THE WASHINGTON STATE BOARD OF EDUCATION

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

June 26, 2015

Board Members:

I hope this packet finds you in a cool place amidst the uncharacteristic 95+ degree heat this weekend in the Pacific Northwest! Enclosed is your packet for our meeting on July 7 - 9 at the Museum of Flight in Seattle.

I look forward to engaging in some student-focused discussions with you all at our Retreat. We have a great opportunity to reflect on our mission and role as a Board, under the leadership of our Chair.

We have structured the July meeting to look very much like previous September planning meetings. We are meeting for three days instead of two. All of Tuesday, and Wednesday morning, is dedicated predominately to planning, discussion, and school visits, while the latter part of Wednesday and all of Thursday is dedicated to business items. We hope to adjourn by 2:30 PM on Thursday. Please note that the first day facilities are separately located, as is the location for the community forum and retreat dinner. Check your packet for details.

There are some definite highlights to look forward to. In addition to meeting at the Museum of Flight and having an opportunity to visit their broader educational facilities, we will also be visiting two summer learning programs in the Seattle school district. We will also receive race and social justice sensitivity training as a whole Board through a program offered by the City of Seattle's Office of Civil Rights. We will also be enjoying our Retreat dinner at the beautiful Columbia Center Tower, where the view of the city will take your breath away.

Our agenda is full of items directly impacting kids, and focuses on achievement and opportunity gaps experienced across our system. In addition to electing a new vice chair of the Board, administering the oath of office for Baxter, we will consider the revised Required Action Plan for the Soap Lake School District, consider 2 sets of rules for adoption, and consider a comprehensive position statement on the use of the Achievement Index during our assessment and standards transition in Washington State. We will also hear from a panel of school district personnel on the challenges they've encountered during the transition to the SBAC assessment tool.

To lighten the reading load just a bit, staff have created a series of videos to prepare you for this meeting. They will become available in the week preceding the meeting. They include a short staff video on our strategic plan activities over the past year, accompanied by a written summary, a short video focusing on our data outcomes as a system, and a video on the facts and figures that review our year as a Board, including our agenda analysis, review of budget, our media profile (social and traditional media statistics, etc.) and other pertinent information. I will also do my traditional pre-meeting video. Our extensive use of video this time is meant to minimize staff presentations at the Retreat, and make the preparation process more seamless for you, the members.

I look forward to seeing you in Seattle!

Ben Rarick

Isabel Muñoz-Colón, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds• Kevin Laverty • Madaleine Osmun • Bob Hughes • Dr. Daniel Plung • Baxter Hershman • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Jeff Estes • Janis Avery
Randy Dorn, *Superintendent of Public Instruction*

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July 7-9, 2015

AGENDA

Tuesday, July 7
Location: The 2100 Building, Rooms A & B, 2100 24th Avenue South, Seattle, 98144

8:00-9:00 a.m.	**Retreat Orientation**
9:00-12:00 p.m.	**Summer School Program Site Visits** • Aki Kurose Middle School • Cleveland High School
12:00-1:00	**Lunch**
1:00-1:10	**Collection of the Executive Director Evaluation Forms** Ms. Isabel Muñoz-Colón, Chair
1:10-2:00	**Strategic Plan Review & Discussion** • Targeted Context for Race and Social Justice Training • Brief Review of Data
2:00-5:00	**Race and Social Justice Training** Ms. Patricia Lally, Executive Director, Office of Civil Rights, City of Seattle Ms. Benita Horn, Interim Director of Race and Social Justice Initiative, Office of Civil Rights, City of Seattle
5:00	**Adjourn**
5:45	**Board Retreat Dinner – Columbia Center**

Wednesday, July 8
Location: Museum of Flight, Skyline Room, 9404 East Marginal Way South, Seattle 98108

Notice: The Board will be in small group work sessions until approximately 12:30 p.m. and will return to its agenda and public presentations at 12:30 p.m.

8:00-8:10 a.m.	**Welcome Remarks** Dr. Larry Nylan, Superintendent, Seattle Public Schools
8:10-11:30	**Board Work Session: Review of Strategic Plan and Board Priorities for the Next Year**
11:30-12:30 p.m.	**Lunch** • Recognition of Dr. Deborah Wilds
12:30-12:45	**Call to Order** • Pledge of Allegiance • Announcements • Administration of the Oath of Office for Mr. Baxter Hershman **Agenda Overview** **Consent Agenda** The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special Board discussion or debate. A Board member; however, may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include: • Approval of Minutes for the May 13-14, 2015 Board Meeting ***(Action Item)***
12:45-1:00	**Call for Nominations** Mr. Bob Hughes, Executive Committee Nominations Chair
1:00-2:30	**Update from Current RADs and Soap Lake Required Action Plan** Ms. Linda Drake, Research Director Mr. Parker Teed, Operations & Data Coordinator Dr. Gil Mendoza, Deputy Superintendent, OSPI RAD District Representatives
2:30-2:45	**Break**
2:45-3:00	**Public Comment**
3:00-3:20	**Public Hearing - Amendment of Rules for Private Schools**

Ms. Linda Drake, Research Director
Mr. T.J. Kelly, Director, Financial Apportionment, OSPI

3:20-3:45 **Executive Session Discussion for the Purpose of Executive Director Evaluation**

3:45-4:15 **Option One Basic Education Act Waiver Requests**
Mr. Jack Archer, Director of Basic Education Oversight

4:15-5:00 **Budget Update and Legislative Update**
Mr. Jack Archer
Ms. Julia Suliman

5:00 **Adjourn**

The SBE will hold a community forum on Wednesday, July 8 at 6:00 p.m. The forum will take place at the Rainier Community Center in South Seattle. If a quorum of members are present, the forum will become a public meeting per RCW 42.30.030.

Thursday, July 9
Location: Museum of Flight, Skyline Room, 9404 East Marginal Way South, Seattle 98108

8:00-8:30 a.m. **Student Presentation**
Ms. Madaleine Osmun, Student Board Member

8:30-8:45 **Executive Committee Election – Vice Chair Position**

8:45-9:45 **Achievement Index Transition Position Statement**
Dr. Andrew Parr, Senior Policy Analyst

9:45-10:00 **Break**

10:00-11:30 **Review of Smarter Balanced Assessment Experiences From Districts**
Ms. Robin Munson, Assistant Superintendent, OSPI
Ms. Sarah Rich, Assistant Superintendent, North Thurston Public Schools
Mr. Eric Anderson, Director of Research & Evaluation, Seattle Public Schools
Ms. Annie Wolfley, Director of Teaching and Learning, Riverside School District - via videoconference

11:30-11:45 **Board Discussion of BEA Waivers**

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

12:00-12:45 **Lunch**

12:45-1:30 **Board Discussion**

1:30-2:30 **Business Items**

1. Approval of Date Changes for the 2015-2018 Board Meeting Calendars
2. Adoption of Amendments to WAC Chapter 180-90 Private Schools
3. Approval of Soap Lake Required Action Plan
4. Approval of Option One Basic Education Act Waiver Requests from Auburn School District, Cusick School District and Tacoma Public Schools
5. Approval of Temporary Waivers of 24-Credit Graduation Requirements from Toledo School District, Hoquiam School District, Lake Stevens School District, Ridgefield School District, Mossyrock School District, Aberdeen School District, Eatonville School District, White Pass School District, Rochester School District, Darrington School District, Chimacum School District, Franklin Pierce School District and West Valley School District
6. Approval of Position Statement on the Accountability System During the Transition to the Smarter Balanced Assessment
7. Approval of Private Schools for 2015-2016
8. Adoption of Amendments to WAC 180-17-010, Changing Timeline for Designation of Required Action Districts

2:30 **Adjourn**

Educational Service District 123, Blue Mountain Room
3918 W. Court Street, Pasco, WA 99301

May 13-14, 2015

Minutes

Wednesday, May 13

Members Attending:	Chair Isabel Muñoz-Colón, Dr. Deborah Wilds, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Ms. Judy Jennings, and Ms. Madaleine Osmun (14)
Members Excused:	Mr. Randy Dorn, Mr. Jeff Estes (2)
Staff Attending:	Mr. Ben Rarick, Ms. Tamara Jensen, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

Call to Order

The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón. Chair Muñoz-Colón offered opening remarks including recognition of student board member Mara Childs for her service on the Board and welcoming remarks for new student board member Baxter Hershman. Superintendent Bruce Hawkins of ESD 123 welcomed the Board, thanked the Board for traveling to Southeast Washington, and thanked the Board for the Washington Achievement Awards. He stated that ESD 123 is diverse and summarized the needs of the region.

Consent Agenda

Motion made to approve the Minutes for the March 11-12, 2015 Board Meeting.
Motion seconded.
Motion carried.
Motion made by Member McMullen to add the item requested by Superintendent Dorn to tomorrow's agenda.
Chair Muñoz-Colón stated that it would be discussed and that she is working with staff on holding that board discussion.
Motion withdrawn by Member McMullen.

Strategic Plan Dashboard
Ms. Stefanie Randolph, Communications Manager

Ms. Randolph summarized recent activities related to the Strategic Plan, successful outreach efforts including a Letter to the Legislature, the Washington Achievement Awards, a news article in the Seattle Times, the community forum and site visits.

Board members summarized their major takeaways from the Diverse Communities Roundtable in March 2015. Board members also discussed the community forum that took place on May 12, 2015. Members made the following comments:

- Improve outreach meetings with the following suggestions:
  - Summarizing what the Board does up-front so that less time is spent on explaining the Board's authority;
  - Communicate information during outreach meetings that is correct, particularly about assessment cut scores and accountability designations;
  - Involving the schools in the area in the roundtable discussion;
  - Having enough time to delve into issues;
  - Combining listening with communicating the message about assessments and other policy work of the Board, and figure out a model that is good for doing that;
  - Appreciated how the content of the meeting was addressed so that it did not become confrontational;
  - Broadening the invitee list to address more viewpoints;
  - School visits to connect the discussion to the school environment and see schools from various parts of the state;
  - Respond to misinformation without having a confrontational conversation, it should be an opportunity to present facts and information to address the misinformation without getting into a debate about it;
  - Avoid starting with a panel discussion of the Board to the community participants to make it clear that the Board is listening rather than the Board talking to them;
  - Make it clear to participants what is going to be done in response to their concerns; and
  - Value the importance of open, direct, candid discussion with people of color.
- Improve the educational system with the following:
  - Promote instructional leadership;
  - Differentiate supports and services based on student diversity;
  - Support personalization of education;
  - Examine consequences of policy on the ground level;

Educational Data Spotlight
Dr. Andrew Parr, Senior Policy Analyst
Mr. Parker Teed, Operations and Data Coordinator

Dr. Parr presented an analysis of data on students with disabilities. He presented data disaggregated by the type of disability and compared the performance of students with disabilities in Washington to national data. He raised concerns about how the diverse variety of disabilities are lumped into one student group for the purposes of the accountability system, even though there are considerable differences in performance depending on the type of disability. For accountability purposes, these differences in the disabilities present challenges for determining which schools are successfully serving the students when all of the disabilities are aggregated into the Students with Disabilities group.

Mr. Teed presented on Migrant Education in Washington. He discussed data that the Migrant Education Program uses to understand this student group, demographic and regional data on migrant students, economic data that underlies the regional concentration of migrant students, and the unique needs of migrant students stemming from mobility, poverty, work, and housing conditions.

Budget Review and Legislative Update
Mr. Jack Archer, Director of Basic Education Oversight
Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman summarized the status of bills that SBE staff have been tracking. She noted the bills that are related to the Board's legislative priorities. Mr. Archer reviewed the budget proposals to fund basic education. At the time of this meeting, no budget had been agreed upon in the Legislature. During this presentation on funding, he discussed Senate Bills 6109, 6104, 6103 and a draft proposal by Representative Hunter, which concern K-12 compensation, local levies, Local Effort Assistance, and new state revenue.

Career and Technical Course Equivalencies
Ms. Linda Drake, Research Director
Ms. Betty Klattenhoff, Career and Technical Education Director, OSPI
Ms. Kathleen Lopp, Assistant Superintendent, OSPI
Dr. Kristine Chadwick, Consultant, Educational Policy Improvement Center

Ms. Drake summarized the State Board of Education's role in approval of CTE Course Equivalencies as mandated by SB 6552. She stated Dr. Kernutt reviewed the course equivalency frameworks and found them to be well-developed.

Board members asked questions about implementation, including the time it would take for teachers to prepare to teach courses based on the course equivalency frameworks. A member suggested that a course development program be developed in regional settings.

Ms. Lopp and Ms. Chadwick summarized and responded to questions that they have received from board members about the CTE course equivalency frameworks. She noted the value of teaching children through the real-world applications of math and science. She provided an overview of the integration of industry standards and academic standards. She summarized the next steps for work involving CTE course equivalencies:

- Professional development
- Orientation to the frameworks and implementation models (EPIC)
- Content knowledge/integration (OSPI/Districts)
- Implementation decisions within districts
- Research on courses by OSPI
    - Student performance on outcome metrics
    - Student group comparisons

Public Comment

Ms. Wendy Rader-Konofalski, Washington Education Association
Ms. Rader-Konofalski read a letter to the board on behalf of the Washington Education Association (WEA). The WEA was surprised that they were not invited to the SBE's "Diverse Stakeholders" meeting held in March. It appeared that other strong lobby and political advocacy groups were also not invited. Ms. Rader-Konofalski highlighted their various work regarding issues of diversity in the state and feels their organization would have been an appropriate resource for those that attended the stakeholder meeting. She also believes a union presence should have been attending to fairly respond to the anti-collective bargaining and anti-union statements made by participants as written in the minutes.

Mr. Alan Burke, Executive Director, Washington State School Directors' Association

Mr. Burke shared that he recently spoke to his Washington State School Directors Association (WSSDA) Board regarding the work SBE does with the Achievement and Accountability Workgroup and in developing the Achievement Awards and Index. He explained that SBE worked with the U.S. Department of Education to focus a little more on graduation rate and a little less on growth. The WSSDA board responded that they understand that the accountability measure needs to be changed occasionally, but to try to keep it as consistent as possible year-to-year and to try to explain it in a straightforward way. He said that he is sure that there was a lot of joy for schools that received an award but that schools that were just under the bar for an award would wonder why they did not receive awards. Try to be consistent, make it easy to understand, and change it as little as you can over the coming years so that the schools and state can celebrate the wonderful things that are done through the achievement awards.

Ms. Nova Gattman, Legislative Director, Workforce Training and Education Coordinating Board
Ms. Gattman thanked the OSPI and SBE for the work that was done to develop Career and Technical Education (CTE) course equivalencies. She urged the Board's approval of the course equivalencies. Course equivalencies will allow more students to prioritize their CTE while fulfilling their graduation requirements. The State's strategic plan of "High Skills, High Wages" calls for youth to connect education with their career goals. CTE is a great way for them to connect their education to work. She thanked the Board for their support of this work.

Debbie McCleary, CTE Director, Kennewick School District
Ms. McCleary thanked the Board and OSPI for their support of the CTE course equivalencies. She stated that districts have worked with CTE course equivalencies over the last 10 years and that work has been valuable.

Claudia Cooley, CTE Director, Richland School District
Ms. Cooley thanked the board and the Educational Policy Improvement Center for their support and work on the CTE Course equivalencies. She stated that they have been working on course equivalencies for the last ten years. The communication between the academic side and the CTE teachers has been excellent and has led to great collaboration. She stated that the work has been impactful. This work has helped them to go down that road of developing CTE course equivalency frameworks.

Amendment of Rules on Designation of Required Action Districts – Public Hearing
Ms. Linda Drake, Research Director
Mr. T.J. Kelly, Director of School Appointment and Financial Services, OSPI - video conference

Ms. Drake summarized the amendment of rules on Designation of Required Action Districts that involve a change of timeline intended to accommodate the time for necessary data to become available from OSPI.

Mr. Kelly stated that the rules conform to current practices and there is no additional cost or no cost at all to these proposed amended rules.

Wendy Rader-Konofalski, Lobbyist, Washington Education Association
Ms. Rader-Konofalski has concerns with the amendment of rules on designation of Required Action Districts. The WEA believes this requires a statutory change rather than a rule change. In SB 5329 and 6696, there is specific language that requires, beginning in January 2011, the Superintendent of Public Instruction shall annually recommend school districts to the State Board of Education as Required Action Districts. WEA worked very closely with the SBE to jointly craft the original RAD design with the Board and the most major part of that collaboration was establishing a timeline that would allow for enough time for planning, collaboration, and implementation of this bold and transformative plan for schools

that had been persistently challenged. The WEA believes that reducing the timeline by two or three months will significantly diminish the success of the plan and put undue stress on everyone involved, including staff, parents and community.

State Teacher Equity Plan
Ms. Julia Suliman, Senior Research Analyst
Ms. Maria Flores, Director of Title II, Part A & Special Programs, OSPI
Ms. Saundra Hill, Superintendent, Pasco School District
Ms. Michelle Whitney, Executive Director of Teaching and Learning, Pasco School District
Mr. José Cruz, Teacher at Virgie Robinson Elementary School, Pasco School District

Ms. Suliman and Ms. Flores introduced the purpose of the State Teacher Equity Plan that addresses inequitable distribution of teachers throughout the state. It is federally mandated as part of the Excellent Educators for All Initiative.

Superintendent Hill, Ms. Michelle Whitney, and Mr. José Cruz shared stories of Pasco Public School students who are overcoming challenges and adversity. They also shared stories of their service to these students as educators and mentors. They described the qualities of teachers that are recruited in Pasco Public Schools. They are educators who truly care about the students and are compelled to action by the students' needs. She stated that they recruit teachers beyond simply whether they are Highly Qualified Teachers. They recruit educators based on their willingness to serve the students and a genuine appreciation for the education of the children of Pasco. Superintendent Hill announced that Ms. Michelle Whitney has been chosen to become the next Superintendent of Pasco School District. The presentation highlighted her work in recruitment and retention of educators who serve the Pasco students.

Ms. Flores provided the Board with data on teacher distribution in selected Educational Service Districts (ESD). Members broke into small groups to discuss the gap analysis data on teacher distribution in ESDs and possible causes of inequitable distribution.

Board members offered the following comments:

- From the gap analysis data, it appeared that some of the wealthier districts were faring better on Highly Qualified Teacher status, with not as many teachers teaching out-of-field;
- Recruiting is very important, as demonstrated by Pasco School District;
- There are issues of economic competition for skilled teachers so that they choose to be educators rather than working in another industry;
- There is importance to the supply side of getting good candidates into the door of preparatory programs and how to incentivize it;
- Programs for recognizing teacher talent early and recruiting them into the profession are important;

Ms. Flores stated that the plan has measures to evaluate progress and public reporting of the equity plan data. A board member asked if next steps involved submitting the plan, then receiving federal approval, and how it would involve the Legislature. Ms. Flores stated that the plan must be submitted by June 1. If it does not meet their expectations, the United States Department of Education has stated that it will work with the state to provide an opportunity to improve the plan. A board member asked what the Board's role would be after the plan is approved. Ms. Flores said that it would be to think about what areas of policy leverage the Board would be willing to use to support the plan or to make a public statement in support of the plan.

24-Credit Graduation Requirement Implementation Update
Ms. Linda Drake, Research Director

Ms. Drake presented an overview of how districts are adapting to the new 24-credit graduation requirements. For most districts, the incoming ninth graders will be the first cohort of students required to earn the 24 credits to graduate. For districts that have applied for a temporary waiver that delays implementation by one or two years, current middle school students will be needing to earn 24 credits to graduate. Ms. Drake provided a summary of the changes in credit requirements, challenges districts are facing in implementation, credit accumulation patterns, and credit retrieval. Options for credit retrieval include individual student credit waivers, scheduling options, competency-based crediting and equivalency crediting. Ms. Drake speculated that the initial changes expected as a result of graduation requirements will likely be incremental changes.

Board members discussed the conflict of opportunity gaps that exist in credit retrieval for students.

Option One and Option Two Waiver Requests
Mr. Jack Archer, Director of Basic Education Oversight

SBE received three Option One waiver requests from Kelso School District, Tacoma Public Schools and Cascade School District. However, Cascade School District withdrew its application just prior to the meeting.

Kelso School District requested a renewal of a one-day waiver for the next three years. The waiver was originally granted in 2012. The purpose of the waiver, distinctive among those currently active, is to use a day at the beginning of the school year for activities intended to help students make a better transition between elementary school and middle school, and between middle and high school. The measurable goals of the transition day are to increase attendance, decrease discipline referrals, increase grade point averages and increase graduation rates.

Tacoma Public Schools requested a new waiver of four days for each of the next three school years. The district currently has a waiver of two days granted in November 2012, but it will expire this year. It has a second waiver of 20 days, also expiring this year, for its alternative high schools, the Science and Mathematics Institute and the School of the Arts. The present request of four days is for all schools in the district. The purpose of the waiver is to enable the use of full days for professional development of staff within the 180-day calendar. The non-student days would also allow time for reorganization of services for greater alignment in support services and assessment. The district described in detail the specific activities that will be undertaken on each of the waiver days, which will be placed at nine-week intervals during the school year.

Paterson School District requests renewal of the Option Two waiver of 34 days it was originally granted in 2009 and renewed for three years in 2012. The application requests renewal for another three years, but the SBE may not approve for more than two years because the statute authorizing the waiver expires in 2017. The district operates on a four-day, Monday-Thursday school week. Paterson states in the application that it offers 1,046 instructional hours, in excess of the state requirement of 1,000 hours in grades 1-8. Paterson estimates that its modified school calendar resulted in a significant savings, primarily in expenditures for classified staff, in the 2013-14 school year and anticipates the same savings for the years for which the waiver is requested. The next largest savings were in costs for substitute teachers, because of reduced absenteeism by certificated staff, and for food services, because of the shorter week. The savings are used to support the salary and transportation costs of an extended day intervention program that runs from 3:45 to 4:30 P.M. on Monday through Thursday. The district reports the shorter week results in higher instructional quality, more time for interventions for students

needing academic remediation, more learning opportunities, fewer classroom interruptions, fewer student absences, and reduced student discipline problems.

Members were asked to take action on approving the Option One and Option Two waiver applications on Thursday during Business Items.

Board Discussion
Ms. Suliman presented on the provisions of HB 2214 and how it will affect the class of 2016. The bill addresses the assessment requirements for students to earn a certificate of academic achievement (CAA), the alternatives students have access to if they don't meet standard on the assessment, and the High School and Beyond Plan. If the bill passes as currently written, the SBAC would be a graduation requirement for the class of 2016 rather than the class of 2019. The specifics of HB 2214 are as follows:

- Students would be required to achieve a score that places them in a level 3 or 4 on the SBAC in English Language Arts and Math to earn their CAA. For the class of 2016, if a student has already met standard on the 10th grade assessments, they may use those for the CAA.
- Creates an alternative to take and complete a locally determined course if the student has not achieved at level three or four on the Smarter Balanced assessment
- Eliminates the biology end-of-course exam as a graduation requirement and establishes a plan for transitioning to a comprehensive science assessment aligned with the Next Generation Science Standards. The substitute bill includes an emergency clause so that it goes into effect for the class of 2015.
- Eliminates all objective alternative assessments, including SAT, ACT, AP, IB, grade point averages, and the collections of evidence.
- Eliminates the previous definition of comparable rigor as "the skills and knowledge that the student must demonstrate on the statewide student assessment."
- Defines the high school and beyond plan.

The substitute to HB 2214, which had a public hearing on April 21, would eliminate the requirement that the SBE set the second threshold score for graduation.

Members were concerned about implementation issues, setting cut scores and the need to maintain comparable rigor in the longterm.

Minutes

Thursday, March 12

Members Attending:	Chair Isabel Muñoz-Colón, Dr. Deborah Wilds, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Ms. Judy Jennings, and Ms. Madaleine Osmun (14)
Members Excused:	Mr. Randy Dorn, Mr. Jeff Estes (2)
Staff Attending:	Mr. Ben Rarick, Ms. Tamara Jensen, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

Tri-Tech Skills Center Visit
Members and staff visited the classrooms of the Tri-Tech Skills Center.

Student Presentation
As part of her last presentation to the Board, Ms. Childs shared highlights of her high school experience from her freshman year up to her current senior year. She'll be attending the University of Washington in Seattle and majoring in business and finance. She shared how the Board has influenced her life and personal growth.

Executive Director Update
Mr. Ben Rarick, Executive Director

Achievement Index Update

Members reviewed data figures illustrating the current year index. Dr. Parr reported that all schools have comparable assessment data for the 2011-12 and 2013-13 assessment years, but not all schools have Washington assessment data for 2013-2014 due to SBAC Field Test participation. To accommodate for this circumstance, each field test school's prior year's proficiency rates and SGP medians were carried over for 2013-2014 accountability decisions.

The SBE will reconvene the Achievement and Accountability Workgroup (AAW) to provide feedback on possible changes to the Index and other issues. The June 10 online webinar meeting will take place to receive feedback on possible weighting changes to accommodate transition to the SBAC assessments.

The Index will be set up from different academic standards OSPI is proposing not to identify any new Focus or Priority schools for the next three years. OSPI is proposing to still serve the schools currently identified. Staff will discuss this change with the AAW to go over any unintended consequences of changing the weightings.

Business Item Overview

Mr. Rarick provided an overview of the business items listed on the agenda that will require action by the Board on Thursday. Members discussed the following:

- Strengthening the Board's commitment to the long-term view of the RAD process as schools exit.
- E2SSB 6552 requirements for adopting the CTE course and curriculum frameworks. A strong communication plan will be needed to help districts understand the requirements and possible implementation conflicts. Member Osmun requested further information on whether a waiver is available for schools and for how long.

Board Discussion on Basic Education Act Waivers
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the waiver requests before the Board. There were two Option One waiver requests from Kelso School District and Tacoma Public Schools and one Option Two waiver request for the purpose of economy and efficiency from Paterson School District. Members offered an opportunity for district staff to respond to questions about the waiver requests.

Option One Waiver for Kelso School District
Members asked clarifying questions about the waiver application. Mr. Chris Rugg, Director of Student Services and Supervision, responded to questions.

Option Two Waiver for Paterson School District

Members asked clarifying questions about the waiver application. Mr. John Seaton, Superintendent of Paterson School District, responded to questions.

Public Comment

Mr. Ken Kanikeberg, Office of Superintendent of Public Instruction
On behalf of Superintendent Dorn, Mr. Kanikeberg submitted a letter to all the members on May 12 requesting board action be taken on supporting House Bill 2214. He understood it may be too late to have the item added to the agenda for the current meeting, but asked members to consider taking action at the next meeting.

Laura Lake, Parent
Ms. Lake is the mother of a fourth grader suffering from bullying. She removed her son from his school two years ago and placed him in another school, which he has done well in. Due to a boundary change, she was asked to reapply for in-district transfer in order for her son to continue to attend the school. She was notified that the transfer request was denied even though the school policy states a student may attend a school until the furthest grade is completed. Ms. Lake requested guidance on what next steps would be most appropriate.

Deborah Maxwell, Parent
Ms. Maxwell has removed her two children from the public school system in Pasco due to bullying and harassment her children have suffered. She would like to see more consistency statewide on improving student safety.

Board Discussion

Changing the Deadline for Designation of Required Action Districts

Members were concerned that changing the deadline may not allow districts enough time to create a plan. Members directed staff to request more information about OSPI's process for validating the necessary data used for designation.

Private School Approval

Ms. Jennings provided an overview of the proposal to amend Chapter 180-90 WAC and approve the filing of a form CR-102 to set a public hearing date. The amendment would allow OSPI staff to work with applicants in correcting minor deviations in their submissions to OSPI, modify specific definitions, add and clean up language, and add a new section on the process for complaints against private schools.

Because OSPI conducts the compliance review of private schools, Member Plung recommended the main body of the Certificate of Approval be amended to begin with, "Consistent with the recommendation of the Office of Superintendent of Public Instruction and the Washington State Board of Education..."

Members were asked to take action to approve the private school lists and approve the filing of a CR-102 to amend Chapter 180-90 WAC.

WAC Repeals

Member Hughes expressed concern about removing WAC 180-51-001 on Education Reform Vision because the principles listed are still meaningful and appropriate to the work of the Board. Members

agreed that rather than eliminating the WAC, there should be consideration to have it modified or possibly place the narrative in a more appropriate type of document.

Board Meeting Calendar

Members would prefer for future three-day board meetings to be scheduled for the end of the week on Wednesday, Thursday and Friday as opposed to earlier in the week.

Approving the CTE Course Framework

In response to Member Osmun's question regarding if a waiver for using the CTE course framework is available for schools and for how long, Ms. Drake shared that a waiver is available to districts with fewer than 2,000 students. The rules written specify the waiver would last two years.

Mr. Rarick explained the roles of OSPI and SBE in developing the CTE course equivalency frameworks, that OSPI holds stewardship of the law, rules and implementation. Members want to be proactive in providing information to districts by sharing OSPI's resources and tools available on their web site. Member McMullen and Member Maier requested SBE obtain a statement from OSPI indicating their interpretation of WAC 180-18-100 so members have accurate information when speaking to the education community.

ESEA Waiver and Charter School Update

Mr. Archer provided an update on the Elementary and Secondary Education Act (ESEA) update, which included the passing from a Senate Committee of the Every Child Achieves Act of 2015. This would replace the No Child Left Behind Act of 2002. Mr. Archer provided a comparison of the recommendations of the SBE in its March 16, 2015 letter to the state's Congressional delegation with provisions of the Senate bill as passed committee. Staff expect the bill will reach the Senate sometime after the Memorial Day break. The House bill is currently stalled on the floor due to lack of votes to pass.

Mr. Archer announced that the Charter Schools Authorizer Application and Notice of Intent Form amended, with amended timelines, has been posted on the SBE web site. There will be two new charter schools in Spokane opening in September.

Business Items

Motion made by Member Wilds to approve the continued designation of Soap Lake School District in Required Action District Level I Status.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the release of the following school districts from Required Action District designation: Morton School District, Onalaska School District, and Renton School District.
Motion seconded.
Motion carried.

Motion made by Member McMullen to approve the Career and Technical Education course equivalencies frameworks as set forth in Exhibit A.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the Kelso School District's waiver request from 180-day school year requirement for one (1) day, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve Tacoma School District's waiver request from the 180-day school year requirement for four (4) days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.
Motion seconded.
Motion carried.

Motion made by Member Jennings to approve temporary waivers from implementing the High School Graduation Requirements of WAC 180-51-068 for the following school districts for the number of years and reasons requested in their applications to the Board:

- Bellingham School District
- Camas School District
- Castle Rock School District
- Coupeville School District
- Deer Park School District
- Eastmont School District
- Elma School District
- Finley School District
- Granite Falls School District
- Kennewick School District
- Kettle Falls School District
- Lakewood School District
- Napavine School District
- Olympia School District
- Quilcene School District
- Renton School District
- Shelton School District
- Sumner School District
- Taholah School District
- Touchet School District
- Tukwila School District
- Vancouver School District
- Walla Walla School District
- Wenatchee School District
- Winlock School District
- Yelm School District.

Motion seconded.
Motion carried.

Motion made by Member Fletcher to approve Paterson School District's waiver request from the 180-day school year requirement for the purpose of economy and efficiency for thirty four (34) days, for each of the 2015-2016 and 2016-2017 school years, for the reasons requested in its application to the Board.
Motion seconded.
Motion carried.

Motion made by Member Wilds to table the adoption of the amendment to WAC 180-17-010 changing the timeline for designation of Required Action Districts to a subsequent meeting.
Motion seconded.
Motion carried.

Motion made by Member McMullen to approve the Emergency Rules amending WAC 180-17-020 as set forth in Exhibit C.
Motion seconded.
Motion carried.

Motion made by Member Jennings approve the private schools as set forth in Exhibit D except the following private schools are only provisionally approved:

- Big Brains Education
- Big Leaf Montessori School
- The Gift Learning Academy
- Salish Sea Deaf School

Motion seconded.
Motion carried.

Motion made by Member Jennings to approve filing the CR-102 to amend Chapter 180-90 WAC, Private Schools, as set out in Exhibit E.
Motion seconded.
Motion carried.

Motion made by Member McMullen to adopt the repeal of Chapter 180-44 WAC.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve date and location change for the 2015 Board Retreat to July 7¬9, 2015 in Seattle.
Motion seconded.
Motion carried.

Motion made by Member Laverty to approve the date change for the Special Board Meeting for setting the graduation threshold score for the Smarter Balanced Assessment from August 25, 2015 to August 5, 2015.
Motion seconded.
Motion carried.

Motion made by Member Childs to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F. **Motion co-made by Member Wilds** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F.
Motion seconded.
Motion carried.

Member Wilds announced her intention to resign as a board member and Vice Chair from the Washington State Board of Education. The Board will hold an election at the July board meeting to fill the Vice Chair position.

The meeting was adjourned at 2:37 p.m. by Chair Muñoz-Colón.

Strategic Plan Segments – Annotated Agenda Version
(DRAFT)

TUESDAY, 8:00 – 9:00 AM – Retreat Orientation

8:00 – 8:20

- Introducing the Theme of the Retreat - Isabel
- Overview of the day (Where are we going, how, when, etc.) - Ben & Staff

8:20 – 9:00

- Team-building exercise – Stefanie R.

DOCUMENTS: DIRECTIONS TO SCHOOLS, INFO ON SCHOOLS, AGENDA (WILL BE IN PACKET)

1:30 – 2:00 PM -- Strategic Plan Review & Discussion

1:30 – 2:00

"Here is what is going to happen for the rest of the day today, and tomorrow, and here is why it's important to advancing our work" - Isabel

Guiding question: What is the role that race, income and other factors play in creating or enabling achievement and opportunity gaps? What are the policy levers available to SBE (and public schools in general) to address those gaps?

DOCUMENTS:

1. 5491 DATA PRESENTATION (VIDEO),
2. ETHNIC COMMISSION REPORTS (ONLINE PACKET)
3. STRATEGIC PLAN REVIEW & EXECUTIVE COMMITTEE "5 BIG IDEAS" PRESENTATION (PACKET

WEDNESDAY, 8:00 – 11:30AM – Retreat Segment

8:00 – 8:15 Introducing the Work Session (Isabel)

"Today we want to reflect on what the data tell us, what our stakeholders have told us, and what our work has been over the last year. Our goal, by the end of today, is to reflect on the role we can play to identify and close achievement and opportunity gaps, and think concretely about how that work can manifest over the next 6-8 board meetings. The Executive Committee has generated a list of ideas as a starting point for discussion."

DOCUMENTS:

1. ED DATA REVIEW & VIDEO
2. STRATEGIC PLAN REVIEW, STAFF VIDEO, & SBE FACTS AND FIGURES POWERPOINT
3. EXECUTIVE COMMITTEE RETREAT POWERPOINT - 5 BIG IDEAS
4. ETHNIC COMMISSION REPORTS
5. COMMUNITY FORUM & DIVERSE COMMUNITY ROUNDTABLE FEEDBACK REPORTS

8:15 – 9:00 Background information

- Ben will go over the material for the day, and present the "5 Big Ideas" from the Executive Committee Retreat.
- Parker will review themes in the feedback we've received from stakeholders.

BOARD DISCUSSION SEGMENT

9:00 – 10:00: Small Group Deliberations – 20 minute sessions in 3 groups ("round robin")

Group 1: Among SBE's statutory powers and duties is the responsibility to "provide advocacy and strategic oversight of public education." What does that mean on a practical level for the Board's work?

Group 2: Respond to the 5 Big Ideas proposed by the Executive Committee – Agree? Disagree? Things that are missing?

Group 3: What is the role of SBE – a state-level agency – in closing achievement and opportunity gaps? Which gaps should be focused on, and how?

10:00 – 11:00: Large Group Discussion

- Draw from small group discussions to talk about the work of the Board over the next year
- Where is there broad consensus on the topics that need to incorporated into the work of the Board?

11:00 – 11:30: Wrapping Up

- Begin to visualize the work of the Board over the next six meetings.
- What work may produce proposed legislation? What work may require external partners and stakeholder engagement processes? What work may require subcommittees of the Board?

End Product: Rough outline of activities/topics over the next several board meetings.

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Title:	Seattle Site Visits
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☒ Advocacy ☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Please meet at the 2100 building at 8:00. Transportation for site visits will be provided from the 2100 building and back. Board members will visit two locations where summer school classes are being offered in Seattle. Aki Kurose Middle School hosts a Seattle Parks and Recreation program serving 6-8 grades. Cleveland High School hosts two programs: a YMCA summer program serving 9th graders and a Seattle Public Schools credit recovery and "college and career exploration" program. Additional information on the schools is included in this section.

Aki Kurose Middle School

The following is an excerpt from the school website:

Our Mission

Strong Relationships and High Expectations—Every Student Excelling and Cared For—in Our Collaborative Learning Community-Every student Achieves, Everyone Accountable.

Our Vision

We strive daily at Aki Kurose Middle School to be a school that:

- Is a focused learning community-We are committed to providing each and every student Access to high quality teaching and learning.
- Is Accountable for making our learning environment safe and personalized.
- Builds strong relationships and get to know each student and family well.
- Holds high expectations for the Achievement of every student. Students will be engaged in culturally relevant and rigorous learning activities. We believe that by providing equitable learning opportunities we are helping to prepare every student for high school, college and beyond.
- Celebrates our wonderful diversity. There is a substantial educational benefit from being part of such a vibrant, racially and culturally diverse school community. Family engagement is critically important and is welcomed and appreciated. We must all have a collaborative Attitude for the good of ALL students.
- Always provides students with what they need to grow academically, socially and emotionally by constantly Assessing for learning.

About Our School
Aki Kurose Middle School is a vibrant and diverse community of learners dedicated to creative, academic, and physical development. It is our goal to enrich the lives of students and staff alike by offering a variety of classes and activities that stimulate learning and develop knowledge and skills across a broad spectrum of experiences.

Aki Kurose Academy is located in Seattle's beautiful Rainier Valley about a mile from the shores of Lake Washington and the green surroundings of Seward Park. The area is home to Sound Transit's new light rail system and the growing metropolitan neighborhood of Columbia City.

Aki Kurose Middle School Academy was named after Akiko Kato Kurose, a peace activist and educator who helped bring Head Start programs to Seattle schools. Aki Kurose died in 1998 after a 16-year struggle against cancer. She was 73.

When Aki was just a young girl her family was interned at the Minidoka camp in Idaho. Throughout the rest of her life she worked to establish a dialog and an understanding about human rights issues and our role both as stewards of this planet and caretakers of our children.

Aki Kurose led a life of example, constantly modeling her beliefs through her actions and her teaching. Her life and career positively affected many thousands of people with a message of nonviolence and progressive education. Mrs. Kurose was honored for her work as an educator by two American presidents, the United Nations, various governors and city officials. Additional honors include the Seattle Public Schools Teacher of the Year Award, the Presidential Award for Excellence in Science Teaching, the National Science Honor Roll of Teachers, the United Nations Human Rights Award, and the Asian Pioneer Award for Peace.

The Seattle School Board recognized Aki Kurose's amazing life's work when, in 1999, they named our school after her. Other projects throughout Seattle have also been named for Aki Kurose, including an affordable housing project, a scholarship, a science fair, and a peace garden.

Student Demographics

Enrollment		
October 2013 Student Count		739
May 2014 Student Count		751
Gender (October 2013)		
Male	381	51.6%
Female	358	48.4%
Race/Ethnicity (October 2013)		
Hispanic / Latino of any race(s)	90	12.2%
American Indian / Alaskan Native	7	0.9%
Asian	301	40.7%
Black / African American	272	36.8%
Native Hawaiian / Other Pacific Islander	16	2.2%
White	25	3.4%
Two or More Races	28	3.8%
Special Programs		
Free or Reduced-Price Meals (May 2014)	632	84.2%
Special Education (May 2014)	103	13.7%
Transitional Bilingual (May 2014)	166	22.1%
Migrant (May 2014)	4	0.5%
Section 504 (May 2014)	1	0.1%
Foster Care (May 2014)	8	1.1%
Other Information (more info)		
Unexcused Absence Rate (2013-14)	0	0.0%

SCHOOL CLASSIFICATION	
Tier Label	Good
Composite Index Rating	6.79
School Designation	None
	None

2013-2014 Achievement Award(s)
This school has not recieved any awards in 2013-2014

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	6.00	7.00	6.00	6.50	5.98
Targeted Subgroups	5.50	5.50	5.67	5.17	5.46	

Growth				
	Reading	Math	Average	Growth Average
All Students	8.00	8.00	8.00	7.67
Targeted Subgroups	7.17	7.50	7.33	

2014 INDEX RATING	6.99

	Proficiency				Growth	
	Rating based on Percent Proficient				Rating based on Median Growth Percentiles	
	Reading	Math	Writing	Science	Reading	Math
All Students	7.00	6.00	7.00	6.00	8.00	8.00
Targeted Subgroup Average	5.50	5.50	5.67	5.17	7.17	7.50
Targeted Subgroups						
American Indian/Alaska Native						
Pacific Islander/Native Hawaiian						
Black/African American	5.00	5.00	5.00	5.00	7.00	7.00
Hispanic	6.00	6.00	6.00	5.00	6.00	7.00
English Language Learners (ELLs)	4.00	4.00	3.00	4.00	7.00	8.00
Former ELL	9.00	9.00	9.00	8.00	9.00	9.00
Students with Disabilities	3.00	3.00	4.00	3.00	6.00	6.00
Free and Reduced Price Lunch	6.00	6.00	7.00	6.00	8.00	8.00
Non-Targeted Subgroups						
Asian	8.00	8.00	8.00	8.00	9.00	10.00
White	7.00	6.00			5.00	7.00
Two or More	7.00	7.00			8.00	10.00

Cleveland High School

The following is an excerpt from the school website:

About Our School
Cleveland High School is an Option School, which means any interested student in grades 9-12 can apply. We are a Science, Technology, Engineering, & Mathematics (STEM) program, with a focus on project-based learning and 1:1 technology.

Two Academies

Cleveland High School is now home to two STEM academies. These academies personalize the learning experience for students by creating teams of teachers who share students, and offer them choices in STEM content.

- School of Life Sciences (SOLS), focuses on the life sciences, including biology and biochemistry, as well as global health issues.
- School of Engineering & Design (SOED), focuses on the physical sciences and technology. This academy will feature a computer game design program and a pre-engineering program that will expose students to leading edge technologies in robotics, aeronautics, rocket design, and alternative energy.

Our Vision for a Shared Campus

Students in each academy will take most of their core-content classes within their own academy. Classes for SOLS and SOED academies will largely be housed in separate buildings. Students in the two academies will come together for elective classes, such as art, world languages, music, physical

education, and for sports and extracurricular activities. All students will use the Cleveland gym, cafeteria and the commons.

Student Demographics		
Enrollment		
October 2013 Student Count		863
May 2014 Student Count		825
Gender (October 2013)		
Male	453	52.5%
Female	410	47.5%
Race/Ethnicity (October 2013)		
Hispanic / Latino of any race(s)	88	10.2%
American Indian / Alaskan Native	8	0.9%
Asian	359	41.6%
Black / African American	317	36.7%
Native Hawaiian / Other Pacific Islander	14	1.6%
White	48	5.6%
Two or More Races	28	3.2%
Special Programs		
Free or Reduced-Price Meals (May 2014)	576	69.8%
Special Education (May 2014)	99	12.0%
Transitional Bilingual (May 2014)	60	7.3%
Migrant (May 2014)	7	0.8%
Section 504 (May 2014)	1	0.1%
Foster Care (May 2014)	5	0.6%
Other Information (more info)		
Adjusted 4-Year Cohort Graduation Rate (Class of 2013)		69.1%
Adjusted 5-year Cohort Graduation Rate (Class of 2012)		78.0%
College/University enrollment rates of graduates		

SCHOOL CLASSIFICATION	
Tier Label	Good
Composite Index Rating	**6.73**
School Designation	None
	None

2013-2014 Achievement Award(s)
High Progress

Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	9.00	8.00	9.00	8.00	8.50	7.84
Targeted Subgroups	7.25	7.00	8.00	6.50	7.19	

Growth				
	Reading	Math	Average	Growth Average
All Students	7.00	7.00	7.00	6.88
Targeted Subgroups	6.67	6.83	6.75	

Career and College Readiness					
	Graduation Rate	Dual Credit Participation	11th Grade Assessments	Average	Overall Average
All Students	7.00	6.00	To be phased-in	7.00	7.00
Targeted Subgroups	7.00			7.00	

2014 INDEX RATING	7.24

	Proficiency				Growth		Career and College Readiness		
	Rating based on Percent Proficient				Rating based on Median Growth Percentiles		Graduation Rate	Dual Credit Participation	11th Grade Assessments
	Reading	Math	Writing	Science	Reading	Math			
All Students	9.00	8.00	9.00	8.00	7.00	7.00	7.00	6.00	To be phased-in
Targeted Subgroup Average	7.25	7.00	8.00	6.50	6.67	6.83	7.00		
Targeted Subgroups									
American Indian/Alaska Native									
Pacific Islander/Native Hawaiian									
Black/African American	7.00	7.00	8.00	7.00	6.00	6.00	7.00	5.00	
Hispanic		8.00				3.00		6.00	
English Language Learners (ELLs)						10.00	8.00	5.00	
Former ELL	9.00	9.00	10.00	8.00	8.00	8.00	7.00	7.00	
Students with Disabilities	5.00	3.00	5.00	4.00		8.00	5.00	4.00	
Free and Reduced Price Lunch	8.00	8.00	9.00	7.00	6.00	6.00	8.00	6.00	
Non-Targeted Subgroups									
Asian	10.00	9.00	10.00	9.00	8.00	8.00	9.00	7.00	
White								7.00	
Two or More								6.00	

Site Visit
Tuesday, July 7, 2015
9:00am-11:30am

Time	Program	Description	# of Students
8:00-9:00	Meet at 2100 building: rooms A&B Park in Pharmacy lot behind 2100 building – see the map section of packet		
9:00-9:15am	Travel		
9:15-10:15am	Aki Kurose Middle School (3928 South Graham Street)	Seattle Parks & Recreation Academy of Learning program serving rising 6th-8th graders	120
10:15-10:30am	Travel		
10:30-11:30am	Cleveland High School (5511 15 Ave South)	1) YMCA Level 9 Program serving rising 9th graders 2) Seattle Public Schools credit recovery and college & career exploration program for rising 10th-12th graders	YMCA: 120 SPS: 150
11:30-12:00pm	Travel		

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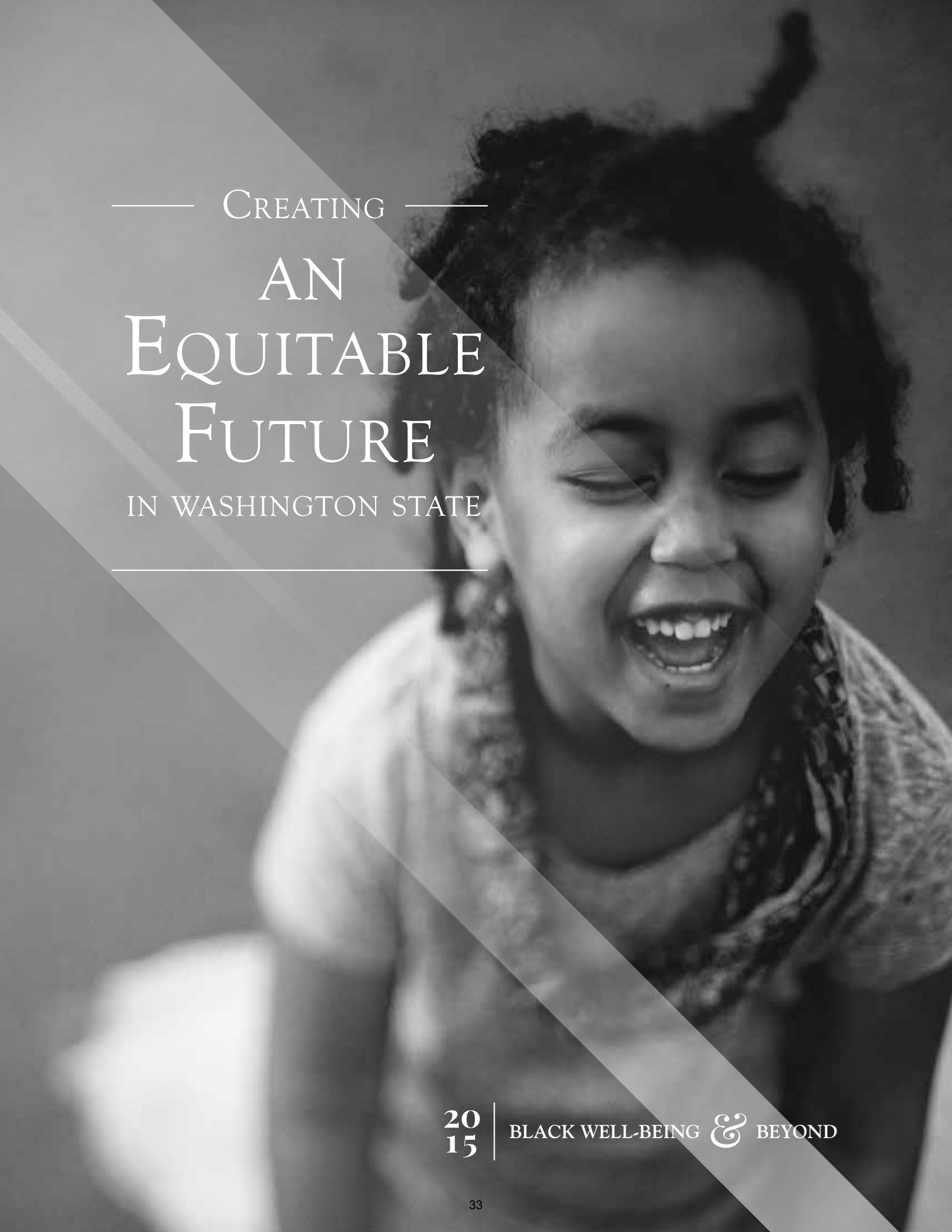
Title:	Race and Social Justice Training
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	1. What are the tools and strategies the Board can use to better understand the causes of and address race-based opportunity gaps?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint ☐ Other
Synopsis:	The City of Seattle Office of Civil Rights Race and Social Justice Initiative will be providing State Board of Education members and staff with a race and social justice training. Inlcuded in your packet are three readings in preparation for the training and discussion. The readings are: • An excerpt on education from the 2015 “Creating an Equitable Future in Washington State: Black Well-Being and Beyond” report sponsored by the African American Leadership Forum, Centerstone, and the Washington State Commission on African American Affars. • An article from the Clearinghouse Review Journal of Poverty Law and Policy, “Using a Racial Equity Impact Analysis in the Minneapolis Public Schools.” • An article from the April 2003 issue of Principal Leadership “Reasons for Hope: You Can Challenge Educational Inequities.”



Creating

An Equitable Future

in Washington State

2015 | BLACK WELL-BEING & BEYOND

This study is dedicated to
Gary Cunningham for his devotion and endless
support to seeing this through.

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Letter from Sponsor

The publication of this report is a moment, a step forward, for the people of our great state. It reveals the power of community when leaders, advocates, and citizens join together in raising their voices for Black people in Washington. Many poor or struggling Black people are living out their lives quietly in our cities and neighborhoods, working diligently to make it on their own, pursuing education and jobs to get ahead even when those seem out of reach. They are living and working next to us. They are Americans and they are going after their chance, their hope for a better life. This report acknowledges their efforts, their achievements, and yet strives to show that their paths are not on equal footing with other races and ethnicities.

The contributions that Black Washingtonians have made in spite of the barriers they face should inspire all of us. Imagine what we could accomplish if these barriers were gone. If the same opportunities were available to everyone. This report is a step toward making this vision a reality.

This report is based on facts, not opinions. We focused on the facts in the hope that meaningful dialogue can come as a result of this study. We are starting the conversation.

We would like to thank the many people and organizations that have helped us achieve a study of this scale and magnitude. First and foremost, thank you to the Northwest Area Foundation for its visionary financial support of the study. Thank you to Centerstone of Seattle, a community-based organization in Seattle that spearheaded the effort and brought everyone to the table. Thank you to the Washington State Commission on African American Affairs and the African American Leadership Forum–Seattle for their leadership in elevating and amplifying the voices of Black Washingtonians. Thank you to Lori Pfingst at the Washington State Budget & Policy Center for her very thorough contributions to the quantitative research and development of the study. Thank you to Angela Powell of Imago, LLC, for her insights and guidance in tapping into the wealth of culture and knowledge within the Black community.

"Creating an Equitable Future in Washington State" is a monumental body of work that will be sent far and wide to keep the conversation going. It is also a communication and analytical tool, designed to help people get involved with the civic process and, ultimately, help each other. Join us in telling the true story of Black families, children, neighbors—whether stranger or friend. Their struggle is our struggle, until equity can be achieved by all.

ANDREA CAUPAIN SANDERSON
CHIEF EXECUTIVE OFFICER
CENTERSTONE OF SEATTLE

EDWARD O. PRINCE
EXECUTIVE DIRECTOR
WASHINGTON STATE COMMISSION ON AFRICAN AMERICAN AFFAIRS

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One

Introduction

Progress. As individuals and as a society, it's what we all want and strive for every day—for each generation to experience a life more rich and full of opportunity than the last. It is a promise we pass on to our children and grandchildren, and a value we collectively aspire to as a nation.

Progress. We hold it dear but, if we are to be just, two essential questions emerge: How is progress actually defined? And how do we know it when we see it? It depends on who you ask, making one thing certain—progress cannot be a one-size-fits-all proposition. For too long, our definition of progress has assumed uniformity, with a lens too narrow to gauge whether the diverse people and communities of Washington state are advancing together and at the same pace.

If we are to fulfill the promise of progress for **everyone**, we must rethink our assumptions about progress. As Washington becomes a state where people of color are the majority of the population, changing the one-size-fits-all approach becomes even more critical. Our collective well-being depends on and is enhanced by everyone having equal opportunity to reach his or her full potential in life.

Put simply, there is no progress without equity.

This report focuses on the well-being of Black Washingtonians. It is a small, but important, contribution to a much larger, evolving movement to create an equitable and just future for everyone in our state. Nearly a quarter-million (238,000) strong, the Black community has a wide range of diversity and depth of experience, and has made sizable contributions to the social, economic, cultural, and political landscape of our state.

Systemic barriers to opportunity and racial oppression have impeded progress for Black people, with devastating consequences for nearly every indicator of their well-being. For example:

- A history of exclusion from economic and educational opportunities has systematically denied Black people access to the middle class and the intergenerational benefits of prosperity. This history has affected generations of Black Washingtonians, resulting in poorer job prospects, lower rates of college completion, higher rates of poverty, and lower net worth than their peers.

- The cumulative impact of social and economic exclusion takes a toll on every area of well-being. For example, Black children and adults in Washington state have higher rates of illness and death than many of their peers, and the second lowest life expectancy of any racial and ethnic group.

- National and state systems have evolved to threaten progress for Black people. Since 1980, following the roll-out of the War on Drugs, the prison population has increased 300 percent in Washington state. Black people are disproportionally more likely than white people to be sentenced to prison—for drugs and other crimes—even when their backgrounds and circumstances are similar.

- In a political system so heavily influenced by wealth, and one that limits the right to vote for people with a felony conviction, fewer economic resources combined with unequal criminal justice outcomes put Black Washingtonians at a disadvantage politically.

The contributions that Black Washingtonians have made in spite of such barriers should inspire all of us. Imagine what we could accomplish as a state if barriers to opportunity were removed for everyone. This report is one contribution to making this vision a reality.

Goals of Report & Audience

This report is the first phase of a longer effort by African American Leadership Forum–Seattle, Centerstone of Seattle, and the Washington State Commission on African American Affairs to elevate and amplify the voices of Black Washingtonians in the decision-making processes that influence their everyday lives. It is inclusive of all people with a common ancestry in Africa and who racially identify as Black in Washington state, while also honoring the vast differences in history, experience, and culture within the community as a whole.

The primary audiences for this report are policymakers and the people who influence them, but we hope the findings are shared in communities throughout the state. The purpose is threefold:

To evaluate barriers to opportunity and conditions in key areas of well-being for Black Washingtonians. Five barometers of well-being are analyzed in the report: economic security, education, criminal justice, health, and civic engagement. Each measure has its own section in the report, but the relationship among them (for instance, the influence of economic security on health, the relationship between involvement with the criminal justice system and voting rights) is highlighted whenever possible and appropriate, as the systemic barriers directly tied to one area can have a significant impact in another.

To support a public dialogue on race generally, but be specific about the unique experiences of Black people in Washington state. People of color are rich in diversity, representing a wide range of racial, ethnic, and cultural backgrounds. While they may share commonalities with one another, the diversity between and within different racial and ethnic groups should be acknowledged, celebrated, and understood to advance racial equity in Washington state. This report focuses on Black Washingtonians, but recognizes and supports a larger dialogue on race and a deeper level of understanding for all people of color.

To contribute to a movement that builds an equitable future for Black Washingtonians and supports community-driven public policy solutions. This report is just one contribution to building an equitable future for Washington state. It is our hope that the findings and discussion that ensue will ripple throughout families, friends, schools, businesses, and neighborhoods across the state so we can all work together to advance racial equity and opportunity for all.

Limitations

This report is not an exhaustive representation of the Black experience in Washington state, nor is it intended to be. A comprehensive study that blends detailed data analysis with deep community engagement to tell the most accurate story of all Black Washingtonians—men and women, boys and girls, those from different countries and ethnic and cultural backgrounds—is necessary and needed, but beyond the resources available for this report.

Though limited in scope and representation, the story told in the following pages does identify major systemic barriers the Black community faces in gaining opportunity, and how those barriers affect the lives and futures of Black children and families. While we know that in many ways the findings here will raise more questions than provide answers, we are looking forward to a robust, respectful, and on-going conversation throughout our communities to answer those questions.

Creating an Equitable Future

Past does not have to be prologue. We must aspire to a social and economic model that has not yet been realized—one that is fully inclusive of people from all backgrounds by providing equal opportunity to prosper. This report is our contribution to making that vision a reality.

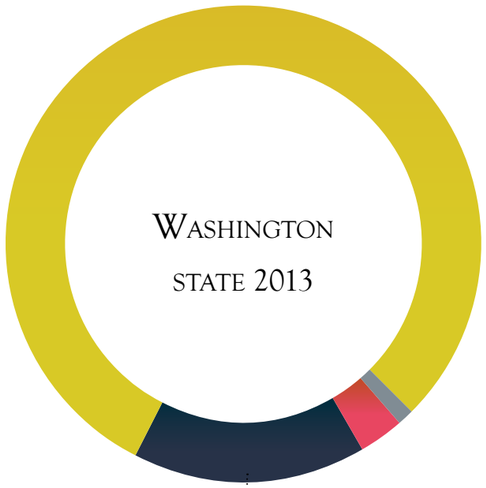
Two

The Depth & Diversity of Black Washingtonians

The 238,000 Black people living in Washington state today encompass a wide range of diversity and depth of experience. They share a history as the descendants of survivors of the Middle Passage who became enslaved in the antebellum South, and are the ancestors of the Freedom Riders, the poets of the Harlem Renaissance, the founders of jazz and blues, the veterans of every American war, epic sports heroes and Olympians, and the leaders of the Civil Rights movement, among countless other economic, social, political, and cultural influences. Their ancestors arrived in the Pacific Northwest as far back as 1788[1], but came en masse during The Great Migration—the period between 1910 and 1970 when large numbers of Black people left the South to pursue greater opportunities in the urban centers of the North, Midwest, and West.[2] Since 1970, the number of African-Americans living in Washington state has almost tripled.[3]

The 1970s also saw the beginning of an increase in the number of Black people in Washington state who were born outside of the United States, as several federal laws[4] made it easier for immigrants and refugees to come here. The number of Black immigrants and refugees in Washington state was small initially, and they largely came from Europe, Canada, and Latin America to seek education and job opportunities. As political instability, famine, and violent conditions grew in Africa, however, the number of Black immigrants and refugees from that continent increased dramatically.[5] Today, the vast majority (83 percent) of Black people born outside of the United States were born in Africa *(see map)*,[6] bringing their own unique brand of knowledge, culture, skills, and experience to Washington state.

Black population by place of birth

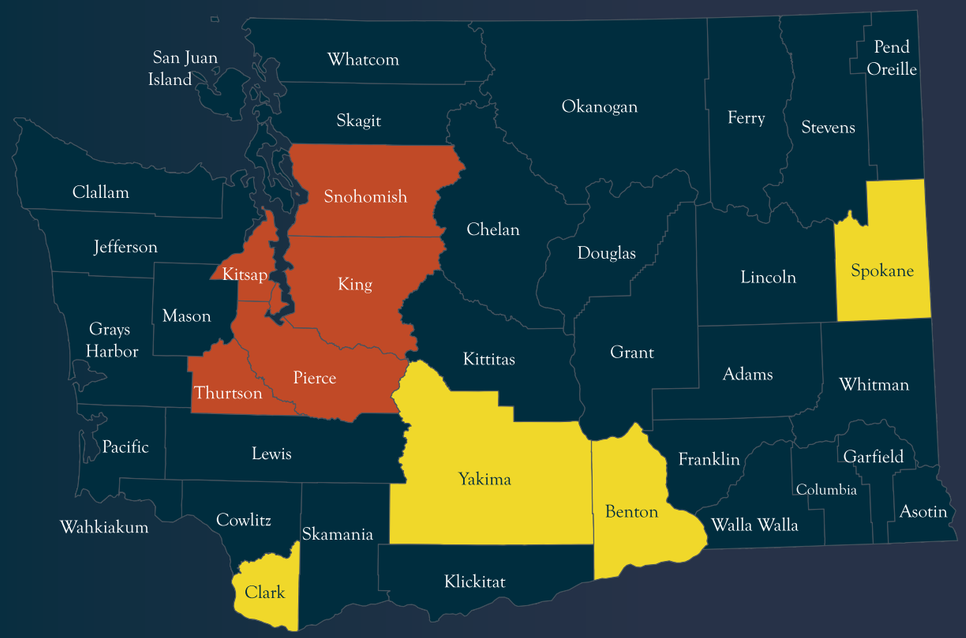


- 80% United States
- 16% Africa
- 3% Canada, Latin and Central America
- 1% Other countries

Black Washingtonians born outside of the United States are from Africa, especially the eastern countries. (Note: 5% unspecified)

66%	14%		9%	6%
ETHIOPIA	BENIN	GAMBIA	ALGERIA	ANGOLA
KENYA	BURKINA FASO	GHANA	EGYPT	BOTSWANA
SOMALIA	CAMEROON	GUINEA	LIBYA	LESOTHO
TANZANIA	CENTRAL AFRICAN REPUBLIC	GUINEA-BISSAU	MOROCCO	MADAGASCAR
	CHAD	LIBERIA	SUDAN	MALAWI
	CONGO	MALI	TUNISIA	MOZAMBIQUE
	COTE D'IVOIRE	MAURITANIA	WESTERN SAHARA	NAMIBIA
	DEMOCRATIC REPUBLIC OF CONGO	NIGER		SOUTH AFRICA
	EQUATORIAL GUINEA	NIGERIA		SWAZILAND
	GABON	SENEGAL		ZAMBIA
		SIERRA LEONE		ZIMBABWE
		TOGO		

Where Black Washingtonians Live



Nearly nine of every 10 Black Washingtonians live in five counties surrounding the south Puget Sound.

85% of Black people live in the following counties:	9% of Black people live in the following counties:	6%
KING (49%) PIERCE (22%) SNOHOMISH (8%) THURSTON (3%) KITSAP (3%)	CLARK (3.5%) SPOKANE (3.5%) YAKIMA (1%) BENTON (1%)	SPARSELY POPULATED REMAINING COUNTIES

County of residence, Black population Washington state 2013

Where Black Washingtonians Live

Nearly nine of every 10 (85 percent) Black Washingtonians live west of the Cascade Mountains in the counties surrounding the Puget Sound *(see map)*.[7] The highest concentration is in King County (49 percent), followed by Pierce (22 percent), Snohomish (8 percent), Thurston (3 percent), and Kitsap (3 percent) counties. A smaller, but still sizable, number of Black people live in Clark (3.5 percent), Spokane (3.5 percent), Yakima (1 percent), and Benton (1 percent) counties. The remaining population is very sparsely scattered in each of the remaining counties throughout the state.

The depth and diversity of the Black community run deep, and to consider it a homogeneous group would be to oversimplify a complex picture. The unique experience of African-Americans in the United States and Washington state, for example, has been undeniably one of oppression, with a cumulative impact spanning every generation, including babies born today. Black immigrants coming to our state have a different history, with the majority intentionally arriving to seek opportunities the United States has to offer. Black refugees come to Washington state not by choice, but to escape intolerable conditions in their home countries, such as war, famine, genocide, and politically oppressive regimes. The differences in experience and culture paint a far more vivid picture than the single label "Black" suggests. Without a deep understanding of the unique circumstances and experiences facing Black Washingtonians, we cannot develop effective and culturally appropriate policies to ensure progress for everyone.

These diverse groups within the Black community do, however, share a history of unjust barriers to opportunity and unique forms of oppression that undermine their progress and, by extension, the progress of all Washingtonians. They also share a desire for equal access to opportunity for their children and families and the freedom to reach their full potential in life.

In the sections that follow we report on five key areas of well-being—economic security, education, criminal justice, health, and civic engagement—to highlight conditions in the Black community and contribute to a robust conversation about what an equitable future in Washington state looks like. Each section begins by highlighting systemic barriers to opportunity—major obstacles that can be attributed to social and economic systems designed to produce unequal results—and connecting those barriers to outcomes for Black Washingtonians. We end each section with a set of *initial* questions policymakers should explore with the Black community to begin a thoughtful and constructive dialogue on race and equity that is necessary to create a future where all Washingtonians can reach their full potential.

Three

Economic Security

The premise of the American Dream—that if you work hard you can get ahead—has long defined the social contract between the United States and its people. The ability of families and individuals to meet basic needs and save money for the future is a precondition to long-term economic security and underpins every domain of well-being. When a critical mass of people is able to get ahead, the benefits ripple throughout communities, businesses, and the economy at large.

The American Dream was realized for some in the aftermath of World War II, when a series of public policies were intentionally designed to support the creation of the middle class. The G.I. Bill—perhaps the single most important piece of legislation to expand educational opportunities and home ownership in the history of the United States—was pivotal to the economic security many Americans realized in the post-war period of "Great Prosperity" that lasted from 1947 to 1979. Beneficiaries of the G.I. Bill built wealth through home ownership and better job opportunities, ultimately passing it on to their children and laying a foundation for family economic security for several generations.[8]

Black people, who also fought for their country during World War II, returned to the United States still fighting for their full human and civil rights. Largely excluded from the G.I. Bill and other public benefits, Black people were denied the same opportunities to pursue education and home ownership as their peers. Throughout the 20th century, for example, Black people in Washington state and across the country were residentially segregated from economic and social opportunities.[9] Two notorious practices in that regard were racially restrictive "covenants"—agreements between owners and developers of real estate that prohibited Black people (and other racial groups and religious minorities) from living in specific areas—and "redlining," which labeled entire Black communities as too financially risky for mortgage loans. These types of exclusion, combined with a history of institutionalized discrimination, systematically denied Black people access to the middle class and the intergenerational benefits of post-war prosperity.

2x

The unemployment rate for Black Washingtonians in 2013 was 14 percent, twice as high as the state rate of seven percent.

6 in 10

The number of jobs that pay less than what is needed for a family of three to meet basic needs on one income in Washington state.

54%

The share of monthly income a Black family of three pays for housing and child care—the two biggest expenses a family has. The average family in Washington state pays 36 percent.

Major Obstacles to Economic Security

The economic security of Black people in Washington state today, and the future of the entire middle class in our state, cannot be understood or envisioned apart from this history. The barriers to economic security for Black Washingtonians today have taken on new forms, but they have evolved from old challenges that must be tackled if we are to create equal economic opportunities moving forward.

Disproportionally high rates of unemployment. As the Great Recession gripped Washington state, policymakers' attention rightfully focused on a soaring unemployment rate, which reached a peak of 10 percent in 2010. The concern about such high unemployment was warranted—an economy cannot function when such a large number of people are without work and businesses are without customers. The total unemployment rate, however, masked a more troubling trend for the Black community. The rate among Black Washingtonians rose to a staggering 21 percent in 2010, and remained at 14 percent at the end of 2013, compared to the state rate of 7 percent.[11] The same level of concern for the general population should apply to all groups. The Black community cannot thrive when such a large share of the community cannot find work.

A low-wage job market with racial discrimination. The lack of employment opportunities for Black people is compounded by the low quality of the jobs available. While Washington state has the largest share of high-wage, high-skill science, technology, engineering, and math (STEM) jobs in the nation, the majority of available jobs skews toward those that pay lower wages. For the state as a whole, six out of 10 (62 percent) jobs are in occupations that pay an hourly wage less than what is needed for a family of three to meet basic needs, let alone get ahead.[12]

Lack of educational opportunities affect both the quantity and quality of employment opportunities for Black Washingtonians described above *(see Education section for more detail)*, but research repeatedly shows that, all other qualifications being equal, Black job applicants are less likely to get hired.[13] A recent study found that even a college degree does not guarantee opportunity. Compared to their peers, Black people with college degrees have much higher rates of unemployment, and are more likely to be underemployed in most occupations, strongly suggesting that racial discrimination persists in the labor market.[14]

High cost of living. It costs a family of three $3,671 a month to meet basic needs in Washington state.[15] The median monthly income of Black Washingtonians falls well short of that—$3,380 (compared to $4,867 for the total population). Housing and child care are the two biggest expenses, together costing a family of three one third (36 percent) of its monthly income. For a Black family of three, the cost is even greater—more than half (54 percent) of its median income.[16] Such high costs of living make it difficult to meet other basic needs, including food and transportation to school or work. When parents do not have the peace of mind that their children are well-nourished, safely housed, or able to get to school, stress can reach levels that are toxic to the whole family.[17]

Making Progress on Economic Equity: Key Gaps to Close

As a result of these barriers, Black people are far more likely to face economic hardship than many of their peers, and often lack the savings and assets to invest in their future or withstand the impact of a personal financial crisis or weak economy.

Compared to Washingtonians generally, Black people:

Are less likely to have a job that pays enough to meet basic needs. Just more than one quarter (28 percent) of Black workers in Washington state are in a job that pays enough for a family of three to meet basic needs—such as food, shelter, utilities, and child care—on one income.[18] The reason, in part, is due to Black workers being overrepresented in lower-paying jobs, such as retail sales, food service, and administrative work, and underrepresented in the higher-paying STEM occupations, such as computer science, architecture, engineering, and biotech.[19]

Have lower household incomes and higher rates of poverty: Weaker job opportunities translate into lower household incomes for Black families, and higher rates of economic hardship. The median household income of Black households in Washington state is nearly $18,000 less than the state median, and nearly 60 percent of Black children are living in poverty, compared to 39 percent of children overall.[20]

Less likely to own a home or have enough assets to weather a personal financial crisis or weak economy. Fewer resources, especially given the high cost of living in Washington state, prevent Black families from accumulating the kinds of assets needed to build wealth, such as buying a home or saving for retirement. Just 35 percent of Black people live in households that own their homes compared to 65 percent of Washington households overall.[21] Nationally, 25 percent of Black households have enough assets to weather a personal financial crisis or weak economy, compared to 46 percent of households overall.[22]

Lower median net worth. Systemic barriers to building assets put current and future generations of Black Washingtonians at a significant disadvantage. With net worth 11 times less than the state average, they do not have the resources to achieve permanent economic security or pass down wealth from one generation to the next.[23]

Dialogue for an Equitable Future

Economic security is the foundation for all other areas of well-being. When families have the peace of mind that comes with having enough to eat, a safe place to stay, and savings on which to fall back, the benefits can be seen through better education and health, greater community and civic engagement, and reduced risk of involvement with the criminal justice system. While barriers exist for all Washingtonians, solutions cannot be one-size-fits-all given such large disparities in economic opportunities between Black Washingtonians and others. Below, we suggest a set of initial questions policymakers should explore with the Black community to address systemic barriers to economic opportunities and identify solutions that create an economy that works for all Washingtonians.

1. What are the most significant barriers to economic opportunity for Black Washingtonians today? In what ways are barriers for African-Americans similar to or different from Black people born outside of the United States?

2. How do barriers to economic opportunities differ for Black men and Black women from different ethnic and cultural backgrounds?

3. What economic policies can be pursued to ensure that all families in Washington state can meet their basic needs? What opportunities are available for the Black community to discuss and inform these policies?

4. How can we increase the share of Black people with access to good jobs? What is the attitude in the Black community toward STEM jobs?

5. Do Black people have adequate access to an education that will allow them to compete for the jobs of today and the future? Does access to education differ for Blacks born in the United States and those born outside of the United States?

6. How has the Black community responded to the high cost of living in the Puget Sound region? Are there ways we can make housing and child care more affordable to advance the economic security of children and families?

7. How is the economic stress a family feels on a monthly basis affecting other indicators of well-being? What are the unique ways in which children experience stress?

Four

Education

High-quality education—from preschool through college—is essential to preparing Washingtonians for success as workers, citizens, parents, and the leaders of tomorrow. Learning begins at birth, and the first five years of a child's life are particularly important for cognitive, social, emotional, and physical development.[24] Higher levels of educational achievement are associated with future success, such as quality job opportunities, higher incomes, good health, and better parenting—the benefits of which pass from one generation to the next.

Our country has a long history of Black Americans fighting to gain equal access to education. From being shut out initially, to "separate but equal" policies under the Supreme Court's *Plessy v. Ferguson* ruling, to its ruling in *Brown v. the Board of Education* making racial segregation in education unconstitutional, Black people have made significant progress in educational access, achievement, and attainment. Today, more Black Washingtonians hold college degrees than ever before, a testament to that progress, and they have been increasingly joined by many Black people born outside of the United States arriving with higher education degrees from their home countries.[25] But much work remains. Unequal access to educational opportunities at every stage prohibits Black students from reaching their full potential. Even those who obtain a degree find it difficult to find work. Many land in jobs that are below their level of education and skill.

$917

The median cost of child care per month for a family of three in Washington state takes up 27 percent of a Black family's income.

1 in 10

Just one in 10 teachers in Washington state is of color, even though four of every 10 students are of color.

2x

The rate at which Black students in Washington state are suspended or expelled compared to their peers.

$4.5 BILLION

The amount of additional resources needed to adequately fund K-12 education in Washington state.

25%

The share of a Black family's income needed to pay for average tuition at Washington state's four-year public universities.

Major Obstacles to Education Opportunities

For education to be the great equalizer many people perceive it to be, equal access to high-quality education—across early learning, K-12, and higher education—is a precondition. In practice, today's education system falls short of providing equal opportunity for Black students.

The high cost of early learning opportunities. High-quality early learning experiences, such as those provided in child care settings, are essential for development and help prepare children to be successful in school. The cost of child care, however, is prohibitive for many families in Washington state. Child care for a family of three can cost up to 18 percent of monthly household income; for a Black family of three it can consume up to 27 percent of income, given their generally lower earnings.[26]

Inadequate state funding for K-12. In 2012, the Washington State Supreme Court ruled in *McCleary v. State of Washington* that the state is not fulfilling its paramount duty under the state constitution to fund basic K-12 education. The court recognized that funding for schools varies by geographic location, and that many schools rely too heavily on local taxes to make up for resources that should be provided by the state.[27] In its ruling, the Supreme Court gave the Legislature until 2018 to invest an additional $4.5 billion into the K-12 system to meet its constitutional obligation.[28]

The lack of adequate school funding is a major barrier for all students, but particularly for students of color, who are more likely than their peers to experience gaps in opportunity within the education system and outside of it. In addition, the unique social and economic circumstances many Black students face—particularly those born outside of the United States—may require specialized, culturally competent investments to help them excel in school. The amount of school funding, as well as the ways in which resources are spent, are both critical to achieving greater equity in Washington state's K-12 system.

Disproportionality in student discipline. Being suspended or expelled from school is associated with falling behind in coursework and dropping out, and increases the chances of a student becoming involved with the criminal justice system.[29] At nine percent, the rate of suspension or expulsion for African-American children in Washington state is more than twice as high as the state average of four percent. Black students born outside the United States have a rate of six percent.[30]

Lack of teacher diversity. Teachers of color bring a broad range of experience and perspective that is essential for a rapidly diversifying student population. Not only do they serve as positive role models in the community, research shows that students of color who are taught by teachers of color do better in school.[31] Of every 10 students in Washington state public schools, four are of color, yet just one of every 10 teachers is of color.[32]

Rising cost of college tuition. The growing cost of higher education is felt by all Washingtonians, but is particularly significant for students with low incomes and those of color. College tuition for four-year public universities has increased by 81 percent since the start of the Great Recession.[33] Today one year of tuition at a four-year public university in Washington state would take one quarter (25 percent) of a Black family's median income.[34]

Making Progress on Equity in Education: Key Gaps to Close

For the 80,000 Black children in Washington state public schools, difficulty finding affordable, high-quality early learning opportunities, lack of adequate school funding for K-12, disproportionate disciplinary action, a lack of teacher diversity, and the prohibitive cost of higher education combine to affect their achievement and attainment across the education pipeline, as well as their future opportunities in the labor market.

Compared to their peers, Black students in Washington state:

Have lower rates of preschool enrollment. The cost of child care is likely just one reason why less than half (45 percent) of Black children are enrolled in preschool compared to their peers (53 percent).[36] Other reasons may include a shortage of child care availability in neighborhoods, lack of culturally competent child care, or differences in care preference by racial or ethnic background.

Are slightly less likely to be prepared for kindergarten. At 41 percent, the share of children ready for kindergarten in Washington state is low overall; Black kindergarteners are only slightly behind their peers, with 39 percent prepared in all six areas of kindergarten readiness.[37]

Are less likely to meet standards in third grade reading and eighth grade math. Proficiency in third grade reading and eighth grade math are key predictors of future success in school.[38] The achievement gap is evident by third grade, with Black students trailing their peers in reading proficiency by 15 percentage points. By eighth grade, Black students trail their peers in meeting math standards by 22 percentage points.[39]

Are less likely to graduate from high school on-time. Graduating from high school is an essential step in transitioning into adulthood. Sixty-five percent of Black students entering ninth grade graduate within four years, compared to 76 percent of students overall.[40]

Have similar rates of college enrollment after they graduate high school, but have lower degree completion rates. Black high-school graduates have similar rates of college enrollment as their peers. However, colleges and universities in Washington state are less likely to retain Black students. For students entering college in 2005, for example, the rate of completion at public universities was 68 percent overall, but 52 percent for Black students.[41]

Dialogue for an Equitable Future

Access to an affordable, high-quality, and integrated system of early learning, K-12, and higher education remains one of the most important opportunities Washingtonians need to reach their full potential and compete in the 21st century economy. Each stage of education serves as a building block for the next, and when students receive the opportunities they need to excel and achieve, the impact is cumulative and lifelong. Higher educational attainment is associated with increased earnings and economic security, greater job satisfaction, and a greater sense of control over one's life—all of which enhance individual well-being and have large returns for society.[42] Below are questions to be explored in collaboration with the Black community to improve opportunities and outcomes across the entire education pipeline.

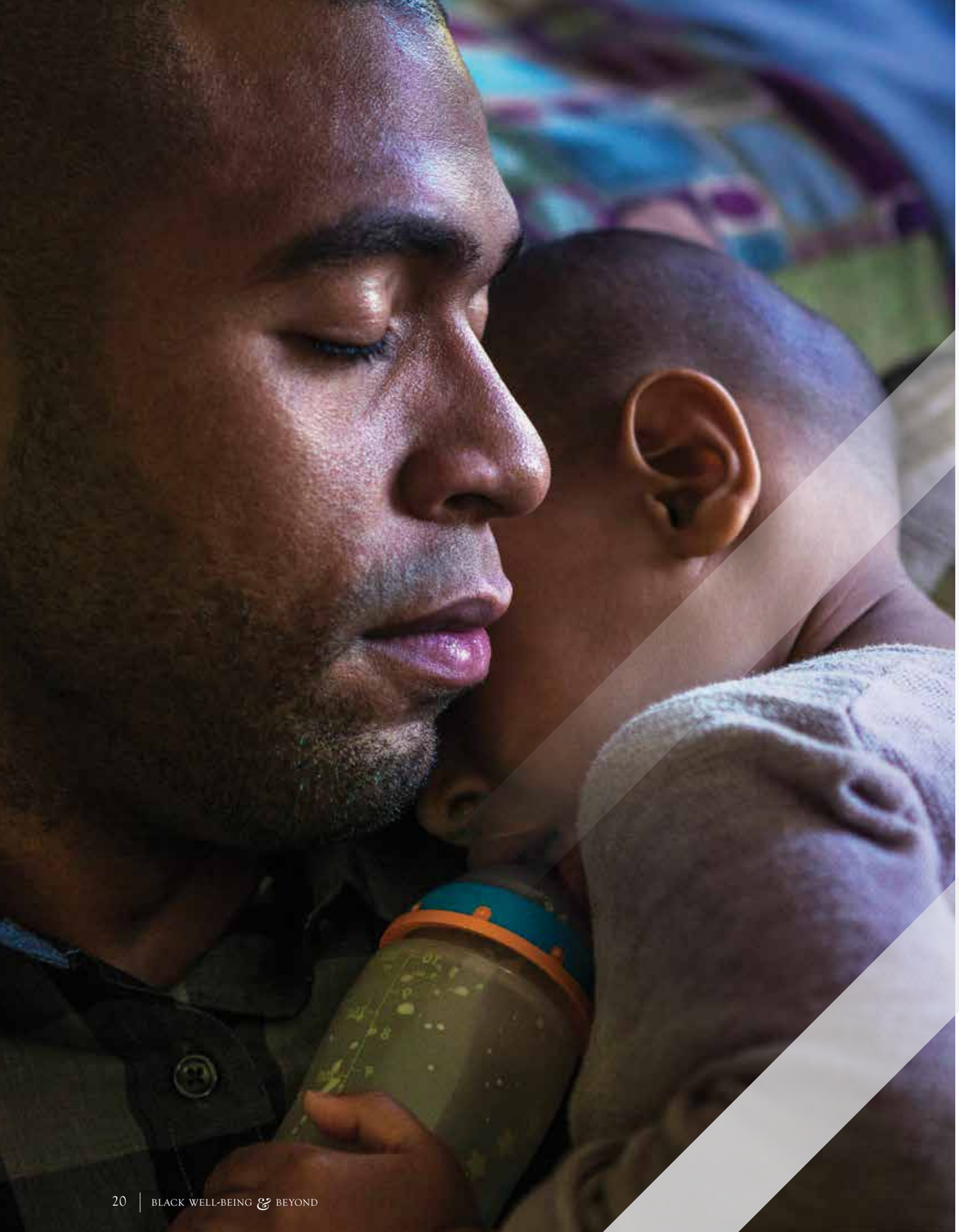
1. How can we expand high quality early learning opportunities for Black children and families? How does the Black community define "quality" in education, and how is it similar or different for African-Americans and Black people born outside of the United States?

2. How will the state provide adequate funding to close the achievement gap? What resources do Black students need to stay in school and excel? Are different resources needed for African-American students and Black students born outside of the United States?

3. What are the root causes of Black students being disciplined more than their peers? How can we reform discipline policy and devise more constructive strategies to keep Black children engaged in school?

4. How can we bring greater diversity into our children's classrooms?

5. If Black students who graduate are just as likely to enroll in college, why do they have lower rates of obtaining an associate's degree or more? In addition to the prohibitive cost of higher education, what are the major reasons colleges cannot retain Black students, and what strategies can be pursued to improve their rates of college completion?



Five

Criminal Justice

Strong communities depend on trust. When people feel confident that they are protected and have the opportunity to live, work, and play without the fear of violence, harassment, or discrimination, stronger bonds form within communities.

The criminal justice system is responsible for protecting neighborhoods and building trust, but there is perhaps no other institution more devastating to Black children, families, and communities today. The United States has the highest incarceration rate in the world—there are more than two million people in U.S. prisons. Of these, a staggering 38 percent are Black men and women.[60]

Importantly, trends in incarceration and racial disproportionality in the criminal justice system cannot be explained by greater criminal activity or higher rates of crime within the Black community. On the contrary, a recent review of research conducted by the *Task Force on Race in the Criminal Justice System* concluded that "race and racial bias affect outcomes in [Washington state's] criminal justice system and matter in ways that are not fair, that increase disparity in incarceration rates, that do not advance legitimate public safety objectives, and that undermine public confidence in our criminal justice system."[61]

While racial bias has been present in our criminal justice system throughout history, the most recent wave of racially biased laws has resulted in such widespread incarceration of Black people that the period from 1980 to today has been referred to as "the new Jim Crow."[62] Exacerbating these trends are several recent high-profile killings of Black men by police—most recently Michael Brown in Ferguson, Missouri, and Eric Garner in New York City, among many others—that have elevated racial tensions between law enforcement and the Black community across the country, deepening mistrust and reigniting a nationwide conversation about race and racial bias in the criminal justice system.

#1

The United States incarcerates its population at a higher rate than anywhere else in the world, even though it has a marginal effect on reducing crime. The prison population in Washington state increased more than 300 percent between 1980 and 2011.

"There is a problem in [Washington state's] criminal justice system ... put simply, we have found disparity and mistrust. Together we must fix it for the sake of our democracy."

Task Force on Race in the Criminal Justice System

18%

In Washington state, the share of Black people in prison (18 percent) is four times higher than their share in the state population.

Obstacles to Equity in the Criminal Justice System

If we want communities throughout Washington state to be places where people truly feel protected and trust local law enforcement, a deeper understanding of the disproportionate involvement of Black people in the criminal justice system is needed.

A weak relationship between declining crime and rising incarceration. The total crime rate in Washington state has been declining for the last two decades, decreasing from 60 per 1,000 people in 1994 to 40 per 1,000 people in 2013.[63] The violent crime rate has been declining as well, dropping by more than half (54 percent) during the same period.[64] Some policymakers have speculated that increases in incarceration are the major reason crime is declining, but the reality is more complicated. The impact of incarceration varies widely depending on the time frame and geographic location analyzed, suggesting other factors are largely at play.[65] For example, one study found that 25 percent of the drop in crime rates in the 1990s can be attributed to the increase in incarceration; the remainder is due to other factors, including the strong economy of the 1990s, the waning crack epidemic, and successful community-led efforts to address crime.[66] Given the extraordinary toll of incarceration on society generally, but for the Black community especially, a discussion of reversing trends in incarceration is needed.

The long shadow of the War on Drugs. In Washington state the prison population increased 300 percent between 1980 and 2011. Much of this rise began in the 1980s as the Reagan administration launched the War on Drugs, which escalated the policing, arrests, and conviction of drug offenders on a much larger scale than previously seen. Even though rates of overall drug use among Black people are similar to their peers,[67] a combination of greater policing in Black neighborhoods and the targeting of drugs sold in public—especially crack cocaine—contributed to disproportionate arrests of Black drug offenders.[68] Greater poverty within the Black community left drug offenders with limited resources to navigate the criminal justice system, and harsher sentencing policies for crack cocaine—the only drug Black people were more likely to use than their peers—resulted in an unprecedented and disproportionate number of Black people being sent to prison. In Washington state, one study found that Black drug offenders were 62 percent more likely to be sentenced to prison than white drug offenders with similar circumstances.[69] Another study, based in Seattle, found that racial disparities in drug arrests were being driven by police targeting crack cocaine to the exclusion of almost all other drugs, even though powder cocaine and ecstasy—more popular among white drug users—are more prevalent in the city.[70]

The Fair Sentencing Act of 2010 reduced disproportionate sentencing for drug crimes in Washington state, but the legacy of the War on Drugs still casts a long shadow on the Black community. Defendants of color in Washington state—regardless of age and especially if they are Black—experience harsher sentencing than white people for most crimes, even when their backgrounds and circumstances are similar.[71]

Violence, trust, and transparency between law enforcement and the Black community. The events in Ferguson, Missouri, and New York City have renewed efforts to collect and publish data on what many Black people believe an all-too-common occurrence in their communities: racially charged and violent experiences with police. In Washington state, statewide data needed to systematically evaluate whether use of force by police is happening disproportionately in the Black community does not yet exist. However, an investigation of the Seattle Police Department (SPD) conducted by the U.S. Department of Justice found "a pattern or practice of constitutional violations regarding the use of force that result from structural problems, as well as serious concerns about biased policing."[72]

In the wake of the Michael Brown and Eric Garner tragedies, many news outlets[73] have attempted to uncover data on the use of force by police for cities across the country,[74] to no avail. The SPD investigation, in addition to others across the country, suggests the trend is widespread and pervasive, reinforcing the need for more transparency, and better data to deepen our understanding of police practices in the Black community.

Making Progress on Equity in the Criminal Justice System: Key Gaps to Close

The collateral damage of mass incarceration affects the economic security, health, and civic engagement of entire communities. If current trends continue, one in three Black men and one in 18 Black women in the United States will spend some time in prison, removing a critical mass of workers, parents, brothers, sisters, friends, and voters from the Black community. Nearly two million children in the United States currently have a parent in prison, many of whom struggle to maintain relationships with their incarcerated parents, face more economic hardship than their peers, and struggle in school. Use of excessive force and violence in the Black community will only serve to further undermine trust between the community and law enforcement.

In Washington state:

Black adults have a rate of incarceration five times higher than the state average. The rate of incarceration for Black adults is 33 per 1,000, compared to the statewide rate of six per 1,000.[75]

Black children are detained at a rate four times higher than the state average. The rate of juvenile detention is four per 1,000 for Black children, compared to the state rate of one per 1,000.[76]

Dialogue for an Equitable Future

Black Washingtonians cannot make progress without policies and programs that reduce disparities in the criminal justice system, support families most affected by mass incarceration, and reduce violence within and against the Black community while building greater trust with law enforcement. Below are a set of questions policymakers should explore with the Black community to promote greater equity in the criminal justice system.

1. In what ways do higher incarceration rates among Black people in Washington state affect the Black community as a whole?

2. Given the high incarceration rates among Black men, what unique circumstances do women and children with an incarcerated family member face? What unique needs do children with an incarcerated parent have? How can policies or programs help address the needs of families with an incarcerated relative?

3. What are the contributing factors to higher rates of juvenile detention for Black youth? How can state policies and programs better meet the needs of Black youth to keep them out of the criminal justice system?

4. How do sentencing policies and practices in Washington state contribute to disparities in incarceration? Are there changes to sentencing policy that could reduce racial and ethnic disparities in the criminal justice system?

5. Are there innovative ways that law enforcement can work with the Black community to reduce racial bias and rebuild trust? In what ways can we support prisoners, particularly if they are non-violent, in re-entering their communities and rejoining their families?

6. How can we build greater diversity within the police force?

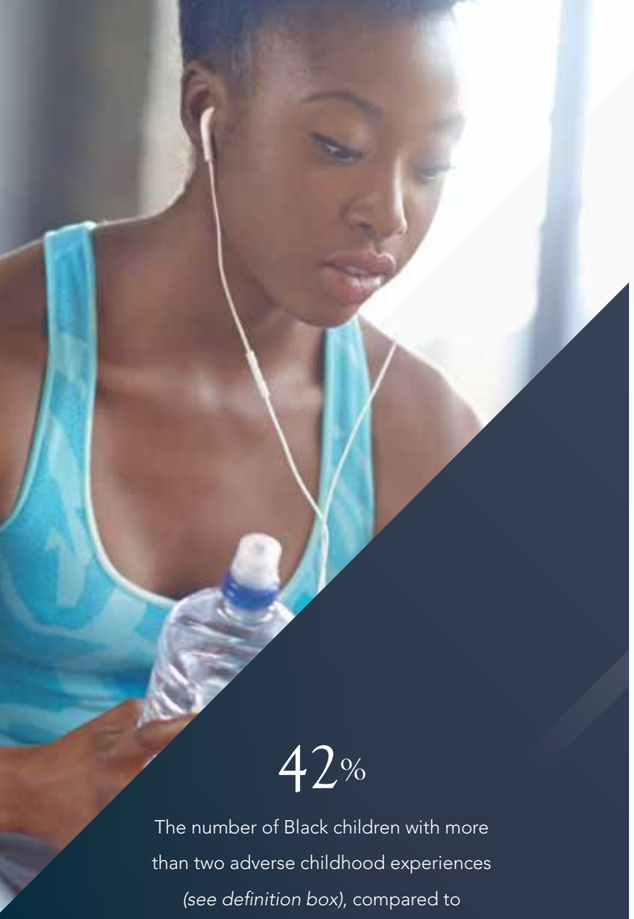
7. Can we improve data collection efforts so they are culturally competent and adequately evaluate racial biases in the criminal justice system?

Six

Health

Good health is essential to quality of life, and our health is substantially affected by the environments in which we live. Living in a safe home, having enough food to eat, having stable employment, attending good schools, and living in neighborhoods where people trust one another and feel protected are all essential to a healthy life.[43]

Such social conditions play a significant role in the health of Black Washingtonians. Lack of economic and educational opportunities have made it harder for Black people to find stable, living-wage employment that allows families to meet basic needs like housing and food, as well as invest in their own future or that of their children. In addition to the threat to physical well-being posed by hunger or not having a safe place to call home, the mental stress of such instability can reach levels so toxic that it can take a toll on every aspect of child and family health,[44] with consequences that can last well into the future.



42%

The number of Black children with more than two adverse childhood experiences *(see definition box)*, compared to 24 percent of children overall.

60%

The number of Black children living in families with economic hardship—the most common adverse experience children face—compared to the state average of 39 percent.

23%

The number of Black working-age (18 to 64) adults without health insurance, compared to the state average of 19 percent.

Major Obstacles to Equity in Health

Improving the health and well-being of Black Washingtonians is largely dependent on how much progress we make on removing the social and economic barriers to opportunity they face, including:

Adverse experiences and toxic stress. A growing body of research suggests that stress resulting from adverse experiences in childhood *(see table for definition)* can harm the maturing brains of children and have health consequences that last well into adulthood. The more adversity a child experiences, the greater the risk for cardiovascular disease, lung and liver disease, depression, violence, smoking, drug and alcohol abuse, obesity, risky sexual behaviors, and early death.[45] Forty-two percent of Black children in Washington state have had two or more adverse experiences, compared to 24 percent of children overall.[46] Economic hardship is the most common adversity children face.[47] Black children and families in Washington state have a rate of economic hardship one-and-a-half times higher than the state average.[48]

Examples of Adverse Experiences

- Economic hardship
- Divorce or separation of a parent
- Death of a parent
- Parent served time in jail or prison
- Victim of or witness to domestic violence
- Victim of or witness to neighborhood violence
- Living with someone who is mentally ill or suicidal
- Living with someone with an alcohol or drug problem
- Being treated unfairly due to race or ethnicity

Access to health insurance. All people should have the opportunity to see a doctor when they are sick, regardless of their ability to pay. Access to affordable health care increases the chances that people will seek care in a timely manner, which benefits the health of children and families, as well as the public's health. The Affordable Care Act is already improving access to health care for the nearly one million Washingtonians who were previously uninsured,[49] and our state's health insurance program for children, Apple Health, has dramatically reduced the number of uninsured children.[50] The latest data on race, however, shows that work remains to close gaps in health care coverage for Black, working-age adults (age 18 to 64), as well as for Black people born outside of the United States. Nineteen percent of working-age adults in Washington state lacked health insurance in 2012, while the rate for working-age Black people was 23 percent. For Black people born outside the United States, the rate is even higher: 32 percent.[51]

Environmental injustice. People of color and those with lower incomes have historically suffered from disproportionately high levels of exposure to pollution from toxic waste, landfills, sewage facilities, and industrial sites compared to the population as a whole.[52] This has been linked to higher levels of lead poisoning, asthma, cancer, and other diseases in the Black community.[53] Currently, there is no comprehensive statewide data on environmental injustice in Washington state. However, national data, paired with data in Washington state showing lower levels of economic security and higher rates of asthma *(see outcomes next page)* among the Black population as a whole, warrant investigation into how environmental risks faced by Black Washingtonians impact their health.

Making Progress on Health Equity: Key Gaps to Close

Social and economic inequality affects the health of many Black Washingtonians from birth onward, playing out across multiple dimensions of health and well-being.

Compared to their peers in Washington state, Black people:

Are more likely to be born at low birth weight. Babies born at a low weight (less than 5.5 pounds) are less likely to survive than babies born at a normal weight, and have a higher likelihood of experiencing a range of negative health outcomes in childhood and adulthood.[54] Eleven percent of Black babies are born at low birth weight, compared to six percent of all babies.[55]

Have higher rates of childhood asthma and obesity. Research suggests that the quality of the natural (e.g., air quality) and built environments (e.g., access to healthy food and parks, walkable neighborhoods, and housing quality) plays a major role in health outcomes. In Washington state, Black children have higher rates of both obesity and asthma than their peers,[56] two illnesses that are strongly linked to economic inequality and environmental factors.[57]

Have higher rates of mortality and lower life expectancy. Barriers to economic and education opportunities accumulate over time and are strongly associated with higher rates of illness and premature death in the Black community. Overall age-adjusted mortality among Black people (885 per 100,000) is significantly higher than the state rate (677 per 100,000).[58] A Black baby born in Washington state today has a life expectancy four years shorter (76) than the state average (80).[59]

Dialogue for an Equitable Future

All Washingtonians deserve the opportunity to lead healthy, productive lives. When children are healthy they do better in school, and when adults are healthy they are better workers and parents—all of which benefit communities and the economy. Recognizing the strong relationship among social, economic, and educational opportunities, and good health, is essential to improving health in the Black community. Below we highlight a set of questions that policymakers should explore with the Black community to advance health equity in Washington state.

1. What stories help illustrate how systemic barriers to social and economic opportunities harm health in the Black community? Are there policies that would improve the overall health of Black Washingtonians until equity is achieved?

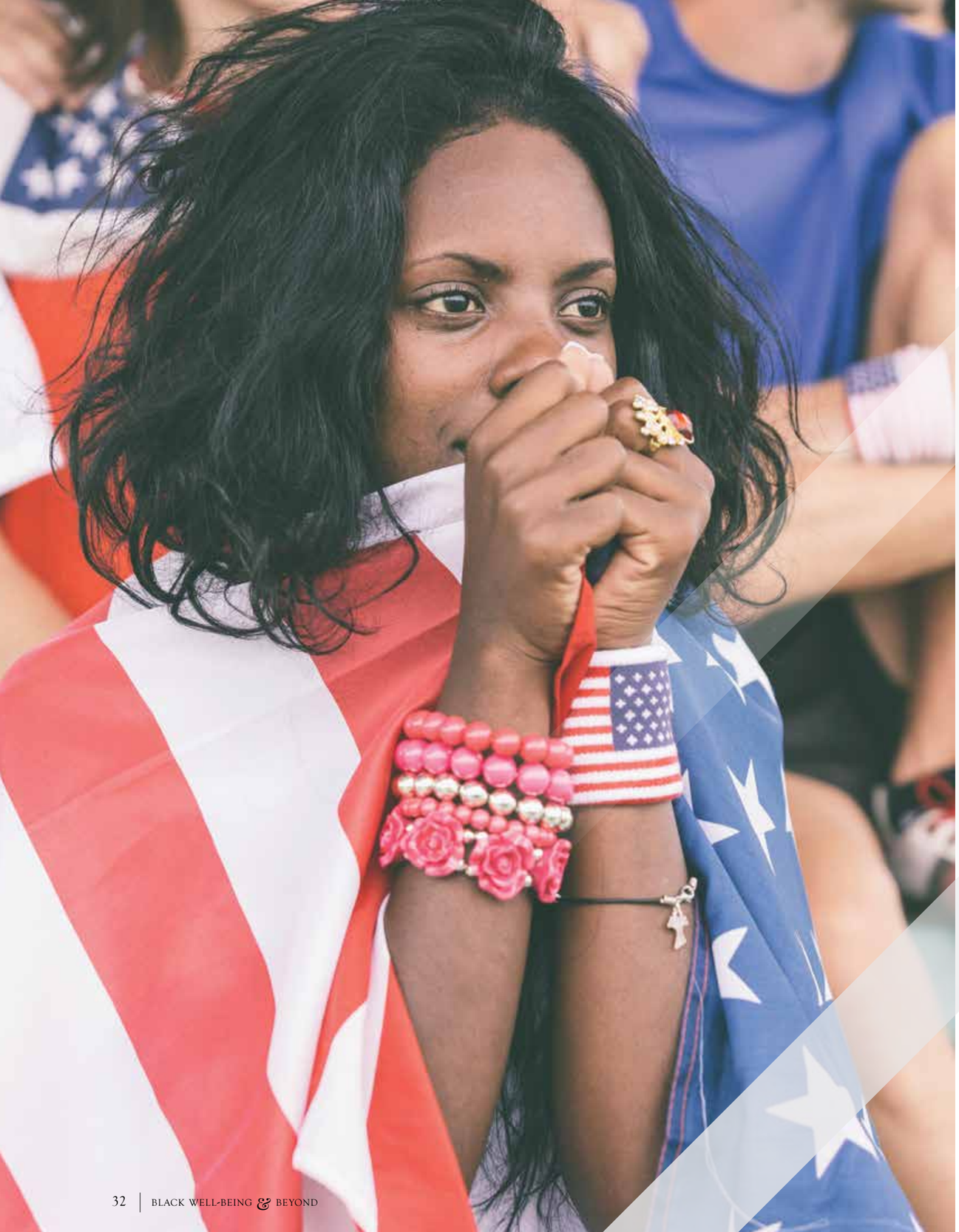
2. What are the major health concerns of Black people from different cultural backgrounds and ages, as well as men and women?

3. What community-led responses to adverse experiences and toxic stress will bolster the health of the Black community as a whole? Are the adverse experiences that African-American children face similar to or different than those of children born outside of the United States?

4. What policies need to be enacted so that everyone in the Black community has adequate access to health insurance and care? Are there different strategies needed for African-Americans and Black people born outside of the United States? Has the Affordable Care Act improved access to health care for the Black community as a whole?

5. What strategies do Black families use to remain healthy in challenging environments? What are the main drivers of higher mortality in the Black community? Are Black people born outside of the United States more or less healthy than African-Americans?

6. How can we better protect the Black community from environmental toxins and promote healthy and sustainable natural and built environments in Black communities?



Seven

Civic Engagement

A representative and well-functioning democracy depends on the people it serves making their voices heard and taking action on their own behalf. When communities have an equal opportunity to engage in the decision-making processes that affect their daily lives, problems are more likely to be solved, communities are more likely to thrive, and public policies are more likely to succeed.

A history of discrimination, combined with the effects of lower economic and educational opportunities, has kept Black people from being equally represented at all levels of decision making. Exercising our right to vote, for example, is the most direct way to engage in our democracy. But policies intended to suppress the Black vote—like poll taxes, literacy tests and, more recently, overly restrictive voter identification requirements — taint our history.[77] In addition, laws that restrict felons from voting have reduced political power in the Black community, one of the many consequences of harsher sentencing policies stemming from the War on Drugs, which disproportionally sent Black people to prison for drug felonies.[78]

Beyond voting, a lack of social and economic resources puts Black people at a significant disadvantage in a political system influenced so heavily by money, which may discourage, or outright prevent, Black people from running for office.[79] How campaigns are financed significantly hinders Black representation in government, and is a key area where reform is needed. Greater representation in government, as well as in the private and nonprofit sectors, can lead to more racially just decision making, but a larger conversation about the root causes creating such large gaps in wealth and power is needed to ensure equity in policymaking moving forward.[80]

Obstacles to Equity in Civic Engagement

For public policies and programs to truly reflect the needs of Black Washingtonians, barriers to civic engagement must be removed. In particular, policies that bolster the inclusion of Black people in politics and policymaking need to be a priority for policymakers.

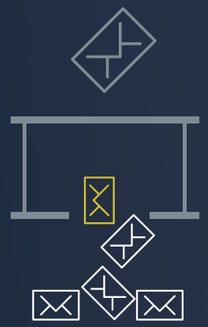
Wealth inequality and the campaign finance system. Nationally and in Washington state, the political system is increasingly dominated by wealthy people and corporations, whose interests differ considerably from those of average Americans. Wealthy people, for example, tend to favor policies that will increase their wealth—like lower taxes on capital gains and tax breaks for corporations—and are less likely to favor policies that support the middle class, like adequately funding K-12 education, public transportation, and affordable health care.[81] As a result, the overwhelming influence of money in politics fuels greater inequality and undermines the very premise of a well-functioning democracy—equal representation.

For Black people, whose median net worth ($6,314) is far below the median for the United States as a whole ($68,828),[82] and minuscule compared to the net worth of most wealthy people and corporations, the obstacles to equal political participation are virtually insurmountable. The wealth gaps for Black people are rooted in systemic barriers to economic and education opportunities that should be removed to improve overall conditions for the Black community. But removing those barriers alone will not elevate Black representation in politics and policymaking until the laws that allow wealth to dominate United States and state politics are reformed.

Voter disenfranchisement. A person convicted of a felony in Washington state who is currently serving time in a correctional facility, or is on parole or probation, is unable to vote. The disproportional impact of the War on Drugs on the Black community has disenfranchised a greater share of Black voters with a felony record—four percent compared to just one percent of felons overall.[83]

11x

The median net worth of the average U.S. household is 11 times greater ($68, 828) than the average Black household ($6,314). In a political system so heavily influenced by wealth, it is nearly impossible to ensure equal representation for a strong democracy.



4:1

Four percent of Black people with a felony have lost their right to vote, compared to an average of one percent for the felon population as a whole.

Making Progress: Key Gaps to Close

In Washington state, legislators who are majority white, male, and older are making decisions for a rapidly diversifying electorate that looks much different than them. A political system that fails to guarantee equal representation for people from all social and economic backgrounds is harmful to civic engagement, as is the disproportionate impact of voting restrictions for people convicted of a felony.

In Washington state, Black people:

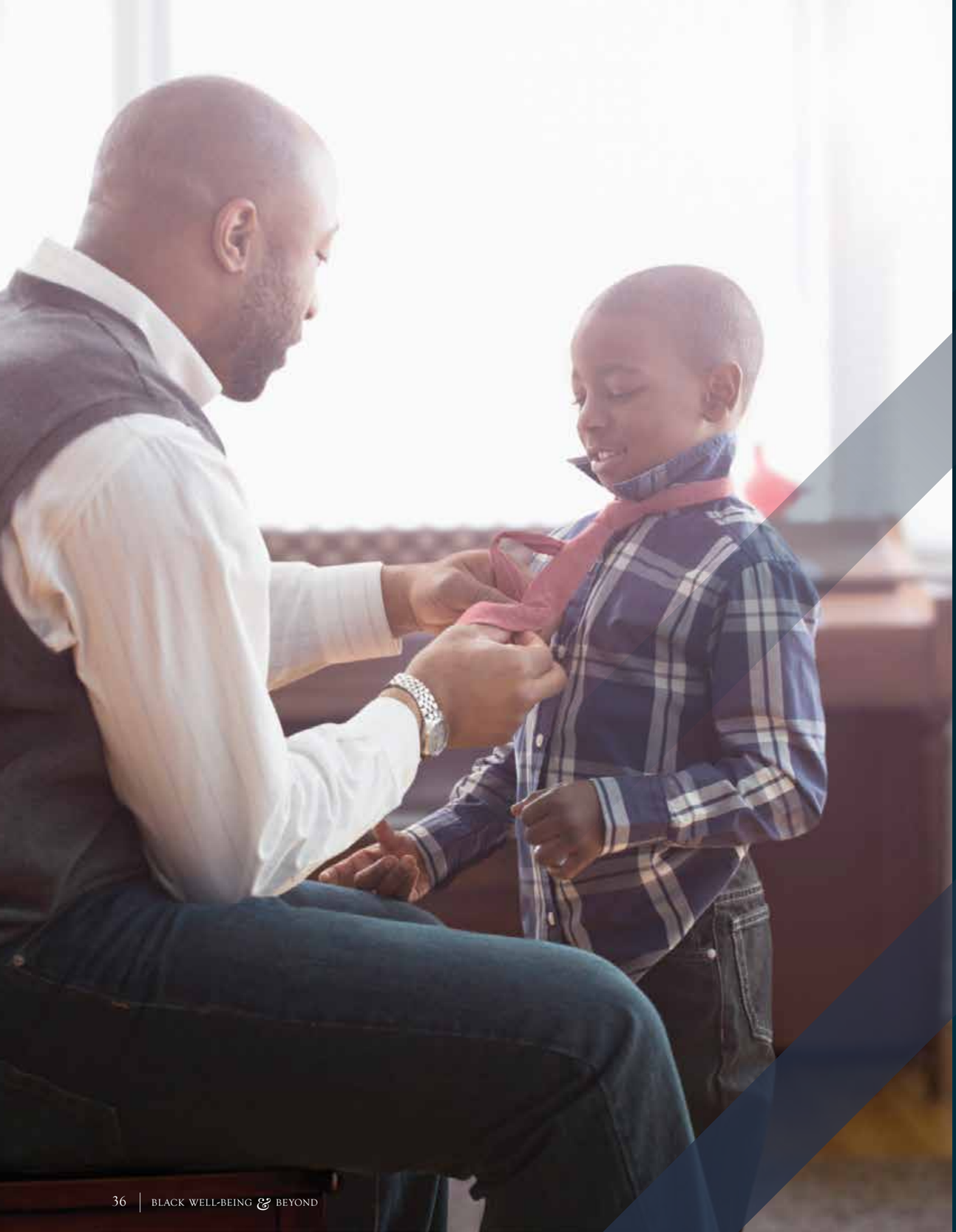
Are less likely to be registered to vote. Among eligible Black voters, 68 percent are registered compared to the state rate of 83 percent.[84]

Have almost no representation in the state Legislature. The lack of the Black community's access and influence in politics and policymaking is evident in our state Legislature, where there is just one Black legislator out of 147 total.

Dialogue for an Equitable Future

Equal representation is essential to a strong democracy, and is critical to advancing equity in all areas of Black well-being. Below are a set of questions policymakers should explore with the Black community to improve civic engagement and advance racial equity in policymaking.

1. What barriers to civic engagement exist for Black immigrants and refugees? Are they similar or different to native-born Black people?
2. In addition to addressing voter disenfranchisement, how can we increase voter registration and turnout in the Black community?
3. What are some community-driven strategies to create a more just and equitable political system? Until we have a more equitable political system, how can we overcome barriers to ensure that Black voices are represented in the state Legislature?
4. What other aspects of our political systems need to be changed to increase representation and elevate the voices of the Black community in Washington state?



Eight

Conclusion

Creating an Equitable Future for Black Washingtonians

What does the future look like for Black Washingtonians? It should not be anything less than a future based on equity, where all people have the same opportunities to reach their full potential.

Some serious work remains to realize that future.

This report outlines some of the major ways the social, economic, and political systems in Washington state intertwine to create barriers to opportunity that impede progress within the Black community. It is just a start and, to get the full picture, these findings must be situated within the reignited conversation about race and racial bias already underway in Washington state. We deeply believe that the community knows itself best. To truly understand how these issues converge in everyday lives and then create solutions that will catapult forward the progress we all seek, Black Washingtonians must speak for themselves through community dialogue and idea generation.

Next Steps

African American Leadership Forum–Seattle, Centerstone of Seattle, and the Washington State Commission on African American Affairs promise to continue our work with the Black community to deepen our understanding of the findings in this report, and elevate the voices of Black Washingtonians in the process. During the next year, we will bring this report to communities across the state to support a community-led effort to create the changes we need to realize the future we want.

Past need not be prologue. There is an urgency to take advantage of the moment we are in. Events unfolding throughout the country are providing an opportunity to make meaningful progress in our state and country and to usher in a new era in the long movement for civil rights. It's not just about time, it's the right time. We hope to work together to create an equitable future not just for Black Washingtonians, but for all Washingtonians.

Nine

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Using a Racial Equity Impact Analysis in the Minneapolis Public Schools

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Prompted by a community-based alliance called the Education Equity Organizing Collaborative, the Minneapolis Board of Education agreed, in 2008, to use a racial impact assessment to inform decision making related to its Changing School Options initiative[1] The initiative was a school board proposal to cut school district operating costs by reorganizing school enrollment and transportation routes. The school board's use of the community-driven "Race, Cultural and Economic Equity Impact Assessment" resulted in the selection of a plan that mitigated any adverse impact on communities of color.[2]

The Minneapolis School Board Equity Impact Assessment

The Minneapolis Board of Education sought, in spring 2008, the Education Equity Organizing Collaborative's support for a proposed $60 million school funding referendum on the November 2008 ballot.[3] The collaborative, being a multiracial and

[1]For an in-depth discussion of racial impact statements and their uses in advocacy, see William Kennedy et al., *Putting Race Back on the Table: Racial Impact Statements*, in this issue.

[2]Minneapolis Public Schools, Race, Cultural and Economic Equity Impact Assessment of Changing School Options (2009) ((1) Minneapolis Public Schools, Changing School Options Revised Plan and Variations: Pre-reading for 7/14 Board Work Session; (2) Minneapolis Public Schools, Changing School Options Revised Plan and Variations: Appendix to Pre-reading for 7/14 Board Work Session; and (3) Minneapolis Public Schools, Changing School Options, Revised Plans and Variations, Appendix B, Attendance Boundary Maps) (all on file with Jermaine Toney).

[3]See Organizing Apprenticeship Project, Education Equity Organizing Collaborative (n.d.), http://bit.ly/1bxR6PV.

multicultural alliance of community organizations advocating equity in public schools, was seen as a civic player. The collaborative's partners at the time included Migizi Communications (an American Indian organization), Somali Action Alliance, Isaiah (a multiracial faith-based coalition), the Coalition of Black Churches, and the Organizing Apprenticeship Project (which supports community organizers and racial justice advocacy and convened and staffed the collaborative).

The collaborative advised the school board that a racial, cultural, and economic impact analysis of how students of color, American Indian students, and other schoolchildren would be affected by approval of the referendum would have to be done before the collaborative could support the referendum. The collaborative commissioned the Organizing Apprenticeship Project to conduct the racial impact analysis because the project had analyzed the racial impact of state legislative and budgetary proposals.[4] The project had, in turn, received training and consulting from our Applied Research Center, a national racial justice think tank and promoter of equity tools such as legislative report cards on racial equity and racial impact assessments.

The school district's enrollment for the 2008–2009 school year was 40 percent African American, 30 percent white, 17 percent Latino, 9 percent Asian, and 4.5 percent American Indian.[5] Even though students of color constituted 70 percent of total enrollment in the district, there was a wide gap in reading proficiency test scores between students of color and white students.[6] In the 2006–2007 school year only 31 percent of the district's African American students were proficient in reading, while 35 percent of Latino students, 33 percent of American Indian students, and 43 percent of Asian students were proficient in reading. In comparison, 82 percent of white students were proficient in reading.[7] Only 32 percent of low-income students, that is, those who received a free or reduced lunch, were proficient in reading.[8]

The Organizing Apprenticeship Project's racial impact analysis revealed that if voters failed to support additional school funding, the academic achievement gap across different racial groups would widen.[9] Voter approval of the referendum would result in the maintenance, but not expansion, of disparities. The collaborative actively and visibly supported the referendum. Voters approved the referendum by a historic margin, with significant support from voters of color.

That same year the Minneapolis Board of Education again sought support from the collaborative, this time for the Changing School Options initiative, a proposal to save operating costs by reorganizing services. The initiative offered three options to solve the fiscal difficulties brought about by declining student enrollment and rising transportation costs: school closures, rewired pathways in school enrollment options, and changed school transportation routes.

This time the collaborative asked the Minneapolis School Board to conduct an equity impact assessment of the initiative's proposed options. The collaborative supplied an assessment framework: the Pocket Guide to Budget Proposals: Racial and Economic Equity Assessment

[4]See Kennedy et al., *supra* note 1 (discussing Organizing Apprenticeship Project type of racial impact statement and how it has been used elsewhere).

[5]Minneapolis Public Schools, Summary Statistics: Racial/Ethnic Breakdown from 1978–2009 (Dec. 28, 2009), http://bit.ly/169zc3M.

[6]Dave Heistad, Research, Evaluation and Assessment, Minneapolis Public Schools, Achievement Gap Trends (n.d.), http://bit.ly/18FWqCn.

[7]*Id.* at 7.

[8]Research, Evaluation Assessment Department, Minneapolis Public Schools, Spring 2010 MCA-II and MTELL District Summary Results 5 (July 1, 2010), http://bit.ly/17czk0O.

[9]Jermaine Toney, Organizing Apprenticeship Project, Weighing the Racial Equity Impacts of [Minneapolis] Schools Referendum (Sept. 30, 2008), http://bit.ly/15QJa86.

Questions.[10] The Organizing Apprenticeship Project previously used and shared the Pocket Guide with state lawmakers to assess the racial impact of state budget proposals.

The Pocket Guide has five assessment questions:

1. How does the proposed action (policy, budget, or investment decision) impact racial and economic disparities in Minnesota?
2. How does the proposed action support and advance racial and economic equity in such areas as education, contracting, immigrant and refugee access to services, health, workforce and economic development?
3. Have voices of groups affected by the proposal, budget, or investment decision been involved with its development? What solutions were proposed by these groups and communities?
4. What do you need to ensure that proposals are successful in addressing disparities—what resources, what timelines, and what monitoring will help ensure success for achieving racial and economic equity?
5. If your assessment shows that a proposed policy, budget, or investment decision will likely increase disparities, what alternatives can you explore? What modifications are needed to maximize racial and economic equity outcomes and reduce racial and economic disparities?[11]

The board voted unanimously to authorize the district staff to use the assessment. The board was eager to know how the proposed changes would affect their constituents. The assessment also gave the board an opportunity to ensure that the initiative's benefits or harms would be evenly distributed across different racial groups.

Though initially reluctant to conduct the analysis, the school administration eventually created an interdepartmental team and secured a contractor to help in the research, analysis, and writing of the assessment. Some team members saw a gap between what the collaborative was requesting and what data the school could realistically compile for the assessment. The school board member assigned to coordinate the analysis convened a face-to-face meeting with key board members and the working team. They all began to see an accurate way to model the impact of the changes by using high research standards.

The collaborative wanted to ensure that community organizations had access to accurate information. But some members of the school staff research team feared public scrutiny and critique of the school's racial impact analysis. Again, face-to-face meetings between collaborative leaders and the staff team helped diffuse this tension. The meetings revealed a shared commitment to equity and an agreement to use data to bring out the truth in order to allow the board to choose an implementation plan that would prevent disparities. This partnership opened a path for a doable and useful analysis.

The main task in using the assessment tool was to pull together data to see how each identified option for implementing the initiative would have an impact on different students and communities. The district team gathered data on student enrollment differences by resident zone; the team paid close attention to the proportion of students of color, English language learners, enrollment trends over

[10] Jermaine Toney, Organizing Apprenticeship Project, Pocket Guide to Budget Proposals: Racial and Economic Equity Assessment Questions (March 18, 2009), http://bit.ly/1ak9gTZ.

[11] *Id.*

the last five years for kindergarten and certain grades, and attrition within the public schools. The team also analyzed by resident zone the number of magnet programs, the proposed school closures, the programs proposed to be closed, the number of students who would and would not have to change schools. And the team looked at the cost savings of each option and the number and racial percentages of students who would be disrupted, that is, students who would have to change schools.

The district's racial equity analysis revealed that Plan A, which established solid school boundaries, saved the district $8.5 million while potentially disrupting 9,200 students. The plan disrupted 39 percent of students of color compared to 52 percent of white students. Plan B, which rebalanced zone capacity, saved a little less than Plan A, $8.2 million, while disrupting only 8,550 students. Under this plan, 43 percent of students of color were disrupted compared to 33 percent of white students. Plan C, which minimized disruption, had the largest savings, $9 million, and disrupted the fewest: 4,920 students. Plan C caused the disruption of 22 percent of students of color compared to 25 percent of white students.[12] Plan C was clearly the best plan for all kids facing disruption—students of color, English language learners, low-income students, and white students. Still, this final option meant that major schools serving Somali students would be closed while many American Indian students would be forced to change schools.

Because the equity analysis broke down the data by race and culture, each community was able to see how the school initiative's options would have an impact on it. American Indians constituted only 5 percent of the district's student population, but 26 percent of those students would have been adversely affected by the plan. The Somali community would have been adversely affected by the proposed closure of two schools; the Somalis' access to an anchor school critical to their community would have been affected.

The school district, with an accurate picture of the potential racial effects of the different options, now had an opportunity to make appropriate changes in the school district's proposals and to engage direct stakeholders in collective problem solving.

The district, in consultation with American Indian leaders, tackled the disproportionate adverse impact on the American Indian community by taking a flexible approach to the proposed new boundaries. For example, an American Indian parent whose child's school would now be outside the new boundary could choose to keep the child at the old school or send the child to a school within the new boundary. This flexibility allowed for more parent choice and gave the community the chance to preserve community cohesion. According to one leader,

> this almost never happens. Normally, the parent has to follow what the new rules of the game are. This time, the policy was not so arbitrarily implemented because it had the flexibility to take on parent choice. This approach was more empowering for the parents and American Indian community in general. The American Indian community is used to being victimized by policy. This choice flipped that script on its head.[13]

Similarly, communication between the school district and Somali Action Alliance resulted in maintaining an elementary school that fed into a middle school with a solid performance record and reputation for educating Somali students at this critical developmental age. Without the impact analysis, the feeder school would have likely been closed.

[12]Minneapolis Public Schools, Changing School Options Revised Plan and Variations: Pre-reading for 7/14 Board Work Session, *supra* note 2, PowerPoint slide 14. This document has Plans A, B4, and D. We changed the name of Plan B4 to Plan B, and Plan D to Plan C, for simplicity.

[13]Telephone Interview by Jermaine Toney with Elaine Salinas, President, Migizi Communications (Jan. 19, 2012).

The difference that the racial impact assessment made—affording community participation and a better solution—was significant for thousands of families and schoolchildren. According to a school board member,

> had the district not done the Equity Impact Analysis, we would not have known the upcoming impacts. In general, it is just good practice to be aware of the impact of a district's decisions—to see and think about impact of decisions. This has to be more of a discipline, not a onetime thing. It has to be embedded in all the work—part of operating as a school district. Not just responding to a community group request but it has to be part of how the district does business.[14]

Lessons Learned

The Minneapolis Public Schools' experience in developing an equity impact assessment with community participation has much to teach us. We advocates who plan to do equity assessments should keep in mind five points.

1. **Stakeholder engagement from the outset of planning and decision making is critical.** Those most affected by the proposals at issue must be actively and authentically engaged in decision making. In Minneapolis parents were able to exert influence and shape how they would be affected *before* decisions were made rather than *after* the fact.

2. **Multiracial alliances and analyses are needed.** Communities coming together across racial and cultural lines can be powerful in driving change. Instead of competing racial lines, a multiracial and multiethnic approach to analysis and decision making can generate solutions that benefit people across all races, especially racial groups that are currently or potentially most disadvantaged.

3. **School district and community collaboration is well worth the investment.** Face-to-face meetings and the development of understanding, trust, and a working partnership pay off in producing better solutions. Collectively partners bring more perspectives, knowledge, and expertise to creating workable and equitable solutions.

4. **The use of race equity research tools is critical to success.** Having concrete frameworks and guides for conducting racial equity impact assessments helps ensure that questions are considered thoughtfully and systematically. Racial equity tools are most effective when they are part of an ongoing broader institutionwide and communitywide strategy for achieving equitable outcomes.[15]

5. **Equity impact assessments need to be institutionalized.** Building the use of equity tools into standard protocols can help support and sustain success so that their use is not simply dependent on the goodwill of individuals. Institutions and organizations committed to providing high-quality service to all people can explore ways to integrate racial equity tools at multiple decision-making points, and by multiple decision makers, in order to advance systemwide benefits: "We must be vigilant around equity issues. The system will act like the system, going right back to old behavior real quickly. This is why we must have campaigns, but also we must have policies that institutionalize equity."[16]

Our civil rights legal framework has a strong focus on remedying problems once they have occurred. And, increasingly, lawmakers and jurists are taking a "color-blind" approach to creating and interpreting laws. Yet many laws

[14]Telephone interview by Jermaine Toney with Jill Stever-Zeitlin, Minneapolis School Board Member (Jan. 9, 2012).

[15]See Kennedy et al., *supra* note 1.

[16]Salinas, *supra* note 13.

that are *facially* neutral—silent on race—in their intent, are not *racially* neutral in their impact: racial equity impact assessments—while still needing further refinement and wider application—provide a proactive, participatory, and prospective approach to racial equity efforts. If developed collectively and implemented effectively, they can actually prevent racial disparities from occurring in the first place. Replacing color blindness with "equity-mindedness"—the conscious and collective consideration of racial impact during decision making—offers hope that we can affirmatively counteract racial bias and advance racial equity and social inclusion.[17]

[17]Kennedy et al., *supra* note 1.

Reasons for Hope:

You Can Challenge Educational Inequities

Inequity in education has many causes and correlates, but one important element is often left out. Racism is hard to discuss and its devastating effects hard to understand, but there are ways to begin the conversation and start the healing.

By Julian Weissglass

I usually start my workshops on educational equity by asking educators how they would explain the achievement gap between different racial and socioeconomic groups if they were invited to make a statement to their school board. Their explanations span an array of categories: family conditions, peer culture, poverty, curriculum, pedagogy, cultural differences, teachers' expectations, unequal access to resources, lack of role models, and language differences. Although their list illustrates the complexity of the situation and its emotional nature, very few of the thousands of educators to whom I have asked this question have specifically mentioned racism or classism.

Their reluctance to include race does not surprise me. Race and class are two of the most controversial issues facing U.S. society and are usually neglected in educational forums. A Latina teacher (in a district with 85% students of color) wrote at the end of an institute I led, "I've never had the opportunity to talk about this issue [racism] with other people of different cultural groups than mine.... It has been very encouraging to see that it is possible to address these issues in a sensitive and respectful manner."

A Proposal

Because these topics deserve and require considerably more attention than they traditionally command, I propose that educators establish programs to:

- Increase people's understanding of how race and class bias—personal and institutionalized, conscious and unconscious, blatant and subtle—operate in schools and society to impede student learning
- Identify practices and policies that interfere with the learning of students of color and of students from low-income households and replace them with effective ones.

Reasons for hope that inequity, racism, and the achievement gap will be eliminated exist, and there are some practical steps for carrying out such a program. They are not simple actions, however, and they demand commitment and

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dedication to be successful. Before any actions are taken, I suggest two guidelines to help principals begin the task of examining these issues in their schools:

A. Resist trying to solve specific school problems until you have created shared meaning and increased trust. Even if you believe that you have a collegial atmosphere, unless you have given members of the school community the opportunity to talk with one another about how they have been affected by different forms of prejudice, "problem-solving discussions" often become unproductive, confrontational, or confused by posturing and pretense.

B. Avoid conducting major projects, such as schoolwide "celebrating diversity" events, until the steps are taken to establish trust. Although such events may cause people to feel good temporarily and appear to be successful, they may be counter-productive in the long run if no substantial progress is made toward building trust among members of different ethnic or class groups and increasing understanding of how racism or classism affects teaching and learning.

Definitions

Start by discussing definitions to create shared meanings of the terms that people use or at least a shared understanding of what they disagree about. It is important, for example, that we know what other people mean when they use the terms *racism* or *sexism* or *classism*. Because of space constraints, I will focus on racism in this article, but the implications for addressing these other issues should be clear. I use the following definition of racism:

Racism is the systematic mistreatment of certain groups of people (often referred to as people of color) on the basis of skin color or other (real or supposed) physical characteristics. This mistreatment is carried out by societal institutions or by White people who have been conditioned by the society to act, consciously or unconsciously, in harmful ways toward people of color, with the mistreatment condoned or colluded in by the society as a whole. [*Author's note:* The terms used to describe different racial groups are themselves controversial. This is inevitable since humans form one race, and racial terms are social, not biological, classifications. Any label is inadequate and a gross simplification. Because skin color is the basis of racism, I will use "people of color" as a term for darker skinned people residing in the United States whose origins are outside Europe. I will use White or European Americans for U.S. residents whose ancestors came from Europe. I know there is no such thing as a white-skinned person, that some European Americans are darker-skinned than some people from outside Europe, and that there are many people of mixed heritage.]

Racism is different than prejudice. Although a person of color can be prejudiced toward and hurt a White person, people of color face systematic and ongoing personal and institutionalized biases every day in this country. Shirley Chisholm, the first Black U.S. congresswoman wrote: "Racism is so universal in this country, so widespread and deep-seated, that it is invisible because it is so normal" (1970). Because schools are the primary formal societal institution that young people encounter, they have enormous responsibility in combating racism. What schools do—or don't do—significantly affects the future of their students and of our society.

Racism can be subtle or blatant, conscious or unconscious, personal or institutionalized. Unconscious personal bias occurs, for example, when teachers have low expectations of Black or Latino students and interact with them less thoughtfully and less often than they do with White students. Institutionalized racism includes:

- The incorporation into institutional policies or practices of attitudes and values that work to the disadvantage of students of color (for example, tracking practices that consign many students of color to low tracks with less-experienced teachers from which they can seldom escape)
- The unquestioned acceptance by the institution of White middle-class values (for example, rewarding facility in taking tests or the absence of authors of color in many secondary school English curricula)

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Figure 1

Perspectives On Equity

1. No one is born prejudiced. All forms of bias, from extreme bigotry to unaware cultural biases, are acquired—actually imposed on the young person.
2. We are one species. All humans are very much alike biologically.
3. In many societies, many of the assumptions, values, and practices of people and institutions from the dominant culture serve to the disadvantage of students from the nondominant culture.
4. Individual prejudice and institutionalized biases are dysfunctional for individuals and to the society as a whole.
5. Systematic mistreatment (such as racism, classism, or sexism) is more than the sum of individual prejudices. Thoughtful action with regard to curriculum, pedagogy, and school policies and organization is necessary to overcome the effects on people and institutions of a long history of prejudice and discrimination.
6. Individuals and groups internalize and transfer the systematic mistreatment. They often act harmfully toward themselves and each other. This process must be identified and eliminated.
7. Educators are an important force in helping many people overcome the effects of societal bias and discrimination, but schools also serve to perpetuate the inequalities and prejudices in society.
8. Race, class, and gender bias are serious issues facing U.S. society and education that are usually not discussed. Talking about them is necessary, not to lay blame, but to figure out better ways of educating our children.
9. Lack of acceptance and support is an impediment to the development of educational leadership among people of color, women, and the working class.
10. To make progress on this very complex problem, it will be necessary to improve alliances between educators from different ethnic and racial groups, between males and females, and between people of different class backgrounds.
11. Discussing and gaining new understandings about the existence and effects of bias and discrimination will usually be accompanied by strong emotions.
12. Changed attitudes and actions will be facilitated if we are listened to attentively and allowed to release our emotions as we attempt to make sense of our experiences and the experiences of others.

- Schools' passiveness in the face of prejudiced behavior that interferes with student learning or well-being (for example, not addressing harassment or teasing or meeting it with punishment instead of attempting to build communication and understanding).

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Assumptions

Provide opportunities for people (including yourself) to reflect on and talk about their assumptions about different dimensions of equity. The National Coalition for Equity in Education has developed 12 assumptions, called *Perspectives on Equity,* to guide our work [see figure 1]. People at our workshops talk about whether they agree with these assumptions, what they would add, and what the implications are for their work if the assumptions are true. We do not seek agreement on the perspectives, although I emphasize the importance of accepting, at least as a working hypothesis, that no one is born prejudiced. It is important that people think and talk about their assumptions related to the issues raised in the *Perspectives on Equity.* Educators can also read and discuss personal stories that have been transcribed to illustrate the various perspectives. For example, the story in figure 2 is used to encourage discussion of Perspective 4.

The History and Nature of Racism

Provide opportunities for students and adults to learn about the history and nature of the oppression that people of color have endured. Schools rarely teach in depth about the genocide of indigenous peoples, the kidnapping and slavery of Africans, the seizure of the Southwest U.S. territory from Mexico, the mistreatment of Chinese immigrants and citizens, the imprisonment of Japanese Americans during World War II, and the practices of segregation and discrimination. Students are often told falsehoods. For example, the authors of *The Connected Mathematics Project,* a popular eighth-grade mathematics text, in an attempt to situate an algebra lesson in a historical situation, wrote, "When Mexico ceded California to the United States in 1848, California was a relatively unexplored territory with only a few thousand people." In fact, anthropologists estimate that there were approximately 150,000 indigenous people in California at that time. Furthermore, to say that "Mexico ceded California to the United States" without mentioning that the U.S. military was threatening to conquer the whole country is akin to saying that in the 17th century, large numbers of Africans came to North America to help grow cotton without mentioning slavery.

A lack of knowledge is a large part of the problem. Most educators do not know very much about the eugenics movement and how its theories of White superiority influenced

education. For example, Carl Brigham, who as secretary of the College Entrance Examination Board developed the Scholastic Aptitude Test (now called the SAT), wrote in *A Study of American Intelligence*, "The decline of American intelligence will be more rapid than the decline of the intelligence of European national groups owing to the presence here of the Negro" (1923). Educational Testing Services, the organization that produces and sells the SAT, has a library named after Brigham. (See Tucker, 1994, and Gould, 1981 for more discussion of the eugenics movement.)

And Brigham was not an isolated fanatic. The eugenics movement included prominent citizens; psychologists, such as Lewis Terman, one of the primary developers of the Stanford Binet IQ test; and educators and geneticists from leading American universities. For example, Edward East (1929), a Harvard geneticist, wrote, "Gene packets of African origin are not valuable supplements to the gene packets of European origin; it is the white germ plasm that counts" (p. 199). The standardized tests that we currently use were originally developed on the basis of the theories and assumptions of men who believed in the superiority of certain racial, national, and social groups and attempted to influence governmental and educational policies. Although the eugenics movement in this country fell into disrepute after the Nazis took the belief of racial superiority to a horrific conclusion in the 1940s, many people's expectations and attitudes toward people of color are still influenced by these discredited theories. The ideas persist, often in subtler and more sophisticated forms. For example, as late as 1994, Murray & Herrnstein stated in *The Bell Curve*, "Putting it all together, success and failure in the American economy and all that goes with it, are increasingly a matter of the genes that people inherit" (p. 91).

Let me be clear that the eugenics movement was based on untruths. Human beings are one species. We are much more alike than we are different. Each human being is valuable beyond measure. Each deserves to be treated with complete respect—regardless of race, class, gender, sexual orientation, age, physical abilities, or physical appearance.

Therefore, it is not surprising that European Americans do not always understand the feelings of Native Americans, African Americans, Mexican Americans, or Asian Americans because they do not understand how the long history of racism has affected people of color.

Schools As Communities

Work toward having people view your school as a community that embraces the idea of the opportunity to understand racism and other forms of systematic mistreatment and to heal from the hurts they cause. Good intentions, commitment, and even hard work are not sufficient for eliminating racism in schools. Neither will excellent curricula and pedagogy be enough to eradicate the achievement gap. We need communities where White people can listen to people of color talk about how they and their ancestors have experienced racism and where people of color can listen to White people talk about how they have seen racial prejudice in operation and how it affected them. Listening to each other's stories and emotions helps people identify what needs to change within their institutions and within themselves. Being listened to helps us heal. Professional therapists are not necessary for this, nor are there enough of them to do the job. It is our responsibility—and our opportunity—as educators to do this work. In my professional development workshops, I use dyads, support groups, and personal experience panels (Weissglass, 1997) to build community and promote healing. In these structures, people divide time equally and receive attention for their thoughts and feelings. Listeners do not give advice or interpretation and emotional release is accepted. Confidentiality is maintained. People do not complain about the listeners or mutual acquaintances (Weissglass, 1990; 2000).

A school community in which people have the necessary support to heal from how they've been hurt is quite different than a typical school and deserves an explanation. Human beings experience considerable hurt (physical and emotional) when they are young—from accidents and from mistreatment or neglect by other young people, adults, or institutions. Although as adults we may have forgotten many of those experiences, they still affect us. People who are

Figure 2

I JUST GAVE IN

I grew up in a city and lived in a very Italian American community, which also had a pretty high minority percentage of African Americans…. My school was primarily children of Italian American and African American background. When I was about seven, I made friends with a girl in my class, who was African American. I brought her home one day. We were there playing for awhile, and I gave her something to drink. After she left, my mother threw the glass away. (crying) She couldn't explain to me (pause, crying)…. Other things I will forgive her for, but that I won't. She said I couldn't play with her anymore. And I guess I just gave in. I was young and didn't know what to do. She tried to say that these people lived in these projects and they had diseases. She went on and on about this kind of stuff…. It just didn't make sense to me. She was a nice child, she didn't seem any different from me. I was poor too....

It's to the point now that there are things I won't talk to my family about. We don't talk about any deep issues because we can't talk about them without getting into arguments. If I see my family once a year, that's probably the most I will see them. I live across the country from them and that's not an accident.

Excerpt from a White female college professor talking on a Personal Experience Panel.

"feeling bad" as a result of earlier experiences sometimes act in ways that are harmful to others. They may make misguided attempts to feel better by bonding with a group (informal or organized) that discriminates against (or even actively harasses) other people. They may exclude or marginalize others or act in patronizing or condescending ways. It is obvious to most people that it is hurtful to be the target of racism (or any form of bias); it is less obvious that any biased stance (thoughts, beliefs, actions) limits an individual's learning, relationships, and emotional health.

When young people see or hear about injustice in the world, they often feel fear, confusion, or grief even when they are not the targets. If they question injustice, they are often ignored, ridiculed, or humiliated by adults who say such things as "I don't have time to talk about that now," "This is just a phase you're going through," or "You are so naive." These hurtful experiences perpetuate racism. We can heal from these experiences, but it requires the release of the ensuing painful emotions through the natural physiological processes of talking, laughing, trembling, perspiring, "tantrumming," yawning, and crying. (I learned about emotional release from reevaluation counseling. See Jackins, [1965] for an introduction to the theory of reevaluation counseling.)

Unfortunately, our society does not allow people to heal sufficiently in this way. Boys are told, "Big boys don't cry." Children are sent to their room or given sweets or other inducements to stop them from crying. Expressing frustration or anger is stifled. Showing fear is often greeted with derision or taunts—"Don't be a sissy." The net result is that most adults do not have full access to the natural physiological processes of emotional release with which they were born.

Building and sustaining communities committed to healing from the hurts of racism, however, will be challenging. The culture of schools does not respect emotional release. (See Weissglass, 1990, for a discussion of possible reasons.)

It is easier for educators to have a one-day workshop celebrating diversity, to develop new curriculum, or to write mission statements than to talk about personal experiences with racism. Politicians prefer to talk in the abstract about the achievement gap, to blame teachers, or pressure students rather than to enable schools to deal with racism in meaningful and productive ways.

Internal and Transferred Racism

Understand internalized racism and transferred racism and intervene and undo the hurts from these phenomena. I use the terms *internalized racism* and *transferred racism* to refer to the processes of people believing and acting on the negative messages they receive about themselves (internalized) and their group (transferred). Internalized racism causes some people of color to believe that they are not as intelligent or as worthwhile as White people. And it seems to impede their academic functioning. (Figures 3 and 4 are used to help people understand internalized and transferred racism.) Research on test taking shows that the performance of members of nearly any stereotyped group can be negatively affected by manipulating the conditions of the environment to bring to consciousness or subconsciousness one's membership in that group (Steele & Aronson, 1995).

Internalized and transferred racism occur when people are hurt and not allowed to heal through emotional release. As a result, they are pulled to reenact the hurt on someone else. Because people of color have rarely been able to act out their hurt on White people, they tend to act it out on family members and other people of color. The hurts tend to get passed on from generation to generation. Giving encouragement, setting high expectations, interrupting putdowns, helping students build caring relationships, and instilling self-confidence help students contradict the effects of internalized and transferred oppression. Teachers and schools who have closed the achievement gap for Blacks, Latinos, and Native Americans have undoubtedly made progress in helping students overcome or heal from the effects of internalized racism.

Figure 3

BEING DARK WAS A PROBLEM

I was taught very early that being dark was a problem in my family because we had very light people. And we talked about skin color—that that [light color] was an advantage. And I was told by my grandparents that if my mom hadn't married my black dad, I would have been light like my beautiful cousins. And probably would have been able to have good hair like them. And so, that preference and that superiority that I saw among my lighter complexion relatives was one. And then class was part of that because so many [of our family] were middle class. And I got direct instruction that "if you want to make it in the white world, you're going to have to be twice as good. But, it's too bad you're dark. But, you can overcome that if you're smart. And say your words right"—and all of that…. I now know that I was giving away a whole lot of myself to fit in and that I was disconnecting from how I felt and who I was.

Excerpt from an African American educator (former principal) talking on a Personal Experience Panel.

Leadership Is Necessary

There is substantial resistance to addressing racism. White people may not recognize racism, and if they do, they may avoid confronting their own or other peoples' prejudices—or even talking honestly about them. They may deny that racism affects them or institutional policies. They may be fearful of discussing racial issues with people of color. People of color may feel hopeless or cynical about the possibility of change. They may be skeptical of White people making a commitment to combat racism. If they have been academically or financially successful, they may contend that racism is no longer a factor

Figure 4

I ALWAYS FELT INADEQUATE

It happened slowly and you know what's going on but you can't understand it...like the SRA, the reading classes...there's different colors [for different levels]. I was always in the lower one. I was treated a little bit different again because I was in this lower group and I started noticing a lot of my buddies were in the same group I was in and a lot of the other kids that were usually quiet were in the higher groups and you start kind of feeling a little bit less. You start feeling less about yourself...as I went into high school, they have the tracks A, B, and C. And C is just one step above special ed. And again, I was in the C group and my buddies were in the C group with me. You know...people treat you differently. As I got into college I always felt inadequate, not being capable to do these things.

Excerpt from a Latino principal talking on a Personal Experience Panel.

in current society. Leaders for educational equity will need to understand the personal, social, and institutional roots of inequities and have healed themselves from some of the hurts that a racist society imposed on them. They will need to understand how racism works in schools, be able to raise controversial issues while building unity, relate well with people from diverse backgrounds, and help people deal constructively with their own and others' emotions about inequities. They will be able to help people recover from feelings of passivity, hopelessness, and powerlessness. Leaders will require exceptional commitment, understanding, persistence, and sensitivity.

Reasons for Hope

Any reform effort attempting to solve the inequities in education that does not help people heal from the hurts of growing up in a racist and classist society is not likely to succeed over time. But if schools develop communities where people can speak honestly and productively about racism and heal from their hurts, educators will be able to identify how their biases affect their students. They will challenge any attitudes of low expectations, communicate caring to students, and work with parents to help them support their children's learning. They will identify how racism and classism become institutionalized in policies and practices. They will question their curricula and pedagogy and work to make it more engaging to students from different cultures and socioeconomic classes. Educators and parents will regard the character, understanding, and values that a young person develops as more important than his or her test scores. Schools will teach the history of oppressed peoples and how they have been treated and support students of color and their families to challenge internalized and transferred racism. They will move beyond the celebration of diversity and create communities in which it is possible for students to heal from how they experience unfairness and discrimination. As students recover from their hurts they will be more likely to achieve their full academic potential. Establishing a caring community of learners will increase true learning and reduce student alienation and violence.

The above ideas may seem to you to be an idealistic, even naive, view of what is possible. Growing up in a dysfunctional society causes many people to have limited views of what schools can be. People are good, however, born without prejudice, and very intelligent. There is good reason to be hopeful that we can enable people to heal from how they have been hurt and create equitable schools—and a better society. PL

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THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Strategic Plan Review and Board Priorities
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	• What SBE has learned over the past year from the data about achievement gaps and input from the community? • What work is needed going forward based on the Board's understanding of achievement gaps and community input?
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint

Synopsis:	The following materials in this section are relevant to discussion from 8:00 a.m. to 11:30 a.m. on Wednesday:
	• Memo on opportunity gaps and the role of cultural competency
	• Strategic plan update (contains hyperlinks in the online version that allow board members to drill down into staff achievements – www.sbe.wa.gov/materials.php)
	• May 12, 2015 community forum feedback summary
	• Reports from the ethnic commissions on opportunity and achievement gaps (available online only at www.sbe.wa.gov/materials.php
	• The following three videos will be emailed to the Board and available at www.sbe.wa.gov/materials.php:
	  o Facts and figures about SBE operations
	  o ESSB 5491 Indicators of Educational System Health
	  o "What we are proud of," a video featuring brief interviews with staff members
	• Executive Committee Retreat: Five Big Ideas
	• Career readiness definition brief
	• Competency-based education memo

CULTURAL COMPETENCY TRAINING AND OPPORTUNITY GAPS

Policy Considerations

Passed and signed into law during the 2013 Legislative Session, ESSB 5491 authorized SBE to lead the effort in identifying system-wide performance goals and measurements for the six statewide indicators specified in the legislation. As delineated in the most recent SBE Strategic Plan, the SBE will strive to identify and understand opportunity gaps through deeper disaggregation of data, and propose reforms or interventions to eliminate or reduce opportunity gaps.

At the July 2015 Washington State Board of Education meeting and retreat, the Board will participate in cultural competency training in an effort to better understand opportunity gaps. Prior to that training, it would be valuable to have an understanding of how the performance of each student group changed over the last three years (upward, downward, or unchanged) and the approximate size of the opportunity gap as measured by the performance differences based on race/ethnicity on the Statewide Indicators of the Educational System.

Background

The Recommendation of Cultural Competency Training from the EOGOAC

Cultural competency training for educators was included in previous recommendations by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The EOGOAC previously stated, "…regarding strategies to close achievement gaps, the Committee recommends that our state recruit, develop, place, and retain educators who are culturally competent ..." In the 2014 annual report of the EOGOAC, the EOGOAC further recommends that all educators (but most importantly all classroom staff) complete a foundational course in multicultural education as part of preservice training and that ongoing cultural competence training should be provided for all educational staff in public schools, as part of the requirements for continuing education. The EOGOAC recommends that the training provide information regarding best practices to implement the tribal history and culture curriculum.

Opportunity Gaps

The following paragraphs briefly describe the performance gaps for various race/ethnicity groups as measured through the Statewide Indicators of Educational System Health (ESSB 5491). The following tables and bullet points are meant to show that substantial performance gaps exist for various race/ethnicity groups as compared to White student groups. For purposes here, the performance gap measurement is derived from two-year averages of the student groups. In other words:

Gap = White (two-year average) - **** (two-year average).

To learn more about the achievement and opportunity gaps regarding race/ethnicity, please refer to the reports from the EOGOAC, the Commission on African American Affairs, the Commission on Hispanic/Latino Affairs, the Commission on Asian American Affairs, the Commission on Pacific Islander American Affairs, and the Commission on Native American Affairs that are included with the online Board meeting materials.

Kindergarten Readiness

The Kindergarten Readiness indicator is a measure of the percent of kindergartners who meet or exceed all six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). In the 2013-14 school year fewer than 50 percent of kindergarten students sat for the WaKIDS, meaning that the results reported here may not reflect the entire population. Of the federal race/ethnicity student groups, only the Black/African American group showed a decline in 2014 as compared to 2013. Even though most groups showed a modest increase in 2014, a large performance gap is evident for all of the student groups when compared to the White student group. The gaps increased for four of the student groups from the previous year.

- The 2013-14 kindergarten readiness rate (42.5 percent) for Black/African American students was approximately 2.5 percentage points lower than the 2012-13 rate. The two-year kindergarten readiness rate average of 40.0 percent is approximately **11 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (38.7 percent) for American Indian/Native Alaskan students was approximately 5.8 percentage points higher than the 2012-13 rate. The two-year kindergarten readiness rate average of 33.1 percent is approximately **17.9 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (45.0 percent) for Asian students was approximately 2.9 percentage points higher than the 2012-13 rate. The two-year kindergarten readiness rate average of 43.6 percent is **7.4 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (25.4 percent) for Hispanic/Latino students was approximately 1.5 percentage points higher than the 2012-13 rate. The two-year kindergarten readiness rate average of 24.7 percent is approximately **26.3 percentage points lower** than the two-year average rate for White students.
- The 2013-14 readiness rate (30.4 percent) for Pacific Islander/Native Hawaiian students was unchanged from the 2012-13 rate. The two-year kindergarten readiness rate average of 30.4 percent is **17.0 percentage points lower** than the two-year average rate for White students.

Kindergarten Readiness	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	**40.2%**	**37.2%**	**40.8%**	**39.0%**		
Black / African American	34.9%	41.3%	38.7%	40.0%	11.0	UP 0.5
American Indian / Alaskan Native	33.8%	30.2%	36.0%	33.1%	17.9	UP 1.3
Asian	40.9%	42.1%	45.0%	43.6%	7.4	UP 0.3
Hispanic / Latino	29.9%	23.9%	25.4%	24.7%	26.3	UP 4.6
Pacific Islander / Native Hawaiian		30.4%	30.4%	30.4%	17.0	DOWN 3.1
White	46.9%	50.3%	51.7%	51.0%		
Two or More		45.3%	47.6%	46.5%	4.5	DOWN 0.5
Students with Disabilities	19.6%	16.2%	18.7%	17.5%		
Limited English	26.1%	19.0%	20.3%	19.6%		
Low-Income	33.5%	30.1%	32.3%	31.2%		

*Note: Gap is measured in percentage points.

3rd Grade Literacy (Recommended Indicator)

The 3rd Grade Literacy indicator is a measure of the percentage of third grade students who meet or exceed standard on the 3rd Grade MSP in reading. In the 2013-14 school year, approximately one-third of Washington schools participated in the Smarter Balanced Field Test, and after a data analysis, the OSPI concluded that the 2013-14 MSP results were unbiased and valid. Large performance gaps (19 to 27 percentage points) are evident for the Black/African American, American Indian/Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 5.2 percentage points. The gaps decreased for three of the student groups from the previous year.

- The 3rd Grade Literacy rate for Black/African American students was 1.8 percentage points lower in 2013-14 (57.3 percent) as compared to the previous year. The two-year average of 58.2 percent is **20.4 percentage points lower** than the two-year average for White students.
- The 3rd Grade Literacy rate for American Indian/Native Alaskan students was 3.1 percentage points lower in 2013-14 (49.7 percent) as compared to the previous year. The two-year average of 51.3 percent is **27.3 percentage points lower** than the two-year average for White students.
- The 3rd Grade Literacy rate for Asian students was 1.5 percentage points higher in 2013-14 (84.6 percent) as compared to the previous year. The two-year average of 83.8 percent is **5.2 percentage points higher** than the two-year average for White students.
- The 3rd Grade Literacy rate for Hispanic/Latino students was 0.7 percentage points higher in 2013-14 (57.9 percent) as compared to the previous year. The two-year average of 57.6 percent is **21.0 percentage points lower** than the two-year average for White students.
- The 3rd Grade Literacy rate for Pacific Islander/Native Hawaiian students was 6.1 percentage points lower in 2013-14 (56.8 percent) as compared to the previous year. The two-year average of 59.8 percent is **18.8 percentage points lower** than the two-year average for White students.

3rd Grade Literacy	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	**68.8%**	**73.1%**	**72.0%**	**72.6%**		
Black / African American	54.9%	59.1%	57.3%	58.2%	20.4	UP 0.2
American Indian / Alaskan Native	52.1%	52.8%	49.7%	51.3%	27.3	UP 2.6
Asian	78.9%	83.1%	84.6%	83.8%	-5.2	DOWN 1.4
Hispanic / Latino	52.1%	57.2%	57.9%	57.6%	21.0	DOWN 1.6
Pacific Islander / Native Hawaiian	53.3%	62.9%	56.8%	59.8%	18.8	DOWN 0.3
White	75.0%	79.4%	77.8%	78.6%		
Two or More	71.7%	75.9%	73.7%	74.8%	3.8	UP 0.4
Students with Disabilities	37.7%	37.4%	37.8%	37.6%		
Limited English	28.7%	41.4%	44.6%	43.0%		
Low-Income	56.6%	61.4%	59.6%	60.5%		

*Note: Gap is measured in percentage points.

4th Grade Reading Indicator (ESSB 5491 Specified Indicator)

The 4th Grade Reading indicator specified in the original legislation is a measure of the percentage of fourth grade students who meet or exceed standard on the 4th Grade MSP in reading. In the 2013-14 school year, approximately one-third of Washington schools participated in the Smarter Balanced Field Test and the OSPI concluded that the 2013-14 MSP results were unbiased and valid after an analysis. Large performance gaps (19 to 27 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 4.9 percentage points. The gaps decreased for four of the student groups from the previous year.

4th Grade Literacy	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	**71.5%**	**72.4%**	**69.9%**	**71.2%**		
Black / African American	56.5%	59.9%	55.9%	57.9%	19.1	DOWN 0.5
American Indian / Alaskan Native	52.3%	53.9%	46.5%	50.2%	26.8	UP 2.1
Asian	81.0%	82.7%	81.2%	81.9%	-4.9	DOWN 0.9
Hispanic / Latino	56.3%	57.7%	54.7%	56.2%	20.8	UNCHANGED
Pacific Islander / Native Hawaiian	56.1%	55.5%	55.2%	55.3%	21.7	DOWN 0.3
White	77.5%	78.1%	76.0%	77.0%		
Two or More	73.4%	75.0%	72.6%	73.8%	3.2	DOWN 0.4
Students with Disabilities	41.9%	42.1%	42.4%	42.3%		
Limited English	31.4%	33.8%	35.7%	34.7%		
Low-Income	59.7%	60.9%	57.3%	59.1%		

*Note: Gap is measured in percentage points

- The 4th Grade reading proficiency rate for Black/African American students was 4.0 percentage points lower in 2013-14 (55.9 percent) as compared to the previous year. The two-year average of 57.9 percent is **19.1 percentage points lower** than the two-year average for White students.
- The 4th Grade reading proficiency rate for American Indian/Native Alaskan students was 7.4 percentage points lower in 2013-14 (46.5 percent) as compared to the previous year. The two-year average of 50.2 percent is **26.8 percentage points lower** than the two-year average for White students.
- The 4th Grade reading proficiency rate for Asian students was 1.5 percentage points lower in 2013-14 (81.2 percent) as compared to the previous year. The two-year average of 81.9 percent is **4.9 percentage points higher** than the two-year average for White students.
- The 4th Grade reading proficiency rate for Hispanic/Latino students was 3.3 percentage points lower in 2013-14 (54.7 percent) as compared to the previous year. The two-year average of 56.2 percent is **20.8 percentage points lower** than the two-year average for White students.
- The 4th Grade reading proficiency rate for Pacific Islander/Native Hawaiian students was 0.3 percentage points lower in 2013-14 (55.2 percent) as compared to the previous year. The two-year average of 55.3 percent is **21.7 percentage points lower** than the two-year average for White students.

8th Grade Math (ESSB 5491 Specified Indicator)

The 8th Grade Math indicator specified in the original legislation is a measure of the percentage of eighth grade students who meet or exceed standard on the 8th Grade MSP in math. Large performance gaps (19 to 27 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 4.9 percentage points. The gaps decreased for five of the six student groups from the previous year.

8th Grade Math	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	**55.5%**	**53.2%**	**55.8%**	**54.4%**		
Black / African American	32.3%	32.1%	33.7%	32.9%	26.8	DOWN 0.8
American Indian / Alaskan Native	30.3%	29.3%	26.4%	27.9%	31.8	UP 1.8
Asian	75.0%	75.4%	78.6%	77.0%	-17.3	DOWN 1.9
Hispanic / Latino	39.7%	37.2%	40.0%	38.6%	21.1	DOWN 0.3
Pacific Islander / Native Hawaiian	36.8%	34.4%	41.3%	37.9%	21.8	DOWN 2.4
White	61.1%	58.5%	60.8%	59.7%		
Two or More	56.8%	55.4%	58.0%	56.6%	3.1	DOWN 0.6
Students with Disabilities	13.4%	12.4%	14.3%	13.4%		
Limited English	16.6%	17.4%	18.0%	17.7%		
Low-Income	40.9%	39.0%	40.9%	40.0%		

*Note: Gap is measured in percentage points

- The 2013-14 8th Grade Math proficiency rate (33.7 percent) for Black/African American students was approximately 1.6 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 32.9 percent is approximately **26.8 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (26.4 percent) for American Indian/Native Alaskan students was approximately 2.9 percentage points lower than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 27.9 percent is approximately **31.8 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (78.6 percent) for Asian students was approximately 3.2 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 77.0 percent is approximately **17.3 percentage points higher** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (40.0 percent) for Hispanic/Latino students was approximately 2.8 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 38.6 percent is approximately **21.1 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade Math proficiency rate (41.3 percent) for Pacific Islander/Native Hawaiian students was 6.9 percentage points higher than the 2012-13 rate. The two-year 8th Grade Math proficiency rate average of 37.9 percent is approximately **21.8 percentage points lower** than the two-year average rate for White students.

8th Grade High School Readiness (Recommended Indicator)

The 8th Grade High School Readiness indicator is a measure of the percent of 8th grade students meeting standard on all three (reading, math, and science) content area MSP assessments. The OSPI determined that the 2013-14 statewide assessment results were valid. Large performance gaps (24 to 32 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 15 percentage points. The gaps decreased for four of the student groups from the previous year.

8th Grade High School Readiness	2011-12	2012-13	2013-14	2-Year Average	Gap*	Change in Gap* from Previous Year
All Students	**45.8%**	**43.8%**	**46.9%**	**45.4%**		
Black / African American	23.5%	22.3%	22.7%	22.5%	29.1	UP 1.0
American Indian / Alaskan Native	21.4%	20.7%	19.1%	19.9%	31.7	UP 1.7
Asian	64.3%	63.4%	69.7%	66.6%	-15.0	DOWN 2.2
Hispanic / Latino	27.1%	25.6%	28.7%	27.2%	24.4	DOWN 0.3
Pacific Islander / Native Hawaiian	23.4%	23.0%	26.4%	24.7%	26.9	DOWN 1.0
White	52.0%	50.1%	53.0%	51.6%		
Two or More	47.5%	45.7%	48.8%	47.2%	4.4	DOWN 0.1
Students with Disabilities	5.7%	5.2%	6.9%	6.1%		
Limited English	4.4%	4.5%	5.9%	5.2%		
Low-Income	29.6%	27.9%	30.1%	29.0%		

*Note: Gap is measured in percentage points

- The 2013-14 8th Grade High School Readiness rate (22.7 percent) for Black/African American students was approximately 0.4 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 22.5 percent is approximately **29.1 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (19.1 percent) for American Indian/Native Alaskan students was approximately 1.6 percentage points lower than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 19.9 percent is approximately **31.7 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (69.7 percent) for Asian students was approximately 6.3 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 66.6 percent is approximately **15.0 percentage points higher** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (28.7 percent) for Hispanic/Latino students was approximately 3.1 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 27.2 percent is approximately **24.4 percentage points lower** than the two-year average rate for White students.
- The 2013-14 8th Grade High School Readiness rate (26.4 percent) for Pacific Islander/Native Hawaiian students was 3.4 percentage points higher than the 2012-13 rate. The two-year 8th Grade High School Readiness rate average of 24.7 percent is approximately **26.9 percentage points lower** than the two-year average rate for White students.

High School Graduation Indicator

The Graduation Rate indicator is a measure of the percentage of students who graduate in four years as computed through the National Governors Association Adjusted Cohort Graduation Rate (ACGR). Large performance gaps (13 to 27 percentage points) are evident for the Black/African American, American Indian/Native Alaskan, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. The Asian student group outperforms the White student group by approximately 5.3 percentage points. The gaps decreased for four of the student groups from the previous year.

4-Yr Cohort Grad Rate	2011-12	2012-13	2013-14	2-Year Average	Gaps*	Change in Gap* from Previous Year
All Students	**77.2%**	**76.0%**	**77.2%**	**76.6%**		
Black / African American	66.9%	65.4%	67.8%	66.6%	13.4	DOWN 0.3
American Indian / Alaskan Native	56.4%	52.5%	53.7%	53.1%	26.9	UP 1.6
Asian	84.4%	84.1%	86.5%	85.3%	-5.3	DOWN 0.9
Hispanic / Latino	66.5%	65.6%	67.3%	66.4%	13.6	DOWN 0.2
Pacific Islander / Native Hawaiian	64.4%	62.3%	64.6%	63.5%	16.5	UP 0.1
White	80.2%	79.4%	80.5%	80.0%		
Two or More	78.1%	76.2%	75.5%	75.9%	4.1	UP 1.5
Students with Disabilities	57.4%	54.4%	55.7%	55.1%		
Limited English	53.8%	50.4%	53.7%	52.1%		
Low-Income	66.0%	64.6%	66.4%	65.5%		

*Note: Gap is measured in percentage points

- The ACGR for Black/African American students was 2.4 percentage points higher in 2013-14 (67.8 percent) as compared to the previous year. The two-year average of 66.6 percent is **13.4 percentage points lower** than the two-year average for White students.
- The ACGR for American Indian/Native Alaskan students was 1.2 percentage points higher in 2013-14 (53.7 percent) as compared to the previous year. The two-year average of 53.1 percent is **26.9 percentage points lower** than the two-year average for White students.
- The ACGR for Asian students was 2.4 percentage points higher in 2013-14 (86.5 percent) as compared to the previous year. The two-year average of 85.3 percent is **5.3 percentage points higher** than the two-year average for White students.
- The ACGR for Hispanic/Latino students was 1.7 percentage points higher in 2013-14 (67.3 percent) as compared to the previous year. The two-year average of 66.4 percent is **13.6 percentage points lower** than the two-year average for White students.
- The ACGR for Pacific Islander/Native Hawaiian students was 2.3 percentage points higher in 2013-14 (64.6 percent) as compared to the previous year. The two-year average of 63.5 percent is **16.5 percentage points lower** than the two-year average for White students.

Action

No Board action is anticipated on this topic.

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

Goal 1: Develop and support policies to close the achievement and opportunity gaps.			
Strategy 1.A: Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.			
Action Step	**Timeline**	**Measure**	**Achievements**
1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.	Annual - March	Achievement Index Results	Data spotlights or analyses on the following: • Migrant education memo and presentation • Special education memo and presentation • Advanced Placement and advanced course-taking memo and presentation • Graduation rate memo and presentation • Hispanic/African American performance gap blog • Foster kids memo • Former- and Current-ELL report with CEE and presentation The Seattle Times has done articles on two of our data spotlights.
1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.	Annual - September	Spotlight Report on Advanced Course-Taking Data	• Data spotlight on advanced course-taking and Advanced Placement memo and presentation
1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.	Annual - September	5491 Additional Indicators	• Madaleine presenting on attendance and discipline during the July board meeting • Sent letter to OSPI regarding discipline rules • Recommended incorporating discipline indicator in the ESSB 5491 report on educational system health • Data spotlight on attendance memo and presentation
1.A.4 Advocate for increased access to early learning opportunities.	Annual - December	Legislative Priorities, 5491 Report	• Recommended increased access to early learning opportunities as a reform in the ESSB 5491 report on educational system health
1.A.5 Advocate for expanded learning opportunities.	Annual – Legislative Session	Final ELO Council Report	• Staff attendance at ELO Council meetings • Presentation at ELO Council in Renton
1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.	January 2016	Commissioned Research, Revised AMAOs	• Research with the Center for Educational Effectiveness • Presentation at the Council of Chief State School Officers National Conference on Student Assessment
1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and	Ongoing	Have a Plan, Track Plan Completion	• Diverse communities roundtable in March in Tacoma

develop policies around specific issues related to closing the opportunity and achievement gaps.			• Upcoming attendance at Tribal Leadership Conference on Education • Kids at Hope visit based on a connection made at the diverse communities roundtable • Community forum in May in Pasco • Draft communications plan has been created for outreach to diverse communities
Strategy 1.B: Develop policies to promote equity in postsecondary readiness and access.			
1.B.1 Advocate for expanded programs that provide career and college experiences for underrepresented students.	Annual, March 2015	Achievement Index Dual Credit and Industry Certification Data	• Achievement Index now includes Dual Credit data • Data spotlight on advanced course-taking and Advanced Placement memo and presentation • Mara and Madaleine testified on bills to expand access to college in the high school
1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.	Annual - December	5491 Report	• Participated with SBCTC Core-to-College project and WSAC Improving Student Learning at Scale collaborative
1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.	September 2015	Legislative Priority	• 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
1.B.4 Collect and analyze data on waivers of career and college ready graduation requirements and student course-taking.	March through July 2015	Briefing	• Data will be presented in September after receiving all graduation requirement waiver requests
Strategy 1.C: Promote strategies to strengthen key transition points in a student's education.			
1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.	Annual - January starting in 2016	Data Analysis Report	• OSPI presented to the Board on the assessment alternatives that students use
1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.	July 2015	Briefing on P-13 Pipeline and 5491 Report	• Met with OSPI Student Data Information and Early Learning staff in spring 2015 to discuss student level monitoring through K-12 system. The capacity to track students exists but would require annual delivery of student-level data and approval of K-12 Data Governance Committee.

Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.			
Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.			
Action Step	**Timeline**	**Measure**	**Notes**
2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.	Annual – December, Biennial Report to Legislature	5491 Report	• A video on the Indicators of Educational System Health is being produced for the July board meeting
2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.	Annual – December	Enhanced Website	• Released website that reports 2014 data on the Indicators of Educational System Health
2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.	Annual – On or before March	Enhanced Website	• Achievement Index has been released to the public and allows for disaggregated profiles
2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington's federal ESEA flexibility application and other goals established in state law.	July 2016	Rule Adoption	• Awaiting reauthorization of the Elementary and Secondary Education Act
2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.	March 2017	Inclusion of Adequate Growth in Achievement Index	• Awaiting multiple years of Smarter Balanced assessment data to calculate adequate growth
Strategy 2.B: Develop and implement an aligned statewide system of school recognition and accountability.			
2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.	March 2017	Inclusion in the Achievement Index	• Reported Dual Credit data in the Achievement Index • Achievement and Accountability Workgroup convened
2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state's aligned accountability framework.	Annual – On or before March	Identification of Challenged Schools in Need of Improvement	• AAW meeting on June 10 • Board position statement on the transition of the accountability system to be considered in July
2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and considerable approval of Required Action Plans.	Annual - Spring	Adherence to Rule	• Exited three districts from Required Action District status, kept one in RAD status • The Board will consider Soap Lake's Required Action Plan in July
2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.	2015 Legislative Session	ESEA Flexibility Waiver	• Waiver request submitted • Analysis of ESEA Reauthorization and panel held at March meeting • Trip to D.C. with OSPI to visit Senator Murray
2.B.5 Explore the inclusion of additional indicators into the state's accountability framework that reflect student social and emotional well-being and readiness for academic success.	Annual – December 5491	5491 Report	• Recommended inclusion of discipline in the ESSB 5491 Indicators of Educational System Health
2.B.6 Partner with OSPI to advocate for the provision of adequate supports for Challenged Schools in Need of Improvement.	Ongoing	Budget	• Staff have testified during the 2015 session • Budget has increases to the provision of adequate supports to Challenged

			Schools
2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.	Annual - May	Washington Achievement Awards	• The Washington Achievement Awards ceremony

Goal 3: Ensure that every student has the opportunity to meet career and college ready standards.			
Strategy 3.A: Support district implementation of the 24-credit high school diploma framework.			
Action Step	**Timeline**	**Measure**	**Notes**
3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	Guidance for Counselors on Website	• Linda presented to the Board on 24-credit graduation requirement implementation in May • Upcoming Washington Educational Research Association presentation on 24-credit graduation requirement implementation • Linda and Julia presenting to the Summer Counseling Institute and surveying counselors on the HSBP
3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.	July 2015	Video and Summary Materials	• Graduation requirements website with tabs by graduating class • Graduation requirement video with Linda has had nearly 2,000 hits • Media coverage of graduation requirements • Linda presented to counselors during visits to Bremerton and Sunnyside districts • Civics requirement page
Strategy 3.B: Promote expansion and use of flexible crediting and course-taking options.			
3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency courses.	May 2015	Approved State Equivalencies	• Approved list of CTE course equivalencies in May
3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.	July 2015	Guidance on Web Page	• Linda and Julia presented at the Counselors Summer Institute, June 23; feedback from counselors is informing the development of guidance.
3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.	July 2015	Guidance on Web Page	• Information from counselors is being collected to aid the development of the guidance
Strategy 3.C: Strengthen student academic planning processes and enhance access to planning experiences.			
3.C.1 In partnership with OSPI, develop tools and resources for use by students, families, schools, and districts to engage in the High School and	Summer 2015	HSBP Web Page	• Posted HSBP webpage • Collaboration with WSIPC and other stakeholders

Beyond Plan process.			
3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.	September 2015	Guidance on Web Page, 5491 Report	• Guidance posted on HSBP webpage • FAQ on the HSBP updated • Ad hoc stakeholder group to discuss high quality High School and Beyond Plan, barriers to implementation, and how to address these barriers
3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.	Summer 2015	Video, Sample Plans, and District Highlights on Website	• Collaboration with WSIPC and other stakeholders • Posted HSBP webpage • Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC.
3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.	January to September 2015	Interview with Student Board Members	• Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC.
Strategy 3.D: Support the implementation of career and college ready standards and an aligned assessment system.			
3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.	August 2015	Scores Established; NGSS as Required	• A special board meeting will be held on August 5 to consider approval of the threshold score for graduation.
3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.	Annual - December	Annual Report, Legislative Priority	• Board approved a position statement on assessments
3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.	Ongoing	Guidance on Web Page	• Panel discussion of the implementation of the Smarter Balanced assessment at the July board meeting • Achievement and Accountability Workgroup convened June 10, 2015
3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.	January 2015	Scores Established	• Adopted SBAC suggested cut scores in January

Goal 4: Provide effective oversight of the K-12 system.			
Strategy 4.A: Ensure compliance with all requirements for the instructional program of basic education.			
Action Step	**Timeline**	**Measure**	**Notes**
4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance	• Will send on July 31. Will be including advisory on future graduation requirements. • Staff meeting in mid-July on revision of BEA compliance report form.
4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.	September 2015	Rule Adoption, Revised FAQ	• Staff have responded to numerous questions by phone and e-mail about instructional hour requirements effective SY 2015-16.
4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.	Annual – January	Summary Documents and Data File	• Graduation requirements website
4.A.4 Review and revise rules for private schools on the private school approval process.	January 2016	Feedback from Private School Advisory Council	• Public hearing scheduled for the July board meeting on proposed private school rules
Strategy 4.B: Conduct thorough evaluations of requests for waivers of BEA requirements.			
4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.	Spring 2016	Revised Board Procedures and Review of Rules	• This action step will begin in 2016.
Strategy 4.C: Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.			
4.C.1 Disseminate information through SBE web site and make public presentations on the authorizer application process.	Annual - Summer	Materials on Web Site, Public Presentations	• Application updated and reposted in May • Visuals posted on schools that have opened and are opening • Jack presentation at NACSA charter conference in Miami
4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.	Ongoing	Website Resources	• Charter schools website updated with maps of charter school approvals and pending applications and table of charter school slots
4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.	Annual - May	Revised Application and Rubrics as Needed	• Revised the charter authorizer application to make sure it is in alignment with the amended rules and revised for clarity; deleted a repetitive element • Piece "describe how your charter school is different from district schools" • Removed jargon
4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.	Annual – February	Reviewed Applications	• Did not receive any applications

Strategy 4.D: Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.			
4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.	Summer 2015	Working Agreement with Spokane Public Schools	• Phone meeting on June 12, 2015 with Spokane School District • Memo to Spokane School District • Meeting with OSPI Student Information and Assessment for data
4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.	Fall 2015	Plan for Board Review	• Two meetings of staff and consultant on oversight
4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.	Fall 2015	Procedures	• Meeting with district staff to establish procedures
Strategy 4.E: Issue high-quality annual reports on the state's charter schools.			
4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.	Ongoing	Data Quality and Presentation in Annual Reports	• Testimony on rules at OSPI public hearing. • Notice by August 1. • Receiving reports from Spokane and Commission by November 1.
4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.	Annual/December 1	Submission of Report to the Governor, Legislature and Public	• Our report is due December 1. • Planning stakeholder meetings for July-Aug.
4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.	Ongoing	Findings and Recommendations in Annual Reports	• Our report is due December 1. • Planning stakeholder meetings for July-Aug.
Strategy 4.F: Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.			
4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.	Annual, December	5491 Report	• Reforms in the ESSB 5491 report • Reports with background information included in the July board packet
4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.	Summer of 2015	Convene Achievement and Accountability Workgroup	• AAW convened June 10. Feedback report included in July packet. • Upcoming report on Indicators of Educational System Health may identify reforms
4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.	Annual - December	5491 Report, Convene Achievement and Accountability Workgroup	• AAW convened June 10, 2015. Feedback report included in July packet • ESSB 5491 Indicators of Educational System Health

Feedback Summary of the May 12, 2015 Community Forum

37 participants, nine board members, and two staff attended the May community forum.

The most common topic discussed at the community forum was the Smarter Balanced assessment. Participants voiced the following concerns about the implementation of the Smarter Balanced assessment:

- Testing causes anxiety for students;
- The assessment will prevent students from graduation;
- The Common Core State Standards are supported by corporations;
- There is miscommunication regarding the test;
- Instructional time is being lost to testing;
- Students don't receive enough math education to become proficient by the time they take the test;
- There is no recourse to challenge the results of the test;
- Tests are changing frequently
- Some educators are teaching to the test;
- Questions on the test are open to interpretation;
- Access to computers and technology can limit student success on the assessment;
- Money is being wasted on assessment; and
- The individuality of students is not taken into consideration in the assessment.

Participants offered the following suggestions on improving the use of the assessment:

- Discontinue sending letters to schools to notify them that they are failing (as required by federal law due to the loss of the ESEA flexibility waiver);
- Examine the opportunity gaps in Advanced Placement;
- Provide dual language support for interpreting assessment results, make sure that families that speak a language other than English are informed of assessment requirements;
- Make sure there are a variety of options (assessment alternatives) for reaching graduation;
- Integrate "real life" learning into education; and
- Collaborate further with diverse communities to understand Achievement Index results.

Participants voiced the following concerns about the state policy work:

- McCleary implementation is not happening yet;
- 24-credit graduation requirements don't allow room to make mistakes;
- Compliance to state and federal requirements is eating up the time that educators have;

Participants voiced support for the following policies or reforms of the educational system:

- Expand access to early learning;
- Reduce summer learning loss;

- Find ways to match student interests to their course-taking patterns (High School and Beyond Plan);
- Provide assistance to communities with little financial backing;
- Improve teacher retention; and
- Recognize successful schools through state awards.

Feedback on Outreach Efforts

Participants were appreciative of the opportunity to collaborate with the Board and discuss education at this community forum. Participants were thankful to have an opportunity to meet with board members and state their concerns.

If you have questions about this feedback summary, please email Parker Teed, Operations and Data Coordinator, at parker.teed@k12.wa.us

If you have questions about future community forums or outreach efforts, please contact Stefanie Randolph, Communications Manager, at Stefanie.randolph@k12.wa.us

Executive Committee Retreat: Five Big Ideas

BEN RARICK,
EXECUTIVE DIRECTOR

JUNE, 2015

Big Ideas that Could Shape the work of the Board over the Next Year – What Do You Think?

1: Addressing the Needs of Credit Deficient Students

Key question: How can we entice credit deficient students to "stick it out" and secure their diploma, rather than giving up because they see too many credits to retrieve? How can competency based crediting play a role?

2: Implementing a competency-based system

Key Question: Are our bricks and mortar and online systems aligned?

3: Developing a system of incentives for summer learning activities

Big Ideas Cont.

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.

- Key question: Without federal parameters (post ESEA reauthorization), how would we design the structure?

Big Ideas

continued

1. Others for Consideration:
   1. Ramp Up Statewide Outreach Efforts with Contracted Personnel – Generate Statewide Engagement Report
   2. Fully investigate and flesh out the implementation efforts associated with basic education categorical programs
      - Highly capable
      - Transitional Bilingual
      - Learning Assistance Program
   3. Explore opportunities to include more non-assessment data into the Student achievement Index
      - Attendance, survey data, discipline data, etc.
   4. Rework the 180 day waiver rules in statute.
   5. Explore the role of social-emotional standards in our system.

DEFINING CAREER READINESS

Policy Considerations

1. What is the definition of career readiness?
2. Are there distinct elements to college readiness and career readiness or is there overlap?
3. How can career readiness be measured?
4. How can the SBE be intentional about career readiness in its work?

The State Board of Education is interested in exploring the career-readiness aspect of college and career ready to ensure that the work of the Board adequately considers and supports the needs of all Washington students.

Definitions of Career Readiness

A number of organizations, workgroups, and research centers have defined career readiness. Most commonly the definitions take into account academic skills, employability skills, and technical skills. Sample definitions are available at the end of this document.

Academic Skills

There is agreement that core, foundational academic knowledge is necessary to be career ready (Conley, 2012, Achieve, ACTE, Career Readiness Partner Council). The Association for Career and Technical Education (ACTE) states that, "career-ready core academics and college-ready core academics are essentially the same." Both the ACTE and Conley (2012) also assert that being career-ready includes acquiring the academic skills necessary to enroll in postsecondary coursework without remediation.

An important aspect of the academic skill discussion in career-readiness is the ability to apply that core knowledge in the workplace context and use learning in new ways (Balestreri, et. al., 2014; ACTE).

Employability Skills

Employability skills are often referred to as "soft skills" or "21st century skills" and include, but are not limited to:

- Problem solving
- Collaboration
- Goal setting
- Critical thinking
- Personal responsibility
- Ethics
- Adaptability and flexibility
- Communication
- Effective use of technology
- Persistence and motivation
- Time-management.

These skills are considered essential to career success in any field. Conley (2012) and ACTE also note that these skills are essential to success in college and postsecondary coursework.

Unlike academic and technical skills, there are few formal systems within the K-12 setting for teaching employability skills to students. It is also more difficult to assess the acquisition of such skills than the other skill categories. Balestreri, et. al. (2014) highlight work-based and project-based learning experiences as important options to help students develop employability skills and the ability to apply academic content in context.

Technical Skills

Technical skills include the job-specific knowledge required to enter a particular field. There may be a temptation to focus on technical skills as the determining factor of career ready since it is a concrete concept. However, the technical skills themselves do not comprise career readiness, just as academic skills alone do not comprise college readiness.

It should be noted that students may acquire the employability and academic skills through CTE or other technical coursework, as CTE frameworks often have these other skill sets embedded in their career cluster skill statements.

Other Skill Sets

Conley (2012) and the Career Readiness Partnership Council also include skills and knowledge required for students to navigate the transition from high school to postsecondary education and employment as necessary for a student to be truly career ready.

Relation to College Readiness

Many of the skills necessary to be successful in career are also necessary to be successful in college. This overlap and the fact that many, if not most jobs, will require some form of postsecondary training or education begs the question of whether they are distinct concepts, that a student is either college ready or career ready. Other ways of conceptualizing the relationships between college and career readiness are that college readiness is a step towards career readiness or a subset of career readiness. In the first image below, college readiness is a necessary, but not sufficient step towards career readiness. In the second image, college readiness is encompassed by career readiness, but there is not a linear relationship between the two.

Measuring Career Readiness

The measurement of career readiness that assesses skills acquisition in all areas is difficult, particularly for employability skills. Currently, the Smarter Balanced Assessment is designed to be an assessment of a student's college and career readiness. Achieve and Balestreri, et. al. (2014) also recommend high school attainment of college level credit or progress towards industry certification; postsecondary

program enrollment, without the need for remediation; and employment. Aside from the attainment of college credit in high school, these other measurement recommendations are outside of the K-12 system. However, it should be noted that employment and postsecondary enrollment are included in the indicators of educational system health monitored by the Board.

Board Role

As the Board continues its work on the state's accountability systems and the implementation of the college and career diploma, it will want to develop a working definition of career readiness to ensure that the system is supporting these important skills for students. The Board may also issue guidance or provide resources on ways in which districts can help students acquire some of the employability skills through activities associated with the High School and Beyond Plan or project based learning.

Action

The Board will not take action at this time.

Sample Definitions of Career Readiness

"A career-ready person effectively navigates pathways that connect education and employment to achieve a fulfilling, financially-secure and successful career. A career is more than just a job. Career readiness has no defined endpoint. To be career ready in our ever-changing global economy requires adaptability and a commitment to lifelong learning, along with mastery of key academic, technical and workplace knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum. Knowledge, skills and dispositions that are inter-dependent and mutually reinforcing."

-Career Readiness Partner Council

"Career readiness involves three major skill areas: *core academic skills* and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; *employability skills* (such as critical thinking and responsibility) that are essential in any career area; and *technical, job-specific skills* related to a specific career pathway. These skills have been emphasized across numerous pieces of research and allow students to enter true career pathways that offer family-sustaining wages and opportunities for advancement."

-Association for Career and Technical Education

"A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework. … College readiness general means the ability to complete a wide range of general education course, while career readiness refers to readiness for courses specific to an occupational area or certificate."

-David Conley, 2012

If you have questions regarding this memo, please contact Julia Suliman at julia.suliman@k12.wa.us.

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COMPETENCY-BASED LEARNING

Policy Considerations

1. How much evidence do we have of whether competency-based learning is effective in meeting its stated purposes? Given the variety of forms that CBL can take, what research is necessary, and what questions need to be addressed satisfactorily, before the state takes further steps to direct, enable, or encourage implementation across the state?
2. How does competency-based learning (CBL) fit within a state legal framework in which each child has a constitutional entitlement to an opportunity to achieve the goals of basic education? Does the state's unique constitutional framework and legal history make implementation of competency-based models for progressing through school more challenging than elsewhere, or is there sufficient flexibility built into the law?
3. What supports do schools and districts need to implement competency-based models successfully? What lessons are to be learned in this regard from the experience in New Hampshire?
4. What role can the state most appropriately and usefully take on to encourage and support successful implementation of competency-based models of learning? Are legislative actions needed, or can this support be provided best through other means?

What Is Competency-Based Learning?

"Competency-based learning" (CBL) is broadly defined as an approach to education that rejects seat time, course completion and traditional grading as units of learning in favor of demonstrations of proficiencies or "competencies," at a student's own pace. It has had wider application thus far in postsecondary education than in K-12 education, but there is rising interest in the idea in K-12. This stems in part from the availability of newer technologies to support non-traditional modes of instruction. Proponents may prescribe a range of elements as integral to the concept. Arriving at a working definition of competency-based learning is further complicated by the use of a variety of terms for the approach that may, or may not, be used synonymously from place to place. These include, for example, "personalized learning," "student-centered learning," "proficiency-based learning," and "performance-based learning."

The Glossary of Education Reform, by the Great Schools Partnership, defines competency-based learning as follows:

> **Competency-based learning** refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. In public schools, competency-based learning systems use state learning standards to determine academic expectations and define "competency" or "proficiency" in a given course, subject area, or grade level (although other sets of standards may also be used.) . . . The general goal of competency-based learning is to ensure that students are acquiring the knowledge and skills that are deemed essential to success in school, higher education, careers and adult life. If students fail to meet

> expected learning standards, they typically receive additional instruction, practice time, and academic support to help them achieve competency or meet the expected standards.[1]

That definition, on its face, does not seem so different from what schools are trying to achieve in our current, standards-based system. "In practice, competency-based learning can take a wide variety of forms from state to state or school to school – there is no single model or universally used approach," the Partnership says.

The U.S. Department of Education (USED) defines "Competency-based learning or personalized learning" more in terms of its practical application and the forms it can take:

> Transitioning from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning. Competency-based strategies provide flexibility in the way credits can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. [2]

One of the most influential voices for competency-based learning has been the International Association for K-12 Online Learning, or iNACOL. A new report released with an organization called Competency Works defines "competency education" in more operational terms. "The five-part working definition of competency education describes the elements that need to be put in place to re-engineer the education system to reliably produce student learning:

- Students advance upon demonstrated mastery;
- Competencies include explicit, measurable, transferrable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs;
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions."[3]

Why Competency-Based Learning?

The fundamental critique of traditional education systems based on seat time, course completions, grade point averages, progression through grades based on age, and standardized, summative assessments is that (1) they do not recognize that individual children learn in different ways and at different paces, and (2) they do not prepare students well for the challenges of college and career in the present day.

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[1] Great Schools Partnership. (May 14, 2014). The Glossary of Education Reform. "Competency-Based Learning. Retrieved June 8, 2015 from http://edglossary.org/competency-based-learning/

[2] U.S. Department of Education. "Competency-Based or Personalized Learning." Retrieved June 5, 2015 from http://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning

[3] C. Sturgis. (June 2015). Implementing Competency Education in K-12 Systems. International Association for K-12 Online Learning (iNACOL) and CompetencyWorks. http://www.inacol.org/resource/implementing-competency-education-in-k-12-systems-insights-from-local-leaders/

"We know that students learn differently, requiring more or less time for different reasons," iNACOL and Competency Works assert. "Students may have different approaches to learning, with some students preferring to take more time upfront to dive more deeply into learning to master new skills or content. Certainly the levels of academic support available outside of school differ. All of these dynamics lead to students learning at different paces." (Sturgis, 2015, pp. 8-9)

The current system, CBL advocates say, can leave too many students, especially those with disadvantages, without the learning to be successful after school.

> The traditional system produces gaps in learning because it is established around a time-based Carnegie Unit credit that guarantees a minimal exposure to content without a guarantee of learning. In combination with an A-F grading system – which can be easily corrupted as a measure of learning by providing points for behavior, allowing for measurements based on assignments instead of learning, and masking student progress through the averaging of grades – accountability for learning is eroded. (Sturgis, 2015, p. 9.)

In remarks to a NASBE legislative forum in March, Susan Patrick, told state board members and staff from around the U.S. that "true competency-based education tells us where a child is at every point in her education." If you don't know that, she said, gaps open and persist through school and beyond.[4]

The director of the Connecticut Association of Public School Superintendents, Joe Cirasuolo, declares in a news article on a CBL initiative in one district that there has been a need for "educational transformation for decades. Public school was expected to give every kid a chance to learn. It was all about access. Now it is every kid has to learn." Cirasuolo described student-centered learning as "teaching kids in a manner that they have the time to learn . . . teaching in a manner with how they are comfortable learning and teaching kids things they are interested in learning," with Common Core standards as the foundation.[5]

In a convening on competency-based education in New Hampshire earlier this year, Gene Willhoit, former executive director of the Chief State Schools Officers, and now with the Center for Innovation in Education, stressed that higher expectations for students, demographic shifts in our schools, and the demand of the workplace for higher skills make imperative the adoption of a new system of personalized learning. "The goal we have established for all of our children to be college and career ready is the right one for them and for our nation," Wilhoit said. "The 'schooling' experience as it now exists is out of alignment with the lofty goal we have set. We will reach our aspirations only when we cast aside historic perceptions and practices about how one acquires knowledge and skills." [6]

Concerns about Competency-Based Education

Competency-based education, however termed, is not without its critics. Some of the concerns cited in the even-handed treatment by Great Schools are:

- CBL will require already overburdened teachers to spend large amounts of time on extra planning and preparation, and require new programs of professional development without proven design;

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[4] Susan Patrick. Presentation to National Association of State Boards of Education. March 23, 2015. Author's notes.

[5] J. Coe, "Student-centered learning is based on competency, rather than seat time." *The Hartford Courant*. June 4, 2015.

[6] G. Wilhoit,"Scaling Innovations and Leading Change toward Personalized Learning." New Hampshire Convening on Competency Education. May 11, 2015.

- CBL has been mostly a school or district-level initiative up to now, and would be prohibitively difficult to implement with fidelity at a statewide level;
- Parents will fear that abandonment of traditional letter grades, transcripts, and other familiar academic reporting tools will disadvantage students in applying to college and eliminate competitive dimensions of achievement, such as GPA and class rank;
- There is insufficient evidence that competency-based learning, in its various forms, will actually work as intended.

Other concerns cited in the literature are safeguarding sensitive student information, while also being able to use it to individualize learning, and developing methods for monitoring and assessment that reliably evaluate the impact of CBL on student learning.[7]

Assessment and validation of results seems a particular challenge (as it's bound to be in such a shift). A reviewer of a major work in the field, Bramante and Colby's *Off the Clock: Moving Education from Time to Competency (*2012*)*, notes that the authors "don't fully justify the rigor of their quality-control metrics for ensuring true mastery – the lynchpin for ensuring New Hampshire's program hasn't, and doesn't, devolve into a weak-kneed credit-recovery program rather than a bona fide competency-model."[8]

In a debate at *Education Next*, Benjamin Riley, founder of the teacher preparation group Deans for Impact, challenges the very premises of CBL's inseparable relative, personalized learning. Both "the path argument" – students will learn more if they have more power over what they learn, and the "pace argument" – students will learn more if they have more power over when and how quickly they learn – fly in the face of what we know from cognitive science about how children learn, he contends.

"Am I suggesting that we return to the "factory model" of education? If factory model implies the dry recitation of facts to students, no, I am not. But to the extent that the stereotype represents what's actually happening in classrooms (which I'm skeptical of), the problem is not the seating arrangement or lack of smartphones; it's the pedagogy," Riley says. "Effective instruction requires understanding the varying cognitive abilities of students and finding ways to impart knowledge in light of that variation. If you want to call that 'personalization,' fine, but we might also just call it 'good teaching.'"[9]

Competency-Based Initiatives in the States

According to iNACOL and CompetencyWorks, nearly 90 percent of states have created some room for competency-based innovations. Districts in Alaska, California, Florida and other states, their 2015 report says, are transitioning to competency education with little or no supporting state policy. The report categorizes state policy in this way:

- Advanced States – Those states with clear policies that are moving toward proficiency-based, where it's more than just an option. (Maine, New Hampshire, Iowa, Colorado, Arizona, Oregon.)
- Developing States – Those states with pilots for competency education, credit flexibility policies, or enhanced policies for equivalents to seat time. (18 states, including Connecticut, Ohio, Minnesota and Idaho.)

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[7] S. Cavanagh, "What Is 'Personalized Learning'? Educators Seek Clarity." *Education Week*. October 20, 2014.

[8] L... Bonnot, Review of F. Bramante and R. Colby, *Off the Clock: Moving Education from Time to Competency*. *Education Next* (April 26, 2012).

[9] B. Riley and A. Hernandez, "Should Personalization Be the Future of Learning?" Education Next, April 4, 2015. Retrieved on May 16, 2014 from http://educationnext.org/personalization-future-learning/

- Emerging States – Those states with waivers or task forces. (17 states, including New York, Michigan, Texas and *Washington*).
- No Policies – Those states with seat time and no competency education policies. (Ten states, including Massachusetts, Illinois, Nevada and California.)

USED cites three states for their efforts in competency-based education: Ohio, Michigan and New Hampshire. We'll briefly describe them here.

Ohio Credit Flexibility Plan – Ohio's State Board of Education adopted a plan in 2009 that allows students to earn high school credit by demonstrating subject area competency, completing classroom instruction, or a combination of the two. Credit flexibility examples include:

- Traditional coursework
    - Distance learning
    - After school programs
- Educational options
    - Educational travel
    - Independent study
    - Internships
    - Community service
- Career-tech blend
    - Program credit
    - Academic credit
- Testing out, governed by local board policies

The benefits cited by Ohio's Department of Education for the credit flexibility plan will be familiar to anyone who's spent time with the literature of competency-based education:

- Creates more learning choices for students
- Focuses on performance, not time
- Accommodates different learning, paces and interests
- Promotes integration of different subjects
- Recognizes the importance of student engagement and ownership
- Matches pacing to learning capacity

Districts wishing to adopt a local credit flexibility plan must file a waiver application with the Department.[10]

Michigan Seat Time Waiver – Legislation enacted in 2010 allows a school district or public academy (charter school) that wishes to offer pupils access to online learning options and the opportunity to continue working on a high school diploma without physically attending at a school facility to do so under a seat time waiver from the Michigan Department of Education. Students must meet both

[10] S. Hefner. Ohio Department of Education. "Credit Flexibility." (June 2010.) Retrieved June 15, 2015 from http://education.ohio.gov/Topics/Quality-School-Choice/Credit-Flexibility-Plan , and USED, Competency-Based and Personalized Learning.

attendance and participation requirements set in law. As of this year, fourteen districts and public academies had approved waivers under this act, with a variety of forms and purposes.[11]

New Hampshire Statewide CBL Initiative -- New Hampshire has taken competency-based education further than any other state by far. The Granite State is the first, and so far only, state to make a statewide shift to advancing students based on mastery of subjects rather than time in school. New minimum standards adopted by New Hampshire's State Board of Education in 2005 abolished the Carnegie unit and established that a high school student must demonstrate mastery of course competencies in order to gain credit toward a diploma.

Initial efforts by state education officials to also set in law the competencies schools would require and how students would be assessed on them foundered on New Hampshire's strong tradition of local control. Instead every district was directed to come up with its own conception of the skills and knowledge needed to earn a diploma. The result is that the law has been implemented differently from one district and charter school to another – sometimes in a way faithful to the intent, sometimes not. Lacking the ability to provide direction from the state, the New Hampshire Education Department has put its effort into providing resources, technical assistance and other support to schools and districts in implementing the law.[12]

To address one of the thorniest problems for competency-based learning, the Education Department developed the Performance Assessment of Competency Education, or PACE. "PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized tests together with locally developed performance assessments," the Department says, "These assessments are designed to support deeper learning through competency education, and to be more integrated into students' day-to-day work than current standardized tests." (N.H. DOE, 2015.)

Discussions began with the U.S. Department of Education in 2012 to explore prospects for a waiver of ESEA assessment requirements to take PACE option across the state. After much more work, USED approved on March 5 of this year a November 2014 waiver application by the state to pilot PACE in four districts. Under the waiver, the four LEAs will administer New Hampshire state assessments in reading/language arts and mathematics once each in elementary, middle and high school and will administer PACE in every grade K-12. The state was authorized to increase the number of PILOT LEAs to eight in year 2 of the pilot, subject to conditions.[13] At the NASBE forum in March, New Hampshire State Board member Bill Duncan said the state has four more districts ready to go next year, and that the Board hopes to have 20 more after that.[14]

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[11] Michigan Department of Education (MDE). "Seat Time Waiver." *Pupil Accounting Manual*, *2014-15*. Retrieved June 17, 2015 from http://www.michigan.gov/documents/mde/5-O-B_SeatTimeWaivers_329678_7.pdf , and MDE, "Summary of Seat-Time Waivers. "

[12] K. Schwartz, "Going All In: How to Make Competency-Based Learning Work." Mindshift. KQED.org (June 15, 2014), and S. Stainburn, "Taking Competency-Based Learning from Policy to Reality." *Education Week*. (June 4, 2014.)

[13] U.S. Department of Education. Letter from Deborah Delisle, Assistant Secretary, to Hon. Virginia M. Barry, Commissioner of Education, State of New Hampshire. March 5, 2015.

[14] B. Duncan. Presentation to National Association of State Boards of Education. March 23, 2015. Author's notes.

It's worth noting that in 2011 New Hampshire joined a national collaborative, facilitated by the Council of Chief State School Officers (CCSSO), called the Innovation Lab Network (ILN). According to CCSSO, the ILN "is a group of states taking action to identify, test, and implement student-centered approaches to learning that will transform our public education system," grounded in principles of competency-based education such as personalized learning, anytime/anywhere opportunities, and comprehensive systems of learner supports. Twelve states, including California and Oregon, were in the collaborative at this writing.[15]

Achieve CBP State Partnership – Achieve, the organization that played a key role in development of the Common Core State Standards, has formed a Competency-Based Pathways State Partnership to provide support to states in advancing competency-based routes to college and career readiness.

> Participating states commit to pursuing policy and implementation changes in graduation requirements, assessments and accountability. States need to address all three in order to reach a cross-cutting, accepted definition of competency (or depending on the state's terminology, proficiency or mastery) that equates to a college- and career-ready level of performance. This is essential to ensure rigorous determinations of student competency on the CCSS and other college- and career-ready standards.

Colorado, Connecticut, Delaware, Kentucky, Maine, Michigan, New Hampshire, Ohio, Oklahoma, Oregon, Rhode Island and Vermont are participating in the CBP State Partnership.[16]

Achieve has developed a state policy framework to set forward key decisions, options and policy levers for states pursuing these changes. The definition of "competency" embedded in the framework is adapted from the one developed by iNACOL and CompetencyWorks.

Competency-Based Provisions in Washington

The State of Washington has made moves toward competency-based learning, if incrementally and unsystematically. Because of the malleable definition of CBL, it is difficult to pinpoint those that would meet the standard. They would consist at a minimum, however, of the following.

Definition of credit – In November 2011 the State Board of Education adopted WAC 180-51-050, which eliminated the time-based definition of a high school credit and replaced it with one based on proficiency or competency. The change is explained concisely on the SBE web site:

> What is the definition of a high school credit?
>
> WAC 180-51-050 defines a high school credit to mean:
>
> > (1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4):
> > (a) Successful completion, as defined by written district policy, of courses taught to the state's essential academic learning requirements (learning standards). If there are no state-adopted learning standards for a subject, the local governing board, or its

[15] R. Colby, "Building a New Framework for Competency Education in New Hampshire. New Hampshire Convening on Competency Education. May 11, 2015; CCSSO, Innovation Lab Network, retrieved June 17, 2015 from http://www.ccsso.org/What_We_Do/Innovation_Lab_Network.html , and Sturgis, Implementing Competency Education, p. 6.

[16] Achieve. Competency-Based Pathways. Retrieved June 22 from http://www.achieve.org/CBP

> designee, shall determine learning standards for the successful completion of that subject; or
> (b) Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).

The change was part of SBE's overall review of graduation requirements and move towards a career- and college-ready graduation requirements framework.

The recommendation to change the time-based definition of a credit emerged from the work of the Implementation Task Force (ITF), a group of education practitioners appointed by SBE to recommend policy changes needed to implement new graduation requirements. The ITF recommended that a non-time-based policy would:

- Place the focus on student-centered learning.
- Allow districts more flexibility to meet the increased credit requirements.
- Allow districts to determine, and individualize, how much course time is needed for students to meet the state's standards.

It merits a more systematic examination of how districts have operationalized this still-recent change than has taken place thus far. In the basic education compliance report used to meet the agency's responsibilities under RCW 28A.150.250, SBE asks each district to detail its requirements for high school graduation. Staff reported in a presentation to the Board at the January 2015 meeting that 82 districts, or about 33 percent of all K-12 districts, offered competency-based credits for the graduating class of 2015.

Waiver of credit-based graduation requirements – In November 2004 the State Board of Education adopted WAC 180-51-055 (Alternative high school graduation requirements). This rule authorizes a district, or a school with the approval of the district, to apply to the Board for waiver of one or more of the requirements of the chapter of SBE rules on graduation requirements. The first section explains the 2004 Board's rationale.

> (1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

A full discussion of the waiver available under this section appears in the materials prepared for the Board's March 2015 meeting, at which Highline School District was granted renewal for four years of the waiver from credit requirements for graduation awarded in 2008 for Big Picture School. Highline is one of only two districts that have submitted requests for credit-based graduation requirements in the 11 years the rule has been in place. Federal Way received a waiver for Truman High School in 2009, but did not seek renewal on expiration.

Why there has been so little interest among high schools and districts in the waiver authorized by WAC 180-18-055, and how much additional flexibility it truly provides when a credit is no longer defined in terms of seat time, may be questions worth exploration by the Board.

WAC 180-51-001 – In 2000 the State Board of Education adopted WAC 180-51-001 (Education reform vision), a statement setting forth the Board's aspirations to shape graduation requirements for a performance-based education system. The WAC evokes some of the themes of competency-based learning discussed in this memo.

> (1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:
>
> (a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;
>
> (b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;
>
> (c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and
>
> (d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

This vision can be seen to manifest itself in the elimination of the time-based definition of credit in 2004 and the personalized pathways component of the college- and career-ready graduation requirements adopted by the Board as WAC 180-51-068 in 2014, as well as the objective alternative assessments for high school graduation in RCW 28A.655.061.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

EXECUTIVE COMMITTEE ELECTIONS

The SBE will conduct an election for the Vice Chair position on the Executive Committee due to Dr. Deborah Wild's resignation to the Board. The newly elected member will begin serving immediately following the July meeting until September when the next Executive Committee elections will take place.

If the new Vice Chair wishes to continue to serve, he or she would need to run again in September and would be eligible to serve two full, consecutive terms as Vice Chair. Per the SBE bylaws, the time spent finishing a term due to vacancy does not count towards an officer's term limits.

Action

Prior to the July meeting members were invited to submit nominations to the Nominations Chair, Bob Hughes. The following members have been nominated:

- Kevin Laverty
- Holly Koon
- Connie Fletcher

A call for additional nominations will be offered on July 8 and the elections will take place the morning of July 9. 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.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Update of Current Required Action Districts and Approval of Soap Lake Required Action Plan
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will hear from the Office of the Superintendent of Public Instruction and representatives from required action districts. Key questions for required action cohort 2 districts may include: • What were significant successes and challenges of the first year of implementing the required action plan? • What changes, if any, were made to your required action plan and why? In addition, the Board will consider approval of Soap Lake District's required action plan. Key questions include: • Does the plan submitted by Soap Lake meet the statutory criteria for plan approval? • Will implementation of the plan likely result in release of the district from required action status?
Possible Board Action:	☒ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will receive an update on current required action districts, that partly fulfills the requirement by RCW 28A.657.100 that the Board receive a report twice per year on the progress of required action districts. The Board will also hear from Soap Lake district on their required action plan, and the Board will consider approval of the plan at this Board meeting. Included in this packet are: 1) staff memo providing an overview and background of the process, 2) staff memo (in additional materials) providing data on required action schools and other Priority schools, 3) as part of the online packet only, slides from required action districts (some of these will be discussed by panelists during the Board meeting), and 4) Soap Lake's required action plan.

UPDATE FROM CURRENT REQUIRED ACTION DISTRICTS AND APPROVAL OF SOAP LAKE REQUIRED ACTION PLAN

Policy Considerations

Required Action Reports

At the July 2015 meeting, the State Board of Education (SBE) will receive an update from the Office of the Superintendent of Public Instruction (OSPI) and representatives from required action districts. Districts that were designated in March 2014 (RAD cohort 2) include Marysville School District (Tulalip Elementary School), Tacoma School District (Stewart Middle School), Wellpinit School District, (Wellpinit Elementary School), and Yakima School District (Washington Middle School), and have implemented the first school year of their required action plan. In addition to hearing from RAD cohort 2 districts, the Board will receive an update from Soap Lake District (a RAD cohort 1 district), that was re-designated for required action Level I at the last Board meeting in May 2015.

RCW 28A.657.100 directs OSPI to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update is planned for November 2015.

Key questions for cohort 2 districts may include:

- What were significant successes and challenges of the first year of implementing the required action plan?
- What changes, if any, were made to your required action plan and why?

Required Action Plan Approval

Because Soap Lake District was re-designated for required action, the district must submit a new or revised required action plan to the Board for approval (RCW 28A.657.100).

Key questions for the Board to consider include:

- Does the plan submitted by Soap Lake meet the statutory criteria for plan approval?
- Will implementation of the plan likely result in release of the district from required action status?

Background

Required Action Reports

The Board will hear from OSPI staff and district representatives on the implementation of the first year of required action plans for cohort 2 districts, and on the work of the past year and plans for next year for Soap Lake District, the continuing cohort 1 district. Members will have a chance to ask questions and discuss school improvement work with panelists.

For RAD cohort 2 districts, state testing data available at this update will be from the 2013-2014 school year, the year before implementation of the districts' required action plans. It will not include the first year of implementing state tests aligned to new learning standards, the Smarter Balanced assessments. (As of the date of this Board packet, full results of spring 2015 state testing are not yet available, and it is

unlikely that the required action districts will be prepared to speak to the 2014-2015 test results at the July 2015 meeting).

An SBE staff memo that reviews data from the required action schools and other schools on the Priority list is included in this meeting packet. Included in the online packet only are updates from districts including data from the past three to four years. The updates are in a PowerPoint presentation, and elected slides from the presentation will be presented and discussed at the Board meeting.

Required Action Plan Review

At the May 2015 State Board of Education meeting, the Board designated Soap Lake District to remain in required action status. Soap Lake Middle and High School made enough progress since the district was originally designated for required action in 2011 to no longer be identified as a Priority school. However, Soap Lake Elementary School is identified as a Priority school for 2015-2016. Therefore, the district must remain in required action status, according to RCW 28A.657.100.

The plan review process has been modified since required action plans were last reviewed by the SBE, for both practical considerations and in response to Soap Lake District's status as a continuing, rather than recently designated, required action district. For the last review of plans, Board members looked at the districts' Indistar planning tool information, but that was not done for this review as the organization of the information in the tool was found to be impractical for the purpose of plan review.

For this review, Soap Lake District created a document (included in this packet) summarizing its plan, based on the required elements of a required action plan. It should be noted that the school improvement activities the district implemented during required action has resulted in significant improvement, so the district's plan represents continuation of some successful strategies in addition to revised policies and practices. The Board has been regularly monitoring the district's progress for the past four years through the biannual reports to the Board.

RCW 28A.657.050 specifies the required elements of plans to include:

1. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action, and must be developed with the engagement of educators and the community.
2. Application for state or federal funds.
3. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
4. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
5. Identification of the measures to be used in assessing the school's student achievement.

A committee of members including Peter Maier, Kevin Laverty, and Connie Fletcher met to review Soap Lake's required action plan on June 22, 2015 and to identify questions for the district and any further information the Board might need for consideration of approval of the district's required action plan.

Action

The SBE will consider approval of Soap Lake District's required action plan.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

Required Action District (RAD)

July 2015 | *Update*

OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI

ANDREW KELLY

ANDREW.KELLY@K12.WA.US
360-725-4960

Today's Goals

- Review Academic Progress for RAD Cohort II
- Update Progress with Academic Audit Recommendations for RAD Cohort II
- Review Soap Lake School District Data and Next Steps with RAD status

RAD School Designations for 2015-16

RAD	District	School	Designation
Cohort I	Soap Lake	Soap Lake Middle/High	None
Cohort I	Soap Lake	Soap Lake Elementary	Priority; no longer in bottom 5%; Continuing based on 3-year requirement for Priority schools
Cohort II	Marysville	Quil Ceda Tulalip Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Tacoma	Stewart Middle	Priority; 3-year Reading/Math average less than 40%
Cohort II	Wellpinit	Wellpinit Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Yakima	Washington Middle	Priority; 3-year Reading/Math average less than 40%

Quil Ceda Tulalip Elementary: Marysville School District

Tulalip

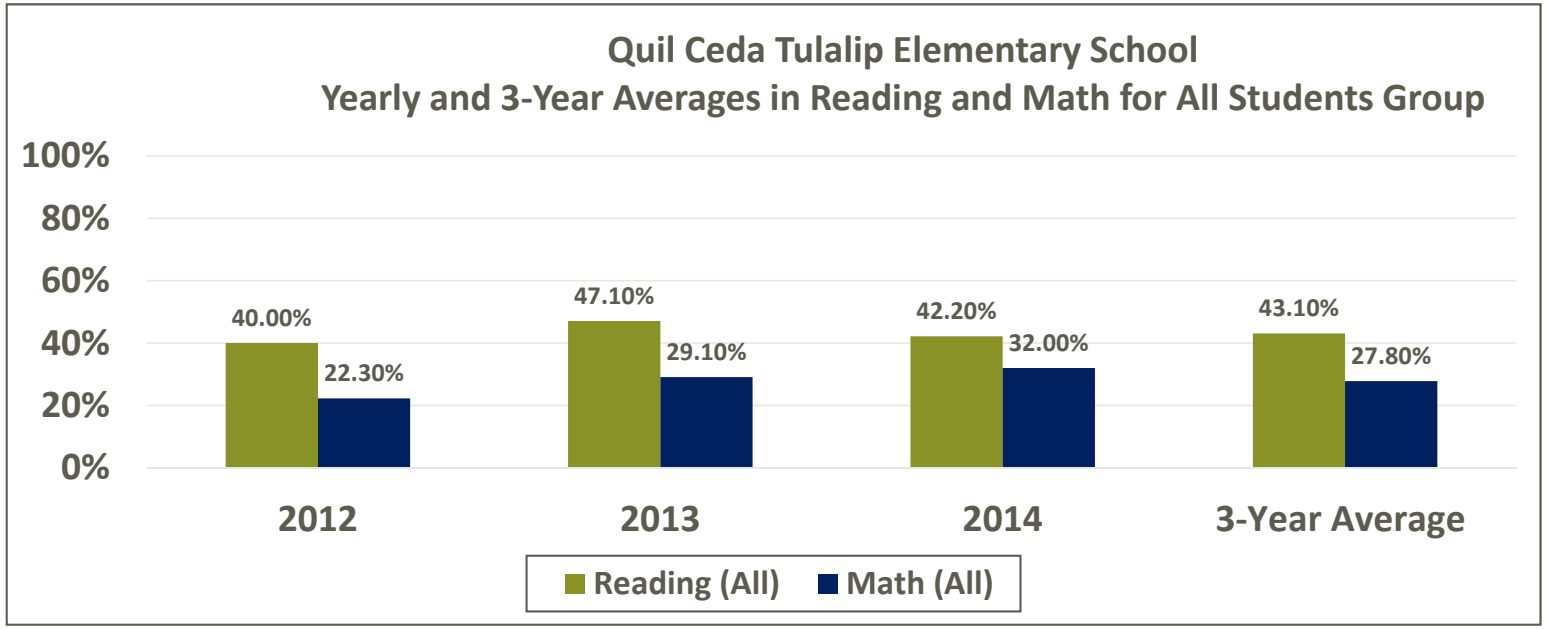
Quil Ceda

Quil Ceda Tulalip Elementary: Marysville School District

Tulalip
Quil Ceda

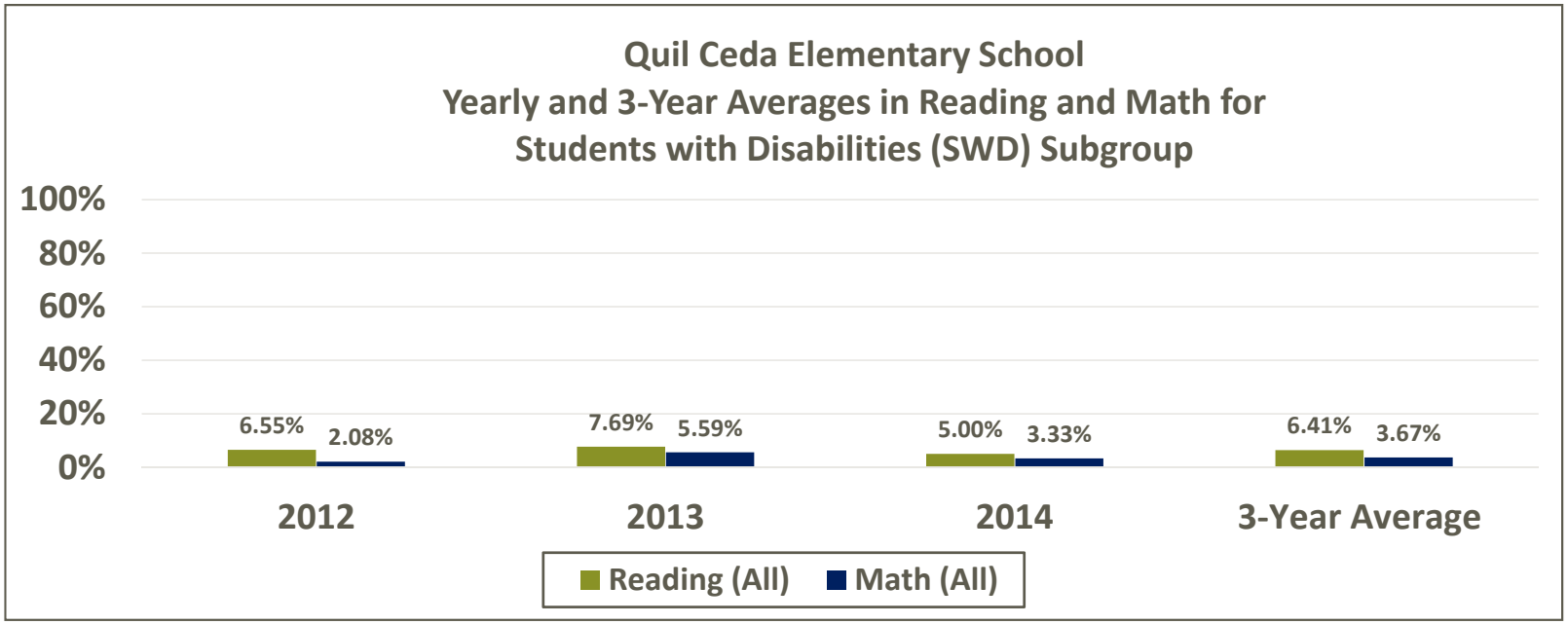
Becky Berg| *Superintendent*
Raymond Houser |*Assistant Superintendent*
Kristin DeWitte | *Principal*
Arcella Hall | *Leadership Coach*

Quil Ceda Tulalip Elementary: Marysville School District



Note: Quil Ceda and Tulalip merged as of the 2014-15 school year. Data from this chart was calculated using averages from both schools for all three school years.

Quil Ceda Tulalip Elementary: Marysville School District



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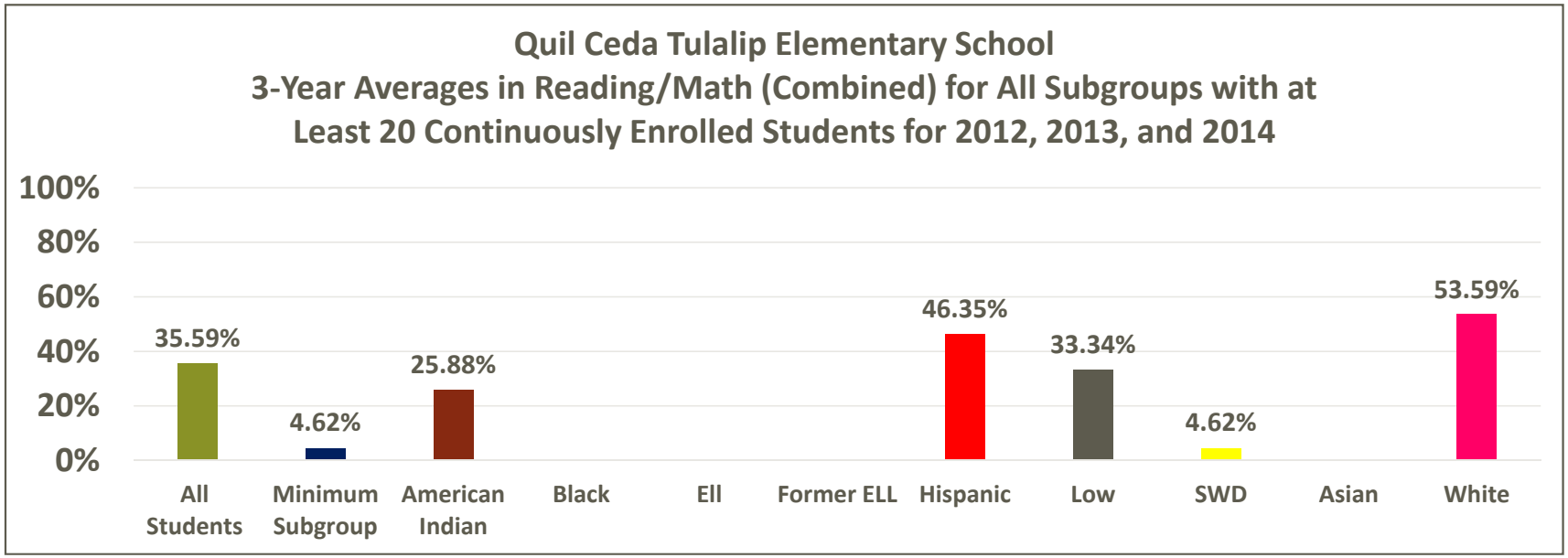
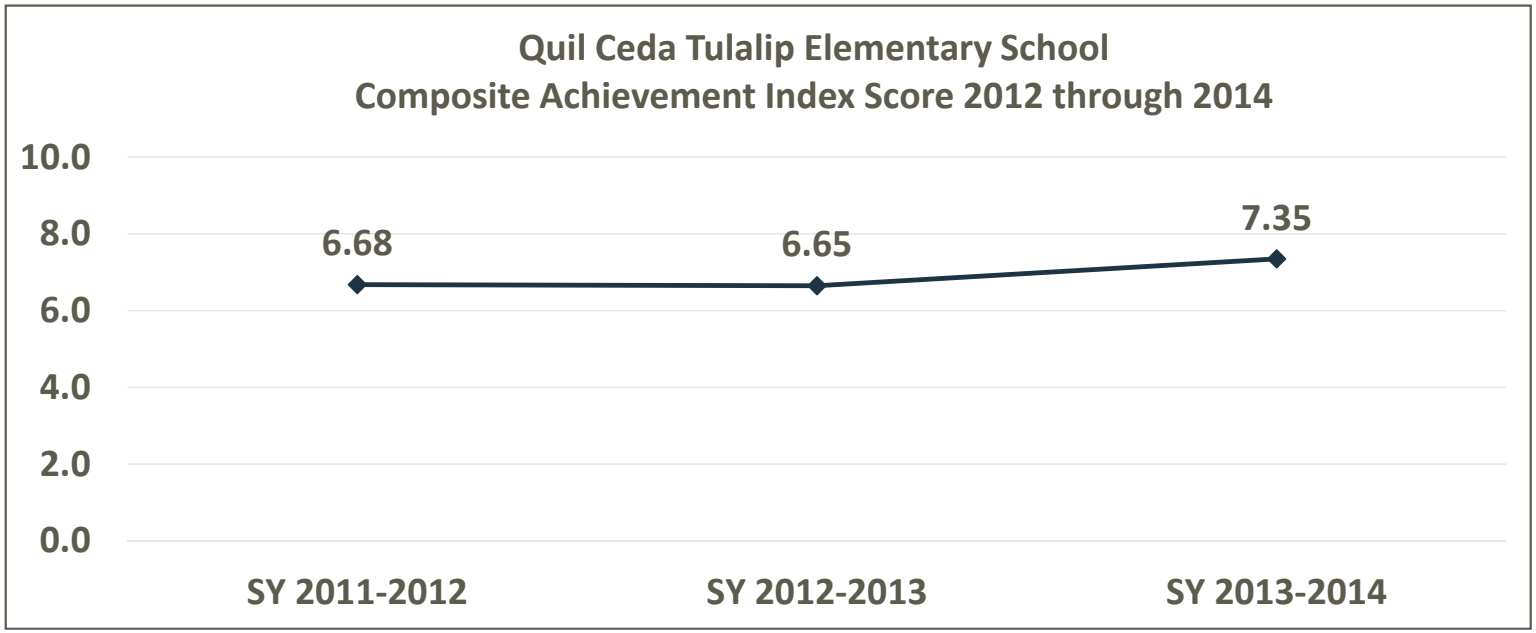
Quil Ceda Tulalip Elementary: Marysville School District



Note: Quil Ceda and Tulalip merged as of the 2014-15 school year. Data from this chart was calculated using averages from both schools for all three school years.

Quil Ceda Tulalip Elementary: Marysville School District



Note: Quil Ceda and Tulalip merged as of the 2014-15 school year. Data from this chart was calculated using averages from both schools for all three school years.

Quil Ceda Tulalip Elementary: Marysville School District

Tulalip

Quil Ceda

ACADEMICS

2014-15

- Engage New York math program implemented in all grade levels supported by school, OSPI and UWB math coaches.
- Literacy units of study were fine tuned to be more closely aligned with Washington State standards.
- All students not meeting standard in reading or math had an acceleration plan. Students at Tiers 2 and 3 had individual plans
- Grade level data-team meetings were used to co-plan lessons and improve instruction.
- Math Lab process began with the support of UWB partnership.

2015-16

- Professional Development provided for an instructional focus using the Motivational Framework and CEL-5D to increase instructional effectiveness and culturally relevant instruction.
- PLCs and Data Teams monitor plan, student achievement and create acceleration groups.
- Curriculum aligned to Washington State standards with focus on math core and literacy continue implementation with refinements.
- Students will have individual transition plans.
- Students in Tiers 3 and 4 will have individual learning/behavior plans to support their academic and social /emotional growth.

Quil Ceda Tulalip Elementary: Marysville School District

Tulalip

Quil Ceda

CULTURALLY RELEVANT INSTRUCTION AND MATERIALS

2014-15

- 67% of students received instruction in culturally relevant unit of study.
- 3 CEL-5D instructional indicators cross walked with the Motivational Framework were implemented in all classrooms.
- Since Time Immemorial curriculum was used in 4/6 grade levels.

2015-16

- Culturally Relevant Instructional indicators will be continued and emphasis on effectiveness and increased fidelity.
- Cultural Specialist will work with teachers to integrate at least 2 culturally relevant units of study.
- Cultural Specialist will support the work of aligning the 5D Instructional Framework to culturally relevant instructional strategies that have proven to be especially effective at QCT.

Quil Ceda Tulalip Elementary: Marysville School District

FAMILY/COMMUNITY ENGAGEMENT

2014-15

- 12 parent/family representatives were trained as Natural Leaders
- Outstanding family participation in school events:
  - Muffins for Moms/Donuts for Dads
  - Class showcases
  - 5th grade Potlatch
  - Tulalip Day activities
- Family participation in development of RAD plan
- Increase in the number of school volunteers

2015-16

- A parent representative will join the Leadership Team.
- Key school documents will be shared with families.
- Natural Leaders and staff create and implement curriculum nights to increase parent involvement/understanding of the academic work of the school.
- The school will communicate the importance of regular attendance and will provide avenues for students to catch up on missed learning when absent.
- Families will have opportunities to participate in the school's transformation process.

Quil Ceda Tulalip Elementary: Marysville School District

Tulalip
Quil Ceda

SOCIAL/EMOTIONAL AND BEHAVIOR

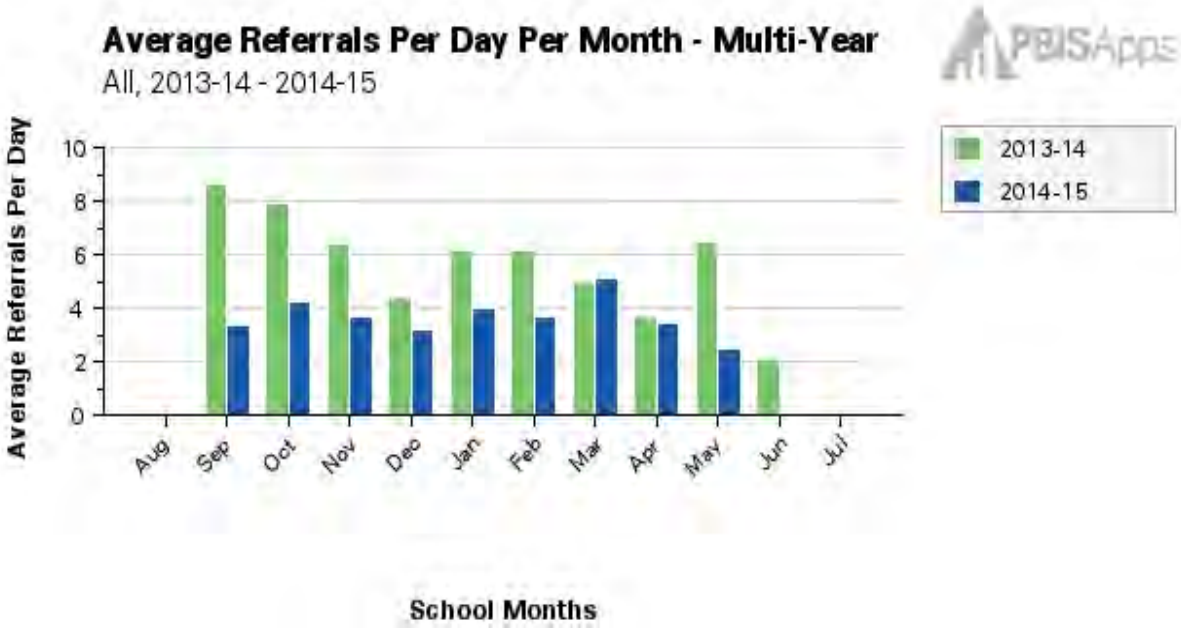
2014-15

- Common Area expectations taught 3 times
- Caring Schools Curriculum used with all students
- Behavior Screener (SDQ) used as universal screener Fall & Spring
- 60+ students had individualized support plans for social emotional needs
- 82% of students had one or fewer behavior referrals

2015-16

- Staff teaches and reinforces consistent behavior expectations in common areas of the school 3+ times per year.
- Teachers teach and reinforce consistent behavior expectations in their classrooms.
- Staff and administration communicate frequently regarding individual student behavior supports and outcomes.
- Staff follows Compassionate Schools practices.

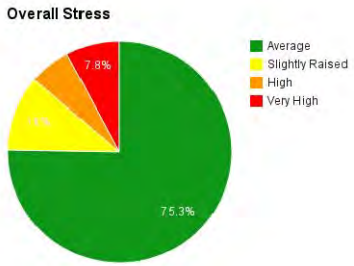
Quil Ceda Tulalip Elementary: Marysville School District

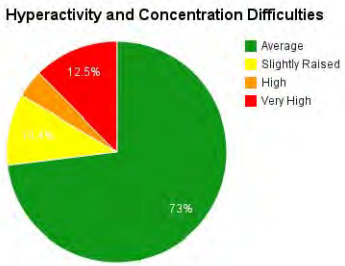


Tulalip

Quil Ceda

Fall SDQ Data



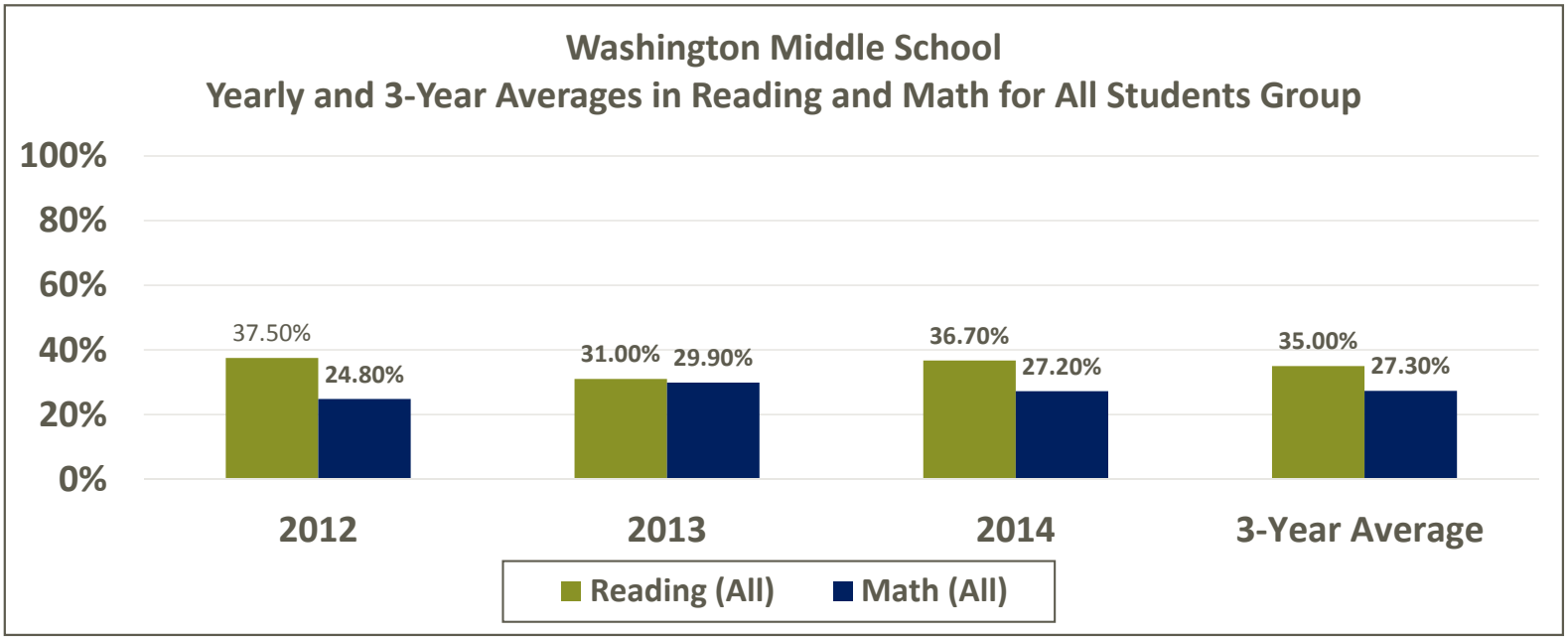


Washington Middle School: Yakima School District

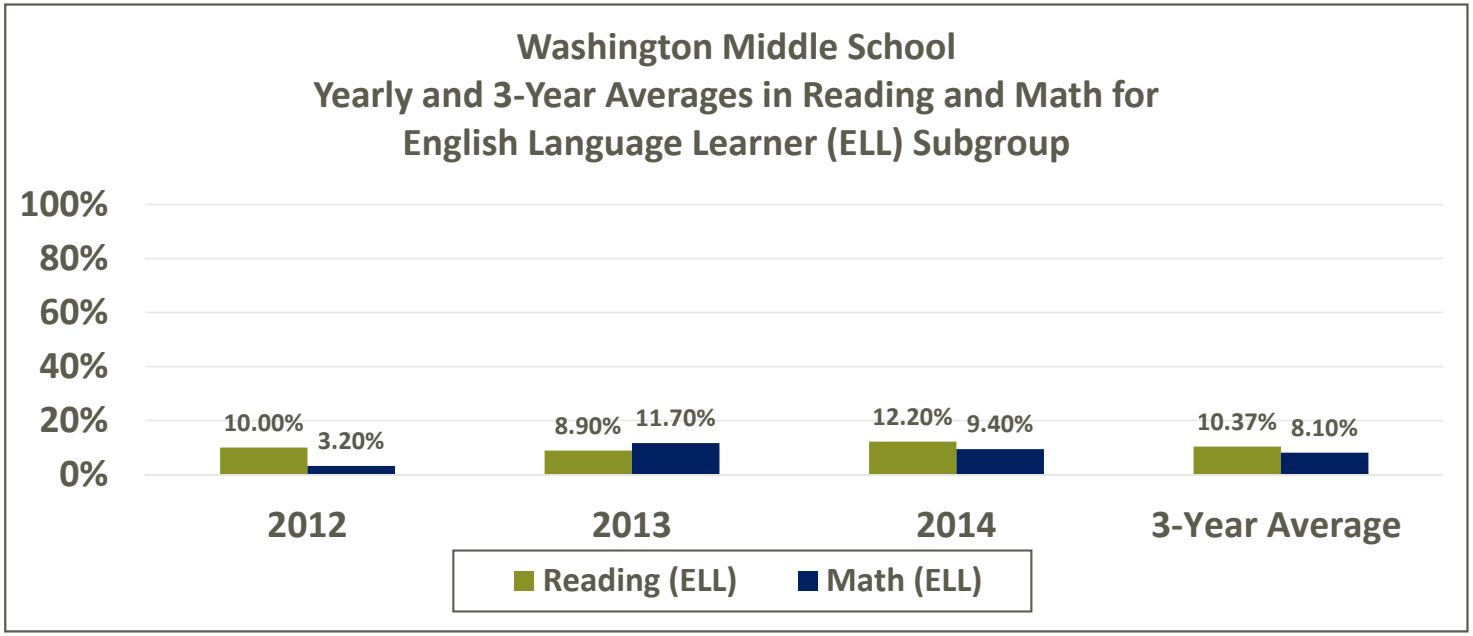
Washington Middle School: Yakima School District

Jack Irion | *Superintendent*
William Hilton | *Principal*
Jim Ridgeway | *Leadership Coach*

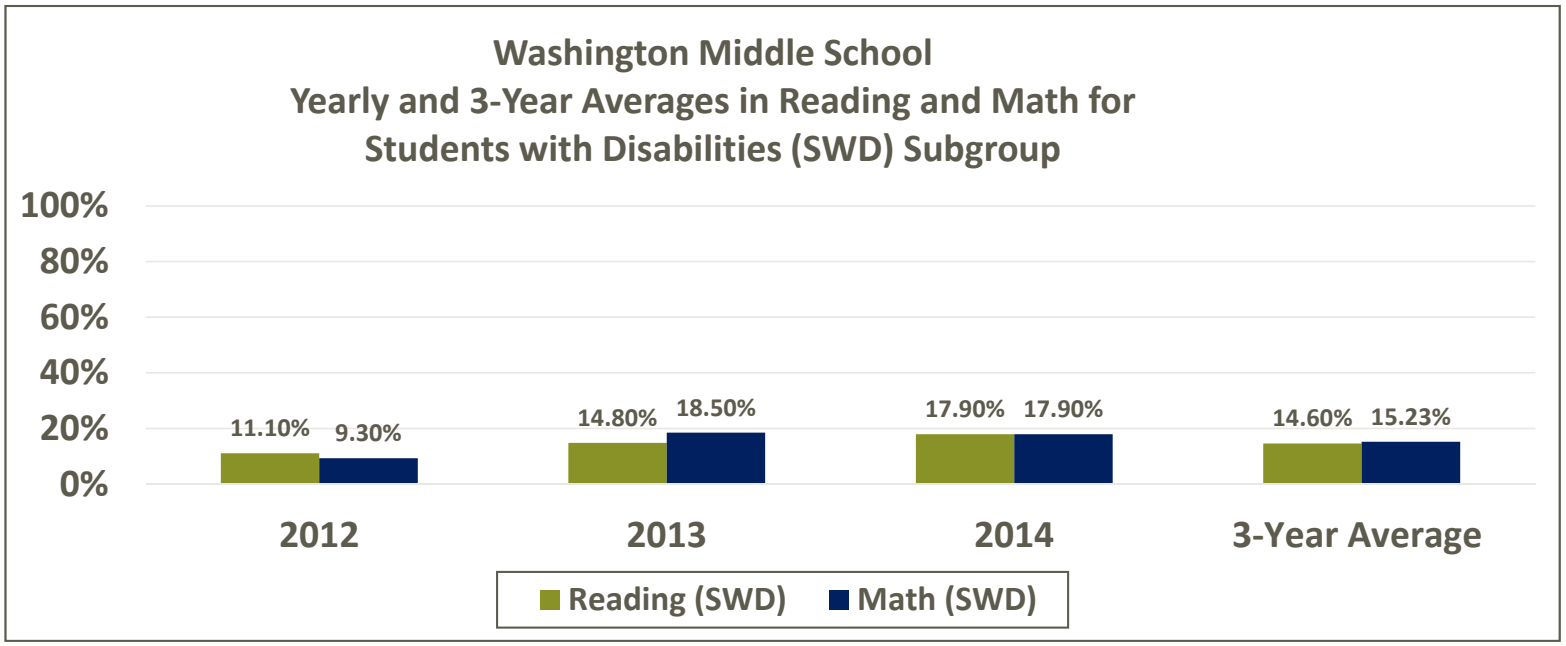
Washington Middle School: Yakima School District



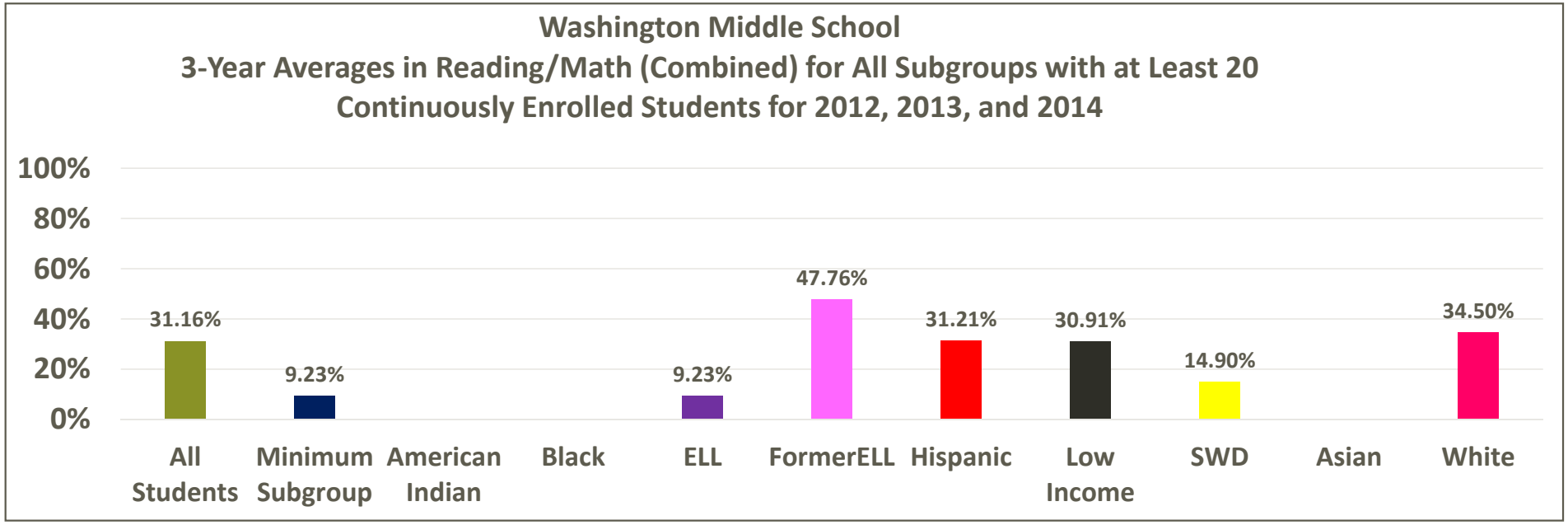
Washington Middle School: Yakima School District



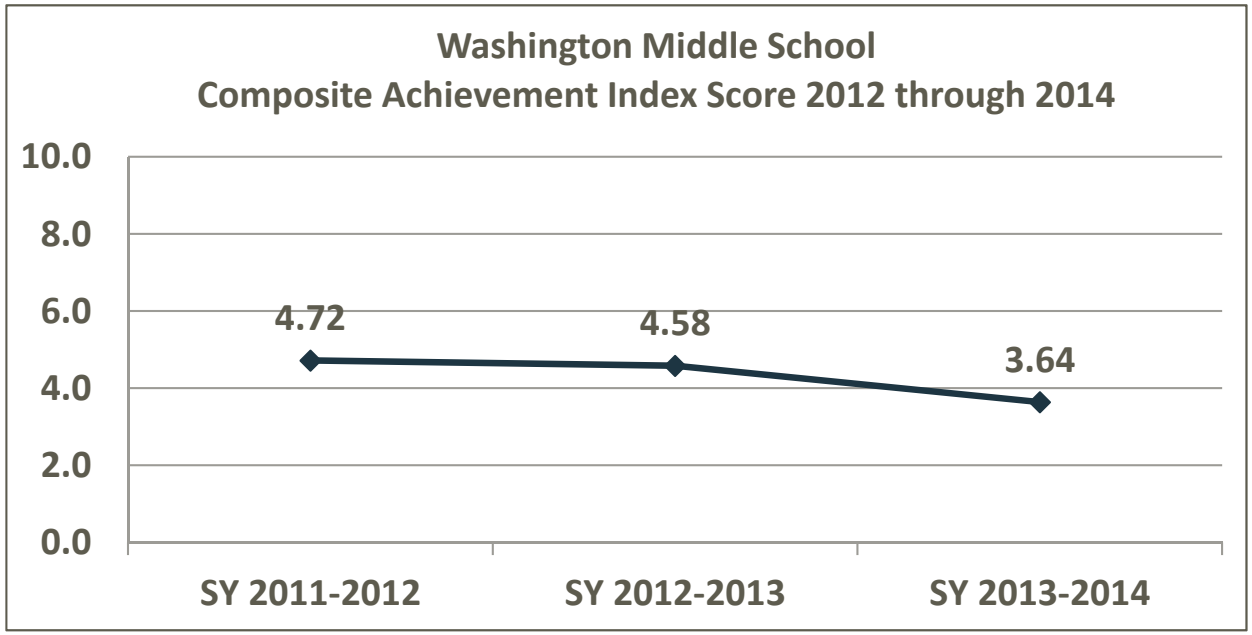
Washington Middle School: Yakima School District



Washington Middle School: Yakima School District



Washington Middle School: Yakima School District



Washington Middle School: Yakima School District

RECOMMENDATIONS:

1. All students in Regular Core ELA and math classes with support for at risk students
2. Expanded capacity for leadership team- Data driven ILT defining of Problem of Practice and Theory of Action
3. Safe Learning environment- PBIS, Parent Plan

Washington Middle School: Yakima School District

ENSURE LEARNING ENVIRONMENT IS SAFE, MUTUALLY RESPECTFUL, AND HONORS CULTURE

1. PBIS
2. Discipline numbers drastically reduced 500+ suspension down to 200
3. Parent plan- meeting 2nd Tuesday, surveys to meet the needs of families
4. 2 perception surveys for the year
5. Parent involvement Plan with rewards

Washington Middle School: Yakima School District

ALL STUDENTS IN GRADE LEVEL CORE INSTRUCTION IN ELA AND MATH

1. 600 students were in intervention class as Core Reading class 2013-2014, 0 in 2014 -2015
2. All students in grade level math 2014-2015
3. Data driven SRI and math to identify students needing support

Washington Middle School: Yakima School District

LEADERSHIP

1. ILT- focus on instruction
2. Data collected on Walk-through and RIGOR evaluation
3. School based data to drive focus

Washington Middle School: Yakima School District

ILT IDENTIFIED PROBLEM OF PRACTICE AND THEORY OF ACTION

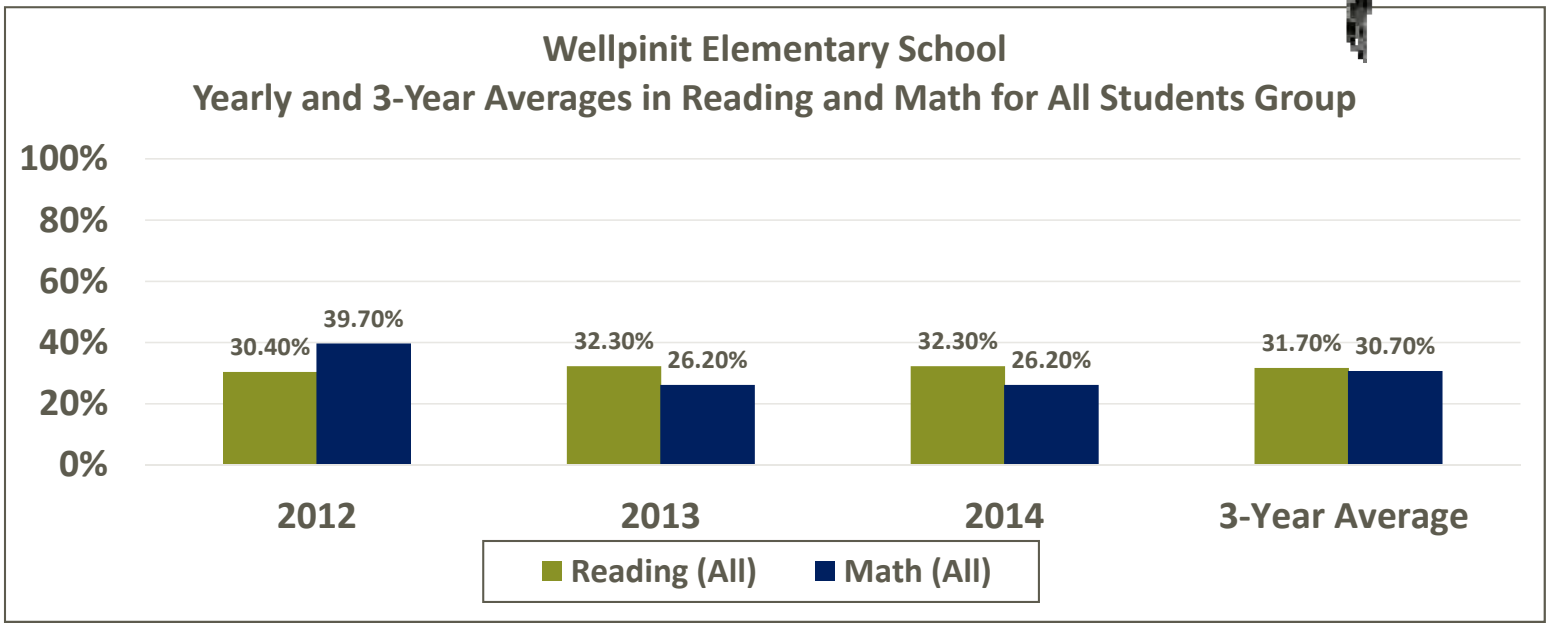
1. Rigor
2. Comprehension
3. ELL

Wellpinit Elementary: Wellpinit School District

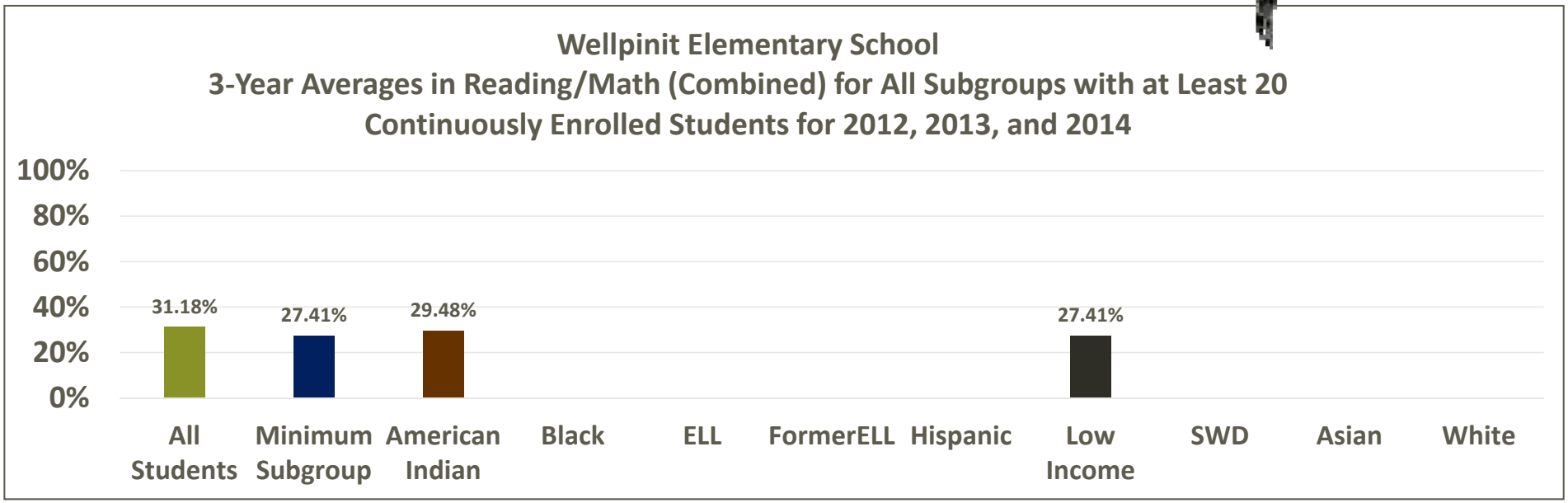
Wellpinit Elementary: Wellpinit School District

John Adkins | *Superintendent*
Kim Ewing | *Principal*
Karen Estes | *Leadership Coach*

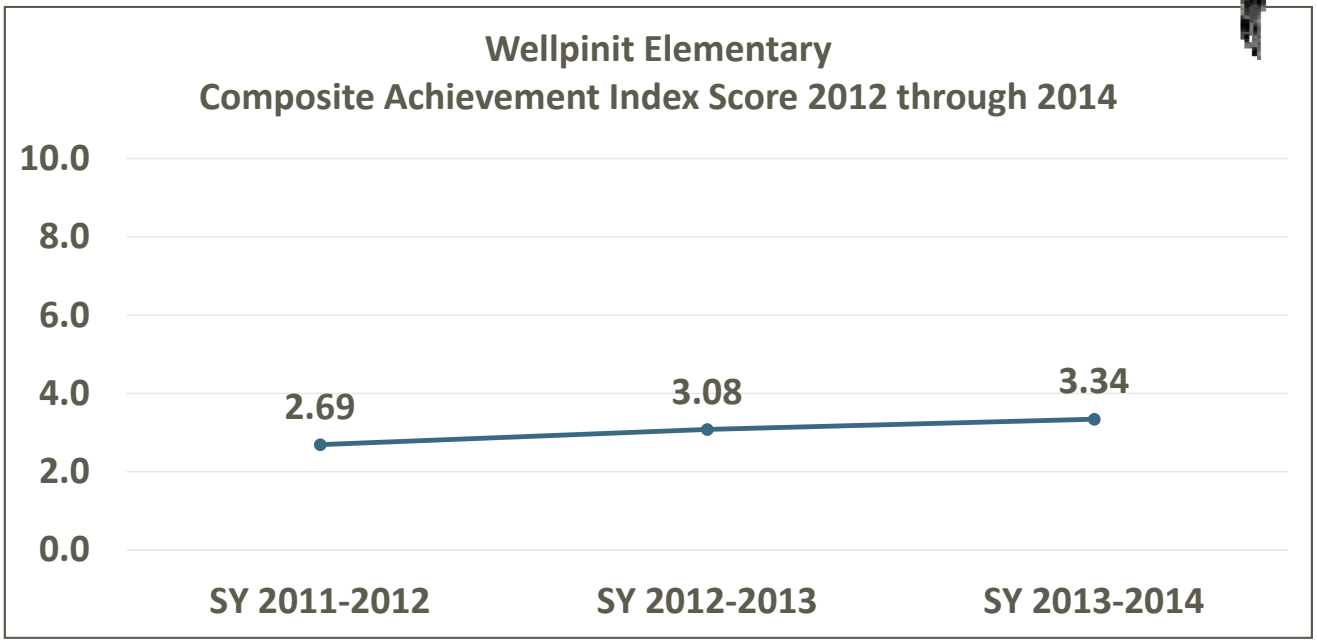
Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District

FIVE CRITICAL FOCUS AREAS OF CHANGE:

1. Hire Experience Instructional Leader for Principal
2. Goal Setting and Accountability around Staff Evaluation, Student Progress, and Professional Development
3. Reading: Deep Alignment of Curriculum, Instruction, and Assessment
4. Mathematics: Deep Alignment of Curriculum, Instruction, and Assessment
5. Intentional Family/Community Involvement and Outreach

Wellpinit Elementary: Wellpinit School District

Grade Level	At Grade Level Benchmark Fall 2014 MAP Reading	At Grade Level Benchmark Spring 2015 MAP Reading	Total number of students who grew 1 year plus 1 month
K	23%	49%	60%
1	41%	40%	42%
2	24%	26%	50%
3	48%	36%	27%
4	16%	46%	69%
5	9%	24%	57%

Wellpinit Elementary: Wellpinit School District

Grade Level	At Grade Level Benchmark Fall 2014 MAP Math	At Grade Level Benchmark Spring 2015 MAP Math	Total number of students who grew 1 year plus 1 month
K	17%	64%	72%
1	48%	46%	42%
2	31%	29%	24%
3	33%	30%	23%
4	24%	46%	66%
5	0	10%	89%

Wellpinit Elementary: Wellpinit School District

	2013-14	Growth per year needed	2014-15	2015-16	2016-17
Setting learning objective and providing feedback on objective	14%	(+23.7%)	37.7% Actual = 38%	61.4%	85%
Learning target on grade level standard	42%	(+14.3%)	56.3% Actual = 68%	70.6%	85%
Determining Levels of student work (Application Level and above)	7%	(+17.7)	24.7% Actual = 10%	42.4%	60%
Highly Engaged Classroom	28%	(+10.6%)	38.6% Actual = 29%	49.2%	60%

Wellpinit Elementary: Wellpinit School District

INTENTIONAL FAMILY/COMMUNITY INVOLVEMENT AND OUTREACH

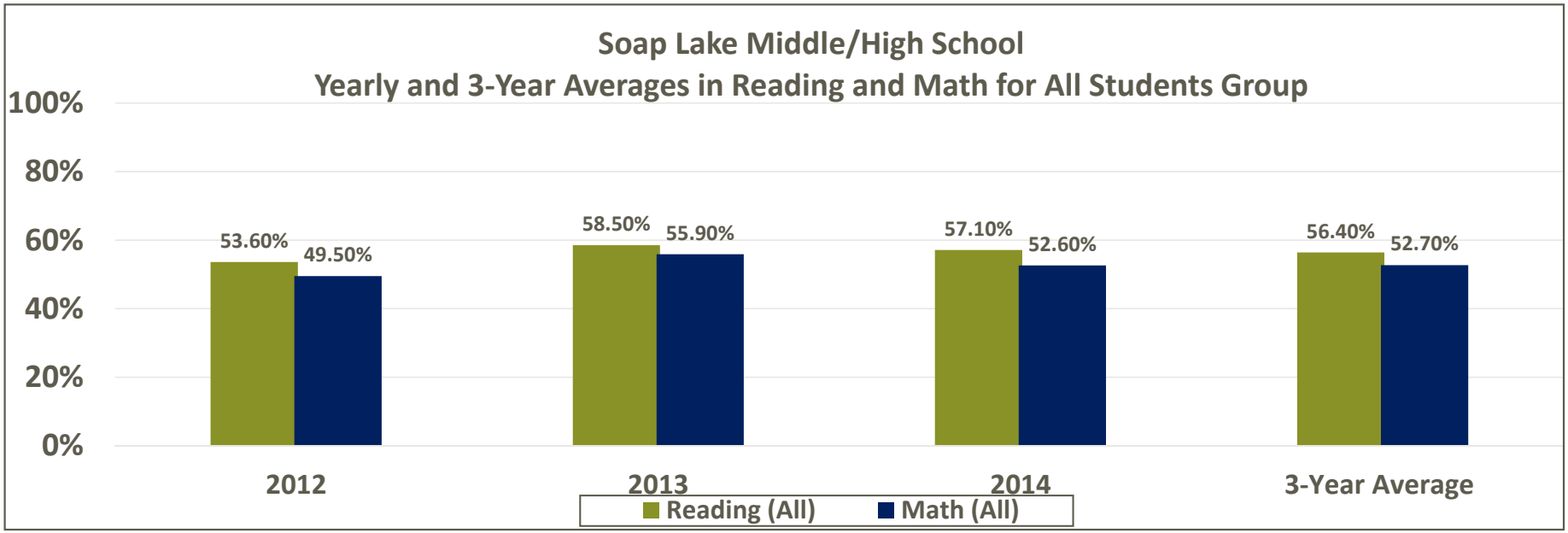
1. Back to School Night
2. Math Night, Literacy Night, STEM Night, Art Night
3. Fall and spring conferences
4. Parent survey
5. Book Fairs
6. Read Across the Rez
7. Camas root, moss and cedar gathering
8. Culture Week
9. Monthly newsletters
10. Thursday folders

Soap Lake Middle/High School: Soap Lake School District

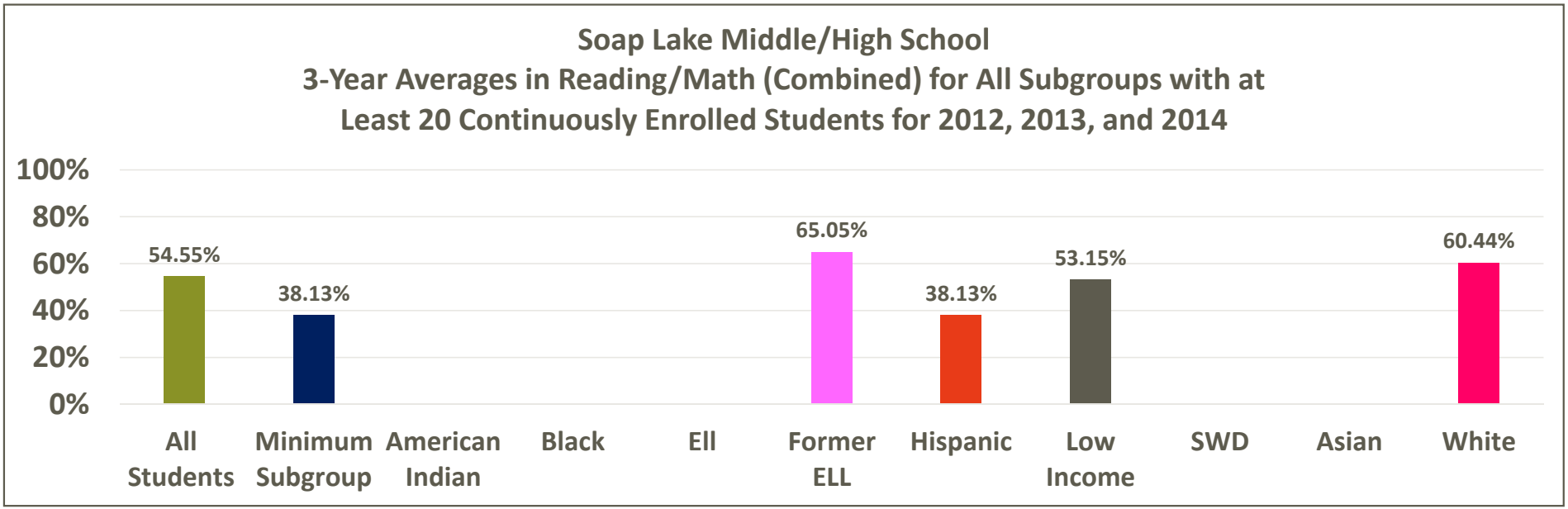
Soap Lake Middle/High School: Soap Lake School District

Danny McDonald | *Superintendent*
Jacob Bang | *Principal*
Carolyn Lint | *Leadership Coach*

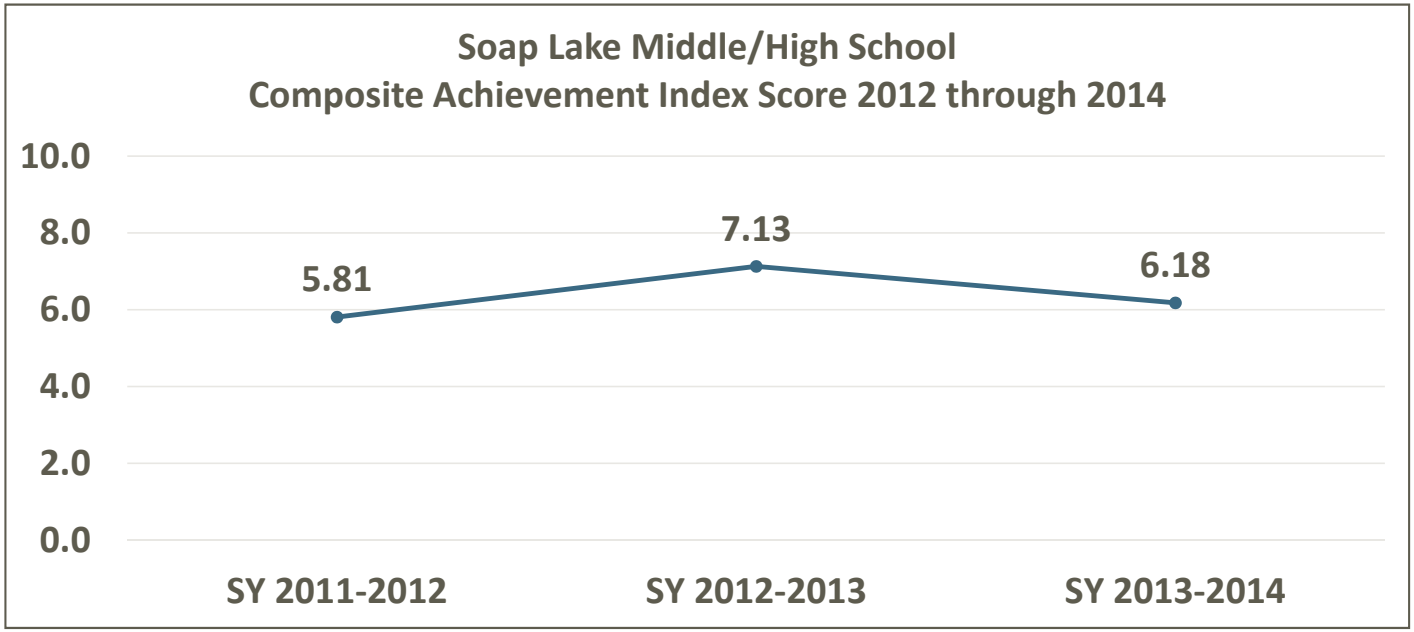
Soap Lake Middle/High School: Soap Lake School District



Soap Lake Middle/High School: Soap Lake School District



Soap Lake Middle/High School: Soap Lake School District



Soap Lake Middle/High School: Soap Lake School District

ENHANCED LEADERSHIP CAPACITY:

1. Superintendent transition plan: Addition of Assistant Superintendent
2. Coherence of Action
3. Increased Teacher Leadership

Soap Lake Middle/High School: Soap Lake School District

CURRICULUM ALIGNED TO STATE STANDARDS WITH INCREASED RIGOR:

1. Increase in advanced courses
2. Revised and coordinated curriculum district wide

Soap Lake Middle/High School: Soap Lake School District

DISTRICT WIDE PROFESSIONAL DEVELOPMENT TO SUPPORT A COMMON VISION FOR INSTRUCTION:

1. Schoolwide AVID Implementation
2. Implementation of Weekly Late Starts

Soap Lake Middle/High School: Soap Lake School District

FOCUS FOR CONTINUED IMPROVEMENT FOR 2015-16:

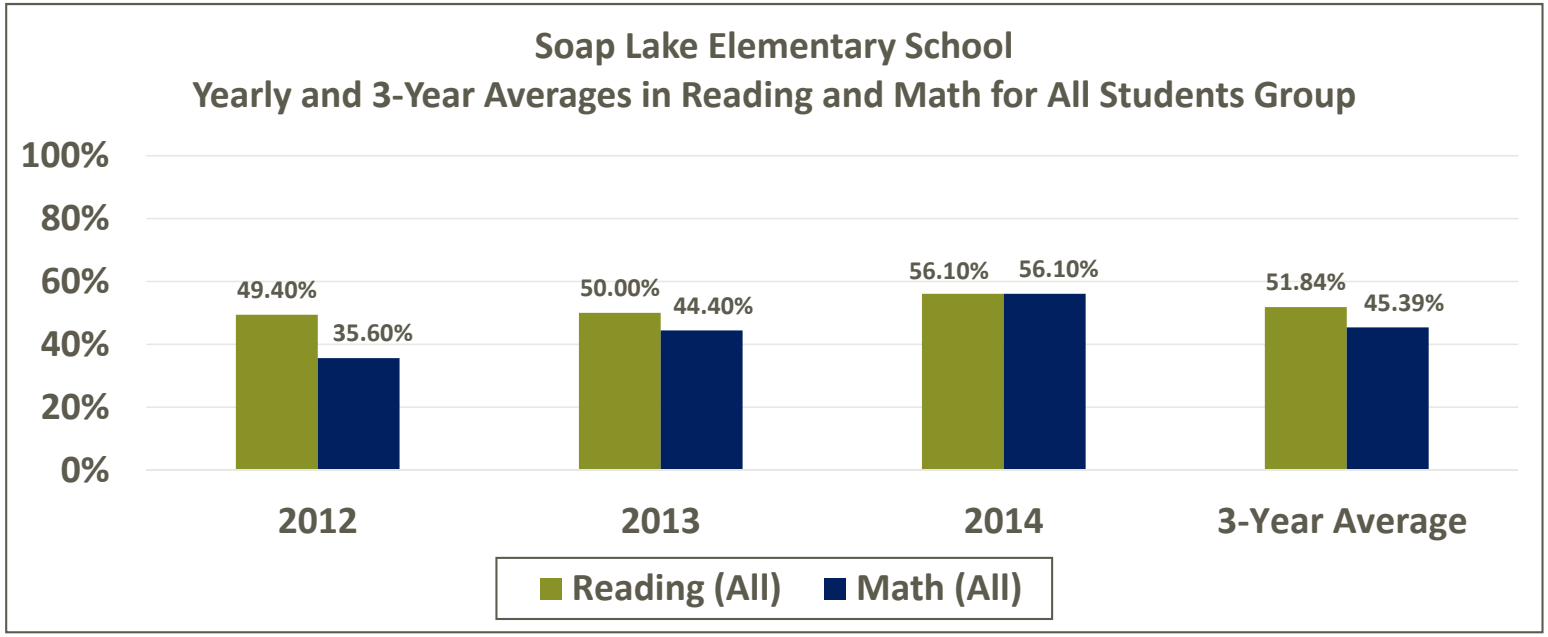
1. Continued Implementation of Danielson Framework with TPEP to increase student engagement and rigor.
2. Creation of intervention/enrichment time during the day for students to receive help or be challenged in new areas.
3. Build relationships with students through advisory times and focused interventions.

Soap Lake Elementary School: Soap Lake School District

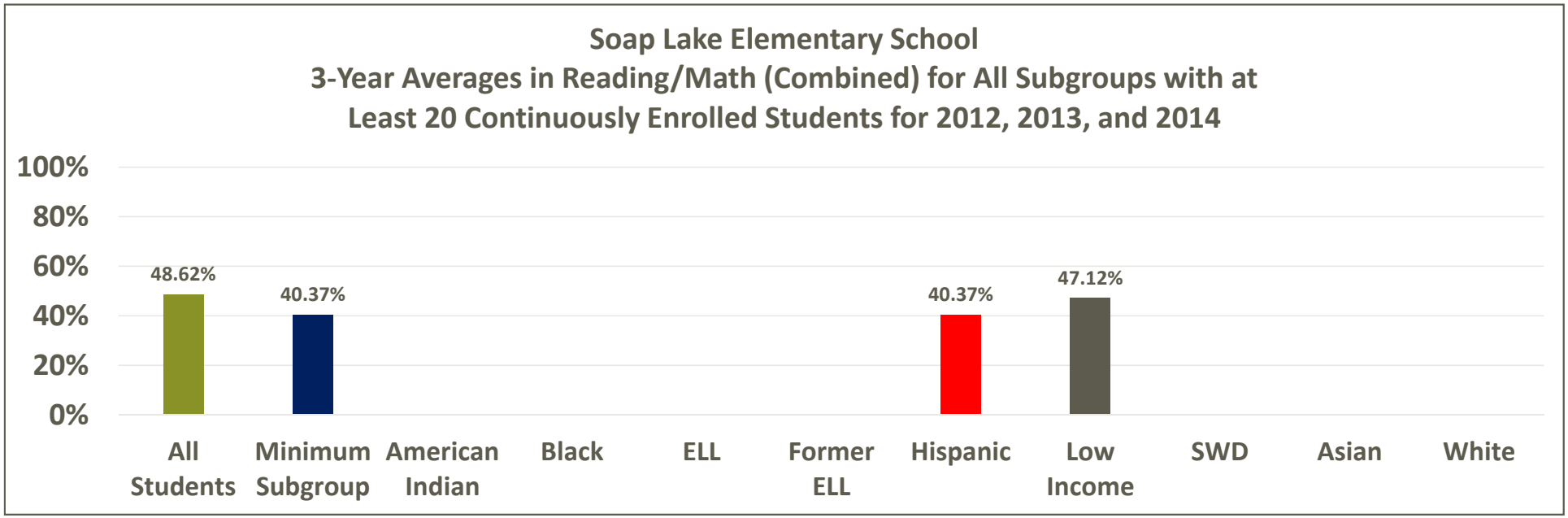
Soap Lake Elementary School: Soap Lake School District

Danny McDonald | *Superintendent*
Daniel Andrews | *Principal*
Carolyn Lint | *Leadership Coach*

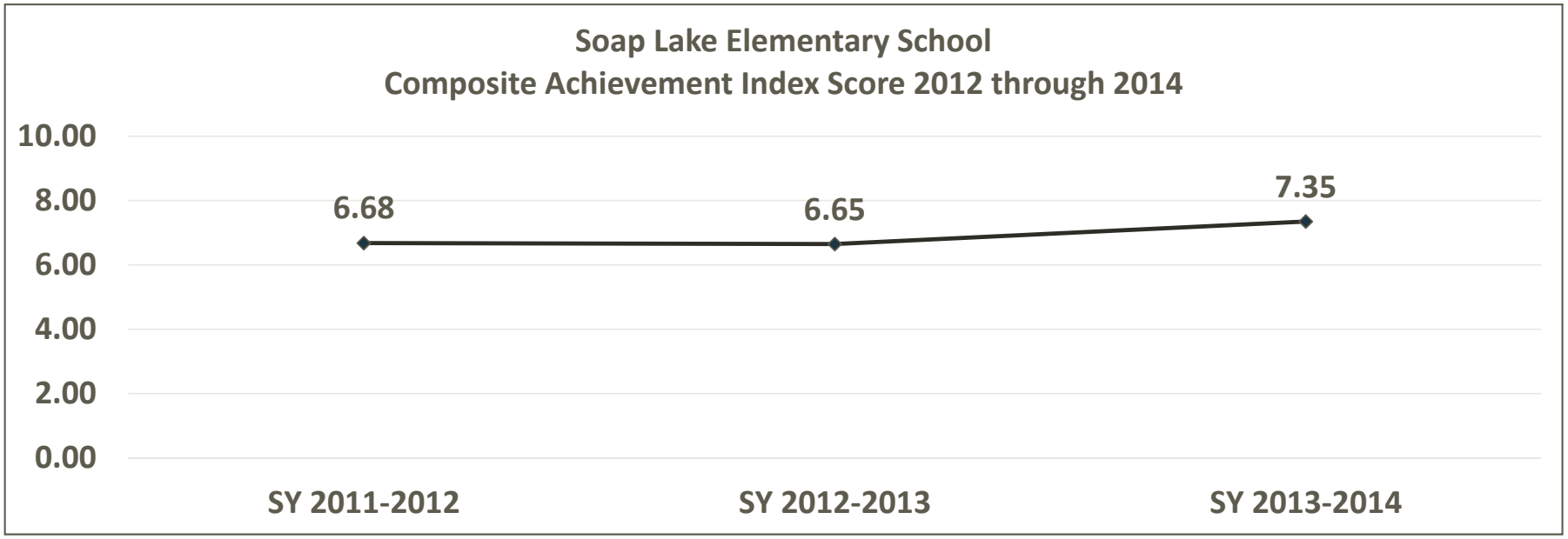
Soap Lake Elementary School: Soap Lake School District



Soap Lake Elementary School: Soap Lake School District



Soap Lake Elementary School: Soap Lake School District



Soap Lake Elementary: Soap Lake School District

FOCUS FOR CONTINUED IMPROVEMENT IN 2015-16:

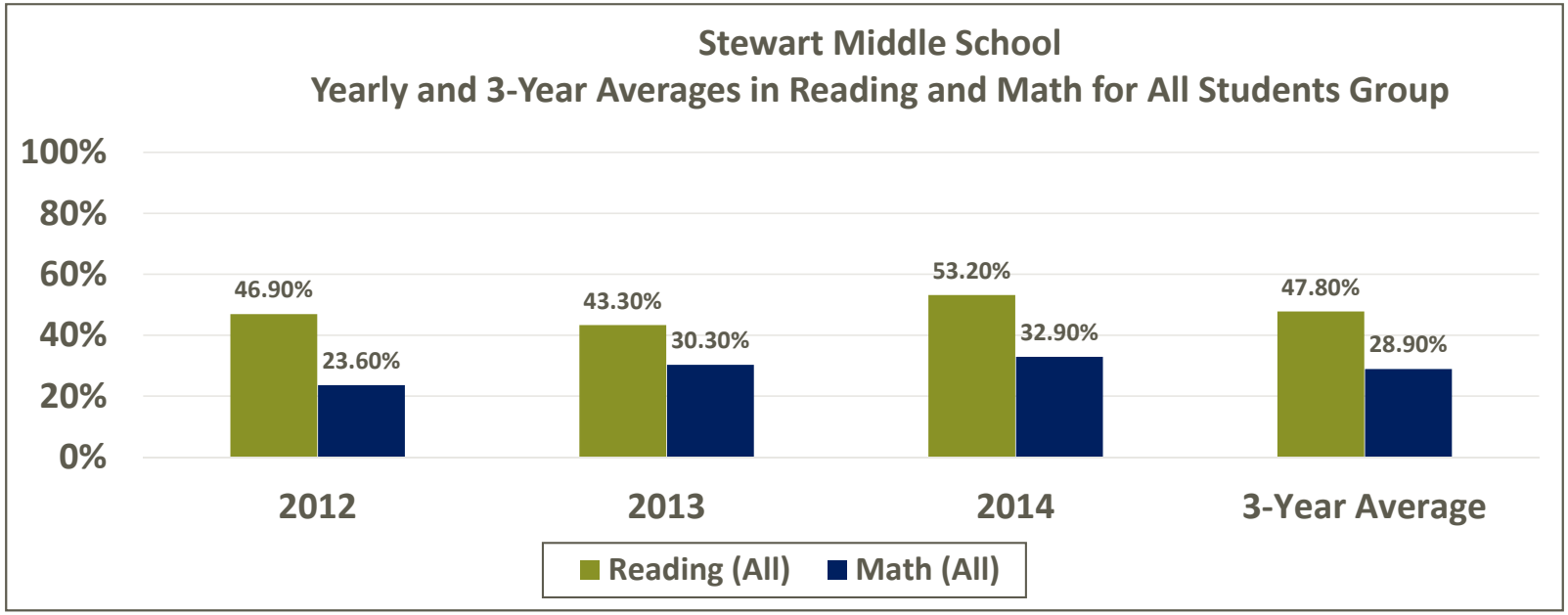
1. Implementation of monthly Problem of Practice with walkthroughs focusing on Danielson Framework
2. Continuation of small group reading/math intervention
3. Continuation of monthly Family Fun Nights
4. Implementation of SBAC Interim Blocks and AimsWeb
5. Implementation of AVID Elementary

Stewart Middle School: Tacoma School District

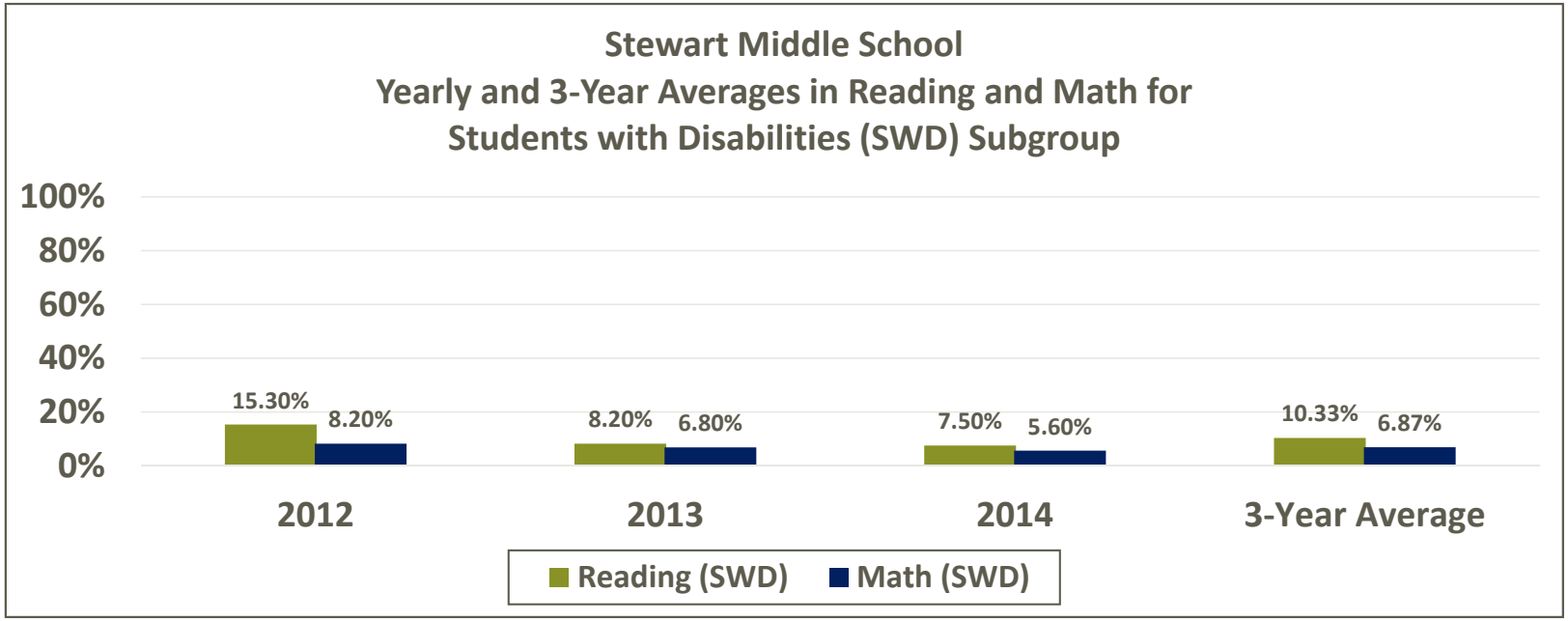
Stewart Middle School: Tacoma School District

Carla Santorno| *Superintendent*
Zeek Edmond | *Principal*
Kim Messersmith| *Assistant Principal*
Abby Sloan| *Assistant Principal*

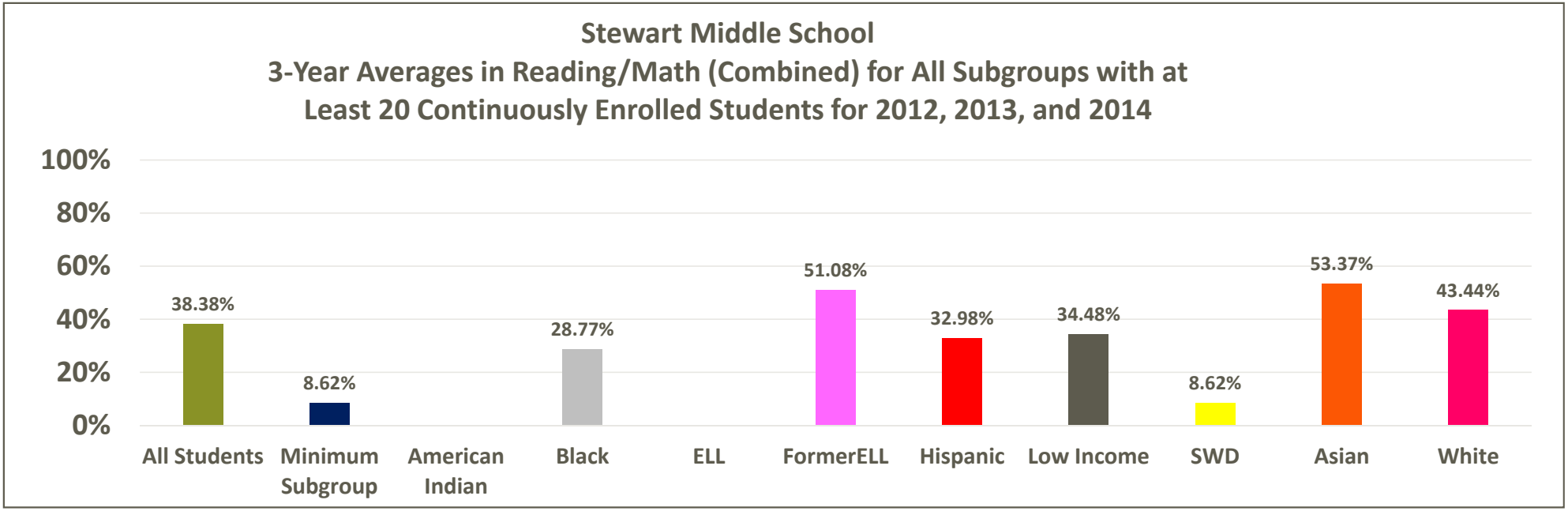
Stewart Middle School: Tacoma School District



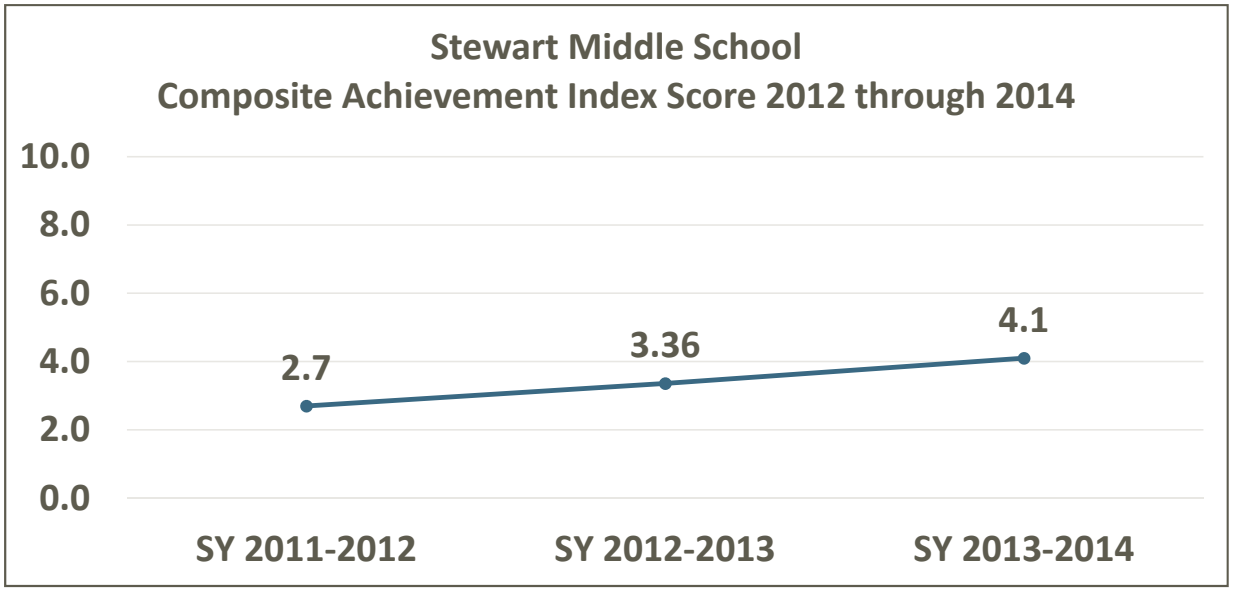
Stewart Middle School: Tacoma School District



Stewart Middle School: Tacoma School District

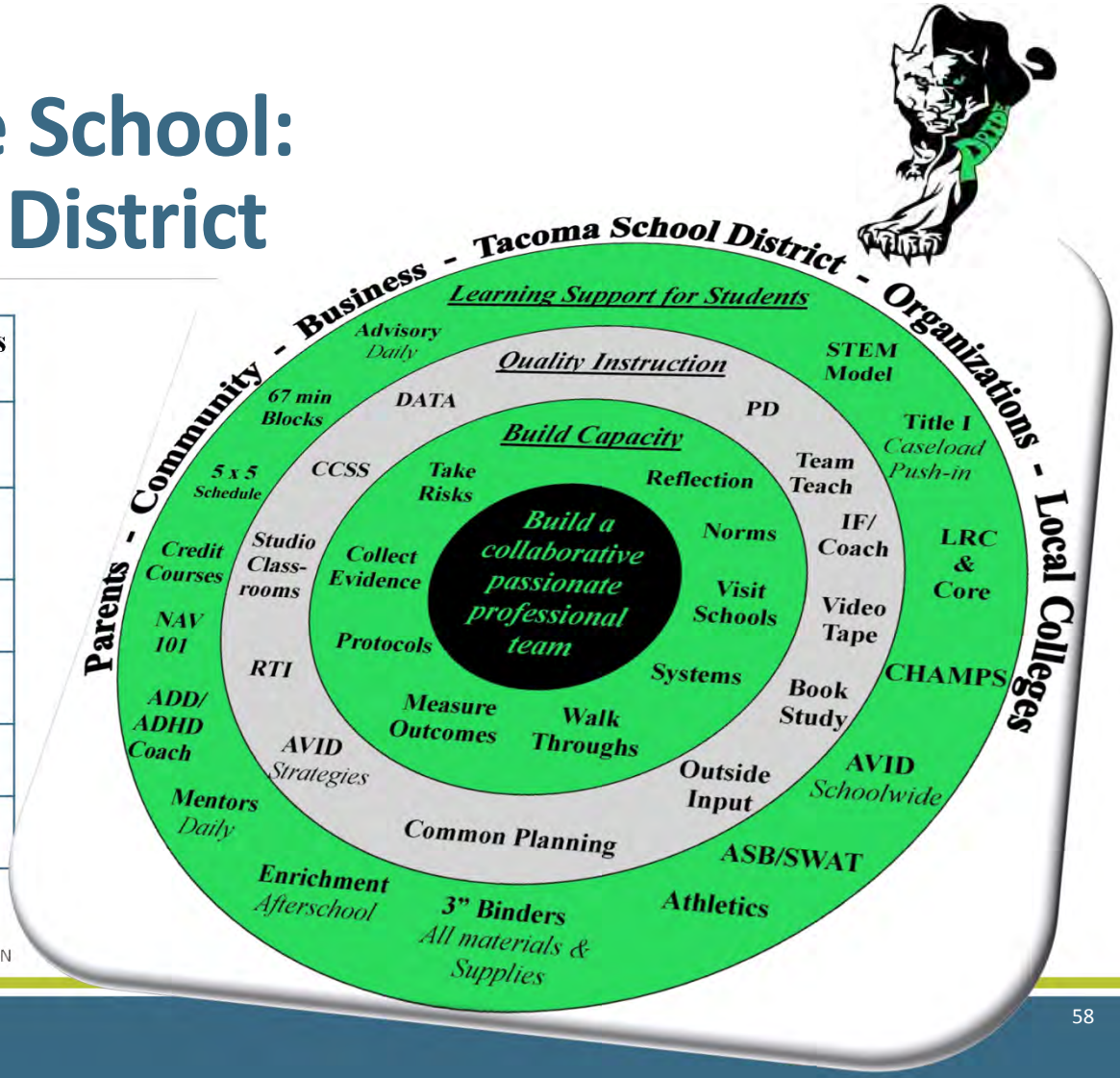


Stewart Middle School: Tacoma School District



Stewart Middle School: Tacoma School District

Staff evaluated first year progress of our systems using a 4 point scale	
Avg	**Category**
2.76	Building a Collaborative Passionate Professional Team
2.63	Build Capacity
2.75	Quality Instruction
2.76	Learning Support for Students
3.00	Community Input/Support



Stewart Middle School: Tacoma School District

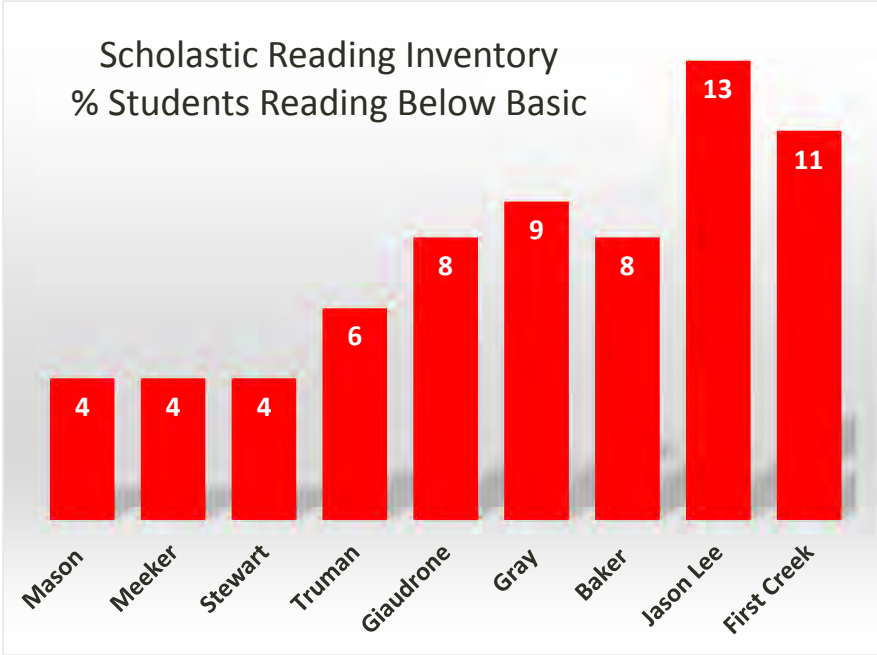
Approximately 100 hours PD per person

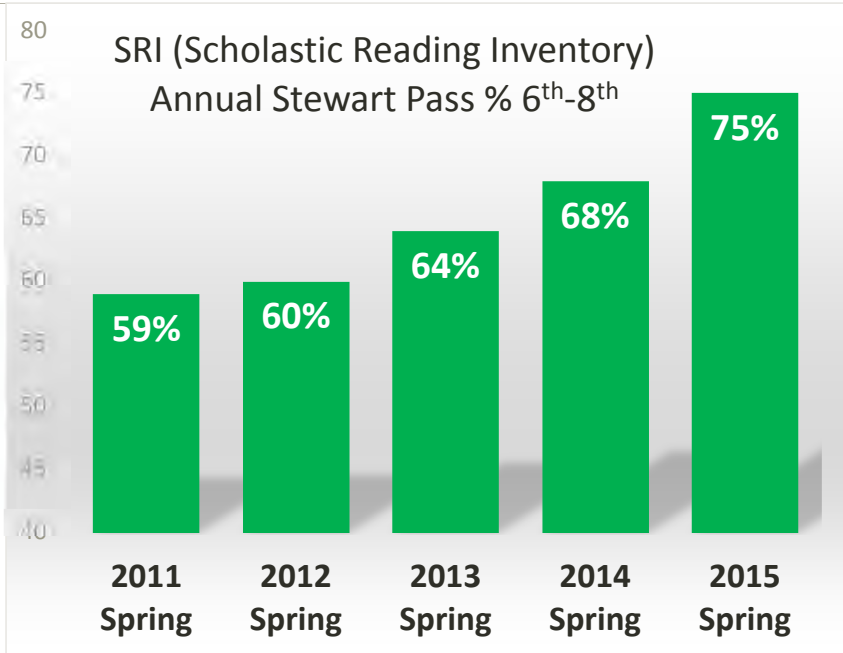
PROFESSIONAL DEVELOPMENT

- Studio Days for each core subject
- Ken O'Connor, standards based grading
- Patrick Briggs, culturally responsive teaching
- AVID strategies school wide
- Time to Teach, book study & training
- Student growth goal setting/recording
- National & Regional math conferences
- WEC fall conference
- ASCD National conference
- AVID Summer institute & National conference
- WICOR/DOK Walk through with electronic tool
- WACA conference
- 6 visits to other schools

Stewart Middle School: Tacoma School District

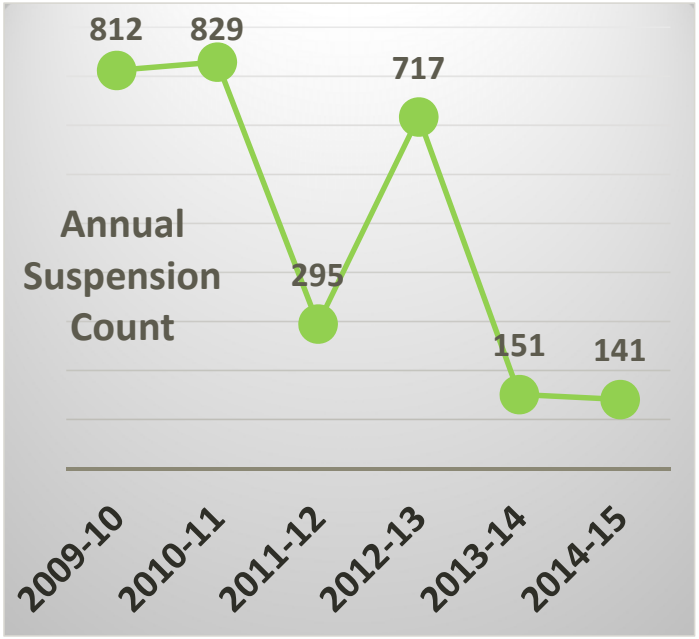
3rd Highest SRI MS in Tacoma

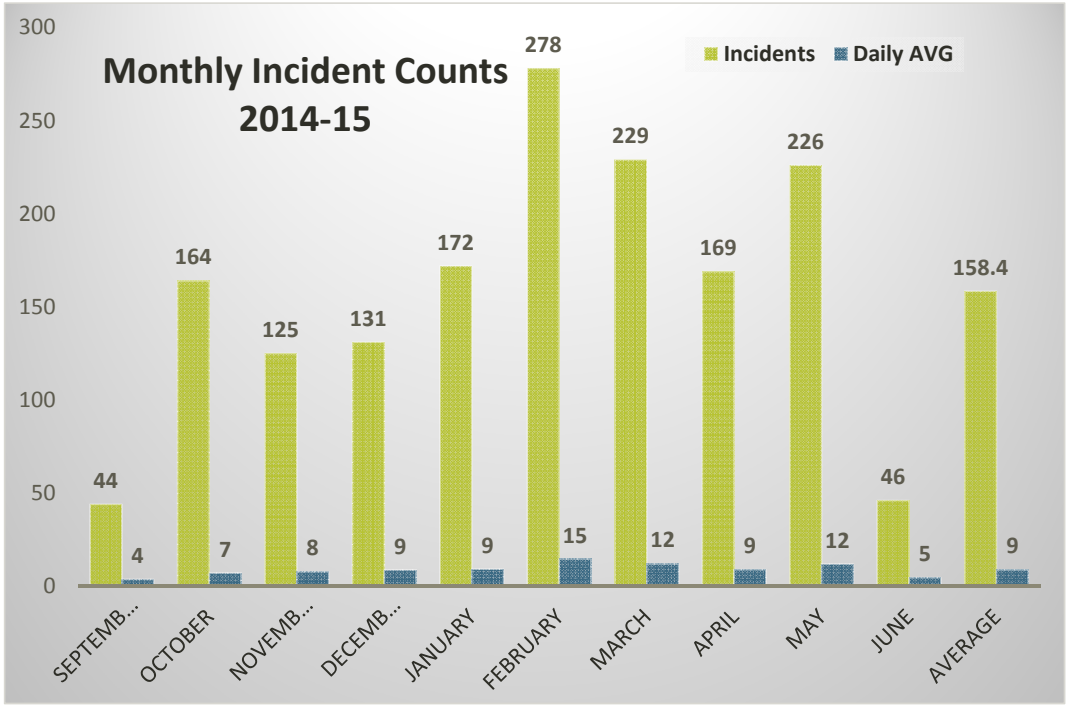




Stewart Middle School: Tacoma School District

50% of Students Never Written Up 2014-2015





Stewart Middle School: Tacoma School District

TPS Support for Stewart 2014-15

- Funding 2nd Asst. Principal
- 0.5 FTE instructional coach
- 0.3 FTE PE teach

TPS Support for Stewart 2015-16

- Funding 2nd Asst. Principal
- 0.5 FTE instructional coach

Goal Review/Questions

- Review Academic Progress for RAD Cohort II
- Update Progress with Academic Audit Recommendations for RAD Cohort II
- Review Soap Lake School District Data and Next Steps with RAD status

#ALLmeansALL

Soap Lake's Required Action Plan (Question represent required elements of the plan based on RCW 28A.657):

1. **Describe how your plan was developed in collaboration with administrators, teachers, other staff, parents, unions representing any employees, students and other representatives of the local community.**

   The Soap Lake SD has been actively engaged with the entire community to share information and receive input on improvement activities throughout the past four years. The District Leadership Team that has responsibility for developing and monitoring the improvement plan is made up of the Superintendent, both building principals, teacher leaders, and the president of the teachers' association. An extensive collaboration process was used at the beginning of the improvement effort to gather input from staff and community as the original plan for improvement emerged. Since that time, this team has met frequently and regularly to guide the improvement effort for the district. Each year they have had a process to share results of improvement initiatives, as well as upcoming plans with the district's school board, students and community through regularly scheduled events. CEE surveys have been administered every year as another way of gathering information from staff, students and parents.

2. **Specify the date of the public hearing to allow for comment on the district's required action plan:** The next scheduled public hearing is June 22, 2015.

3. **Which improvement model is the district implementing?**

   The district improvement model is the Transformation Model.

4. **Describe how the concerns raised in the academic performance audit were addressed, and how it led to increased student achievement.**
   Soap Lake's most recent academic performance audit was in April, 2013. Information on how the Summary Recommendations were addressed follows:

   Set High Academic Expectations:
   - Use of late starts each Monday to provide extensive professional development on the Danielson Framework, and alignment of coursework to new Washington State Standards.
   - Several staff trained in Advanced Placement and UW College in HS courses.
   - Addition of higher level math courses including calculus, AP Language, and Spanish into the school schedule – while reducing reliance on APEX courses for advanced work.

- Replacement of high school math teacher with newly hired math teacher with improved skill level to increase achievement of math students particularly in Algebra 1.
- Close tracking of students with D's and F's weekly, with intervention and parent contacts to improve performance.
- Meetings with each senior several times during year to assure progress toward graduation, and encourage application for college entrance and scholarships.
- Continued revision and strengthening of schoolwide AVID model, including implementation of AVID in grades 4 and 5 and continuing to make sure all new staff is trained in the AVID program.
- Results this year include higher number of graduates admitted to community college or 4 year college next year.

Develop a long term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.

- Through the evaluation process and professional development, staff knowledge and ability to instruct to new Washington State Standards has increased. Evidence of this is gathered through administrative/coach classroom walkthroughs as well as formal observations.
- Support from OSPI Instructional coaches has been a critical factor in providing ongoing work with staff in the implementation of new materials that are better aligned to new Washington State Standards. These coaches also provide feedback and support on alignment and pacing of lessons and classroom instructional practice. This targeted work in ELA, math, as well as science will continue next year.
- The district is moving to a K-12 implementation of Engage NY for math instruction in 2015-16.

Provide long-term professional development and coaching for instructional leaders and classroom teachers in effective classroom practices and include goals for individual and group improvement.

- Maintaining consistent leadership is a continual challenge for any small rural school. Throughout the 4 year grant period, leadership coaching from the Success coach has been a critical factor in leadership development through a number of principal changes. This coaching model will continue next year as our current two new principals enter their second year.
- The Success coach also provides ongoing support to teacher leadership groups.
- Extensive use of evaluation practices to support improved instruction, including goal setting for improved practices and student growth with every staff.
- Moving a number of staff from focused to comprehensive evaluations next year to provide more intensive intervention and support.

- Use of classroom walkthroughs with administrative staff and coaches to gather information and provide feedback on classroom instructional practice specifically related to Danielson framework and new Washington state standards.
- Use of peer observation guided by the Danielson framework to provide forum for discussion and personal reflection on classroom instruction.
- Purchase and implementation of Edivate (School Improvement Network) in 2015-16 – an OSPI vetted program that provides video and module support for targeted professional development – to be introduced to staff as a tool to be used individually or collaboratively to learn more about best practices and how to implement them in your classroom.

Develop and expand connections to families and community.

- Changes in structure of this year's awards nights, student activities nights (i.e. science fair) and graduation resulted in increased parent and community involvement, and positive feedback.
- Continued use of annual BBQ to open school shows improved attendance every year.
- Monthly "Family Fun Nights" with a rotating academic theme at the elementary school have been well attended this past year and will continue next year.

Use student data to inform and differentiate instruction to meet academic needs of individual students.

- There is planned professional development on differentiation through Robin Kirkpatrick at ESD 171 beginning in the Fall, 2015.
- Implementation of AIMS Web for progress monitoring information K-10 in 2015-16.
- Continued use of SBAC Interim blocks in 2015-16 grades 3 – 11.
- Implementation of intervention classes in the regular school schedule in ELA and math for 2015-16.

5. **Describe how the district addresses the education opportunity gap.**

The demographics of Soap Lake include a significant Hispanic population as well as a significant Ukrainian population. This year a new secretary was hired at the MS/HS who is bilingual in Spanish. Other parapros and custodial staff are also bilingual and live within these communities. Consistent efforts are now evident to translate all materials going to parents into both Spanish and Ukrainian.

The MS/HS has added more advanced classes each year of the grant period, and concerted efforts are made to have the enrollment in these courses reflect the school's population. There have also been a number of elective courses added in the past year to address the diverse needs of the population. These include technical music, radio broadcasting, web design, and Spanish.

6. **Describe how the district supports the schools collectively.**

During the entire grant period improvement efforts have been planned and applied to the K-12 district as a whole, with expectations and opportunities increasing for both schools. Principals work closely together this year to increase coherence of programs and successful transition for students. An example would be the K-12 adoption of Engage NY for math, as well as the elementary implementation of AVID.

7. **Describe the budget for your plan, and how it provides for adequate resources to implement the model and other requirements of the plan.**
   A key component of the budget for this past year, and planned for next year has been the ability to hire a Dean of Students for the MS/HS. This position is held by a bilingual educator who provides much needed support for student attendance and discipline as well as family and behavioral intervention, allowing the principal increased time to spend in classrooms working with teachers on instructional practice, and monitoring student progress.
   Other Key Budget Components are:
   - Increased counseling time
   - Additional staff time for professional development
   - Funds to provide extended learning time to students during the summer and after school hours.
   - Additional staffing to provide intervention classes.
   - Stipends for ongoing teacher leadership team.

8. **Describe the changes in the district's or the school's policies, structures, agreements, processes and practices that are intended to attain significant achievement gains for all students.**
   - Implementation of weekly late start Mondays – Provides 1 and ½ hours of time each week for staff to engage in professional development, collaboration, data analysis. This has been in place since the beginning of the grant period.
   - Implementation of advisory period in the MS/HS – while this has been revised a number of times, it remains a critical part of our ability to build relationships with students, and build a stronger connection between the student and the school.
   - Extensive use of new evaluation system, particularly by the two new principals that began this past year – this has been critical in communicating increased urgency and intentionality regarding improving instructional practice and student learning. Effective use of the new evaluation system to improve instruction has received strong support from the teachers' association leadership.
   - Transition plan for new superintendent in 2016-17 – the current superintendent has announced his intention to retire at the end of 2015-16. The district has hired a former principal to return in the role of assistant superintendent this coming year, with the plan already in place for him to assume the superintendent position the following year. This

provides for a strong transition strategy, with someone who is already familiar and supportive of all the improvement efforts so far.

9. **Identification of the measures that the district will use in assessing student achievement, closing the educational opportunity gap, improving math, reading or ELA, improving graduation rates.**
    - Transition from NWEA MAP to AIMS Web in 2015-16 – to provide more frequent and better aligned information to monitor academic progress of students in grades K-12.
    - Implementation of SBAC Interim Block tests 3x per year in ELA and math to provide information on progress toward benchmark for students in grades 3 – 11.
    - Purchase of HomeRoom program to assist staff with organizing data for analysis, generating reports on student progress by student, by group, by cohort, by class etc.

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Title:	Public Hearing on Proposed Amendment to WAC 180-90: Private Schools
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Does the Board wish to adopt the propsed amendment to rules for private schools, taking into consideration any testimony or comments by the public?
Possible Board Action:	☐ Review ☐ Approve ☒ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Included in this packet are: • CR-102, approved for filing at the March 2015 Board meeting. • Fiscal impact statement prepared by the Office of the Superintendent of Public Instruction. • Proposed amended rules. The proposed rules are intended to streamline the private school approval process by adding definition and clarity to deviations from the criteria for requirements and to the definition of "non-Washington state certified teacher." Proposed rules also add a new section defining the process for complaints against private schools. The Board will hear testimony on the proposed amendment at this Board meeting. **In response to public comments already received, amendatory language options are being developed for the Board's consideration for WAC 180-90. That language will be available before the meeting, but will not be in the written packet. Included in this packet are the versions posted for public comment.**

PROPOSED RULE MAKING

CR-102 (June 2012)
(Implements RCW 34.05.320)
Do **NOT** use for expedited rule making

Agency: State Board of Education

☒ **Preproposal Statement of Inquiry was filed as WSR** 15-04-013 **; or**
☐ **Expedited Rule Making--Proposed notice was filed as WSR** _____**; or**
☐ **Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).**

☐ **Original Notice**
☐ **Supplemental Notice to WSR** _____
☐ **Continuance of WSR** _____

Title of rule and other identifying information: (Describe Subject) Amendments to chapter 180-90 WAC: Private Schools. Proposed amended rules include WAC 180-90-112 Definitions; WAC 180-90-130 Approval—Annual certification—Adverse findings; WAC 180-90-139 Approval action by SBE; WAC 180-90-141 Loss of private school approval; WAC 180-90-145 Approval—Annual certification and initial application—Exception; and, WAC 180-90-160 Minimum standards and certificate form. A new section is proposed on complaints against private schools.

Hearing location(s): Museum of Flight, Skyline Room, 9404 East Marginal Way South, Seattle 98108

Date: July 8, 2015 Time: 3:00

Date of intended adoption: July 9, 2015
(Note: This is **NOT** the **effective** date)

Submit written comments to:
Name: Linda Drake
Address: State Board of Education
PO Box 47206, WA 98504-7206
e-mail linda.drake@k12.wa.us
fax (360)586-2357 by (date) June 30, 2015

Assistance for persons with disabilities: Contact
Denise Ross by June 30, 2015
TTY (360) 644-3631 or (360) 725-6025

Purpose of the proposal and its anticipated effects, including any changes in existing rules: The purpose of the proposed amendments are to make technical corrections, update the process of private school approval for consistency with Board policy, to clarify definitions, and describe the process for handling complaints against private schools. Anticipated effects included 1) streamlining the approval process, 2) providing greater flexibility to private schools in meeting the requirement for Washington state certified educators, and 3) clarifying the process for handling complaints against private schools.

Reasons supporting proposal: Proposed amendments include updating the rules for better alignment with statute and to reflect current practices. WAC 180-08-015 requires the State Board of Education to review all Board rules not less than every three years. Compliance with WAC 180-08-015 resulted in this update of WAC Chapter 180-90.

Statutory authority for adoption: RCW 28A.195.040

Statute being implemented: RCW 28A.195.040

Is rule necessary because of a:

Federal Law?	☐ Yes	☒ No
Federal Court Decision?	☐ Yes	☒ No
State Court Decision?	☐ Yes	☒ No

If yes, CITATION:

DATE
6/2/2015

NAME (type or print)
Ben Rarick

SIGNATURE
Ben Rarick

TITLE
Executive Director, State Board of Education

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: June 02, 2015
TIME: 6:47 PM

WSR 15-12-108

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:
None

Name of proponent: (person or organization) State Board of Education

☐ Private
☐ Public
☒ Governmental

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting.....	Linda Drake	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6028
Implementation....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025
Enforcement.....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

☒ Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:
Name: Thomas J. Kelly
Address: Old Capitol Building, 600 Washington Street SE, Olympia WA

phone (360) 725-6031
fax ( )
e-mail Thomas.kelly@k12.wa.us

☐ No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

☒ Yes A preliminary cost-benefit analysis may be obtained by contacting:
Name: Linda Drake
Address: Old Capitol Building, 600 Washington Street SE, Olympia WA

phone (360) 725-6028
fax (360) 586-2357
e-mail linda.drake@k12.wa.us

☐ No: Please explain:

STATE BOARD OF EDUCATION RULE CHANGE
SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	**Title of Rule:** WAC -180-90-105 Private Schools	**Agency:** SDF - School District Fiscal Impact - SPI

Part I: Estimates

☒ **No Fiscal Impact**

This section of rule does applies to private schools, and therefore has no fiscal impact on school districts in the state.

Estimated Cash Receipts to:

☒No Estimated Cash Receipts

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Total $					

Estimated Expenditures From:

☒ No Estimated Expenditures

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Indeterminate at this time.					
Total $					

Estimated Capital Impact:

☒ No Estimated Capital Impact

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
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: 01/30/2015
Agency Approval:	Name Here	Phone: 360-725-0000	Date:

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.

None.

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.

None.

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.

None.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

None

Part IV: Capital Budget Impact

None

AMENDATORY SECTION (Amending WSR 10-23-104, filed 11/16/10, effective 12/17/10)

WAC 180-90-112 Definitions. The definitions in this section apply throughout this chapter unless the context clearly requires otherwise.

(1) "Approved private school" means a nonpublic school or nonpublic school district conducting a program consisting of kindergarten and at least grade one, or a program consisting of any or all of grades one through twelve which has been approved by the state board of education in accordance with the minimum standards for approval as prescribed in this chapter.

(2)(a) "Reasonable health requirements" means those standards contained in chapter 246-366 WAC as adopted by the state board of health.

(b) "Reasonable fire safety requirements" means those standards adopted by the state fire marshal pursuant to chapter 43.44 RCW.

(3)(a) "Minor deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel, and which does not ((~~raise a question as to~~)) impact the ability of the school to provide an educational program which is in substantial compliance with the minimum standards set forth in WAC 180-90-160, and which, therefore, does not preclude the granting of full approval.

(b) "Major deviation" means a variance from the standards established by these regulations which represents little or no threat to the health or safety of students and school personnel but ((~~raises a question as to~~)) may impact the ability of the school to provide an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160, but is not so serious as to constitute an unacceptable deviation.

(c) "Unacceptable deviation" means a variance from the standards established by these regulations which either:

(i) Constitutes a ((~~serious, imminent~~)) threat to the health or safety of students or school personnel; or

(ii) Demonstrates that the school is not capable of providing an educational program which substantially complies with the minimum standards set forth in WAC 180-90-160.

(4) "Total instructional hour offering" means those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals.

(5)(a) "Non-Washington state certificated teacher" means a person who has:

(i) A K-12 teaching certificate from a nationally accredited preparation program, other than Washington state, recognized by the U.S. Department of Education; or

(ii) ((~~A minimum of forty-five quarter credits beyond the baccalaureate degree with a minimum of forty-five quarter credits in courses in the subject matter to be taught or in courses closely related to the subject matter to be taught; or~~

~~(iii) A minimum of three calendar years of experience in a specialized field. For purposes of this subsection the term "specialized field" means a specialized area of the curriculum where skill or talent is applied and where entry into an occupation in such field generally does not require a baccalaureate degree, including, but not limited to, the fields of art, drama, dance, music, physical education, and career and technical or occupational education.~~)) High qualifications and experience in the subject matter to be taught and has unusual distinction or exceptional talent demonstrated through public records of accomplishments or awards and has general supervision by a Washington state certified teacher.

(b) "Exceptional case" means that a circumstance exists within a private school in which:

(i) The educational program offered by the private school will be significantly improved with the employment of a non-Washington state certificated teacher. Each teacher not holding a valid Washington state certificate shall have experience or academic preparation appropriate to K-12 instruction and consistent with the school's mission. Such experience or academic preparation shall be consistent with the provisions of (c) of this subsection; and

(ii) The school ((~~which~~)) employs ((~~a non-Washington state certificated teacher or teachers pursuant to this subsection employs~~)) at least one ((~~person certified pursuant to rules of the state board of education and (c) of this subsection to every twenty-five FTE students enrolled in grades kindergarten through twelve. The school will report the academic preparations and experience of each teacher providing K-12 instruction~~)) Washington state certified teacher, administrator, or superintendent who provides general supervision to any non-Washington state certificated teacher and annual written statements must be submitted to the office of the superintendent of public instruction reporting and explaining such circumstances; and

(iii) The non-Washington state certificated teacher of the private school, employed pursuant to this section ((~~and as~~)), has been verified by the private school, ((~~meets~~)) as meeting the age, good moral character, and personal fitness requirements of WAC 181-79A-150 (1) and (2), and has not had his or her teacher's certificate revoked by any state or foreign country((~~. (~~)) consistent with WAC 181-79A-155 (5)(a).((~~)~~))

(c) "Unusual competence": As applied to an exceptional case wherein the educational program as specified in RCW 28A.195.010 and WAC 180-90-160(7) will be significantly improved with the employment of a non-Washington state certificated teacher as defined in (a) of this subsection.

(d) "General supervision" means that a Washington state certificated teacher or administrator shall be generally available at the school site to observe and advise the teacher employed under provision of (c) of this subsection and shall evaluate pursuant to policies of the private school.

AMENDATORY SECTION (Amending WSR 03-04-053, filed 1/29/03, effective 3/1/03)

WAC 180-90-130 Approval—Annual certification—Adverse findings. (1) At least ninety days prior to the commencement of the annual school term or period, the chief administrator of each private school shall file with the superintendent of public instruction, in accordance with procedures established by the superintendent of public instruction, a certificate of compliance in the form and substance set forth in WAC 180-90-160.

(2) The superintendent of public instruction shall review each certificate. The review shall be completed within thirty days after receipt of a completed application.

(3) If the superintendent of public instruction finds no minor, major, or unacceptable deviations, the superintendent of public instruction shall ((~~so notify the private school and shall~~)) recommend full approval of the private school to the state board of education.

(4) If the superintendent of public instruction finds deviation, the private school shall be notified ((~~in writing~~)) through written or electronic communication of any minor, major, or unacceptable deviations which must be corrected.

(5) If the superintendent of public instruction finds ((~~minor,~~)) major((~~,~~)) or unacceptable deviations, the superintendent of public instruction shall not transmit the recommendation regarding approval status to the state board of education until the private school submits a narrative report indicating agreement or not with the findings of the superintendent of public instruction and any proposed remedial action to address the reported deviations. Upon receipt of the narrative report, the superintendent of public instruction shall transmit the recommendation and the narrative report to the state board of education. Minor deviations will be resolved with the office of the superintendent of public instruction staff prior to submission for approval. In the case of major deviations, the private school may request that the state board of education grant provisional status for up to one year so the private school may take action to meet the requirements.

AMENDATORY SECTION (Amending WSR 85-24-056, filed 12/2/85)

WAC 180-90-139 Approval action by SBE. The state board of education shall take one of the following actions:

(1) If no deviations are found, the state board of education shall grant full approval.

(2) If minor deviations are found and the private school ((~~acknowledges the existence of such deviations and indicates an intent to correct such deviations in its narrative response~~)) has resolved the deviations, the state board of education shall grant full approval.

(3) If major deviations are found and the private school in its narrative report ((~~assures~~)) provides satisfactory assurance of compliance by the commencement of the annual school term, the state board of education shall grant full approval.

(4) If major deviations are found and the private school in its narrative report, supplemented by direct testimony to the state board of education, demonstrates it is not practical to correct such major deviations prior to the commencement of the annual school term but establishes to the satisfaction of the state board of education its ((~~commitment~~)) ability to correct such deviation as soon as is practical, the state board of education shall grant such private school provisional approval for the period of time the state board of education determines is necessary to correct the major deviation but no longer than one year.

(5) If unacceptable deviations are found or if the private school fails to comply with timely corrective conditions within subsection (2), (3), or (4) of this section for minor or major deviations, state board of education approval shall be denied or rescinded.

AMENDATORY SECTION (Amending WSR 03-04-053, filed 1/29/03, effective 3/1/03)

WAC 180-90-141 Loss of private school approval. (1) The superintendent of public instruction is authorized to rescind approval of a private school for one or more of the following reasons:

(a) Failure to have students enrolled for any six consecutive calendar months in the school's physical facilities or failure to provide evidence of student enrollment upon request of the superintendent of public instruction for the said period of time.

(b) Failure to provide verification that the approved private school teaching staff have a valid Washington state teaching certificate or meet the provisions of WAC 180-90-112 (5)((~~(b)(ii)~~)).

(c) Failure to provide verification that the physical facilities of the school meet the health and fire safety standards.

(2) The superintendent of public instruction shall notify the state board of education of decisions to rescind approval.

AMENDATORY SECTION (Amending WSR 85-24-056, filed 12/2/85)

WAC 180-90-145 Approval—((~~Annual certification and~~)) Initial application—Exception. Any potential private school which is unable to file its application for approval at least ((~~90~~)) ninety days prior to the commencement of the annual school term or period may ((~~in any event~~)) request ((~~that~~)) the superintendent of public instruction ((~~to~~)) review the application and ((~~that~~)) the superintendent's findings and recommendations be submitted to the state board of education. This request shall be granted if the superintendent of public instruction finds ((~~that~~)) the private school was not sufficiently developed prior to the 90 day time period to enable it to comply with that requirement. The superintendent of public instruction shall have the discretion to grant the request in other exceptional circumstances. If ((~~said~~)) the superintendent of public instruction grants the request ((~~is granted~~)), the review shall be completed within thirty days and

the findings and recommendations presented to the state board of education.

AMENDATORY SECTION (Amending WSR 14-19-032, filed 9/8/14, effective 10/9/14)

WAC 180-90-160 Minimum standards and certificate form. (1) The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE
WITH STATE STANDARDS

ESD/County/Public
School District
Private School/
District Address

I, ... , do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades . . . . . through . . . . . with a projected enrollment of . . . . . ; and that said school is scheduled to meet throughout the . . . . . school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, ... , do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

((~~Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.~~

~~(1)~~)) (a) The minimum school year for instructional purposes consists of no less than ((~~180~~)) one hundred eighty school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

((~~(2)~~)) (b) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

((~~(a)~~)) (i) 450 hours for students in kindergarten.

((~~(b)~~)) (ii) 1000 hours for students in grades one through twelve.

((~~(3)~~)) (c) All classroom teachers hold appropriate Washington State certification except for:

((~~(a)~~)) (i) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

((~~(b)~~)) (ii) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher ((~~or~~)), administrator, or superintendent pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

((~~(4)~~)) (d) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

((~~(a)~~)) (i) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

((~~(b)~~)) (ii) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with (a), (b), (e) through (g) of this subsection ((~~and subsections (1), (2), (5), (6), and (7) of this section~~));

((~~(c)~~)) (iii) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

((~~(d)~~)) (iv) Each student's progress is evaluated by the certified person; and

((~~(e)~~)) (v) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

((~~(5)~~)) (e) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

((~~(6)~~)) (f) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

((~~(7)~~)) (g) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as

set forth in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

((~~(8)~~)) (h) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

((~~(9)~~)) (i) The school does not engage in a policy of racial segregation or discrimination;

((~~(10)~~)) (j) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

Dated this .... day of ....., 20...

.....
(signed)

.....
(title)

.....
(phone number)

((~~(11)~~)) (2) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

((~~(12)~~)) (3) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

((~~**Dated** this .... day of ....., 20...~~

~~.....~~
~~(signed)~~

~~.....~~
~~(title)~~

~~.....~~
~~(phone number)~~))

(4) Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in subsection (1)(a) through (j) of this section.

NEW SECTION

WAC 180-90-170 Complaints against private schools. (1) Complaints about an approved private school may be made in writing to the office of public instruction.

(2) If a complaint against a private school is received, the office of the superintendent of public instruction will:

(a) Notify the complainant that the communication was received;

(b) Notify the school of the complaint, provide a copy of the complaint if requested, and provide an opportunity for the school to respond. All correspondence will conform to state and federal student privacy laws; and

(c) Review the complaint and the school's response and may take appropriate action it deems necessary. Any action taken by the office of the superintendent of public instruction will be limited to authority pursuant to chapter 28A.195 RCW and the rules promulgated thereunder.

(3) The record of the complaint, the response and any action taken will be retained according to the record retention schedule established by the office of the secretary of state for the office of the superintendent of public instruction.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	**Option One BEA Waiver Requests**
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	Should the Option One requests for waiver of the minimum 180-day school year requirement be approved, based on the criteria in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of an application, with corrections, for consideration by the Board at a subsequent meeting?
Possible Board Action:	☐ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board is presented with three requests under RCW 28A.305.140 for Option One waivers of the basic education program requirement of a minimum 180-day school year: • Auburn School District requests waiver of three days for the 2015-16 school year. • Cusick School District requests waiver of five days for the 2015-16, 2016-17, and 2017-18 school years. • Tacoma Public Schools requests waiver of ten days for the 2015-16, 2016-17, and 2017-18 school years. In your packet you will find: • A memo summarizing the waiver requests • The district waiver applications with required school board resolutions • A copy of WAC 180-18-040.

OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Considerations

Do the requests by Auburn, Cusick and Tacoma school districts for Option One waivers of the minimum 180-day requirement warrant approval by the Board, based on the criteria adopted in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request?

If the request is denied, what deficiencies in the application or documentation are there that the district might correct for consideration at a subsequent board meeting, per WAC 180-18-050(2)?

Background: Option One Waivers

The SBE uses the term "Option One" to distinguish the 180-day waiver available to any district under RCW 28A.305.140 from the "Option Two" waiver available to a limited number of small districts for purposes of economy and efficiency under a separate statute. 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."

WACs 180-18-040 and 180-18-050 implement this statute. WAC 180-18-040 provides that "A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-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 waiver days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures for requesting a waiver. In addition to the waiver application, the district must submit 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.

As of June 2015, 50 school districts had 180-day waivers under Option One, most for the purpose of professional development of staff. In addition, 37 districts had been granted 180-day waivers for the sole purpose of parent-teacher conferences under the expedited procedure set forth in WAC 180-18-050(3). Some districts may have waivers under each provision.

Summary of Current Option One Waiver Requests

Auburn school district requests waiver of three days for the 2015-16 school year for the purpose of professional development of staff. The Board granted Auburn a waiver of three days for one year for the same purpose in July 2014. Auburn also requested and was granted waivers of three days for one year in July 2013 and July 2012. It had waivers of five days for one year in years prior.

Auburn states that the purpose and goals of the proposed waiver plan is to continue to implement the three-year District Strategic Improvement Plan adopted in January 2013. "The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring

initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan." The 2013-2016 Strategic Plan is linked here, and a progress report recording evidence of implementing strategies to reach objectives under each of three goals – Student Achievement, Community Engagement, and Policies and Resource Management -- here

Auburn explains that all elementary, middle and high schools will fully revise their school improvement plans over the three years of the District Strategic Improvement Plan, with one-third of the schools revising their plans each year, and those not in revision status continuing to align their goals to those of the district plan. The district, schools, departments and individual staff need the requested time within the 180-day school year, Auburn says, to carry out this collaborative work.

The district application refers the Board to its 2013-2016 Strategic Improvement Plan for the specific goals of the waiver for student achievement. "The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools." The specific activities to be undertaken on the proposed waiver days are also described in the strategic plan.

As in 2014, Auburn states that it will use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment for students in grades K-5 and the Measurement of Academic Progress (MAP) assessment in reading and mathematics in grades three, five, six, seven, eight and nine to collect evidence of the degree to which the goals of the waiver are attained.

In Part B of the application Auburn sets forth in detail the activities conducted on each of the three waiver days in the 2014-15 school year. The district says that restructuring done under the waiver is targeted to raising performance of students not meeting standard. It specifically cites improvements in DIBELS assessment scores. MSP and HSPE scores for 2014 showed a mixture of increases and decreases. Auburn points to significant improvement in credit completion by at-risk students and an increase in advanced placement enrollments by diverse student populations, among other indicators cited.

There are no proposed changes to the waiver plan, as it's intended, as before, to support the implementation of its three-year strategic plan and revision of school improvement plans. "Fidelity to the 2013-16 District Strategic Improvement Plan is paramount," the district says. "All staff district-wide are held accountable for the outcomes defined within the plan."

Cusick, a district in Pend Oreille County with enrollment of about 270, requests waiver of five days for the next three school years for professional development. This is a new application. The waiver plan would reduce five half-days on the district calendar.

The purpose of the waiver is to increase student academic achievement through improved instructional practices, improving alignment across disciplines and grade levels, expanding course offerings, and enhancing efforts to reduce disruptive student behaviors. Some of the specific goals outlined by Cusick include:

- Focus on data analysis of outcomes to drive instructional practices;
- Planning at the elementary school to improve the effectiveness of remediation in reading and math,
- Planning at the junior-senior high school to expand course offerings to increase career and college readiness and improve graduation rates, and
- Creation of multi-year school improvement plans at each school.

Time would be provided for specific data review of Smarter Balanced Assessment results for enhanced Common Core alignment. (Cusick was a field test district for SBAC in 2013-14.}

The district states that the waiver plan supports school improvement plans, which call for collaborative time for staff to analyze data sources to drive instructional practice and coordinate instructional activities across districts.

DIBELS and MAP data will be used to measure student growth at the elementary school, and MAP to measure growth at the junior-senior high school. The district presents in tabular form the goals for student achievement, by grade, in reading and math. In addition to DIBELS and MAP, Cusick will use SBAC and a variety of local diagnostic tools and formative and summative assessments to measure student achievement and determine areas for instructional focus.

During the waiver days, dispersed across the school year, staff would engage in vertical team discussions to promote use of student data to inform instruction, determine needs for interventions and monitor their effectiveness, and identify adjustments needed in curriculum to increase student achievement.

Activities under the waiver plan will be connected across the three years of the waiver through leadership teams at the two schools that will guide the decision-making process for professional development, instructional focus, and curriculum and intervention needs. "We will continue vertical teaming activities for the duration of the waiver. . . We will build on each year's activities and successes to meet the ever-changing needs of our students."

Site Council Teams made up of administrators, teachers, staff, parents and community members participated in the development of the waiver request.

Tacoma Public Schools requests waiver of ten days for the next three school years for the purpose of implementing alternative calendars at the Tacoma School of the Arts (SOTA) and the Science and Math Institute (SAMI). The Board granted Tacoma a waiver of 20 days for three years for this purpose in November 2012, and of 12 days for one year in May 2011.

The purpose of the waiver is to continue the modified calendar that has been in use at SAMI and SOTA for several years. The schedule would have longer student days on Monday through Thursday, with waiver days distributed through the calendar for teacher professional development.

The school improvement plan for SAMI and SOTA includes embedded, school-site professional development for staff and extended school days for students, which are reflected in the waiver plan. Goals of the plan for the "Academic Excellence" goal of the district plan are increasing 9th grade success rates, increasing achievement on math end-of-course assessments, and increasing on-time graduation rates.

Tacoma sets out the 2018 goals for student achievement in reading, writing, mathematics, and on-time graduations in the school improvement plan, and shows that SOTA and SAMI had neared the goals for each in 2014. Some measures showed significant growth from 2009. For example, 94.5 percent of students at SOTA met standard on math EOC in 2014, compared to 51.7 percent in 2009.

"SOTA and SAMI have operated on a similar alternate calendar for the last 6-plus years," the district says, "each year achieving outstanding results as evidenced by high graduation rates (98%) and well above average HSPE and EOC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work and increased daily time for students included in the alternate calendar."

The district states that the rigor and focus of teacher professional development will increase with each year of the waiver. SOTA and SAMI are implementing DuFour-model Professional Learning Communities, where instructional staff advance on a continuum in their professional learning from Basic to Proficient to Distinguished.

The main change in the waiver plan from the previous plan is an increase in instructional hours from 1,000 to 1,080. "Increasing student instructional hours will further increase the efficacy of our work," providing more time in class for project-based, standards-based teaching and learning.

The district says that information about the use of the current waiver was shared with SOTA and SAMI parents at monthly Parent Nights, through an e-newsletter, and through the district web site.

Summary of Option One Waiver Requests

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver Request	Student Days	Additional Work Days Without Students	New or Renewal
Auburn	3	1	Professional development	177	2?	R
Cusick	5	3	Professional development; School improvement plan.	175	0	N
Tacoma	10	3	Alternative calendar for two high schools. Professional development.	170	2	R

Action

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Auburn, Cusick and Tacoma school districts and summarized in this memo.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

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

AUBURN SCHOOL DISTRICT NO. 408 KING COUNTY, WASHINGTON

RESOLUTION NO. 1204

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution 1192 on May 27, 2014, requesting a renewal of the waiver from the minimum 180-day for the 2014-2015 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 adopted a new three-year (2013-2016) 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) for students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and RCW 28A.150.220(2)(b) for students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to 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 2015-2016 school year.

Adopted at a regular open public meeting of the Board of Directors held on May 26, 2015, 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. Dennis "Kip" Herren
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE 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	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	Three (3) Days
School Years	2015-2016 School Year
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	Two half days
Remaining number of half days in calendar	Two half days
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?

   In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
Click Here – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Sept-Nov)
Click Here - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Dec-Feb)

The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time and are prepared for career, college and success beyond high school.

The District Strategic Improvement Plan contains three over-arching goals.
Goal One—Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.
Goal Two—Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
Goal Three—Policies and Resource Management
Auburn School District polices and resources are aligned to the strategic improvement plan.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.

    - ✓ Engage in data disaggregation and analysis
    - ✓ Tailor and design Tiered Intervention opportunities
    - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELs, MAP, CBA/CBPAs…) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
    - ✓ Develop applications of technology use in assessment

- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.

    - ✓ Increase instructional rigor
    - ✓ Strengthen our understanding
    - ✓ Plan and implement culturally relevant instruction
    - ✓ Increase the scope of accelerated program offerings
    - ✓ Develop skills to apply the use of technology during instruction and for academic acceleration

- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.

  - ✓ Strengthen parent communication to encourage parent/school partnerships
  - ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
  - ✓ Develop applications of technology through 24/7 Blended Learning and parent resources

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 Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development and decision making. The school board defines the "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

   All Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using current student assessment data and perceptual data.

   School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts within their schools.

   Click Here – SIP – School Improvement Plans
   Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
   Click Here – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Sept-Nov)
   Click Here - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Dec-Feb)

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 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of

each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools.

District Aspiration
The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Mission
In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision
The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

Goal 1: Student Achievement
All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.
Objective 1
Professional Learning Communities will be employed with integrity to plan, monitor and adjust instruction to impact student learning.
Objective 2
All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.
Objective 3
The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.
Objective 4
Technology will be integral to administration and teaching and learning to prepare all students for career, college and life beyond high school.
Objective 5
The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

Goal 2: Community Engagement
All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
Objective
All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management
Auburn School District policies and resources are aligned to the strategic plan.
Objective
The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps and accelerate academic achievement for every student.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the

scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

   The Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals, and the superintendent's annual evaluation by the school board, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

   School Board Beliefs
   A comprehensive public education is paramount. Effective leadership and high-quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:
   - We believe every student can achieve high standards of learning
   - We believe public schools are the foundation of good citizenship
   - We believe in the responsible stewardship of resources
   - We believe in sustainable community partnerships
   - We believe in family and advocate involvement
   - We believe public schools must value diversity
   - We believe in safe and positive learning environments
   - We believe in shared accountability for student success
   - We believe in a culture of professional collaboration
   - We believe in preparing students for success beyond high school

   Click Here – School Board – Stated Goals for the District
   Click Here – DSIP – 2013-2016 District Strategic Improvement Plan
   Click Here – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Sept-Nov)
   Click Here - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Dec-Feb)

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

   The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading and mathematics. 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. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

   The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP) assessments in reading and mathematics are required for all grade three, five, six, seven, eight

and nine students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute-long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language and Comprehension*. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

Click here **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills
Click here **Dashboard** – Auburn School District DIBELS Progress Reports

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

Click here **Description** – (MAP) Measurement of Academic Progress
Click here **Dashboard** – Auburn School District MAP Progress Reports

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school-level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter and spring assessment windows) during regularly scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student-level results are presented to the principals during principal cadre meetings and are used as a component of the principals' professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

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?

   As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, "the district focus and emphasis will be the goals and objectives described in the three-year

2013-2016 Auburn School District Strategic Improvement Plan". All priorities, resources, activities, and initiatives engaged at both the district level and school level will align to this plan.

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

   The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a new three-year 2013-2016 District Strategic Improvement Plan. The new plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, K-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

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, 2013 through August 31, 2015 provides the following:

   District Designated Time –
   District designated time totals 58.5 hours per diem: 10.5 hours for district/building meetings, 7.0 hours for elementary report card/conference preparation or for secondary grading day, 28 hours for building determined days, 7.0 hours for individual determined day (occurs immediately after Labor Day) and 6.0 hours for principal determined time. District designated time is prorated based upon an employee's FTE status.

   Individual Responsibility Contract –
   Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual Responsibility hours are prorated based upon an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

   The individual responsibilities are outlined below:
   A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)

B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
C. Student assessments
D. Classroom, lesson, and job preparation
E. Parent contacts

Commitment Stipend –
Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional $100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who are on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of $1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9, $2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9, $3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9 and $4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

Click here **CBA** – 2013-2015 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	2
Total	182

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
		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 three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take place during the last week in August. The teacher-directed activities take place the day after Labor Day in September.

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.

   During the 2014-2015 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 10, 2014, March 9, 2015, and May 11, 2015.

   The following describe the district strategic plan aligned waiver day activities conducted:

   Goal One—Student Achievement
   All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.
   - Coordinated school day SAT requirements, including registrations
   - Collaborated on Future Freshmen Night
   - Collaborated with ELL colleagues to work on placement for next year
   - Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
   - Met with general education teachers to implement Positive Behaviors Interventions and Supports (PBIS) plans/differentiated instruction
   - Researched and constructed IEP goals which align to common core
   - Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
   - Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
   - Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
   - Explored and practiced technology tools to help increasing effective teaching practices
   - Increased educational rigor in lessons through the best practices of Understanding by Design, Cognitive Demand, Differentiating Instruction and Habits of Mind instructional models
   - The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
   - The grade level and content area teams looked at MAP scores and discussed if changes need to take place in our Tiered groups
   - The librarians created lessons that align with the library Common Core integration document, in particular claim 4 research practices and research standards
   - PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
   - Updated pacing schedules in ELA and Math

   Goal Two—Community Engagement
   All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.
   - Communicated with parents / guardians regarding upcoming projects
   - Identified underachieving students and contacted parents
   - Made phone calls to arrange meetings to develop IEPs
   - Developed article for Principal Newsletter and letter to parents highlighting upcoming SAT

- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student. Questions were formed for future consideration.
- Prepared a presentation to help our ELL parents understand the American school, navigate all three levels of the American educational system and improve parent-teacher communication
- Prepared materials to improve teacher-parent communication regarding student learning

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 accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

   The waver days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful.

   District leadership has provided teachers and principals with on-going and focused professional development and training on “Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, preadvanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

   In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment and interventions, our student academic achievement continues to improve.

   For the fourth consecutive year, Auburn School District students in grades three through five outperformed the state average in math and reading. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6th Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 16.28% in at-risk readers and 20.9% increase in on-target readers was seen for a combined improvement average of 37.18%. For grades two through five winter DIBELS assessment for reading continued to improve with an average decrease of 1.77% at-risk readers and 1.47% increase in on-target readers for a combined improvement average of 3.24%.

At the middle school, grades 6, 7, and 8, MSP scores for 2014 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 72.4% to 75.5% and math scores increased from 46.79% meeting standard to 55.6% meeting standard. In seventh grade, reading scores decreased from 65.2% to 59.7%, writing decreased from 65.7% to 61.79%, math also saw a decrease from 54.0% meeting standard to 47.1% meeting standard. Eighth grade scores increased in reading and in math, reading from 61.89% to 67.29% and math from 39.89% to 41.0%. Science decreased from 56.29% to 54.29%.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. Comparisons of 9th grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.8% (2015) and an increase in on-target population from 67.52% (2013) to 71.17% (2015) for a combined improvement of 7.2%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 15% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 18.17% increase in diverse population enrollment from 2009-10 to 2014-15; and high school honors courses had a 15.4% increase in diverse population enrollment from 2009-2010 to 2014-15.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. From the 2010-2011 school year to present, 1,461 students have completed 3,391 APEX on-line learning course enrollments recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs, continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2013-2014 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:
Click here **Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – 2009-2012 District Strategic Improvement Plan Progress Reports
Click here **Dashboard** – Auburn School District DIBELS Progress Reports
Click here **Dashboard** – MAP Reading and MAP Mathematics Progress Reports
Click here **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

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.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for

implementation beginning September 2013. The work of the 2014-2015 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student academic achievement." Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

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

   Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community and staff district-wide.

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

   Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendars were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

   Click here - **Parent Calendar** for the 2014-2015 School Year. The 2015-2016 Parent Calendar will be made available to parents in August 2015
   Click here - **Proposed District Calendar** for the 2015-2016 School Year.

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.

Cusick School District No. 59
305 Monumental Way
Cusick, WA 99119
509-445-1125

Cusick School District No. 59
Cusick, Washington

RESOLUTION NO #14/15-02
180-DAY WAIVER REQUEST FOR 2015-16, 2016-17, & 2017-18 SCHOOL YEARS

A RESOLUTION requesting the State Board of Education grant a waiver of the minimum 180-day requirement for three school years, 2012-2015. (WAC 180-18-040)

WHEREAS, the Cusick School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Cusick School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time which require whole staff release for collegial teaming, collaboration between staff of different buildings and/or grade levels, and individual time for district goal implementation; and

WHEREAS, the Cusick School District has twenty-one certificated employees, all of whom will participate in the strategies implemented under this waiver; and

WHEREAS, the student contact hours and program offerings would meet state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the district will use State standards and measures including results of the annual SBAC assessment, End of Course assessments and the High School Proficiency Exam to determine the success and identification of expected benchmarks and results which will be outlined annually in the School Improvement Plan; and

WHEREAS, the School Improvement Plan outlines activities designed to achieve the goals of the waiver and derived through analysis of multiple data sources and collaborative efforts within the Cusick School District; and

WHEREAS, the plan development team included administrators, certificated staff, and building advisory council members representing classified employees, parents, community, and students; and

WHEREAS, the district discussed this plan at the Board meeting on May 19, 2015; and

WHEREAS, the Washington 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 Cusick School District No. 59 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Cusick School District to allow for up to five (5) waiver days in the school years 2015-2018 for the purpose of enhancing the educational program, as well as providing more academic options for all students. During this time, students would not attend school to allow all certificated staff to implement district instructional goals, and to participate in collegial and collaborative activities, such as vertical teaming and curriculum alignment, between district staff, grade levels, which would require whole staff release.

ADOPTED by the Board of Directors of the Cusick School District No. 59, Cusick, Washington, in its regular meeting of May 19, 2015.

Cusick Board of Directors

Chairman, Tye Shanholtzer

Vice Chairman, Mike Keogh

Member, Mark Cutshall

Member, Anna Armstrong

Member, Tom Foster

ATTEST: May 19, 2015

Lorri Skelton
President, Cusick Education Association

Don Hawpe
Secretary to the Board

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	Cusick School District
Superintendent	Don Hawpe
County	Pend Oreille
Phone	509-445-1125
Mailing Address	305 Monumental Way Cusick, WA 99119
Contact Person Information	
Name	Don Hawpe/Cynthia Johnston
Title	Superintendent-Principal/Special Services Coordinator
Phone	509-445-1125
Email	dhawpe@cusick.wednet.edu cjohnston@cusick.wednet.edu
Application type:	
New Application or Renewal Application	New 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	5
School Years	2015-2016, 2016-2017, 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	5 half-days
Remaining number of half days in calendar	Total of 10 days. 6 days are parent/teacher conference days. Remaining are day before Thanksgiving Break, day before Winter Break, last day of first semester, last day of school
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 goal and purpose of the waiver is to continue to increase student academic achievement through improved instructional practices, coordination between the disciplines, expanding course offerings available to students and enhancing initiatives to decrease disruptive behaviors by:
   1. Focus on increasing student achievement in English Language Arts, Math and Science
   2. Focus on data analysis outcomes to drive instructional practices.
   3. Provide collaboration time to coordinate instructional activities across disciplines and grade levels.
   4. Provide planning time for Cusick Jr/Sr High School with two purposes: Develop a rotation of course offerings to expand students' career and college readiness and improve on-time graduation rate from 85% in June, 2014 to 95% or greater in future years.
   5. Provide planning time for Bess Herian Elementary with two purposes: Continue to develop and increase the effectiveness of the reading remediation program and implement a data-based, skill driven math remediation program.
   6. Provide additional time needed for Common Core alignment and Teacher Leadership, (Professional Learning Community), initiatives which include enhancing remediation programs and programs to decrease disruptive behaviors in the classroom
   7. Provide Cusick Jr/Sr High School and Bess Herian Elementary time to create a multi-year school improvent plan.

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.)

WAC 180-16-200 addresses the total instructional hour requirement. Excluding the waiver days when calculating instructional hours for the next three school years, the districtwide average is 1,063 which exceeds the state requirement of 1,027.

The waiver plan directly supports School Improvement Plans. The plan provides collaboration time for staff to analyze multiple data sources to drive instructional practices as well as collaboration time to coordinate instructional activities across disciplines. Additionally, time will be provided for specific data review of the Smarter Balanced Assessment Consortium results to provide for enhanced Common Core alignment and continued Teacher Leadership, (Professional Learning Community), initiatives.

Below are the links to our current School Improvement Plans:

Bess Herian Elementary:
http://www.cusick.wednet.edu/site/default.aspx?PageID=1

Cusick Jr/Sr High School:
http://www.cusick.wednet.edu/site/default.aspx?PageID=1

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.

Bess Herian Elementary will use DIBELS Next and MAP data to measure student growth in Reading. The elementary staff uses MAP data and will select an additional tool to measure student growth in Math.

Below is our current DIBELS Next data with specific, measurable and attainable goals for student achievement:

Grade	At Risk	Emerging	Established	Goal for Established
K	31%	13%	56%	80%
1	20%	8%	72%	80%
2	40%	10%	50%	80%
3	31%	15%	54%	80%
4	38%	24%	38%	80%
5	12%	32%	56%	80%

Below is our current MAP data with specific measurable and attainable goals for student achievement:

	MATH			READING	
Grade	Mean RIT Score	Goal Mean RIT Score*		Mean RIT Score	Goal Mean RIT Score*
K	152.6	154.0		153.6	155.0
1	162.4	172.4		167.6	170.7
2	170.1	181		167.3	180
3	190.7	195		187.2	194
4	201.8	208		193.7	203
5	204.1	219		199.0	209

*Goal score was determined by using the NWEA.org projected cut-score that will correlate with meeting standard on the Smarter Balanced Assessment Consortium assessments.

During the fall of the 2015-2016 school year the staff will begin using an additional Math tool to measure student growth.

Cusick Jr/Sr High School uses MAP data to measure reading and math. Below is our current MAP data with specific, measurable and attainable goals for student achievement:

	MATH			READING	
Grade	Mean RIT Score	Goal Mean RIT Score*		Mean RIT Score	Goal Mean RIT Score*
6	215.1	226		204.4	215
7	219.1	233		203.4	220
8	225.2	238		207.7	222
9	235.1	241		215.3	225
10	235.5	242		217.0	226

*Goal score was determined by using the NWEA.org projected cut-score that will correlate with meeting standard on the Smarter Balanced Assessment Consortium assessments.

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.

   To improve student success, ensure effective instruction and remediation Cusick School District is committed to providing time and opportunity for vertical team discussions to promote continuous use of student data to inform instruction, determine intervention needs and adjustments needed in curriculum to increase student achievement.

   Waiver time will be used to :
   - Allow staff time to collaborate on the use of consistent data analysis techniques.
   - Perform in depth analysis of current data and review 5-year data trends to identify students at-risk of not meeting state or district standards
   - Modify or enhance intervention strategies used in the classroom and pull-out settings
   - Refine or enhance differentiated instructional strategies to meet the needs of a variety of learners
   - Continue curriculum alignment with the CCSS
   - Continue vertical alignment of the curriculum from one grade to the next
   - Monitor student progress to determine effectiveness of intervention strategies
   - Evaluate and reflect on teaching practices based on assessment data

   This waiver is intended to allow for professional development of instructional staff in order to give them the strategies needed to continue to positively impact student learning. Specifically, we intend to investigate research-based best practices related to increased student achievement in core academics.

   Attached, you will find our proposed calendars for 2015-2016, 2016-2017, 2017-2018 school years with our proposed waiver days indicated.

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 use multiple assessments and metrics to collect evidence that demonstrate the degree to which the goals have been attained. We will use SBAC data, MAP data, District Writing Day data, DIBELS Next data, the additional math screening data when that assessment has been selected, (Fall 2015), discipline data, disaggregated data, as well as a variety of diagnostic tools used by teachers, formative and summative assessments to measure student achievement and determine areas of instructional focus. Our student achievement goals are aligned to NWEA.org MAP data which is projected to be aligned to SBAC achievement criteria.

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?

   Bess Herian Elementary has an established Leadership Team and Cusick Jr/Sr High School is establishing a Leadership Team. After data analysis takes place, these teams will guide the decision-making process for professional development needs, instructional focus, curriculum needs and intervention needs. The district has 21 certificated staff and 10 instructional paraprofessionals which facilitates coordinated efforts over time.

   Through the use of consistent and effective professional development time, we will work collaboratively to more effectively analyze test data, implement data-based instructional

practices, and determine data-based interventions needed for student's achievement as an on-going process. This deeper understanding of data analysis allows teachers to engage students consistently at higher levels which will result in quality instructional time. We will continue vertical teaming activities for the duration of the waiver. Leadership Teams will continue to evolve and be implemented over the next three years. We will build on each year's activities and successes to meet the ever changing needs of our students.

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

   Administrators, teachers, support staff, parents and community members were involved in the development of the waiver request. Each building has a Site Council Team that is made up of administrators, teachers, staff, parents and community members. These teams participated in the School Improvement Planing process. Additionally, the waiver was placed on the agenda for the Cusick School District Board of Directors meeting which includes time for input from community members, parents and staff.

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.

   Below is the link to the CBA:

   http://www.cusick.wednet.edu/cms/lib2/WA01001629/Centricity/Domain/45/Cusick%20CEA%20CBA.pdf
   There is no verbage in the CBA for Per Diem (TRI) Days. Page 33 discusses staff development and training but does not have days or times attached to the language. Teaching Hours language is discussed on page 22 and states that early dismissal days shall be identified on the school calendar.

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)	5
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.

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.

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.

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.

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.

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.

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.

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.

TACOMA SCHOOL DISTRICT NO. 10

Resolution No. 1991

WHEREAS, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 on behalf of The School of the Arts (SOTA) and The Science and Math Institute (SAMI) is requesting a waiver for grades 9-12 of the minimum 180-day school year (WAC 180-16-215) for school years 2015-2016, 2016-2017, 2017-2018; and

WHEREAS, the State Board of Education is authorized to approve a waiver of this requirement, conditional upon the district's providing adequate evidence that it is restructuring its educational programs; and

WHEREAS, the State of Washington requires districts to focus on the nine characteristics of high performing schools, which include "focused professional development, clear and shared vision and process and high levels of collaboration and communications;" and

WHEREAS, Washington State has designated SOTA and SAMI as innovative schools; and

WHEREAS, late arrival days will allow time for training on best instructional practices, instructional assessment strategies, analysis for test data, and will provide staff time to work on school improvement plans; and

WHEREAS, SOTA and SAMI will meet the minimum instructional hour offering required by RCW 28A.150.220 (2) of 1080 hours.

WHEREAS, the students' school year for SOTA and SAMI, Tacoma School District No. 10, shall consist of one hundred seventy (170) days; and

WHEREAS, the staff day shall begin fifteen (15) minutes before the opening and shall end fifteen (15) minutes after the close of school; and

WHEREAS, the Board of Directors endorses the accompanying documentation of the benefits to students provided by SOTA and SAMI, Tacoma School District No. 10;

THEREFORE, be it resolved that the Board of Directors of Tacoma School District No. 10 request a three-year waiver (school years 2015-2016, 2016-2017, 2017-2018) of ten school days each year from the State Board of Education for WAC 180-16-215 (the minimum 180-day school year) for Tacoma School District No. 10;

ADOPTED by the Board of Directors of Tacoma School District No. 10 at its regular meeting on May 14, 2015.

DATED this 14th day of May, 2015.

BOARD OF DIRECTORS

President

ATTEST:

Carla Santorno, Board Secretary

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	Tacoma School District #10
Superintendent	Carla Santorno
County	Pierce
Phone	(253) 571-1011
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
Contact Person Information	
Name	Jon Ketler
Title	Principal / Director of Tacoma School of the Arts (SOTA) and Science and Math Institute (SAMI)
Phone	253-377-4010
Email	jketler@tacoma.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Tacoma School of the Arts: Grades 9, 10, 11, 12 Science and Math Institute: 9, 10, 11, 12
How many days are requested to be waived, and for which school years?	
Number of Days	10
School Years	3 school years: 2015-2016, 2016-2017, 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	There will be only 2 half-days in the calendar.
Remaining number of half days in calendar	There will be a total of 2 half-days in the calendar.
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, the total instructional hours for both schools will be 1080.

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

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

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

The purpose of the proposed waiver renewal is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-imbedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a waiver renewal that allows SOTA and SAMI continuity with its professional development and instructional program.

TSOTA and SAMI request a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule equals the requirement of 1,080 hours of instructional time. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 6.5 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 5 hours.
2. Implementing an alternate teacher workday schedule in order to lengthening the day from 7.5 hours to 8.0 hours.
3. Implement an alternate school-year calendar for teachers and students from Tacoma Public Schools (TPS). The modified calendar includes 172 teacher work days and equals 1080 hours of student instructional time in 170 student days.
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
5. Implement an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher experience which focuses on our school community goals, (8 hours per day)

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.)

Our School Improvement Plan aligns directly to the four benchmarks identified in the Tacoma School District's Strategic Plan: Academic Excellence, Early Learning, Safety and Community Partnerships. The strategies identified in the SOTA & SAMI SIP plan include imbedded school-site professional development for staff, and extended school days for students, which aligns to the Waiver Plan presented above. Our SIP goals for Academic Excellence include increasing 9th grade success rates in academic classes, increasing success on mathetmatics EOC exams, and increasing on-time graduation. Our success in these areas depend on collaborative weekly professional development for staff and extended time in class for students.

Attachments:

Link to TPS District Strategic Plan.
http://www.tacoma.k12.wa.us/information/StrategicPlan/Pages/default.aspx

Link to SAMI SIP online.
http://www.tacoma.k12.wa.us/sami/Documents/SAMISIP2014-2015.pdf

Link to SOTA SIP online.
http://www.tacoma.k12.wa.us/sota/Documents/SOTASIP2014-2015.pdf

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.

Goal 1: Reading

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in reading as measured by the reading portion of the HSPE.
    - In 2014, 95.9% of SOTA students met standard on the reading HSPE. 2015 data is not yet available.
- By 2018, 100% of the SAMI students will meet standard in reading as measured by the reading portion of the HSPE.
    - In 2014, 94% of SAMI students met standard on the reading HSPE. 2015 data is not yet available.

Goal 2: Writing

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in in writing as measured by the writing portion of the HSPE.
    - In 2014, 95.4% of SOTA students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of % since 2009. (2009, 95.4%)
- By 2018, 100% of the SAMI students will meet standard in in writing as measured by the reading portion of the HSPE.
    - In 2014, 93.4% of SAMI students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of 3.3% since 2009. (2009, 90.1%)

Goal 3: Mathematics

- By 2018, 90% of the Tacoma School of the Arts' students will meet standard in writing as measured by the math End-of-Course Exam.
    - In 2014, 94.5% of SOTA students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 42.8% since 2009. (2009, 51.7%)
- By 2018, 90% of the SAMI students will meet standard in in writing as measured by the reading portion of the HSPE.
    - In 2014, 94.5% of SAMI students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 15.6% since 2009. (2009, 78.9%)

Goal 4: On-Time Graduation

- By 2018, the on-time graduation rate will increase to 100% at SOTA.
    - In 2014, the on-time graduation rate at SOTA was 99.3%. 2015 data is not yet available.
- By 2018, the on-time graduation rate will increase to 100% at SAMI.
    - In 2014, the on-time graduation rate at SAMI was 98%. 2015 data is not yet available.

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.

Our waiver proposal is an alternate school-year calendar for students that includes 1080 hours of student instructional time in 170 student days.

The alternate calendar:

- lengthens each student day to 6.5 hours (Monday – Thursday), which increases class-time each day. Providing students with class periods equalling 90 minutes allows more in-depth study of learning objectives and provides more time for hands-on project-based learning, including STEM- and arts-integration.
- includes a late-arrival day for students on Fridays, 5 hours, which provides weekly imbedded professional development time for teachers. We will utilize the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
- implements an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher experience which focuses on our school community goals, (8 hours per day).
- lengthens the teacher work day to 8.0 hours, which provides teachers more time to work with students before- and after- school in tutoring.

SOTA and SAMI have operated under a similar alternate calendar for the last 6+ years, each year achieving outstanding results as evidenced by high graduation rates (98%) and well above average HSPE and EOC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work, and increased daily class time for students included in the alternate calendar.

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?

- End-of-Course Exams in Mathematics
- HSPE / Smarter Balance Exams
- On-time Graduation Rate

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?

Year 1 of the waiver will connect directly to Years 2 and 3 in that the alternate calendar will be identical in order to provide students, teachers and families consistency year-to-year.

Teacher Professional Development will increase in rigor and focus with each year of the waiver. SOTA and SAMI began Professional Learning Community (PLC) work in the 2009-2010 school year. Since then, we have tightened our focus of the PLC work to implementing DuFour-model PLCs with fidelity. DuFour PLC work, by it's definition, is cyclic – re-starting each year but moving more quickly along the continuum of Basic to Proficient to Distinguished.

Professional Development in Year 1 will focus on defining PLCs, developing norms of operation, defining power standards aligned to national standards (Common Core / Net Generation Science), and developing common formative assessments. PLC work in Year 2 will focus on revising common formative asssesments, investigating best teaching practices related to power standards, and addressing interventions for students who are not understanding the learning standards. Year 3 will focus on extended revision of lessons related to the power standards, increased use of common formative assessments, refining intervention activities, and developing extension activities for students who do understand.

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

This waiver and alternate calendar were written collaboratively by teachers and administrators Kristin Tinder, Jon Ketler, Paul Kelly, Renee Froembling, and Doris Conrath. The committee presented documents to the whole staff for review. The work is based on what has been successful for our schools as well as conversations with staff, students, parents, and the community.

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 Collective Bargaining Agreement (CBA) between the Tacoma Education Association (TEA) and Tacoma Public Schools (TPS) provides for up to seven optional days which may be used for professional development. These are defined as XX building-based days, XX district-based days and 2 personal days. Futher, the CBA addresses:

- Early Dismissal; The last day of school for students, and the last day before the December holiday break
- Conference Days; high school conferences may be flexibly scheduled

Link to the CBA

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

Student instructional days (as requested in application)	170
Waiver days (as requested in application)	0
Additional teacher work days without students	2
Total	172

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 (PRS)	100			X
2 (PRS)	100			X
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.

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.

We utilized the alternate calendar with the longer staff/student day as planned. We provided increased daily instructional time with 80 minute periods allowing for more in-depth hands-on study. Late-start Fridays were used for teacher professional development, during which we established high-functioning PLCs.

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 purpose and goal of the previous waiver (2012) were met as a result of our alternate calendar and teacher professional development.

Goals set in 2012 and susbsequent results:

Goal 1: Reading

- By 2015, 100% of the Tacoma School of the Arts' students will meet standard in reading as measured by the reading portion of the HSPE.
  - **In 2014, 95.9% of SOTA students met standard on the reading HSPE. 2015 data is not yet available. This represents growth of 3.3% since 2009. (2009, 92.6%)**
- By 2015, 100% of the SAMI students will meet standard in reading as measured by the reading portion of the HSPE.
  - **In 2014, 94% of SAMI students met standard on the reading HSPE. 2015 data is not yet available. This represents growth of 1.3% since 2009. (2009, 92.7%)**

Goal 2: Writing

- By 2015, 100% of the Tacoma School of the Arts' students will meet standard in writing as measured by the writing portion of the HSPE.
  - **In 2014, 95.4% of SOTA students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of % since 2009. (2009, 95.4%)**
- By 2015, 100% of the SAMI students will meet standard in writing as measured by the reading portion of the HSPE.
  - **In 2014, 93.4% of SAMI students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of 3.3% since 2009. (2009, 90.1%)**

Goal 3: Mathematics

- By 2015, 90% of the Tacoma School of the Arts' students will meet standard in writing as measured by the math End-of-Course Exam.
  - **In 2014, 94.5% of SOTA students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 42.8% since 2009. (2009, 51.7%)**
- By 2015, 90% of the SAMI students will meet standard in writing as measured by the reading portion of the HSPE.

- **In 2014, 94.5% of SAMI students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 15.6% since 2009. (2009, 78.9%)**

Goal 4: On-Time Graduation

- In 2014, the on-time graduation rate was 99.3% at SOTA. 2015 data is not yet available. This represents growth of 10.2% since 2009. (2009, 89%)
- At SAMI in 2014, the on-time graduation rate was 98%. 2015 data is not yet available. Because of the alternate schedule and late-start Fridays, SAMI's graduation rates have been at/near 98% each year since it's first graduating class (2013).

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 are proposing an increase in student instructional hours from 1000 to 1080 with the new waiver. Increasing student instructional hours will further increase the efficacy of our work.

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 request for the renewal of the waiver will result in advancement of the goals stated because of our commitment to teacher professional development through PLCs and increased student instructional time. Teacher Professional Development focuses on increasing student achievement through a close examination of teacher practice; teachers focus weekly on power standards alignment to the Common Core, best practices in pedagogy, common formative asssesment and strategic intervention. A strict focus on the DuFour model PLC as our professional development initiative will provide advancement of our goals.

   Students benefit from the teacher professional development and focused extended class time daily. Increasing student contact hours to 1080 provides even more time in class for project-based, standards-based teaching and learning.

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 use and impact of our current waiver was shared with SOTA and SAMI parents at monthly meetings, through the e-newsletter, and through our school district website. Parents, students, and the community were included in the process through meetings and conversation. We inform incoming students and their parents at our Information Nights and all 9th grade transition activities. Additionally, parents are invited monthly to the school for Parent Nights to see the learning activities and hear about the achievement of their 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.

SOTA/SAMI
2015-16 School Year Calendar
170 Days, 1080 Instructional Hours

8/25th Teacher Workday (PRS)
26, 27, 28 All-School Retreat

1st Teacher Workshop (S1)

2nd First Semester Classes Begin

7th Labor Day Holiday

25th Teacher Workshop (S2)

22 days

AUGUST / SEPT 15

S	M	T	W	Th	F	S
23	24	P	R	R	R	29
30	N	S1	SS	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	S2	26
27	28	29	30			

OCTOBER 15

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	S3	24
25	26	27	28	29	30	31

23rd Teacher Workshop (S3)

26th – 30th Conferences

21 days

11th Veterans' Day Holiday

23rd - 27th Thanksgiving Break

15 days

NOVEMBER 15

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	H	H	H	H	H	28
29	30					

DECEMBER 15

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	N	N	N	H	H	26
27	N	N	N	N		

4th Teacher Workshop (S4)
Dec 21 – Jan 1 Winter Break/
No school

14 days

1st New Year's Day

4th School resumes

18th Martin Luther King Jr. Day
28th Secondary Semester Break
*No school (Teacher Workday, PRS)

29th No School

17 days

JANUARY 16

S	M	T	W	Th	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	P	N	30
31						

FEBRUARY 16

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	S4	17	18	19	20
21	22	23	24	25	26	27
28	29					

1st First Day of Second Semester

15th Presidents' Day Holiday
16th Teacher Workshop (S5)

19 days

21 - 25 Conferences

Mar 28 – Apr 8 Spring Break

19 days

MARCH 16

S	M	T	W	Th	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	N	N	N	N		

APRIL 16

S	M	T	W	Th	F	S
					N	2
3	N	N	N	N	N	9
10	11	12	13	14	15	16
17	18	19	20	21	S5	23
24	25	26	27	28	29	30

Mar 28 – Apr 8 Spring Break

22nd Teacher Workshop (S6)

15 days

30th Memorial Day Holiday

20 days

MAY 16

S	M	T	W	Th	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	H	31				

JUNE 16

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	L	11
12	X	X	X	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10th Last Day of School

13th, 14th, 15th
snow make-up
days, if needed

8 days

N = Non-School Day **H** = Holiday (no school) **R** = All School Retreat **SS** = School Starts **P** = PRS Day **S1 – S6** = Teacher Workshop
L = Last Day of School **X** = Snow Make-Up Days if more are needed.

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.]

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Budget and Legislative Update
As Related To:	☒ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☒ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	• N/A
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	• At the time of publication, the Legislature has not completed work on a budget and major legislation.

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:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☒ Other
Relevant To Board Roles:	☒ Policy Leadership ☐ System Oversight ☐ Advocacy ☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Representative Madaleine Osmun will speak on student absences and how it impacts learning.

THE WASHINGTON STATE BOARD OF EDUCATION

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Title:	ACHIEVEMENT INDEX
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The Washington State Board of Education was delegated the authority to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements.
Possible Board Action:	☐ Review ☒ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board is expected to take action on whether to approve changes to the Achievement Index made necessary by the full implelentation of the Smarter Balanced assessments. The SBE staff proposes the following: 1. For the SBAC Field Test schools (from 2013-14), roll growth records forward for the winter 2016 Index version 2. For the Proficiency Indicator, weight ELA, math, and science equally. 3. The high school Index indicator weightings be changed as follows: a. Proficiency (30 percent) equally weighted between ELA. math, and science. b. Growth (30 percent) equally weighted between ELA and math. c. College and Career Readiness (40 percent), weighted at 35 percent Graduation measure and 5 percent Dual Credit Participation measure. 4. Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18.

ACHIEVEMENT INDEX

Policy Considerations

The Washington State Board of Education was delegated the authority to redesign the Achievement Index for the purpose of meeting state and federal accountability requirements. The SBE engaged with numerous stakeholder groups to create the Revised Achievement Index in a manner that thoughtfully includes student growth model data and a Targeted Subgroup calculation. The SBE staff believes that changes to the Index are necessary to accommodate the Smarter Balanced assessments. The Board will consider whether to adopt the recommended changes to the Achievement Index.

Summary

The Achievement and Accountability Workgroup (AAW) acknowledged the need to update the Achievement Index to accommodate the implementation of the Smarter Balanced assessment system. General consensus was reached on the idea of making minimal changes to the Index for the purpose of maintaining Index rating comparability from one year to the next.

After receiving feedback from the AAW, the SBE staff recommends the following for the Achievement Index:

- For the SBAC Field Test schools, roll growth records forward for the winter 2016 Index version.
- For the Proficiency Indicator, weight ELA, math, and science equally.
- The high school Index indicator weightings be changed as follows:
    - Proficiency (30 percent) equally weighted between ELA. math, and science.
    - Growth (30 percent) equally weighted between ELA and math.
    - College and Career Readiness (40 percent), weighted at 35 percent Graduation measure and 5 percent Dual Credit Participation measure.
- Priority and Focus School identifications should be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18.

Details

The AAW was reconvened on June 10, 2015 to discuss possible Achievement Index updates to accommodate the statewide implementation of the Smarter Balanced assessments. The meeting was conducted by way of a Go To Meeting Webinar and was attended by the representatives of approximately a dozen stakeholder groups, in addition to approximately another dozen OSPI and SBE attendees. The SBE and OSPI have been collaborating on Achievement Index calculations and Persistently Lowest Achieving (PLA) school list identification complexities related to the 2013-14 Smarter Balanced Field Test. The updated accountability plan jointly developed by the SBE and OSPI was presented to the AAW for discussion and input.

Nature of Updates

Approximately one-third of Washington schools participated in the 2013-14 Smarter Balanced Field Test with the knowledge that neither student nor school results would be provided by the consortium. For

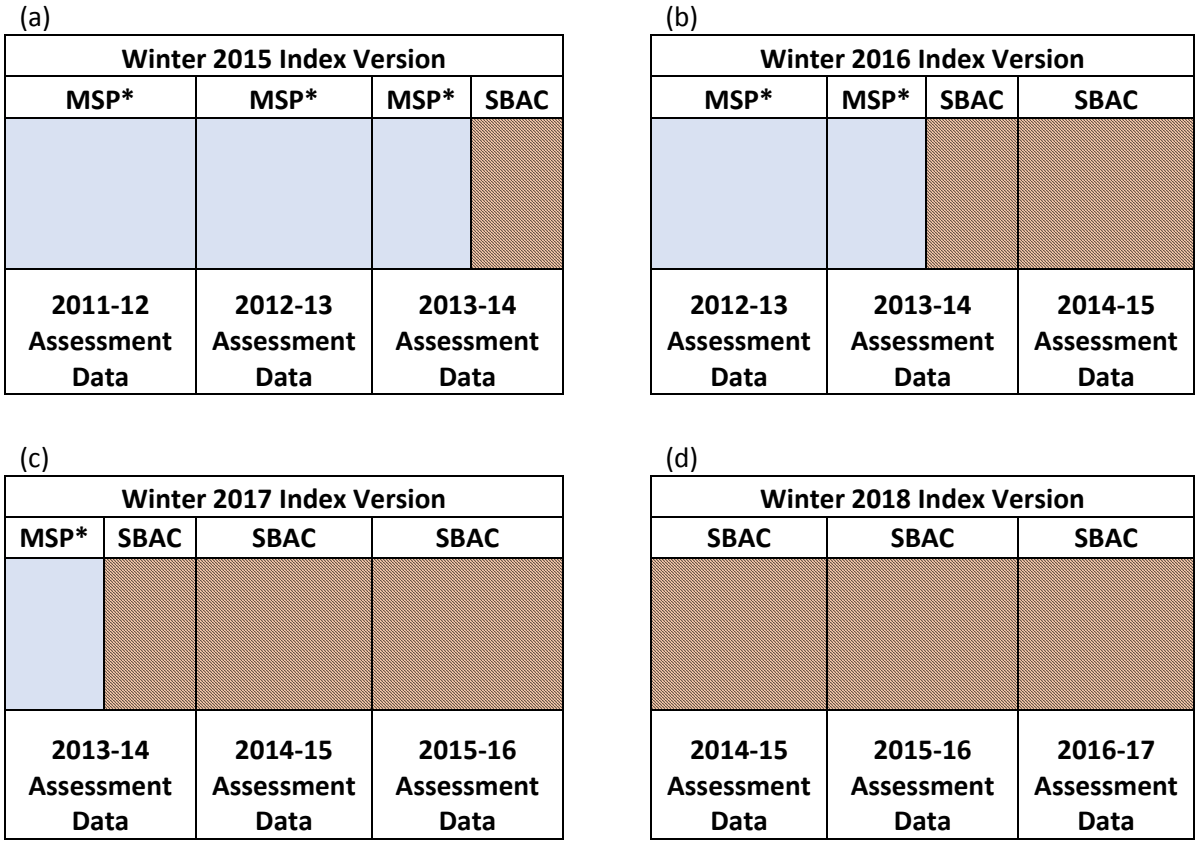
the field test schools, 2013-14 proficiency data would not be available and growth model SGPs could not be computed for the 2013-14 or the 2014-15 school years. As a direct result of field test participation, two groups of schools were created based on the number of years of assessment results that would be unique for inclusion in the Index:

- Schools taking the old assessments (MSP, HSPE, and EOCs) in 2013-14, which continued to generate three years of comparable assessment data for the Index
- Schools that participated in the Smarter Balanced Field Test in 2013-14, which had only two years (2011-12 and 2012-13) of unique data because the field test participants were not provided with results.

The Smarter Balanced assessment system differs from the old assessment system in that the Smarter Balanced reports on a single English/Language Arts (ELA) assessment rather than separate reading and writing content area assessments. This change is true for all assessed grade levels. The Index currently weights each of the four content areas equally with the understanding that all students are assessed in reading and math, while a subset of students are assessed in writing and science.

The 2014-15 Index version (Figure 1a) would be the last Index based entirely on assessments and standards derived from the old assessment system (MSP/HSPE/EOCs). The next two versions of the Index (2015-16 and 2016-17) will be derived from a combination of the old assessment system and the Smarter Balanced assessments, while the 2017-18 Index version (Figure 1d) will be derived almost exclusively from the Smarter Balanced assessments.

Figure 1: Derivation of the Achievement Index through the Winter 2018 Index version.



*Note: MSP represents the old assessment system that included MSPs, HSPEs, and EOCs.

The Smarter Balanced assessment system includes ELA and math assessments for 3rd through 8th grade and the 11th grade (HS). In 2014-15, 10th grade students in Washington sat for the Smarter Balanced HS ELA to meet graduation requirements to be established by the OSPI and approved by the SBE at a special board meeting in August 2015. At the time of this writing, there is no plan to have 10th grade students sit for the Smarter Balanced HS Math assessment. The OSPI expects to generate valid student growth percentiles (SGPs) for 4th to 8th grade students as is the current practice. However, the implementation of the Smarter Balanced assessment system means that the SGP for high school students will be a two- or three-year SGP as compared to the currently generated one- or two-year SGP.

In the 2015-16 version of the Index, Dual Credit Participation by the students at a high school will factor into the Achievement Index rating. Currently, graduation rate is the only measure factoring into the Index rating. In other words and beginning in the 2016 Index version, the College and Career Readiness (CCR) indicator will be derived from graduation rate and dual credit participation. The relative weighting of these two CCR measures must be approved by the Board.

Areas of General Agreement

On the issues briefly described above, the AAW members voiced general agreement on the following:

- For the schools participating in the 2013-14 Smarter Balanced Field Test, the AAW largely agreed that school growth model SGPs should be rolled forward so that Achievement Index ratings would be computed in a consistent manner from one year to the next. Rolling scores forward is consistent with the OSPI's current practice for other accountability work.
- The AAW agreed that to every degree possible, the Index calculations and business rules should remain consistent from one year to the next to maintain year to year comparability. While a variety of opinions were voiced, the idea that the three content area assessments (ELA, math, and science) used for the Proficiency Indicator should not be equally weighted was most prevalent, even though the current methodology uses an equal weighting for the content area assessments. For the most part, weighting changes were not specified.
- The AAW generally agreed that Dual Credit Participation should represent a relatively small portion of the high school Index.
- The AAW generally agreed that the equal weightings of the Proficiency, Growth, and CCR (currently derived from graduation rate only) Indicators was "good." The AAW generally agreed that the weighting of graduation should approximate the weighting for proficiency.
- The AAW generally agreed that suspending the identification of Priority and Focus Schools for two years was a good idea for a variety of reasons, but that "keeping a close eye on all schools" was important. Also, the AAW agreed that providing the OSPI with the opportunity to identify schools as Priority or Focus as needed was an important pre-condition.

Staff Recommended Changes to Index

With regard to changes to the Index necessitated by the full implementation of the Smarter Balanced assessments, the SBE recommends the following:

1. For the SBAC Field Test schools (from 2013-14), roll growth records forward for the winter 2016 Index version.
2. For the Proficiency Indicator, weight ELA, math, and science equally.
3. The high school Index indicator weightings be changed as follows:
    a. Proficiency (30 percent) equally weighted between ELA. math, and science.

b. Growth (30 percent) equally weighted between ELA and math.

c. College and Career Readiness (40 percent), weighted at 35 percent Graduation measure and 5 percent Dual Credit Participation measure.

4. Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18.

The policy position statement below incorporates ideas generally supported by the OSPI and the SBE staff and are included for information only.

Policy Position of the State Board of Education regarding Use of the Achievement Index during the Transition to new Washington State Learning Standards

The Washington State Achievement Index incorporates three consecutive years of assessment data to generate ratings for all public schools in the state. Washington's transition to new learning standards and assessments in Math, English Language Arts, and Science poses challenges in maintaining comparable data and making school identifications consistent with state and federal requirements.

During the 2013-14 school year, OSPI offered an opportunity for schools to field test the new Smarter Balanced Assessments based on the Common Core standards. During this year, roughly 35 percent of schools participated in the SBAC Field Test, in lieu of administering the Measurements of Student Progress. Schools that participated in the field test did not receive scores from the Smarter Balanced assessments.

As a result, two sets of schools were created – schools taking the old assessments (MSP, HSPE, and EOCs), which continued to generate three years of comparable assessment data, and those that field tested the SBAC assessments. Because the field test participants were not provided with results, each field test school's prior year's proficiency rates were carried over for 2013-14 accountability decisions (i.e., AYP and Achievement Index). In essence, one year counted for two in the ratings.

During this transition year, consistent with U.S. Department of Education guidance, schools were held harmless to the impact of this "carry over" year of data if it was significant to their identification as a Priority or Focus School. Newly identified Priority or Focus schools who participated in the field test, were removed from these lists. Beginning in the 2014-15 school year, all schools moved to the Smarter Balanced assessment system, measuring the new state learning standards in English language arts and math. Beginning with the Index using 2014-15 Smarter Balanced assessment results, schools will no longer have three years of assessment data measuring the same learning standards; however, comparability across schools within the year will be preserved, since everyone will be taking the same assessment in 2014-15.

Accordingly, the State Board and OSPI plan to make the following adjustments pertaining to the use of the Achievement Index and its use in the identification of Persistently Lowest Achieving (PLA) schools, Priority schools, and Focus schools during the next several years.

- **The Achievement Index will continue to be published each year.** The underlying data used for the Index will be made available public as is the current practice, subject to OSPI data suppression rules to protect student privacy.
- **The Achievement Index will continue to utilize norm-referenced tier ratings, until several years of data allows an appropriate determination of a criterion reference.** The tier ratings will continue to reflect normative scaling. This means that while all scores are expected to be lower during the transition, approximately the same number of schools will be placed in the

'underachieving' or 'priority' school categories. The same is true for the 'exemplary' and 'very good' categories.

- **Priority and Focus School identifications will be suspended for two years while the schools newly identified in 2015 are served for 2015-16, 2016-17, and 2017-18. For this three-year period, the total number of served schools will remain roughly constant. Priority or Focus schools identified in previous years would be removed from the PLA list if exit criteria are met.** Following the most recent (March 2015) school identifications, OSPI now is serving approximately 121 Priority Schools and 133 Focus Schools. The service period for these schools is three years. The intent of the Board is to not significantly add to this list until a new group of Priority and Focus schools are identified in spring of 2018, given that the list already maximizes OSPI current service capacity.
- **Three-year Priority and Focus Schools service cycles will be established beginning with the Winter 2018 Index version.** New Priority and Focus Schools will be identified every three years beginning with the 2018 Index version (then again based on the 2021, 2024, 2027 Index versions) and served continuously by the OSPI until the schools meet exit criteria. Since the PLA list will be identified each year as required by law, the OSPI will annually monitor the progress of all schools and may, on a case-by-case basis, require supports for schools failing to progress as expected.
- **The Index will continue to utilize the 'carry forward' provision for the field test year to make sure all schools continue to be represented in the Index.** This is a continuation of current policy – schools that field tested in 2014 will continue to have their data (proficiency and growth) 'carried forward' from 2013 to maintain an index score.
- **OSPI may add schools to the Priority & Focus list in 2015-16 on a limited basis.** While it is the intent of OSPI to not significantly add to the size of the Priority and Focus schools list during this year, some schools may be added if unusual circumstances require intervention.
- **Resumption of the full school identification process for Priority & Focus list restarts in 2018 for service in the 2018-19 school year. The Achievement Awards will continue to be given each year.** Adjustments will be made each year to ensure fairness in the criteria during the transition to new assessments.
- **The annual list of Persistently Lowest Achieving Schools will be published in accordance with state law.** This list will be published, even though it may not result in new Priority or Focus school identifications each year. The Index will be used in each year to establish this list as is the current practice.
- **This policy will adjust as our status under ESEA federal regulations evolves.** Changes to our ESEA flexibility waiver status, or ESEA reauthorization, may necessitate changes to this policy.

Action

It is expected that the Board will vote to approve the changes to the Index as specified above and generally described in the Policy Position of the State Board of Education regarding use of the Achievement Index during the transition to new Washington State Learning Standards.

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

Feedback Report for June 10, 2015 Achievement and Accountability Workgroup (AAW) Meeting

Summary

On June 10, 2015, an AAW meeting was held to discuss the transition of the accountability system and the Achievement Index during the initial administration of the Smarter Balanced assessment system. The meeting was held as a webinar.

This feedback report is assembled from verbal discussion during the webinar and nine feedback forms that were received at the end of the webinar. The discussion and feedback forms were framed around the following guiding questions. The feedback is summarized under each guiding question. More specific feedback can be found in the "Feedback in Greater Detail" section of this document.

- What is your view on rolling the 2012-13 SGPs forward into the 2014-15 Index for the SBAC Field Test schools?
    - The majority of participants agreed that rolling forward the 2012-2013 SGPs into the 2014-15 Index for the SBAC Field Test schools was alright, but warned that those schools should receive safe harbor (i.e. be held harmless in negative effects from the roll forward).

- What is your view on taking a "pause" on the Priority and Focus School identifications?
    - The majority of participants agreed that a "pause" would be acceptable but cautioned that it should be called "maintenance" or something other than a "pause" and that schools that request supports should be able to receive help.

- Do you believe the three content area assessments comprising the Proficiency indicator should continue to be equally weighted?
    - The majority of participants stated that English Language Arts should be given greater weighting and cautioned that science was weighted too heavily. However, there was no consensus on the specific weighting and several suggestions were offered.

- Do you believe the Growth Indicator weighting for high school should be lowered, given that the HS SGP would have to become a 3-year measure?
    - The majority of AAW members stated that the weight for growth should remain equal to the other indicators.

- How should the Indicator weightings for High Schools be changed to accommodate the inclusion of Dual Credit Participation?
    - The majority of participants stated that Dual Credit should receive little weight but was supportive of incentivizing it. There was not consensus on the specifics of weighting but participants were generally supportive of the proposed weighting of 35% proficiency, 25% growth, and 40% Career and College Readiness (including 5% Dual Credit participation). However, this support of the proposed weighting of only 25% growth is

contradictory to the feedback that the weighting of growth should not be reduced, the suggestion of the majority in response to the question that was specifically about growth.

- Provide feedback on whether you believe a virtual meeting like the one today is effective given the purpose of gathering feedback from participants.
    - AAW members felt that this virtual meeting was a success but noted the drawbacks of using a webinar instead of an in-person meeting.

Feedback in Greater Detail

What is your view on rolling the 2012-13 SGPs forward into the 2014-15 Index for the SBAC Field Test schools?

The majority of participants agreed that rolling forward the 2012-2013 SGPs into the 2014-15 Index for the SBAC Field Test schools was alright, but warned that those schools should receive safe harbor (i.e. be held harmless in negative effects from the roll forward). One participant raised concern with the meaningfulness of SGPs that roll forward for use in evaluation or planning for improvement. One participant stated that, in reporting the data, it should be made clear that the SGPs were from 2012-2013 and that the list of assessments used be made clear.

What is your view on taking a "pause" on the Priority and Focus School identifications?

The majority of participants agreed that a "pause" would be acceptable but cautioned that it should be called "maintenance" or something other than a "pause" and that schools that request supports should be able to receive help. One participant felt that taking a pause is neither appropriate nor helpful. One participant stated that the pause should be left open to modification if data raises concern about schools that appear to need supports. One OSPI staff member stated that he felt that this decision should solely be the responsibility of the SPI and offered the following three suggestions:

- Smarter Balanced assessment should not be combined with MSP/HSPE assessment results for the designation identification of Challenged Schools;
- It would be acceptable to "hit reset" and identify based on only one year of Smarter Balanced results; or
- It would be acceptable to take the pause but that an exit path should be available for schools that make progress during the pause.

Do you believe the three content area assessments comprising the Proficiency indicator should continue to be equally weighted?

The majority of participants stated that English Language Arts should be given greater weighting and cautioned that science was weighted too heavily. However, there was no consensus on the specific weighting and several suggestions were offered. Participants raised concerns that K-8 teachers are not prepared to teach science, science is not assessed at as many grade levels as the other subjects, access to science instruction is inequitable for remote districts, and that the accountability system has failed to incentivize science with equal weighting. Participants noted the importance of reading and writing and

that English Language Arts is currently reflected as 50% in the Achievement Index. One participant suggested weighting based on instructional time and another participant suggested looking at what other states are doing.

Although there was no consensus on the specifics of weighting, the following weightings were discussed:

- 50% ELA, 25% Math, 25% Science was commonly recommended
- 40% ELA, 40% Math, 20% Science was recommended by one participant
- 33% ELA, 33% Math, 33% Science was not recommended by any participant

Do you believe the Growth Indicator weighting for high school should be lowered, given that the HS SGP would have to become a 3-year measure?

The majority of AAW members stated that the weight for growth should remain equal to the other indicators. One participant felt that growth being lowered to 25% would be a reasonable option for the next three years. One participant stated that growth at the high school level is less meaningful and the weighting should be lowered in favor of raising the weighting of proficiency and graduation. One participant stated that if reducing the weight of growth would reduce the Index Rating for schools that work under difficult demographic or resource circumstances, then he participant would oppose it.

How should the Indicator weightings for High Schools be changed to accommodate the inclusion of Dual Credit Participation?

The majority of participants stated that Dual Credit should receive little weight but were supportive of incentivizing it. There was not consensus on the specifics of weighting but participants were generally supportive of the proposed weighting of 35% proficiency, 25% growth, and 40% Career and College Readiness (including 5% Dual Credit participation). However, this support of the proposed weighting of only 25% growth is contradictory to the feedback that the weighting of growth should not be reduced, the suggestion of the majority in response to the question that was specifically about growth. One participant raised concern that a local waiver may be needed on Dual Credit until there is access for all students and another participant raised concern that the Dual Credit measure would inequitably affect those who do not have access. Two participants cautioned that Dual Credit should not only include participant, but should also include attainment of credit as a measure of completion. One participant suggested using four-year graduation rate in addition to the five-year measure.

Although the majority were supportive of 35% proficiency, 25% growth, and 40% Career and College Readiness (CCR, including 5% Dual Credit participation), the following alternative weightings were raised in discussion:

- 35% Proficiency, 35% Growth, 30 % CCR
- 33% Proficiency, 33% Proficiency, 33% CCR
- 30% Proficiency, 30% Growth, 40% CCR

Feedback on whether you believe a virtual meeting like the one today is effective given the purpose of gathering feedback from participants.

AAW members felt that this virtual meeting was a success but noted the drawbacks of using a webinar instead of an in-person meeting. Four members felt that webinars limit participant interaction but that this meeting was effective. Two members stated that they appreciated being able to attend the meeting without traveling. Other suggestions were to use a webinar format for short meetings and an in-person format for long meetings and that virtual meetings have detrimental implications for equitable participation.

If you have questions about this feedback report, please contact Parker Teed, Operations and Data Coordinator, at parker.teed@k12.wa.us

If you have questions about the Achievement Index, please contact Andrew Parr, Senior Policy Analyst, at andrew.parr@k12.wa.us

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Review of Smarter Balanced Implementation
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☒ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☐ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☒ Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will hear from the Office of the Superintendent of Public Instruction (OSPI) and representatives from districts on the implementation of new state assessments. Key questions may include: • How should the accountability system be modified during the transition to new assessments, to ensure fairness to students, educators, schools and districts? • Do implementation issues of new assessments impact the Board's role in setting the score on high school assessments that students must meet to graduate?
Possible Board Action:	☒ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	The Board will hear from a panel of representatives from OSPI and several districts about implementation on the new state assessments, the Smarter Balanced assessments in English language arts and math. The agency and the districts have been asked to share things that went well, and challenges that were encountered with administration of the new assessment. Panelists were asked about the state's or their district's experience with student refusals, technology, score reporting, field testing, and other topics associated with the new state tests. No Board action is directly associated with this agenda item, but information from this discussion may inform Board consideration of approval of a policy statement concerning the transition to new assessments, and may inform approval of a graduation cut-score on new high school assessemnts planned for August 2015.

REVIEW OF SMARTER BALANCED ASSESSMENT IMPLEMENTATION

Policy Considerations

Spring 2015 was the first full administration of the Smarter Balanced assessment aligned to new learning standards in English language arts and math. At the July 2015 meeting, the State Board of Education (SBE) will hear from a panel of state and district educators concerning the implementation of the Smarter Balanced assessment.

Key questions may include:

- Changes in Washington's assessment system profoundly impact the state's accountability system, which in turn affects districts, schools, educators and students. How should the accountability system be modified during the transition to new assessments?
- Do implementation issues of new assessments impact the Board's role in setting the score on high school assessments that students must meet to graduate?

Background

Role of the SBE in the Assessment System

State law directs the SBE to provide consultation to the Superintendent of Public Instruction (OSPI) in the development and maintenance of the assessment system:

> In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. (RCW 28A.305.130(3)(a)).

The SBE also sets the scores needed to show proficiency on state assessments and approved alternative assessments (RCW 28A.305.130), and the scores for high school graduation exit exams.

Legislation passed in 2013 (EHB 1450) established that the high school Smarter Balanced assessment for English language arts and math would have separate scores for high school graduation, set by the SBE, and for indicating career and college readiness, set by the Smarter Balanced Consortium. The legislature directed the SBE to:

> By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW 28A.655.070. To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness. (RCW 28A.305.130).

The SBE is scheduled to approve the graduation cut-scores at a special meeting of the Board on August 5, 2015. The panel discussion at the July 2015 meeting is part of the statutory requirement to review the transition experience of Washington students to the new assessments.

Several bills introduced in the 2015 session would modify the assessment system and the Board's role in the assessment system. However, as of the date of this meeting packet, none of these bills have been passed into law.

For further information on the role of the SBE in the assessment system, as well as a discussion of the anticipated impact of the new assessments on districts, see the memo prepared for the September 2014 meeting: http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/04Assessments1.pdfAction

Panel Discussion Topics

Some concerns with tests aligned to the Common Core State Standards have been covered by the press in Washington and around the country. Panelists have been asked to share their knowledge and their districts' experience around these topics at the July meeting, as well as share about the districts' particular successes and challenges with testing this spring. Some concerns include:

1. Refusal by students to participate in state testing

As the testing window in Washington just closed, data on the number and characteristics of students who did not participate in state testing ('opted-out') is not yet know as of the time of this memo. Some districts have indicated that participation was higher in the lower grades, and lower in high school. Eleventh graders who had already met their assessment graduation requirement through end-of-course exams and the Washington High School Proficiency Exams (HSPE) may have been less motivated to take the Smarter Balanced assessment. If this is true, it suggests that participation by high school students should increase next year, when most students will use the Smarter Balanced exam as their graduation assessment requirement.

Information such as the percentage, the demographics, and the probable performance level of students who did not participate in state testing has a critical impact on how testing data can be used and interpreted. If students who did not participate would have been predominately lower performing, or conversely, if they would have tended to perform better on the test, school-level performance data and achievement gap data could be skewed. Washington Achivement Index results could be affected. A study of data from Pennsylvania found that for schools near the threshold of "acceptable" in the state's school rating system, as few as a dozen high-achieving students opting out could lower the school score below the threshold. [1]

Test result data used for setting the graduation cut-score on the Smarter Balanced assessment could also be impacted by a lowered participation rate. The data will need to be examined to ensure it is demographically representative of the Washington student population and of a large enough sample-size to provide a reliable cut-score. The process for setting the graduation threshold approved by the Board at the March 2015 Board meeting may need to be modified if the available data is impacted by low student participation.

Recent studies in other states provide varied information about the population of students who are refusing to participate, suggesting that there may be local variability in why students are not participating and who the students are. For example, a study of 648 districts in New York found that districts serving more free- and reduced-lunch student had a lower opt-out rate[2]. On the other hand, a study of 310 of districts in Ohio found 14.5% of districts had no opt-outs, and 77% had fewer than 1%. Of the Ohio districts that had a

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[1] Beaver, J., and Westmaas, L. (2015, June 9). When Students Opt Out, What are the Policy Implications? Retrieved June 20, 2015 from http://www.edweek.org/ew/articles/2015/06/10/when-students-opt-out-what-are-the.html

[2] Chingos, M. (2015, June 18). Who Opts Out of State Tests? Retrieved June 20, 2015, from http://www.brookings.edu/research/papers/2015/06/18-chalkboard-who-opts-out-chingos?rssid=education

significant number of opt-out students there did not appear to be a correlation with the average income in the district.[3]

A participation in state testing of 95% is a criteria for some federal funding, so schools with a significant portion of students who do not participate may have their funding affected.

2. Technology challenges

The Smarter Balanced assessment was designed to be a computer adaptive test, although paper tests were available this year. Districts may have experienced technology challenges.

3. Scoring challenges

Scores have taken longer to be returned to districts than planned. OSPI staff will discuss this issue, and districts will share the impact this has had.

In 2013 the Legislature mandated a process for districts to use test results for third graders in reading to address students who are below grade level in reading, so third grade reading results were particular important, and many districts tested third graders early to facilitate planning. Legislation passed this session (ESSB 5803) eliminated the requirement to use state testing results received prior to the end of the school year in the process. However, state testing results in third grade reading remain a trigger for statutorially required activities by the district, such as notification of parents if the student is below grade level, and notification of the strategies that are available to address the student's needs.

4. Participation in field testing of the Smarter Balanced assessment

Last year some districts in Washington chose to participate in field testing of the Smarter Balanced assessment. The federal Department of Education permitted states to allow elementary and middle schools that participated in field testing not to have to administer the state assessments (for Washington the Measurement of Student Progress (MSP)). Not having state testing data for a year impacts the schools' identification for school improvement and Achievement Index. For schools that field tested, data from the last year of state testing is "carried-forward" in subsequent years until new state testing results are available. At this Board meeting, the Board will discuss the accountability system during the transition to new assessments, including the impact of field testing.

For districts, there were advantages and disadvantages to field testing. Field testing allowed schools to prepare for the full administration of the Smarter Balanced assessment by testing their technology and their assessment processes. On the other hand, field testing deprived schools of an additional year of state testing results that would have been comparable to previous years.

Panelists will discuss their experience of field testing and their districts' and schools' decisions whether to field test.

Action

No Board action is associated with this agenda item. This panel discussion may help inform SBE consideration of approval of a policy statement concerning the use of the Achievement Index during the transition to new assessments. In addition, this discussion may also inform the action planned for August 2015, when the Board will consider approval of a graduation cut-score for the high school Smarter Balanced assessments.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

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[3] Evans, M. (2015, June 17). Understanding the Rise of Ohio's Opt Out Movement. Webinar presentation retrieved June 17, from www.edweek.org/go/webinar.

Format for Panel: Review of Districts' Experiences with the Smarter/Balanced Assessment during the 2014-15 School Year

Robin Munson, Asst. Superintendent, OSPI – SBAC Roll-Out (15 minutes)

- What Went According to Plan – Review of 'Wins'
- Technology Challenges
- Score Report Challenges
- IT Challenges
- Student Refusal Challenges (Extent of 'Opt-Out' – Do We Know the Data, and What Impact is it Likely to Have on Standard Setting? What are Federal Participation Requirements?)
- Implications for Policy & Practice in Future
- How Does SBAC Receive User Feedback on Washington's Experience? How Can SBE provide SBAC this Feedback?

Sarah Rich, Asst. Superintendent, North Thurston School District – (15 minutes)

- What Went Accordingly to Plan – Review of 'Wins'
- Experience of Non-Field-Test Schools
- Technology or Administrative Challenges Experienced
- Recommendations for the State, and for SBAC Vendor Going Forward

Eric Anderson – Director, Research, Evaluation & Assessment, Seattle Public Schools – (15 minutes)

- What Went Accordingly to Plan – Review of 'Wins'
- Technology or Administrative Challenges Experienced
- Recommendations for the State, and for SBAC Vendor Going Forward

Anne Wolfley, Director of Teaching & Learning, Riverside School District — (15 minutes)

- What Went Accordingly to Plan – Review of 'Wins'
- Unique Technology or Administrative Challenges Experienced by Rural Districts
- Recommendations for the State, and for SBAC Vendor Going Forward

LOCATION AND DATE CHANGES FOR THE 2015-2016 AND 2017-2018 BOARD MEETING CALENDAR

Date Changes for Future Annual Retreats

Recommendation

Board members have requested three-day annual retreat meetings to be scheduled for the end of the week as opposed to the middle of the week. Staff are proposing revised calendar dates of upcoming annual retreats for the 2016, 2017 and 2018 year.

Action

Members will be asked to take action on approving the revised board meeting calendars.

Date Change for the September 2015 Meeting

Recommendation

At the May meeting, members approved changing the 2015 board retreat to July 8-10 in Seattle. Moving the retreat dates from September to July will require board approval to also change the dates for the September meeting to a regular two-day meeting. Staff are recommending the September 9-11 meeting dates be changed to September 10-11.

Action

Members will be asked to take action on approving the recommended date change for the September 2015 board meeting.

If you have questions regarding this memo, please contact Denise Ross at denise.ross@k12.wa.us.

Washington State Board of Education
Meeting Dates and Locations for 2015-2018

****Revised****

2015	2016	2017	2018
January 7-8 Olympia	January 13-14 Olympia	January 11-12 Olympia	January 10-11 Olympia
March 11-12 Tacoma	March 9-10 Renton	March 8-9 Gig Harbor	March 14-15 Mount Vernon
May 13-14 Pasco	May 11-12 Yakima	May 10-11 Walla Walla	May 9-10 Yakima
July 7-9 Seattle	July 13-14 Spokane	July 12-13 Spokane	July 11-12 Spokane
September **10-11** Spokane	September **14-16** Everett	September **13-15** Anacortes	September **12-14** Kennewick
November 4-5 Vancouver	November 9-10 Vancouver	November 8-9 Vancouver	November 7-8 Vancouver

SCHOOL DISTRICT REQUESTS FOR TEMPORARY WAIVER OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS
July 2015

Requesting School District	Date of Application	Date of School Board Resolution	Proposed Graduating Class for Implementation
Aberdeen	5/19/2015	5/21/2015	2021
Chimacum	5/4/2015	5/27/2015	2021
Darrington	6/23/2015	6/23/2015	2021
Eatonville	5/19/2015	5/13/2015	2021
Franklin Pierce	3/12/2015	2/10/2015	2021
Hoquiam	6/2/2015	6/2/2015	2020
Lake Stevens	5/29/2015	5/27/2015	2021
Mossyrock	5/22/2015	5/18/2015	2021
Ridgefield	1/27/2015	2/10/2015	2021
Rochester	6/26/2015	6/10/2015	2021
Toledo	6/4/2015	5/21/2015	2021
West Valley (Spokane)	6/30/2015	6/24/2015	2021
White Pass	5/11/2015	5/11/2015	2021

.

Aberdeen

THE WASHINGTON STATE BOARD OF EDUCATION

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

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

Instructions

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

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

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

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

Please send the application and school board resolution electronically to:

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

For questions, please contact:

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

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

Aberdeen School District No. 5
Resolution No. 2015-02

A Resolution Supporting the Application for a Temporary Waiver from High School Graduation Requirements

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver of up to two years from the 24-credit career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552); and

WHEREAS, implementing the 24-credit requirement for 9th Graders in the Fall of 2015 (graduating Class of 2019) will have a staffing, curricular and budgetary impact which the District has not had time to fully analyze;

WHEREAS, the District desires for the new graduation requirements to be meaningful and attainable to students and needs additional time to fully communicate to students and parents the various ways that the 24-credit requirement can be met through the Personalized Pathway requirement;

WHEREAS, the District has already purchased and is preparing to introduce a college and career readiness platform to the Class of 2021 as they enter seventh grade in the fall;

WHEREAS, adding a third year of science in high school requires scheduling, staffing, facility and equipment considerations the District needs additional time to address, now

THEREFORE BE IT RESOLVED, that the Board of Directors of Aberdeen School District No. 5 does hereby request a two-year waiver with the new state graduation requirements going into effect for the Class of 2021.

ADOPTED on the **21st day of May, 2015**, at a duly convened meeting of the Board of Directors of Aberdeen School District No. 5 of which due notice was given in the manner provided by law with the following directors being present and voting.

Aberdeen School District No. 5
Grays Harbor County, Washington

Sandra Bielski, President

Jennifer Hagen, Vice President

Christi Boora, Director

Jeremy Hawkins, Director

Jamie Walsh, Director

ATTEST:

Thomas A. Opstad, Secretary

Application

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

1. Name of district: Aberdeen School District No. 5

2. Contact information

   Name and title: Dr. Thomas A. Opstad, Superintendent

   Telephone: 360-538-2006

   E-mail address: topstad@asd5.org

3. Date of application: May 19, 2015

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

We are requesting a waiver to delay the implementation of the graduation requirements due to a number of new programs we will be implementing over the next two years.

Beginning in the fall of 2015, we are changing to a new student guidance program called *Naviance* that will better personalize the educational pathway for every student in our district in grades 7-12. We feel we need time to both implement and develop this program to help meet individual student needs over the next two years and to insure our Personalized Pathway Requirement planning options are in place and fully accessible.

We will also be reviewing our staffing capacity in light of the upcoming legislative changes. We currently have a very strong CTE and Skills Center menu of classes that meet the current graduation requirements, but we will need to review our high school master schedule and class offerings to make sure we can meet the new requirements and still provide a strong career and technical program for our students. This may also involve reviewing our district calendar, studying various high school schedules (we are currently on a six-period day), and developing appropriate interventions for students who may need extra time or make up credits.

Our high school math and ELA teachers are currently reviewing the new Bridges Math and ELA curriculum for students who have not met standard on the Smarter-Balanced Assessment. As of the date of this application, we are still not clear on what the Legislature will change in terms of high school assessments and once that is determined in the 2015 Special Session, we will need time to look at how to provide support for students in the assessment area.

We are just starting to develop a comprehensive 7-12 guidance program to better meet the needs of our students as early as possible and working with the administrators at both the junior high and high school to implement this plan. While we have a very supportive community, we also would like additional time to make sure our students, parents, and community-at-large understand and support the changes that will result from the legislative changes, moving to new assessments with potential changes to the

senior year and the new 24-credit requirements developed by the State Board of Education.

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

The biggest impediment at this point in time is the unknown legislation surrounding the state assessments. It is our understanding that the Smarter-Balanced Assessment will be given to all eleventh-grade students. What is unclear is how that will be tied to graduation and what the cut scores will be if that is the case. This in turn has both staffing and master schedule implications at the high school level.

We are in the process of developing our high school master schedule now and will be finished prior to the end of the legislative session. If major changes occur, we will need to implement changes in next year's schedule and need some additional time to provide the supports and interventions as described above.

Another area we find challenging centers around finding highly qualified teachers who meet the new state and federal requirements, especially in math, science and special education. While we currently have a very stable and highly qualified teaching staff, there are retirements and family moves that necessitate hiring in our region. This can often be a challenge. We need time to address the additional world language credits and hire qualified staff to meet the class load expectations.

Our building principals need time to review the changes from this legislative session, develop a coordinated 7-12 plan, review research and effective models for supporting all students in all content areas while implementing our new guidance program.

We also need additional time to plan for ongoing professional development if the Bridge Math and ELA classes are required for students not meeting the standard on the Smarter-Balanced 11th grade assessment. We will need time to review our staffing requirements if changes are needed in order to provide the additional classes as outlined in the 24-credit requirements.

Our school board will need time to be briefed and reflect on the impact the changes will have to our current programs, including our CTE, online opportunities, world language requirements, and more. This will involve another review and revision of our district graduation policy and procedures. We receive guidance from WSSDA on our policy development and would like to wait for the latest updates after the conclusion of the 2015 legislative session.

Finally, it will take time to review potential changes to our district calendar and address those changes with the community. The Office of the Superintendent of Public Instruction has not yet posted the assessment dates for the 2015-16 school year and beyond and will be needed in order to better understand what changes in our academic calendar we will need to make in the upcoming years.

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

_____ Class of 2020

__xx__ Class of 2021

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

We plan to develop a strong and meaningful High School and Beyond Plan using our new *Naviance* guidance program that will include the Personalized Pathway Requirement for our students that meet state and federal changes in the law. This will involve the implementation of a communication plan and the impact on our district calendar, junior high and high school schedules, support for students that are behind or in need of additional assistance and aligning our staffing to meet the changes in additional content at the high school level.

We will develop an academic calendar and schedules at both our junior high and high schools to best accommodate our students' needs. This will take into account the implementation of the new Smarter-Balanced assessment requirements and related curricular changes.

Planning the implementation of the new online guidance program, electronic portfolio and student career and college planning tools will be one of our highest priorities in meeting the new graduation requirements.

Taking the time needed to explore, research and implement best practices in grades 7-12 along with posting, interviewing and hiring (or realigning classes and staff) will be undertaken over the next two years in order to fully meet the requirements for the class of 2021.

Redesigning the professional development to meet the implementation of the Bridge to Math and ELA classes will be built into our plan at the high school. After this first year implementing the new state Smarter-Balanced assessments, we have a better understanding of the testing requirements and will be able to target our professional development to better meet the needs of teachers and ultimately, students.

Our goal is to fully embrace the requirements outlined in WAC 180-51-068 over time. This waiver is requested to meet those goals and assure we are working with our building staff and community to implement the changes in a thorough and well-thought out process that involves the inclusion of multiple stakeholders in our district and broader community.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

CHIMACUM SCHOOL DISTRICT NO. 49

Requesting Graduation Requirements Waiver of Core 24

RESOLUTION NO. 2015-3

A RESOLUTION, of the Board of Directors of the Chimacum School District No. 49, Jefferson County, State of Washington, requesting a graduation credit waiver from the Washignton State Board of Education allowing the district to maintain a 23 credit graduation requirement for the graduating classes of 2019 and 2020; and

WHEREAS, the State Board of Education is directing districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014 known as CORE 24; and

WHEREAS, the Board of Directors of the Chimacum School District No. 49, has researched the implications of the additional credit requirements and believes there will be a significant negative impact on the district financially and logistically if the graduation requirements are increased to 24 credits in the next two years for the classes of 2019 and 2020;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Chimacum School District No. 49, that the Chimacum School District is requesting a graduation requirement waiver of the 24 credits for the graduating classes of 2019 and 2020 allowing the district to maintain the graduation requirement of 23 credits for these classes;

ADOPTED by the Board of Directors of Chimacum School District No. 49 at an open public meeting held on May 27, 2015, notice of which was given as required by law, the following directors being present and voting therefore.

BOARD OF DIRECTORS

Chair

ATTEST:

Superintendent/Secretary to the Board

Application

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

1. Name of district: Chimacum

2. Contact information

   Name and title: Whitney Meissner, Chimacum High School Principal

   Telephone: 360-732-4090 x265

   E-mail address: Whitney_meissner@csd49.org

3. Date of application: 5/4/2015

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

   Our district currently requires 23 credits to graduate. In previous years, we have provided the opportunity for students to earn up to 2.0 credits prior to beginning high school. This has been reduced to 1.0 credits, and only for advanced math students. This is an equity issue our school and district needs to address. In addition, with the changes to testing requirements being so drastically different and no baseline or longitudinal data available to provide support, we would like two years to prepare for meeting the changing requirements in support of our students.

   In past years, students in 8th grade took Pacific Northwest History (PNWH) for a full year in 8th grade. During the 2014-15 school year, and again in 2015-16, the middle school changed its schedule, reducing what formerly was annually 180 hours of PNWH to having it integrated into Humanities, a combined LA/SS course. PNWH no longer appears on student academic records, and in consultation with the middle school principal, we determined only a "met requirement" designation was appropriate where in the past students could request a .5 high school credit for the course.

   In addition, only about 30% of 8th graders take a high school credit-bearing math course (Algebra or Geometry).

   Further, in previous years, our school was able to offer a two-week summer school program called "Freshman Academy" which allowed students to get a jump start into high school and earn .5 credit. This program was discontinued due to lack of funding.

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

   They are noted above. In addition, we are a small, rural school district, and with the drastic changes to Highly Qualified Teacher regulations, we are having difficulty filling some teaching positions, particularly for our Focus Program, the intervention program that supports students who are credit deficient. With limited economic base and expensive homes in our community, it

is difficult to attract teachers who are highly qualified in multiple content areas, a necessity in our small school

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

   ☐ Class of 2020

   ☒ Class of 2021

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

   We already provide the opportunity for students to earn 24 or more credits through our school and community programs. We have increased the number of students taking courses through Skills Centers and through online remedial/credit recovery options.

   We offer credit retrieval summer school and will continue to do so.

   In addition, we have applied for and been accepted to offer the Bridge to College program in English and math.

   We intend to apply to become an Open Doors school, but will need time to implement the program with fidelity.

   Finally, we need the next three (2015, 2016, 2017) years of SBAC data to allow us to see how our students are learning over time. This will allow us to prepare well for the Class of 2021 with regard to these new requirements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

REQUEST FOR TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

Board Resolution No. 354-06-15

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, delaying the implementation of E2SSB 6552 will allow the district to provide professional development to teaching and counseling staff as it relates to the twenty-four credit graduation requirement;

WHEREAS, the additional time will allow the district to develop a comprehensive communication plan to share the new graduation requirements with students, families, and the community;

NOW, THEREFORE, BE IT RESOLVED that the district will apply for a temporary waiver from the high school graduation requirements for the class of 2019 and will implement the requirements for the class of 2021.

ADOPTED this 23rd day of June, 2015.

Board Chair

Vice-Chair

Board Member

Board Member

Board Member

ATTEST:

Superintendent, Secretary to the Board

Application

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

1. Name of district: Darrington

2. Contact information

   Name and title: Superintendent

   Telephone 360-436-1323

   E-mail address

3. Date of application. 6-23-15

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

   Delaying the implementation will also allow our district to provide professional development to our teaching and counseling staff as it relates to the 24 credit graduation requirement. The additional time provided by this waiver allows us to develop a comprehensive communication plan to share the new graduation requirements with students, families and the community."

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

   - We need time to further develop Career and Technical Education equivalencies within our high school curricula.
   - A waiver will also allow the school board time to explore and implement more opportunities for students to earn high school credit.
   - As our enrollment is declining, it is possible that staffing could be reduced accordingly and this additional two years will allow adequate planning time for this transition.

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

   _____ Class of 2020

   ___X___ Class of 2021

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

- The high school principal and district Career and Technical Education Director will collaborate to develop new courses and course equivalencies consistent with our district goals.

- Principal and staff will explore options for changes in the school day district-wide to allow students more flexibility.

- The entire teaching staff, community stakeholders and students will be made aware of the changes coming to the graduation requirements for the Class of 2021.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Eatonville School District #404
Phone: 360-879-1000 Fax 360-879-1086
PO Box 698, 200 Lynch St. W.
Eatonville, WA 98328

TOGETHER, We Commit to Excellence in Education and Preparation for Life

Paulette Gilliardi, Chair-Ronda Litzenberger, Asst. Chair-Roger Andrascik-Jeff Lucas-John Lambrecht

EATONVILLE SCHOOL DISTRICT NO. 404
RESOLUTION NO. 650
TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

WHEREAS, Eatonville School District will submit a resolution to the Washington State Board of Education delaying the implementation of the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552; and

WHEREAS, currently the Eatonville School District's graduation requirements are aligned with WAC 180-51-067, implementation would require revisions to district procedures, staffing resources to meet highly qualified requirements, and facilities.

NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Eatonville School District No. 404 hereby request, based on extension, the requirement would go into effect for the freshman class of 2017, graduating in 2021.

ADOPTED this 13th day of May 2015 by the Eatonville School Board of Directors;

Attest:

Superintendent Krestin Bahr, Secretary to the Board

Res. 650 -05/13/2015

Application

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

1. Name of district: Eatonville School District No. 404

2. Contact information

   Name and title: Krestin Bahr, Superintendent

   Telephone: 360-879-1027

   E-mail address: Krestin_bahr@eatonville.wednet.edu

3. Date of application: Click here to enter a date.

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

   The Eatonville School District requirements for graduation and subsequent resources are not in alignment with the requirements.

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

   Eatonville School District procedures, course offerings, teaching staff, and school facilities required significant review and potential modification in order to comply with the requirements.

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

   ☐ Class of 2020

   ☒ Class of 2021

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

   We are working on alternatives for CTE and academic curriculum (addressing this for general education students as well as students with disabilities and those who are English language learners). Increasing our understanding and options for cross-crediting and alternative as well as acceleration programming, studying other program models around the region and state, realigning resources to improve capacity through facility

and boundary committees, and reviewing district procedures – all to align with the requirements

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Franklin Pierce Schools
315 129th Street S, Tacoma, WA 98444
253-298-3000, Fax 253-298-3015
www.fpschools.org

RESOLUTION 15-R-02
TEMPORARY WAIVER FROM THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS

Whereas, the Washington State Legislature codified into law the passage of E2SSB 6552 that increases graduation requirements to Core 24 college and career ready; and

Whereas, under RCW 28A.230.090(1)(d)(ii), the State Board of Education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduation classes of 2019 and 2020; and

Whereas, the district is seeking additional time to plan and communicate the changes in requirements; and

Whereas, a temporary waiver will allow district staff to more adequately prepare for the new graduation requirements; and

Whereas, a temporary waiver will also allow more time for the district to ensure systems are in place to best support students in meeting the new requirements;

Be it therefore resolved that the Franklin Pierce Schools Board of Directors hereby requests the approval of the temporary waiver from Core 24 college and career ready graduation requirements to begin with the graduating classes of 2019 and 2020.

The foregoing resolution was adopted by a majority of the Board of Directors at the regular meeting held on Tuesday, February 10, 2015.

BOARD OF DIRECTORS
FRANKLIN PIERCE SCHOOL DISTRICT

Doug Carlson

John Harstad

Mary L Sherman

ATTEST:

Secretary of the Board

Application

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

1. Name of district: Franklin Pierce Schools

2. Contact information

   Name and title: Carolyn Treleven, Executive Director of Teaching and Learning

   Telephone: 253-298-3006

   E-mail address: ctreleven@fpschools.org

3. Date of application: 3/12/2015

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

   Our current academic supports and counseling systems are structured to meet the existing 22 credit graduation requirement. Our district's challenge with on-time graduation is credit deficiencies. Additional time will allow for more comprehensive planning and implementation of supports as we move toward the 24 credit requirement.

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

   We need to do a comprehensive analysis of what staffing alterations, scheduling shifts, and budget and resource needs are necessary for us to be able to implement the full 24 credit requirement for all students.

   Our efforts will include:

   - Additional lab sciences to meet the needs of the third credit of science;
   - Increased world language opportunities, potentially at the middle school level as well; and
   - Development of additional math, science, and CTE courses.

   In addition, we have not had time to adequately communicate to parents, students, and our community about how our district plans to meet the new 24 credit graduation requirement. This is a major change and students will no longer have as much flexibility in their schedules. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.

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

   ☐ Class of 2020

   ☒ Class of 2021

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

    - Develop and initiate a comprehensive communication plan for students, parents, staff, and community members. Implement strategies to communicate to a broad-based audience to aid in the understanding of the new requirements.
    - Develop and implement a professional development plan for counselors and teaching staff. Deepen the understanding of student options and requirements.
    - Continue efforts on early identification of students who are struggling. Provide appropriate supports for academic success and credit retrieval.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

HOQUIAM SCHOOL DISTRICT NO. 28

RESOLUTION NO. 15-03

A Resolution Supporting the Application for a Temporary Waiver from High School Graduation Requirements

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver of up to two years from the 24-credit career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552); and

WHEREAS, implementing the 24-credit requirement for 9th Graders in the Fall of 2015 (graduating Class of 2019) will have a staffing, curricular and budgetary impact which the District has not had time to fully analyze;

WHEREAS, the District desires for the new graduation requirements to be meaningful and attainable to students and needs additional time to fully communicate to students and parents the various ways that the 24-credit requirement can be met through the Personalized Pathway requirement;

WHEREAS, the new requirement will require additional time to address;

NOW, THEREFORE BE IT RESOLVED by the Board of Directors of Hoquiam School District No. 28, Grays Harbor County, Washington, does hereby request a two-year waiver with the new state graduation requirements going into effect for the Class of 2021.

ADOPTED this 2nd day of June, 2015

Hoquiam School District No. 28
Grays Harbor County, Washington
Board of Directors

President

Director

Director

Director

Director

Attest:

Secretary, Board of Directors

Application

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

1. Name of district: Hoquiam School District

2. Contact information

   Name and title: Mike Parker, Superintendent

   Telephone: (360) 538-8235

   E-mail address: mparker@hoquiam.net

3. Date of application: June 2, 2015

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

We are requesting a waiver to delay the implementation of the 24-credit requirement for several reasons:

1. Staffing that will be required to implement the new 24-credit requirement needs further study. This will require time and collaboration with the Hoquiam Teacher Association. We must review our high school master schedule and class offerings to make sure the requirements can be met. Implementing the new requirement will also include discussions and support from our grade 6-8 Middle School. Again, this will take time and resources as we align their class offerings with the high school class offerings.

2. We offer a K-12 online school called HOMELINK. This school is comprised of nearly 100 students who earn credits that lead to graduation. The new 24-credit requirement must be implemented at HOMELINK as well. The staff at HOMELINK will need the time to align classes and courses that will meet the new expectation.

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

There are several impediments preventing an immediate transition to the 24-credit requirement:

1. The biggest impediment at this point is the unknown legislation surrounding our state assessments. As of this application the legislators have just gone into their second Special Session. Will there be more changes with the Smarter Balanced Assessment and graduation?

2. Staffing to the new requirement is also an impediment, particularly in this region. Highly qualified teachers are required in math, science and special education.

The increase in World Language credits will also challenge our system. In this region despite our more aggressive efforts to recruit, there is a shortage of teachers needed to meet this new requirement. We'll need time to recruit and train new teachers.

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

✓ Class of 2020

✓ Class of 2021

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

The Hoquiam School District is in the process of improving teaching and learning throughout the district. We need time to continue with these efforts that will lead to a Hoquiam graduate who is career and college ready.

A highly trained teaching staff with a Principal who is well informed combined with a counseling department that understands what it takes for a student to be career and college ready is our goal. Again, we'll need the time to identify best practices and implement these strategies. Professional development will be a key component to our plan.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Inspiring Excellence

LAKE STEVENS
School District

Lake Stevens School District | 12309 22nd St. NE | Lake Stevens, WA 98258-9500
425-335-1500 (office) | 425-335-1549 (fax)

RESOLUTION NO. 7-15

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

WHEREAS, the Washington State Legislature passed E2SSB 6552, which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24-credit requirement; and

WHEREAS, the Board of Directors and a district committee made up of administrators and certificated staff have discussed this issue at great length and have carefully considered the necessary time and resources required to implement the new requirements in a reasonable manner; and

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

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

ADOPTED by the Board of Directors of Lake Stevens School District No. 4, Snohomish County, Washington, at a regular open public meeting held on May 27, 2015.

President

ATTEST

Secretary to the Board of Directors

Our students will be contributing members of society and lifelong learners, pursuing their passions and interests in an ever-changing world.

Application

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

1. Name of district: Lake Stevens School District

2. Contact information:

   Name and Title: Amy Beth Cook, Superintendent

   Telephone: 425-335-1502

   E-mail address: amybeth_cook@lkstevens.wednet.edu

3. Date of application: 5/29/2015

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

   The Lake Stevens School District has always established rigorous graduation requirements that are higher than those required by the State. We currently require 23.5 credits. However, as we have begun to consider all the ramifications of this change, we have come to realize the magnitude of the many programs, practices, courses, credit opportunities and policies that must be in place and/or updated to ensure that all students are able to graduate on time, college and career ready.

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

   - Several program changes will need to be made to accommodate the new requirements that will impact science, CTE, World Languages and electives. As a result, staffing may be impacted and will need to be adjusted.
   - 24 credits, specifically targeted, in a six-period day severely limit the opportunities for students to explore a variety of courses to determine their passions and interests. Additionally, opportunities for struggling students to take courses that support them will limit their opportunities further. Exploration of alternative schedules to the traditional six-period day needs to occur.
   - Currently there are very few opportunities for credit retrieval and no opportunities for students to take full courses online.

   All of these issues take time to plan and funding to implement.

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

_____ Class of 2020

___x___ Class of 2021

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

a) Develop free and accessible credit and credit retrieval options for students.

b) Explore options for alternatives to the six-period day that provide students the opportunity for more experiences and opportunities throughout their school career.

c) Create locally determined Personal Pathway Requirement options.

d) Address budget and staffing implications created as a result of the new requirements.

e) Develop a comprehensive communication plan for students, parents and staff that fully explains the new requirements and clearly articulates pathways, interventions and supports for students.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Mossyrock School District

Resolution No. 14/15-03
Temporary Waiver from High School Graduation Requirements

A RESOLUTION OF THE BOARD OF DIRECTORS, MOSSYROCK SCHOOL DISTRICT NO. 206, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TWO YEAR WAIVER FROM IMPLEMENTING THE REQUIREMENTS OF WAC 180-51-068 (THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS).

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a study and planning to implement effectively, especially for Mossyrock Academy; and

WHEREAS the District is currently working with its current staff on District and School Improvement Plans and Site Action Plans including a review of its student services, courses, support for its ALE program, and instructional practices to insure career and college readiness of its graduates; and

WHEREAS the Superintendent, Secondary Principal, and Counselor recommendation that revisions necessary to meet the 24 credit requirement requires additional time; and

WHEREAS, the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements until 2021; and

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

NOW, THEREFORE, BE IT RESOLVED THAT THE Mossyrock School District No. 206, by and through its Board of Directors, adopts resolution No. 14-15-03 and hereby requests a waiver of the 24 credit requirement for the classes of 2019 and 2020.

Adopted this 18th day of May 2015. **MOSSYROCK SCHOOL DISTRICT No. 206**

BOARD OF DIRECTORS

Ken Rankin, Board Chair

Donna Wilson, Vice Chair

Sona Markholt, Director

Denise Weise, Director

Jesse Nelson, Director

ATTEST:

Dr. Karen Ernest, Secretary to the Board

5/18/15
Date

Application

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

1. Name of district: Mossyrock School District

2. Contact information

   Name and title: Karen Ernest, Superintendent

   Telephone: 360-983-3181

   E-mail address: kernest@mossyrockschools.org

3. Date of application: May 22, 2015

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

   Mossyrock School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

   - Our district needs extra time to implement and refine systems to meet the new 24 credit requirements district-wide. We need the additional time to effectively allow students, especially our Academy students, to transition, without penalty, and assure systems are in place to support students' path to graduation.
   - By delaying the implementation of the Core 24, we will be able to develop a comprehensive communication plan to better communicate the new graduation requirements—the credit requirements for students in Mossyrock Academy and specific course requirements for students in Mossyrock High School. Parents and students must understand the rationale and need for the Core 24-credit graduation requirement. By developing a strategic communication plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported in their work toward these new graduation requirements.

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

   The impediments that prevent successful implementation of the career and college ready graduation requirements are:

- For Mossyrock Academy, our current academic supports and counseling systems are structured to meet the existing 20 credit graduation requirement. Our district's challenge with on-time graduation is credit deficiencies. Additional time will allow for more comprehensive planning and implementation of supports.
- We have not adequately communicated to parents, students, and our community about how our district plans to meet the new Core 24-credit graduation requirement. This is a major change for students, especially those enrolled in Mossyrock Academy. Parents and students need to have clear information.
- Although the number of credits required to graduate from Mossyrock High School exceeds 24 credits, the specific credits required for implementation of the Core 24 will require a restructuring of course offerings and a reorganization of teacher assignments.
- Mossyrock School District will need 2 years of additional time to resolve all of these impediments and to communicate to parents, students, and our community. Additionally, we need further time to test and implement systems to ensure student success.

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

   X Class of 2020 for Mossyrock High School (Hopefully, we will be able to implement for the Class of 2019.)

   X Class of 2021 for Mossyrock Academy

   X Class or 2021 for the District as a whole

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

   - Implement K-12 Career and College Readiness. Work towards district initiatives preparing all students to meet the 24 credit career and college ready standards.
   - Restructure the time, course offerings, and teacher availability to students in Mossyrock Academy, our on-line program.
   - Reassign teachers to specific subject areas to meet the Core 24 requirements. This could also involve hiring teachers with additional endorsements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

RESOLUTION NO. 2014-2015-007

A resolution to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

Whereas, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

Whereas, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

Whereas, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

Therefore, Be It Resolved that the Board of Directors for the Ridgefield School District No. 122 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

APPROVED by the Board of Directors of Ridgefield School District No. 122, Clark County, Washington at an open public meeting thereof held this 10th day of February, 2015.

Attest:

Dr. Nathan McCann, Superintendent

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

Scott Gullickson, President

Jeff Vigue, Vice President

Steve Radosevich, Director

Joseph Vance, Director

Becky Greenwald, Director

Application

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

1. Name of district: Ridgefield School District

2. Contact information

   Name and title: Tony VanderMaas, Principal

   Telephone: 360.619.1320

   E-mail address: tony.vandermaas@ridge.k12.wa.us

3. Date of application: 1/27/2015

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

   The Ridgefield School District is seeking a waiver to delay implementation of the career and college ready graduation requirements to allow time to prepare and maintain rigorous expectations, adjust staffing and scheduling, and prepare comprehensive guidance and counseling to communicate with all stakeholders. It is important to us that any change is done in a thoughtful, organized manner. We believe it will be most beneficial for student achievement and post-high school readiness to take the extra two years to prepare.

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

   There are several impediments that our district is working through before we can fully implement the new graduation requirements well.

   1. Ridgefield High School has required a stringent set of graduation requirements for many years. We are committed to providing and encouraging students to engage in a rigorourous course of study. We need additional time to identify and create the right guidance model for equivalency crediting, particularly in math and science.
   2. As a district, we are committed to running a thriving STEM program. District-wide, our teachers are working through aligning curriculum with Next Generation Science Standards. It is imperative that teachers and administrators have the appropriate time and resources to create a system that allows students maximum choice, preparation, and rigor. This will require collaboration between our middle and high schools.
   3. Personalized Pathways will need increased guidance at a middle school level. That will take significant alignment of a 7-12 comprehensive guidance and counseling program. That too, will take extended time and collaboration. A very large impediment is that the middle school counselor will be on maternity leave. Missing the resident middle school expert, our team will need the additional time to come up with an effective system to provide information and guidance.

4. We operate with a student-driven master schedule. The graduation requirements put even more responsibility on students to make decisions about their course enrollments. The extra time will allow for thorough analysis of our staffing and master scheduling, in an effort to predict and respond to student needs.

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

   ☐ Class of 2020

   ☒ Class of 2021

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

   There will be ongoing collaboration and planning with multiple different teams – district level leadership, high school administration, district counseling, Science and STEM teachers, student needs personnel (High School and Beyond Coordinator and Credit Recovery teacher). All of these teams are committed to providing students with the most preparatory and effective high school experience.

   1. Create personalized pathways and collaborate with the middle school counselor to determine best way to engage and educate 7th and 8th graders about their post high school choices and high school enrollment. We will also look more thoroughly at using online tools to monitor and classify students as a way to proactively provide information and opportunities as outlined by their PPR.
   2. Realign 7-12th grade science and STEM courses with NGSS.
   3. Identify and expand credit recovery opportunities and credit equivalencies.
   4. Predict student PPR needs and work through a master schedule and staffing as appropriate.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

RIDGEFIELD
SCHOOL DISTRICT
COMMUNITY SCHOOLS
GREAT RESULTS

2724 S HILLHURST ROAD
RIDGEFIELD, WA 98642
TEL 360 619 1300
FAX 360 619 1397
www.ridge.k12.wa.us

SUPERINTENDENT
DR. NATHAN MCCANN

BOARD OF DIRECTORS
DISTRICT 1 - JEFF VIGUE
DISTRICT 2 - JOSEPH VANCE
DISTRICT 3 - STEVE RADOSEVICH
DISTRICT 4 - BECKY GREENWALD
DISTRICT 5 - SCOTT GULLICKSON

Board Members

Director Steve Radosevich commented on the Little League volunteer cleanup project of the barn at Ridgefield High School. Director Jeff Vigue commented on Legislative House Bill 1952 Transfer of School District Territory sponsored by Legislative Representative Liz Pike.

Superintendent – Dr. Nathan McCann

Dr. Nathan McCann informed the Board on various activities and events taking place in the school district and community. He highlighted Legislative House Bill 1952 Transfer of School District Territory, Ridgefield Youth Arts Month March 1-31, 2015, "Pro-kindness "anti-bullying program at South Ridge Elementary School, Ridgefield Community Service Day February 21, and joint planning meeting with City of Ridgefield, YMCA, and Ridgefield School District.

Dr. McCann thanked Mr. Terry Hurd and The Historic Sportsman's Restaurant and Lounge for his generous and continual support to the Ridgefield Community and for being a valued partner to the Ridgefield School District. Mr. Hurd was unable to attend the meeting and will be recognized at a later date.

The Board recessed for five minutes then resumed the regular meeting.

OLD BUSINESS – *Action*

None

NEW BUSINESS – *Action*

Approve Notice to Cancel Regular Board Meeting on Tuesday, February 24, 2015

Motion was made by Director Jeff Vigue Board approve Notice to Cancel Regular Board Meeting on Tuesday, February 24, 2015, seconded by Director Becky Greenwald. There was no discussion. All members voted in favor of the motion. Motion carried.

Approve Resolution No. 2014-2015-003 South Ridge Construction Acceptance as Complete

Motion was made by Direct Jeff Vigue Board approve Resolution No. 2014-2015-003 South Ridge Construction Acceptance as Complete, seconded by Director Becky Greenwald. There was a brief discussion. All members voted in favor of the motion. Motion carried.

Approve Resolution No. 2014-2015-004 Union Ridge Construction Acceptance as Complete

Motion was made by Director Jeff Vigue Board approve Resolution No. 2014-2015-004 Union Ridge Construction Acceptance as Complete, seconded by Director Becky Greenwald. There was no discussion. All members voted in favor of the motion. Motion carried.

Approve Resolution No. 2014-2015-005 South Ridge Building Commissioning Report Approval

Motion was made by Director Jeff Vigue Board approve Resolution No. 2014-2015-005 South Ridge Construction Acceptance as Complete, seconded by Director Joe Vance. There was a brief discussion. All members voted in favor of the motion. Motion carried.

Approve Resolution No. 2014-2015-006 Union Ridge Building Commissioning Report Approval

Motion was made by Director Jeff Vigue Board approve Resolution No. 2014-2015-006 Union Ridge Construction Acceptance as Complete, seconded by Director Joe Vance. There was no discussion. All members voted in favor of the motion. Motion carried.

Approve Resolution No. 2014-2015-007 Requesting Temporary Waiver from High School Graduation Requirements for the graduating class of 2019 and 2020

Motion was made by Director Jeff Vigue Board approve Resolution No. 2014-2015-007 Requesting Temporary Waiver from High School Graduation Requirements or the graduating class of 2019 and 2020, seconded by Director Joe Vance. There was a brief discussion. All members voted in favor of the motion. Motion carried.

Ridgefield School District #122 complies with all state and federal rules and regulations and provides equal opportunity in programs and employment and does not unlawfully discriminate on the basis of race, color, national origin/language, marital status, HIV/Hepatitis C status, sex, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, disability, or the use of a trained dog guide or service animal by a person with a disability, and provides equal access to the Boy Scouts of America and other designated youth groups. Ridgefield School District will also take steps to assure that national origin persons who lack English language skills can participate in all education programs, services and activities. For information regarding translation services, bilingual education or inquiries regarding compliance procedures, contact Dr. Patricia Boles, Title IX/Section 504/ADA Coordinator, 2724 S. Hillhurst Road, Ridgefield, WA 98642, (360) 619-1301, or by email at pattyboles@ridge.k12.wa.us

Board of Directors
Ben Elkins
Camille Haskins
Michael Langer
Glen Morgan
John Mortenson

ROCHESTER SCHOOL DISTRICT NO. 401

10140 Highway 12 SW, Rochester, WA 98579 (360) 273-5536 FAX (360) 273-5547

'ROCHESTER SCHOOLS' AT THE HEART OF THE COMMUNITY

Superintendent
Kimberly M. Fry
Director of Curriculum, Assessment & Technology
Justin J. Black
Business Manager
Jill E. Pratt

RESOLUTION NUMBER 03-15
REQUESTING GRADUATION REQUIREMENTS WAIVER of CORE 24

A RESOLUTION of the Board of Directors of the Rochester School District No. 401, Thurston, Lewis and Grays Harbor Counties State of Washington, requesting a graduation credit waiver from the Washington State Board of Education allowing the district to maintain a 22.5 credit graduation requirement for Rochester High School and a 21.5 credit graduation requirement for H.E.A.R.T. High school for the graduation classes of 2019 and 2020;

WHEREAS, the State Board of Education is directing districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014 known as CORE 24; and

WHEREAS, the Board of Directors of Rochester School District No. 401 has researched the implications of the additional credit requirements and believes there will be a significant negative impact on the district financially and logistically if the graduation requirements are increased to 24 credits in the next two years for the classes of 2019 and 2020.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Rochester School District No. 401, that the Rochester School District is requesting a graduation requirement waiver of the 24 credits for the graduating classes of 2019 and 2020 allowing the district to maintain the graduation requirements of 22.5 for Rochester High School and 21.5 H.E.A.R.T. High School credits for these classes;

ADOPTED by the Board of Directors of the Rochester School District No. 401, Thurston, Lewis and Grays Harbor Counties, Washington, at the regular meeting thereof held this 10th day of June 2015.

ATTEST:

Secretary to the Board

Chairperson

Director

Director

Director

Director

THE WASHINGTON STATE BOARD OF EDUCATION

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

Application

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

1. Name of district: Rochester School District

2. Contact information

   Name and title: Kim Fry, Superintendent

   Telephone: 360 273 9242

   E-mail address: kfry@rochester.wednet.edu

3. Date of application: June 26, 2015

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

   Rochester School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

   Our district needs extra time to plan, implement and refine systems to meet the new 24 credit requirements, specifically the need for increased Science, Fine Arts, and World Languages courses. We need to expand our credit equivalencies as well as plan for some accelerated opportunities at our middle schools. This will require us to rethink and refine our academic programming at all of our secondary schools. We need the additional time to effectively allow students to transition, without penalty, and assure systems are in place to support students' path to graduation. Additionally, we need to determine how much additional staff must be hired.

   Rochester High School requires students to attain 22.5 credits for graduation. HEART High School requires 21.5 credits. This allows for some flexibility for students to meet their on-time graduation target in the event that they don't earn all their credits or meet all the assessment requirements. The 24 credit framework eliminates this flexibility. We will need to provide additional counseling and academic supports to ensure that students achieve academically within this new framework. Our Highs School and Beyond Plans needs to be redefined as well. We will need to develop a system and strategies for tracking credits within a personalized pathway too.

Delaying the implementation of new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of 24-credit career and college ready graduation requirements, as well as time to design and incorporate systems of support.

Rochester School District is currently implementing several initiatives that will greatly enhance student learning and teacher instructional practices. From stating AVID to beginning our work as a Math Science Partnership Grant award winner our district is dedicating substantial planning, and professional development. By adding time to meet increased graduation requirements, both the 24-credit graduation requirements and the instructional improve initiatives will allow time for quality implementation.

The additional time will allow us to develop a comprehensive communication plan to better communicate the new graduation requirements. Families already have a difficult time understanding the requirements for graduation. The individualized nature of the new framework adds a more complicated feature. It is important that we develop a clear communication plan for our families so that they can see how to navigate the new framework and the new requirements. They need to understand the real opportunities and the multiple pathways available to their child. By developing a strategic communications plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported towards the new graduation requirements.

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

The impediments that prevent successful implementation of the career and college ready graduation requirements are:

Counseling Support

Our current academic supports and counseling systems are structured to meet the existing credit graduation requirements. Our district's challenge with on-time graduation is credit deficiencies. Additional time will allow for more comprehensive planning for an implementation of supports.

We have not had time to adequately communicate to parents, students and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will no longer have room to fail classes, without serious consequences. Parents and students need to have clear information.

Staffing

We will need to increase our Science, Fine Arts, and World Languages course offerings. Increasing these curricular areas will have an impact on curricula, staffing, facilities, as well as the budget. How we allocate resources will have to be explored too. We will want to look at whether or not we can expand our credit equivalencies and/or accelerated learning opportunities at the middle school level.

At this time, Rochester School District does not have the staff, facilities, curricular materials or equipment needed to meet the additional requirements.

Communications

We need to develop a clear and simple communication plan that communicates the personal pathway options for graduation. This is a major change and students will no longer have room to fail, without serious consequences. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.

Rochester School District will need 2 years of additional time to resolve these impediments and to communicate to parents, students and our community. Additionally, we need further time to test and implement systems to insure student success.

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

   ☐ Class of 2020

   ☐X Class of 2021

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

   - Develop and implement a professional development plan for counselors and instructional staff to deepen the understanding of student options and the 24 credit requirements.
   - Use data to determine the facility, staffing, and curricular changes.
   - Allocate resources to align with facility, staffing and curricular changes.
   - Develop new course offerings to include equivalencies and accelerated learning opportunities.
   - Establish systems to address both academic and emotional needs of students.
   - Refine our High School and Beyond Planning to include middle school.
   - Develop a simple, clear communication plan for students, parents, staff and community.
   - Implement strategies to communicate to a broad-based audience to aid in the understanding of changing expectations.

TOLEDO SCHOOL DISTRICT NO. 237
116 RAMSEY WAY
PO BOX 469
TOLEDO, WA 98591
(360) 864-6325• (360) 864-6326 FAX

SUPERINTENDENT
SHARON BOWER

BOARD OF DIRECTORS
HEIDI BUSWELL
JERAD BUSWELL
BRAD DYKSTRA
DALE KOTH
BILL MOORE

RESOLUTION 2014-15-14
TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

A resolution of the Board of Directors of the Toledo School District No. 237 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address scheduling, staffing, and Personal Pathway Requirement needs to accommodate the added graduation requirements;

THEREFORE, be it resolved that the Board of Directors for the Toledo School District No. 237 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

BY ORDER OF THE BOARD OF DIRECTORS OF THE TOLEDO SCHOOL DISTRICT DATED AND SIGNED THE MAY 21, 2015.

Heidi Buswell
HEIDI BUSWELL, CHAIRMAN

BRAD DYKSTRA, VICE CHAIR

JERAD BUSWELL, MEMBER

DALE KOTH, MEMBER

Bill Moore
BILL MOORE, MEMBER

ATTEST:
Sharon L. Bower
SHARON BOWER
SECRETARY TO THE BOARD

Application

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

1. Name of district: Toledo High School

2. Contact information

   Name and title: Sharon Bower, Superintendent

   Telephone: 360-864-6325

   E-mail address: sbower@toledo.k12.wa.us

3. Date of application: 6/4/2015

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

   Our district is in a state of leadership change. We are currently in the hiring process for a superintendent replacement for the following school year (2015-2016). A change in leadership may provide a different focus on high school programs. Teachers at Toledo High School are currently engaged in ongoing discussions, working through scheduling changes, and staffing challenges. Specialized programs that include dual college credit, college and career readiness and upgraded student opportunities need to be given more consideration.

   The new superintendent working closely with administration and staff will be critical to our continued success. The waiver will provide us needed time to complete this process, provide improved change, clarify staffing issues, and review are financial obligations under the new superintendent guidance.

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

   *A new Master Schedule needs to be designed to address shared staff between the High School and Middle School.

   *Administrative and staff need more collaboration time to determine a schedule (7 period day vs. Modified Block vs. AB Block vs. Trimester Block) to best meet our student needs.

   *Further time to develop Personal Pathway Requirements.

   *Board deliberation on new graduation requirements.

   *Eliminating 4 year Advisory program with credit and develop a non credit High School and Beyond Plan.

   *Research curriculum to align with a change in scheduling program.

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

   ☐ Class of 2020

   X Class of 2021

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

   District led Leadership meetings with principals, teachers, counselor, and patrons.

   Parameters of the meetings will include:

   Budgeting

   Scheduling

   Building hours

   Curriculum

   Staffing configuration

   Personal Pathway Requirements

   Contract obligations and limitations

   Develop plan for loss of Culminating Project

   Develop a High School & Beyond Plan for non-credit implementation

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

West Valley School District No. 363
Spokane, Washington

RESOLUTION NO. 15-05

TEMPORARY WAIVER FROM THE WASHINGTON STATE 24 CREDIT GRADUATION REQUIREMENT

WHEREAS, it is necessary to request a temporary waiver from the Washington State 24 credit graduation requirement under Chapter 217, Laws of 2014; and

WHEREAS, conflicts arise that preclude immediate implementation of the new graduation requirements.

NOW, THEREFORE, BE IT RESOLVED that West Valley School District No. 363 will hold students accountable to Washington State graduation requirements in accordance with the rules of the State approved graduation requirement waiver.

DATED this 24th day of June, 2015.

Board of Directors
WEST VALLEY SCHOOL DISTRICT NO. 363

ATTEST:

Board Secretary

Application

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

1. Name of district – West Valley School District #363

2. Contact information

   Name and title – Jean Marczynski, Assistant Superintendent

   Telephone – 509 924 2150

   E-mail address – jean.marczynski@wvsd.org

3. Date of application – 6/2015

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

   a. We are requesting the waiver for our high schools

      i. Dishman Hills High School

      ii. Spokane Valley High School

      iii. Spokane Valley Transition School

      iv. West Valley High School

West Valley School District is part of a cooperative agreement with local school districts to educate youth who have not succeeded in traditional high school settings. Currently West Valley School District is educating approximately 450-500 students who have come to us credit deficient and with many gaps in their learning. Additionally, these students often have many life challenges such as; transiency, being teen parents, having no adult support outside of school, living in poverty, and/or dealing with homelessness, to name a few. Credit deficiencies ensure that students will need more time to earn credits toward graduation. Adding additional credits and the time it takes to earn them, will further reduce their chances for graduating from high school. Rapid implementation of the new career and college ready requirements with this population would be overwhelming, and possibly devastating, leading to students dropping out of high school instead of finishing it. However, our concern is not isolated to our alternative schools. Students who are dealing with significantly adverse life experiences and trauma are also attending West Valley High School, our traditional comprehensive high school. Therefore, our reasoning for asking for this waiver is so that we can ensure that we have time to acquire all the necessary resources (mentioned below) to meet the needs of all our learners, especially those who are most at risk of dropping out of high school.

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

NOW, THEREFORE, BE IT RESOLVED THAT THE White Pass School District No. 303, by and through its Board of Directors, adopts resolution No. 03-15 and hereby requests a waiver from the State Board of Education from implementing the requirements of WAC 180-51-068 (The Core 24 College and Career Ready Graduation Requirements for the classes of 2019 and 2020).

Attest:

_____

White Pass School District No. 303
Board of Directors: 5.11.15

_____

_____

Edn Emerson

Board Chair _____

Superintendent _____

- Scheduling and staffing for additional courses (specifically art and science)
- Adding additional science labs to our schools
- Supporting academic gaps of students (including those caused by social and emotional issues)
- Supports for meeting all needs of our highly transient populations

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

_____ Class of 2020

___X___ Class of 2021

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

a. Some of the requirements would be added each year with full implementation by 2021.

   i. Hire multi-endorsed teachers who will be able to teach a variety of classes – especially in the areas of science and fine arts.

   ii. Increased capability for dual crediting

   iii. Increased capability for cross-crediting

   iv. Changes in master schedules

   v. New curriculum and course offerings

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WHITE PASS SCHOOL DISTRICT No. 303
LEWIS COUNTY, WASHINGTON

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

RESOLUTION No. 03-15

A RESOLUTION OF THE BOARD OF DIRECTORS, WHITE PASS SCHOOL DISTRICT NO. 303, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TWO YEAR WAIVER FROM IMPLEMENTING THE REQUIREMENTS OF WAC 180-51-068 (THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS).

WHEREAS, the Board of Directors of the White Pass School District No. 303, meeting May 11, 2015, in Lewis County, Washington, to hold a regular scheduled Board of Directors meeting; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduation from high school to 24 credits will require a substantial amount of study and planning to implement effectively. We need extra time to implement and refine systems to meet the above state requirement. We need the additional time to effectively allow students to transition without penalty and assure systems are in place to support student's path to graduation; and

WHEREAS, the District is unable to meet the third year of science as we are a small rural school district with limited staff turnover and fluctuating enrollment. With our rural location, we would not be able to find a Highly Qualified Science teacher on a 2/7 contract for the one additional course we would need to offer; and

WHEREAS, the extended two years would grant us time to seek the hiring of a Highly Qualified teacher that could potentially meet the District's needs and/or grant us time to assess our current staff's abilities and potentially add additional certifications; and

WHEREAS, the District has undergone a complete Administrative turnover this year, and the additional time will allow us to go through a more collaborative process with our staff to implement the necessary changes with fidelity; and

WHEREAS, the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements until 2021; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the District Board of Directors;

Application

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

1. Name of district: White Pass School District

2. Contact information

   Name and title: Chuck Wyborney, Superintendent

   Telephone: 360 497 3791 ex4004

   E-mail address: cwyborney@whitepass.k12.wa.us

3. Date of application: May 11, 2015

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

   White Pass School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

We are able to meet all of the requirements except the 3rd year of science because we are a small rural school district with limited staff turnover and fluctuating enrollment. Our current staff mix would require us to drop AP Biology in order to allow all of our incoming freshman to meet the new science requirements. With our rural location, we would not be able to find a highly qualified science teacher on a 2/7 contract for the one additional course we need to offer.

The extra two years will help us in two ways. First we will hire smart and take advantage of our future hiring opportunities and secondly we are looking at existing staff s ability to add additional certification.

Our district needs extra time to implement and refine systems to meet the new 24 credit requirements. We need the additional time to effectively allow students to transition, without penalty, and assure systems are in place to support students path to graduation.

Our district is in transition this year with all three new administrators. The additional time will allow us to go through a more collaborative process with our staff to implement the necessary changes with fidelity.

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

The impediments that prevent successful implementation of the career and college ready graduation requirements are:

As stated above we can meet the Foreign language and art requirements, it is the science requirement that is in the way at this time. In our location less than full time hires are not possible, or at least highly unlikely. We would need to offer two additional sections of a third year in science or drop our two advanced Science courses. We will add science endorsement preferred to all future job postings and continue to examine other options including CTE courses that may work.

We have not had time to adequately communicate to parents, students and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will need to be prepared to make career path decisions at an earlier age. Parents and students need to have clear information available to make wise choices.

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

☐ Class of 2020

X Class of 2021

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

We have work group this summer who are revising the old Navigation 101 materials to better meet our needs.

Our five year and beyond plan is now completed over a semester in a junior high study skills class. This course includes additional career research requirements. We feel our students need to be better informed as they enter High School.

THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Approval of Private Schools for 2015-2016
As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps. ☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. ☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. ☒ Goal Four: Provide effective oversight of the K-12 system. ☐ Other
Relevant To Board Roles:	☐ Policy Leadership ☒ System Oversight ☐ Advocacy ☐ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education will approve private schools recommended for approval by the Office of the Superintendent of Public Instruction (RCW 28A.195.040 and Chapter 180-90 WAC).
Possible Board Action:	☐ Review ☐ Approve ☐ Adopt ☐ Other
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☒ Third-Party Materials ☐ PowerPoint

Synopsis:

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.

A list of schools recommended by the Office of the Superintendent of Public Instruction is included in this Board packet. One school is recommended for approval with a minor deviation (WAC 180-90-112 (3)(b)). A Journey School will have inspections completed on its facility in August, when facility construction is completed.

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
A Journey School Initial with Deviation Christa Giblin-Niven 21500 Cypress Way Building B Lynnwood WA 98036-7939 425.445.9718	P-1	32	18	0	Snohomish
Annie Wright Schools Christian Sullivan 827 Tacoma Ave N Tacoma WA 98403-2899 253.272.2216	P-12	16	470	0	Pierce
Baker View Christian School W. Keith Lindsey 5353 Waschke Rd Bellingham WA 98226-9612 360.384.8155	P-8	6	45	0	Whatcom
Bishop Blanchet High School Sheila Kries 8200 Wallingford Ave N Seattle WA 98103-4599 206.527-7711	9-12	0	877	0	King
Christian Worship Center Elementary Judy Wangemann 204 Cheney Rd (Mail: PO Box 747 Zillah 98953-0747) Zillah WA 98953-9764 509.829.6965	P-12	20	40	0	Yakima
Colville Valley Junior Academy June Graham 129 E Cedar Loop Colville WA 99114-9237 509.684.6830	K-9	0	30	0	Stevens
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	K-9	0	40	0	Grant
DigiPen Academy Raymond Yan 9931 Willows Rd NE Redmond WA 98052-2591 425.753.7532	1-12	0	12	0	King

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Discovery Depot Montessori Constance Falconer 733 Tracyton Blvd Bremerton WA 98311-9036 360.337.1400	P-3	36	25	0	Kitsap
Discovery Depot Montessori Schoolhouse 5550 Tracyton Blvd (Mail: 7333 Tracyton Blvd Bremerton WA 98311-9036 Bremerton WA 98311-2386 360.337.1400	P-1	20	5	0	Kitsap
Dolan Academy & Learning Center Janet Dolan 18500 156th Ave NE Suite 204 Woodinville WA 98072-4459 425.488.3587	P-12	1	5	0	King
Epiphany School Matt Neely 3611 E Denny Way Seattle WA 98122-3423 206.323.9011	P-5	24	216	0	King
Evergreen School Veronica Codrington-Cazeau 15201 Meridian Ave NE Shoreline WA 98133-6331 206.957.1525	P-8	41	429	0	King
Explorations Academy/Global Community Institute Daniel Kirkpatrick 1701 Ellis St Suite 215 (Mail: PO Box 3014 Bellingham 98227-3014) Bellingham WA 98225-4617 360.671.8085	8-12	0	38	0	Whatcom
Explorer West Middle School Evan Hundley 10015 28th Ave SW Seattle WA 98146-3708 206.935.0495	6-8	0	100	0	King
Faith Lutheran School (8135) Paul Leifer 113 S 96th St Tacoma WA 98444-6502 253.537.2696	P-8	16	70	0	Pierce

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Faith Lutheran School (8482) Laura White 7075 Pacific Ave SE Lacey WA 98503-1473 360.491.1733	P-8	42	148	0	Thurston
First Presbyterian Christian School Tracy Blue 318 S Cedar Spokane WA 99201-70330 509.747.9192	P-5	120	85	0	Spokane
Forest Park Adventist School Cynthia Miller 4120 Federal Ave Everett WA 98203-2117 425.258.6911	K-8	0	30	0	Snohomish
Freedom Academy Leonard Edlund 12527 200th St E (Mail: 18710 Meridian E #115 Puyallup 98375-2231) Graham WA 98338 253.365.3397	K-12	0	1	0	Pierce
Gateway Christian Schools Nick Sweeney 705 NW Lincoln Rd (Mail: 18901 8th Ave NE Poulsbo 98370-7349) Poulsbo WA 98370-7512 360.779.9189	P-5	100	105	0	Kitsap
Grandview Adventist Junior Academy Richard Peterson 106 N Elm St Grandview WA 98930-1009 509.882.3817	P-8	15	15	0	Yakima
Horizon School Leah Jones 1512 NW 195th St Shoreline WA 98177-2820 206.546.0133	P-1	46	15	0	King
Kitsap Adventist Christian School Becky Rae 5088 NW Taylor Rd Bremerton WA 98312-8803 360.377.4542	K-8	0	21	0	Kitsap

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Leadership Preparatory Academy Maureen O'Shaughnessy 308 4th Ave S (Mail: 5116 150th Pl SW Edmonds 98026-4431) Kirkland WA 98033-6612 425.786.3006/206.920.8405	6-12	0	18	0	King
Living Wisdom School of Seattle Susan McGinnis 2000 NE Perkins Way (Mail: 20715 Larch Way #18 Lynnwood 98036-6854) Shoreline WA 98155-4033 425.772.9862	P-8	27	25	0	King
Mayflower Christian School Debbie Cernick 300 N 2nd (Mail: PO Box 741 Cle Elum 98922-0741) Roslyn WA 98941 509.674.5022	P-8	20	8	0	Kittitas
Medina Academy Robert Mond 16242 Northrup Way Bellevue WA 98008-2545 425.497.8848	P-7	75	202	0	King
Monroe Montessori School Allan Washburn 733 Village Way Monroe WA 98272-2171 360.794.4622	P-6	50	47	0	Snohomish
Montessori Country School Meghan Kane Skotheim 10994 Arrow Point Dr Bainbridge Island WA 98110-1410 206.842.4966	P-6	65	54	0	Kitsap
Montessori Academy at Spring Valley Gulsevin Kayihan 36605 Pacific Hwy S Federal Way WA 98003-7499 253.874.0563	P-8	24	5	0	King
Mt. Rainier Lutheran High School Bryan Oechsner 12108 Pacific Ave S Tacoma WA 98444-5125 253.284.4433	9-12	0	100	0	Pierce

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
North Coast Montessori School—Initial Helen Gilbert 21 Seabrook Ave Suite 4 (Mail: PO Box 175 Pacific Beach 98571-0175) Pacific Beach WA 98571 360.276.5077	P—8	8	12	0	Grays Harbor
North Wall Elementary School Jan Swanson 9408 N Wall St Spokane WA 99218-2245 509.466.2695	P-6	40	32	0	Spokane
Newport Children's School Cynthia Chaney 12930 SE Newport Way Bellevue WA 98006-2078 425.641.0824	P-1	190	35	0	King
Oakridge Ranch–Montessori Farm School Judy Lefors 11002 Orchard Ave (Mail: 6403 Summit view Ave Yakima 98908-1362) Yakima WA 98908-9102 509.966.1080	K-9	0	45	0	Yakima
Omak Adventist Christian School Jennifer Hoffpauir 425 W 2nd Ave (Mail: PO Box 3294 Omak 98841-3294) Omak WA 98841 509.826.5341	1-8	0	14	0	Okanogan
Orcas Christian School Thomas Roosma 107 Enchanted Forest Rd (Mail: PO Box 669 Eastsound 98245-0669) Eastsound WA 98245-8905 360.376.6683	K-12	0	85	0	San Juan
Rainier Christian Schools—Maple Valley Elementary School Weldo Melvin 16700 174th Ave SE (Mail: PO Box 58129 Renton 98058-1129) Renton WA 98058-9546 425.226.4640	P-6	70	110	0	King

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Salmonberry School Eliza Morris 867 N Beach Rd (Mail: PO Box 1197 Eastsound 98245-1197) Eastsound WA 98245-9711 360.376.6310	P-6	5	32	0	San Juan
Seattle Country Day School Michael Murphy 2619 4th Ave N Seattle WA 98109-1903 206.284.6220	K-8	0	360	0	King
Seattle Girls School Rafael del Castillo 2706 S Jackson St Seattle WA 98144-2442 206.709.2228	5-8	0	115	0	King
Seattle Lutheran High School Dave Meyer 4100 SW Genesee St Seattle WA 98116-4216 206.937.7722	9-12	0	120	0	King
Skinner Elementary Montessori School Peggy Skinner 5001 NE 66th Ave Vancouver WA 98661-2465 360.696.4862	P-6	40	20	0	Clark
Slavic Gospel Church Academy Angelina Nalivayko 3405 S 336th St Federal Way WA 98001-9630 253.880.1021	P-8	15	60	0	King
St. Alphonsus School Matt Eisenhauer 5816 15th Ave NW Seattle WA 98107-3096 206.782.4363	P-8	30	210	0	King
St. Benedict School Brian Anderson 4811 Wallingford Ave N Seattle WA 98103-6899 206.633.3375	P-8	40	170	0	King

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
St. Frances Cabrini School Father Pater Mactutis 5611 108th St SW Lakewood WA 98499-2205 253.584.3850	P-8	16	160	0	Pierce
St. Mary's Catholic School Lauri Nauditt 14601 E 4th Ave Spokane WA 99216-2194 509.924.4300	P-8	45	225	0	Spokane
St. Monica Parish School Anaca Wilson 4320 87th Ave SE Mercer Island WA 98040-4128 206.232.5432	P-8	20	200	0	King
St. Paul's Academy Jamie Estill 1509 E Victor St Bellingham WA 98225-1639 360.733.1750	P-12	25	120	0	Whatcom
The Clearwater School Dr. Stephanie Sarantos 1510 196th St SE Bothell WA 98012-7107 425.489.2050	P-12	4	60	0	King
Three Tree Montessori School Thomas Rzegocki 220 SW 160th St Burien WA 98166-3026 206.424.5100	P-6	92	88	0	King
Valley School Alan Braun 309 31st Ave E Seattle WA 98112-4819 206.328.4475	P-5	14	101	0	King
West Seattle Montessori School Angela Sears Ximenes 11215 16th Ave SW (Mail: 10241 California Ave SW Seattle 98146) Seattle WA 98146-3564 206.935.0427	P-8	55	115	0	King

Private Schools for Approval

2015–2016

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
West Sound Academy Barrie Hillman 16571 Creative Dr NE (Mail: PO Box 807 Poulsbo 98370-0807) Poulsbo WA 98370-8661 360.598.5954	6-12	0	120	0	Kitsap
Whidbey Island Waldorf School Michael Soule 6335 Old Pietila Rd (Mail: PO Box 469 Clinton 98236-0469) Clinton WA 98236-8602 360.341.5686	P-8	8	130	0	Island
Yakima Adventist Christian School Renae Young 1200 City Reservoir Rd Yakima WA 98908-2144 509.966.1933	P-10	20	90	0	Yakima
Bel-Red Bilingual Academy Sue Tang 15061 Bel-Red Rd Bellevue WA 98007-4211 425.283-0717	P-3	38	50	0	King

In response to public comments offered at the last meeting, amendatory language options are being developed for your consideration for WAC 180-17-010 Designation of Required Action Districts. That language will be available before the meeting, but will not be in the written packet. Included in this packet is the version posted for public comment.

AMENDATORY SECTION (Amending WSR 10-23-083, filed 11/16/10, effective 12/17/10)

WAC 180-17-010 Designation of required action districts. ((~~In January~~)) By March 31st of each year, the state board of education shall designate as a required action district a school district recommended by the superintendent of public instruction for such designation.

PROPOSED RULE MAKING

CR-102 (June 2012)
(Implements RCW 34.05.320)
Do **NOT** use for expedited rule making

Agency: State Board of Education

☒ **Preproposal Statement of Inquiry was filed as WSR** 15-04-017 **; or**
☐ **Expedited Rule Making--Proposed notice was filed as WSR** _____**; or**
☐ **Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).**

☒ **Original Notice**
☐ **Supplemental Notice to WSR** _____
☐ **Continuance of WSR** _____

Title of rule and other identifying information: (Describe Subject)
Accountability System: designation of required action districts. (Amending WAC 180-17-010.)

Hearing location(s):
Educational Service District 123
3918 W Court St, Pasco, WA

Date: May 13, 2015 Time: 1:00

Date of intended adoption: May 14, 2015
(Note: This is **NOT** the **effective** date)

Submit written comments to:
Name: Linda Drake
Address: State Board of Education
PO Box 47206, WA 98504-7206

e-mail linda.drake@k12.wa.us
fax (360)586-2357 by (date) May 6, 2015

Assistance for persons with disabilities: Contact
Denise Ross by May 6, 2015
TTY (360) 644-3631 or (360) 725-6025

Purpose of the proposal and its anticipated effects, including any changes in existing rules:

RCW 28A.657.030, section (3) requires the state board of education to annually designate districts recommended by the superintendent of public instruction as required action districts. The purpose of this proposal is to amend existing rule WAC 180-17-010 to change the timeframe when the state board must designate required action districts from January of each year to the end of March of each year.

Reasons supporting proposal: Data used by OSPI for making its recommendation of required action districts typically will not be available until after January. The data includes school and district graduation rate data, which is not complete and verified until after January each year.

Statutory authority for adoption: RCW 28A.657.120

Statute being implemented: RCW 28A.657.030

Is rule necessary because of a:

Federal Law?	☐ Yes	☒ No
Federal Court Decision?	☐ Yes	☒ No
State Court Decision?	☐ Yes	☒ No

If yes, CITATION:

DATE
3/30/2015

NAME (type or print)
Ben Rarick

SIGNATURE

CODE REVISER USE ONLY

OFFICE OF THE CODE REVISER
STATE OF WASHINGTON
FILED

DATE: April 01, 2015
TIME: 10:32 AM

WSR 15-08-099

TITLE Executive Director	

(COMPLETE REVERSE SIDE)

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:
None.

Name of proponent: (person or organization) State Board of Education

☐ Private
☐ Public
☒ Governmental

Name of agency personnel responsible for:

	Name	Office Location	Phone
Drafting.....	Linda Drake	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6028
Implementation....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025
Enforcement.....	Ben Rarick	Old Capitol Building, 600 Washington Street S.E., Olympia, WA	(360) 725-6025

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

☒ Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:
Name: Thomas J. Kelly
Address: Old Capitol Building, 600 Washington Street S.E., Olympia WA

phone (360)725-6031
fax ( )
e-mail thomas.kelly@k12.wa.us

☐ No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

☐ Yes A preliminary cost-benefit analysis may be obtained by contacting:
Name:
Address:

phone ( ) _____
fax ( )_____
e-mail _____

☒ No: Please explain: This is a rule relating only to internal governmental operations that is not subject to violation by a nongovernment party (RCW 34.05.328(5)(b)(ii)).

STATE BOARD OF EDUCATION RULE CHANGE
SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR: 15-04-017	**Title of Rule:** WAC -180-17-010	**Agency:** SDF - School District Fiscal Impact - SPI

Part I: Estimates

☒ **No Fiscal Impact**

This rule revision does not require any action by school district, and thus has no fiscal impact.

Estimated Cash Receipts to:

☒No Estimated Cash Receipts

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Total $					

Estimated Expenditures From:

☒ No Estimated Expenditures

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
Indeterminate at this time.					
Total $					

Estimated Capital Impact:

☒ No Estimated Capital Impact

ACCOUNT	FY 2014	FY 2015	2013-15	2015-17	2017-19
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: 01/30/2015
Agency Approval: Name Here	Phone: 360-725-0000	Date:

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.

None.

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.

None.

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.

None.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

None

Part IV: Capital Budget Impact

None