vs. AP). However, by combining all dual credit programs into one overall indicator, the definition equally weights college and workforce dual credit options and values different student pathways to success. This definition is very similar to the definition used in the current school achievement Index.</p>																								
	<p>Below indicates the percent of students in each subgroup who will be included in the measure. The analysis uses a minimum N-size of 20 over a period of 3-years. Values less than 100% represent suppressed populations due to a N-size of less than 20 over 3 years.</p>																								
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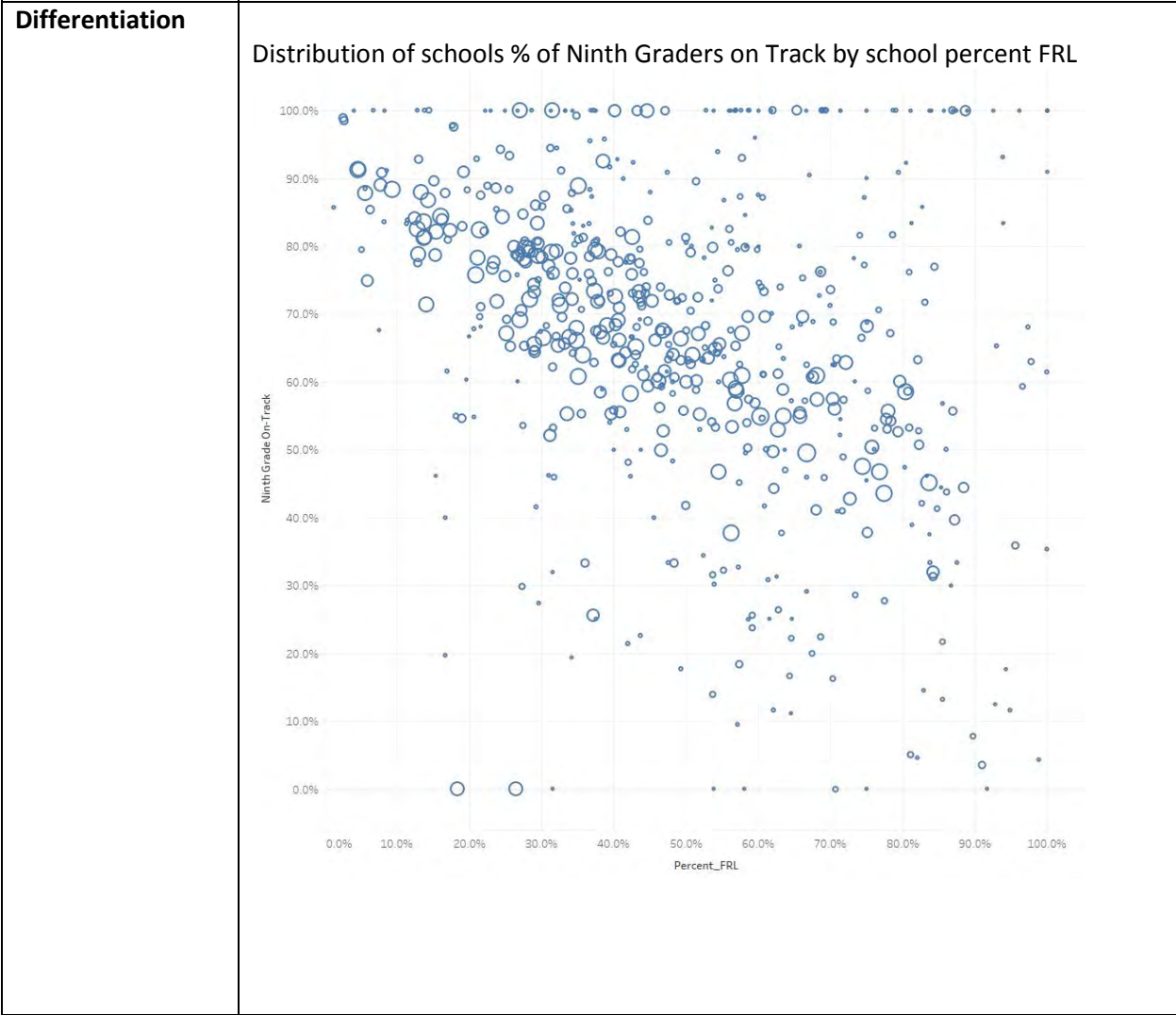
Data quality	There are some known data quality issues with the reporting of different dual credit programs. Most of these issues affect OSPI's ability to determine whether students <u>earned</u> dual credit for their participation, not on reporting of enrollment in the dual credit program. The exception to this is the Tech Prep program, which some districts currently over report even though their program does not meet the requirement of having in place an articulation agreement with the Community Technical Colleges. OSPI has identified this issue and addressing it in the 2017-18 school year.
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Indicator	Chronic Absenteeism
Question	How many students are missing significant amounts of instruction time?
Behavior	Decrease the number of days that students are out of school.
Recommendation	The percentage of students who are missing significant amounts of instruction time.
Numerator	Students with at least 2 full-day absences (excused and unexcused) in a given school for every 30 days enrolled (2 absences per month)
Denominator	Students enrolled for at least 90 days in the school.
Differentiation	<p>Distribution of schools - % of Chronic Absence by school percent FRL</p>

Inclusion	<p>Students enrolled for 90 or more calendar days in a school are included in the denominator. The TAC compared the total school enrollment count with total students enrolled for at least 90 days and there was very little difference, which means there are few students overall who are excluded from this indicator. This definition captures students who attend multiple schools in a year and accounts for the impact of shorter enrollment spans on accumulated absences.</p> <p>Below indicates the percent of students in each subgroup who will be included in the measure. The analysis uses a minimum N-size of 20 over a period of 3-years. Values less than 100% represent suppressed populations due to a N-size of less than 20 over 3 years.</p> <table border="1" data-bbox="456 695 1333 1171"> <thead> <tr> <th>Subgroup</th> <th>Percent of Students Included</th> </tr> </thead> <tbody> <tr><td>All Students</td><td>100.00%</td></tr> <tr><td>ELL</td><td>99.00%</td></tr> <tr><td>American Indian/Alaskan Native</td><td>77.80%</td></tr> <tr><td>Asian</td><td>97.80%</td></tr> <tr><td>Black/African American</td><td>95.10%</td></tr> <tr><td>Hispanic/Latino of any race(s)</td><td>99.70%</td></tr> <tr><td>Native Hawaiian/Other Pacific Islander</td><td>81.00%</td></tr> <tr><td>Two or More Races</td><td>98.30%</td></tr> <tr><td>White</td><td>100.00%</td></tr> <tr><td>FRL</td><td>100.00%</td></tr> <tr><td>SPED</td><td>99.60%</td></tr> </tbody> </table> <table border="1" data-bbox="456 1209 1284 1688"> <thead> <tr> <th>Gradespan</th> <th>Percent of Students Included</th> </tr> </thead> <tbody> <tr><td>Elem to High</td><td>98.20%</td></tr> <tr><td>Elem to Mid</td><td>99.20%</td></tr> <tr><td>High Schools (Junior High Districts)</td><td>99.70%</td></tr> <tr><td>Junior High (7-9)</td><td>99.60%</td></tr> <tr><td>Middle to High</td><td>99.00%</td></tr> <tr><td>Other Elementary</td><td>99.50%</td></tr> <tr><td>Other High School</td><td>97.50%</td></tr> <tr><td>Primary Grades Only</td><td>98.80%</td></tr> <tr><td>Traditional Elementary</td><td>99.60%</td></tr> <tr><td>Traditional High</td><td>99.70%</td></tr> <tr><td>Traditional Middle</td><td>99.60%</td></tr> </tbody> </table>	Subgroup	Percent of Students Included	All Students	100.00%	ELL	99.00%	American Indian/Alaskan Native	77.80%	Asian	97.80%	Black/African American	95.10%	Hispanic/Latino of any race(s)	99.70%	Native Hawaiian/Other Pacific Islander	81.00%	Two or More Races	98.30%	White	100.00%	FRL	100.00%	SPED	99.60%	Gradespan	Percent of Students Included	Elem to High	98.20%	Elem to Mid	99.20%	High Schools (Junior High Districts)	99.70%	Junior High (7-9)	99.60%	Middle to High	99.00%	Other Elementary	99.50%	Other High School	97.50%	Primary Grades Only	98.80%	Traditional Elementary	99.60%	Traditional High	99.70%	Traditional Middle	99.60%
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Data Quality	No apparent data quality issues.																																																

Indicator	9th Grade on-Track for Success
Question	How many students are on-track to graduate from high school?

Behavior	Decrease the number of students who do not receive credit in one or more courses in 9 th grade.
Recommendation	The percentage of 9 th graders who did not receive credit in one or more courses in 9 th grade.
Numerator	9 th graders with credits attempted = credits earned (all courses)
Denominator	All first-time 9 th graders enrolled at any point in the school year with credits attempted > 0.



Inclusion	<p>A student needs to be enrolled for enough time to attempt at least one credit.</p> <p>Below indicates the percent of students in each subgroup who will be included in the measure. The analysis uses a minimum N-size of 20 over a period of 3-years. Values less than 100% represent suppressed populations due to a N-size of less than 20 over 3 years.</p> <table border="1"> <thead> <tr> <th>Subgroup</th> <th>Percent of Students Included</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>99.60%</td> </tr> <tr> <td>ELL</td> <td>90.90%</td> </tr> <tr> <td>American Indian/Alaskan Native</td> <td>46.00%</td> </tr> </tbody> </table>	Subgroup	Percent of Students Included	All Students	99.60%	ELL	90.90%	American Indian/Alaskan Native	46.00%
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Data Quality	OSPI has identified some course coding errors in the CEDARS grade history file that can lead to misclassifying a course as a specific subject.	

FAQs

What about other indicators of School Quality and Student Success?

OSPI or the ASW may consider adding additional SQSS indicators in the future. The ASW in its' earlier work designated a few indicators for further study and possible inclusion at a future date, including discipline, parent engagement, and other measures. This list will be expanded as additional recommendations are made through the public comment period.

Why do the indicators use the different student populations for their denominator? The dual credit indicator and the 9th grade on track indicator only include students in grades 9-12 while the chronic absenteeism indicator only includes students enrolled for at least 90 days?

Some indicators are only relevant to certain grade bands. Dual credit programs are only offered in grades 9-12. Ninth grade on-track for success is only measured for 9th graders because research has demonstrated that students who fall behind in 9th grade are less likely to graduate. Chronic absenteeism is restricted to those students who have enrolled for at least 90 days in a school because shorter enrollments do not allow enough opportunity for students to be absent.

Briefing Paper #2: English Learner Progress Measure
ESSA Technical Advisory Committee (TAC)
June 2017

Background

One of the four tasks given to the Technical Advisory Committee (TAC) was to recommend a measurement approach for the English Learner Progress (ELP) measure. A measure of English Learner Progress (ELP) is a required indicator under ESSA Section 1111(c)(4)(B)(iv):

For public schools in the State, progress in achieving English language proficiency, as defined by the State and measured by the assessments described in subsection (b)(2)(G), within a State-determined timeline for all English learners—

- (I) in each of the grades 3 through 8; and
- (II) in the grade for which such English learners are otherwise assessed under subsection (b)(2)(B)(v)(I) during the grade 9 through grade 12 period, with such progress being measured against the results of the assessments described in subsection (b)(2)(G) taken in the previous grade.

The work of the TAC to develop a measure of EL progress was constrained by the following:

1. In 2015-16, Washington state transitioned to the ELPA21 as the language learning assessment for English Learner students. Therefore, **we only have two assessment points (2015/16 and 2016/17) or one snapshot of progress on which to base a recommendation.**
2. The ELPA 21 assesses four language domains: listening, reading, writing, and speaking. Each domain has 5 levels (1-5). A student is proficient in a domain when they reach a L4 or a L5. The ELPA 21 operates on a conjunctive model requiring proficiency (L4 or L5) in all domains to transition from services, but it also not vertically scaled so there is currently **no overall score to measure progress.**
3. The ELPA 21 spring assessments were only recently available. We have **had a short time (2 weeks) to work with the data.**
4. A review of other ESSA state plans found that many states had conceptual frameworks for measuring ELP, but had not specified how to operationalize the measures.

It also became apparent in the development of the EL progress measure that we would need to recommend an approach for including the EL progress measure in the accountability framework for identifying schools for comprehensive and targeted support.

The TAC considered the following issues in developing the EL progress measure definition and approach to including it in the accountability framework:

- Size of the English Learner population – it is the only measure that applies to just one subgroup and therefore the proportion of students in the school’s total population could range from 0 to over 90%.
- Differences between elementary and high school EL progress and proficiency rates for students
- EL progress measure is not disaggregated by subgroups like all of the other measures
- Bring attention to English Learner progress
- Need to define “progressing” for accountability purposes.

TAC Measure Definition Recommendation

Indicator	English Learner Progress
Question	Are students progressing towards transitioning/exiting the EL program?
Behavior	Support students in progressing out of the EL program.
Recommendation	The percentage of students who are progressing in at least one of the domains of listening, reading, writing, and speaking.
Numerator	The percentage of students who moved up at least one level in at least one domain with no backsliding <u>or</u> who transitioned out of services.
Denominator	Students who have 2 years of ELPA data or who transitioned out of services at time 2.
Note	<ul style="list-style-type: none"> • There were limitations on how the TAC could define this measure because OSPI only has 2 time points (1 measure of progress). The TAC recommends that this measure be re-examined in 2-3 years to take into account time in program, grade level/age of student, domain specific growth, and other factors made possible to consider with additional years’ worth of data.

The TAC explored 4 different measure options and the first measure definition used 4 different criteria. After analyzing the 4 variations on the measure (1a – 1d), the TAC concluded that option 1a was the best approach because until we are able to account for time in the program, we cannot determine whether the student has been in the program long enough to make progress in more than one domain.

- 1) Percentage of students progressing without backsliding or transitioned. Possible definitions of progressing include:
 - a. Move up at least one level in at least one domain or transitioned, with no backsliding (57% of students progressing or transitioned)
 - b. Move up at least one level in at least two domains or transitioned with no backsliding (45% of students progressing or transitioned)
 - c. Move up at least one level in at least three domains or transitioned with no backsliding (33% of students progressing or transitioned)
 - d. Move up at least one level in all four domains or transitioned with no backsliding (22% of students progressing or transitioned)
- 2) Measure each domain (listening, reading, writing, and speaking) separately and map to deciles to get a score.

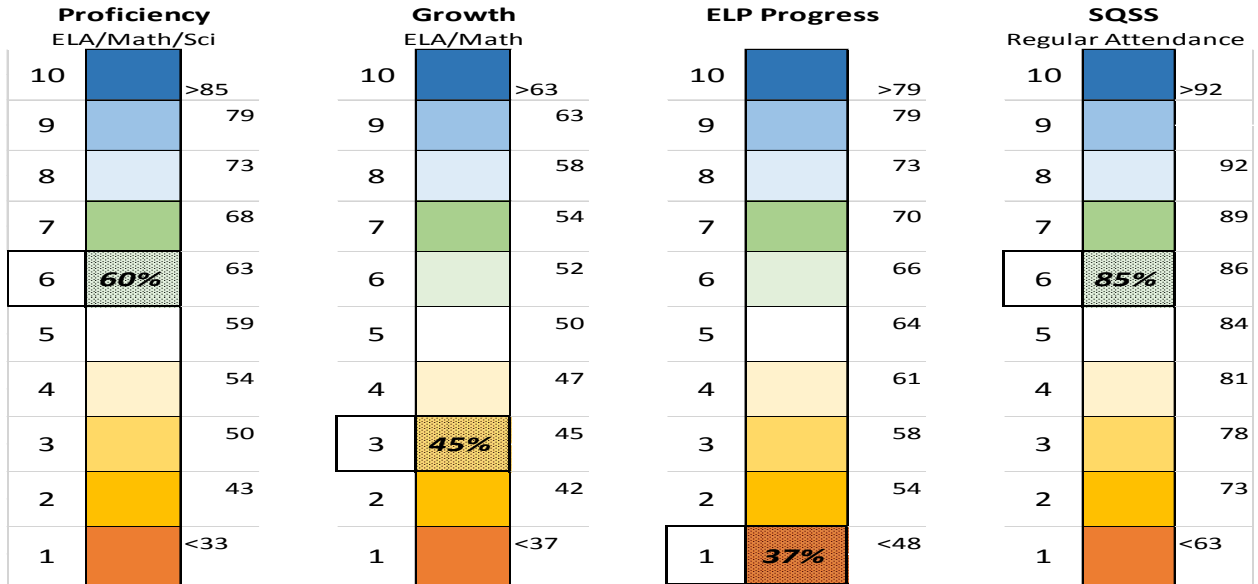
- 3) Adequate Progress Model – similar to what Oregon developed and accounts for the students’ proficiency level when they enter services. This model was discussed at a conceptual level, but Washington state does not currently have enough years’ worth of data to support this type of measurement.

Initial ELP Level (Year 1)	Years Identified as an English Learner					
	2	3	4	5	6	7
Level 1	Level 2	Level 2	Level 3	Level 3	Level 3	Proficient
Level 2	Level 3	Level 3	Level 3	Proficient		
Level 3	Level 3	Level 3	Proficient			
Proficient						

TAC recommendation for including ELP measure in the accountability framework:

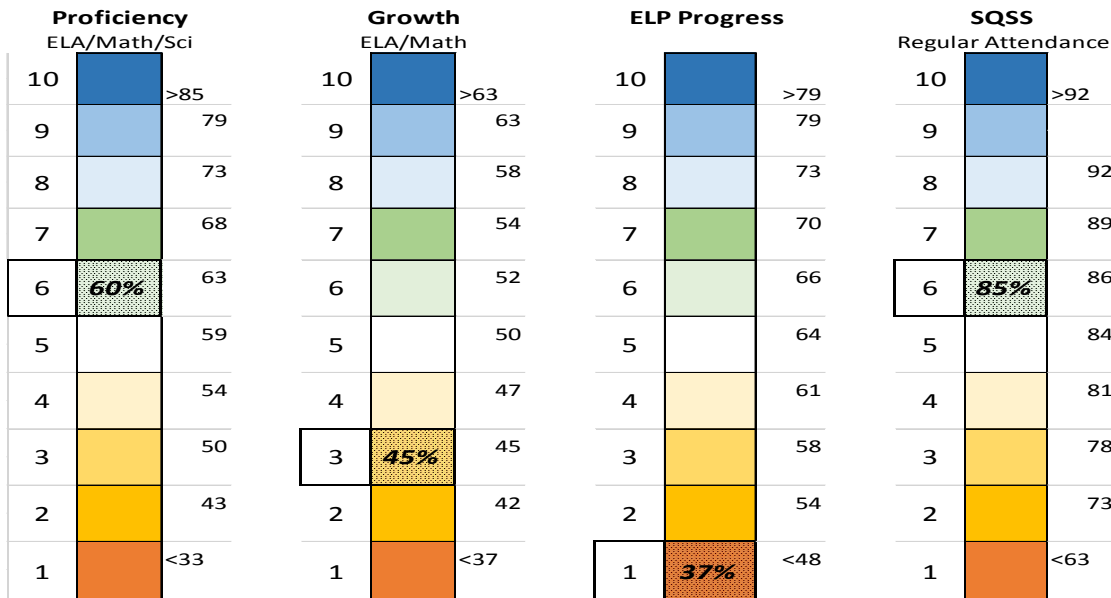
The TAC recommends that the ELP measure is included as a stand-alone measure used for identification of schools for comprehensive support and as a stand-alone measure used for the identification of schools for targeted support (options 1 and 2 below). The TAC explored using the ELP measure in conjunction with the ELA proficiency measure and proportionally adjusting the weights based on EL population size, but there was not adequate time or data to access the extent to which this approach helped differentiate schools or how to specifically operationalized it. The TAC recommends exploring this approach again in 2-3 years.

1. Use the ELP measure as one of the academic indicators in the framework for identifying schools for comprehensive support along with proficiency, growth, graduation and SQSS. ***This is a requirement of ESSA.***



Notes about this approach: Even though a school may be very low performing on ELP progress, the school might not be identified for support if they are doing well on other indicators. If there is a high EL population at the school and they are not performing well on the other indicators, the school may be identified for comprehensive support based on EL performance on the multiple measures.

- Use the ELP measure as a stand-alone measure to identify low-performing schools for targeted support. This would be a separate category of targeted support, in addition to identifying consistently underperforming subgroups by using multiple measures combined.



3. Use the ELP measure in conjunction with the ELA proficiency measure and proportionally adjust the weights of ELA proficiency and English learner progress based on EL population size.

This option was discussed and it was determined that although most TAC members liked the concept there was not enough time to fully explore its utility or full definition.



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Title: Panels on draft state ESSA plan	
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 checked="" 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 checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	What do some key SBE partners think about the draft state ESSA plan (RCW 28A.205.130(3))?
Relevant to business item:	Consideration of ESSA plan components relating to SBE's statutory authorities
Materials included in packet:	Communication to ESSA Panelists
Synopsis:	

The purpose of the state board of education, per RCW 28A.305.130, is to:

- provide advocacy and strategic oversight of public education
- implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement;
- provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and
- promote achievement of the goals of RCW [28A.150.210](#).

RCW 28A.305.130(3) specifically requires SBE to “seek advice from the public and interested parties regarding the work of the board.”

Today's panels, comprised of people whose organizations are members of the ESSA Accountability System Workgroup, will provide advice and input for Board members to consider the ESSA plan components related to SBE's statutory authorities.

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

Communication to all ESSA Panelists, sent via email 6/26/17

Good morning.

The draft agenda for the SBE's July meeting is attached. We are allotting approximately five minutes per person. I imagine you and your fellow panelists know what you would like to share with the Board, but below are some questions we'd love you all to collectively touch on if possible:

1. What potential policy benefits and drawbacks do the proposed new Achievement Index indicators (e.g., 9th grade course completion rates, chronic absenteeism, career and industry certifications – as combined with “dual credit, and English language learner progress) pose from your perspective?
2. How do you believe that changes to the Achievement Index can support SPI's school improvement efforts, and local school improvement efforts overall? Do you have concerns about the Index interface, the scoring, or the tier label structure relative to these efforts?
3. What are the one or two things about the draft ESSA plan that make you optimistic for the future, and suggest to you that the performance of schools will improve? Alternatively, what are your one or two primary concerns about the draft ESSA plan?
4. What are your organization's views on the manner in which equity can be advanced in our current and future accountability landscape?

Please let me know if you need additional information, have any questions, etc.

I will let you know if the time or duration of the ESSA panels change, although I do not anticipate that.

Thank you,
Kaaren

Kaaren Heikes
Director of Policy and Partnerships
Washington State Board of Education
Phone: 360-725-6029
www.sbe.wa.gov

“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela



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Title: Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)– Status of Policies to Close Opportunity and Achievement Gaps

As related to:

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

Relevant to Board roles:

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

Policy considerations / Key questions: What is the current status of state policies to close opportunity and achievement gaps?
How does the EOGOAC think the SBE could help policy-wise with closing gaps?

Relevant to business item: No action anticipated during this meeting.

Materials included in packet:

- Status of EOGOAC Policy/Legislative Priorities
- EOGOAC 2017 Annual Report
- Social Emotional Benchmark Workgroup 2016 Report

Synopsis:

EOGOAC is one of the most important partners in our work.

The Board invited EOGOAC members and staff to meet today to share their thoughts regarding:

1. EOGOAC's policy recommendations to close student opportunity and achievement gaps
2. Current status of passing legislation and implementing such policies
3. EOGOAC's suggestions for specific ways SBE can assist with legislation and policies to close student opportunity and achievement gaps

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



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Status of EOGOAC Policy Priorities as of June 2017

EOGOAC 2015-17 Legislative Priorities for Closing the Opportunity Gap	Legislative Status as of June 2017
<p>School Discipline</p> <ul style="list-style-type: none"> • Legislature require school districts publish annual school discipline reports, beginning the 2016-2017 school year. • OSPI add a ‘School Discipline’ section to the school improvement plan document. • Legislature specify in law what ‘comparable, equitable, and appropriate alternative education settings means. • OSPI hold school districts accountable for adhering to school discipline laws. <ul style="list-style-type: none"> ○ E.g. families must have the opportunity to provide meaningful input. • Legislature require schools create and implement individualized reengagement plans for every student who has been suspended or expelled. • OSPI work in collaboration with the juvenile justice system, local truancy boards, and alternative schools and institutions to create comprehensive and integrated student supports. 	<p>Chapter 72, Laws of 2016 (Education – Opportunities and Outcomes) mandated changes to student discipline and cultural competence training.</p> <ul style="list-style-type: none"> • OSPI is drafting new student discipline rules with this tentative schedule in mind: <ul style="list-style-type: none"> ○ August 2017: Notice of Proposed Rulemaking (CR-102) ○ October 2017: Public hearing and opportunity to comment on proposed rules ○ February 2018: Final Rules and Rulemaking Order (CR-103) ○ August 2018: Rules become effective • OSPI and WSSDA are tasked with developing and delivering cultural competence training. <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> • Suspension and expulsions must have an end date of no more than the length of one academic term (as defined by the local school board). • Prohibits districts from imposing a long term suspension as a form of discretionary discipline. • School districts must provide educational services to students who have been suspended or expelled. • Educational services should be comparable, equitable, and appropriate to the regular education services. • Adds a tribal representative to the Student Discipline Task Force. • Requires school districts to annually disseminate discipline policies and procedures to students, families, and the community. • Requires school districts to use disaggregated data. • Requires school districts to periodically review and update discipline rules, policies, and procedures. • Requires the Washington State School Directors’ Association (WSSDA) to create model school discipline policies and procedures and post them by December 1, 2016. (School districts must adopt and enforce policies by 2017-2018 school year.) • The OSPI must develop a training program to support

	<p>implementation of discipline policies/procedures.</p> <ul style="list-style-type: none"> • School districts are strongly encouraged to provide training to all school and district staff. • School districts must convene a meeting with student and respective guardian(s) within 20 days of suspension or expulsion. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally reengagement plan. • Revises data sharing and research agreement provision for the Administrative Office of the Courts. <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> • Prohibits long-term suspension or expulsion as a form of discretionary discipline, which is defined as behavior that violates school district rules of student conduct, but does not constitute certain specified violations or offenses defined in the criminal code. • Requires the Superintendent of Public Instruction to develop standards for educational services provided to suspended or expelled students. • Requires school districts to provide an opportunity for suspended or expelled students to receive educational services that meet state standards.
<p>Cultural Competence</p> <ul style="list-style-type: none"> • Legislature provide Washington State School Directors' (WSSDA) with funding to implement a required, annual cultural competence training to all school board directors and superintendents. • Legislature require cultural competence training for all school staff. • OSPI add a 'Cultural Competence' section to the school improvement plan document. • WSSDA and schools districts reach out to families, communities, and CISL when creating the cultural competence training. 	<p>Chapter 72, Laws of 2016 (Education – Opportunities and Outcomes) mandated changes to student discipline and cultural competence training.</p> <ul style="list-style-type: none"> • OSPI is drafting new student discipline rules with this tentative schedule in mind: <ul style="list-style-type: none"> ○ August 2017: Notice of Proposed Rulemaking (CR-102) ○ October 2017: Public hearing and opportunity to comment on proposed rules ○ February 2018: Final Rules and Rulemaking Order (CR-103) ○ August 2018: Rules become effective • OSPI and WSSDA are tasked with developing and delivering cultural competence training. <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> • The OSPI, in collaboration with partner organizations, shall outline professional development and training in cultural competence that must be aligned with the PESB standards and include foundational elements of cultural competence, focusing on multicultural education, principles of English language acquisition, and best practices to implement the tribal history and culture curriculum. • Strongly encourages school districts who are under improvement status to provide culturally competent professional development and training for classified, certificated instructional, and administrative staff.

	<ul style="list-style-type: none"> • The WSSDA, in collaboration with partnering organizations, must develop a plan for the creation and delivery of cultural competency training. • OSPI shall develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. Training should include information regarding best practices to implement the tribal history and culture curriculum, and must be aligned with PESB and cultural competency principles. • Before implementation of revised evaluation systems, school districts must provide professional development that includes foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> • Requires development of a content outline for cultural competence training for all school staff.
<p>Teacher Recruitment, Hiring, and Retention</p> <ul style="list-style-type: none"> • Legislature approve budget request by Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) to expand teacher certification pathways. • PESB require all teacher preparation programs add a graduation requirement: All students must take and pass the WA State teacher certification test before graduation. • All teacher preparation programs in WA provide mentorship programs to teacher candidates of color. • Legislature increase the starting teacher salary. • Legislature convene a workgroup tasked with identifying differential compensation options that incentivize working in high needs schools. • Legislature fund PESB’s proposed teacher loan forgiveness program. • Legislature approve PESB’s budget request to expand the Grow Your Own Teacher strategy. • PESB provide guidance and statewide resources to school districts on how to develop and implement policies and programs that mentor, encourage, and support the educator workforce of color. 	<p>Second Substitute House Bill 1827 (Educator recruitment, retention, and development) passed out of the House Education Committee last week. HB 1827 as of June 21st: Relating to expanding the current and future educator workforce supply through evidence-based strategies to improve and incentivize the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, and to establish a cohesive continuum of high quality professional learning from preparation programs to job embedded induction, mentoring, collaboration, and other professional development opportunities.</p> <p>June 21: In Committee (Referred to Appropriations) See full bill information here.</p> <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> • The OSPI shall make certain reports available on the internet that include: <ul style="list-style-type: none"> → Percent of classroom teachers per school district, disaggregated by race/ethnicity. → Average length of service of classroom teachers per school district and per school, disaggregated by race/ethnicity. • Disaggregated classroom teacher data should follow the guidelines described in 28A.300.0421(1) for student level data. <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> • Directs design of an articulated pathway for teacher preparation, from paraeducator certificates through teacher certification.
<p>English Learner Accountability</p> <ul style="list-style-type: none"> • Legislature adopt dual language instruction as the preferred Transitional Bilingual Instructional Program (TBIP) model in WA. 	<p>HB 1445: Signed into law May 2017: Concerning dual language in early learning and K-12 education. Bill digest link here and full bill link here.</p>

<ul style="list-style-type: none"> • Legislature increase TBIP funding to school districts. <ul style="list-style-type: none"> ○ Additional funding shall be used to hire certified teachers with bilingual education or English language learner endorsement. • Create a conditional scholarship program for educators seeking endorsements in bilingual education or English language learning. 	<p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> • By the 2019-2020 school year, all classroom teachers assigned using Transitional Bilingual Instructional Program (TBIP) funds must hold an endorsement in bilingual education or ELL. • Removes the requirement for the OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. • The OSPI shall identify schools in the top 5% of schools with the highest percent growth during the previous two school years in enrollment of English language learner students compared to previous enrollment trends. Schools and school districts identified are strongly encouraged to provide cultural competence professional development and training developed under RCW 28A.405.106, 28A.405.120, and Section 204 of 4SHB1541. <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> • Expands a conditional teacher scholarship program to include teachers seeking endorsements in Bilingual Education or English Language Learner (ELL). • Requires development of a performance-based accountability system for the Transitional Bilingual Instructional Program (TBIP). • Requires that teachers assigned to the TBIP be endorsed in Bilingual Education or the ELL beginning in 2017-18.
<p>Family Engagement</p> <ul style="list-style-type: none"> • Legislature provide funding to OEO to implement and facilitate a statewide family engagement workgroup. • Change prototypical schools funding model for family engagement. <ul style="list-style-type: none"> ○ Require minimum of 3 family engagement coordinators (elementary, middle, high school) per school district. <p>From there use 1.0 family engagement coordinators per 400 FTE students at elementary level, 432 FTE students at middle school level, and 600 FTE students at the high school level.</p>	<p>Changes from 2016 Fourth Substitute House Bill 1541: See Integrated Student Supports below.</p> <p>HB 1618 as of June 21st: Concerning family and community engagement coordinators.</p> <p>June 21st: In Committee (By resolution, reintroduced and retained in present status during 2017 3rd Special Session). See full bill information here.</p>
<p>Washington Integrated Student Supports and Student Transitions</p> <ul style="list-style-type: none"> • Legislature approve OSPI’s budget request to increase funding for the Center for the Improvement of Student Learning (CISL). • CISL collaborate with students, families, communities of color, and CBOs when creating the WISSP. • CISL devote a section of the WISSP to breaking the school to prison pipeline. • The EOGOAC recommends that the guidance 	<p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> • Establishes the Washington Integrated Student Supports Protocol (WISSP) and outlines WISSP’s Framework. • The OSPI shall create a work group to determine how best to implement the WISSP Framework throughout the state. • Strikes the requirement that the Learning Assistance Program (LAP) expenditures be consistent with provisions of 28A.655.235. The bill also strikes the requirement that the OSPI must approve any community based organization or local agency before LAP funds can be spent for readiness to learn. Now, school boards must approve any community based

<p>counselor allocation is increased through the prototypical schools model to reflect the national standards for practice as outlined in the American School Counselors Association (see EOGOAC Recommendation 7 – Incorporate Integrated Student Services And Family Engagement)</p> <ul style="list-style-type: none"> • Student Transitions: <ul style="list-style-type: none"> ○ The EOGOAC encourages opportunities for dual credits to reduce barriers and help students complete credits while in high school. ○ Focus on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans) and distribute materials about college and financial aid for Middle and High Schools to provide students 	<p>organization or local agency in an open meeting before LAP funds may be expended for Readiness to Learn components to be included in the framework.</p> <ul style="list-style-type: none"> • Requires Department of Early Learning to create a community information and involvement plan that will inform home-based, tribal, and family early learning providers of the Early Achievers Program. <p>HB 1600 as of June 21st: Increasing the career and college readiness of public school students.</p> <p>June 21st: In Committee (By resolution, reintroduced and retained in present status during 2017 3rd Special Session). See full bill information here.</p>
<p>Disaggregated Student Data</p> <ul style="list-style-type: none"> • Legislature adopt training and guidance proposed by the Race and Ethnicity Student Data Task Force. • Data Governance Group provide guidance to schools, districts, and OSPI on how to use cross tabulations. • Legislature require annual training on how to collect and analyze student data. <p>OSPI create and provide training on best practices for making data accessible and culturally responsive.</p>	<p>For work on disaggregated race and ethnicity student data, the RESD Task Force will be publishing its guide and report online by the end of this week (presumably by end of week 6/26-30).</p> <p>Changes from 2016 Fourth Substitute House Bill 1541:</p> <ul style="list-style-type: none"> • Requires the OSPI to convene a task force to review the U.S. Education 2007 Race and Ethnicity Reporting Guidelines and develop guidance for the state. • Starting in the 2017-18 school year, the OSPI must collect and school districts must submit all student-level data using federal guidelines. Data must also be disaggregated further for African American, White, Asian, multiracial categories. • By August 1, 2016, the only student data that should not be reported to public reporting and accountability are data where the school or school district has fewer than ten students in a grade level or student subgroup. This expires August 1, 2017. <p>Changes from 2014 Third Substitute House Bill 1680:</p> <ul style="list-style-type: none"> • Requires collection of student data disaggregated by sub-racial and sub-ethnic categories, to be phased in beginning in 2015-16.
<p>Social Emotional Learning</p> <ul style="list-style-type: none"> • Adopt recommendations in the 2016 Social Emotional Learning Benchmarks (SELB) Workgroup report. <ul style="list-style-type: none"> ○ Guiding principles, standards and benchmarks, implementation strategies. <p>Fund the Social Emotional Learning Benchmarks Workgroup for another year.</p>	<p>Changes from 2016 Fourth Substitute House Bill 1541: N/A</p> <p>Potential changes from 2017 HB 1621?? Providing funding allocations to promote children's health and social-emotional learning. See full bill information here.</p>

Sources: <http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2017AnnualReport.pdf>
<http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>
<http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC2015AnnualReport.pdf>

Please contact Kaaren Heikes with any questions or for additional information at Kaaren.heikes@k12.wa.us.

Closing the Opportunity Gap in Washington's Public Education System



2017 Annual Report

By the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Prepared By:

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Executive Summary

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral, bipartisan legislative and community workgroup committed to closing racial opportunity gaps in Washington's K-12 public education system. The term 'opportunity gap' refers to systemic inequity in education that structurally disadvantages certain demographics of students (e.g. students of color, low-income students, and students with disabilities). The EOGOAC's 2017 report provides policy and strategy recommendations for decreasing pervasive racial disparities in education.

The overall objectives of the EOGOAC's 2017 report include the following:

- Reduce disproportionalities in school discipline by increasing school and school district accountability measures.
- Recruit, hire, and retain a diverse and effective educator workforce.
- Expand Washington's capacity to offer dual language instruction.
- Develop and expand cultural competence professional development and training for all educators.
- Increase state funding and support for family and community engagement.
- Develop continuity and credibility in how school districts collect, use, and engage with disaggregated student data.
- Support the development of the Washington Integrated Students Supports Protocol.
- Develop and implement social emotional learning into Washington's public education system.

Positive systemic change that diminishes educational opportunity gaps requires a complete shift in the system. It is the hope of the EOGOAC that the research and recommendations in this report bring to light policies and programs that, together, create such a shift.



Acronym Glossary

Title	Acronyms
Asian American and Pacific Islander	AAPI
Center for Improvement of Student Learning	CISL
Compensation Technical Working Group	CTWG
Educational Gap Oversight and Accountability Committee	EOGOAC
Educational Service District	ESD
Every Student Succeeds Act	ESSA
Fourth Substitute House Bill 1541	4SHB 1541
Office of Education Ombuds	OEO
Office of Superintendent of Public Instruction	OSPI
Professional Educators Standards Board	PESB
Race and Ethnicity Student Data Task Force	RESD Task Force
Social Emotional Learning	SEL
Social Emotional Learning Benchmarks Workgroup	SELB Workgroup
Transitional Bilingual Instructional Program	TBIP
Washington Integrated Student Support Protocol	WISSP
Washington School Directors Association	WSSDA



BACKGROUND



Background

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is a bicameral and bipartisan committee devoted to closing racial opportunity gaps in Washington’s K-12 education system. Opportunity gap refers to systemic inequity in the education system that structurally disadvantages certain demographics of students, such as students of color. The EOGOAC is committed to alleviating these structural inequities, institutionalized racism, and disparate educational opportunities faced by students of color.

The committee was established in 2009 by [Second Substitute Senate Bill 5973](#)¹ and is charged by [RCW 28A.300.136](#)² to:

*“synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan, and to recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board, and the State Board of Education.”*³

Recommendations by the EOGOAC must, at minimum, encompass the following areas:

- Enhance the cultural competency of current and future educators and the cultural relevance of curriculum and instruction.
- Expand pathways and strategies to prepare and recruit diverse teachers and administrators.
- Recommend current programs and resources that should be redirected to narrow the gap.
- Identify data elements and systems needed to monitor progress in closing the gap.
- Make closing the opportunity gap part of the school and school district improvement process.
- Explore innovative school models that have shown success in closing the opportunity gap.
- Use a multidisciplinary approach (e.g. family engagement and social emotional learning).



Since its inception, the EOGOAC has published annual reports to the Legislature, the Governor, the House and Senate Education Committees, the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and the State Board of Education. Fourth Substitute House Bill 1541 (4SHB 1541), which passed in 2016, is based on recommendations made by the EOGOAC to the Legislature on strategies to close opportunity gaps in Washington public schools.

Although the EOGOAC focuses specifically on the K-12 education system, committee members are unanimous in their belief that learning is a continuum. From early childhood to higher education, equitable opportunities must exist in all facets.

¹ Washington State Legislature. (2009). Second Substitute Senate Bill 5973. Closing the achievement gap in order to provide all students an excellent and equitable education. Retrieved from: <http://lawfilesexext.leg.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf>

² Washington State Legislature. (2009). RCW 28A.300.136. Educational opportunity gap oversight and accountability committee-Policy and strategy recommendations. Retrieved from <http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.136>

³ Ibid.

Community Engagement

The EOGOAC seeks opportunities to engage with families and communities across Washington, as elevating student, family, and community voice is paramount to their work.

In 2016, the EOGOAC hosted two parent engagement panels in Seattle and Yakima, ensuring parent voices from both Western and Eastern Washington were heard. The objective was to understand how schools, school districts, and the state can better engage, communicate, and support families and students in Washington.

The panel in Seattle had four parents, all with children in different school districts. Their varied experiences with schools demonstrated the drastic differences in family and community engagement policies across neighboring school districts. While some families felt schools engaged in culturally responsive ways, others felt shut out.

In Yakima, one of the panel members was a staff member at the Office of the Education Ombuds (OEO), as well as a parent, while the other three happened to all be foster care parents with children of different races/ethnicities. The panel in Yakima shed light on the obstacles faced by foster care students of color in rural communities— a demographic often unheard in state policy work, yet in dire need of a more supportive public education system.

Additionally, the EOGOAC has always sought opportunities to share their work and recommendations with stakeholders across Washington. In 2016, the EOGOAC spoke to educators, policymakers, and community-based partners about 4SHB 1541 at the Ethnic Commissions Conference in Yakima and at the Pave the Way Conference in Tacoma.

Governance and Structure

Committee Co-Chairs

Section 7 of RCW 28A.300.136 states the chair or co-chairs of the committee shall be selected by the members of the committee. The committee co-chairs for 2016 include:

- Representative Lillian Ortiz-Self
- Senator John McCoy
- Sally Brownfield

Committee Staff

Section 7 of RCW 28A.300.136 also states staff support for the committee shall be provided by the Center for the Improvement of Student Learning (CISL). However, due to funding removed from the CISL, staffing is now provided through Special Programs within the OSPI. Committee staff include:

- Maria Flores, Director
- Kathleen Callahan, Research Analyst
- Nickolaus Colgan, Administrative Assistant

Committee Membership

Section 4 of RCW 28A.300.136 states the EOGOAC shall be composed of the following members:

- The chairs and ranking minority members of the House and Senate Education Committees, or their designees.
- One additional member of the House of Representatives appointed by the Speaker of the House and one additional member of the Senate appointed by the President of the Senate.

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- A representative of the OEO.
- A representative of the CISL in the OSPI.
- A representative of federally recognized Indian tribes whose traditional lands and territories lie within the borders of Washington State, designated by the federally recognized tribes.
- Four members appointed by the Governor in consultation with the state ethnic commissions, who represent the following populations: African-Americans, Latino/a Americans, Asian Americans, and Pacific Islander Americans.

Figure I. Committee Members

Name	Representing
Carrie Basas	Office of the Education Ombuds
Sally Brownfield	Tribal Nations-Governor’s Office of Indian Affairs
Fiasili Savusa	Commission on Asian Pacific American Affairs (Pacific Islander)
Representative Lillian Ortiz-Self	House of Representatives
Frieda Takamura	Commission on Asian Pacific American Affairs (Asian American)
Wanda Billingsly	Commission on African American Affairs
Suzy Martinez	Commission on Hispanic Affairs
Superintendent Randy Dorn	Office of Superintendent of Public Instruction
Representative Kevin Parker	House of Representatives
Senator John McCoy	Senate
Representative Sharon Tomiko Santos	House of Representatives
Senator Pramila Jayapal	Senate
Senator Steve Litzow	Senate

Figure II. Committee Member Alternates

Name	Representing
Bernard Thomas	Tribal Nations-Governor’s Office of Indian Affairs
Mele Aho	Commission on Asian Pacific American Affairs (Pacific Islander)
Julie Kang	Commission on Asian Pacific American Affairs (Asian American)
James Smith	Commission on African American Affairs
Deputy Superintendent Gil Mendoza	Office of Superintendent of Public Instruction
Ricardo Sanchez	Commission on Hispanic Affairs
Yasin Abshir	Office of the Education Ombuds

Fourth Substitute House Bill 1541

[Fourth Substitute House Bill 1541](#)⁴ passed during the 2016 legislative session. This bill outlines strategies to close opportunity gaps in Washington and is based on recommendations made by the EOGOAC. Topics addressed in 4SHB 1541 include: (1) student discipline; (2) educator cultural competence; (3) instructing English language learners; (4) English language learner accountability; (5) disaggregated student data; (6) recruitment and retention of educators; and (7) integrated student supports and family engagement. Figure III outlines the changes and provisions to state law due to 4SHB 1541.

Figure III. Changes due to Fourth Substitute House Bill 1541

TOPIC	New Changes due to Fourth Substitute House Bill 1541
<p style="text-align: center;">Student Discipline</p>	<ul style="list-style-type: none"> • Suspension and expulsions must have an end date of no more than the length of one academic term (as defined by the local school board). • Prohibits districts from imposing a long term suspension as a form of discretionary discipline. • School districts must provide educational services to students who have been suspended or expelled. • Educational services should be comparable, equitable, and appropriate to the regular education services. • Adds a tribal representative to the Student Discipline Task Force. • Requires school districts to annually disseminate discipline policies and procedures to students, families, and the community. • Requires school districts to use disaggregated data. • Requires school districts to periodically review and update discipline rules, policies, and procedures. • Requires the Washington State School Directors’ Association (WSSDA) to create model school discipline policies and procedures and post them by December 1, 2016. (School districts must adopt and enforce policies by 2017-2018 school year.) • The OSPI must develop a training program to support implementation of discipline policies/procedures. • School districts are strongly encouraged to provide training to all school and district staff. • School districts must convene a meeting with student and respective guardian(s) within 20 days of suspension or expulsion. Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally reengagement plan. • Revises data sharing and research agreement provision for the Administrative Office of the Courts.

⁴ Washington State Legislature. (2016). Fourth Substitute House Bill 1541. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

<p>Educator and Cultural Competence</p>	<ul style="list-style-type: none"> • The OSPI, in collaboration with partner organizations, shall outline professional development and training in cultural competence that must be aligned with the PESB standards and include foundational elements of cultural competence, focusing on multicultural education, principles of English language acquisition, and best practices to implement the tribal history and culture curriculum. • Strongly encourages school districts who are under improvement status to provide culturally competent professional development and training for classified, certificated instructional, and administrative staff. • The WSSDA, in collaboration with partnering organizations, must develop a plan for the creation and delivery of cultural competency training. • OSPI shall develop and make available a professional development program to support the implementation of the evaluation systems required by RCW 28A.405.100. Training should include information regarding best practices to implement the tribal history and culture curriculum, and must be aligned with PESB and cultural competency principles. • Before implementation of revised evaluation systems, school districts must provide professional development that includes foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition.
<p>Instructing English Language Learners</p>	<ul style="list-style-type: none"> • By the 2019-2020 school year, all classroom teachers assigned using Transitional Bilingual Instructional Program (TBIP) funds must hold an endorsement in bilingual education or ELL.
<p>English Language Learner Accountability</p>	<ul style="list-style-type: none"> • Removes the requirement for the OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. • The OSPI shall identify schools in the top 5% of schools with the highest percent growth during the previous two school years in enrollment of English language learner students compared to previous enrollment trends. Schools and school districts identified are strongly encouraged to provide cultural competence professional development and training developed under RCW 28A.405.106, 28A.405.120, and Section 204 of 4SHB1541.
<p>Disaggregated Student Data</p>	<ul style="list-style-type: none"> • Requires the OSPI to convene a task force to review the U.S. Education 2007 Race and Ethnicity Reporting Guidelines and develop guidance for the state. • Starting in the 2017-18 school year, the OSPI must collect and school districts must submit all student-level data using federal guidelines. Data must also be disaggregated further for African American, White, Asian, multiracial categories.

	<ul style="list-style-type: none"> • By August 1, 2016, the only student data that should not be reported to public reporting and accountability are data where the school or school district has fewer than ten students in a grade level or student subgroup. This expires August 1, 2017.
<p>Recruitment and Retention of educators</p>	<ul style="list-style-type: none"> • The OSPI shall make certain reports available on the internet that include: <ul style="list-style-type: none"> ➤ Percent of classroom teachers per school district, disaggregated by race/ethnicity. ➤ Average length of service of classroom teachers per school district and per school, disaggregated by race/ethnicity. • Disaggregated classroom teacher data should follow the guidelines described in 28A.300.0421(1) for student level data.
<p>Transitions</p>	<ul style="list-style-type: none"> • Requires Department of Early Learning to create a community information and involvement plan that will inform home-based, tribal, and family early learning providers of the Early Achievers Program.
<p>Integrated Student Services and Family Engagement</p>	<ul style="list-style-type: none"> • Establishes the Washington Integrated Student Supports Protocol (WISSP) and outlines WISSP’s Framework. • The OSPI shall create a work group to determine how best to implement the WISSP Framework throughout the state. • Strikes the requirement that the Learning Assistance Program (LAP) expenditures be consistent with provisions of 28A.655.235. The bill also strikes the requirement that the OSPI must approve any community-based organization or local agency before LAP funds can be spent for readiness to learn. Now, school boards must approve any community-based organization or local agency in an open meeting before LAP funds may be expended for Readiness to Learn components to be included in the framework. • Reestablishes the CISL at the OSPI.



RECOMMENDATIONS



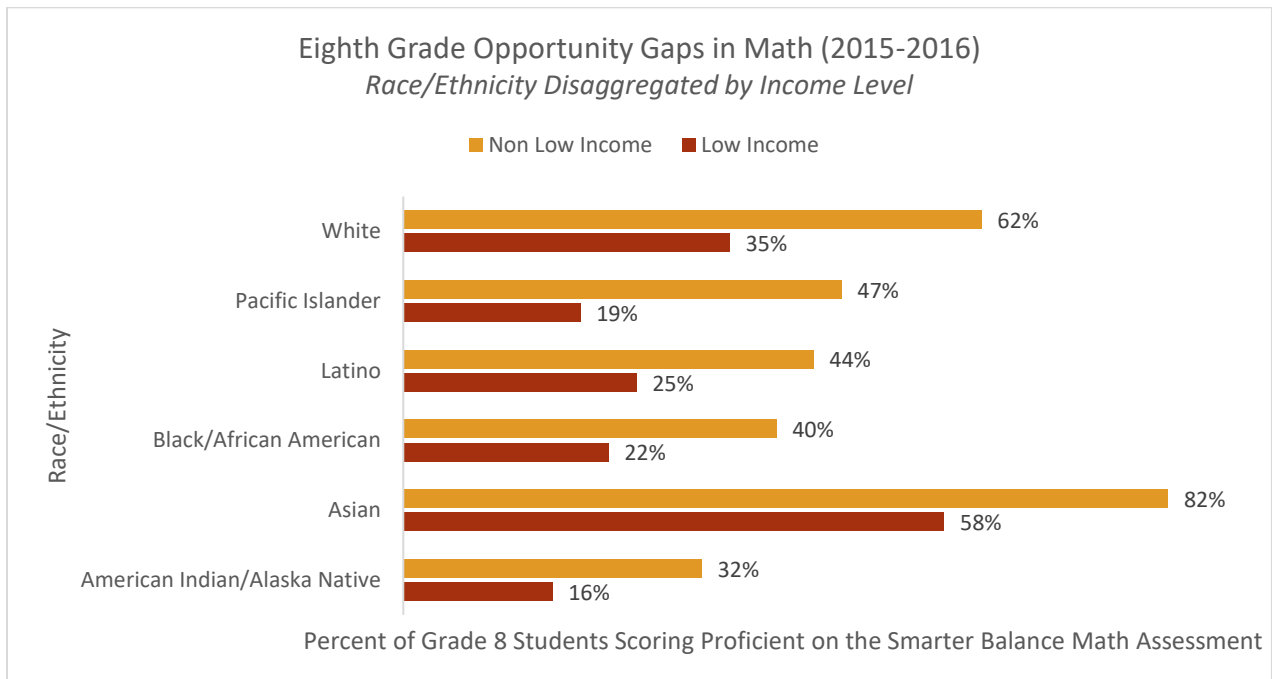
Recommendations

Introduction

The term ‘opportunity gap’ refers to the systemic inequity in the education system that structurally disadvantages certain demographics of students. When educational opportunity gaps exist, achievement gaps form. Achievement gaps have been and continue to be pervasive in Washington’s K-12 education system. Figure IV demonstrates that, regardless of income level, students of color face inequities in public education.

Achievement gaps will not close until the education system addresses and alleviates educational opportunity gaps. Until then, the public education system is failing our students.

Figure IV. Eighth Grade Opportunity Gaps in Math



*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

*Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps.

The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) is committed to alleviating structural inequities, institutionalized racism, and disparate educational opportunities faced by students of color across Washington. Recommendations included in this report cover a wider array of topics, yet all have a common theme: Diminish opportunity gaps in Washington’s K-12 public education system. Problems in education cannot be thought about or solved in isolation. Positive systemic change requires a complete shift in the system. It is the hope of the EOGOAC that the following recommendations bring to light policies and programs that, together, create such a paradigm shift.

1. Student Discipline

Background

Disproportionalities in school discipline reveal underlying inequities and discriminatory practices within the American public education system. In Washington and across America, students of color, especially African American males and students with disabilities, have been suspended and expelled at higher rates than their peers (see Figure V).

Since its inception, the EOGOAC has sought to create culturally competent school discipline policies with the intention of reducing these persistent disproportionalities. In 2016, due to 4SHB 1541, the following recommendations by the EOGOAC have been adopted by law in Washington:¹

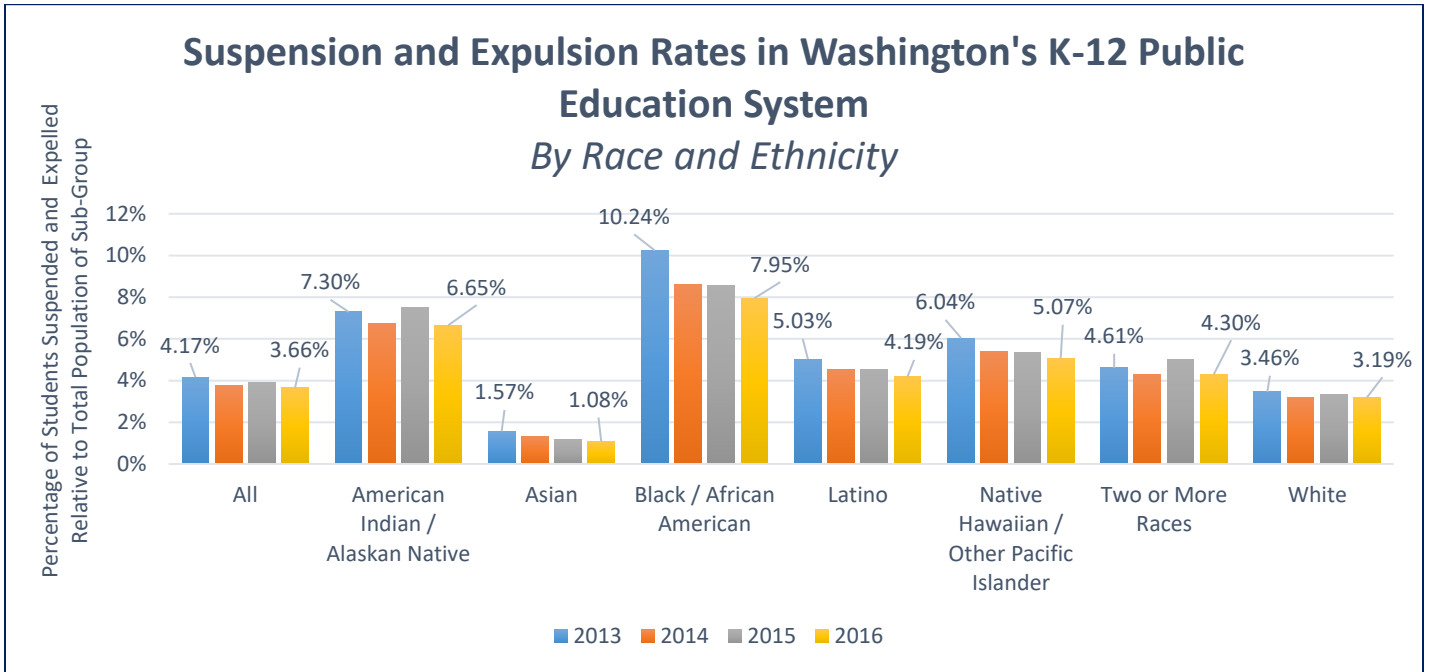
- Exclusionary discipline (suspensions and expulsions) are limited to no more than one academic term (with an exception for the offense of bringing a firearm to school).
- School districts may not impose long term suspension or expulsion as a form of discretionary discipline.
- School districts may not suspend the provision of educational services to a student as a disciplinary action, and the school district must provide an opportunity for a student to receive educational services during the period of suspension or expulsion.
- Alternative educational settings should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.
- Families must be given the opportunity to provide meaningful input on the reengagement plan of the suspended or expelled student.

Implementing the above policies and procedures is a step in the right direction for reducing disproportionalities in school discipline. As Washington progresses (see Figure V), ongoing attention, reflection, and action about how school discipline policies and practices reduce or exacerbate inequities are needed at both the state and local level.

The recommendations outlined below seek to: (1) ensure schools and school districts have successfully implemented and adhered to the school discipline policies developed from 4SHB 1541; (2) support, expand, and develop the changes to school discipline due to 4SHB 1541; and (3) dismantle the school-to-prison pipeline in Washington.

Source: Washington State Legislature. (2016). Fourth Substitute House Bill 1541. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Figure V. Disproportionalities in School Discipline by Race and Ethnicity



*Source: OSPI, Student Information Department. *Note: Currently, student race/ethnicity data are limited to the federally mandated race/ethnicity categories. Further disaggregation would reveal additional opportunity gaps. *Suspended and Expelled' include long term suspension, short term suspension, and expulsion.

Recommendations

1A. Require Annual School Discipline Reports for All School Districts.

Credible school discipline data that appropriately identifies problems are needed to hold the education system accountable for reducing disproportionalities in school discipline. **The EGOAC recommends the Legislature adopt a mandate: School districts must publish annual school discipline reports, beginning the 2016-2017 school year.** Reports must provide disaggregated school discipline data for the school district as a whole, and for each school within the district. These reports shall be submitted to the local school board, the Office of Superintendent of Public Instruction (OSPI), and parent or community governance groups within the school district. School discipline reports must include the following information:

- Number of students suspended and expelled by race and ethnicity in conjunction with the following variables: students with disabilities, foster care children and youth, English learners, homeless students, migrant children and youth, and low-income students.
- How schools and the school district are addressing the academic and social emotional needs of the students (e.g. trauma informed practices).
- What systems schools and the school district are utilizing to support suspended and expelled students (e.g. partnerships with community-based organizations).

This type of data reporting aligns with [Washington’s Consolidated Plan](#) for the Every Student Succeeds Act (ESSA). Under the ESSA, schools and school districts will be held accountable for supporting all students, particularly those that have been historically underserved.

Source:
http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?_sm_a_u_=iVVsfbWRSqWqCm6r (part 6)

- Learning time lost when students are sent out of classrooms for an entire period or multiple periods. (This will require school districts to create tracking and reporting systems that schools can adopt and implement.)

If [Recommendation 6C](#) is implemented, district employees responsible for creating the proposed annual school discipline report must receive annual training in data analysis. This is imperative, as school discipline reports must contain credible, consistent, and transparent data.

1B. School Improvement Plans Must Address Disproportionalities in School Discipline

The EOGOAC recommends the Office of Student and School Success at the OSPI add a 'School Discipline' section to the school improvement plan document. In this section, schools and school districts shall be required to first, identify any disproportionalities in school discipline and second, create a plan for how the school will effectively address and reduce disparities and inequities in discipline. When creating action plans, schools and school districts must reference best practices that have already been established, as well as collaborate with other schools in Washington that have had success.

1C. Provide Educational Services to Suspended and Expelled Students

By law, school districts are required to provide students who have been suspended or expelled with an alternative education setting that is, "*comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.*"⁵

Currently, the extent to which alternative education services are offered and the quality of those services vary drastically across schools, school districts, and the state. To ensure greater uniformity across the state, the **EOGOAC recommends the Legislature specify in law what 'comparable, equitable, and appropriate' alternative education settings means.** The legal definition of alternative education services should include the following criteria:

- Delivered through the duration of the administrative school discipline process.
- Aligned to the educational outcomes required for the student to complete their education.
- Provides necessary support materials and resources that allow for continued learning (e.g. laptop, book, wifi, access to community-based organizations, and additional staff time)
- Provides reasonable accommodations enabling academic and social-emotional success (e.g. [trauma informed practices](#)⁶ and principles of [Universal Design for Learning](#)⁷).

⁵ Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 106. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

⁶ Helping Traumatized Children. (nd). Six Elements of School Operations Involved in Creating a Trauma-Sensitive School. Retrieved from <https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/>

⁷ National Center on Universal Design for Learning. (2014). Universal Design for Learning Guidelines. Retrieved from http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice

1D. Ensure Families Have the Opportunity to Provide Meaningful Feedback Regarding Suspension and Expulsion

By law, school districts are required to convene a meeting with the student and their parents or guardians immediately after long term suspension or expulsion.⁸ As stated in [RCW 28A.600.022](#), “*Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan.*”⁹

The EGOAC recommends the OSPI hold school districts accountable for adhering to this state requirement. To be in compliance, school districts must, first and foremost, ensure students and families understand school discipline procedures and due process rights. Additionally, the OSPI must enforce and school districts must adopt family engagement practices already in place. For example, if a family speaks a language other than English at home, the school must provide a translator at the time of the meeting(s). Likewise, school discipline meetings need to be scheduled at a time and place convenient and accessible to the family.

1E. Reengagement Plans for Every Student who has Been Suspended or Expelled

In alignment with the [Student Discipline Task Force](#)¹⁰, the EGOAC recommends all schools be required to create and implement individualized reengagement plans for every student who has been suspended or expelled through the duration of the administrative discipline process. These plans must include the following information: (1) the alternative education setting that will be offered to the student for the duration of the suspension or expulsion; (2) the academic and social emotional supports and interventions (e.g. trauma informed practices) the alternative education setting will provide the student; (3) the academic and social emotional supports and interventions the school will provide the student upon return; (4) academic and non-academic goals for the student to work towards; and (5) how educators and family will support the student in achieving these goals. Every aspect of the reengagement plan should be culturally responsive and address the specific needs of the student.

Schools must create reengagement plans in collaboration with the student and his/her family. As stated in [Recommendation 1C](#), this will require schools to provide opportunities for families to provide meaningful input, including translation services when necessary.

One person per school district will be responsible for overseeing the creation and implementation of reengagement plans for all suspended and expelled students within a school district. This job duty must be given to the district family engagement coordinator or someone well versed in family engagement practices. Whoever is selected shall guarantee the following: (1) comparable, equitable, and appropriate educational services are offered to all suspended or expelled students in the school district; (2) all families have the opportunity to provide meaningful input throughout the entire administrative discipline process; (3) all schools are providing translation services when appropriate; and (4) all schools create, follow, and track reengagement plans.

⁸ Note: Meeting must occur within 20 days of long-term suspension or expulsion, and no later than 5 days before the student's enrollment.

⁹ Washington State Legislature. (2013). RCW 28A.600.002. Suspended or expelled students- Reengagement plan. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.600.022>

¹⁰ The Office of Superintendent of Public Instruction. (2017). Student Discipline Task Force. Retrieved from <http://www.k12.wa.us/StudentDiscipline/TaskForce.aspx>

1F. Break the School-to-Prison Pipeline

“Young people who drop out of high school, many of whom have experienced suspension or expulsion, are more than eight times as likely to be incarcerated as those who graduate.”¹¹

The school-to-prison pipeline refers to school policies and practices that push students out of classrooms and into the juvenile and/or criminal justice system.¹² One study found that, of incarcerated youth in a state facility, 80% had been suspended and 50% had been expelled from school prior to incarceration.¹³

In Washington, students of color (especially African American and American Indian/Alaska Native males) are suspended and expelled at a much higher rate than their White peers (see [Figure V](#)). In effect, students of color are at a greater risk of falling victim to the school-to-prison pipeline. Dismantling the persistent school-to-prison pipeline is dependent upon improving the reintegration process for students who have been suspended or expelled.

A comprehensive and integrated support system specifically designed for students who have been suspended or expelled will increase reengagement rates and decrease dropout rates, thus dismantling the school-to-prison pipeline. **Therefore, the EGOAC recommends the Center for the Improvement of Student Learning (CISL) at the OSPI work in collaboration with the juvenile justice system, local truancy boards, and alternative high schools and institutions to create comprehensive and integrated student supports that reengage youth who have been suspended, expelled, and/or are at risk of dropping out of school.** [Recommendation 7C](#) advocates for this work to be included in the Washington Integrated Student Support Protocol (WISSP).



¹¹Dignity in Schools. (2011). Fact Sheet on School Discipline and the Pushout Problem. Retrieved from http://www.dignityinschools.org/files/Pushout_Fact_Sheet.pdf

¹² National Council on Disability. (2015). Breaking the School-to-Prison Pipeline for Students with Disabilities. Retrieved from https://www.ncd.gov/sites/default/files/Documents/NCD_STPP_Report.docx

¹³ Leone and Weinberg. (2010). Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems, p. 11.

2. Teacher Recruitment, Hiring, and Retention

Background

The teacher workforce in Washington does not reflect the racial and ethnic diversity of students in Washington. As of the 2015-2016 school year, about 90% of teachers identified as White, yet only 56% of the student body identified as White.¹ In opposition, only 4% of teachers identified as Latino/a, while 22% of Washington students identified as Latino/a (see Figure VII).² There is also a large gender gap among Washington teachers: In 2015-2016, only 23% of teachers identified as male, while 73% identified as female.³ These differences have led to a teacher workforce that significantly lacks male teachers of color.

As the student body in Washington grows more diverse, Washington must recruit, hire, and retain more teachers of color and male teachers. The capacity for schools to understand the broad range of experiences that students bring into the classroom and how those experiences impact student learning could be increased by creating an educator workforce that is more representative of the diverse students served. Educators of color can often contribute a deeper cultural understanding of families and students of color. This knowledge can inform practices of their colleagues and address institutionalized racism often overlooked by schools and school districts.

Additionally, time and energy must be spent on retaining effective educators of all races. Currently in Washington, new teachers working in school districts with higher proportions of Black/African American students, Latino/a students, Native American students, and/or students living in poverty are more likely to leave teaching.⁴ Increasing teacher retention rates will depend upon equipping all educators with the skills and resources necessary to be effective in front of diverse classrooms.

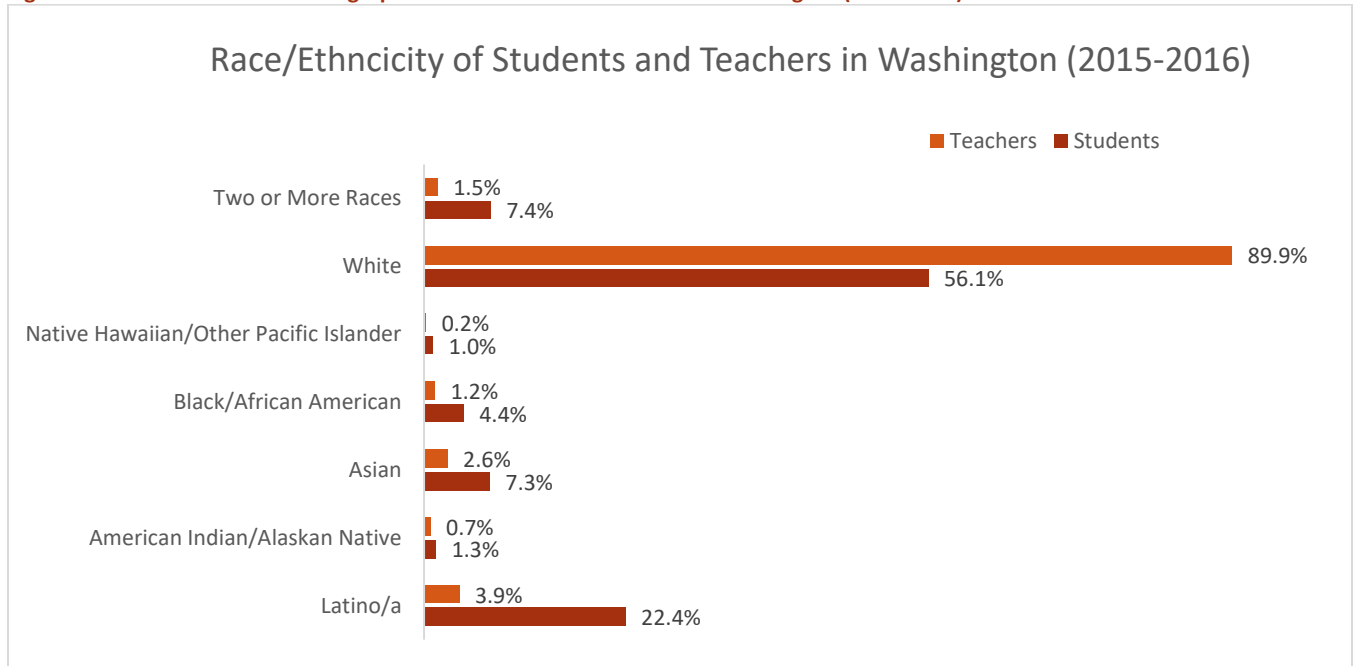
Successfully recruiting, hiring and retaining a diverse educator workforce is also dependent upon increasing teacher salaries and reducing teacher debt. Among other financial shortfalls, Washington is not fully funding staff salaries and benefits. Article IX of the Washington State Constitution says, "*It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.*"⁵ In 2012, due to *McCleary vs. Washington*, the State Supreme Court ruled that Washington is not sufficiently funding basic education, and thus is violating the State Constitution.

To uphold this constitutional amendment, Washington must recruit, hire, and retain a more diverse educator workforce, prepared to teach every child effectively and equitably. As outlined in the recommendations below, this will require policies that: (1) increase teacher salaries and reduce teacher debt; (2) expand and refine teacher certification pathways; and (3) better prepare teachers for diverse classrooms.

Sources: ¹OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&yrs=2015-16&year=2015-16>); ²*ibid*; ³*ibid*; ⁴Professional Educator Standards Board. (2016). PESB Annual Report. Retrieved from <http://data.pesb.wa.gov/retention/leavers/new/ethnicity>;

⁵Constitution of the State of Washington. (1889).Article IX Education. Retrieved from <http://leg.wa.gov/LawsAndAgencyRules/Pages/constitution.aspx>

Figure VII. Racial and Ethnic Demographics of Students and Teachers in Washington (2015-2016)



*Source: OSPI Washington State Report Card. (2015-2016).

Recommendations

2A. Expand Pathways to Teacher Certifications

The EGOAC supports the Professional Educator Standards Board (PESB) and the OSPI budget request to expand teacher certification pathways and recommends the Legislature approve this budget request.

Recruiting a diverse teacher workforce will require more pathways to teacher certification. Community colleges in Washington must be able to offer credible coursework that allows students to become para-educators or certified teachers. Moreover, transferring credits from community colleges to teacher preparation programs needs to be less restrictive.

The EGOAC has made these recommendations previously: Section 502 of Fourth Substitute House Bill 1541 (4SHB 1541) tasked the PESB with creating new pathways to teacher certification. Since then, the PESB has been working on expanding and refining these pathways. To continue their work, the PESB in collaboration with the OSPI submitted a budget proposal (2015-2017 biennium) entitled '[Request for Expanded Alternative Route for Teachers Funding](#)'¹⁴ (see [Appendix A](#)).¹⁵

If approved, the PESB will increase the Alternative Route program and the Educator Retooling program. Both programs seek to address the requirement for equitable access to educators under the Every Student Succeeds Act (ESSA) and the state Equity Plan¹⁶ as well as address the current teacher shortage by developing a strong career ladder for para-educators and certified teachers.

¹⁴ OSPI and PESB. (2015). Request for Expanded Alternative Route for Teachers Funding PA. Retrieved from <http://www.k12.wa.us/LegisGov/2016documents/PA-PESBAltRoute-Retooling.pdf>

¹⁵ Ibid.

¹⁶ OSPI (2014) Washington State’s Ensuring Equitable Access to Excellent Educators Plan. Retrieved from <http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx>

2B. Mandatory Teacher Certification Requirement

The EOGOAC recommends the PESB add a graduation requirement that all teacher preparation programs in Washington must adhere to: All students must take and pass the Washington State teacher certification test before graduation.



Currently, students are graduating from teacher preparation programs without the final credential that certifies them as a licensed teacher in Washington. As a result, teacher candidates are burdened with finding the time and money to take and pass Washington's [Basic Skills Test](#) and [Content Knowledge Test](#)¹⁷ (required in order to become a certified teacher) post-graduation. Making both tests a necessary requirement of all teacher preparation programs will guarantee students who graduate can immediately enter into the teacher workforce.

2C. Mentorship Programs in Higher Education

The EOGOAC recommends all teacher preparation programs in Washington provide mentorship programs to teacher candidates of color. Mentorship programs will ensure teacher candidates of color feel supported in a predominately White educator workforce. For example, the [Martinez Foundation](#)¹⁸ provides scholarships and supports for teacher candidates of color committed to equity in education and giving back to their communities.

2D. Increase State Funding for Teacher Salaries

To effectively recruit, hire, and retain a high quality and diverse educator workforce, the EOGOAC recommends the Legislature start fully funding teacher salaries and benefits. Right now, state allocated funds for teacher salaries are barely livable wages for the level, knowledge, and skills of teachers, which contributes to the teacher shortages many school districts in Washington are experiencing. [RCW 28A.400.201](#)¹⁹ recognizes that, *"providing students with opportunity to access a world-class educational system depends on our continuing ability to provide students with access to world-class educators."*²⁰ A world-class educator workforce is, first and foremost, dependent upon fair and reasonable teacher salaries.

In 2012, the Compensation Technical Working Group (CTWG) published a report outlining how much money the state *should* be investing in teacher salaries and benefits.²¹ The top priority of the CTWG was to increase starting salaries for educators. Based on a comparative labor market analysis using Bureau of Labor Statistics, the CTWG recommended salaries for beginning teachers and educational staff associates increase from \$33,401 to \$46,687. This means the state would pay an additional \$15,286 per beginning educator. In 2015, the

¹⁷ OSPI. (2016). Certification: Teacher Assessments. Retrieved from <http://www.k12.wa.us/certification/Teacher/teachertesting.aspx>

¹⁸ Washington State University. College of Education: The Martinez Foundation. Retrieved from <https://education.wsu.edu/newsroom/features/themartinezfoundation/>

¹⁹ Washington State Legislature. (2009). RCW 28A.400.201. Enhanced salary allocation model for educator development and certification-Technical working group-Report and recommendation. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.400.201>

²⁰ Ibid.

²¹ The Compensation Technical Working Group. (2012). Final Report. Retrieved from <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

Teacher Compensation in California

Salary Bonus Initiative

Under California's Assumption Program of Loans for Education (APLE), credentialed math or science teachers or education specialists working at a California K-12 public school ranked in the lowest 20 percent on the academic performance index are eligible to receive a bonus of \$2,000.

Source:

http://www.csac.ca.gov/pubs/aple/aple_for_credentialed_teachers_fact_sheet.pdf

Loan Forgiveness Program

California's APLE includes a state-level loan forgiveness program. Participants (must be certified teachers) of the APLE program are eligible for loan assumption payments up to \$19,000 of their outstanding educational loans in return for four consecutive years of service in a California K-12 public school ranked in the lowest 20 percent on the academic performance index.¹

Source:

<http://www.k12.wa.us/LegisGov/2016documents/AG-TeacherShortagePlaceholder.pdf>

[Washington State Equity Plan](#) published by the OSPI recommended the Legislature fund starting salaries at the rate recommended by the CTWG.²²

The EOGOAC recommends the Legislature increase teacher salaries at the level identified by CTWG and by the OSPI with the necessary adjustment due to inflation. Moreover, in order to maintain a competitive compensation package, annual adjustments must be made to educator salaries to account for inflation.

2E. Create a Differential Compensation Workgroup

In 2011, the Legislature formed a Compensation Technical Working Group (CTWG) for the purpose of developing an enhanced and collaboratively designed teacher salary allocation model. The CTWG published final recommendations in 2012. **The EOGOAC recommends the Legislature convene a workgroup tasked with identifying roles, types of bonuses, and differential compensation options that incentivize working at high needs schools.**

The workgroup must start by reviewing the work and recommendations of the previous Compensation Technical Workgroup. From there, the new workgroup shall investigate how the following can provide more equitable education services:

- Teacher salary bonus initiatives to incentivize working at high needs schools.
- Accountability measures regarding teacher salary bonus initiatives.
- Salary bonus structure to minimize teacher turnover.
- Localized compensation packages vs. statewide compensation packages.
- Distribution of statewide compensation packages.
- Research regarding the benefits and drawback of differential compensation packages.
- Ways to recruit, hire, and retain highly effective educators in our schools with the largest opportunity gaps.

2F. Fund a Washington State Loan Forgiveness Program for Teachers

The OSPI and the PESB requested funding for a loan forgiveness program as part of their teacher shortage decision package for the 2015-2017 biennium.²³ **The EOGOAC recommends the Legislature fund this loan forgiveness program.**

Currently, *federal* loan forgiveness programs are the only option available to teachers in Washington (see [Appendix B](#)). A Washington

²² OSPI. (2015). Washington State Equity Plan: Ensuring Equitable Access to Excellent Educators. Retrieved from <http://www.k12.wa.us/TitleIIA/EquitableAccess/2015EquityPlan.pdf>

²³ OSPI. (2016). Teacher Shortage AG. Retrieved from <http://www.k12.wa.us/LegisGov/2016documents/AG-TeacherShortagePlaceholder.pdf>

Closing the Opportunity Gap in Washington’s Public Education System State loan forgiveness program could help districts to recruit, hire, and retain more educators, as well as incentivize highly qualified teachers to work at high needs schools.

2G. Increase the Capacity of the Grow Your Own Teacher Strategy

The EGOAC recommends expanding the capacity and reach of the Grow Your Own Teacher strategy in Washington. The grow Your Own Teacher strategy aims to decrease the teacher shortage and diversify the educator workforce. More specifically, the Grow Your Own Teacher strategy is a grant given to districts to create innovative partnerships with teacher preparation programs and community-based organizations. The objective is to collaborate with one another to recruit, support, and encourage students, parents, school staff, and community members in low-income areas to earn teaching credentials.

The PESB has submitted a [2017-2019 budget request](#) to expand the Grow Your Own Teacher Strategy (see [Appendix C](#)).²⁴ If approved, the PESB would administer funds as a grant program to school districts. Outcomes of the grant program include: (1) increasing local teaching capacities; (2) creating a more diverse, multi-lingual, and multi-cultural workforce; and (3) increasing the number of qualified teachers in low-income areas. The EGOAC supports the PESB’s budget request to increase the Grown Your Own Teacher strategy.

2H. Mentor, Encourage, and Support the Educator Workforce of Color



In 1998, Washington State Initiative 200 passed, creating [RCW 49.60](#).²⁵ As stated in [RCW 49.60.400](#), *“The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”* The EGOAC is

concerned with how this law has negatively affected the diversity of the educator workforce in Washington. [House Bill 1158](#) (HB 1158), proposed during the 2017 Legislative session, seeks to repeal RCW 49.60.400 for public contracting.²⁶ The EGOAC is reviewing HB 1158 and is evaluating the impact I-200 has had on the diversity of the education workforce in Washington.

Due to the limited number of educators of color, the EGOAC recommends the PESB provide guidance and statewide resources to school districts on how to develop and implement policies and programs that mentor, encourage, and support the educator workforce of color. The PESB should also advocate for policies and programs that support teachers in high needs areas of education (e.g. special education and bilingual education). Community led programs must be forefront to teacher recruitment, hiring, and retention policies.

²⁴The PESB. (2016). Grow Your Own Teacher Strategy. Retrieved from http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf

²⁵ Washington State Legislature. Chapter 49.60 RCW. Discrimination-Human Rights Commission. Retrieved from <http://apps.leg.wa.gov/RCW/default.aspx?cite=49.60>

²⁶Washington State Legislature. (2017). House Bill 1158. Restoring the fair treatment of underserved groups in public employment, education, and contracting. Retrieved from <http://lawfilesexxt.leg.wa.gov/biennium/2017-18/Pdf/Bills/House%20Bills/1158.pdf>

3. English Language Learner Accountability

Background

Statewide policies regarding bilingual education and English language learning must adapt to meet the diverse needs of Washington’s changing student demographics. The State Transitional Bilingual Instructional Program (TBIP) is a program within Washington’s Basic Education Act (RCW 28A.180) that supports students with linguistically and culturally diverse backgrounds. The OSPI provides leadership and technical assistance to schools and school districts across Washington regarding the TBIP.

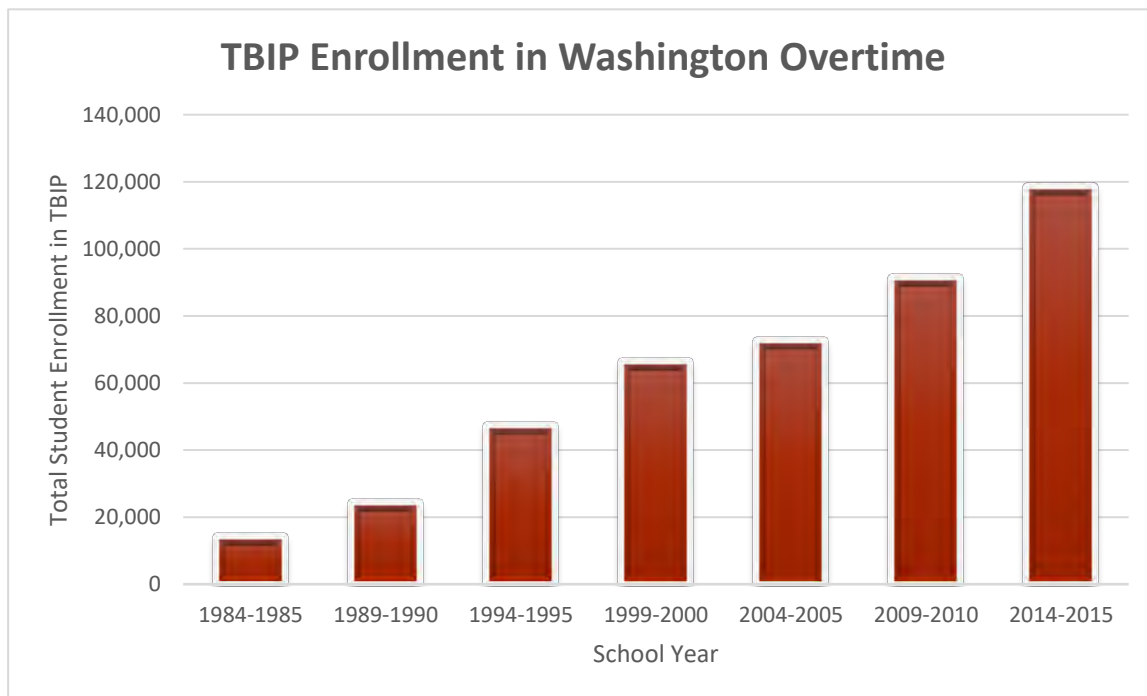
The objective of the TBIP is to develop language proficiency that enables meaningful access to grade level curricula and instruction. The effectiveness of this program has become increasingly more important in recent years because the number of students enrolling in TBIP continues to increase (see Figure VIII).

“When linguistically diverse learners enter the public school system, language supports funded through TBIP provide students with equitable access to content instruction in English.”¹

Recommendations in this section seek to: (1) revise TBIP requirements; (2) expand Washington’s capacity to offer dual language instruction; and (3) increase the number of Washington teachers endorsed in bilingual education and/or English language learning.

Sources: ¹The OSPI. (2016). Update: Transitional Bilingual Instruction Program (TBIP). Retrieved from <http://www.k12.wa.us/legisgov/2016documents/2016-02-TransitionalBilingualInstructionProgram.pdf>;

Figure VIII. Washington State Student Enrollment in TBIP



Data Source: OSPI Report Card and TBIP Legislative Reports by OSPI

Recommendations

3A. Adopt Dual Language Instruction as the Preferred Transitional Bilingual Instructional Model

Currently, Washington state recognizes six program models available to school districts when using TBIP funds: (1) dual language; (2) developmental bilingual education; (3) transitional bilingual education; (4) content-based instruction or sheltered instruction; (5) supportive mainstream instruction; and (6) newcomer support.²⁷

State law ([WAC 392-160](#)²⁸) gives school districts discretion to select and implement one of the six TBIP models. Research, however, has proven dual-language to be the most effective English language acquisition model, and thus should be the preferred TBIP model in Washington.²⁹

The TBIP Accountability Task Force published a [report in 2015](#),³⁰ recommending a requirement that all school districts adopt and implement the dual language TBIP model *“to the extent possible.”*³¹ If it is not feasible for a school district to implement a dual language instructional model, the TBIP Accountability Task Force recommended schools be required to justify their reasoning to the OSPI. *To facilitate this process, the OSPI must create clear guidance that identifies parameters for when dual language programs are feasible for schools, and shall provide school districts with technical assistance and guidance regarding dual language program implementation.*

In agreement with the TBIP Accountability Task Force, the EOGOAC recommends revisions be made to Washington State law to support the dual language instructional model above all other TBIP models. The OSPI shall enforce and facilitate the process of implementation after the revisions are made.

3B. Increase Funding to School Districts for the Transitional Bilingual Instructional Program

The U.S. Department of Education emphasizes that *“Paraprofessionals, aides, or tutors may not take the place of qualified teachers and may be used only as an interim measure while the school district hires, trains, or otherwise secures enough qualified teachers to serve its EL [English language] students.”*³²

Additionally, Section 303(2) of 4SHB 1541 states, *“All classroom teachers assigned using funds for the transitional bilingual instructional program to provide supplemental instruction for eligible pupils must hold an endorsement*



²⁷ OSPI. (2015). Program Models and Services. Retrieved from <http://www.k12.wa.us/MigrantBilingual/pubdocs/ProgramModels.pdf>

²⁸ Washington State Legislature. Chapter 392-160 WAC. Special Service Program-Transitional Bilingual. Retrieved from <http://apps.leg.wa.gov/WAC/default.aspx?cite=392-160>

²⁹ Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf

³⁰ Ibid.

³¹ Ibid.

³² U.S. Department of Education. (2015). Dear Colleague Letter on English Language Learners. U.S. Department of Education Office for Civil Rights and U.S. Department of Justice Civil Rights Division, p. 16-17. Retrieved from: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

*in bilingual education or English language learner, or both.*³³ This requirement has been adopted by law and, as stated in Section 2 of [RCW 28A.180.040](#),³⁴ school districts must be in adherence by the 2019-2020 school year.

Currently, many school districts are hiring instructional aides, such as para-educators, to fill TBIP positions due to insufficient funding. For example, in the 2014-2015 school year, instructional aides represented about 46% of all teachers assigned using TBIP funds.³⁵ Moreover, districts supplement their state TBIP funds and federal Title III funds with local levy dollars.³⁶ In the 2013-14 school year, districts reported contributing approximately \$24.7 million beyond state TBIP funding to provide English language instruction to English learners.³⁷ For school districts to realistically adopt [RCW 28A.180.040](#),³⁸ the state will need to increase the amount of TBIP funds allocated to school districts for the purpose of hiring certified instructional staff to teach TBIP.

The EOGOAC recommends the Legislature increase the amount of state allocated TBIP funds. *School districts shall use the additional TBIP funds for the sole purpose of hiring TBIP staff that are certified teachers with bilingual education and/or English language learner endorsements.*

3C. Create a Bilingual Education/English Language Learner Conditional Scholarship Program

The current conditional scholarship program for K-12 educators in Washington offers teachers the opportunity to pursue, in two years or less, an additional teaching endorsement. The PESB selects scholarship recipients, while the Washington State Achievement Council administers awards and monitors service obligations.

Originally, the conditional scholarship program was only available to K-12 math and science teachers (enacted in 2007 under RCW 28A.660.045). [Engrossed Substitute House Bill 1570](#) (ESHB1570)³⁹, which passed in 2015, amended the program, extending the scholarship to educators pursuing endorsements in mathematics, science, special education,

bilingual education, English language learning, computer science education, environmental and sustainability education, and any other shortage areas as defined by the PESB. The scholarship program was expanded yet again in 2016 under [Engrossed Second Substitute Senate Bill 6455](#)⁴⁰ (ESSB 6455) to include educators seeking

Bilingual Educator Initiative

Commission on Hispanic Affairs

The EOGOAC advocates for grow your own initiatives seeking to increase the number of bilingual educators in Washington.

For example, the Bilingual Educator Initiative, proposed by the Commission on Hispanic Affairs, would recruit, train, and mentor bilingual high school students to become teachers and counselors.

For more information:

https://app.box.com/s/9ju0yuxid3ogkz561_w71289v1i2c28i3

³³ Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 106. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

³⁴ Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.180.040>

³⁵ Transitional Bilingual Instructional Program Accountability Task Force. (2016). Update: TBIP, p. 3. Retrieved from <http://www.k12.wa.us/legisgov/2016documents/2016-02-TransitionalBilingualInstructionProgram.pdf>

³⁶ Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf

³⁷ Ibid.

³⁸ Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.180.040>

³⁹ Washington State Legislature. Engrossed Substitute House Bill 1570. Relating to creating flexibility for the educator retooling conditional scholarship program. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1570-S.SL.pdf?cite=2015%203rd%20sp.s.%20c%209%20C2%A7%201;>

⁴⁰ Washington State Legislature. Engrossed Second Substitute House Bill 6455. Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Senate%20Passed%20Legislation/6455-S2.PL.pdf>

endorsements in elementary education and early childhood education. The EOGOAC supports the conditional scholarship program outlined in ESSB 6455.⁴¹

In addition, the EOGOAC recommends the creation of another conditional scholarship program focused specifically on bilingual education and English language learner endorsements.

When awarding scholarships that support endorsements in bilingual education and English language learning, the PESB shall give preference to teachers that meet the following requirements:

1. Teachers assigned to schools required under state or federal accountability measures to implement a plan for improvement (current condition under Section 3 of [RCW 28A.660.050](#)⁴²).
2. Teachers assigned to schools whose enrollment of English language learners has increased an average of more than five percent per year over the previous three years (current condition under Section 3 of [RCW 28A.660.050](#)⁴³).
3. Teachers seeking endorsements in order to be assigned to the TBIP under the provisions of [RCW 28A.180.040\(2\)](#)⁴⁴ (proposed requirement under [SSHB 1680](#),⁴⁵ but was never enacted).

In a time of teacher shortages, school districts are struggling to find qualified teachers, especially those interested in dual language and bilingual programs. The lack of teachers with expertise in bilingual education is becoming increasingly detrimental to student learning, as the number of English language learners continues to increase. For example, during the 2013-2014 school year, the student to staff ratio (for full time equivalent staff only) is one full time equivalent teacher per 171 students served by TBIP funds.⁴⁶

The creation of a conditional bilingual and English language learner scholarship program would increase Washington's capacity to offer dual-language instruction by certified teachers that have a bilingual education endorsement and/or an English language learner endorsement.

⁴¹ *ibid*

⁴² Washington State Legislature. RCW 28A.660.055. Conditional scholarship programs-Requirements-Recipients. Retrieved from <http://app.leg.wa.gov/RCW/default.aspx?Cite=28A.660.050>

⁴³ *ibid*

⁴⁴ Washington State Legislature. RCW 28A.180.040. School board duties. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.180.040>

⁴⁵ Washington State Legislature. (2013). Second Substitute House Bill 1680. Implementing strategies to close the educational opportunity gap. Retrieved from <http://lawfilesex.leg.wa.gov/biennium/2013-14/Pdf/Bills/House%20Bills/1680-S2.pdf>

⁴⁶ Transitional Bilingual Instructional Program Accountability Task Force. (2015). Final Report. Retrieved from http://www.k12.wa.us/Workgroups/TBIP/pubdocs/TBIPTaskForce_Report2015.pdf

4. Cultural Competence

Background

Quality public education for *all* students requires *all* educators (e.g. school board members, superintendents, principals, teachers, and para-educators) to be effective in diverse settings. To achieve this, the educator workforce must first, be cognizant of systemic racism and the inequities of the public education system, and second, develop culturally competent skills and mindsets. Cultural competence is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems.¹ Training in cultural competence provides educators with a set of attitudes, respect, awareness, knowledge, and skills that enable effective work in cross-racial, cross-cultural, diverse contexts.²

As Washington switches from the No Child Left Behind Act to the ESSA, professional development and training in cultural competency will become increasingly more important. The evaluation system under the ESSA places more value on the ability to work effectively in diverse settings. An ‘excellent educator’ in Washington will, “*Demonstrate the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds*” and “*Create an inclusive and safe learning environment where all students and their families feel welcome.*”³ Moreover, “*Demonstrating commitment to closing the achievement gap,*” will be one of eight criteria used to evaluate principals in Washington.⁴

Currently, the OSPI is developing a content outline for professional development and training in cultural competence for school and school district staff (includes classified school staff, district administrators, certified instructional staff, and principals). This training must align to the cultural competence matrix that has been created by the PESB (see [Appendix D](#)). Additionally, as stated in 4SHB 1541, “*The training program must also include the foundational elements of cultural competence, focusing on multicultural education and principles of English language acquisition, including information regarding best practices to implement the tribal history and culture curriculum.*”⁵

As Washington develops and enhances professional development trainings on cultural competence, it is the hope of the EOGOAC that state law increases accountability measures to ensure schools and school districts provide their educator workforce (e.g. certified, classified, instructional, and administrative staff) with cultural competence professional development and training. The objective of the following recommendations is to increase the cultural competence of the public education system in Washington.

Sources: ¹Center for Strengthening the Teaching Profession. “Defining Cultural Competence.” *Center for Strengthening the Teaching Profession*. PowerPoint. Retrieved from: <http://cstp-wa.org/cstp2013/wp-content/uploads/2014/07/Culturally-Responsive-PPT-4.pptx>; ²ibid; ³OSPI. (2016) Washington’s ESSA Consolidated Plan. Page 90. Retrieved from http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf?sm_au=iVVsfbWRSqWqcM6r; ⁴ibid; ⁵Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 204(2). Retrieved from <http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Recommendations

4A. Strengthen Cultural Competence Training for School Board Members and Superintendents

Fourth Substitute House Bill 1541 tasked the Washington State School Directors' Association (WSSDA) with developing a plan for the creation and delivery of cultural competence training for school board directors and superintendents in Washington. The content of the training program must align to the PESB's cultural competence matrix for educators (see [Appendix D](#)). Moreover, it must include foundational elements of cultural competence, principals of multicultural education, and best practices regarding tribal history and culture curriculum. As stated in [Recommendation 4D](#), the EGOAC recommends incorporating best practices for family and community engagement into the training as well.

The WSSDA received money from the Legislature to create an outline of this content. However, more money is needed to actually implement the training program. **The EGOAC recommends the Legislature provide the WSSDA with additional funding for the purpose of implementing the training program. Once implemented, a minimum annual cultural competence training shall be enacted for all school board directors and superintendents in Washington.**

4B. Require Cultural Competence Professional Development and Training for Schools and School Districts Under Improvement Status

Section 205 of 4SHB 1541

*"Required action districts as provided in RCW 28A.657.030, and districts with schools that receive the federal school improvement grant under the American recovery and reinvestment act of 2009, and districts with schools identified by the superintendent of public instruction as priority or focus are **strongly encouraged** to provide the cultural competence professional development and training developed under RCW 28A.405, 28.A.405.120, and section 204 of this act for classified, certificated instructional, and administrative staff of the school."*

Source: <http://lawfilesexet.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

The EGOAC recommends the Legislature implement a state law requiring professional development and training in cultural competence for all staff working at schools and school districts under improvement status. Classified, certified, instructional, and administrative staff shall be included in this professional development and training.

Currently, schools and school districts under improvement status are 'strongly encouraged' (not 'required') to partake in cultural competence professional development and training.

The EGOAC recommends changing the language in Section 205 of 4SHB 1541 from 'strongly encouraged' to 'required'. This requirement will hold schools and school districts accountable for developing the cultural competence of their local educator workforce.

4C. School Improvement Plans Must Address Cultural Competence

The EGOAC recommends the Office of Student and School Success at the OSPI add a cultural competence section to the school improvement plan. In this section, schools and school districts must devise a plan for how they will better equip their educators with the skills and mindsets needed to be effective in diverse environments. Professional development and training to school staff in cultural competence must be included in this plan. Adding this to the school improvement plan document will serve as an accountability measure.

The Office of Student and School Success shall work in collaboration with the CISL on how the OSPI can support schools under improvement status with the delivery of cultural competence professional development and training.

4D. Incorporate Community and Family Resources into Cultural Competence Professional Development and Training.

“Teachers, administration, and governance can benefit from cultural competence, a status of a school district’s understanding of the unique place-based attributes of the communities they serve.”⁴⁷ – *EOGOAC 2009 Synthesis*

Cultural competence training programs for educators should *always* be developed in partnership with families and communities. **Hence, the EOGOAC recommends school districts and the WSSDA (see [Recommendation 4A](#)) reach out to families, communities, and the CISL when creating and implementing cultural competence training programs. Moreover, all training programs shall include best practices for schools and school districts regarding family and community engagement.**



⁴⁷ The EOGOAC. (2009). *Synthesis of the Recommendations from the 2008 Achievement Gap Studies*, p. 8. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/Synthesis2008Recommendations.pdf>

5. Family Engagement

Background

Since its inception, the EOGOAC has been committed to increasing family and community engagement in Washington's K-12 public education system. In 2008, the EOGOAC was tasked by the Legislature to synthesize findings from five achievement gap studies. Key takeaways from their [2009 synthesis](#)¹ include the following:

- Engage and welcome families into schools.
- Use multiple forms of communication with parents whose first language is not English.
- Strengthen school-community partnerships.
- Develop relationships between school districts and Native American tribes.

It is now 2017 and unfortunately, many of the recommendations have yet to be enacted. Increasing family engagement has been and continues to be a top priority of the EOGOAC. In 2016, the EOGOAC recommended the following: (1) increase allocation for family and community engagement coordinators; (2) require school districts to adopt a family and community engagement framework; (3) link integrated student supports to resources in the community.²

Although these previous recommendations are well thought out, none can exist without sufficient funding. Therefore, the recommendations below seek to increase state funding for family engagement.

Source: ¹The EOGOAC. (2009). *Synthesis of the Recommendations from the 2008 Achievement Gap Studies*. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/Synthesis2008Recommendations.pdf>; ²The EOGOAC. (2016). *Closing Opportunity Gaps in Washington's Public Education System*. Retrieved from <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>

Guiding Statement by Washington's Family Engagement Workgroup for the Every Student Succeeds Act

"Devote resources and staff to ensure schools, districts, and OSPI support and grow family and community collaboration engagement. This should occur from students' birth through graduation and onto their careers. This effort on family and community engagement is the undergirding to support the success of all students and families, reduce the opportunity gap, and develop more culturally responsive and inclusive schools. Schools, districts, and OSPI must recruit, hire, train, and retain all staff for this commitment to cultural responsiveness, inclusion, and family-community-school engagement. Families, communities, community-based organizations, civic groups, youth service groups, ethnic and racial affinity and support groups, and faith-based organizations provide vital input and wisdom about their students. All staff should leverage this knowledge to improve school policies and practices. When planning for, or implementing racially and culturally equitable and inclusive (e.g., disability, gender, faith, language) family and community engagement efforts, schools, districts, and OSPI must focus on reaching and developing ongoing relationships with families and students whose voices have been lost or not heard as well by holding diversity and inclusion as core values. Washington's students and families come from diverse communities, life experiences, and perspectives and enrich our schools with their input and support."

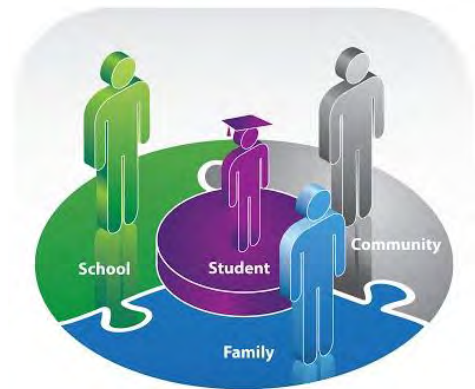
Source: <http://oeo.wa.gov/wp-content/uploads/1408Report.2016.11.30.pdf>

Recommendations

5A. Support the 2016 Family Engagement Recommendations by the Office of Education Ombuds

In December 2016, the [Office of Education Ombuds](#)⁴⁸ (OEO) provided recommendations under [Second Substitute House Bill 1408](#)⁴⁹ to the Legislature on how to develop and sustain meaningful, culturally responsive school and family partnerships. More specifically, the OEO recommended the following:

1. Adopt as the state's commitment to family engagement the guiding statement crafted by the ESSA Family and Community Engagement Workgroup (see [Family Engagement Background](#)).
2. Form a multi-year statewide workgroup that brings direct family, educator, and community voices together to create a framework for implementing the EOGOAC's recent family and community engagement recommendations.
3. Devote adequate resources to this state-level workgroup to conduct community-based meetings to draw on families' experiences statewide and support cultural responsiveness, language access, and other forms of access (e.g., supporting nontraditional families and guardians, providing for disability accommodations) from the outset of planning and throughout implementation.
4. Fund a comprehensive system of education with family and community engagement as a foundation.



The EOGOAC supports the four recommendations made by the OEO, and advises the Legislature allocate additional funds to the OEO to ensure they have the capacity to facilitate and implement a multi-year statewide family engagement workgroup, effectively advancing parent and community engagement across Washington.

5B. Increase State Funding for Family Engagement

In 2014, Section 502(4) of [Engrossed Substitute Senate Bill 6002](#)⁵⁰ established the prototypical schools funding model for family engagement: 0.0825 'parent involvement coordinators' shall be allocated per 400 full time equivalent students at the elementary school level (K-6th Grade). There are many problems with this current funding structure. First, it is for elementary schools only, meaning there are currently no funding models for family engagement coordinators at the middle or high school levels. Second, the funding is not restrictive, thus it is up to school district discretion to determine how state allocated family engagement funds are spent and does not necessarily have to go towards family engagement. Third, small districts, especially those with 400 or fewer students, will not be able to hire even one family engagement coordinator for the school district. For example, if a school district has 190 full time equivalent students at the elementary level, the district will only receive \$1,243, which is considerably insufficient.

⁴⁸ The OEO. (2017). Home. Retrieved from <http://oeo.wa.gov/>

⁴⁹ Washington State Legislature. (2016). Second Substitute House Bill 1408. Relating to developing a definition and model for "family engagement coordinator". Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1408-S2.PL.pdf>

⁵⁰ Washington State Legislature. (2014). Engrossed Substitute Senate Bill 6002. Relating to fiscal matters. Retrieved from <http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bills/Senate%20Passed%20Legislature/6002-S.PL.pdf>

The EGOAC recommends the Legislature revise the statewide prototypical funding model for family engagement to ensure all school districts in Washington have at least one family engagement coordinator at the elementary, middle, and high school levels. In other words, all school districts in Washington, regardless of size, would have three family engagement coordinators. From there, a revised prototypical schools funding model shall be used to determine *how many more* family engagement coordinators will be allocated to each school district. This will ensure large school districts receive sufficient state-level funding to hire the necessary number of family engagement coordinators for their student body.

Based on this, revisions to [RCW 28A.150.261](#)⁵¹ shall include the following:

1. All school districts shall have, at minimum, one family engagement coordinator at the elementary, middle, and high school levels (3 total).
2. The following prototypical schools funding model shall be used to determine if the school district shall receive *additional funding* for family engagement coordinators:
 - 1.0 parent involvement coordinators shall be allocated per 400 full time equivalent students at the elementary school level (K to 6th Grade).
 - 1.0 parent involvement coordinators shall be allocated per 432 full time equivalent students at the middle school level (Grade 7 to 8).
 - 1.0 parent involvement coordinators shall be allocated per 600 full time equivalent students at the high school level (Grade 9 to 12).

All state funding allocated to school districts for family engagement must be restrictive, meaning school districts are required to spend this money on hiring family engagement coordinators.



⁵¹ Washington State Legislature. RCW 28A.150.260. Allocation of state funding to support instructional program of basic education-Distribution formula-Prototypical schools-Enhancements and adjustments-Review and approval-Enrollment calculation. Retrieved from <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.260>

6. Disaggregated Student Data

Background

Careful analyses of student outcomes by race and ethnicity are critical for understanding the educational opportunity gaps that exist within classrooms, schools, school districts, and education systems. The EOGOAC advocates for better usages of data to improve student learning and school performance. Additionally, data on student outcomes need to be disaggregated by race and ethnicity to the furthest extent possible and schools/school districts must be held accountable for appropriately and effectively interpreting student level data.

Currently, the OSPI collects student racial and ethnic data in the Comprehensive Education and Data Research System in accordance with federal guidance mandated by the U.S. Department of Education. Federal race and ethnicity categories include: (1) Hispanic or Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Pacific Islander or Native Hawaiian; and (6) White. If students select more than one category, they are marked as 'two or more races'.

In 2010, the OSPI began collecting disaggregated data for Asian American and Pacific Islander (AAPI) students, providing a unique opportunity to examine the differences revealed by disaggregated data. In 2013, The National Commission on Asian American and Pacific Islander Research in Education analyzed the OSPI's data, revealing hidden educational opportunity gaps for K-12 AAPI students (see Figure X).¹ Analyses such as these enable more targeted supports to students in need, as schools, school districts, and the state can more clearly understand where educational opportunity gaps exists.

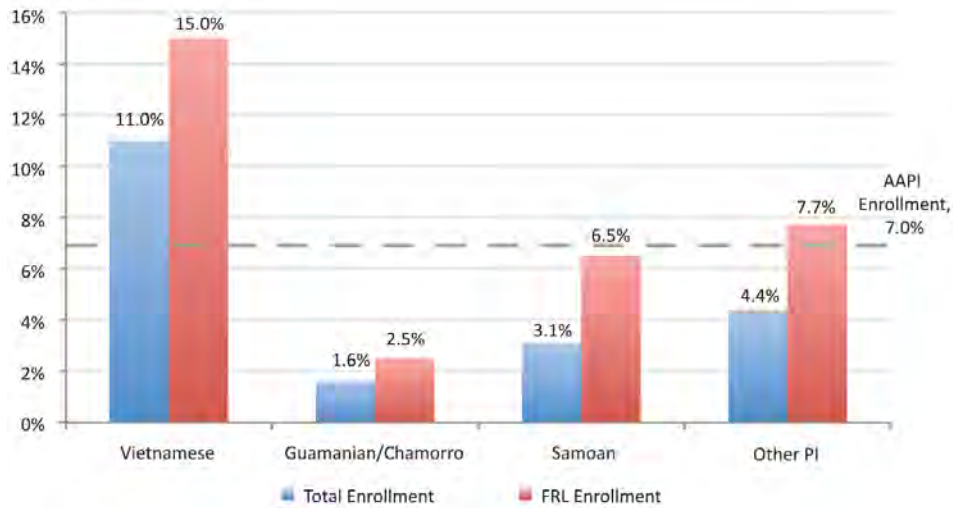
The EOGOAC has advocated for collecting and reporting disaggregated data for all the federally recognized race and ethnicity categories. Per these recommendations, 4SHB 1541 mandates, by the 2017-2017 school year, the OSPI collect and school districts submit all student-level data using the federally mandated categories with the following modifications:

“(a) further disaggregation of the Black category to differentiate students of African origin and students native to the United States with African ancestors; (b) further disaggregation of countries of origin for Asian students; (c) further disaggregation of countries of origin for Asian students; (d) For students who report as multiracial, collection of their racial and ethnic combination of categories.”²

The recommendations in this section seek to support schools, school districts, families, communities, and the OSPI in transitioning to an education system that collects, uses, and engages with disaggregated student level data for the purpose of recognizing and closing educational opportunity gaps.

Sources: ¹National Commission on Asian American and Pacific Islander Research in Education. (2013). *The Hidden Academic Opportunity Gaps Among Asian Americans and Pacific Islanders: What Disaggregated Data Reveals in Washington State*. Retrieved from <http://care.igeucla.org/wp-content/uploads/2015/09/iCount-Report-The-Hidden-Academic-Opportunity-Gaps-2015.pdf>; ²Washington State Legislature. (2016). *Fourth Substitute House Bill 1541, Section 201(1)*. Retrieved from <http://lawfilesexxt.leq.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Figure X: Disaggregated Data for Asian American & Pacific Islander (AAPI) K-12 Students in Washington (2013) By Free and Reduced Lunch (FRL) Enrollment



*Source: http://care.iqueucla.org/wp-content/uploads/2015/09/iCount-Report_The-Hidden-Academic-Opportunity-Gaps_2015.pdf

Recommendations

6A. Adopt Training and Guidance Proposed by the Race and Ethnicity Student Data Task Force

Fourth Substitute House Bill 1541 established the Race and Ethnicity Student Data (RES D) Task Force charged to develop race and ethnicity guidance for the state. As stated in 4SHB 1541:

“The guidance must clarify for students and families why information about race and ethnicity is collected and how students and families can help school administrators properly identify them. The guidance must also describe the best practices for school administrators to use when identifying the race and ethnicity of students and families.”⁵²

The RESD Task Force has met monthly since August 2016 and will publish race and ethnicity guidance for Washington in July 2017. The RESD Task Force is still in the process of formulating and finalizing recommendations. The EOGOAC supports their work, as they advocate for disaggregating race and ethnicity student data to the furthest extent possible. Additionally, the RESD Task Force is committed to creating guidance that: (1) promotes racial equity; (2) creates systemic change; (3) advocates for racial and ethnic underserved populations; and (4) better serves all communities in Washington.

The EOGOAC supports the work of the RESD Task Force, and recommends the Legislature adopt their proposed race and ethnicity guidance published in July 2017.

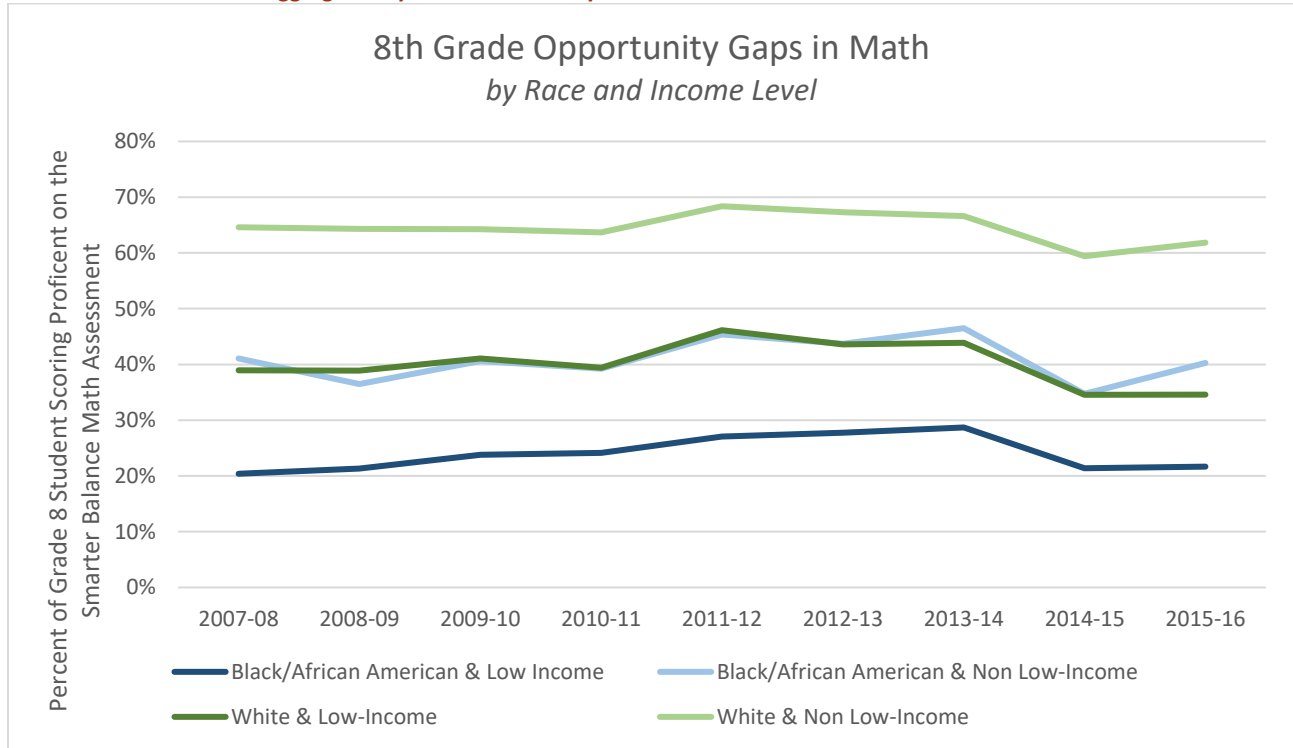
6B. Require the Use of Cross Tabulations when Analyzing Student Outcomes

The EOGOAC advocates for effective and accurate analyses of student level data. Race and ethnicity data should always be used in conjunction with other variables when analyzing student outcomes (e.g. race/ethnicity by

⁵² Fourth Substitute House Bill 1541, Section 502. Retrieved from <http://lawfilesex.t.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

special education status) as it can better identify where educational opportunity gaps exist. For example, Figure XI shows the intersection of race and income level that contributes to opportunity gaps faced by Black/African American non low-income students, Black/African American low-income students, and White low-income students. If income level and race were analyzed separately, opportunity gaps would be masked.

Table XI: Student Data Disaggregated by Race and Ethnicity



*Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.

Washington’s Consolidated Plan for the ESSA highlights the need to provide better support for underserved students. As stated in the plan, underserved students in Washington include the following groups: low-income students, lowest-achieving students, English learners, children with disabilities, children and youth in foster care, migrant children and youth, homeless children and youth, neglected, delinquent, and at-risk children identified under Title I, part D of the ESEA, immigrant children and youth, students in local education agencies eligible for grants under the Rural and Low-income School Program, American Indian and Alaska native students, student with low literacy levels, and students who are gifted and talented.⁵³

To effectively identify opportunity gaps, the EGOAC recommends the Data Governance Group⁵⁴ provide guidance to schools, school districts, and the OSPI on how to use cross tabulations with the variables listed above when analyzing student outcomes. Statewide guidance is needed to ensure data protocols are consistent across all school district.

⁵³ OSPI. (2016). Washington’s ESSA Consolidated Plan. <http://www.k12.wa.us/ESEA/ESSA/pubdocs/WashingtonESSADraftConsolidatedPlan.pdf>

⁵⁴ OSPI. (2016). Data Governance. Retrieved from <http://www.k12.wa.us/K12DataGovernance/Members.aspx>

6C. Annual Training on How to Collect and Analyze Student Data

To help implement [Recommendation 6B](#), the EGOAC recommends the Legislature adopt a requirement: **All school district employees and school staff that collect and/or analyze student level data must receive annual training.**

The objective would be to ensure that all school districts in Washington are accurately analyzing student data for the purpose of closing opportunity gaps and informing instructional practices. The training must include the following:

- How to collect and analyze student data.
- How to apply findings in ways that reduce opportunity gaps.
- How to disseminate student data to schools and school districts.
- How to effectively communicate with students, families, and communities about student data.

The Data Governance Group (see [Recommendation 6B](#)) shall be the entity responsible for creating the training. From there, the OSPI shall implement and monitor the annual data analysis training.

6D. Community Engagement with Student Data

Schools, school districts, and Educational Service Districts (ESDs) have an obligation to share data with communities, families, and community-based organizations on an ongoing basis. **To ensure uniformity in data sharing practices across school districts, the EGOAC recommends the OSPI use the guidance published by the RESD Task Force to create a mandatory annual training for all principals and superintendents, as well as representatives from every ESD in Washington.** Training shall include best practices for making data accessible and culturally responsive to all students, families, and communities. Content of the training should align to the public reporting requirements under the ESSA.



7. Washington Integrated Student Supports Protocol

Background

The EOGOAC has been and continues to be strong advocates of expanding integrated student supports in public education. Fourth Substitute House Bill 1541 established the Washington Integrated Student Support Protocol (WISSP), which intends to serve as a guide that schools and school districts can use when implementing integrated student supports. More specifically, the protocol will:

- Support a school-based approach to promoting the success of all students.
- Fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded.
- Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environments of schools and school districts.
- Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors.
- Support statewide and local organizations in their efforts to provide leadership, coordination, and technical assistance for professional development, and advocacy to implement high quality, evidence-based, student-centered, coordinated approaches throughout the state.

The WISSP must focus specifically on at-risk students, and by law, must include: (1) a student needs assessment; (2) integration and coordination; (3) community partnerships; and (4) data driven decisions.¹

The Center for the Improvement of Student Learning (CISL) department at the OSPI was tasked with developing the WISSP. The CISL plans to develop the WISSP in collaboration with: (1) staff at the OSPI; (2) educators at ESDs; (3) local school districts and building staff; (4) representatives of community organizations; (5) families; and (6) experts in the field of family-school-community partnerships for learning improvement. The overall mission of the CISL is to connect people to the information and research needed to improve learning and teaching in Washington. Ensuring the WISSP is user friendly and easily accessible is a critical aspect of this mission.

The WISSP, in conjunction with the CISL's leadership, will provide schools and school districts across Washington with the resources needed to provide all students, especially those most at risk, with integrated student supports. The recommendations below aim to support the CISL's work in developing and implementing the WISSP.

Sources: ¹Washington State Legislature. (2016). Fourth Substitute House Bill 1541, Section 8(2). Retrieved from <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf>

Recommendations

7A. Fund the Washington Integrated Student Support Protocol

The OSPI submitted to the Legislature a ‘K12 Student Achievement Supports’ budget request for the 2017-2019 biennium (see [Appendix E](#)).⁵⁵ One of the proposed elements of the budget request is an increase in funding for the CISL department at the OSPI. **The EGOAC recommends the Legislature approve this budget request.**

7B. Collaborate with Families and Communities when Creating the Washington Integrated Student Support Protocol

The EGOAC recommends the CISL collaborates with students, families, communities of colors, and community-based organization when creating the WISSP.

All recommendations in the WISSP should be culturally responsive and reflective of community voices. Family and community engagement should be built into the WISSP protocol to ensure that feedback and engagement are ongoing and collaborative. The very communities affected by opportunity gaps and the community-based organizations that work with these communities could provide a wealth of knowledge and experience to the CISL.

7C. Address the School-to-Prison Pipeline in the Washington Integrated Student Support Protocol

In accordance with [Recommendation 1E](#), the EGOAC recommends that the CISL work with the juvenile justice system, community truancy boards, and alternative high schools and institutions to create a section of the WISSP devoted to breaking the school-to-prison pipeline.

As mentioned previously, *“Young people who drop out of high school, many of whom have experienced suspension or expulsion, are more than eight times as likely to be incarcerated as those who graduate.”*⁵⁶ Reintegrating students who have been suspended or expelled is key to breaking the school-to-prison pipeline. Sustainable policies and practices that address the unique needs of students who have been suspended or expelled must be forefront to the WISSP.



⁵⁵ OSPI. (2016). K12 Student Achievement Supports. Retrieved from http://insideospi/teams/Worksites/PMO/ITPortfolio/_layouts/15/WopiFrame2.aspx?sourcedoc=/teams/Worksites/PMO/ITPortfolio/IT%20Decision%20Packages/AG_2017-19_K12%20Student%20Achievement%20Supports.docx&action=default&DefaultItemOpen=1

⁵⁶ Dignity in Schools. (2011). Fact Sheet on School Discipline and the Pushout Problem. Retrieved from http://www.dignityinschools.org/files/Pushout_Fact_Sheet.pdf

8. Social Emotional Learning

Background

“Social emotional learning is a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions, leading to success in school and in life.”¹

Research has proven that when social emotional learning (SEL) is explicitly and effectively taught at school, social behaviors improve, academic performance increases, behavior problems are reduced, emotional distress is lessened, and attitudes towards self and others are more positive.² Comprehensive SEL programs can enhance students’ connection to school, thus fostering more positive and supportive school environments.³ The following recommendations support the development and implementation of SEL into Washington’s public schools.

Sources: ¹ Social Emotional Learning Benchmarks Workgroup. (2016). Addressing Social Emotional Learning in Washington’s K-12 Public Schools. Retrieved from <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>; ²Durlak et al. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82(1), 1-29.; ³Zins, Weissberg, Wang, & Walberg. (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

Social Emotional Learning Standards and Benchmarks Shall...

- Elevate positive skill development.
- Indicate areas for growth and development.
- Adapt to be culturally responsive to the unique backgrounds of our students.
- Reflect diverse cultures, languages, histories, identities, abilities.
- Benefit from student and teacher diversity.
- Align to a learning continuum that is not used as an assessment tool.

Source: <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>



Recommendation

8A. Adopt Recommendations in the 2016 Social Emotional Learning Benchmarks Workgroup Report

The [Social Emotional Learning Benchmarks \(SELB\) Workgroup](#) proposed a statewide Social Emotional Learning Framework in their [2016 Report](#) to the Legislature.⁵⁷ The framework consists of social emotional learning standards and benchmarks (see [Appendix F](#)), as well as guiding principles and implementation strategies.

More specifically, the proposed SEL Framework includes:

1. *Guiding principles, established to ensure SEL in practice is equitable, culturally competent, and inclusive.*
 - **Professional Learning:** In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning
 - **School/Family/Community Partnerships:** Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school.
 - **Cultural Responsiveness:** Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities.

2. *Social emotional learning standards and benchmarks that develop self and social competencies. See [Appendix F](#) for more details.*

Social Emotional Learning Standards	
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

3. *Implementation strategies to ensure schools create environments where students can feel comfortable, confident, and supported. Implementation strategies include: (1) Universal Design for Learning principles; (2) classroom cultures rooted in equity; and (3) SEL as an integrated student support.*

The EGOAC recommends the Legislature adopt the recommendations proposed by the SELB Workgroup in their 2016 Report. When implementing this framework, the proposed guiding principles (professional learning, school/family/community partnerships, and cultural responsiveness) must be forefront to the work.

8B. Fund the Social Emotional Learning Benchmarks Workgroup

It is paramount to the EGOAC that SEL is implemented in a culturally responsive way and adapts to fit the unique and diverse needs of every student. **To ensure this happens, The EGOAC recommends the Legislature fund the SELB Workgroup for an additional year.** During this time, the SELB workgroup must focus on creating culturally responsive, researched-based implementation strategies and guidelines for schools and school districts. When creating such guidelines, the SELB Workgroup shall engage with and collect feedback from community members, students, and families across Washington. This type of community outreach will require additional funding from the Legislature.

⁵⁷ Social Emotional Learning Benchmarks Workgroup. (2016). Addressing Social Emotional Learning in Washington’s K-12 Public Schools. Retrieved from <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

Conclusion

Since 2009, the EOGOAC has sought to dismantle the status quo of Washington's K-12 public education system. The policies and strategies recommended in this report build off 4SHB 1541 and, if implemented, will provide more equitable learning opportunities for all students of color in Washington.

The 2017 EOGOAC report comes at a unique time, as the ESSA is in the process of being implemented, effectively changing education policy in Washington. As the OSPI refines the ESSA plans, the EOGOAC will track progress and make recommendations accordingly.



APPENDIX



Appendix

Appendix A. Request for Alternative Route for Teacher Funding Pathways

<http://www.k12.wa.us/LegisGov/2016documents/PA-PESBAItRoute-Retooling.pdf>

Appendix B. Federal Loan Forgiveness Programs

Loan Type	Description	Service Requirements	Eligibility Requirements	Amount Forgiven
Federal Perkins Loan https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher#teacher-cancellation	<p>The Federal Perkins Loan Program provides low interest loans to help needy students finance the costs of postsecondary education. Students attending any one of approximately 1,700 participating postsecondary institutions can obtain Perkins loans from the school.</p> <p>IHEs may apply for an allocation of funds to be awarded to undergraduate, vocational, and graduate students enrolled or accepted for enrollment at participating schools. The IHE’s acts as the lender using funds provided by the federal government.</p> <p>Perkins loans are subsidized, with loan interest paid while students are in school. They have no origination or default fees and the interest rate will not change.</p>	<p>15% - 1st and 2nd years of service</p> <p>20%- 3rd and 4th years</p> <p>30%- 5th year</p>	<p>-Full-time teacher in a designated educational service agency serving students from low-income families (for teaching service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time special education teacher of children with disabilities in an educational service agency (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time special education teacher of children with disabilities in an educational service agency (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>-Full-time teacher of math, science, foreign languages, bilingual education, or other fields designated as teacher shortage areas</p> <p>-Full-time special education teacher of children with disabilities in a public or other nonprofit elementary or secondary school</p> <p>-Full-time speech pathologist with a master's degree working in a Title I-eligible elementary or secondary school (for service that includes Aug. 14, 2008, or began on or after that date)</p> <p>(Do not need to be certified or licensed to receive cancellation benefits)</p>	<p>“Cancellation” of up to 100 percent of loan, in service increments</p> <p>Total amount of loan may not exceed \$27,500 for undergraduates and \$60,000 for graduates (including amounts borrowed as undergraduate)</p> <p>Each amount cancelled per year includes the interest that accrued during the year.</p>
Teacher Loan Forgiveness Program for Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans and Unsubsidized Federal Stafford Loans https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher-loan-forgiveness	<p>The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, teachers who teach full-time for five complete and consecutive academic years in certain elementary and secondary schools and educational service agencies that serve low-income families, and meet other qualifications, may be eligible for forgiveness of up to a combined total of \$17,500 on their Direct Subsidized and Unsubsidized Loans and your Subsidized and Unsubsidized Federal Stafford Loans.</p>	<p>Taught for 5 consecutive, complete academic years at an eligible elementary or secondary schools or an eligible educational service agency</p>	<p>Employed in an elementary or secondary school that</p> <ul style="list-style-type: none"> -is in a school district that qualifies for funds under Title I of the Elementary and Secondary Education Act of 1965, as amended; -has been selected by the U.S. Department of Education based on a determination that more than 30 percent of the school’s total enrollment is made up of children who qualify for services provided under Title I; and <p>-is listed in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. If this directory is not available before May 1 of any year, the previous year’s directory may be used</p> <p>\$5,000 in loan forgiveness if, as certified by the chief administrative officer of the school</p> <ul style="list-style-type: none"> -a full-time elementary school teacher who demonstrated knowledge and teaching skills in reading, writing, mathematics, and other areas of the elementary school curriculum; or -a full-time secondary school teacher who taught in a subject area that was relevant to your academic major. <p>\$17,500 in loan forgiveness if, as certified by the chief administrative officer of the school</p> <ul style="list-style-type: none"> -a highly qualified full-time mathematics or science teacher in an eligible secondary school; or -a highly qualified special education teacher whose primary responsibility was to provide special education to children with disabilities, and you taught children with disabilities that corresponded to your area of special education training and 	<p>Up to \$17,500 of Direct Subsidized and Unsubsidized Loans and Subsidized and Unsubsidized Federal Stafford Loans</p>

Closing the Opportunity Gap in Washington’s Public Education System

<p>Public Service Loan Forgiveness Program</p> <p>https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation#public-service</p>	<p>The Public Service <i>Loan Forgiveness</i> (PSLF) Program forgives the remaining balance on your Direct Loans after you have made 120 qualifying monthly payments under a qualifying repayment plan while working full-time for a qualifying employer.</p>	<p>120 qualifying monthly payments (not required to be consecutive) on Direct Loan while working in a qualifying organization.</p>	<p>have demonstrated knowledge and teaching skills in the content areas of the curriculum that you taught</p> <p>Employment with the following types of organizations qualifies for PSLF: Government organizations at any level (federal, state, local, or tribal) Not-for-profit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code Other types of not-for-profit organizations that provide certain types of <i>qualifying public services</i> Serving in a full-time AmeriCorps or Peace Corps position also counts as qualifying employment for the PSLF Program.</p> <p>Focus on Public Education- includes services that provide educational enrichment or support directly to students or their families in a school or school-like setting.</p>	<p>Remaining balance on Direct Loan, after 120 qualifying payments.</p>
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Appendix C. Grow Your Own Teacher Strategy Budget Request

http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf

Appendix D. The Professional Educator Standards Board Matrix for Cultural Competence

<https://drive.google.com/file/d/0ByGfqpe9SoFGSUd3NEliU2NxRGM/view>

Appendix E. K12 Student Achievement Supports Budget Request

http://www.k12.wa.us/LegisGov/2017documents/AG_2017-19_K12_StudentAchievementSupports.pdf

Appendix F. Social Emotional Learning Standards and Benchmarks

Source: <http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>

SELF-AWARENESS

Standard 1: Individual has the ability to identify and name one's emotions and their influence on behavior.

- *Benchmark 1A* – Demonstrates awareness and understanding of one's emotions.
- *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

SELF-MANAGEMENT

Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

- *Benchmark 2A* – Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
- *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

SELF-EFFICACY

Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable.

- *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

SOCIAL AWARENESS

Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

- *Benchmark 4A* – Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
- *Benchmark 4B* – Demonstrates an awareness and respect for one's similarities and differences with others.
- *Benchmark 4C* – Demonstrates an understanding of the social norms of individual cultures.

SOCIAL MANAGEMENT

Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

- *Benchmark 5A* – Demonstrates a range of communication and social skills to interact effectively with others.
- *Benchmark 5B* – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
- *Benchmark 5C* – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

SOCIAL-ENGAGEMENT

Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

- *Benchmark 6A* – Demonstrates a sense of social and community responsibility.
- *Benchmark 6B* – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
- *Benchmark 6C* – Demonstrates effective strategies to contribute productively to one's school, workplace, and community.

Addressing Social Emotional Learning in Washington's K-12 Public Schools

October 1, 2016

Report by the
Social Emotional
Learning
Benchmarks
Workgroup

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EXECUTIVE SUMMARY

This report is the culmination of the work completed by the Social Emotional Learning Benchmarks Workgroup (SELB), containing background information, research, and recommendations regarding social emotional learning (SEL). Final recommendations consist of a statewide SEL Framework (guiding principles, standards, and benchmarks) for K-12 students, as well as actionable next steps to further develop SEL in Washington.

Social emotional learning is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions, leading to success in school and in life.¹ Research shows SEL on a large scale supports better performing and more positive school communities.²

The Social Emotional Learning Benchmarks Workgroup proposes to the Legislature a statewide SEL Framework, including guiding principles, standards, and benchmarks that provide the foundation and system for effective SEL programming. The guiding principles, which consists of (1) professional learning; (2) school/family/community partnerships; and (3) cultural responsiveness, ensure SEL in the classroom is culturally competent and inclusive across all schools and communities. Standards and benchmarks outline key SEL skills, which strive to develop interpersonal and intrapersonal competencies.

By defining and incorporating SEL at a systems level, we build a foundation to support academic and life-long achievement for students. By soliciting wide input and rigorously evaluating SEL in practice, the proposed Washington Social Emotional Learning Framework can support positive, equitable school environments in which all students learn the skills needed to be prepared for career, college, and life.

To implement SEL effectively and equitably schools will need to (1) start by evaluating and building school and classroom environments that are conducive to SEL; (2) incorporate principles of universal design for learning when adapting SEL curricula to their unique climate; (3) emphasize equity in the selection and implementation of curriculum; and (4) take a holistic approach, understanding that each person (child and adult) will start at different places and progress in different ways along an SEL continuum.

To ensure school districts have tools to do this work, we recommend the SELB Workgroup continues as a state level advisory committee. The future workgroup will need to develop indicators reflective of Washington's unique and diverse cultural heritage that are aligned to the proposed SEL standards and benchmarks, and develop resources to support districts and schools in the implementation process.

The workgroup recommends the following to the Legislature, with the guidance and support of the Office of Superintendent of Public Instruction:

1. Adopt the proposed Social Emotional Learning Framework, including the guiding principles, standards, and benchmarks for K-12 students in Washington.
2. Continue to fund the Social Emotional Learning Benchmarks Workgroup (SELB) as a state level advisory committee.

¹CASEL. (2015). What is Social and Emotional Learning? Retrieved from: <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from: https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1

² Elias. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development; Zins, Weissberg, Wang, & Walberg. (2004). Building academic success on social and emotional learning: What does the research say? Teachers College Press; Durlak., Durlak, Weissberg, Dymnicki, Taylor, & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. Child Development, 82(1), 1-29.

Washington’s K-12 Social Emotional Learning Standards and Benchmarks

SELF		SOCIAL	
STANDARD 1	SELF-AWARENESS – Individual has the ability to identify and name one’s emotions and their influence on behavior.	STANDARD 4	SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one’s emotions.	BENCHMARK 4A	Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one’s similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
STANDARD 2	SELF-MANAGEMENT – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	STANDARD 5	SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one’s emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
STANDARD 3	SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	STANDARD 6	SOCIAL ENGAGEMENT – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one’s school, workplace, and community.

BACKGROUND

Legislation

In Washington, the Legislature intends “to continue to strengthen and modify the structure of the entire K-12 educational system, including non-basic education programmatic elements, in order to build the capacity to anticipate and support potential future enhancements to basic education as the educational needs of our citizens continue to evolve”.³

In 2012, the [Department of Early Learning, Thrive by Five Washington](#), and the [Office of Superintendent of Public Instruction](#) (OSPI) issued the ‘[Early Learning and Development Guidelines: Birth through 3rd Grade](#)’⁴. These guidelines discuss child development at different stages from birth through age eight in a way that is intended to be culturally inclusive.

In 2015, the Washington Legislature directed OSPI to “convene a workgroup to recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades kindergarten through high school that build upon what is being done in early learning”.⁵

Social Emotional Learning Benchmarks Workgroup

The Social Emotional Learning Benchmarks Workgroup (SELB) is comprised of statewide experts with experiences working with youth and families in educational settings, and knowledge of topics relating to social emotional learning (SEL) (see [Appendix 1](#)). Members met monthly from October, 2015 to September, 2016 to develop recommendations regarding a comprehensive Social Emotional Learning (SEL) Framework for Washington.

The workgroup’s proposed framework was formulated after an extensive review of both national research and best practices (see [Acknowledgements](#)). From this review, SELB broadly defines SEL as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports success in school and in life.⁶

Stakeholder Feedback

In order to receive the greatest level of feedback possible from this diverse group of stakeholders⁷, the workgroup utilized multiple focus groups, a community forum, and an online feedback form. See [Appendix 2](#) for more information.

Figure 1 outlines the four primary concerns from stakeholder feedback, as well as what was done in response to such feedback.

³ Washington State Legislature. (2009). RCW.28A.150.198. Finding-Intent-2009 c 548. Retrieved from: <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.150.198>

⁴ Washington State Department of Early Learning. (2012). Washington State Early Learning and Development Guidelines. Retrieved from <https://www.del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>

⁵ Washington State Legislature. (2015). Substitute Senate Bill 6052 Section 501(34). AN ACT relating to fiscal matters. Retrieved from <http://lawfilesexternal.leg.wa.gov/biennium/2015-16/Pdf/Bills/Senate%20Passed%20Legislature/6052-S.PL.pdf>

⁶ CASEL. (2015). What is Social and Emotional Learning? Retrieved from <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1.

⁷ The workgroup identified stakeholder groups to be those which represent key components of the educational system and/or consumers of public education, such as teachers and para-educators, families, students, district administrators, principals, education board members, other school personnel, OSPI, education professional associations (school psychologists, school counselors, teachers’ unions, etc.), and community based organizations.

FIGURE 1. STAKEHOLDER FEEDBACK AND SELB’S RESPONSE

Theme	Feedback/Response
<p>Ensuring cultural responsiveness of the SELB Framework and its implementation</p>	<ul style="list-style-type: none"> • If not carefully crafted and vetted, SEL standards and benchmarks could inadvertently elevate one set of cultural norms above others. • Feared school values would support one way of approaching inter-and intra-personal skills. • Stakeholders offered specific feedback on particular language. (Workgroup incorporated that feedback into the recommended standards and benchmarks.) • SEL standards should be framed and guided by principles of universal design, equity and inclusion. <p><i>The workgroup recommends that SEL standards and benchmarks must be accompanied with guiding principles, universal design for learning, equity and inclusion. As shown throughout this report, these principles must inform every aspect of the development and implementation of SEL standards.</i></p>
<p>Risk that SEL standards would be used as another tool to measure (and potentially stigmatize) students</p>	<ul style="list-style-type: none"> • Cautioned against having new SEL standards become another tool for assessing students. • Feared SEL standards would be used to label or stigmatize students. • Valued two-way communication between the school and family on students’ individual progress in developing social emotional skills. <p><i>With the understanding that schools and districts will need to develop some form of feedback/communication system to families about their students’ SEL progress, the workgroup has clarified their recommendation that the SEL Framework should not be used to develop another assessment.</i></p>
<p>Concerns about alignment of detailed indicators</p>	<p>Note: In the initial draft of recommendations, the workgroup included detailed “indicators” for many of the benchmarks. Indicators provided concrete examples of what it might look like when a student meets a benchmark.</p> <ul style="list-style-type: none"> • Concerned that some of the indicators could be used to stigmatize and/or marginalize particular groups of students. • Raised questions about whether all indicators were well aligned with the benchmarks. <p><i>Recognizing the development of detailed indicators that are culturally responsive, inclusive, developmentally appropriate and aligned to benchmarks will require both time and expertise, the workgroup decided to remove the indicators from the current framework. SELB recommends the task be supported by the continuation of this work.</i></p>
<p>The need to continue the process, and further seek stakeholder input</p>	<ul style="list-style-type: none"> • Requested the workgroup continue to seek statewide stakeholder feedback, including feedback from families that speak other languages. • Expand expertise and diversity of SELB Workgroup membership. • Coordinate and communicate with families, school staff, and communities on a plan for statewide implementation. <p><i>The workgroup recommends this state level committee continues, as more involvement with stakeholder engagement and feedback is needed.</i></p>

SOCIAL EMOTIONAL LEARNING

What is Social Emotional Learning?

Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that supports success in school and in life.⁸

Social emotional learning develops cognitive social competencies, such as self-awareness, self-management, and social awareness.⁹ Developing such skills fosters positive social skills, reduces conduct problems, diminishes emotional stress, and improves academic performance.¹⁰

Furthermore, when we develop SEL skills, our ability to form relationships and build social awareness increases, enhancing our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. By implementing SEL on a macro-level, we create more equitable, better performing schools and communities. This type of cultural change creates environments in which all students learn the skills needed to be prepared for career, college, and life.

As an educational approach, SEL recognizes students are complex human beings whose learning and behavior are just as impacted by their emotions – and their control over those emotions – as they are by the quality of instruction and discipline.

“In addition to content knowledge and academic skills, students must develop sets of behaviors, skills, attitudes, and strategies that are crucial to academic performance in their classes, but that may not be reflected in their scores on cognitive tests.”¹¹

Why is Social Emotional Learning Important?

The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness to learn and the ability to benefit from learning opportunities. In 2011, a team of researchers conducted a comprehensive meta-analysis of school-based universal social emotional interventions¹², which included 213 schools and 270,034 students ranging from kindergarten through high school.¹³

On average, the researchers found that students receiving social emotional interventions improved significantly compared to those not receiving an intervention. Social emotional skills¹⁴, social behaviors, and academic performance increased, attitudes towards self and others were more positive, conduct problems were reduced, and emotional distress lessened.¹⁵

⁸ CASEL (2015). What is Social and Emotional Learning? Retrieved from <https://casel.squarespace.com/social-and-emotional-learning/>; Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1.

⁹ CASEL (2015). Social and Emotional Learning Core competencies. Retrieved from <http://www.casel.org/social-and-emotional-learning/core-competencies/>.

¹⁰ Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, Elias. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474; Durlak, (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82 (1), 1-29.

¹¹ Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum. (2012). Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. A critical literature review. Chicago, IL: University of Chicago Consortium on Chicago School Research.

¹² Interventions targeting all students in classroom and/or school.

¹³ Durlak et al. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*, 82 (1), 1-29.

¹⁴ Durlak et al. refers to 'SEL skills' as developing cognitive and social competencies in the following areas: identifying emotions from social cues, goal setting, perspective taking, interpersonal problem solving, conflict resolution, and decision making.

¹⁵ *ibid*

Social Emotional Learning Meta-Analysis

SEL interventions improved....

- SEL skills
- Attitudes towards self and others
- Social behaviors
- Academic performance
- Conduct problems
- Emotional distress

The above findings were, on average, true across all three SEL intervention types, which included the following:

(1) Classroom-based interventions administered by regular classroom teacher. **Highest growth found with this type of intervention.**

(2) Classroom-based interventions administered by non-school personnel.

(3) Multi-component interventions (i.e. classroom intervention with a parent component and/or school-wide initiative.

(Durlak et al., 2011)

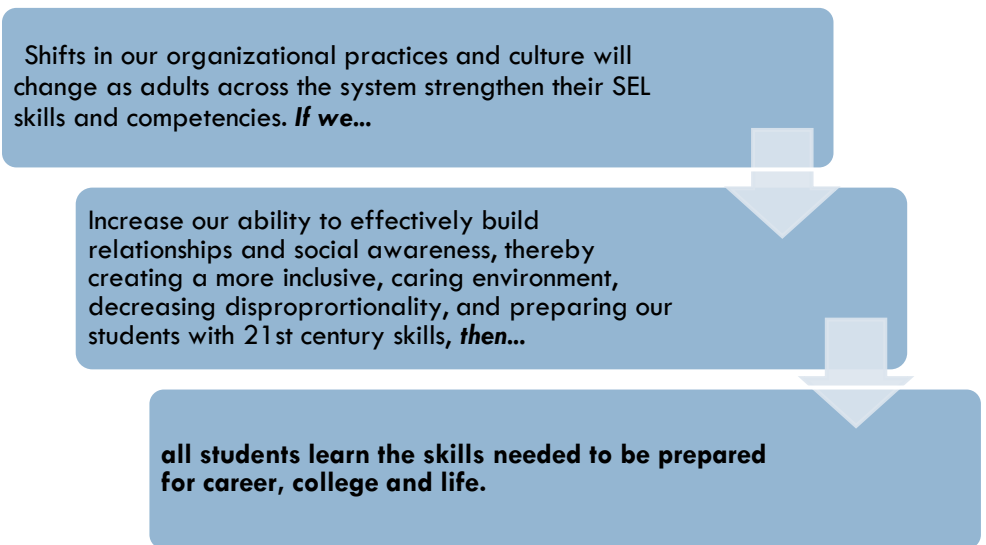
The most growth was found among students receiving classroom-based interventions administered by their regular classroom teachers. This finding held true across all education levels (elementary, middle, and high school, and across urban, suburban, and rural schools¹⁶).

Based on a small subset of studies, the same meta-analysis of interventions found a positive association between social emotional learning (SEL) programs and academic achievement, seeing an 11 percent gain in academic performance.¹⁷ These results build upon a growing body of research that indicate SEL programming enhances students’ connection to school, classroom behavior, and academic achievement.¹⁸

Social emotional learning interventions strategically develop non-cognitive abilities, such as *goal-directed efforts* (e.g. perseverance, self-control, growth mind-set), *healthy social relationships* (e.g., gratitude, emotional intelligence, social belonging), and *sound judgement* and *decision making* (e.g., curiosity, open-mindedness). Longitudinal research confirms that such qualities can predict academic, economic, social, psychological, and physical well-being.¹⁹

Educators and schools can help students develop such skills by intentionally incorporating SEL into the classroom.

FIGURE 2. SOCIAL EMOTIONAL LEARNING THEORY OF CHANGE²⁰



¹⁶ Note, few SEL studies have been conducted in rural high schools.

¹⁷ Durlak et al. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school based universal interventions. *Child Development*: 82(1), 1-29.

¹⁸ Zins, Weissberg, Wang, & Walberg. (2004). *Building academic success on social and emotional learning: What does the research say?* Teachers College Press.

¹⁹ Almlund, Duckworth, Heckman, & Kautz. (2011). *Personality psychology and economics* (No. w16822). NBER Working Paper Series. Cambridge, MA: National Bureau of Economic Research.; Borghans, Duckworth, Heckman, & ter Weel. (2008). The economics and psychology of personality traits. *Journal of Human Resources*: 43(4), 972–1059 Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance. A critical literature review.* Chicago, IL: University of Chicago Consortium on Chicago School Research.; Jackson, Connolly, Garrison, Levine, & Connolly, (2015). Your friends know how long you will live: A 75-year study of peer-rated personality traits. *Psychological Science*, 26(3), 335–340.

²⁰ Oakland SEL Briefing Notes. (2016), p. 2. Retrieved from https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1

History and Future of Social Emotional Learning

In the last decade, increasing emphasis has been placed on understanding the many ways that social, emotional, and mental well-being affects learning. Significant progress has been made in the United States in establishing social emotional learning (SEL) as a component of education policy.

On December 10, 2015, President Obama signed the bipartisan [Every Student Succeeds Act](#) (ESSA). Several elements of the new law support SEL, such as providing states and school districts with more flexibility to define and assess student success. In addition to providing states and districts with more authority, ESSA revised Title IV, which has been and will continue to be instrumental for developing SEL standards.

Part A of Title IV entitled "[Student Support and Academic Enrichments Grants](#)²¹" is a flexible grant program, which gives states the authority to allocate funding directly to local education agencies (LEAs).²² LEAs receiving this type of funding are required to implement comprehensive programs targeting the following areas: (1) well-rounded education; (2) safe and healthy schools and students; and (3) personalized learning supported by the use of technology. Most specific to fostering SEL standards in schools is the second objective, which seeks to "foster safe, healthy, supportive, and drug free environments that support student academic achievement".²³ Under this guidance, a wide range of programs are included that, in different ways, foster SEL skills.

In Washington, like in many peer states, we can choose to define this success as incorporating SEL skills and competencies into the classroom. Other states, such as [Kansas](#) and [Michigan](#), as well as other countries (e.g. [Singapore](#)), have recognized the need for SEL standards. In 2004, [Illinois](#) became the first to adopt state standards for social emotional learning. Since then, several other states (e.g. [Colorado](#) and [California](#)) have adopted similar policies or are currently considering/developing such policies. (See [Acknowledgments](#)).

²¹ Title IV, Part A of ESSA: Student Support and Academic Enrichments Grants. Retrieved from <http://www.casn.org/sites/default/files/Title%20IV%20Part%20A%20Fact%20Sheet%20Final.pdf>

²² Public Law 114-95. Every Student Succeeds Act. (2015). Section 4015. Retrieved from <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

²³ Ibid. Section 4018.

Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL is the nation's leading organization in establishing statewide social emotional learning standards. Through research practice, and policy, CASEL works collaboratively to advance social emotional learning for preschool through high school students across the country.

In 2016, CASEL announced a two-year [Collaborating States Initiative](#) (CSI), funded by the Robert Wood Johnson Foundation. This initiative will allow CASEL to partner with eight states to develop statewide implementation of social emotional learning.

The eight states chosen to participate in CSI consist of the following:

- Washington
- California
- Georgia
- Massachusetts
- Minnesota
- Nevada
- Pennsylvania
- Tennessee

Note: no funding is provided with this initiative (see [Community Input Process](#))

RECOMMENDATIONS

The Social Emotional Learning Benchmarks Workgroup (SELB) recommends a statewide Social Emotional Learning Framework adaptable to fit the needs of all schools, classrooms, teachers, and students.

Members of SELB are strong and unanimous in their agreement that social emotional learning (SEL) standards are necessary and should be clear and easy to implement across districts statewide, respecting local needs. As Washington's communities, workplaces, and expectations for citizenship grow and change, strong interpersonal and intrapersonal skills are vital for success.

Social Emotional Learning Framework

The Social Emotional Learning (SEL) Framework includes guiding principles, standards, and benchmarks which outlines for educators, families, and key stakeholders the awareness, understanding, and skills schools will teach to support the development of interpersonal and intrapersonal competencies.

Guiding principles were established to ensure SEL in practice is equitable, culturally competent, and inclusive. Standards and benchmarks outline SEL learning objectives, and can be used as a reference point to identify student progress and areas of need.

Guiding Principles

PROFESSIONAL LEARNING

In order to implement SEL into the classroom and foster social emotional skills, professionals working in the K-12 education system must receive ongoing, job-embedded professional learning. As with any statewide learning standard, it is essential administrators and educators build a shared understanding, vocabulary, and vision before implementation.²⁴

SCHOOL/FAMILY/COMMUNITY PARTNERSHIPS

Two-way respectful and collaborative communication between schools, families, and community partners is essential to the development of effective, culturally responsive SEL supports in school. These communications should include the value of SEL in schools, how students demonstrate their social emotional skills in different settings, and effective ways to teach and reinforce these skills both in school and in their homes. Families also provide vital insights that can help identify where educators can support students and how students develop and express their interpersonal and intrapersonal assets across settings. As school communities work collaboratively, educators will be better able to effectively support the SEL development of each child, and families will be better able to support their child(ren) in building and using SEL skills throughout their lives.

CULTURAL RESPONSIVENESS

Recognizing there is a reflection of culture in any selection and implementation of standards requires us to be thoughtful and responsive to the many diverse cultures of the students, families, educators, and staff that make up school communities. Culturally responsive education recognizes that every person, including teachers, principals, and district leaders, brings a cultural perspective in the way they interact with others. By working to understand, respect, and integrate diverse student identities and backgrounds into curricula, educators can

²⁴ Office of Superintendent of Public Instruction. (2008). Publicly Funded Mental Health and School Coordination Resource Manual for Washington State. Retrieved from <http://www.k12.wa.us/MentalHealthandSchools/pubdocs/MHRResourceManual-2008.pdf>

create optimal learning opportunities for all students. Delivering a culturally responsive education requires ongoing attention to attitudes, environments, curricula, teaching strategies, and family/community involvement efforts. Applying the SEL Framework in a culturally responsive manner is a requirement for success.

Standards and Benchmarks

Our proposed ‘Social Emotional Learning Standards and Benchmarks’ outline fundamental social emotional learning (SEL) skills for life effectiveness. Six standards were strategically created using a two-part structure, highlighting the need to develop awareness and understanding of both self and social competencies.

These are standards that will be applicable from kindergarten to 12th grade, and like other learning standards will outline skills to be developed over time. However, it is critical for educators to understand that social emotional development is not always linear.

Certain circumstances and life experiences may affect SEL skill development, the ability to apply these skills in particular environments, and general readiness to learn. Such experiences can include physical or emotional neglect and abuse, grief and loss, complex trauma, and other [Adverse Childhood Experiences \(ACEs\)](#).

Stress and anxiety associated with academic demands and school experiences may affect a student’s social emotional skill development. These circumstances can be onetime events or chronic, and can lead to [toxic stress](#). It is important to understand that all children and adults handle trauma and adversity differently. Due to this, students may express emotional distress through different forms of internalizing or externalizing behaviors. Integrating SEL into curriculum and instruction will help build skills to cope with these circumstances and experiences.

Awareness, understanding, and acceptance of the variability among individuals in the development and demonstration of social emotional skills must be at the forefront of implementation.

For these reasons, the Social Emotional Learning Standards and Benchmarks should never be used as an assessment tool.

SELF	SOCIAL
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

SEL Standards and Benchmarks should...

- Elevate positive skill development.
- Indicate areas for growth and development.
- Adapt to be culturally responsive to the unique backgrounds of our students.
- Reflect diverse cultures, languages, histories, identities, abilities.
- Benefit from student and teacher diversity.

WASHINGTON'S K-12 SOCIAL EMOTIONAL LEARNING STANDARDS AND BENCHMARKS

SELF-AWARENESS

Standard 1: Individual has the ability to identify and name one's emotions and their influence on behavior.

- *Benchmark 1A* – Demonstrates awareness and understanding of one's emotions.
- *Benchmark 1B* – Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets and aspirations.
- *Benchmark 1C* – Demonstrates awareness and understanding of family, school, and community resources and supports.

SELF-MANAGEMENT

Standard 2: Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

- *Benchmark 2A* – Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.
- *Benchmark 2B* – Demonstrates constructive decision-making and problem solving skills.

SELF-EFFICACY

Standard 3: Individual has the ability to motivate oneself, persevere, and see oneself as capable.

- *Benchmark 3A* – Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.
- *Benchmark 3B* – Demonstrates problem-solving skills to engage responsibly in a variety of situations.
- *Benchmark 3C* – Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.

SOCIAL AWARENESS

Standard 4: Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

- *Benchmark 4A* – Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
- *Benchmark 4B* – Demonstrates an awareness and respect for one's similarities and differences with others.
- *Benchmark 4C* – Demonstrates an understanding of the social norms of individual cultures.

SOCIAL MANAGEMENT

Standard 5: Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

- *Benchmark 5A* – Demonstrates a range of communication and social skills to interact effectively with others.
- *Benchmark 5B* – Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
- *Benchmark 5C* – Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

SOCIAL-ENGAGEMENT

Standard 6: Individual has the ability to consider others and a desire to contribute to the well-being of school and community.

- *Benchmark 6A* – Demonstrates a sense of social and community responsibility.
- *Benchmark 6B* – Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
- *Benchmark 6C* – Demonstrates effective strategies to contribute productively to one's school, workplace, and community.

Implementation

If we expect students to develop and reflect on their social emotional competencies, we must continually strive to create environments conducive to such learning. Proper implementation requires schools to create environments where students can feel comfortable, confident, and supported. The following implementation recommendations (universal design for learning, emphasis on equity, holistic approach) will help create such environments.

Universal Design for Learning²⁵

Principles of [Universal Design for Learning](#) (UDL) reflect what we all seem to know and observe: different people learn and express themselves in different ways. Although there is a general understanding of this natural variability in how people learn, there is also a tendency to look for a gold standard, or an ‘average’ against which we can measure an individual’s growth.

“When curricula are designed to meet the needs of an imaginary ‘average’, they do not address the reality of learner variability. They fail to provide all individuals with fair and equal opportunities to learn by excluding learners with different abilities, backgrounds, and motivations who do not meet the illusive criteria for ‘average’.”²⁶

Universal Design for Learning uses multiple means of representation, expression, and engagement to ensure the what, how, and why of learning is presented in a way that accounts for and expects learner variability.²⁷

Because social emotional learning (SEL) skills and competencies are more personalized, and because they can be affected by events and circumstances that children can encounter at any age, it is particularly important that educators are guided by principles of UDL when implementing SEL standards.

Schools and teachers must expect variability among learners, provide flexibility in the ways students learn, process, and engage with SEL, and adapt SEL strategies to fit the needs of the individual student.

Every Student Succeeds Act and Universal Design for Learning

Every Student Succeeds Act (ESSA) references and endorses Universal Design for Learning (UDL) throughout.

ESSA defines UDL as a “scientifically valid framework for guiding educational practice that – (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient” (ESSA, 2015).

States are encouraged to (1) design assessments using UDL principles; (2) award grants to local education agencies; and (3) adopt technology that aligns with UDL.

²⁵ National Center on Universal Design for Learning. (2014). What is UDL? Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl>

²⁶ National Center on Universal Design for Learning. (2013). The Concept of UDL. Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl/conceptofudl>

²⁷ Ibid.

Emphasis on Equity

In order to counter existing inequities and create more meaningful access and opportunity for every student, effective implementation of SEL requires intentional work on improving the climate and culture of the education system. Equity needs to be a lens and focus of the implementation of SEL throughout the process.

Our proposed framework allows for continual adaptation at the individual, school, and district levels to ensure SEL is equitable for students of all cultures, languages, histories, identities, and abilities. Page |
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Holistic Approach

The Social Emotional Learning Framework should never be viewed as 'just another rubric' for teachers. Rather, it should be thought of as a school-wide integrated and holistic system of support, connecting to all aspects of school life and beyond. Social emotional learning connects with some of our most pressing problems (e.g. mental health needs, suicide, bullying, chronic absenteeism, and exclusionary discipline) in Washington. Policy makers, educators, families, and community professionals are working to address these issues by improving access to mental health care for children and youth in crisis, shifting the approach to school discipline, and working to reengage students who have left or been pushed out of school. Social emotional learning standards will not replace the need for these targeted interventions, but rather, will build a stronger foundation upon which other services and supports can be added and integrated.

Washington's Social Emotional Learning Framework is not a rubric for assessments of any kind, but rather, a helpful tool for teachers, families, and communities to understand how to cultivate and support SEL across all stages of development.

Community Input Process

With this set of recommendations, the Social Emotional Learning Benchmarks Workgroup (SELB) has laid out a broad Social Emotional Learning Framework with guiding principles, standards, and benchmarks. The workgroup recommends the Legislature adopt this framework and provide the funding necessary to continue SELB. The continuation of this workgroup will provide the time needed to collect additional, culturally responsive, input. (Note: this will require funding for necessary interpretation and translation, see [Appendix 2](#)). Feedback received should be central to the development of indicators and the formation of resources to support implementation.

Key areas of focus for the future:

- Expand the 'Family and Community Engagement and Feedback Plan' to ensure all recommendations are culturally competent.
 - E.g. bias and sensitivity reviews, community forums, focus groups, surveys.
- Develop SEL to be an integrated system of support.
 - Integrated with, e.g. mental health, suicide prevention, bullying, trauma-informed approaches.
- Identify ways in which the state can support SEL implementation.
 - E.g. resources on best practices, technical support, creation of professional learning communities.
- More specified implementation recommendations.
 - Define indicators and develop guidance for Professional Learning Communities, school districts, and Educational Service Districts.

As mentioned previously, in 2016, Washington was selected for the [Collaborating States Initiative \(CSI\)](#), which means [CASEL](#) will partner with Washington for two years to help develop and improve SEL in Washington. This partnership will be key in advancing the proposed SEL Framework, however no funding will be provided by CSI. To support this national work and make the most of this opportune partnership, the Legislature must provide additional funding.

CONCLUSION

In summary, the Social Emotional Learning Benchmarks Workgroup (SELB) proposes to the Legislature a statewide Social Emotional Learning Framework, including guiding principles, standards and benchmarks. Standards and benchmarks outline key social emotional learning (SEL) competencies necessary for life effectiveness, while the guiding principles ensure SEL will be culturally competent and inclusive.

At the school-level, we highlight the need to create environments that support students' development of SEL skills. To create such an environment, schools must emphasize equity and use principles of universal design for learning, ensuring meaningful access and opportunity for every student. Additionally, SEL should be strategically developed as part of an integrated system of support in all schools.

The SELB Workgroup appreciates the opportunity to participate in the development of this essential and vital new framework in partnership with families, schools and communities for the benefit of every student within Washington. We look forward to supporting the continued development and implementation of social emotional learning across the state.

GLOSSARY

21st-Century Skills²⁸ refers to a wide range of knowledge, skills, and traits applicable to all academic, career, and civic settings, and believed to be necessary for success in today’s world.

Adverse Childhood Experiences (ACEs)²⁹ refers to traumatic experiences, such as, abuse, household challenges, and neglect, that occur in a person’s life before the age of 18. The hallmark Kaiser ACE study³⁰ (1955 to 1997) proved there was an association between ACEs and problems with health/wellbeing later on in life, demonstrating the urgent need to properly support children who have been affected by ACEs. Since then, numerous studies on ACEs have been conducted (e.g. Behavioral Risk Factor Surveillance System³¹).

Universal Design for Learning is a “set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”³²

Toxic Stress³³ is a strong, frequent, and sometimes prolonged activation of the body’s stress response system. Without appropriate support, Adverse Childhood Experiences can cause and/or trigger toxic stress.

²⁸ The Glossary of Education Reform. (2016). 21st Century Skills. Retrieved from <http://edglossary.org/21st-century-skills/>

²⁹ Centers for Disease Control and Prevention. (2016). Adverse childhood Experiences (ACEs). Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/>

³⁰ Centers for Disease Control and Prevention. (2016). About the CDC-Kaiser ACE Study. Retrieved from <https://www.cdc.gov/violenceprevention/acestudy/about.html>

³¹ Centers for Disease Control and Prevention. (2016). About Behavioral Risk Factor Surveillance System ACE Data. Retrieved from http://www.cdc.gov/violenceprevention/acestudy/ace_brfss.html

³² National Center on Universal Design for Learning. (2014). What is UDL? Retrieved from <http://www.udcenter.org/aboutudl/whatisudl>

³³ Early Childhood Learning & Innovation Network for Communities. (n.d.). Defining Toxic Stress from a Community Perspective. Retrieved from <http://www.cssp.org/reform/early-childhood/other-resources/Toxic-Stress-Defined2.pdf>

ACKNOWLEDGEMENTS

SELB conducted an extensive review of research and best practices regarding social emotional learning (SEL). The workgroup reviewed how other states, such as [Colorado](#)³⁴, [Illinois](#)³⁵, [Kansas](#)³⁶, and [Michigan](#)³⁷, and other countries (e.g. [Singapore](#)³⁸) have incorporated social emotional learning into their school systems. SELB would like to specifically acknowledge CASEL and the Oakland Unified School District, as the resources provided by these organizations were highly influential in the creation of this report. For more information, see below:

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)³⁹ is the nation’s leading organization in developing and implementing evidence-based social emotional learning from preschool through high school in America. CASEL uses research, practice, policy, and collaboration to advance SEL for students across the country.

[Oakland Unified School District \(OUSD\)](#)⁴⁰ stood out as exemplar because of its equity centered lens. All resources and definitions provided by OUSD reflect cultural inclusivity. OUSD defines SEL as, “a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. In OUSD, we believe that strengthening our social skills and competencies enhances our ability to connect across race, class, culture, language, gender identity, sexual orientation, learning needs and age.”⁴¹

³⁴ Colorado Department of Education. (2016). A Brief Overview of Colorado’s Emotional and Social Wellness Standards. Retrieved from

https://www.cde.state.co.us/sites/default/files/documents/pbis/bullying/downloads/pdf/briefoverview_coloradoemotionalandsocialwellnessstandards.pdf

³⁵ Illinois State Board of Education. ((2016). Illinois Learning Standards: Social/Emotional Learning. Retrieved from http://www.isbe.net/ils/social_emotional/standards.htm

³⁶ Kansas State Department of Education. (2016). School Counseling – Social, Emotional, and Character Development. Retrieved from <http://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-and-Character-Development>

³⁷ Michigan Department of Education. (2016). Social-Emotional Learning (SEL). Retrieved from http://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321--,00.html#one

³⁸ Ministry of Education Singapore. (2015). Holistic Health Framework. Retrieved from <https://www.moe.gov.sg/education/programmes/holistic-health-framework>

³⁹ CASEL. (2015). Collaborative for Academic, Social, and Emotional Learning. Retrieved from <http://www.casel.org/>

⁴⁰ Oakland Unified School District. (2016). Social Emotional Learning. Retrieved from <http://www.ousd.org/Domain/143>

⁴¹ Oakland Unified School District. (2016). Oakland SEL Briefing Notes. Retrieved from:

https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Fwww.theounce.org%2Fpubs%2FMaryHurley_Mid-YearSELinOaklandUnifiedSchoolDistrict2015-161.docx%3Fv%3D1

APPENDIX

Appendix 1. Committee Membership

Name	Representing	Background
Annemarie Hutson	Washington State Association of School Psychologists	Annemarie Hutson believes SEL is the foundation for which all academic learning takes place. If a child enters the educational world without a basic level of social/emotional skills, he/she will struggle with accessing any other educational opportunity. It is from this lens she has approached her career as a School Psychologist. Annemarie has been working on educating and building the social emotional skills of children and youth for the past eighteen years. She has vast experience working with all children and youth ages preschool through 21. With expertise in the developmental stages of children, youth, and young adults, and a focus on the social emotional and social skill development of all children in all environments.
Lyon Terry	Washington Education Association	Lyon Terry is a 4th grade teacher in the Seattle Public Schools. Over the past 20 years he has taught preschool to 5th grade. He has a Master's Degree in Education and holds National Board Certification. In 2015 he was selected as the Washington State Teacher of the Year.
Brandon Koenes	Washington Workforce	Brandon Koenes represented workforce development; having worked with worked with students through the Workforce Investment Act and Workforce Innovation and Opportunity Act to complete their high school diploma or GED and then enter post-secondary education or employment. He also has experience working with students as a youth pastor and substitute teacher.
Carrie Basas	Office of the Education Ombuds	Carrie Griffin Basas is the Director of the Governor's Office of the Education Ombuds (OEO). Prior to leading OEO, she was a civil rights lawyer, law professor, and nonprofit director. Ms. Basas is a nationally recognized expert in disability rights, health equity, and inclusion in education, and has published extensively in those fields.
Dr. Todd Herrenkohl	Higher Education Faculty, University of Washington	Todd I. Herrenkohl, PhD is Co-Director of the 3DL Partnership, Professor of Social Work, and Adjunct Professor in the College of Education at the University of Washington. With his colleagues and students at the 3DL Partnership, Dr. Herrenkohl is helping to raise the profile and practice of social, emotional and intellectual learning to better prepare young people for success in school, work and life. Goals of the center include building and strengthening theory, methods and applied efforts that advance integrated models of three-dimensional learning for children and youth pre-K thru 12.
Nita Hill	Washington School Counselors Association	Nita Hill is a Professional School Counselor and National Board certified School Counselor. Over the past 17 years she has worked in both Puyallup and Bethel School districts supporting the academic, social emotional and career development of elementary students. She is an active member of the Washington School Counselor Association serving in several leadership roles, most currently chair of the advocacy committee. In 2008 she was selected as the Washington School Counselor of the year.
Julie Sullenszino	Washington Association of School Social Workers	Julie Sullenszino is a Licensed Clinical Social Worker in Washington and California specializing in the mental health and welfare of children and their families over the last 20 years. Julie has worked as a school social worker for the last 7 years and represents the Washington Association of School Social Workers. Julie currently works for Seattle School District as a behavioral consultant to help Seattle schools construct climates and cultures that support social emotional skills and life long learning for their staff and students.
Marissa Rathbone	Teaching and Learning, Office of Superintendent of Public Instruction	Marissa Rathbone is the Director of Operations in the Division of Learning and Teaching with the Washington State Office of Superintendent of Public Instruction (OSPI). She serves to strengthen the productivity, quality, and efficiency of division operations by increasing communication, improving systems, and leading strategic thinking within the division and in partnership with other programs at the agency. She previously supported the revision and adoption process for

Addressing Social Emotional Learning in Washington's K-12 Public Schools

		the new Health and Physical Education (HPE) K-12 Learning Standards, which include grade-level outcomes that address social and emotional health, as OSPI's Program Supervisor for HPE.
Mick Miller	Regional Education Network	Mick Miller, Assistant Superintendent of NEWESD 101 (2014 – present), Superintendent of Walla Walla Public Schools & Deer Park School District (2005 – 2014); Principal Mead High School & Kelso High School (1994 – 2005); assistant principal and teacher at North Central High School (1983 – 1994) Currently, serve as champion for student support within the Association of Educational Service District (AESD) network.
Ron Hertel	Student Support, Office of Superintendent of Public Instruction	Ron Hertel works closely with schools regarding trauma informed education and is currently the Program Supervisor for Social Emotional Learning at the Office of Superintendent of Public Instruction.
Sarah Butcher	SEL for Washington	Sarah Butcher is a parent of 3 school age children, and the Co-Founder of SEL for Washington. SEL for Washington is a statewide grassroots coalition advocating for the social, emotional and academic skill development of all Washington students. Sarah believes that we must strengthen Washington State's education policies to support the needs of the whole child if we are to realize the successful outcomes we strive for with every student in Washington Schools.
Senator John McCoy	Educational Opportunity Gap Oversight and Accountability	As a co-chair of the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), Senator McCoy brings the lens of a person of color to the discussion. Since 2005 he has been on numerous national committees addressing racial equity, cultural, and religious awareness. John McCoy was appointed to the Senate in 2013, representing the 38 th Legislative District. Prior to this, McCoy served ten years in the Washington House of Representatives and twenty years in the United States Air Force.
Sherry Krainick	Washington State Parent Teacher Association	Sherry Krainick represents the Washington State Parent Teacher Association (PTA). Sherry currently serves Washington State PTA as Federal Legislative Chair and Learning Assessments Coordinator. From June 2013 through May 2015, she served on the Board of Director's as Legislative Director. Sherry has been a volunteer child advocate with PTA since 2004. Sherry lives in Bothell with her three special needs sons.
Susanne Beauchaine	Washington Association of School Administrators	Susanne Beauchaine is the Executive Director for Student Services with the Steilacoom Historical School District and supports programs for students with disabilities. Previously, Susanne worked for the Equity and Civil Rights Office at OSPI, and had previously served as the agency liaison for the Washington State Commission on Asian Pacific American Affairs.
Veronica Santangelo	Department of Early Learning	Veronica has worked in the field of Early Learning for twenty-two years and began a special focus on Infant and Early Childhood Mental Health (IECMH) while obtaining her Masters of Social Work. Veronica brought a valued systems perspective to the work group as her experience includes having a micro view from her experience working directly with children and their families as a Head Start and ECEAP preschool classroom teacher, the mezzo view from her work as a Mental Health Program Manager with a Head Start and ECEAP grantee, and a macro view from her current position as a state administrator for the Medicaid Treatment Child Care program at the Department of Early Learning.
Dr. John Glenewinkel	Rural Schools, Republic School District	John Glenewinkel has worked at all levels of the educational system. As a teacher and principal his primary work was with disenfranchised and non-traditional learners. He currently serves as the Superintendent of the Curlew and Republic School Districts.

Appendix 2. Stakeholder Engagement and Feedback Plan

FOCUS GROUPS

Focus group questions and standards, created for community members and stakeholder groups, were formed by the Social Emotional Learning Benchmarks Workgroup (SELB). Participants were asked to discuss their likes, dislikes, and questions regarding draft SEL standards, benchmarks, and indicators⁴², as well as how they felt about SEL in general. All focus groups were led by a SELB member. Due to limited workgroup resources, SELB was unable to provide interpretation or translation to reach more families that are Limited English Proficient for feedback, but would seek to do so with the continuation of the workgroup's charge in the coming year.

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COMMUNITY FORUM

SELB held an evening community forum, open to the public, to discuss social emotional learning and SELB's proposed standards, benchmarks, and indicators⁴³. About 25 public attendees participated in this event, including parents, educators, and community leaders. Participants were broken into small groups: each group discussed a different standard. The event concluded with a whole group reflection and discussion.

SURVEY

An online survey, created by SELB, was posted online and disseminated to identified stakeholder groups. Stakeholders represent key components of the educational system and/or consumers of public education, such as teachers and para-educators, families, students, district administrators, principals, education board members, other school personnel, the Office of Superintendent of Public Instruction (OSPI), education professional associations, and community based organizations.

The survey included open text box responses for individuals to provide input. There was a total of 56 respondents; however, not each respondent answered every question. The largest portion (30%) of respondents identified as 'parent/caregiver'. Additionally, many respondents identified as school employees, such as teachers, administrators, and para-educators.

⁴² Indicators were included in the first draft, but have been removed since.

⁴³ *ibid*



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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 Cusick School District for 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:	<ul style="list-style-type: none">• Approval of Option One waiver requests from Auburn, Boistfort, Federal Way, and Wahkiakum School Districts.• Approval of Option Two waiver request from Cusick School District.
Materials included in packet:	<ul style="list-style-type: none">• A memo summarizing the four Option One and one Option Two waiver requests.• The Option One applications submitted by Auburn, Boistfort, Federal Way, and Wahkiakum School Districts.• A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).• Evaluation worksheets for nine Option One waiver applications.• The Option Two application from Cusick School District.• A copy of RCW 28A.140.141 (Waiver from one-hundred eighty-day school year requirement-Criteria).• 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 four requests for Option One waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year and a request for a new Option Two 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141.



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REQUESTS FOR WAIVER OF MINIMUM REQUIRES OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

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 Cusick School District for 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?

Summary

Please see the table on the following pages that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.



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District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?	What are the goals of this waiver?	If a renewal, what progress on original goals has been made?
Auburn	3	3	Professional Development	177	4.36 for all teachers, 8.36 for new teachers	New	Yes	3-year improvement goals for SBA ELA, math, MSP, on-time 9 th grade credits, and on-time graduation. Reduce % not meeting standard by 25%. Goals for each of the "Engage, Educate, Empower" concepts. Mentions local assessments.	N/A, new
Boistfort	3	1	Professional Development	177	0	R	Yes	In grades K-8, 90% of students will increase by a grade level on local assessments. Students in grades 3-8 will increase by a grade level on the SBA math and ELA.	Boistfort is too small to publicly report most assessment results. The district voiced satisfaction with its use of waiver days.
Federal Way	1 (last waiver was for 3 days)	1	Professional Development	175	4	Y	Yes	Engage in cycles of inquiry for continuous	From '14-15 to 15-16, Federal Way saw very

	and Federal Way receives a parent-teacher conference waiver for 4 days for 3 years							improvement with multiple data points, including SBA. Mentions multiple measures in Strategic Plan	small changes in percentage meeting standard. In ELA, 6/7 tested grade levels increased and in math, 3/7 increased, but only slight changes.
Wahkiakum	4	3	Professional Development	176	2.5	R	Yes	Improve SBA and interim SBA, EOC, and local assessment results. Survey teachers. Achieve grade-and subject-level School Improvement Plan goals.	From '14-15 to 15-16, SBA ELA increased at 3/7 tested grade levels and decreased at 3 with one grade level static. In math, increases at 5/7 and decreases at 2/7. Science increased at 5 th grade over 3 years but decreased at 8 th grade.



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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

Auburn, a relatively large district of about 15,800 students along the I-5 corridor, requests a new waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will meet minimum instructional hours and that three half-days will remain in its calendar due to parent-teacher conferences.

The purpose of the waiver is professional development. Teachers and administrators will receive training on culturally responsive teaching, aligning instruction to student needs, and strengthening transitions among grade spans. The district provides detail on how professional learning communities will be facilitated and how district- and building-level activities will work to create a tiered support system. The district provided a table outlining professional development activities by grade level and how they will be measured. The district states that the waiver plan aligns to the Auburn School District Strategic Plan 3.0 and the waiver will be evaluated in relation to the Strategic Plan. The activities will focus on collaboration to achieve improvement goals for a three-year cycle that coincides with the three-year duration of the waiver plan.

The district provides a clear description of how three key actions will result in achievement of its three year improvement goals for SBA ELA, math, MSP, on-time 9th grade credits, and on-time graduation and reduction of the percentage of students not meeting standard by 25%. The key actions are:

1. “Provide training to implement the ‘Seven Principles of Culturally Responsive Teaching’ (Gary Howard; Deep Equity based) in all classrooms.
2. Through the use of data - provide system structures, tools, and standards-aligned resources for meaningful academic support of each student to reach standard and to graduate prepared for post-secondary opportunities.
3. Strengthen grades PK-K, 5-6, and grades 8-9 planning and transitions.”

This district did not need to respond to renewal questions. This is a new request. The district included all required documents.

Boistfort, a district of about 90 students in Southwest Washington, requests renewal of a waiver of three school days for the 2017-18 school year for professional development. The district states that it is one of the only districts to have zero professional development days beyond the time allowed by this waiver. Boistfort will meet minimum instructional hour requirements.

The waiver days will be for staff to work with a math and a reading professional development trainer. In addition to examining the results of local assessments, the district will use this time to evaluate SBA results. The district states that its waiver is directly aligned to the school improvement plan. The district aims to have 90% of their students in K-8 increase their math and ELA instructional level by at least one grade level on local assessments. Students in grade 3-8 will increase SBA scores by at least one grade level for each year.

In response to renewal questions, the district stated that it used its waiver days effectively and to the maximum extent possible. The district implemented a positive behavior intervention and support system and made changes to the school year. The district was also able to use its waiver days to mitigate the impact of staff turnover and to implement components of its reading program. The district notes that it had to get its professional development underway and was able to do so even though their waiver application was approved well into the 2016-17 school year. The district learned more about the Smarter Balance assessment, made use of an ELA and a math specialist, worked on developing a vision for the district, and developed data boards that focused on the use of data through data dashboards. The district reflects on its use of waiver days as the start of an improved use of data for instructional practices. The district stated that the goals of the previous waiver “were minimally met” but noted that it was only a one year request and the district successfully improved its practices. The district is changing its waiver plan to add time before school to regularly provide data to educators before school and to clearly define the Schoolwide Program and intervention plans.

The district stated that it engaged the community on the renewal of the waiver. Although the staff is small and the district is small, staff and volunteers have been supportive of the waiver. Information about the waiver days has been shared in newsletters to parents and at school board meetings.

Federal Way, a relatively large district of about 22,900 students along the I-5 corridor, requests renewal of its waiver of one day for the 2017-18 school year. The district states that it will meet minimum instructional hour requirements and it has submitted all required documents. Federal Way’s expiring Option One waiver was for three days and this renewal request is for only one day.

The district stated that the waiver activities will focus on analyzing multiple data points related to student achievement. The district will focus on continuous improvement by having staff engage in cycles of inquiry and continually monitor and adjust instruction.

The district provided very specific detail on its goals for the SBA in math and ELA. The district disaggregated its goals by subgroup and established targets into the mid-2020s. The district aligned these goals to its newly developed strategic plan. The district noted that it will also monitor other measures in the Strategic Plan, including a perception survey and other data. The district will monitor the effectiveness of its waiver time and professional development.

In response to renewal questions, the district states that it used its waiver days as planned and actually increased the rigor of the waiver days by aligning the newly adopted Strategic Plan to individual school improvement plans. In the district's response to whether the goals were met or not, the district notes that the new Superintendent, Dr. Campbell, has launched a 100-day entry plan and district strategic planning process. The district notes that its new waiver plan has been improved by linking the measurable goals of the new Strategic Plan to the waiver goals. In SBE analysis of the district's publicly available data, from 2014-15 to 2015-16, Federal Way saw very small changes in the percentage of students meeting standard. In ELA, six out of seven tested grade levels increased and in math three out of seven increased, but the changes were very minor.

Wahkiakum, a district of about 450 students in Southwest Washington along the Columbia River, requests renewal of a waiver of four days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will continue to meet instructional hour requirements and it has submitted all required documents.

The district states that its use of waiver days and its goal are aligned to its School Improvement Plan. The district states that the School Improvement Plan guides the use of waiver days to reach specific grade-level goals by subject. The district states that it seeks to improve SBA, interim SBA, and EOC results in addition to an array of local assessments. The district surveys its staff to ensure the effectiveness of professional development.

The waiver day activities will be based on the needs of teachers identified by results of teacher evaluations. A primary focus will be how to provide meaningful interventions using Title/LAP funds targeted at closing gaps. The teams will focus on assessment results, curriculum alignment, fidelity to learning standards, and closing achievement gaps.

The district stated that the community was involved in the development of the waiver. Staff, parents, and community members have been surveyed and would prefer missing the whole day than using early release days. The district states that there have also been public discussions of the waiver.

In response to renewal questions, Wahkiakum stated that the days were used as planned. Similarly to their proposed waiver plan, the waiver activities were informed by student growth data through TPEP and staff worked in professional learning communities. The district provided specifics on the content that staff were exposed to on the waiver days. The district focused on describing the activities of the previous waiver and affirmed that its staff continue to be supportive of the waiver days. The district did state that its sample size is small so sharing the results of their state assessments is challenging due to privacy laws. The district states that it benefits from using multiple, local assessments to better understand evidence of student learning with such a small population. Although the application does not provide much data on current state assessment results or other data available at the state level, OSPI report card results show that the district has had mixed results from 2014-15 to 2015-16 on the Smarter Balanced Assessment with some noticeable improvement in math. Unfortunately, this is only one year of change in the results due to the transition to the SBA so the ability to analyze their improvement is limited. In ELA, the district improved at three grade levels, decreased at three grade levels, and one grade level was incomparable between 2014-15 and 2015-16. In math, the district

improved at five grade levels of the seven tested. Over the past three years, science results increased in the 5th grade but decreased at the 8th grade level.

Wahkiakum included a copy of their Collective Bargaining Agreement (CBA) but the full document was not included in this board packet due to its large size. Please contact Parker Teed at parker.teed@k12.wa.us to request a copy of the Wahkiakum CBA.

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.

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

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

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

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

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

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

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

Current Option Two Waiver Request

Cusick, a district of about 220 students in Northwestern Washington, requests an Option Two waiver of 30 days for the purposes of economy and efficiency for the 2017-18, 2018-19, and 2019-20 school years. Cusick currently receives an Option One waiver of five days that was approved in July 2015 and is set to expire at the end of the 2017-18 school year. In the application materials, the district assures the Board that it will discontinue its use of those waiver days if this Option Two waiver is approved and it will allow for more professional development than they receive with their current Option One waiver. At about 220 students, this district would fill the second of the three available slots for districts with 150 to 500 students to receive an Option Two waiver. The other district that received one of those slots in the 150 to 500 student range in March 2017 is the neighboring district of Selkirk that borders Cusick to the north.

The district states that it will meet instructional hour requirements. The district included all required documents.

Cusick summarizes its primary reasons for requesting the waiver as follows:

1. "Increased attendance for both staff and students. Fewer absences by both teachers and students will equate to more precise and focused teaching and learning.
2. Allow for 15 days of Professional Development embedded into the school calendar for staff.
3. As an incentive to draw quality applicants for our open positions and retain current staff.
4. A more unique way to provide remedial support, additional instructional time, assignment completion, and credit retrieval opportunities for students who are credit deficient.
5. A more unique way to offer enrichment and extension activities that we may not be able to offer in our regular schedule.

The reasons that Cusick is requesting the waiver are similar to the reasons stated by other districts receiving this type of waiver. Also, similar to the other districts that receive Option Two waivers, Cusick is in a remote location and the community has a small population.

The district states that it will have the following economies if the waiver is approved:

- Reduced certificated teacher substitute costs – savings of \$7,700

- Reduced classified substitute costs – savings of \$8,000
- Reduced fuel usage – savings of \$5,000
- Reduced food service – savings of \$9,600 but some of the savings will be offset by lost revenue
- Reduced utilities – savings of \$6,700 but will be offset by keeping the school open for remediation on some of the waiver days
- Increased economies for families – value unknown and variable

The district did not total all of these numbers in its response to question number eight on the application that asks for an estimation of the expected savings. In response to number eight, the district lists \$15,700 in savings. The district plans to redirect funds to support keeping the building open for one or two remediation and credit retrieval Fridays each month and providing extension opportunities like STEM, art, library, and 4-H opportunities to enhance the educational experience.

The district listed the following efficiencies:

- Increased attendance
- Cultural responsiveness by working with Kalispel Tribe
- Increased uninterrupted instructional time
- Increased staff attendance
- Increased retention and job satisfaction of experienced, qualified staff

To demonstrate community support for the Option Two waiver request, Cusick included signed petitions and comments of support. The following documents were submitted by Cusick as evidence of community support for the waiver but, due to their size, have not been included in the printed packet.

- Signatures of about two dozen members of the Cusick Education Association, Cusick Public State Employees, and Cusick Teamsters;
- Dozens of comments from parents and community members in an online forum; and
- Two letters of support from the Kalispel Tribe of Indians.
- The district all provided detail on a half dozen formal meetings where the district and community had an opportunity to raise concerns.

Please contact Parker Teed at parker.teed@k12.wa.us to request a copy of the additional Cusick documents showing community support.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Auburn, Boistfort, Federal Way, and Wahkiakum 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 Cusick School District and summarized in this memorandum.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

RESOLUTION NO. 1239

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution No. 1225 on August 22, 2016, requesting a renewal of the waiver from the minimum 180-day for the 2016-2017 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.305.140, RCW 28A.655.180 (1), WAC 180-18-040 and WAC 180-18-050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

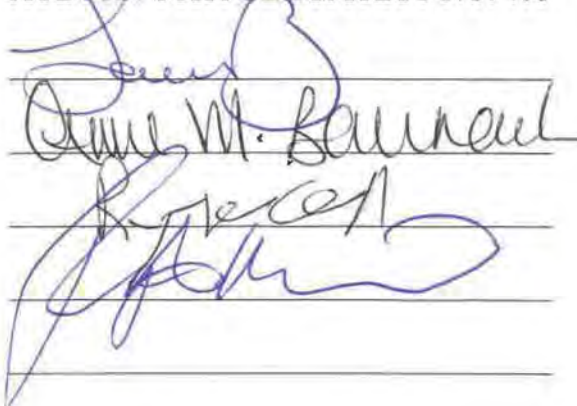
WHEREAS, the Board of Directors of the Auburn School District has developed and will adopt a new five-year (2017-2022) District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

WHEREAS, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering under RCW 28A.150.220(2)(a) of at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve and RCW 28A.150.220(2)(b) for students enrolled in kindergarten, at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students kindergarten through grade twelve for the 2017-2020 school year.

Adopted at a regular open public meeting of the Board of Directors held on May 22, 2017, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408



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	Auburn School District #408
Superintendent	Dr. Alan Spiciatti
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Building 915 4 th Street N.E. Auburn, WA 98002
Contact Person Information	
Name	Heidi Harris
Title	Assistant Superintendent Student Learning
Phone	253-931-4950
Email	hharris@auburn.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	3 Days
School Years	2017-18, 2018-19, 2019-2020
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	None
Remaining number of half days in calendar	3 Half-days for Parent Teacher Conference
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 Auburn School District is requesting this three-year waiver of three days each year to provide additional time to train our teachers and administrators in culturally responsive teaching, align instruction to address student academic need, and to strengthen transition supports between grade spans. This focused work will ensure “Equity and Excellence” for all students and close gaps in the Auburn School District. The goals are centered around three “E’s”; **Engage, Educate, and Empower** in our 2013-2016 District Strategic Improvement Plan and the 2017-2018 School Board Stated District Goals (will be updated once the new Strategic Plan is finalized in June).

Engage: Create a culturally responsive and welcoming environment and curriculum across the district.

Educate: Ensure each student achieves benchmark goals in each grade level which lead to 100% on-time graduation for each student.

Empower: Hold ourselves accountable for each student’s learning.

*[Click Here](#) – DSIP – 2013-2016/17 District Strategic Improvement Plan (will be replaced in June once the new plan is adopted by the School Board in June)

*Auburn School District Strategic Plan 3.0 (2017-2022) – see attached Word document

[Click Here](#) – 2016-2017 Board Stated District Goals (will be updated once the new Strategic Plan is finalized in June)

[Click here](#) – Dashboard Example – 2013-2017 District Strategic Improvement Plan Progress Reports

**Both our extended 2013-16/17 District Strategic Improvement Plan and the Auburn School District Strategic Plan 3.0 (2017-2022) are attached to show continuity and careful planning to bridge into the next step of our work.*

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

The waiver day activities will allow teachers to collaborate around the goals of the new Strategic Plan and meet the aligned goals of their improvement plans. The work on our new District Strategic Plan 3.0 is concluding this spring. This coincides with our three-year cycle of school and department improvement plans. In response to the new district strategic plan, schools and district departments will create improvement plans that align with our strategic plan goals listed above. Schools and departments will have goals that support these waiver day goals of instructional practices that strengthen transitions, achievement and create conditions that prepare students for graduation.

The improvement plans all require deep alignment work with the five-year Auburn School District Strategic Plan 3.0 and will be evaluated by on-going data review in order for students to achieve those standards.

Here is the link to our School Improvement Plans. Once the Auburn School District Strategic Plan 3.0 is completed and adopted by the school board, the school level plans will be aligned to the goals and use waiver days to strategically move their work in that direction. That work is just beginning.

[Click Here](#) – SIP – School Improvement Plans

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

The Auburn School District will set 3-year student performance goals at each grade for the required state assessments (Smarter Balanced in English/ Language Arts and Mathematics, Measure of Student Progress, On-time 9th Grade Credit Attainment and On-time Graduation). These goals reflect a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017 (baseline year).

The goals are organized in three goal areas: Engage, Educate, and Empower. Metrics for measurement are connected to goals within each grade span and are monitored and dashboards are reviewed by cabinet and reported to the school board. Dashboard examples include: district formative assessments, student academic achievement at semester end, enrollment in accelerated courses and performance on state assessments.

Goal 1: Engage 100% Attendance for all students and staff (based on a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017)

- 1- Disaggregated staff and student attendance data by race and ethnicity
- 2- Disaggregated student discipline data by race and ethnicity
- 3- Disaggregated student, parent, staff “nine characteristics of high performing schools” CEE data
- 4- Disaggregated student course and activity enrollment data by race

Goal 2: Educate 100% Grade Level Benchmark Achievement for all students (based on a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017)

- 5- K-2 DIBELS
- 6- 3-5 MAP and SBA
- 7- 6-8 MAP and SBA
- 8- 9-12 Credit Attainment and SBA
- 9- Disaggregated staff data by race and gender
- 10- Disaggregated staff education data

Goal 3: Empower 100% Graduation (on time and extended) (based on a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017)

- 11 – Disaggregated Extended Graduation Rates by school and race
- 12 – Reports detailing resource alignment to empower schools to meet the Strategic Plan goals

Dashboards for district formative assessments and student academic achievement can be found at <http://www.auburn.wednet.edu/Page/454>

District Strategic Plan Implementation Progress Reports (past year’s examples – will be updated with new reports when the new strategic plan is implemented fall of 2017) <http://auburnsd.schoolwires.net/Page/356>

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.

On the three waiver days each year, District Leadership, Principals and Teacher Leaders will work in professional learning communities by content areas and/or grade levels based on the improvement plans. On waiver days, facilitated trainings on content area standards, culturally responsive instruction and data review focusing on gap analysis will be offered. This model provides the opportunity to learn a variety of tools and resources available for their work such as curriculum experts, models of training, and/or protocols for the work.

Content for the days is targeted by the school improvement plan in alignment with the district strategic plan goals and will include:

- Gain an understanding of how to implement the Seven Strategies of Culturally Responsive Teaching using state/national standards and the instructional material.
- Use data to monitor student progress. This includes gap analysis work to identify and fill gaps in their instruction and in the materials they use.
- Develop relevant systems to strengthen transitions in their grade span.

District, Principal, and Teacher Leader Facilitated:

Level	Professional Development Activities	Measurement/Evidence
PK-2	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • Early Reading: Phonemic Awareness, Phonics, Fluency • Social Studies: Sovereign Nations Unit Alignment • Science: Written and Oral Language • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Formative: DIBELS Dashboards Summative: SBA</p>
3-5	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • ELA: Writing and Comprehension • Social Studies: Sovereign Nations Unit Alignment • Science: Standards, Scenarios and Performance Expectations • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Formative: DIBELS and MAP/iReady Dashboards Summative: SBA and Science Assessment (grade 5)</p>
6-8	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • ELA: Research and Writing • Social Studies: Sovereign Nations Unit Alignment • Science: Standards, Scenarios and Performance Expectations • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Formative: MAP Dashboards Summative: SBA and Science Assessment (grade 8)</p>
9-12	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • ELA: Research and Writing • Social Studies: Sovereign Nations Unit Alignment 	<p>Formative: Credit Attainment and On-time Grad Data</p>

	<ul style="list-style-type: none"> • Science: Standards, Scenarios and Performance Expectations • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Summative: SBA/HSPE/EOC Dashboards</p>
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The district level and building level activities work in tandem to create a tiered support system which strengthens teacher practice at the classroom level and results in student achievement. The district focuses on professional development to support the foundational skills for teachers by grade span. The building focuses on meeting the diverse needs of student groups based on data and works to provide more specific professional development for their staff. The professional development offerings will be monitored using a “waiver day report” form.

[Click Here](#) - Waiver Day reporting form

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?

Both formative and summative data analysis are essential for the system to be responsive to student need and set the direction for professional development at the district and building level to be effective in reaching our strategic plan goals. The details of the systems work both in data and professional development take place on Waiver Days.

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year.

Formative Data	When? Who Collects?	Benchmark for Success
DIBELS K-5 MAP/iReady 3-5	Nov – Feb – June Benchmark Teachers	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard by disaggregated subgroup each of the three years
MAP 6-8 Course Failures 6-8	Fall – Winter – Spring Teacher	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard by disaggregated subgroup each of the three years
9 th Grade Credit Attainment On-time Graduation	Winter – Spring Teacher	<ul style="list-style-type: none"> • 25% increase in on-time graduation of students by disaggregated subgroup each of the three years
Summative Data		Benchmark for Success
State Assessments – Smarter Balanced – ELA and Math MSP and EOC – Science	Annually Teacher	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard by disaggregated subgroup each of the three years

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?

This is a three-year waiver request for three years each year; 2017-18, 2018-19, and 2019-20. To accomplish these goals, time is needed to provide training and support in the three key actions:

1. Provide training to implement the “Seven Principles of Culturally Responsive Teaching” (Gary Howard; Deep Equity based) in all classrooms.
2. Through the use of data - provide system structures, tools, and standards aligned resources for meaningful academic support of each student to reach standard and to graduate prepared for post-secondary opportunities.
3. Strengthen grades PK-K, 5-6, and grades 8-9 planning and transitions.

The activities will be supported and connected to the work in the first year through an on-going cycle of data monitoring and progress review we will continue to target district level professional development connected to large group skills and support building level work at the detail level.

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

During the 2016-17 school year a Strategic Planning Committee was established. With a charge from the superintendent to be bold and aspirational, the committee’s membership of fifty-nine, represented community, parents, classified staff, certificated staff, administration both building-level and central office, and school board representation worked over five three hour meetings. In the multiple session endeavor, the group worked to examine the mission and vision as well as identify the next stretch to define the future for our students and staff here in the Auburn School District. Based on the goals of the strategic plan, the community has developed the focus of our waiver request to be more than just academics in order to have equity and excellence we must support each student to be well rounded.

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.

The negotiated agreement for September 1, 2015 through August 31, 2018 provides the following (the new agreement will begin in September of 2018 and will be negotiated during the 2017-18 school year):

Reduction in instructional hours for students	CBA Category	Number of Days	Purpose	Who Directs
No	Professional Development Days	2.36	1.5 Days Professional Development	District Directed
			.86 Day Professional Development	Principal Directed
N/A	Full Instruction Days	168.4 171.6	K-5 Full days of Instruction 6-12 Full days of Instruction	N/A
Yes	Late Start Days	25	K-5 PLC 1 hr. late	District Directed

		24	6-12 PLC 1 hr. late	
Yes	Early Release Days	2	1 on the day before Thanksgiving 1 on the last day of school	N/A
Yes	Parent Teacher Conferences	1.5	EL/MS Conferences (3 half-days) (HS are outside the school day)	N/A
No	Other Non-Instruction Days	2	1 Classroom set up before school starts 1 report card preparation day (end of semester)	Teacher Directed District Directed

[Click here](#) CBA – 2015-2018 Collective Bargaining Agreement

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	4.36* 8.36**
Total	184.36

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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* (.5 day)	100%	X		
4*	100%	X		X
5* (.86 day)	100%		X	
6 **	100% New teachers only	X		
7				
Check those that apply				

All new teachers are required to attend the 2 day New Educator Orientation.
Teachers who are new to the CEL5D Framework are required to attend the 2 day training.

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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.

Auburn School District teachers have wisely utilized time over and above the contracted teaching days for over a decade. The activities and work now done on the waiver days was originally part of the state funded Learning Improvement Days (LID). As the state transitioned away from LID, Auburn utilized the waiver to create this additional time to do the focused professional development, benchmark data review days, and systems work essential for our student success.

The three requested waiver days for the next three years are necessary to strengthen instructional practice by:

1. Providing training to implement the “Seven Principles of Culturally Responsive Teaching” (Gary Howard; Deep Equity based) in all classrooms.
2. Providing system structures, tools, and standards aligned resources for meaningful academic support of each student to reach standard and to graduate prepared for post-secondary opportunities.
3. Strengthening grades PK-K, 5-6, and grades 8-9 planning and transitions.

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



Strategic Plan 3.0 (2017-2022) Draft 4-24-17 Update to the School Board

Vision: *Our Aspirations*

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

Mission: *Our Common Work on Behalf of Students and Families*

In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Beliefs: *Our Values and Commitments*

1. We believe that culturally responsive teaching supports equity, excellence and achievement for all students.
2. We believe each child can learn at high levels and each staff member has a responsibility to make this a reality.
3. We believe that relationships and a sense of belonging are key to learning and that every adult in the district is a mentor to students.
4. We believe that personalized educational pathways, developed collaboratively with staff, students and their families, create relevance for each student.
5. We believe that a safe and caring learning environment is strengthened by embracing diversity and respecting self and others.
6. We believe that a comprehensive public education, from preschool education through high school graduation for every student, is paramount to the success of our community.
7. We believe that students, families, and staff thrive in a community rich with partnerships, support, and resources.

Foundational Strategies: Engage, Educate, and Empower

Our Long-Term Priorities to Achieve Equity and Excellence

○ **Engage:**

A. Build student, family, and community relationships and partnerships.

5-Year Next Steps:

1. Develop ways for families and students to serve as authentic partners in education.
2. Build partnerships within our community to support students and families.
3. Create a culturally responsive, inclusive and welcoming environment across the district.

B. Create safe and supportive learning environments that result in high levels of daily attendance and engagement.

5-Year Next Steps:

1. Create an environment that is culturally inclusive of students, staff and families.
2. Address student safety through social, emotional, and physical wellness.
3. Establish practices to stretch students in their learning.
4. Provide facilities, transportation and nutrition services that support and engage students.

C. Involve students in establishing ownership for their own learning.

5-Year Next Steps:

1. Apply practices that reflect a growth-mindset in the belief that each student can achieve at high levels.
2. Provide structures [active learning, etc], tools, and resources for meaningful academic support for each student. Provide tools and resources for targeted academic supports for each student that engage them with a plan and purpose for their learning.

D. Enrich and support the whole child through a range of curricular and extracurricular opportunities.

5-Year Next Steps:

1. Involve every student in an extracurricular activity by providing opportunities that reflect the interests of a diverse student population.
2. Reflect student culture in curriculum and environment.

○ **Educate:**

A. Ensure all students experience relevant and rigorous instruction.

5-Year Next Steps:

1. Implement seven principles of culturally responsive teaching in all classrooms.
2. Enact systemic plans for curriculum review, pilot, adoption, and implementation that support culturally responsive classrooms.
3. Leverage technology, activities and instructional strategies that lead to improved student outcomes,
4. Engage and connect students through expanded partnerships with higher education and business.

B. Ensure equitable access to learning opportunities.

5-Year Next Steps:

1. Consistently use a racial equity tool for program development and evaluation.
2. Measure and expect progress in access to resources and equity in student outcomes over time.

C. Ensure each student has a personally relevant PK-12 educational program.

5-Year Next Steps:

1. Strengthen transitions between PreK-K, grades 5-6, grades 8-9, and high school and postsecondary options.
2. Ensure middle school opportunities provide for student exploration of interests and integrated planning for high schools, college, and career.
3. Ensure that each student and family participates in identifying and establishing their best PreK-12 pathway.
4. Establish supports that guarantee each freshman meets attendance and credit requirements and connects with their school community.
5. Ensure that staff develop relationships with students and families that foster engagement in their education.

D. Elevate professional practice by investing in staff and leaders.

5-Year Next Steps:

1. Strengthen staff capacity to utilize a growth-mindset to educate students.
2. Develop, recruit, hire, and retain a diverse workforce.
3. Re-examine collaboration models to strengthen communication and learning access across all grades/buildings.
4. Utilize the instructional framework, leadership framework, and other evaluation tools to provide a shared focus for continued professional growth for all staff.
5. Cultivate and support formal and informal leaders across the organization.

○ **Empower:**

A. Hold ourselves accountable for each student's learning.

5-Year Next Steps:

1. Achieve 100% on time or extended graduation rate for students.
2. Create welcoming and accessible routes to success for students who need additional time and support to meet grade level goals and graduate college and career ready
3. Validate the importance of academics, extra-curricular activities, and behavior for student growth, celebrating each student's graduation, ready for college and career.

B. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character, and civics in addition to core academic skills.

5-Year Next Steps:

1. Support the development of these competencies by leveraging all content area coursework and extracurricular opportunities such as the arts, career and technical education.
2. Strengthen students' character, civic development, and social emotional learning.
3. Leverage 1:1 technology to empower students in communication, critical thinking, collaboration, creativity, and digital citizenship.

C. Align resources and support to achieve the goals of the strategic plan.

5-Year Next Steps:

1. Base budget decisions on strategic priorities.
2. Evaluate program effectiveness to include return on investment, equitable student access, delivery of services to students and families based on differentiated needs and impact on student success leading to college and career readiness.
3. Review, evaluate and implement long range facility and technology plans to ensure students have access to resources for learning that prepare them for college and career.
4. Advocate for local, state, federal and private funding to support the District's strategic goals.

Targeted Strategies: Equity and Excellence - *Our 18-Month, High-Impact Priorities*

I. Equity and Excellence:

- A. Create a culturally responsive and welcoming environment and curriculum across the district.
- B. Ensure each student achieves benchmark goals in each grade level which lead to 100% on-time graduation for each student.
 1. Implement seven principles of culturally responsive teaching in all classrooms.
 2. Address student safety through social, emotional, and physical wellness.
 3. Strengthen transitions between PreK-K, grades 5-6, grades 8-9, and high school and postsecondary options.
 4. Provide structures, tools, and resources for meaningful academic support for each student.
 5. Ensure that each student and family participates in identifying and establishing their best PreK-12 pathway.
 6. Support the development of these competencies [communication, critical thinking, collaboration, creativity, character, and civics] by leveraging all content area coursework and extracurricular opportunities such as the arts, career and technical education.

Auburn School District No. 408

SCHOOL CALENDAR

2017-18

Month	M	T	W	Th	F	Days Taught		Month	M	T	W	Th	F	Days Taught			
AUGUST/SEPTEMBER									FEBRUARY								
	28	29	30+	31	1								1	2			
1st	4*	5+	6	7	8			6th	5	6	7	8	9				
Month	11	12	13	14	15			Month	12	13	14	15	16				
	18	19	20	21	22				19*	20*	21*	22*	23*	106E			
	25	26	27	28	29	18	18		26	27	28			15	105S		
OCTOBER									MARCH								
	2	3	4	5	6								1	2			
2nd	9	10	11	12	13=			7th	5=	6	7	8	9				
Month	16	17	18	19	20			Month	12	13	14	15	16				
	23	24	25	26	27				19	20	21	22	23	127E			
	30	31				21	39		26	27	28	29	30	21	126S		
NOVEMBER									APRIL								
			1	2	3				2	3	4	5	6				
3rd	6	7	8	9	10*			8th	9*	10*	11*	12*	13*				
Month	13	14	15#	16#	17#			Month	16	17	18	19	20				
	20	21	22#	23*	24*				23	24	25	26	27	143E			
	27	28	29	30			19	58		30				16	142S		
DECEMBER									MAY								
					1					1	2	3	4				
4th	4	5	6	7	8			9th	7=	8	9	10	11				
Month	11	12	13	14	15			Month	14	15	16	17	18				
	18	19	20	21	22				21	22	23	24	25	162E			
	25*	26*	27*	28*	29*	16	74		28*	29^	30^	31			19	161S	
JANUARY									JUNE								
	1*	2*	3*	4*	5*									1			
5th	8	9	10	11	12			10th	4	5	6	7	8				
Month	15*	16	17	18	19			Month	11	12	13	14	15				
	22	23	24	25	26	17E	91E		18	19	20	21E	22S	15E			
	29+	30	31			16S	90S		25	26	27	28	29	16S	177		

STUDENT ATTENDANCE YEAR

September 6	First day of school
June 21E/22S	Last day of school

*NON-ATTENDANCE DAYS

	PLC late start days
+August 30	District designated workshop (1/2 day)
*September 4	Labor Day
+September 5	Individually Determined Day
=October 13	Waiver Day
*November 10	Veterans' Day
#November 15-17	Elem./middle school conferences (Early release/late arrival days)
#November 22	Early release day
*November 23-24	Thanksgiving vacation
*December 25-January 5	Winter vacation
*January 15	Martin Luther King Day
+January 29	Optional day - (Secondary teachers)
*February 19	Presidents' Day
February 20-23	Mid-winter break

*NON-ATTENDANCE DAYS (cont.)

=March 5	Waiver Day
*April 9-13	Spring vacation
=May 7	Waiver Day
*May 28	Memorial Day
^May 29	Alternate emergency school closure day
^May 30	Alternate emergency school closure day
June 21	Last day of school - elementary
June 22	Last day of school - secondary
*No school for teachers and students	
#Contracted day for teachers--early release/late arrival days for elementary/middle school students	
+Dist. designated/optional teachers' workshop--no school for secondary students	
=Waiver day--no school for students. Contingent upon State Board of Education approval.	
^Alternate emergency school closure day (Potential alternate emergency make-up day. If not needed, school will not be in session. Any additional emergency make-up days will be added to the end of the school calendar.)	

**END OF QUARTERS/REPORTING PERIODS
2017-18**

SECONDARY

First quarter ends November 3	42 days
Second quarter ends January 26	46 days
First Semester	88 days
Third quarter ends April 13	43 days
Fourth quarter ends June 22	46 days
Second Semester	89 days

ELEMENTARY

First reporting period ends November 3	42 days
Second reporting period ends March 2	66 days
Third reporting period ends June 21	69 days
	177 days

Boistfort School District No. 234
Board Resolution
Resolution No. 2016/17-12
(180-Day School Year Waiver)

A RESOLUTION of the Board of Directors of Boistfort School District No. 234, Lewis County, Curtis, Washington to request a waiver for the 2017-2018 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

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

WHEREAS the total impact on program hours is a total of 3.25 hours; five (5) minutes is being added to the current school day. All students in the Boistfort School District will still receive 1,049.25 hours of instruction; 49.25 hours over the required minimum of 1,000 instructional hours;

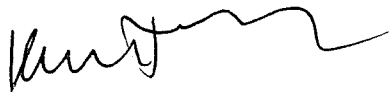
WHEREAS the staff, administrators and School Board have determined that there are no designated days for staff to work on curriculum alignment;

WHEREAS the Boistfort School District believes that the three (3) days for professional development and Common Core alignment will create a more productive teaching and learning environment;

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

BE IS HEREBY RESOLVED that the Boistfort School District Board of Directors requests that three (3) days from the 180-day school year requirement be waived for the 2017-2018 academic school year to permit staff to have three (3) full day professional development days for Common Core alignment and that students are not required to attend on those days;; and that the District will comply with the 1,000 hour annual average requirement for instructional hours.

Adopted this 18th day of April, 2017.



Kristi Tracy, Board Chair



Ruth Peterson, Board Member



Katherine Humphrey, Board Member



Eric Millam, Board Member



Erin Peplinski, Board Member

ATTEST:



Shannon Criss, Superintendent

Secretary, Board of Directors

Boistfort School District No. 234

Part A: For all new and renewal applications:

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

School District Information	
District	Boistfort School District #234
Superintendent	Shannon Criss
County	Lewis
Phone	360-245-3343
Mailing Address	983 Boistfort Road Curtis, WA 98533
Contact Person Information	
Name	Shannon Criss
Title	Superintendent
Phone	360-245-3343
Email	schriss@boistfort.k12..wa.us
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	3
School Years	2017-2018
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	Yes
Remaining number of half days in calendar	11
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

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

The purpose of the three release days is to allow staff to work collaboratively with a math and reading professional development trainer in the effective implementation of our reading and math curriculum; our goal continues to be increased student achievement. We began this work in 2016-2017 and are requesting to continue with our plan. We are currently working on evaluating student assessment data gathered from Smarter Balance Assessments, STAR Reading and Mathematics Assessments, DIBELS and classroom based assessments to identify areas of strength and weaknesses.

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

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

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

READING GOAL – Student test scores (DIBELS, STAR, SBA) will improve, decreasing the number of students requiring intensive intervention

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

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

MATH – By the end of the 2017-18 school year 90% of the students in kindergarten through eighth grade will have improved their mathematics instructional level by at least one year as measured through STAR Mathematics assessments. Baseline data will be collected during Fall STAR testing (September 2017) and progress monitoring will occur a minimum of three times throughout the year. Students who are one or more grade levels below their grade level will be progress monitored on a monthly basis. Students in grades 3 through 8 will increase their SBA scores from the baseline score established during the 2015-16 school year to at least one grade level higher in Mathematics in each subsequent year.

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

computer based "basic facts" program called REFLEX Math and will use results from this program to further strengthen individualized instruction.

READING – By the end of the 2017-18 school year 90% of the students in kindergarten through eighth grade will have improved their reading instructional level by at least one year as measured through STAR Reading assessment, DIBELS assessments. Baseline data will be collected during Fall STAR testing (September 2017) and progress monitoring will occur a minimum of three times throughout the year. Students who are one or more grade levels below their grade level will be progress monitored on a monthly basis. Students in grades 3 through 8 will increase their SBA scores from the baseline score established during the 2015-16 school year to at least one grade level higher in English/Language Arts each subsequent year. Data walls have been established and students have begun to self-monitor their progress in reading through the use of progress monitoring assessments and individualized conferencing with students for the purpose of evaluating progress and goal setting.

To accomplish this goals: During each "Learning Improvement Day" teachers will work with the a reading coach to align curriculum to the Common Core, identify areas of strength and weakness in individual students, and plan for remediation using the purchased instructional materials as well as on-line resources. Additionally, we are discussing our new Title 1 Schoolwide Program and how we are best meeting the instructional needs of our intensive intervention students.

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.
AUGUST 30 and 31, 2017 - WAIVER DAY 1 and DAY 2 (before school begins)– 8:00 – 12:00 - English/Language Arts training and curriculum alignment with all staff grades K-8 in implementation and ongoing evaluation of newly adopted Houghton Mifflin Curriculum Journey's and Collections. Pacing guides for first quarter established and "non-negotiable" lessons aligned with the Common Core will be identified. Time is needed to establish common assessments using the Journey's and Collections curriculum. We also need time to refine our new Schoolwide Title 1 model and design/implement intervention plans.
AUGUST 30 and 31, 2017 - WAIVER DAY 1 and DAY 2 (before school begins) – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Staff will use this time to discuss the effectiveness of the program, alignment to the Common Core, pacing guides, online extension support materials, plans for the teaching of basic math skills and interim assessments.

We are also implementing Robotics at the Middle School level using Career and Technical Education Curriculum materials. Time is needed to align this with math and science standards. We are also in need to time to discuss implementation of technology (coding and robotics) across the curriculum K-8.

OCTOBER 20, 2017 - WAIVER DAY 3 – 8:00 – 12:00 - English/Language Arts continued ongoing evaluation of Houghton Mifflin Curriculum Journey's and Collections. Pacing guides revisited for fidelity along with evaluation of our intervention groups and formative assessment data. Student assessments will be evaluated as a group and areas of focus determined.
OCTOBER 20, 2017 - WAIVER DAY 3 – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Pacing guides revisited for

fidelity along with evaluation of our intervention groups and formative assessment data. Student assessments will be evaluated as a group and areas of focus determined. Evaluation of our schoolwide model and the implementation of technology K-8 and CTE Robotics 7-8.

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

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

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

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

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

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

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.

Waiver days that were granted in 2016-17 were used to the maximum extent possible. Staff used the days to get "on the same page". We had many issues to deal with including working to implement a positive behavior intervention and support system and functional changes to the school day. Additionally, we had our special education teacher resign midyear and had to scramble to replace her. The days were used as planned and focused on reading and mathematics. The lateness of the application and the approved dates were challenging but our staff worked hard to more deeply understand the new curriculums and how to create pacing guides and formative assessments. Through this process we discovered that we were missing key components of the reading program and are excited to get all the materials we need and develop plans for next year.

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 goals of the previous waiver were minimally met. We needed to get this going prior to the beginning of the school year and the adverse weather this past year created challenges to getting to the work. We met as scheduled and worked with both an ESD ELA Specialist and a Math Specialist. We spent a great deal of time of understanding the Smarter Balance Assessment. Additionally, we worked with staff on questioning strategies and how to solve word problems in mathematics.

Arrangements have been made with both the ESD ELA Specialist and our Math Specialist to continue the work again this next year. We are keeping the same administrative staff and have hired 2 new teachers (comprising 33% of our staff). Having the same administration and the same vision will be beneficial as the "common ground" has been established. Our school board of directors are the same and they support the efforts that we are making to "reinvent" the school and manner in which students are learning and achieving.

The principal/superintendent continues to be a part-time administrator but used the 2016-17 year to get procedures in place. One of the major changes was a focus on formative assessments. The results are not demonstrative of significant growth; but with early implementation this next year we are intentional in using data for instructional purposes (this will be well defined during the first Learning Day). The principal/superintendent developed "data boards" for Reading and implemented them K-8 in January of 2017. The plan is to have "data boards" for both Reading and Mathematics and to implement them the first week of school. All students know what their STAR Reading scores are and each has a "plan" for maintaining and/or increasing their score by the beginning of the school year.

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.

Changes made are minimal to enhance last year's plan by providing time BEFORE school begins so that procedures and routines are well established. Additionally, this before school time allows us to more clearly define our Schoolwide Program and intervention plans. Our staff will now have "data" in front of them to use on the first day of school (this is new for them).

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.

As was mentioned earlier, we don't have any additional days (TRI and/or supplemental) for our staff. Our teachers work 180 days – anything in addition to that is strictly voluntary. Our staff have to wear multiple hats (i.e, advisors, supervision, teaching library/tech/music) and their time is stretched thin. By having 2 days prior to the beginning of the school year, having the same administration, office staff and 66% of our teaching staff we will be well ahead of plans; further ahead than 2016-17 when we were scrambling to get procedures and routines in place.

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.

Again, we are small and most of us wear multiple hats. The superintendent is also the principal, counselor, test coordinator, curriculum director and special education director. Support from this person is solid and is backed by the school board. We have over 60 volunteers (we have less than 100 students) and these volunteers see what we do on a daily basis. Parents and the community get monthly newsletters and are often seen in our buildings so they are aware of what we are doing. Information from the waiver days is shared at board meetings.

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.

2017-2018 School Calendar

BOISTFORT SCHOOL DISTRICT

983 BOISTFORT ROAD
360-245-3343 FAX: 360-245-3451
CURTIS, WA 98538

September 2017						
S	M	T	W	T	F	S
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						19

October 2017						
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November 2017						
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December 2017						
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31						13

January 2018						
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February 2018						
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March 2018						
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April 2018						
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29	30					
						16

May 2018						
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27	28	29	30	31		
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June 2018						
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						6

July 2018						
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August 2018						
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26	27	28	29	30	31	

- Sept 5 - First day of school
- Oct 20 - No School - Professional Development
- Nov 3 - Early Dismissal
- Nov 10 - No School - Veterans Day
- Nov 15, 16, 17 - Early Dismissal - Conferences
- Nov 22 - Early Dismissal
- Nov 23 & 24 - No School - Thanksgiving
- Dec 19 - Last day of school before winter break
- Jan 1 - No School - New Years Day
- Jan 15 - No School - MLK Jr. Day
- Jan 26 - Early Dismissal
- Feb 19 - No School - Presidents Day
- Mar 1 & 2 - Early Dismissal - Conferences
- Mar 30 - Early Dismissal
- Apr 2-6 - No School - Spring Break
- May 25 - No School/Snow make up day
- May 28 - No School - Memorial Day
- Jun 8 - Early Dismissal - Las Day of School
- Jun 11,12,13 - Possible snow make up days

Professional Development - Aug. 30, 31 & Oct 20



 School Closed
 First day of school

 Noon Dismissal

Approved by Boistfort Board of Directors
3/20/17 pending State Board of Education approval

FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210
33330 8TH AVENUE SOUTH
FEDERAL WAY, WASHINGTON 98003

**RESOLUTION: 2017-06
WAIVER OF THE 180 DAY REQUIREMENT**

A RESOLUTION of the Board of Directors of the Federal Way Public School District No. 210 requesting a waiver for Federal Way Public Schools, Grades K-12, of the minimum 180-day requirement for the 2017-18 school year (WAC 180-18-040 and WAC 180-18-050).

WHEREAS, the Federal Way School District has five goals within the District Strategic Plan to increase scholar success; and

WHEREAS, the research-based professional practices signature strategies support professional collaboration time that focuses on evidence-based dialogue relative to scholar achievement; and

WHEREAS, in service of the goals of the Strategic Plan, in order to engage Professional Learning Communities (PLC's) in a cycle of inquiry using multiple measures to inform and adjust instruction, and align with School Improvement Plans based on the four-lens protocol, a request is being made to waive the 180 days to 179 days; and

WHEREAS, the scholar contact hours would be over the state-required time maintaining an average of 1027 hours in Grades 1-12, and the teacher work hours would be according to the full teacher contract requirements; and

WHEREAS, the Agreement by and between the Federal Way School District and the Federal Way Education Association supports Data Days/Waiver Days; and

WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, be it resolved, that the Federal Way Public School District No. 210 Board of Directors requests that the minimum 180 school-day-year requirement be waived for Federal Way Public Schools to allow for one (1) non-scholar day on September 6, 2017 for the 2017-18 school year only. During this time, scholars would not attend school in order to allow for staff participation in alignment with the five goals of the District's Strategic Plan.

ADOPTED BY the Board of Directors of the Federal Way Public School District No. 210, King County, Washington, in a regular meeting thereof held on the 23rd day of May 2017.

BOARD OF EDUCATION
FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210

ATTEST:

Superintendent

Jimmy Campbell

BOARD OF DIRECTORS:

President

Steffan Z. McNally
Carol Hegony

Director

Liz Drake

Director

[Signature]

Director

Blaine Polk

Director

*Dependent on negotiated calendar

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	Federal Way Public Schools
Superintendent	Dr. Tammy Campbell
County	King
Phone	253-945-2000
Mailing Address	33330 8 th Avenue S. Federal Way, WA 98003
Contact Person Information	
Name	Dr. Tammy Campbell
Title	Superintendent
Phone	253-945-2000
Email	tcampbel@fwps.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	1
School Years	2017-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	no
Remaining number of half days in calendar	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 overall purpose of the waiver is to advance the goals of our district's Strategic Plan (attachment 1). Moreover, this day will provide time for teachers to analyze multiple data points related to student achievement, which will inform continuous improvement efforts at district, school and classroom levels. Schools will engage in cycles of inquiry using multiple measures to inform and adjust instruction, aligned with the goals of the Strategic Plan utilizing the district's adopted four-lens protocol.

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.)

Federal Way Public Schools has a clearly articulated Strategic Plan. This Strategic Plan has 5 goals: Goal 1: The Early Years, Goal 2: The Whole Child, Goal 3: Active Learners, Goal 4: Content Area Competence and Goal 5: Persistence to Graduation. Each goal has measures of progress that are monitored frequently throughout the year using multiple metrics. The waiver day is one way that we will monitor that progress. Schools throughout the district have chosen two goals that they are working to achieve. The school improvement plan is aligned to the district Strategic Plan and emphasizes the two goals that they have selected, the measures of progress that they are monitoring and the signature instructional strategies that they are employing at the school level to impact both teacher practice and ultimately student achievement. Professional development is aligned to the identified signature strategies and support the overall school improvement plan. The analysis of data places a key role in monitoring the goals in the school improvement plan.

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

Ultimately, our goal in FWPS is to reduce the number of students not meeting standard in core subject areas. One of the more specific measures of our Strategic Plan is the percent of scholars meeting or exceeding grade level standards in ELA and Mathematics. In addition to the below measures of progress that are detailed and outlined in our Strategic Plan, each school has target measures that they are working toward—specifically, an increase in the number of students meeting standard in ELA and Mathematics by demographic sub-group—with particular attention paid to the progress monitoring of our historically marginalized Black and Hispanic students. The measures of progress from the Strategic Plan are listed below.

Measures of progress:

- **Percent of scholars ready for kindergarten, as measured by WAKIDS assessments**
- **Percent of scholars meeting or exceeding grade level standards in English Language Arts (ELA) and Mathematics by the end of third grade**
- **Percent of scholars participating in at least 95% of classroom instructional time**
- **Percent of scholars that are engaged and challenged as measured by a perception survey**
- **Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments**

- Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
- Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- Percent of scholars participating in advanced coursework and earning a passing grade
- Percent of 9th grade scholars on track for on-time graduation
- Percent of scholars who complete applications for College Bound scholarships, FAFSA and WASFA
- Increase in high school graduation and decrease in dropout rates

Subgroup (2016 N)	Baseline: 2016 % Met	2017	2018	2019	2020	2021	2022	2023	2024
Asian (1373)	71.1%	75.44%	79.12%	82.25%	84.91%	87.18%	89.10%	90.74%	92.13%
Black (1516)	35.3%	45.01%	53.25%	60.27%	66.23%	71.29%	75.60%	79.26%	82.37%
Hispanic (3350)	38.5%	47.73%	55.57%	62.23%	67.90%	72.71%	76.81%	80.28%	83.24%
Native American (70)	38.6%	47.81%	55.64%	62.29%	67.95%	72.76%	76.84%	80.32%	83.27%
Pacific Islander (628)	29.8%	40.33%	49.28%	56.89%	63.36%	68.85%	73.52%	77.50%	80.87%
Two or More (1550)	47.2%	55.12%	61.85%	67.57%	72.44%	76.57%	80.09%	83.07%	85.61%
White (3480)	61.8%	67.53%	72.40%	76.54%	80.06%	83.05%	85.59%	87.75%	89.59%
ELL (1862)	12.5%	25.63%	36.78%	46.26%	54.32%	61.18%	67.00%	71.95%	76.16%
SPED (1540)	15.5%	28.18%	38.95%	48.11%	55.89%	62.51%	68.13%	72.91%	76.97%
FRE (7288)	37.9%	47.22%	55.13%	61.86%	67.58%	72.45%	76.58%	80.09%	83.08%
Total (11967)	49.3%	56.91%	63.37%	68.86%	73.53%	77.50%	80.88%	83.75%	86.18%

FWPS Stretch Targets by Subgroup Cohort: SBA Math

Subgroup (2016 N)	Baseline: 2016 % Met	2017	2018	2019	2020	2021	2022	2023	2024
Asian (1461)	60.8%	66.68%	71.68%	75.93%	79.54%	82.61%	85.22%	87.43%	89.32%
Black (1558)	18.4%	30.64%	41.04%	49.89%	57.40%	63.79%	69.22%	73.84%	77.76%
Hispanic (3461)	24.6%	35.91%	45.52%	53.69%	60.64%	66.54%	71.56%	75.83%	79.45%
Native American (70)	30.0%	40.50%	49.43%	57.01%	63.46%	68.94%	73.60%	77.56%	80.93%
Pacific Islander (635)	19.1%	31.24%	41.55%	50.32%	57.77%	64.10%	69.49%	74.07%	77.96%
Two or More (1590)	33.3%	43.31%	51.81%	59.04%	65.18%	70.40%	74.84%	78.62%	81.82%
White (3609)	45.9%	54.02%	60.91%	66.78%	71.76%	76.00%	79.60%	82.66%	85.26%
ELL (1922)	13.3%	26.31%	37.36%	46.76%	54.74%	61.53%	67.30%	72.21%	76.38%
SPED (1439)	10.6%	24.01%	35.41%	45.10%	53.33%	60.33%	66.28%	71.34%	75.64%
FRE (7489)	25.4%	36.59%	46.10%	54.19%	61.06%	66.90%	71.86%	76.08%	79.67%
Total (12384)	35.2%	44.92%	53.18%	60.20%	66.17%	71.25%	75.56%	79.23%	82.34%

In addition, FWPS has a new data warehouse known as Baseline Edge that allows schools and teachers to have real time access to data that supports the measures of progress in the Strategic Plan. Moreover, the district has adopted IRLA, an independent reading leveled assessment, with an online progress monitoring tool as well as i-Ready, an online assessment system that will allow teachers to obtain progress monitoring information related to standard competency. This data will be used in a triangulated method to inform improvement efforts.

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.

During the waiver day, staff members will analyze multiple measures, through the application of the 4-lens protocol coupled with the four guiding questions. The outcome from this analysis will be to inform the instructional programming for each of their students. This will be done in professional learning communities at the school level, guided by district provided protocols and analysis tools. This activity will also allow staff to determine the appropriate multi-tiered system of supports for our students to be successful.

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?

An increase in both district and state assessments will be evidence of the degree to which the goals of the waiver have been attained. More specifically, we will use the outcomes of our SBA data, WAKids data, IRLA data, percent of scholars on track to graduate, attendance rates, and percent of scholars in and out of school suspension rates. Additionally, the monitoring of the goals with the school improvement plans at each school site will provide further evidence. Lastly, it is important to note that one of FWPS goals is system alignment related to the data analysis and instructional improvement process to inform school and district improvement efforts, is a key factor of success.

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

We are requesting one day to continue data analysis that supports the achievement/advancement of the goals in our Strategic Plan. We monitor both the school and district goals using multiple measures—in previous years school teams have had time in their buildings to analyze data to inform school improvement efforts and instructional programming—last year and this year, schools have consistent protocols to utilize that will guide their analysis efforts, a consistent school improvement planning tool and the Strategic Plan that provides clear guidance and ensures alignment.

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

The development of the waiver was part of the 2017-18 adopted school calendar. This adopted calendar was developed and approved with multiple stakeholder voices.

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.

The current CBA expires on August 31, 2017 and can be found at:

<https://www.fwps.org/cms/lib/WA01919399/Centricity/Domain/797/FWEA-Contract-Final-with-signatures.pdf>.

School calendars are negotiated outside of the full bargain. For the 2017-18 school year, in addition to the 180-day calendar, teachers are engaged in 5 professional development days, and 1 semester break

grade preparation day. In addition, a waiver has been requested to continue the four (4) Scholar Led Conference days. The 2017-18 calendar also contains thirteen (13)-90 minute early release days, in order to provide sustained professional development and collaboration throughout the year.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	1
Additional teacher work days without students	4
Total	180

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

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				
Check those that apply				

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

The one requested waiver day provides time to specifically analyze student data from the building to the classroom level, prior to the start of the new school year. It enables teachers to collaborate with their colleagues in order to develop strong learning plans for their students.

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.

Our waiver days have been used as planned, with a more rigorous alignment between the newly adopted Strategic Plan and individual school improvement plans this year. Each school is focused on Goal 2 and one other site selected goal for their building. The SIP plans are built around these goals with the express purpose of strengthening student outcomes.

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 targets outlined in the previous waiver were established under the leadership of a prior Superintendent. With the Board's hiring of Dr. Campbell, a 100-day entry plan and district-wide Strategic Planning process were launched. This is now the foundation of our work. In addition, the District is managed under Policy Governance with the measureable ENDS (or goals) of the work tightly coupled to the Strategic Plan. Regular monitoring is submitted to the Board.

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.

As previously described, the work of the District in changing outcomes for our scholars is focused around the District's Strategic Plan, the five goals and the identified research-based signature strategies. This alignment flows from the Board to the individual school improvement plans. Based on research (specifically McRel), this vertical system alignment generates significant and measurable increases in student achievement.

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.

As the 2006 McRel report states, a non-negotiable goal for achievement & instruction can result in a significant change in student outcomes. The Strategic Plan's five goals and the research-based signature strategies clearly outline approaches that will increase student achievement. Teachers need time to be able to take student data, the school improvement plans and the signature strategies to plan effective instructional design. This one-day waiver provides a strong foundation for the year to come.

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 provides regular updates to our community, administrators and parents through a variety of mediums, including many on-line apps, electronic medium, web site and hard copy. Many of these materials are translated into multiple languages.

The adopted school calendar for 2017-18 includes one waiver day (down from three), and was strongly supported.

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.

FWPS 2017-2018 SCHOOL CALENDAR



KEY

- First Student Day
- No School
- Student Led Conferences, No School
- Data Day, No School
- Last Day of School/Early Dismissal
- Early Release
- Early Dismissal

Jan 25 End of Semester

NON-SCHOOL DAYS

- Oct 13** Teacher In-Service
- Nov 10** Veterans Day observed
- Nov 23–24** Thanksgiving Break
- Dec 18–Jan 1** Winter Break
- Jan 1** New Year's Day
- Jan 15** MLK Day
- Jan 26** Semester Break
- Feb 19–20** Mid-Winter Break
- Mar 9** Teacher In-Service
- Apr 2–6** Spring Break
- May 28** Memorial Day
- May 29** Snow Makeup Day

SEPTEMBER 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

OCTOBER 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

APRIL 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY 2018

S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Stephanie Leitz, Principal
Wahkiakum High School
360.795.3271
Fax 360.795.0545

W. Robert Garrett, Superintendent
Shelby Garrett, District Clerk
360.795.3971 Fax 360.795.0545

Theresa Libby, Principal
Julius A. Wendt Elementary School
John C. Thomas Middle School
360.795.3261, Fax 360.795.3205

Wahkiakum School District 200

500 S 3rd B398
Cathlamet, WA 98612

RESOLUTION NO. 117-041817
April 18, 2017

A RESOLUTION of the Board of Directors of the Wahkiakum School District No. 200, Wahkiakum County, Cathlamet, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215) for the 2017-2018, 2018-2019 and 2019-2020 school years;


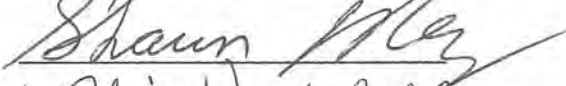
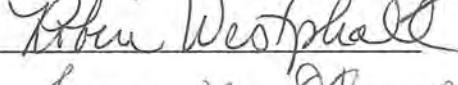
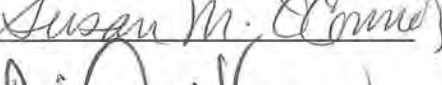

WHEREAS, the Wahkiakum School District Board of Directors recognizes that:

- 1) Planning time is needed for staff to implement a local restructuring plan which provides an effective educational system to enhance the educational program for all students in the district, and
- 2) According to the 2016-17 Form SPI 1497, all grade levels are more than meeting the minimum program hours offering requirements and that is with a 176-day school year for students already in effect, and
- 3) Full days designated for planning and in-service training would facilitate training opportunities for classified staff, and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Wahkiakum School District No. 200 does hereby request the minimum 180 school day requirement be waived from 180 to 176 days for the 2017-2018, 2018-2019 and 2019-2020 school years.


Sec'y to the Board






Board of Directors

Dated this 18th day of April, 2017.

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	Wahkiakum School District
Superintendent	Bob Garrett
County	Wahkiakum
Phone	360-795-3971
Mailing Address	500 South 3 rd Street/PO Box 398 Cathlamet, WA 98612
Contact Person Information	
Name	Stephanie Leitz
Title	Wahkiakum High School Principal
Phone	360-795-3271
Email	Sleitz@wahksd.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal Application
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	4
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	11
Remaining number of half days in calendar	3
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 Wahkiakum School District's proposed waiver plan is to provide teachers with meaningful staff development that will increase student achievement and ensure growth of all students. The staff development days will provide teachers and support staff with time to receive appropriate staff development that aligns with district and school goals. Topics will vary based on the needs of staff but will primarily focus on research based instructional strategies, CCSS and NGSS curriculum alignment, Teacher Evaluation Framework (5D+), implementation of technology, and analysis of assessment data and a focus on closing the achievement gap.

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 SIP plans for Wahkiakum School District are posted on our website: <http://www.wahksd.k12.wa.us>

The waiver plan is aligned to the School Improvement Plan (SIP) in a variety of ways. Our SIP plan focuses on Math, Reading and Writing, specifically curriculum alignment, staff development and student achievement. The plan focuses on instruction and curriculum, assessment, staff development, technology and communication which aligns with our proposed waiver plan.

Teachers benefit from differentiated staff development that occurs on these four waiver days. As a district, we use our SIP along with assessment scores and teacher input to plan all staff development that occurs because of this waiver.

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.

On the waiver days, we will be viewing and interpreting SBA and SBA Interim assessment data in addition to teacher collected data around student growth in all content areas. Teachers are all required to create student growth goals in their PLC groups that are also used for teacher evaluations. Teachers also use the MTSS/RTI process and have worked over the last three years to build a strong understanding of effective instructional strategies and clear standards for each grade level. Through meaningful assessment, teachers meet students where they are and work to move them forward. With this waiver, teachers will strive to make their data public among their peers, have a growth mindset and use highly engaging instructional strategies that ensure student success. Using our SIP plan as the guide K-5 students will focus on increasing skills in writing and consistent assessments, 6-8 Students will increase math skills to be at or above grade level through differentiation and meaningful intervention. High school students will graduate with the skills necessary to be college and career ready.

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.

Based on the needs of teachers as identified by the results of the WA State Teacher Evaluations, we will identify a focus for all professional development on our waiver days. We will plan for both outside experts/consultants and our own staff to share their expertise. One of our primary focuses will be how to provide meaningful interventions to K-12 students using Title/LAP funds that close the gap. Previously, students struggling students were served by para-educators under the direction of teachers. This year certificated teachers are delivering the instruction and beginning to see significant growth through both teacher made and district assessments. In addition, we will spend time creating vertical teams that ensure standards alignment K-12 and clear curriculum mapping and power standards across all grade levels using both the CCSS and the NGSS along with the other recently released OSPI standards. By increasing our staff's ability to provide effective core instruction, provide effective interventions and identify power standards/clear curriculum maps that identify student gaps, we expect our state and district student achievement scores to show growth and close the achievement gap that exists for us with our low income students.

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?

We will look at our SBA scores, EOC, STAR, Interim Assessments, DIBELS, Classroom Curriculum Assessments, WA State Fellows Assessments in addition to the Common Core Standards. These assessments will be looked at frequently and inform intervention decisions to ensure that all students are making growth. We will also survey teachers regularly regarding their perceptions of the effectiveness of the professional development that takes place on our waiver days.

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 time will be spent on continued professional development as identified by the staff and administrators through analysis of student assessment data, student surveys, staff surveys, and teacher selected areas of focus from the 5D+ Framework used for teacher evaluations. Throughout the next three years, the work that teachers do will create a culture of continuous growth. Teachers will be expected to build upon what is accomplished at each in-service. They will be held accountable through their Teacher Evaluation.

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

When our district applied for the 180-day Waiver in 2011 and 2014 staff, parents and community members were polled and given the opportunity to provide feedback on the impact of waiving school days. Our staff and community agreed then and continues to agree that missing whole days is better for families than having additional early release day. Staff, students, parents and our school board continue to be in support of our waiver days through surveys and discussions at school board meetings. Our stakeholders understand the importance of and need for ongoing professional development for teachers to increase student achievement and ensure success of all students. The waiver provides a substantial amount of time for staff to collaborate and focus

on school improvement efforts – staff and administrators feel it is an important part of our school year.

- 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.

In accordance with our CBA, our school calendar consists of 180 teacher workdays, plus 2.5 certificated employee supplemental work days, with at least two preceding the first teaching day and paid at per diem. The calendar shall reflect 176 student attendance days for each contract year provided the calendar is approved by the State Board of Education. The four non-student attendance days shall be scheduled throughout the year for the purpose of staff in-service as approved by the State Board of Education. In addition, two optional days for in-service will be allowed with certificated personnel paid at per diem rate. The in-service may occur on the statewide in-service days or on a weekend, subject to administrative approval.

Additionally, we have a one-hour late start for students on Thursday mornings. We have three early dismissal days during the year, typically preceding a scheduled break. We also have seven early dismissal days for K-5 parent conferences, and three early dismissal days for Grade 6-12 parent conferences.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2.5
Total	182.5

- 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	x	x
2	100%	x	x	x
3	0%			x
4				
5				
6				
7				

Check those that apply

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

Our district only offers teachers 2.5 additional work days outside of the regular 180 school year, much less than most of the districts around the state. We utilize those days for new student orientations, staff orientation, annual administrative requirements for staff and preparing classrooms for the first day of school. These days do not allow time for staff to collaborate or receive significant professional development – like the four waiver days do.

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.

Yes, our days were used as planned and proposed. Administration has been extremely pleased with the opportunity to provide additional professional development to our staff. We spend our time on staff development that was geared toward teacher needs. Some examples of sessions were –

Chromebook Training/Google Classroom

ESD 112 Science Vertical Teaming/Standards Alignment

ESD 112 ELA Instructional and Assessment Strategies for Struggling Readers

AVID – Effective Instructional Strategies

Student Friendly Writing Rubric and Scoring Practice Using Student Samples

Both teachers and administrators really appreciated this time and felt the trainings, discussions and new knowledge shared was beneficial for all.

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.

In our previous waiver, we requested waiver days to increase professional development for our staff. We put an emphasis on student growth data through TPEP, PLC time and our waiver days. Using the RTI structure, current assessment data and teacher needs, we were able to focus on implementation of the Common Core State Standards and college and career readiness. We have had curriculum/content area support from ESD 112 to provide teachers with meaningful staff development. Some of the activities that occurred during our waiver days were Chromebook training, Google Classroom, Supplemental Curriculum Training, Readwell training, Consultation from ESD 112 on Science Standards, OSPI Fellows training on both ELA and Math, Teacher lead Number Talks, AVID Effective Instructional Strategies, Vertical Team meetings to ensure a common understanding of standards across grade levels – just to name a few!

Using the SBA, our students have shown continual growth in all academic areas. These four days allow teachers the opportunity to discuss assessments and change curriculum, instructional strategies and interventions to improve student growth. Because our sample size is small, just using the SBA can skew results, so we have gone to using multiple measures to show growth. Teachers also are able to score assessments and calibrate expectations. We have also been fortunate enough to have both a Math and ELA Fellow in our district supporting teachers as they implement common assessments and effective instructional strategies. As a staff, we feel our waiver days were used as planned and effectively supported teachers who in turn were able to support students and ensure growth for all.

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

We will continue with the same process for planning our waiver days, yet content will change based on the needs of the teachers and student data. We feel that using assessment results, teacher input and state mandates are key to success. CCSS are always a focus for us, but now with all the new standards coming out such as NGSS, Visual Arts and Health and Fitness, so we will shift our focus to include what is needed based on teacher assignments. We are also looking at new curriculum adoption for science, ELA and math, so some of the time will be used for staff development around that curriculum. Our overall focus will be student achievement and looking at where and how we can most effectively close the gap for our low income students by using research based strategies and interventions to ensure student growth.

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.

The waiver days provide our staff with professional development. The goals are adjusted to meet the needs of our teachers and aligned to continuous student improvement, current research and our School Improvement Plan. Without the waiver days, we would be unable to adequately meet the needs of our teachers due to a lack of professional development time together. Having this time is instrumental in meeting our district wide goals. We want all students to leave the Wahkiakum School District college and career ready!

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.

Teachers and administrators provide our community with ongoing communication about the activities and value of the waiver days. Principals report to the school board each month, and specifically after each in-service day. The local newspaper attends these meetings and reports on the progress. We also send quarterly/monthly newsletters that refer to progress. Parents and staff have continuously and consistently expressed approval of this additional professional development time. Our community is very supportive of our schools and our goals for students.

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.

2017-2018 WAHKIAKUM SCHOOL DISTRICT CALENDAR

August 17

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 17

S	M	T	W	T	F	S
					1	2
3	④	△5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

TBD	Staff Days
Sept 4	Labor Day
Sept 5	School Starts
Sept 5-8	K-5 Conferences, 11:30 Dismissal
Nov 6	Local Inservice Day
Nov 10	Veterans Day Observed
Nov 22	11:30 Dismissal
Nov 23-24	Thanksgiving Holiday
Dec 20-Jan 1	Christmas Vacation
Jan 15	MLK Day
Jan 26	Local Teacher Inservice
Feb 19	President's Day
Feb 28	11:30 Dismissal
Mar 1-2	Mid Winter Break
Mar 30	Snow Day
April 2-6	Spring Break
April 9	Local Teacher Inservice Day
May 25	Snow Day
May 28	Memorial Day Observed
June 14	Last Day of School for Students (11:30 Dismissal)
June 15	Graduation
June 15	Local Teacher Inservice
K-8 1 st Qtr Ends & HS Mid-Term Date Nov 6	
K-8 2 nd Qtr Ends & HS 1 st Semester Ends Jan 25	
K-8 3 rd Qtr Ends & HS Mid-Term Date April 11	
K-8 4 th Qtr Ends & HS 2 nd Semester Ends June 15	

October 17

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 17

S	M	T	W	T	F	S
			1	2	3	4
5	□6	7	8	9	⑩	11
12	13	14	15	16	17	18
19	20	21	⑳	㉑	㉒	25
26	27	28	29	30		

December 17

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	⑳	㉑	㉒	23
24	㉓	㉔	㉕	㉖	㉗	30
31						

January 18

S	M	T	W	T	F	S
	①	2	3	4	5	6
7	8	9	10	11	12	13
14	⑮	16	17	18	19	20
21	22	23	24	25	⑰	27
28	29	30	31			

February 18

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	⑰	20	21	22	23	24
25	26	27	⑳			

March 18

S	M	T	W	T	F	S
				①	②	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	⑳	31

April 18

S	M	T	W	T	F	S
1	②	③	④	⑤	⑥	7
8	□9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 18

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	㉕	26
27	㉖	29	30	31		

June 18

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	△14	□15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July 18

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- In-service Days
- △ First Day for Students/Last Day for Students
- Vacation Days/Legal Holidays

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: Auburn
Date: 7/13/2017

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: Boistfort
Date: 7/13/2017

Days requested: 3
Years requested: 1
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: Boistfort

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 One Waiver Application Worksheet

District: Federal Way

Date: 7/17/2017

Days requested: 1

Years requested: 1

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: Federal Way

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 One Waiver Application Worksheet

District: Wahkiakum

Date: 7/17/2017

Days requested: 4

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: Wahkiakum

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.

Cusick School District
305 Monumental Way
Cusick, WA 99119
509-445-1125

CUSICK SCHOOL DISTRICT NO.59 PEND OREILLE COUNTY, WASHINGTON
180-DAY OPTION 2 WAIVER
Flexible Calendar
RESOLUTION NO. 2016/2017-#6

WHEREAS, Cusick School District No. 59 requests a waiver of thirty days for the 2017-2018, 2018-2019, and 2019-2020 school years, and

WHEREAS, Cusick School District understands at the end of each school year if the State Board of Education determines that student learning is adversely affected, Cusick School District No.59 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, Cusick School District No. 59 assures it will meet the annual average 1,027 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215), and

WHEREAS, Cusick School District No. 59 assures it will collect and provide data on school attendance rates of students and teachers as well as Smarter Balanced Assessment results annually to the State Board of Education.

THEREFORE BE IT RESOLVED, by the Board of Directors of the Cusick School District No. 59 the request to a 180-Day Option 2 Waiver from the Basic Education Program Requirement for the purpose of Economy and Efficiency be approved.

Adopted on 06-05-17

**Cusick School District
Cusick, Washington**

ATTEST:

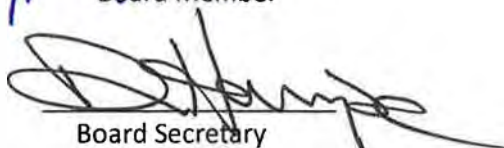

Board Chairman


Board Member


Board Member


Board Member


Board Member


Board Secretary



Cusick School District #59

305 Monumental Way
Cusick, WA 99119-9761

Phone: (509) 445-1125
Fax: (509) 445-1598

June 8, 2017

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

RE: Option Two Waiver

Dear Parker,

Thank you for taking the time to talk with me last week regarding our Option Two application and our corresponding attendance at the July State Board of Education meeting in Spokane to discuss said application. As per our discussion, I will plan to bring two School Board Directors and our K-12 Principal to answer any questions the State Board may have in regard to our proposed request. Attached, please find the required paperwork associated with Cusick School District's application for an Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency.

With a current K-12 enrollment of approximately 220 students, the Cusick School District proudly serves the students of the communities of Cusick, Usk and the Kalispel Indian Reservation in northeastern Washington. We are committed to providing our students with the best education possible; therefore we are trying to be innovative in our thinking. Although we are pursuing the waiver for reasons other than just monetary savings, I believe our application supports a creative solution to many issues that have plagued us and will lead to a more precise and robust education for our students. It is our stance that the adoption of a four-day school week calendar will benefit us in many facets of education, but our focus is on the following areas.

1. Increased attendance for both staff and students. Fewer absences by both teachers and students will equate to more precise and focused teaching and learning.
2. Allow for 15 days of Professional Development embedded into the school calendar for staff.
3. As an incentive to draw quality applicants for our open positions and retain current staff.
4. A more unique way to provide remedial support, additional instruction time, assignment completion support and credit retrieval opportunities for students who are credit deficient.
5. A more unique way to offer enrichment or extension activities that we may not be able to offer in our regular class schedule.

In closing, the Cusick School District considers this a valuable learning opportunity and the support of our community stakeholders is overwhelmingly favorable. When reviewing our application waiver, we ask that the State Board look beyond what a traditional school week looks like and see it from a different perspective. We want to put the very best staff in front of our students while offering the very best learning experiences that we can create. We just want to do it in a non-traditional format. If you have any further questions, please do not hesitate to contact me at 509-445-1125 or dhawpe@cusick.wednet.edu.

Respectfully,

A handwritten signature in black ink, appearing to read 'Don Hawpe', with a long horizontal line extending to the right.

Don Hawpe
Superintendent
Cusick School District

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

1. Contact Information (Please complete all information below)

Name	Don Hawpe
Title	Superintendent
School District	Cusick
Phone	509-445-1125
Email	dhawpe@cusick.wednet.edu
Mailing Address	305 Monumental Way Cusick, WA 99119

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	218 Total Students with an FTE = 207	2016-2017
Forecast for the next student count (if available)	218 Total Students with an FTE = 207	2017-2018

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

Yes	If yes, explain: We are currently in Year Two of a Three-Year Waiver that we applied for to implement professional development activities. If our new proposed waiver request is granted, we would ask to be released from the current waiver in place, to implement our new proposal.
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4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	Schools	Grades

5. Number of waiver days requested:

School Years	2017-2018	2018-2019	2019-2020
Number of Days	30	30	30

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

Middle School/High School: Grades 6 -12

School Day: 8:00 – 3:40

460 minutes per day

Minus 36 minutes per day for Lunch and Nutrition Break.

Total Daily Minutes = 424 Minutes

Total School Days = 150 X 424 (daily minutes) = 63,600 minutes (1,060 hours)

Parent/Teacher Conferences: An additional 960 minutes (16 hours = 8 hours per semester)

*Parent/Teacher conferences will be conducted in the evenings or on non-professional development Fridays.

Total number of Instructional Hours: 1,060.0 + 16.0 = 1,076.00Hours

Elementary School: Grades K-5

School Day: 8:15 – 3:35

440 minutes per day

Minus 30 minutes per day lunch

Total Daily Minutes = 410 Minutes

Total School Days = 150 x 410 (daily minutes) = 61,500 minutes (1,025 hours)

Parent/Teacher Conferences: An additional 1,200 minutes (20 hours – 10 hours per semester)

*Parent/Teacher conferences will be conducted in the evenings or on non-professional development Fridays.

Total number of Instructional Hours = 1,025 + 20 = 1,045 Hours

As required by -- RCW 28A.150.220(2)...Beginning with the 2015-16 school year, each school district shall make available to students instructional hour offerings of at least a district-wide average 1,080 hours in grades nine through 12, and at least a district-wide average 1,000 hours in grades one through eight. The district calculation for compliance may be made as a district-wide annual average over grades one through 12. This equates to a district-wide annual average 1,027 instructional hours.

Cusick District-Wide Annual Average: 1,076 + 1,045 = 2,121 Hours/2 = 1,060.5 Hours

As evidenced in the outline of instructional hours above, the proposed four-day school week calendar allows Cusick School District to continue to exceed the average district-wide annual instructional hours required by law.

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

Economies:

Certificated Teacher Substitute Costs: During the 2014-2015 school year the District had 182 certificated teacher substitute days. During the 2015-2016 school year the District had 231 certificated teacher substitute days. Through May of the 2016-2017 school year the District had 193 certificated teacher substitute days. This equates to an average of 202 days of certificated substitute teacher time for each of the past three (3) years. We estimate that under the proposed calendar, the certificated substitute teacher days will be reduced by a minimum of one-third or approximately 67 certificated substitute days at an estimated savings of \$7,700.00.

Classified Substitute Costs: During the 2014-2015 school year the District had 203 classified substitute days. During the 2015-2016 school year the District had 225 classified substitute days. Through May of the 2016-2017 school year the District had 294 classified substitute days. This equates to an average of 241 days of classified substitute time for each of the past three years. We estimate under the proposed calendar, the classified substitute days will be reduced by a minimum of one-third or approximately 80 classified substitute days at an estimated savings of \$8,000.00.

Fuel: It is estimated that we will have a savings of approximately \$5,000 in fuel as a result of not transporting students to and from school on Fridays.

Food Service: It is estimated that we will have a savings of approximately \$9,600 in Food Service costs. However, this savings will be offset by lost revenue.

Utilities: It is estimated that we will have a savings of approximately \$6,700 in utilities. However, this savings will be partially offset by our desire to open our building one or two Fridays each month to provide remedial support, additional instruction time, assignment completion support and credit retrieval opportunities for students who are credit deficient. Additionally, we intend to offer extension and/or enrichment activities during these open Fridays.

Increased Economies for Families: Families often have to conduct business during school days. There is no grocery store within the school district boundaries. Many families travel to Spokane for groceries, medical appointments, and to conduct other forms of business, typically a 100+ mile trip. This distance makes it difficult or unreasonable to make these trips after the school day. Usually all the children in the household are checked out of school when families make these trips. Most of these services are not available on weekends, and even if they were, many of our families attend cultural events, sporting events and/or extracurricular activities on Saturdays. Many of our students miss 10 or more days in a semester. While gathering input from our stakeholders, the district has stressed the importance of having children in school and using Fridays to take care of out of town business. Families have expressed a willingness to maximize the use of Friday appointments whenever possible.

Efficiencies:

Increased Attendance: Our District is comprised of approximately 48% Native American students, most of whom are affiliated with the Kalispel Tribe of Indians. The Tribe has a four day work week and students often miss school on Friday to attend a variety of family, tribal or cultural events. This would allow our district to be culturally responsive while at the same time minimizing the impact of absences. The topic was discussed at the Tribal Council meeting on May 23. The District received positive collaborative input as exhibited by the enclosed letter of support from Kalispel Tribal Leaders.

Cultural Responsiveness: The District is collaborating with the Kalispel Tribe in developing a language immersion and cultural survival school, which is a K-2 program during the current school year. The intent is to expand this program through the grades. The four-day school week received support from the individuals staffing this program as it aligns with the cultural and family values of the Kalispel Tribe as exhibited by the enclosed letter of support from the Language Program Director.

Increased uninterrupted instructional time: Athletic events will be scheduled on Thursday night, Friday, or Saturday whenever possible. The closest athletic event in our league includes a 45 minute one-way trip. All other events average two to six hours for travel and post-season travel is often further. This has a significant impact on attendance in afternoon classes, not only for the athletic participants, but for many students whose parents take them out of school to travel and watch the contests.

Increased uninterrupted instructional time: PSAT, ASVAB, college visits, FAFSA and scholarship support, and other activities could be provided on Friday, when possible. This will decrease missed instruction time. Additional support for College and Career Readiness requirements could also be provided for students that need more time than is available during class.

Increased staff attendance: Staff will be able to schedule appointments on Fridays. Due to our remote and rural location, staff are often unable to schedule appointments that will last one to two hours, therefore, missing the entire day. Additionally, due to our location and the crisis surrounding the state-wide teacher shortage, we currently only have three (3) certificated substitutes, two (2) of which are only available one or two days a week. We have six (6) emergency certificated substitutes, four (4) of which are currently employed as paraprofessionals in the District. During the 2014-2015 school year the District had 182 certificated teacher substitute days, during the 2015-2016 school year the District had 231 certificated teacher substitute days, and through May of the 2016-2017 school year the District had 193 certificated teacher substitute days. This equates to an average of 202 days of certificated substitute teacher time for each of the past three (3) years.

Increased retention/job satisfaction of experienced, qualified staff: This would allow students in our small rural setting to receive instruction from highly qualified, experienced staff in a locale that has an extremely limited pool of applicants to draw from.

8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees. ***Please refer to Economies under question 7 above**

The District estimates we will save a minimum of \$7,700 in certificated substitutes. However, the monetary savings is minimal compared to what we will gain with the quality of instruction we are able to deliver to our students with the regular classroom teacher rather than a substitute. Additionally, the District anticipates an estimated savings of \$8,000 in classified substitute costs.

9. Explain how monetary savings from the proposal will be redirected to support student learning.
- It is our desire to keep the building open one or two Fridays each month and staffed with certificated and paraprofessional staff to provide remedial support, additional instruction time, assignment completion support and credit retrieval opportunities for students who are credit deficient.

- As a small rural school with limited resources, Cusick School District must be creative to provide extension opportunities for our students. It is our desire to keep the building open one or two Fridays each month and staffed with certificated and paraprofessional staff to provide extension activities to our students. During community meetings, parents and students expressed interest in STEM and Art offerings. Additionally, we plan to partner with the local library, area college extensions, 4-H clubs and other local organizations to provide enhanced opportunities for interested students.

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.

- Staff Professional Development days will be scheduled four days before school starts, one Friday each month, and one Friday after school is out. The District has been scrutinizing our pedagogy, instructional materials, use of instructional minutes, and remediation/tutoring models in order to maximize student learning. We are using Smarter Balanced Assessments, Measure of Academic Progress, DIBELS Next, and a district developed Writing Day, as well as classroom based information to guide our work. The district has adopted English Language Arts and Mathematics curricula which will be implemented in the 2017-2018 school year. These days will provide teachers with an opportunity to dig deep into the curriculum individually and across grade levels.
- A common trend, identified through our Professional Learning Communities work, is that working across disciplines when providing instruction on core concepts maximizes student engagement and learning. Cross-curricular activities such as project-based learning, academic field trips and multi-age learning opportunities requires coordinated common collaboration time.
- PSAT, ASVAB, college visits, FAFSA and scholarship support, and other activities could be provided on Friday, when possible, decreasing missed instruction time. Additional support for College and Career Readiness requirements could also be provided for students that need more time than is available during their classes.

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

When the community was made aware that our neighboring school district was moving to a four day school week, District officials were approached to pursue the feasibility of instituting this in our district for a variety of reasons. District staff researched the pros and cons of the four day school week. Based on the research available, this option was pursued.

- March 21 School Board Meeting – Calendar options were discussed, including the possibility of pursuing a four day school week for the 2017-2018 school year.
- May 16 School Board Meeting – Further discussion took place regarding the four day school week. The Cusick Board of Directors gave a mandate to the Superintendent to conduct community meetings to gauge the level of support of our stakeholders and educational partners.
- May 18 All Staff Meeting
- May 23 Presentation to the Kalispel Tribal Council
- May 24 Community Forum
- June 5 School Board Meeting- A Resolution requesting a 180-Day Option 2 Waiver – Flexible Calendar was adopted by the Cusick School Board of Directors.

The result of our Parent/Community on-line and paper copy survey is as follows:

Number of surveys returned: 122

Supporting a four-day week: 110 = 90.2%

Opposed to a four-day week: 9 = 7.4%

Undecided: 3 = 2.4%

Comments: See enclosed comments associated with our on-line survey.

Additional comments from our paper survey:

- I cannot attend the meeting this evening, but I am fully supportive of a 4-day school week to be implemented at Cusick School.
- I'm all for the 4-day school week. The kids miss too much time on Fridays for sports. I think that it would be good to start the week before, but either way, I support this all the way.
- I would like to try it. We won't know until we do.
- I am all for a 4 day school week. I love the idea of being able to set up appointments on a Friday and not miss school. I love the idea of 3-day weekends for family time.
- I think this is a fantastic idea to solve attendance issues. Also, it will require less days on the treacherous roads in the winter. There will be no need for summer school, since some Fridays can be used for credit retrieval.
- My concern would be transportation to school functions on Fridays, especially for low income families.
- I believe that my children should attend school 5 days a week. A "D" is a passing grade and that is acceptable in the State of Washington? That is not acceptable for me or my husband as parents. Due to this, I believe it would benefit my children to go to school 5 days. I do not support the 4-day school week.
- I think the food to home program will continue to be vital for many of the youth.
- I think this would really help with the attendance of our Native students. Having 3 days off a week would allow for extra cultural time and pow-wows. I love the opportunity for more family time.
- I think it's a great idea! Full support!!
- This would absolutely help with all my son's medical issues. I am all for this.
- I am very supportive of 4-day week. Can we look at taking Monday or Wednesday off?
- I feel that it will benefit not only my family, but other families as well. It will also help with attendance.
- My 2 children, both in 10th grade, have been in the District since 2nd grade. They are both active in school activities. They both have hectic schedules, so a 4-day week will give them more time to keep grades up and time for family activities.
- Looking forward to feeling refreshed and spending more time together as a family.
- As a parent I support the 4-day school week. There is so much hands-on learning and bonding and experiences that go on outside the school day that it would be great to have an extra day for that. It would be an extra day to apply academic learning to the real world.
- Our outside activities sometimes require us to leave on Friday. This will decrease my childrens' absences.
- I believe there are some very positive things that can come out of this, but unfortunately you can't

please everyone. The parents will have to make an effort to schedule appointments on the days off, but for the most part it is doable.

- I am supportive. It does away with half- days, which I think were unproductive.
- The Kalispel Tribe (our employer) is also on a four-day week, so I am supportive of this.
- Love it for family and cultural reasons.
- My only concern is the length of the day for younger kids.
- I think it's an excellent idea! It creates more family time and more recovery from school stresses. I really hope this becomes a reality. I really like the idea of extra academic catch up time on Fridays.

The support has been overwhelmingly positive:

- Many of our tribal members attend cultural activities that include Fridays. These students are missing instruction and many do not make up missed work. The four-day school week alleviates that burden.
- Many parents take elementary and middle school children to the high school sporting events. These students are also missing instruction and many do not make up missed work. The four-day school week alleviates that burden.
- A large number of our parents have a four-day work week. Families would be able to spend more time together and unsupervised time in the afternoon is decreased.
- In order to keep their children in school, many parents have expressed a commitment to schedule medical, orthodontia, and other appointments on Fridays, when possible.

Concerns and how they will be addressed included:

- Students will be missing a breakfast and lunch opportunity. The District already provides backpacks with snacks and personal grooming items to students in need. These go home for the weekend and are returned the first school day of the next week. The District has applied for a fresh fruits and vegetables grant to expand what is provided in the backpacks. The District is committed to ensuring that needy students do not go hungry during the longer weekends. Additionally, non-perishable food items that can be sent home are being explored through our Food Service Program.
- Students with disabilities will be missing an instructional day which may impact achievement. Special education staff progress monitor these students. If progress is impacted, families will be contacted and educational plans will be adjusted, so individualized needs are always being met.
- The impact to salaries for hourly staff was mentioned. The District has made a conscious decision to minimize the impact to the salaries of hourly staff. Hourly staff will be provided opportunities to maintain their current compensation through the lengthened day, a wage adjustment and/or offerings provided on Fridays.
- The impact of an extended day on younger students was mentioned. Primary students are often tired at the end of the school day until they build their stamina. Staff will not provide core content instruction late in the school day. Activities such as art, recess and PE will be offered at the end of the school day.

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

The District and community understand students will be missing a breakfast and lunch opportunity. The District already provides backpacks with snacks and personal grooming items to students in need. These go home for the weekend and are returned the first school day of the next week. The District applied for a fresh fruits and vegetables grant to expand what is provided in the backpacks.

Additionally, non-perishable food items that can be sent home are being explored through our food service program. The District is committed to ensuring needy students do not go hungry during the longer weekends and will be providing additional food in the backpacks.

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

Each year we find it necessary to supplement our food service program out of local dollars. It is just a reality for small Districts that the expenses outweigh the revenue. The costs are estimated to exceed \$10,000 per year. The District will continue supplementing our food service program with local dollars.

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

The impact on the ability to recruit and retain employees in instructional support positions, food services, secretarial, and transportation is expected to be enhanced. With regard to retention, the financial impact will be minimized. Current hourly staff will be provided opportunities to maintain their current compensation through the lengthened day, a wage adjustment and/or offerings provided on Fridays. We anticipate the ability to recruit new employees in education support positions. Approximately 48% of our families have an adult working a four day week and viable candidates are not interested in applying for a position that is a five day week position.

When recruiting certificated staff, the District will hire a minimum of four (4) new teachers for the 2017-2018 school year. Many of the positions we have opened over the last several years have drawn little to no interest, (zero to three applicants). Often, applicants who initially expressed interest withdraw to accept positions that are closer to an urban setting. On 6/1/17, we had an applicant who accepted a second grade teaching position withdraw because she received a teaching position in a school district closer to Spokane. The District has very limited and often substandard housing, no grocery store within our District, and no shopping, theater or similar amenities. Approximately 63% of our teachers live outside the District and have to commute an average of 48 miles each day. It is anticipated that a four-day work week will provide incentive for teachers to be interested in working in our District.

We have four (4) teachers leaving the District this year and a potential of four (4) more leaving in the next five (5) years. In this era of teacher shortage, a four-day work week may encourage experienced teachers to continue teaching a few more years.

Additionally, we project that approximately 50% of our 2017-2018 certificated teaching staff will either be new to the District or in a new teaching assignment. We are also adopting new math and reading curricula in grades K-5 and a new math curriculum in grades 6-12. The proposed calendar embeds 15 much needed Professional Development days. Also, a common trend identified through our Professional Learning Communities work is that working across disciplines when providing instruction on core concepts maximizes student engagement and learning. Cross-curricular activities such as project-based learning, academic field trips and multi-age learning opportunities requires coordinated common collaboration time. Having the ability to collaborate, plan, organize, and prepare cross-curricular coordination will increase job satisfaction, which increases teacher retention.

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

During public meetings, families with both parents/caregivers working on Friday expressed minimal concern about having care for their children. Surveys received included one response mentioning that it could impact families with both parents working on Friday. Additionally, District administration and teachers cross-referenced all students in grades K-4 and found very few families negatively impacted by childcare issues associated with a change to the four-day school week.

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

The impact to actual instructional minutes in the 6-12 building is an annual decrease of .83 (50 minutes). In the K-5 building it is a decrease of 5.25 hours. The four-day school week is expected to provide increased quality of instructional time because of a decrease in both teacher and student absenteeism.

Teachers also expressed that with slightly larger blocks of time spent on their disciplines and with cross-curricular coordination, student engagement and learning should increase.

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

State test scores will continue to be analyzed in grades 3-11. Due to small class sizes the District looks at individual student growth patterns. The District also reviews student growth on the Measure of Academic Progress in grades K-10, and DIBELS Next in grades K-5. Additionally, the District reviews the number of students receiving remediation support, discipline referrals, rates of absenteeism, classroom grades, and graduation rates.

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.

This year, Cusick Jr/Sr High School was recognized as a school with a high Student Growth Percentile. Our growth score in English Language Arts was in the 70th percentile and Math was in the 78th percentile. The 15 days embedded into the proposed calendar for planning, collaboration and professional development will allow teacher leaders to share strategies, methods, lesson development and instructional delivery systems that have demonstrated effectiveness for our students in showing achievement growth greater than the state norm. Additionally, these days will provide an internal mentoring system for our new hires.

SBA Student Growth Rates derived from the 2015-2016 Smarter Balanced Assessments:

Grade	ELA	Math
4 th	63.0	38.0
5 th	62.5	62.0
6 th	36.0	72.0
7 th	96.5	92.0
8 th	62.0	64.5

SBA Data:

	ELA			MATH			Science	
	2015-2016	2014-2015		2015-2016	2014-2015		2015-2016	2014-2015
3 rd	26.6%	20.0%		Suppressed	15.3%			
4 th	33.3%	25.0%		20.0%	15.0%			
5 th	47.0%	11.7%		20.8%	Suppressed		23.5%	33.3%
6 th	16.0%	12.0%		15.7%	Suppressed			
7 th	70.5%	58.8%		Suppressed	Suppressed			
8 th	60.0%	30.0%		30.0%	Suppressed		40.0%	21.0%
11 th	Suppressed	12.5%		11.1%	Suppressed		57.1%	71.4%

Measure of Academic Progress (MAP) Data:

Reading

Grade	MAP 2015 Mean RIT Norm	District Spring 2017 RIT Norm	District Spring 2016 RIT Norm
K	158.1	155.1	153.7
1 st	177.5	178.5	183.1
2 nd	188.7	185.8	193.6
3 rd	198.6	194.3	188.5
4 th	205.9	202.9	198.8
5 th	211.8	202.7	204.4
6 th	215.8	208.5	207.9
7 th	218.2	217.6	219
8 th	220.1	224.3	215.9
9 th	221.9	Suppressed	220.2

Math

Grade	MAP 2015 Mean RIT Norm	District Spring 2017 RIT Norm	District Spring 2016 RIT Norm
K	159.1	159.0	153.2
1 st	180.8	180.1	183.2
2 nd	192.1	189.7	192.0
3 rd	203.4	199.9	195.9
4 th	213.5	206.1	207.1
5 th	221.4	213.0	214.8
6 th	225.3	219.9	217.0
7 th	228.6	226.0	226.1
8 th	230.9	232.0	227.7
9 th	233.4	Suppressed	232.5

The District has a strong commitment to ensure student achievement does not suffer. We will continue to review our achievement data. If it is determined the four-day school week results in a negative impact on student achievement, the district will voluntarily request the waiver be pulled.

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

Research provided by the Regional Education Laboratories in Portland, Oregon provided the district with an article entitled, *"What is the Impact of a Four-Day week on Student Learning?"* Four day school weeks are practiced in 22 states and it is found that schools that operate a four day week do show lower absenteeism of students and staff, enhanced quality of instruction, and more time for professional development and collaboration. Cusick School District anticipates showing the same positive impacts with a four-day school week. The proposed calendar allows for expanded opportunities for our students, thus minimizing the inequity issues faced by small rural districts.

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.
21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

CUSICK SCHOOL DISTRICT

2017-2018 School Calendar



AUGUST

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Approved: TBD

For Students:
Monday thru Thursday Only
No school on Fridays
No Half Days/Early Dismissal

PROPOSED DRAFT

SEPTEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER				
M	T	W	T	F
				6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Significant Dates

August /September

- 28-31 Staff In-Service
- 30 Grades 6 & 9 Orientation
- 30 Grades 1-5 Open House 5:30-6:30
- 4 Labor Day
- 5 Student's First Day
- 8 School Improvement Day
- 11 First Day of Kindergarten

October

- 6 School Improvement Day

November

- 3 School Improvement Day
- 23-24 Thanksgiving Vacation NO SCHOOL

December

- 1 School Improvement Day
- 25-29 Christmas Vacation NO SCHOOL

January

- 1 Last Day Christmas Vacation
- 2 Students return to school
- 5 School Improvement Day
- 15 M. L. King, Jr. Day NO SCHOOL

February

- 2 School Improvement Day
- 19 President's Day NO SCHOOL

March

- 2 School Improvement Day

April

- 2-5 Spring Break NO SCHOOL
- 13 School Improvement

May

- 4 School Improvement Day
- 28 Memorial Day NO SCHOOL

June

- 1 School Improvement Day
- 9 Graduation
- 14 Student's Last Day

FEBRUARY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15

Non-Student Days

Non-Student; Staff School Improvement

District website and click on the school name in the right corner.

Cusick School District 445-1125
Elementary Direct Line 445-0361
Transportation Department 445-1231

RCW 28a.305.141

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTES:

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

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

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

WAC 180-18-065

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

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

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

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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 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 checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Representative Lindsey Salinas will present on transitions from high school to postsecondary.	



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Supporting Seamless Transitions to Postsecondary Education: a Focus on Assessments		
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 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 checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	<ul style="list-style-type: none">• What are barriers to seamless secondary to postsecondary transitions?• Can different parts of the transition, for example graduation requirements, application and admissions, college placement, become better integrated to become more seamless?• Can the multiple assessments associated with student transitions from secondary to postsecondary education be reduced or streamlined?	
Relevant to business item:	No business item is associated with this agenda item.	
Materials included in packet:	The memo includes: <ol style="list-style-type: none">1. An outline of the meeting segment with guiding questions that were shared with panelists.2. A brief discussion of some of the issues concerning assessments that the Board may face during the next few years.3. Background information<ol style="list-style-type: none">a. Descriptions of common assessments that are used in secondary to postsecondary transitions.<ol style="list-style-type: none">i. State assessmentsii. College admissions testsiii. College placement testsiv. Dual credit testsb. Descriptions and links to further information on:<ol style="list-style-type: none">i. Bridge to College coursesii. Dual credit programsiii. The Smarter Balanced Consortiumiv. College and university admissions	
Synopsis:	The Board will hear from a panel including representatives of the Smarter Balanced Consortium and representatives from state higher education. This is the third of a three-meeting arc on student transition. The first meeting focused on planning, the second on supports, and this third meeting will focus on assessments and postsecondary admission.	



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SUPPORTING SEAMLESS TRANSITIONS TO POSTSECONDARY EDUCATION—A FOCUS ON ASSESSMENTS

Policy Considerations

At the July 2017 State Board of Education (SBE) meeting, the Board will hear from a panel of representatives of the Smarter Balanced Assessment Consortium (SBAC) and representatives of the higher education system. The topic of discussion is how to make the transition from secondary to postsecondary education more seamless for students, with a focus on the role of assessments in the transition.

No business item is associated with this discussion, but it is possible that the Board will identify topics that the Board will want to take action on such as developing a position statement to advocate for a particular practice. The Board may also use this discussion to inform strategic planning and identification of legislative priorities for 2018.

Possible outcomes of the work on student transitions include:

- Increasing connections between secondary and postsecondary practices (such as exploring ways the High School and Beyond Plan could connect with community college student guidance and Guided Pathways.)
- Identification, recognition and advocacy for particular good practices in student transitions that address the opportunity gap.
- Collaboration with higher education to explore furthering the use of the high school Smarter Balanced Assessment.

This memo provides a description of format of the discussion and provides background information on topics that will be discussed by the panel. Included in this memo are:

1. An outline of the meeting segment with guiding questions that were shared with panelists.
2. A brief discussion of some of the issues concerning assessments that the Board may face during the next few years.
3. Background information
 - a. Descriptions of common assessments that are used in secondary to postsecondary transitions.
 - i. State assessments
 - ii. College admissions tests
 - iii. College placement tests
 - iv. Dual credit tests
 - b. Descriptions and links to further information on:
 - i. Bridge to College courses
 - ii. Dual credit programs
 - iii. The Smarter Balanced Consortium
 - iv. College and university admissions

This agenda item is the third in three-meeting arc examining student transitions. The SBE meeting in March focused on student planning and the meeting in May focused on supports for successful secondary to postsecondary transitions.

Panel Discussion Outline with Guiding Questions

Supporting Seamless Transitions to Postsecondary Education—A Focus on Assessments

9:00-10:45, Thursday July 13

9:00-9:05 (5 minutes) Introduction, Linda Drake

9:05-9:25 (20 minutes) Tony Alpert, Executive Director, and Christopher Mathias, Deputy Director of Higher Education, Smarter Balanced Consortium

1. A very brief introduction to the consortium—background and governance. Also, how do member states give input or feedback on the assessments or work on further technological developments?
2. Information on how the high school Smarter Balanced assessment is being used, or might be used in the future, by higher education for placement or admissions, including any update on the RFP that can be shared.
3. Information on how other states are using the high school Smarter Balanced assessment—is there variation in how states are administering the high school assessment (such as which grade it is administered in), and why?
4. What technological improvements are being worked on or are planned to the assessment system?

9:25-9:40 (15 minutes) Dr. Bill Moore, Director of K12 Partnerships, State Board of Community and Technical Colleges

1. Update on Bridge to College courses—How many students have accessed the opportunity and what is the plan for increasing the capacity to offer the courses? Is there any information yet on how students who took Bridge for College courses have transitioned to postsecondary education? If more students start taking the SBA as tenth graders, how would that impact the Bridge to College courses? Is there any progress on Bridge to College courses being accepted by the NCAA? (SBE wrote a March 2016 [letter to the NCAA](#) encouraging acceptance.)
2. Update on the agreement by postsecondary institutions on the use of the SBA for placement decisions--is there any information on if it is being used and if it has been an effective means of placement? Are the logistical and process challenges being addressed such as how colleges receive SBA results for students who want to use their results for placement?

9:40-10:00 (20 minutes) Wendy Jo Peterson, Executive Director of Admissions and Recruitment, Washington State University, and Catherine Sleeth, Director of Admissions, Eastern Washington University

1. Briefly introduce yourself and your institution. What is the undergraduate enrollment and what does your incoming classes look like? What percentage of undergraduates are from Washington?
2. What is the role of assessments in the university admissions process? Which assessments are used and how are they used? How are state high school Smarter Balanced assessments part of the process, or could be part of the process?
3. Walk the Board through the admissions process at your university—which steps are students the least prepared for? What do you wish students knew about university admissions before they apply? What do you wish they knew about the transition to postsecondary education?

10:00-10:45 (45 minutes) Board questions and discussion

Key questions that might be informed by this discussion include:

- What are barriers to seamless secondary to postsecondary transitions?
- Can different parts of the transition, for example graduation requirements, application and admissions, college placement, become better integrated to become more seamless?
- Can the multiple assessments associated with student transitions be reduced or streamlined?

issues Concerning Assessments

This meeting segment on student transitions with a focus on assessment is a timely discussion on an important topic. As this memo is being written, the Legislature appears poised to pass a bill that will significantly change the high school assessment system concerning assessments required for graduation. This legislation is likely to include provisions for:

1. A locally-determined course and assessment option for students who do not meet the graduation standard on the state assessments. The locally determined assessment will be certified by OSPI. Bridge to College will be accepted as this option.
2. Delaying the use of the science test for graduation.
3. Moving the math and ELA tests to the tenth grade.
4. An appeals process for students who graduated during the transition to new assessments and who did not pass the assessment requirement, but met all other graduation requirements.
5. Elimination of Collections of Evidence.
6. Dual credit courses that earn college credit in math and English as approved alternatives.

The state's concept of the purpose of a high school diploma is inexorably linked to the high school assessment system. As expressed in statute,

The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. (RCW 28A.230.090.)

Arguably, until the state's adoption of the Smarter Balanced assessments, the high school assessment system was out of alignment with this purpose. The former tenth grade High School Proficiency Exams (HSPE) and math end-of-course (EOC) exams, were an expression of an outmoded concept of high school graduation requirements—that graduation requirements were a minimum standard aligned to a lower level of achievement than what students need to be ready for all postsecondary pathways. By implementing the Smarter Balanced assessments, that were designed and developed tied to the concept of career and college readiness, the state is re-aligning the assessment system to match the state's concept of the purpose of a high school diploma.

The former tests were administered on or around the tenth grade. Meeting standard on those tests were aligned to the knowledge and skills most students had achieved by their tenth grade. Having students take their high school exit exams in the tenth grade had an advantage in that it allowed two years for students to retake the test or take an approved alternative.

Smarter Balanced assessment achievement levels are consortium-determined and are approximately aligned to the knowledge and skills most students have by the eleventh grade. Earning a Level 3 on the Smarter Balanced assessment is an indicator that the student will be career and college ready by graduation. A significant disadvantage of students taking the exam in the eleventh grade is that if they are not successful on the exam they have less time to remediate and to take advantage of exit exam alternatives.

The proposed legislation fixes the administration of the Smarter Balanced assessments in the tenth grade. This will give student more time to become career and college ready by graduation if they are not, and allow students more options for retakes and alternative. However, it will be significantly more difficult for tenth graders to meet the Level 3 standard, particularly in math, since many students may not yet have been exposed to the content that would allow them to earn a Level 3.

Under the proposed legislation, the Board will approve a score for graduation on the Smarter Balanced test taken in the tenth grade. The Board will also approve a score indicating that the student is on-track for career and college readiness by the time they graduate. Considerations of the Board will include:

- What should the process and basis be for establishing these scores?
- Is the system ready for the scores indicating career and college readiness and the score for graduation to be the same score?—If not, when and how will the Board revisit the score for graduation?

The Board will also have a role in setting scores on the Next Generation Science Standards assessment. The new assessment is being field testing this year and will have its first full administration in the spring of 2018.

Throughout the next academic year and at least through the summer of 2018, the Board will have a significant and important role in establishing scores on the new science assessment and the Smarter Balanced assessments administered in the tenth grade.

Background

Common Assessments Used in Secondary to Postsecondary Transitions

High school students take multiple tests for a variety of purposes involved in their transition to postsecondary education, including college admissions, as an option for earning college credit, and for placement into college-level courses. Some tests are used for multiple purposes. The Board is interested in further exploring the use of tests for multiple purposes, when appropriate, to reduce costs for students and reduce the number of tests students take.

State assessments

High school students take three state assessments in English Language Arts (ELA), math, and science. Beginning with the Class of 2019, the incoming juniors in 2017-2018, the state ELA and math tests are the Smarter Balanced assessments. Classes prior to 2019 may also have taken the previous state assessments, the end-of-course tests in math, and High School Proficiency Exams (HSPE) in reading and writing. The current state high school science assessment is a biology end-of-course assessment, that will change to a comprehensive science test within the next one to two years. If proposed legislation on assessment passes, the biology test will be eliminated as a requirement for graduation. The new comprehensive science test will be aligned to the Next Generation Science Standards.

Through the WA Core to College Project and Dr. Bill Moore (one of the panelists at the July meeting) an agreement was developed with Washington institutions of higher education to use the Smarter Balanced assessments for placement into introductory college-level courses. All thirty-four of Washington Association of Community and Technical Colleges (WACTC), the six public baccalaureate institutions, and nine [private independent colleges](#) in Washington each agreed to consider Smarter Balanced test scores when deciding whether or not students need to take pre-college (remedial) courses.

The Smarter Balanced math test assesses content typically taught in pre-algebra, algebra I, algebra II and geometry courses. Because the assessment does not extend to advanced level math content, the use of the Smarter Balanced math assessment for placement is limited to placement into introductory level

college math courses. Placement into more advanced courses depends on additional local institutional placement processes.

Moving the administration of the Smarter Balanced to tenth grade may have an impact on institutions of higher education accepting the assessment results for placement into college-level courses.

For more information on the agreement by Washington's posts secondary institutions and the use of Smarter Balanced assessments, see:

- WA agreement on the use of Smarter Balanced Tests for placement https://c2cwa.wordpress.com/final-sbac-agreement_wa/
- FAQ on the use of Smarter Balanced Tests for placement <https://www.sbctc.edu/resources/documents/about/agency/initiatives-projects/sbac-final-faq-process-2016-06.pdf>
- Council of Presidents' agreement on the use of Smarter Balanced Tests https://c2cwa.files.wordpress.com/2013/11/2014_agreement_smarter_balance_finalsigns_bi.pdf
- Washington Student Achievement Council information on the Smarter Balanced Assessment <http://www.wsac.wa.gov/college-readiness>

College admission tests

Students planning on attending a baccalaureate institution usually take one or more undergraduate college admission tests. The most common of these tests are the SAT and the ACT (these are the names of the tests, and are no longer acronyms). These tests may be required by postsecondary baccalaureate institutions, and results of these tests may be used for admissions decisions. There is a \$50 to \$80 fee for taking the test.

Students generally take these tests in their eleventh grade or fall of their twelfth grade. There is also a practice SAT, the PSAT, that students take in their junior year.

SAT and ACT are approved objective alternatives for the state testing graduation requirements. The SBE has approved the scores needed to meet standard as alternatives. When taking the SAT or ACT as an alternative, a fee waiver has been available for students.

College placement tests

Placement tests are used by institutions of higher education to place students into the appropriate courses. Students generally take these tests after they decided on attending a particular college or university. There are nationally available placement tests, and some that were developed in Washington for use by state institutions. The most commonly used placement tests are ACCUPLACER and COMPASS, according to the State Board of Community and Technical College. WA-MAP is a math placement test developed by Washington colleges. Community and technical colleges generally charge students a fee for taking placement tests (approximately \$30).

Many colleges are starting to use multiple measures for placement, including high school transcripts and the Smarter Balanced test results.

Dual credit tests

Advanced placement (AP) and International Baccalaureate (IB) courses are accelerated courses taught in high school by teachers who have received specialized professional development. These courses allow students the opportunity to earn college credit (the section in this memo on dual credit programs provides more information). Associated with these courses are summative tests. To earn college or university credit through an AP or IB tests, students must take the test and do well. The acceptance of

credit is locally decided by the accepting institution. By statute, AP and IB tests in certain math and English subjects are accepted as alternatives to state graduation tests ([RCW 28A.655.061](#))

Descriptions and Links to Further Information

Bridge to College Courses

The Bridge to College courses for English language arts (ELA) and Mathematics are fourth-year (senior-level) courses designed for students scoring a Level 2 on the Smarter Balanced high school assessment. Students who earn a “B” or better in the Bridge Course are eligible to enter credit-bearing coursework in any of the State of Washington Community and Technical Colleges.

In 2016-2017, over 300 teachers in 149 high schools across Washington State taught the course to approximately 6,000 students. Teachers receive specialized professional development, developed through collaboration between OSPI and the State Board of Community and Technical Colleges, and supported by the state and the College Spark Foundation.

For more information, see:

The Bridge to College website

<http://bridgetocollegecourses.org/>

OSPI’s webpage on Bridge to College courses

<http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/>

Dual Credit Programs

Dual-credit programs allow high school students to earn both high school and college credits in the same course, at the same time. Students earn dual credit through either standardized examinations (AP, IB, University of Cambridge International Examinations) or through college course enrollment (Running Start, Tech Prep, College in the High School, Gateway to College, Career Link—South Seattle Community College Career Link Program, Technical College Direct Funded Enrollment Programs). Dual credit programs include:

Running Start: Running Start is a partnership between community and technical colleges and local high schools. The program allows high school juniors and seniors to attend the college tuition-free and have the credits count for both high school and college credit. Students pay for books, class-based fees and transportation.

Tech Prep: Tech Prep is based on agreements between colleges and school districts, and allows high school students to earn college credit in their high school career and technical education classes without leaving their high school campus. Tech Prep is tuition free, located at the high school, and credits apply only to [professional-technical certificates or degrees](#).

College in the High School: College in the High School programs provide college-level academic courses to tenth, eleventh, and twelfth grade students. Courses are taught at the high school, by qualified high school teachers, with college curriculum, college textbooks, and oversight by college faculty and staff. Students pay a fee for the course that is typically much less than college tuition and may also pay for textbooks.

Advanced Placement and International Baccalaureate: Advanced Placement (AP), Cambridge, and International Baccalaureate (IB) programs enable students to take college-level courses, taught by high school teachers, at the high school. Upon completion of the course, students take a standardized exam. Scores from the exams are considered by colleges, and varying levels of credit are awarded. Students do not pay tuition, but do pay fees for the final standardized exams. Fee waivers are available for lower-income students.

For more information, see:

The Washington Student Achievement Council's webpage on college credit in high school
<http://www.wsac.wa.gov/college-credit-high-school>

OSPI's webpage on dual credit programs

<http://k12.wa.us/secondaryEducation/careercollegereadiness/dualcredit/default.aspx>

The Smarter Balanced Consortium

Smarter Balanced is a public agency currently supported by [15 states, the U.S. Virgin Islands, and the Bureau of Indian Education](#). Smarter Balanced assessment system is the result of state education agency staff, teachers, higher education faculty, and other educators working together with the ultimate goal of increasing the number of students who are well prepared for college and careers.

The Smarter Balanced tests are:

- Conducted online and provides some built-in accommodations that are customizable for student needs.
- Composed of test questions that measure essential skills such as critical thinking, writing, and problem-solving.
- Scored quickly, so that teachers, students and parents have timely results to make course-planning decisions.
- Reported online so that teachers, school administrators and state administrators can check testing progress.

The testing system includes interim assessments and a library of in-class tools and lesson plans that teachers may use to assist in instruction. The interim tests and the summative tests provide teachers with some diagnostic information to inform instruction.

Smarter Balanced is now funded by the states that use its system. It is governed by its membership, which sets its budget and policies, operates the system, and continues to support research and development to further improve assessment.

For more information, see the Smarter Balanced websites: <http://www.smarterbalanced.org/about/history/>

College and University Admissions

College admissions decisions are made by individual colleges, and vary depending on the type of institution and other factors. While high school graduation (or the equivalent) is required by some institutions, high school graduation requirements are not completely aligned with college admissions standards. Students interested in participating in Division I or Division II college athletics will also need to take high school classes that meet the [National College Athletics Association requirements](#).

Community and Technical Colleges: Washington offers broad access to students through its 34 community and technical colleges, whose open admissions policies are designed to eliminate barriers between students and postsecondary education. Most colleges require students to apply for admission (including, 1. personal information; 2. course of study; 3. residency information; 4. race and citizenship information; 5. testing information; and, 6. academic history) and then take a placement test, as well as sign up for a student advising session.

Baccalaureate Institutions (Four Year Colleges and Universities): Students who wish to attend a baccalaureate institution in Washington must apply for admission. Factors influencing admission include high school grade point averages, test scores, and extra-curricular activities. The Washington Student Achievement Council establishes the [full minimum admission standards policy](#).

CADRS: Required high school courses that meet the minimum admissions policy are known as the College Academic Distribution Requirements (CADRs). Washington Administrative Code (WAC 392-415-070) requires that each school district determine which of its high school courses meet CADR requirements and ensure students' standardized high school transcripts designate such courses as meeting the requirements. Washington's 24-credit graduation requirements are very similar, but not an exact match to the CADRs. For example, CADRs require a minimum of two years of world language in the same language, while the 24-credit graduation requirements allows one or both of the world language credits to be replaced with personalized pathway requirements.

The Transfer Pathway: Students take various paths to a certificate, associate degree, bachelor's degree, or advanced degree. A large percentage of those who enter a four-year institution as freshmen graduate from that institution. Others may enroll at one four-year institution and then transfer to another. And still others start at a community college and transfer to a baccalaureate institution. Visit the Washington Student Achievement Council's [Transfers](#) page for more information.

For more information, please see: <http://www.wsac.wa.gov/college-admissions>

If you have questions regarding this memo, please contact Linda.drake@k12.wa.us.



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Title: Legislative Update

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.

Other

Relevant to Board roles:

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

Policy considerations / Key questions:

Relevant to business item: N/A

Materials included in packet:

Synopsis:

During this agenda item, the Board will:

- Discuss Final Outcomes of SBE 2017 Legislative Priorities
- Analysis of K-12 budget
- Reflect on SBE's Advocacy Strategies During 2017 Sessions
- Identify SBE's Next Steps re: Advocacy

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



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Title: _____

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

Policy Considerations / Key Questions: N/A

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

Synopsis:

This section provides an update on the main planning issues for the September Board Retreat as well as some of the activities that will be involved in the retreat.

Activity #1: Strengths Finder
 Board members will be provided the Strengths Finder book at the July meeting. Each book will have a code in the back of the book to take the Strengths Finder test.

Please return your Strengths Finder test results noting your top five strengths to Judy Jennings **by Monday, July 31st at 5:00 p.m.** You may email her your results at: jjennings60@comcast.net

At the September Retreat, a Board member will facilitate an hour-long discussion regarding how Board members identified Strengths Finder strengths impact the Board working together as a group.

In your packet you will find:

- Documents providing an update on the main planning issues for the September Board Retreat.

	Monday, Sept 11th	Tuesday, Sept 12th	Wednesday, Sept 13th	Thursday, Sept 14th	
8:00		(Breakfast from 7:30 - 8:30) 8:45 AM Bus Transport	(Breakfast from 7:30 - 8:30)	Vote on Executive Committee Elections	
9:00		School Visit to Methow Valley S.D. (Credit-based Graduation Req Waiver) - Return at 11:30 AM	Developing & Using an Equity Lens in Policy Decision-making	Status Check: Reflections on Prior Days, Next Steps, Unresolved Issues.	
10:00			Policy Discussion: Use of Assessments		
11:00		Working Lunch - Teambuilding activity: use of 'Strengths-Finder' results to understand board colleagues.	Board Lunch & Preview of Action Items on Thursday	Board Budget Adoption & Legislative Priority Process	
12:00		Possible school visit to Bridgeport High School (tentative & member optional)	Foundational discussions Part 1: Mission, Theory of Action, "What is our Why?"	Board Lunch	Wrap Up & Board Discussion Target Adjournment at 2:30 PM
1:00					
2:00		Activities (Variety of Options/Member Optional)	Foundational disc's Part 2: -3 Meeting Arc, -Next Major Board Initiatives, - SPI Relationship -next steps		
3:00					
4:00					
5:00		Dinner on your own (2 restaurants at facility)	Sponsored "Cowboy Dinner" Event - Approx \$25/member cost	Dinner on your own (2 restaurants at facility)	Travel home
6:00					
7:00					
8:00					
9:00					



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Copy of the Email Sent to all Board Members From Acting Chair Laverty on June 28, 2017.

Dear Board Members,

A week ago you received an email from Ben about the trajectory of our next few meetings, and some details about our executive committee retreat. We talked about how we wanted to spend our time both from a practical standpoint and what sort of major decisions and issues we should address. We also talked about involving more members in the process – both from the standpoint of planning and execution of the retreat event, but also the advocacy and work that follows.

To that end, and in preparation for some of our discussion in July, I would like to introduce some of our thinking about the retreat and to invite your input & participation.

We have four big topics that we want to tackle at the retreat as outlined below:

- **Foundational Discussions on our Mission & Theory of Action**
 - Understanding our organizational “why”
 - Understanding how our work contributes to change; using our unique SBE levers of influence and authority, etc.
 - Advancing an Equity Agenda (cross-cutting)
- **SBE Team-Building**
 - Utilizing ‘strengths-finder’ as a team-building tool
 - Understanding each other better; our strengths and aspirations for the system
 - Understanding assets on our board and how to use them
- **Planning our Work Ahead**
 - How to bring key initiatives to a place of understanding/execution
 - Career Readiness
 - Student Transitions
 - Advancing an Equity Agenda (cross-cutting)
 - Next 3 Meeting Arc

Kevin Laverty, *Vice Chair* • Ben Rarick, *Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Baxter Hershman • Patty Wood
Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Judy Jennings • Holly Koon
Chris Reykdal, *Superintendent of Public Instruction*

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- **Leadership & Process**
 - Board elections
 - Discussing legislative priorities: issues/process
 - Creation of *ad hoc* advocacy committee?

As the executive committee is not inclined to hire outside facilitators for this based on past experience, we are creating a member-led structure. Members of the executive committee may be reaching out to you to gauge your interest and ability to contribute to the activities and planning of the retreat. These calls are likely to be made in the next couple of weeks and/or talking with you in Spokane. Stay tuned.

-Kevin

Executive Committee Retreat

**BEN RARICK,
EXECUTIVE DIRECTOR**

JUNE 30, 2017



Goals for today

1. Discuss the goals/ content/ logistics of the Retreat
 1. What to do, when to do it (agenda), how to do it (speakers? Facilitators? Etc).
 2. How to tee-up for full board discussion.
2. Discuss the trajectory of Board work overall
 1. Future direction/next 3 meeting arc?
 1. Issue(s) that will define board's work over next 6 months.
 2. Investing in the whole board through process
 1. Cultivating legislative & policy priorities from membership
 2. Committees of the board?
 3. Next steps with Superintendent Reykdal



Agenda

(See Doc 01 ECR Agenda for supporting document guide and 02 ECR Cheat Sheet for Must-Dos)

- ✦ 2:00 – 2:15: Discuss Goals for the Day
- ✦ 2:15 – 3:15: Discuss Logistical Matters for the Retreat (What, When, How...)
- ✦ 3:15 – 5:00: Discuss 3 Meeting Outlook for SBE Work – Next Phase of Strategic Plan Implementation.
- ✦ 5:00 – 5:20: Status Check – Are We Making Progress? How Can We Best Use our Last Hour?
- ✦ 5:20 – 5:50: Address Remaining Issues & Generate Follow-up Items Leading Up to Retreat (Perhaps Each Team Member Can Take At least One Item)
- ✦ 5:50 PM: **NOTE: Gated Parking Lot Closes at 6 PM Sharp!**
- ✦ 6:00 PM: Dinner & Follow-up Discussion



Retreat Logistics

SECTION ONE
PLEASE REFER TO THE DECISION TREE



Draft Agenda/Structure

Here are Some Ideas for You to Consider

Sun Mountain Lodge

Monday

- Social evening gathering

Tuesday

- School Site Visit (option 1)
- Retreat Activities
- Board Dinner

Wednesday

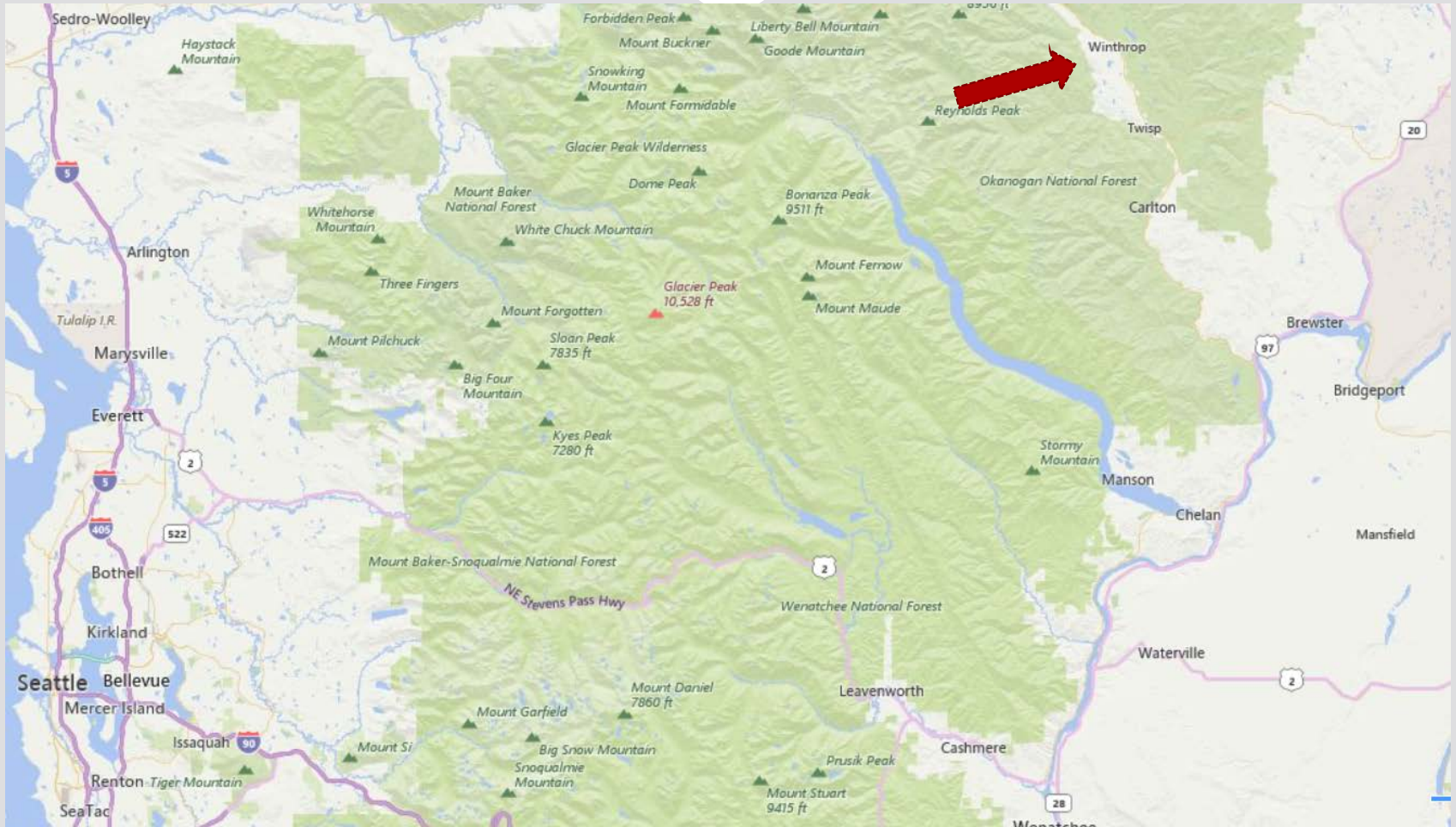
- Retreat Activities
- School Site Visit (option 2)

Thursday

- Retreat and business items (if any)



Winthrop, WA (Sun Mountain Lodge)



Meeting/Lodging Destination



- 199 miles from Seattle (4 hours)
- 286 miles from Olympia (5 hours)
- 190 miles from Spokane (3.5 hours)
- 221 miles from Pasco (4 hours)

Nearest airport is in Wenatchee (105 miles away; 2 hours)

- Meeting room - \$300 per day; a deck available for us to eat outside
- Rooms and meals at per diem (The coffee is affordable at this location!)
- No TVs in the hotel rooms, but there is WiFi. 🤪



Suggestions from Members

- *MJ: “It was noted by OSPI that Manson School District is showing to be one of the very top districts in our state with the post-graduation enrollment, completion and remediation data that they are looking at, not yet released. I think it would be a super opportunity for us to hear from them, especially since we'll be at Winthrop in September, which is only about 30 minutes away from Manson.*
- *Visit to Methow Valley regarding their credit-based graduation requirement waiver (Can't remember which member)*
- *Peter M: Possible visit to Bridgeport School District*



Issues to Discuss

- Overarching Purpose: Where do we want to be by the end of the Retreat?
- Detailed Questions:
 - ✦ Use of Facilitator? Guest Speaker?
 - ✦ Objective of 'Group Time'
 - ✦ Data to be Presented
 - ✦ Strategic Plan Review
 - ✦ Location/Purpose/Date of Site Visit(s)
 - ✦ What homework do we give the members in advance?



Topics To Address

- Next Steps in conversation with Superintendent Reykdal
- Next 3 Meeting Arc
 - Next Steps on Career Readiness
 - Next Steps on Equity
- Tackling the Accountability Conundrum within the Board
- Stability in Strategic Planning
- Possible Special Board Meeting in August



Options for the Retreat Days

- **Monday Night Gathering:**
 - ✦ Gathering place outside with some beverages and snacks (no host bar)
 - ✦ Game Night (board games, cards, Hangman, etc)
- **Ice Breakers:**
 - ✦ M&M Game
 - ✦ Draw Straws Game
 - ✦ Scavenger Hunt
- **Retreat Activities:**
 - ✦ Roundtable activities that provide an opportunity for board members to share and discuss the topics important to them
 - ✦ Share personal education pathway stories
- **Dinner Options:**
 - ✦ “Cowboy Dinner” with wagon ride (\$59 per person; SBE could pay \$23 (per diem rate) for members and staff, but individuals responsible for the remaining \$36)
 - ✦ Private dinner at the Lodge’s restaurant; per diem rate for everyone
- **School Site Visit:**
 - ✦ Bridgeport, Methow Valley or Manson
 - ✦ Will need to use Methow Valley SD’s buses for transportation; \$18 per hour for bus driver



Retreat Focus

SECTION TWO
REFER TO THE ACCOMPANYING DECISION TREE



- Facts & Figures Review for Retreat -

Intent to follow same format w/ accompanying video (See Doc 10 FOR REFERENCE)

Facts and Figures of 2015



BEN RARICK
EXECUTIVE DIRECTOR

JULY 2015



Overview of this facts and figures presentation



- Summary of board authority, accomplishments, composition, and meetings
- Review of waiver data
- Review of 2015 legislative advocacy and Strategic Plan progress
- Review of communications data (news, website, social media)
- Summary of community forum attendance
- Review of budget data and what staff are proud of



History of Last Two EC Retreats

(See Doc 06, 07, and 08 FOR REFERENCE)

- **2015 Five Big Ideas**

1. Addressing the Need for More Alternative Pathways for Assessments.
2. Implementing a competency-based system
3. Developing a system of incentives for summer learning activities
4. Develop a working definition of 'career-readiness' for Washington State
5. Fully develop the accountability framework in statute from ground up, in anticipation of post-NCLB freedoms.

- **2016 Crystal Ball Exercise**

1. Charter schools
2. Education system governance
3. Career-readiness standards
4. SBAC cut scores and exit exam debate
5. Long-term goal-setting, Index revisions, and ESSA implementation



History of Last Two Retreats

(See Doc 06, 07, and 08 FOR REFERENCE)

- **July 2015 in Seattle at Museum of Flight**
 - ✦ Three workgroups with guiding questions and a staff lead (statutory powers and duties, five big ideas review, and SBE role in closing gaps)
 - ✦ No facilitator
 - ✦ Diversity training with Seattle Office of Civil Rights
 - ✦ School visits to a HS and ES with extended learning programs
- **September 2016 in Skamania**
 - ✦ Former-Superintendent Raj Manhas as facilitator
 - ✦ Three buckets (ESSA, student transitions, system transitions)
 - ✦ School visit to Wind River Middle School
 - ✦ Developed guiding principles for staff to further Strategic Plan



How should the Strategic Plan progress update look for the Sept. Board Retreat?

1. Narrative explanation of recent progress made on each of the four goals

- Example for goal three: The Board bolstered the implementation of 24 credit graduation requirements through a series of initiatives focused on 24-credit workshops, competency-based crediting, high school and beyond planning, statewide CTE course equivalencies, and two-for-one crediting. The Board held half a dozen workshops throughout the state that featured SBE, OSPI, AWSP, and guest administrators panelists and attracted hundreds of attendees. The Board released a guidebook on competency-based crediting. The Board provided guidance on HSBP and helped develop the WSIPC tool with OSPI. The Board collaborated with OSPI to approve two dozen statewide CTE course equivalencies and develop guidance on two-for-one crediting (meeting two graduation requirements with only one credit).
- PRO: easy to understand, quick/easy for staff to produce, CON: not a visual

2. Tabular update focused on each strategy (1.A-level of detail) and action step (1.A.1-level of detail)

<p>1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.</p>	<p>September 2015</p>	<p>Legislative Priority</p>	<ul style="list-style-type: none"> • Collaborated with the Core-to-College project to use the Smarter Balanced assessment to test out of remediation • Sent letter to the Core-to-College project • Participation in the WSAC Improving Student Learning at Scale collaborative • Sent letter to the NCAA regarding acceptance of <i>Bridge to College</i> coursework • WSIPC HSBP tool
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SBE Strategic Planning Update

(See Doc 06 FOR REFERENCE)

- Entering final year of 2015-2018 Strategic Plan – Will develop new Strategic Plan in September 2018
- Opportunity to use NASBE policy audit tool (assuming we receive grant extension) in strategic planning
- Create a new three-meeting arc and discuss one-year work plan



Executive Committee Elections

Eligibility, length of terms, etc.

November 2013	Sept of 2014	Jan 2015 Special Election	July 2015 Special Election	Sept of 2015	Sept of 2016	Sept of 2017
2013-2014	2014-2015	2015-2016	2015-2016	2015-2016	2016-2017	
Kris Mayer*	Isabel Muñoz-Colón*			Isabel Muñoz-Colón	Isabel Muñoz-Colón	<i>n/a</i>
Deborah Wilds	Deborah Wilds		*K Lavery	Kevin Lavery	Kevin Lavery	<i>Eligible</i>
Judy Jennings (RE)	<i>Vacant due to tie</i>	*C Fletcher		Peter Maier	Peter Maier (RE)	<i>Not Eligible</i>
Kevin Lavery	Kevin Lavery (RE)			Connie Fletcher (RE)	Janis Avery	<i>Eligible</i>
Isabel Muñoz-Colón	*Kris Mayer	*J Jennings		Judy Jennings (RE)	Judy Jennings (RE)	<i>Not Eligible</i>

Chair/ViceChair: Bylaws allow for "no more than two consecutive two-year terms"

At-Large: Bylaws allow for "no more than two consecutive one-year terms"

Kevin has served 1 full term and one partial term, making him eligible for a final two year term.

Peter has served two complete year terms as an "at-large" member, making him ineligible

Janis has served 1 complete year term as an "at-large" member, making her eligible

Judy has served two complete year terms as an "at-large" member, making her ineligible



Bylaws on Elections of Officers - Article IV

Section 1. Designation. There shall be five officers of the board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) (a) The immediate past chair shall serve a term of one-year.

(b) Once the immediate past chair has served her/his one year term, the fifth officer position shall be elected as a member at-large.

Section 3. Officer elections. (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060

(2) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(3) **One-year position.** (a) The member at-large officer positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.



Bylaws on Elections of Officers - Continued

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

(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.

Section 4. Duties. (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.





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Title:	<u>SBE Duties in Law and Statutory Authority Board Discussion</u>	
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 checked="" 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:	SBE and OSPI Statutory Duties and Comparison With Other State Models	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Other
Materials Included in Packet:	PowerPoint presentation on overview of SBE role (From May Board Meeting Materials)	
Synopsis:	<p>The purpose of this time is to provide an opportunity for discussion following the staff presentation in May on SBE duties in law and statutory authority in comparison to other state models. The discussion will also talk about the division of labor between SBE and OSPI and how we can better work together.</p> <p>Now you will have an opportunity to discuss. Here are a few focus questions to guide your discussion:</p> <ol style="list-style-type: none"> 1. Is there any particular state highlighted in the materials you found interesting? 2. Are there particular State Board responsibilities that Washington does not have that you feel they should, based on the May staff PowerPoint? 3. What are the benefits and drawbacks between the current statutory relationship of the OSPI and the SBE? 4. Are there current SBE duties that you feel would make more sense to be transferred to OSPI? 5. Are there current OSPI duties that you feel would make more sense to be transferred to SBE? <p>Please review the relevant May Meeting Materials:</p> <ul style="list-style-type: none"> • May 2017 Meeting Materials from the Overview of the Role of the State Board of Education Section 	



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APPROVAL OF PRIVATE SCHOOLS FOR 2017–18

Policy Consideration

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the July 12-13, 2017, Washington State Board of Education meeting.

Summary

Approval of Private Schools for the 2017–18 School Year.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2017–18 school year.

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Assumption Grade School John Lesko 2066 E Alder St Walla Walla WA 99362-2699 509.525.9283	P-8	40	200	0	Walla Walla
Bellingham Christian School Shawn Cunningham 1600 E Sunset Dr Bellingham WA 98226-5631 360.733.7303	P-8	28	172	0	Whatcom
Camas Christian Academy Cindie Boyles 717 SE Everett Rd Camas WA 98607-7164 360.835.0558	P-9	48	110		Clark
Cedar Crest Academy Heather Carpenter 2125 112 th Ave NE Bellevue WA 98004-2948 425.454.1234	P-4	90	135	0	King
Cedar Tree Montessori School Carrier Bishop Cruz 2114 Broadway Ave Bellingham WA 98225-3308 360.714.1762	P-6	14	60	0	Whatcom
Cornerstone Christian School Tricia Davis 6601 Fairview Rd SW Olympia WA 98512-7052 360.923.0071	P-8	30	125	0	Thurston
Evergreen Lutheran High School Theodore Klug 7306 Waller Road E Tacoma WA 98443-1105 253.946.4488	9-12	0	90	0	Pierce
Gateway Christian School Nick Sweeney 705 NE Lincoln Rd (Mail: 18901 8 th Ave NE Poulsbo 98370-7349) Poulsbo WA 98370-7512 360.779.9189	K-5	0	110	0	Kitsap

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Glendale Lutheran School Laura Garris 13455 2 nd Ave SW Burien WA 98146-3320 206.244.6085	P-8	13	67	80	King
Heritage Christian Academy Brenda Chadwick 19527 104 th Ave NE Bothell WA 98011-2401 425.485.2585	P-8	180	200	50	King
Heritage Christian School Ian Scott 5412 67 th Ave W University Place WA 98467-2246 253.564.6276	P-8	16	190	0	Pierce
Horizon School Leah Jones 1512 NW 195 th St Shoreline WA 98177-2820 206.546.0133	P-1	45	10	0	King
International Montessori Academy Initial Mary Cathy Williams 2227 112 th Ave NE Bellevue WA 98004-2953 425.454.5600	K-3	40	12	0	King
Jefferson Community School Rita Hemsley 280 Quincy St Port Townsend WA 98368-5782 360.385.0622	7-12	0	35	0	Jefferson
Journey Christian School Joel Bennett 96 Garden St Kelso WA 98626-1969 360.423.9250	P-8	2	50	0	Cowlitz
Kingspoint Christian School Georgia Perkins 7900 W Court St Pasco WA 99301-1771 509.547.6498	K-12	0	750	0	Franklin

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Lakeside School Bernie Noe 14050 1 st Ave NE Seattle WA 98122-4747 206.709.3800	5-12	0	851	0	King
Living Wisdom School of Seattle Susan McGinnis 6717 212 th St SW Lynnwood WA 98036-7325 425.772.9862	P-8	24	36	0	Snohomish
Mayflower Christian School Angela Standley 300 N 2 nd (Mail: PO Box 741 Cle Elum 98922-0741) Roslyn WA 98941 509.674.5022	P-8	5	10	0	Kittitas
MMSC Day School Kalanit Lagbas 8420 Dayton Ave N Seattle WA 98103-4249 206.523.9766	K-8		57	0	King
Newport Children's School Cynthia Chaney 12930 NE Newport Way Bellevue WA 98006-2078 425.641.0824	P-1	190	20	0	King
North Whidbey Christian High School Douglas Fakkema 675 E Whidbey Ave (Mail: PO Box 2471 Oak Harbor 98277-6471) Oak Harbor WA 98277-5901 360.675.5352	7-12	0	20	0	Island
Northwest Yeshiva High School Malka Popper 6017 90 th Ave SE Mercer Island WA 98040-4709 206.232.5272	9-12	0	60	0	King

Private Schools for Approval

2017–18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Salmonberry School Paul Freedman 867 N Beach Rd (Mail: PO Box 1197 Eastsound 98245-1197) Eastsound WA 98245-9711 360.376.6310	K-6	0	39	0	San Juan
Solve for X School David Elliott 13500 Bel-Red Road Bellevue WA 98005 206.250.8687	P-8	6	12	8	King
Sound View Education dba Sterling West Seattle Campus Ryan Gracey 9205 3 rd Ave SW Seattle WA 98106-3106 206.214.1011	3-12	0	17	0	King
St. Basil Academy of Classical Studies Matthew Barnett 2346 S Wilbur Walla Walla WA 99632-9746 509.525.9380	K-8	0	55	0	Walla Walla
St. Monica Parish School Anca Wilson 4320 87 th Ave SE Mercer Island WA 98040-4128 206.232.5432	P-8	30	155	0	King
St. Thomas School Dr. Kirk Wheeler 8300 NE 12 th St Medina WA 98039-3100 425.454.5880	P-8	76	238	0	King
Summit Classical Christian School Dr. Timothy Orton 32725 SE 42 nd St Fall City WA 98024-8728 425.222.0564	P-10	6	86	0	King
Synergy Learning Academy Viji Raman 1555 NW Sammamish Rd Issaquah WA 98027-5376 425.503.0443	P-8	30	30	0	King

Private Schools for Approval

2017-18

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
The Bridge School Anne M. York 1005 SW 152 nd St (Mail: PO Box 48074 Burien 98148-0074) Burien WA 98166-1845 206.912.1202	K-6	0	35	0	King
The Gemini School Ethan Bergeson 2375 130 th Ave NE Bellevue WA 98005 425.452.8036	1-12	0	20	0	King
The Sammamish Montessori School Janet Villella 7655 178 th PI NE Redmond WA 98052-4953 425.883.3271	P-3	290	50	0	King
The Well-Trained Mind Montessori Kelly Severson-Kunz 19455 136 th Place SE Renton WA 98058-7738 206.769.1331	P-4	47	12	0	King
Warden Hutterite School Albert Wollman 1054 W Harder Rd Warden WA 98857-9650 509.349.8045	P-12	2	22	0	Adams
Washington Academy for Muslim Education- (Initial) A Alqanuni 4272 S Mead (Mail: 3621 334 ^{ed} Ave S Suite A133, Seattle WA 98144-6955) Seattle WA 98118-2702 360.842.6263	1-12	0	10	0	King