



THE WASHINGTON STATE BOARD OF EDUCATION

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

Educational Service District 113, Mason and Lewis Room
6005 Tye Dr. S.W., Tumwater, WA 98512

January 10-11, 2018 MEETING AGENDA

Wednesday, January 10

8:30-8:45 a.m.

Call to Order

- Pledge of Allegiance
- Welcome from Mr. John Bash, Superintendent, Tumwater School District

Introduction: New Executive Director

Agenda Overview

Consent Agenda

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

- Approval of Minutes from the November 8-9, 2017 Meeting
- Approval of Minutes from the December 13, 2017 Special Board Meeting
- Approval of Minutes from the December 29, 2017 Special Board Meeting

8:45-9:15

ESSA Update, Next Steps, Timeline

Dr. Deb Came, Assistant Superintendent, OSPI
Ms. Tennille Jeffries-Simmons, Assistant Superintendent, OSPI
Dr. Michaela Miller, Deputy Superintendent, OSPI

9:15-9:45

Threshold Scores for 10th Grade Career- and College-Ready English Language Arts and Math Assessments

Mr. Tony Alpert, Executive Director, Smarter Balanced Consortium
Dr. Deb Came, Assistant Superintendent, OSPI
Dr. Tom Hirsch, National Technical Advisory Committee

9:45-10:15

Process for Achievement Level Setting for the Washington Comprehensive Assessment of Science

Ms. Dawn Cope, Secondary Science Assessment Lead, OSPI
Dr. Tom Hirsch, National Technical Advisory Committee

10:15-10:30

Break

10:30-11:30

Next Generation Science Standards Communication Plan

Dr. Philip Bell, Executive Director, University of Washington Institute for Science and Math Education

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

Dr. Ellen Ebert, Science Director, OSPI

Mr. Jeff Estes, Board Member, SBE

Ms. Alissa Muller, Communications Manager, SBE

11:30-12:15 p.m.

Student Voice Panel

Mr. Collin Edwards, Student Leader, Chief Kitsap Academy

Mr. Sabian Hart, Olympia Chapter Leader, Mockingbird Society

Mr. Joe Hofman, Student Board Member, SBE

Mr. Asher Maria, Student Leader, Association of Washington Student Leaders

Ms. Lindsey Salinas, Student Board Member, SBE

Ms. Vanessa Valdez, Student Leader, Food Empowerment Education and Sustainability Team

Mr. Casey Chertok, Student Leader, Garden-Raised Bounty

12:15-1:00

Lunch

1:00-2:00

Required Action Districts and Comprehensive Support Schools

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, OSPI

Dr. Michaela Miller, Deputy Superintendent, OSPI

Dr. Andrew Parr, Research Director, SBE

2:00-2:30

Public Comment

2:30-2:45

Break

2:45-3:00

Public Hearing: CR-102 School Improvement Goals

Mr. T.J. Kelly, Director of School Apportionment, OSPI

Dr. Andrew Parr, Research Director, SBE

3:00-3:45

SBE's "Equity Statement of Intent"

Mr. Ricardo Sanchez, Member, SBE

3:45-4:15

Roles and Responsibilities Task Force Recommendations

Mr. Peter Maier, Vice Chair, SBE

Mr. Chris Reykdal, State Superintendent of Public Instruction, OSPI

4:15-5:30

Legislative Position on Assessment Requirements and Alternatives

Mr. Kevin Laverty, Chair, SBE

5:30

Adjourn

Thursday, January 11

8:00-9:15 a.m. Overview of the Open Public Meetings Act, Public Records Retention Training, and 2018 Member Packet Review
Ms. Alissa Muller, Communications Manager, SBE
Ms. Linda Sullivan-Colglazier, SBE Legal Counsel, Office of the Attorney General

9:15-9:30 Executive Director Update
Mr. Randy Spaulding, Executive Director

- Career Readiness Report
- Basic Education Compliance for Darrington, Eastmont, and Lopez Island School Districts
- Option One Waiver Request for Ridgefield School District

9:30-10:00 Public Comment

10:00-10:15 Break

10:15-11:00 Non-profit Education Advocates Legislative Panel
Mr. Rick Anderson, Policy Director, Communities in Schools
Mr. Brian Jeffries, Policy Director, Partnership for Learning
Mr. Dave Powell, Government Affairs Director, Stand for Children
Mr. Steve Smith, Executive Director, Black Education Strategies Roundtable
Mr. Daniel Zavala, Director, Policy and Government Relations, League of Education Voters

11:00-11:30 Business Items (Action Required)

1. Adoption of Threshold Scores for 10th Grade Career- and College-Ready English Language Arts and Math Assessments
2. Approval of Process for Achievement Level Setting for the Washington Comprehensive Assessment of Science
3. Approval of Next Steps for Next Generation Science Standards Communication Plan
4. Authorization to Present the Performance Improvement Goals (draft amendments to WAC 180-105-020 and WAC 180-105-060) to the Education Committees of the Legislature
5. Approval of Roles and Responsibilities Task Force Recommendations
6. Approval of Legislative Position on Assessment Requirements and Alternatives
7. Approval of Basic Education Compliance for Darrington, Eastmont, and Lopez Island School Districts
8. Approval of Basic Education Act Waiver Request for Ridgefield School District

11:30-12:00 p.m. 2018 Legislative Session Kick-Off

12:00 Adjourn

12:00-3:30 Legislative Hearings and Meetings

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

November 8, 2017

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

Wednesday, November 8

Members Attending: Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ryan Brault, Mr. Peter Maier, J.D., Mr. Chris Reykdal, Ms. Patty Woods, Ms. Holly Koon, Ms. Lindsey Salinas, Mr. Joe Hofman (12)

Members Absent: Mr. Ricardo Sanchez, Ms. Mona Bailey, Dr. Alan Burke, Ms. Janis Avery (4)

Staff Attending: Ms. Deb Merle, Ms. Linda Sullivan-Colglazier, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Kaaren Heikes (8)

Call to Order

Chair Lavery called the meeting to order at 8:30 a.m. and excused members Sanchez, Bailey, Burke and Avery. Members Salinas and Hofman are attending a school visit and will arrive later this morning.

Mr. Tom Hagley, Chief of Staff, Vancouver Public Schools, welcomed the Board and presented information about student and family resource centers in 18 schools in Vancouver. Mr. Hagley showed a video about intergenerational poverty issues that affect students' ability to succeed in school. Vancouver Public Schools helps to provide personal hygiene products, clothing closets, mental health services, weekend food options, and backpacks. Displaced families receive help with housing which results in decreased absenteeism and better academic outcomes. Mr. Hagley shared the district's vision that it takes a caring village and wrap-around services to transform student lives.

Consent Agenda

Motion made by Member Jennings to approve the consent agenda.

Motion seconded by member Bolt.

Motion carried.

School District Impacts of House Bill 2242 (McCleary)

Ms. Deb Merle, Interim Executive Director, SBE

Ms. Lorrell Noahr, Funding Lobbyist, WEA

Ms. Deb Merle and Ms. Lorrell Noahr presented a summary of HB 2242 and some of the impacts to districts. Members expressed concerns, in particular, about funding for special education.

Update on Required Action Districts

Dr. Michaela Miller, Deputy Superintendent of Public Instruction

Dr. Andrew Parr, Research Director, SBE

Dr. Michaela Miller and Dr. Andrew Parr discussed elements of the transition from the current accountability system to the new framework under development as a result of the Every Student Succeeds Act. Staff are determining what needs to change in statute and the role of the Board. OSPI is reorganizing departments to align better with student supports delivery. Districts will take on new responsibilities for supporting student sub-groups.

Members asked for a brief ESSA update and timeline for events going forward at the January meeting.

Achievement Index and Report Card Display

Dr. Michaela Miller, Deputy Superintendent of Public Instruction

Dr. Andrew Parr, Research Director, SBE

Dr. Parr reported that the release of the new index will be a dynamic back and forth process between the OSPI, school district personnel, and the SBE. The agencies will be collaborating with districts in advance of the Index release on validating, verifying, and learning about the new data elements. The OSPI has scheduled the first of two meetings of the technical advisory committee to address several elements of the Index that remain unresolved. Preliminary graduation rates have been computed and the window for district validation has closed, so this data element of the Index is closer to being finalized.

The school quality and student success measures are being compiled and analyzed so districts can get an early view of the data in January and February. Ongoing data reviews between the agencies and districts allow the latter to be notified about the identification of schools for comprehensive or targeted support. The OSPI is planning a Report Card display with the added feature of comparing schools and other modifications to publicly report as much data as possible without inadvertently releasing any student personal information.

Stakeholder Panel: 2018 Legislative Priorities

Ms. Lorrell Noahr, Funding Lobbyist, Washington Education Association

Ms. Georgia Spurrier, Chair, Legislative Youth Action Council

Mr. Dan Steele, Assistant Executive Director, Washington Association of School Administrators

Ms. Marie Sullivan, Lobbyist, Washington State Parent Teacher Association

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

Ms. Jessica Vavrus, Director of Governmental Relations, Washington State School Directors' Association

Ms. Noahr summarized the 2018 legislative priorities for the Washington Education Association:

- Close wage gap between full and part time employees in higher education
- College loan forgiveness
- Regionalization, compensation, and general underfunding of the K-12 system
- Capital Budget – healthy, modern, safe classrooms for students
- Class size reduction
- Quality education for all students including undocumented students

Ms. Spurrier talked with the Board about being a senior at Bellevue High School and about her role with LYAC. LYAC was created by youth to advocate for youth with the Legislature. They have 22 members aged 14 to 18; 85% identify as liberal; 1/3 as LGBTQ. Her presentation centered on the following topics:

- Youth education and justice
- Sexual health
- School reform
- Equity

Mr. Steele discussed the need for consistent, enhanced funding for schools and the need for a capital budget, as well as specific requests of the Legislature including:

- Salary state schedule enhancements
- Staff mix considerations
- Additional levy authority for districts

Ms. Sullivan told the Board that the WA PTA is the largest child advocacy association in the state. They adopt a two-year agenda during even years. Their top five issues currently are:

- Ample funding
- School construction
- Dual credit equality & support
- Connecting the resources in the community with families in need of them
- Competitive grant program

Legislative Update and SBE Priorities

Ms. Patty Wood, Member, SBE

Ms. Kaaren Heikes, Director of Policy and Partnerships, SBE

Member Wood and Ms. Heikes presented the draft State Board Legislative platform for 2018 on behalf of the Legislative Committee. The Board discussed each priority and made an edit.

Update on High School Assessments—10th Grade Career- and College-ready Level and 2017 Participation Information

Dr. Deb Came, Assistant Superintendent, OSPI

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

Deb Came presented on High School Assessments, including participation rates on the Smarter Balanced assessments for 2017, and an overview of the plan for setting achievement level scores on the Washington Comprehensive Assessment of Science (WCAS). The Board discussed the impact of moving the grade of assessment from 11th grade to 10th grade and the impact of HB 2224. Members asked questions about the expedited waiver permitted by the bill. OSPI staff reported that they are assembling information on this. So far, a small number of waiver applications have been received by the state. Members also expressed concerns for the complexity and time needed for the changes in the high school assessment system.

Retreat Follow-Up: Foundations I (Long-Term Visioning) and Foundations II (Planning Our Work Ahead)

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

Ms. Kaaren Heikes, Director of Policy and Partnerships, SBE

Members reviewed the SBE 10-year vision, legacy, and theory of action constructed during the annual retreat in September. Members then participated in an exercise to prioritize strategies of the Board for the next six months to serve as a bridge between the annual retreat and 2018 strategic planning process. Below are the top three priorities identified by the Board:

- Better incorporate student involvement
- Strengthen P-20 relationships
- Define student success with input from our partners

Update from Roles and Responsibilities Task Force

Mr. Peter Maier J.D., Vice Chair, SBE

Mr. Chris Reykdal, Superintendent of Public Instruction

Member Maier reported to the Board about two upcoming task force meetings with facilitator Gavin Payne on November 20 and December 20. The meetings will result in a set of

recommendations about roles, responsibilities and relationships between the two agencies. Recommendations will be ready in time for the 2018 legislative session.

Board Discussion

Potential Location Change for March 2018 Board Meeting

Members discussed moving the March 2018 Board Meeting to Olympia from Anacortes so they are in Olympia during the final week of the regular legislative session.

Potential Agenda Items for January and March Board Meetings

Members discussed the following possible agenda items:

- Three meeting arc ideas - multiple certifications for graduation, multiple pathways, options other than a 24 credit option, social and emotional learning
- Career and College Readiness
- Certificate of Achievement
- RCWs and WACs – specifics on how students qualify for special education
- Student Achievement Council and IEP Transition Plan
- Inviting a chair of private school to present
- Milestone gathering – what have we done as a board in the last two years

Public Comment

Mr. Paul Harris, House of Representatives

Mr. Harris stated that he is in support of de-linking the state assessment from graduation requirements. He voiced concern for 24-credit graduation requirements and noted that students have a difficult time with the new requirements and changing schedules. He noted that the Legislature might pass a bill reducing the graduation requirements.

Ms. Marie Sullivan, Lobbyist

Ms. Sullivan stated that she is providing public comment as a representative of a coalition of school districts in the Spokane and Ritzville area. She noted that there is a need for school construction and special education funding. Regionalization of salary allocation is the number one concern for those districts due to their location east of the Cascades. She noted staff mix for smaller, rural remote districts that need to be reimbursed for high-cost teachers. Due to levy reform, districts will lose tens of thousands of levy dollars that they were able to use before. She urged a pause in levy reform, asked that the state hit the pause button on levy reform and make sure districts are made whole. In regards to Pasco, she voiced concern with LAP funding and the concentration factor. She noted concern with the poverty percentage in

the concentration factor, potentially leading to students being moved around to reach a poverty percentage to receive additional funding.

Ms. Wendy Rader-Konofalski

Ms. Rader-Konofalski urged the Board to revisit de-linking the state assessment from graduation requirements. She described reasons for de-linking the assessment, including the challenges that English Language Learners face due to language barriers. She noted the difficult intersection between requiring 24 credits and having an exit exam.

The Board adjourned 5:30 p.m.

Thursday, November 9

Members Attending: Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ryan Brault, Mr. Peter Maier, J.D., Mr. Chris Reykdal, Ms. Patty Woods, Ms. Holly Koon, Ms. Lindsey Salinas, Mr. Joe Hofman (12)

Members Absent: Mr. Ricardo Sanchez, Ms. Mona Bailey, Dr. Alan Burke, Ms. Janis Avery (4)

Staff Attending: Ms. Deb Merle, Ms. Linda Sullivan-Colglazier, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Kaaren Heikes (8)

Chair Laverty called the meeting to order at 8:00 am and adjourned the open session at 8:01 a.m. for the purpose of evaluating qualifications of an applicant for public employment. He reconvened the Board meeting from Executive Session at 8:25 a.m.

Executive Session: Executive Director Search

Board Definition of Educational Equity and Equity Lens

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes recommended that the Board formally charter the Equity Committee as a standing committee with functions to include:

- Refining working definitions of “Educational Equity” and “SBE Equity Lens” to recommend to full Board for adoption at January SBE meeting
- Putting together recommendations for March that incorporate “theory of action” equity pieces

- Setting annual goals for equity work
- Clarifying specific roles and responsibilities about accountability in the context of education system health

The Board voiced support for these recommendations and the need of definition clarification, as well as the complexities of defining equity for the Board’s purposes.

Member Wood discussed the Community Forum and documentary “I’m not a racist am I.” Ten people participated in the training to facilitate showing of the movie. The Board discussed audience reactions and voiced the unique challenges it presented including continuing to engage and create spaces for others to become vulnerable and uncomfortable while discussing topics like systemic and institutional racism.

The Board considered utilizing the documentary in the future, both directly and indirectly through our partner organizations.

Executive Director Update

Ms. Deb Merle, Interim Executive Director

Ms. Merle introduced updates and that each topic item will be presented by specific staff members in charge of the work.

Dr. Parr reported on School Improvement Goals and Accountability.

Ms. Heikes reported on SBE Annual (2016-2017) Charter Schools Report. Board members suggested the following topics be addressed:

- Annual data report
- Calibration with Charter Schools Commission
- Selection Bias
- Assessment
- Funding model

Ms. Jensen reported on a new SBE Travel Policy and SBE Light Refreshments Policy. She noted the importance of removing the cap on the light refreshments in order to serve the Board and invited guests more easily.

Ms. Muller reported on Board Member Onboarding and Training – The onboarding packet will be ready for members to view during the January Board meeting.

Mr. Teed briefed the Board on an Option One request for a waiver of the minimum 180 instructional day requirement from Lopez Island School District. He also described the process for basic education compliance reporting, recommended that the Board approve 292 school

districts at this meeting, and described remaining questions that SBE staff have for Darrington, Eastmont, and Lopez Island School Districts. Darrington, Eastmont, and Lopez Island School Districts will be considered for approval at the January 2018 Board meeting.

24-Credit Graduation Requirement Implementation Update

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

Mr. Scott Seaman, Deputy Executive Director and Director of High School Programs, Association of Washington School Principals

Mr. Parker Teed, Data Analyst

Ms. Drake summarized the development of high school graduation requirements. In 2006, the Board was reconstituted and the Meaningful High School Diploma project was launched. In 2008 an initial framework for 24 credits was created. The 24-Credit Graduation Requirements, implemented for the Class of 2019 (for districts that do not have a waiver to delay implementation for two years), is quite different from the 2008 version. Ms. Drake summarized the requirements and some of the actions districts are taking to implement the requirements.

Mr. Teed summarized data on school district graduation requirements from the Basic Education Compliance report for the 2017-2018 school year. These data provide information on the implementation of 24-credit graduation requirements throughout the state. The majority of the number of districts that still need to increase their minimum graduation requirements to at least 24 credits will occur for the Class of 2021.

Mr. Seaman of the Association of Washington School Principals presented on how districts and schools are implementing the requirements. Sixty-two percent of high schools have a 6-period per day schedule, and 38 percent offer the opportunity for students to earn more than 24 credits. Implementing the requirements is an equity issue that impacts all students, and the complexity of this issue is not fully understood.

The Board discussed how competency-based education interacts with graduation requirements, and how to target support for those most in-need.

Member Brault left for remainder of Board Meeting but will participate via teleconference call, as will member Sanchez.

Board Discussion

Board members discussed the possibility of reconsidering its current position on “de-linking” passage of SBAC assessments from high school graduation requirements. The issue will be debated again during the 2018 legislative session and the Board will need to have a position if they want to be involved in the conversation. Members discussed a variety of related issues including:

- student incentives and assurance that the tests will be taken

- the need for broad involvement from stakeholders before making this decision
- the narrowing of curriculum caused by standardized testing.

The Board asked that staff compile all of the information the Board has considered in the past on these issues, and update research on student incentives and curriculum narrowing.

Chair Laverty clarified that the question the Board will consider in January is *not* whether the state should continue to administer standardized assessments for accountability purposes. Instead, the question is whether the results of the high school assessments should continue to be used as one of many graduation requirements.

Chair Laverty concluded the discussion by reminding members that the Board will continue this conversation at the January meeting.

BUSINESS ITEMS

Motion made by Member Jennings to adopt the 2017 school district basic education compliance report, as shown in Exhibit A.

Motion seconded by Member Wood.

Motion carried.

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

Motion seconded by Member Fletcher.

Motion carried.

Motion made by Member Bolt to approve the schedule change for the March 2018 board meeting from Anacortes on March 7-8, 2018 to Olympia on March 6-7, 2018.

Motion seconded by Member Jennings.

Motion carried.

Motion made by Member Wood to approve filing the CR-102 for WAC 180-105 regarding school improvement goals, as shown in Exhibit B.

Motion seconded by Member Maier.

Motion carried.

Motion made by Member Jennings to adopt the SBE Travel Policy, as shown in Exhibit C.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Koon to adopt the SBE Light Refreshments Policy, as shown in Exhibit D.

Motion seconded by Member Jennings.
Motion carried.

Motion made by Member Koon to remove adoption of SBE’s Equity Lens from the business items.

Motion seconded by Member Bolt.
Motion carried.

Motion made by Member Wood to adopt the 2018 SBE legislative priorities as amended in exhibit E “fund special education,” as shown in Exhibit E.

Motion seconded by Member Jennings.
Motion carried.

Chair Laverty adjourned the meeting at 3:00 p.m.

Minutes prepared by: Ms. Tami Jensen, Executive Assistant to the Board

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December 13, 2017

State Board of Community and Technical Colleges
1300 Quince Street SE, Olympia, WA 98504

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

Wednesday December 13

Members Attending: Ms. Connie Fletcher, Chair Kevin Lavery, Ms. MJ Bolt, Ms. Patty Wood, Mr. Jeff Estes, Dr. Alan Burke, Mr. Peter Maier, J.D., Mr. Ryan Brault, Ms. Holly Koon, Mr. Ricardo Sanchez, Ms. Judy Jennings (11)

Members Absent: Ms. Lindsey Salinas, Ms. Janis Avery, Ms. Mona Bailey, Mr. Joe Hofman, Mr. Chris Reykdal (5)

Staff Attending: Ms. Linda Sullivan-Colglazier, Ms. Tami Jensen, Ms. Deb Merle (3)

CALL TO ORDER

Chair Lavery called the special board meeting of the Washington State Board of Education to order at 10:10 a.m.

DISCUSSION OF NEXT STEPS FOR OSPI/SBE ROLES AND RESPONSIBILITIES TASKFORCE

Members discussed the process moving forward with facilitator Gavin Payne. Member Maier reported on the November 20 meeting held at PSESD, members discussed the following:

- Realignment of roles for both agencies moving forward
- Further discussion with full board at upcoming December 29 (ZOOM) meeting, OSPI
- January Board meeting business items action required

EXECUTIVE SESSION

Chair Lavery adjourned the open session at 10:20 a.m. and the Board went into Executive Session to interview applicants for the Executive Director position. The Chair reconvened the Board meeting from Executive Session at 4:50 p.m.

(Member Bolt left the meeting at 4:50 p.m.)

BUSINESS ITEMS

Motion made by Member Wood to authorize the Chair of the State Board of Education, Kevin Lavery, to negotiate a contract for employment as Executive Director of the State Board of Education with Randy Spaulding, within the posted salary range of \$135,000 to \$145,000.



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Motion seconded by Member Fletcher

Motion carried.

Chair Laverty adjourned the meeting at 4:55 p.m.

Minutes prepared by: Ms. Tami Jensen, Executive Assistant to the Board

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Billings Conference Room, 3rd Floor
December 29, 2017

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

Friday December 29, 2017

In-Person Participants: Peter Maier, J.D., Dr. Alan Burke and Mr. Chris Reykdal (3)

ZOOM Participants: Chair Kevin Lavery, Ms. Judy Jennings, Ms. MJ Bolt, Ms. Patty Wood, Ms. Holly Koon, Mr. Ricardo Sanchez, Ms. Connie Fletcher, Mr. Ryan Brault, Mr. Jeff Estes (9)

Members Absent: Ms. Janis Avery, Ms. Mona Bailey, Ms. Lindsey Salinas and Mr. Joe Hofman (4)

Staff Attending: Ms. Deb Merle, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Linda Drake and Ms. Tami Jensen (5)

CALL TO ORDER

Chair Lavery called the special board meeting of the Washington State Board of Education to order at 9:05 a.m. Ms. Jensen conducted a roll call of board members. Members Fletcher, Koon, Estes, Jennings, Lavery, Bolt, Maier, Brault, Sanchez, Burke, Wood and Reykdal were confirmed as participating.

OSPI/SBE ROLES AND RESPONSIBILITIES TASKFORCE, REPORT OUT AND RECOMMENDATIONS

Vice Chair Maier reported on the following:

ESD boundary changes

- Approval responsibility transferred from SBE to OSPI. (RCW 28A.310.020)

Private schools

- Annual approval remains with SBE. (RCW 28A.195.130)
- Application process and pre-approval analysis transferred from OSPI to SBE. (RCW 28A.305.130) (RCW 28A.195.010, RCW 28A.195.030)
- Private school advisory committee and distribution of federal Title funds remain with OSPI.

CTE course equivalency determinations (RCW 28A.230.097, RCW 28A.700.070)

- Approval responsibility transferred from SBE to OSPI.
- Responsibility for analysis remains with OSPI.
- OSPI responsibility to recommend CTE course equivalencies to SBE eliminated. (RCW 28A.230.010)



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- OSPI annual report to SBE added.

Learning Standards (RCW 28A. 150.210, RCW 28A.655.270, RCW 28A.305.215)

- Prior to filing pre-proposal statement of inquiry (CR 101), OSPI shall present proposals for a new standard or substantive change to an existing standard to the Board and the public at a SBE meeting.
- OSPI retains responsibility for developing new standards and changing existing standards
- Before filing notice of a proposed a new or modified standard (CR 102), OSPI shall present the proposal to the Board and the public at a SBE meeting.
- SBE provides a response to the proposal. OSPI retains authority for final adoption.
- SBE may propose to OSPI a new standard or change to an existing standard. OSPI provides a response to the proposal.

Waivers of 180-Day Requirements

- SBE retains responsibility for setting criteria and rulemaking. (RCW 28A. 305.140, WAC 180-18-030 through 180-18-065)
- Approval responsibility transferred from SBE to OSPI for approval of following waivers.
 - a. 180-day Option One waivers. (RCW 28A.305.140)
 - b. 180-day Option Two waivers shortening school week for limited number of small school districts. (RCW 28A.305.141)
 - c. Waivers for parent-teacher conferences (RCW 28A.305.140 and 180-18-050)
 - d. Waivers of CTE equivalences for districts under 2000 students. (RCW 28A.305.142)
- Annual public report by OSPI to SBE summarizing all applications for school and district waivers (including waivers for emergency circumstances), with data on approvals/ non-approvals, links to applications, reason for approval/non-approval and related analysis.

BEA compliance

- SBE retains responsibility for the annual compliance process (RCW 28A.150.250)
- Amend RCW 28A.150.250 to state that OSPI has explicit authority to withhold state funds from local education agencies in whole or in part for the basic education allocation until program compliance is assured.
- Amend RCW 28A.150.250(3) to state that the State Board of Education may recommend that the Superintendent of Public Instruction withhold said funds until program compliance is assured (statute now states SBE “shall require” SPI to withhold said funds)

Waivers of credit-based high school graduation requirements

- SBE retains responsibility for setting criteria, rulemaking, and approval for waivers of credit-based high school graduation requirements. (RCW 28A.305.140, WAC 180-51-068)



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- SBE retains responsibility for automatic one-year and two-year waivers of the 2019 deadline for the 24-credit graduation requirement. (RCW 28A.230.090(1)(d)(ii) and WAC 180-51-068)
- With respect to RCW 28A.655.180, which states that either SBE or OSPI may approve waivers for “restructuring educational programs,” amend statute to specify only SBE has responsibility to approve these waivers.

Operational Interactions (non-legislative)

- Data: SBE and OSPI will enter into a formal Data Sharing Agreement that insures processing and transmittal of data to SBE within xx days in order to facilitate SBE fulfillment of its accountability responsibilities. Said agreement will insure security of data and will seek to minimize impacts on OSPI staff.
- Office Space: OSPI and SBE agree that proximity of the organizations to each other promotes efficient and effective management of their respective responsibilities. Insofar as it is possible, OSPI will seek to maintain that proximity.

PUBLIC COMMENT

Representative Paul Harris, representing the 17th District, R-Vancouver

Representative Harris encourages the Board to continue its work on draft OSPI/SBE Roles and Responsibilities Bill and appreciates the work done to date.

BUSINESS ITEMS

Motion made by Member Fletcher to hire Randy Spaulding as Executive Director of the State Board of Education with a salary of \$140,000 and a start date of January 8, 2018.

Motion seconded by Member Jennings

Motion carried on a roll call. (11 yes/0 no, one abstain). Members voting yes; Lavery, Jennings, Bolt, Maier, Wood, Burke, Koon, Sanchez, Fletcher, Brault, Estes. Member voting to abstain: Reykdal.

Chair Lavery adjourned the meeting at 10:46 A.M.

Minutes prepared by: Ms. Tamara Jensen, Executive Assistant to the Board

*Complete meeting packets are available online at www.sbe.wa.gov
for questions about agendas or meeting materials, you may call 360.725.4475.*



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Title:	<u>Every Student Succeeds Act - Update</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	State law authorizes the State Board of Education (SBE) to develop the Washington Achievement Index, and in coordination with the Office of the Superintendent of Public Instruction (OSPI), to submit the Index to the U.S. Department of Education (USED) for approval for use in the federal accountability system. The OSPI submitted a description of the Washington Achievement Index to the USED in September 2017 and met with the USED in December to discuss the State’s Every Student Succeeds Act (ESSA) Plan.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	The OSPI will be providing the SBE with a presentation that includes an update on the status of the ESSA State Plan and an update on the latest meeting of the ESSA Accountability System Workgroup Technical Assistance Committee (ASW TAC).	



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EVERY STUDENT SUCCEEDS ACT - UPDATE

Policy Considerations

In [28A.657.110](#) (2), the State Board of Education (SBE) is authorized to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional support. 28A.657.110 (3) further states that the SBE, in cooperation with the Office of the Superintendent of Public Instruction (OSPI), shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. And finally, 28A.657.110 (4) states that the SBE, in coordination with the OSPI, shall seek approval from the United States Department of Education for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system. Regarding this final section (28A.657.110 (4)), only the state educational agency (OSPI) may seek such approval under the Every Student Succeeds Act (ESSA).

In September 2017 and after thoroughly engaging other state agencies and the public, the Office of the Superintendent of Public Instruction submitted the [ESSA State Plan](#) to the U.S. Department of Education (USED). The ESSA State Plan included the description of a new Washington Achievement Index which the SBE and OSPI propose to use for federal and state accountability. The USED is allowed 120 days to approve the State Plan.

Overview of the OSPI Presentation

The OSPI will provide the SBE with an update on the ESSA State Plan that is expected to include the following.

- In early-December, the OSPI reconvened the ESSA Accountability System Workgroup (ASW) Technical Assistance Committee (TAC) for the purpose of discussing technical issues related to the new Washington Achievement Index. At the December 9 meeting, the TAC discussed the issues that follow.
 - Details as to how the extended graduation rate should factor into school ratings
 - Details about the possible rounding of deciles to enhance overall understanding of the approach.
- In mid-December, the USED scheduled a webinar meeting with the OSPI to discuss the Department's Interim Feedback Letter for Washington's Consolidated State Plan. A short memo, PowerPoint presentation, and a copy of the USED Feedback Letter follow this memo.

Action

No action is anticipated for this agenda item.

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



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal · Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

State Board of Education
January 10, 2018
Capital Region ESD

Every Student Succeeds Act (ESSA) Update

Michaela Miller, Deputy Superintendent
Deb Came, Assistant Superintendent
Tennille Jeffries-Simmons, Assistant Superintendent

Background

OSPI submitted the ESSA consolidated plan on September 18th, 2017. The Department of Education has 120 days to review and provide feedback. In late October ED convened a group of peer reviewers to analyze the final batch of state plans. On December 15th we received an email from ED asking to meet with our team and go over the peer and agency feedback. On December 19th OSPI staff met with the Department of Education to review the feedback.

Current Status

OSPI is in the process of reviewing the feedback and will meet the deadline set out of ED of January 4th, 2018 to respond with a red-line version of our ESSA plan. At that time, we will provide the SBE and other stakeholders with a draft of our response. Until that time, please review the [US Department of Education Feedback Letter](#) sent to Superintendent Reykdal. The OSPI plans to review relevant sections of the feedback with the SBE at the January meeting.

Tiered Support Model Update & RAD Recommendation

System and School Improvement
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION
CAPITAL REGION ESD
JANUARY 10, 2018



1/3/2018

1

Objectives for Today's Presentation

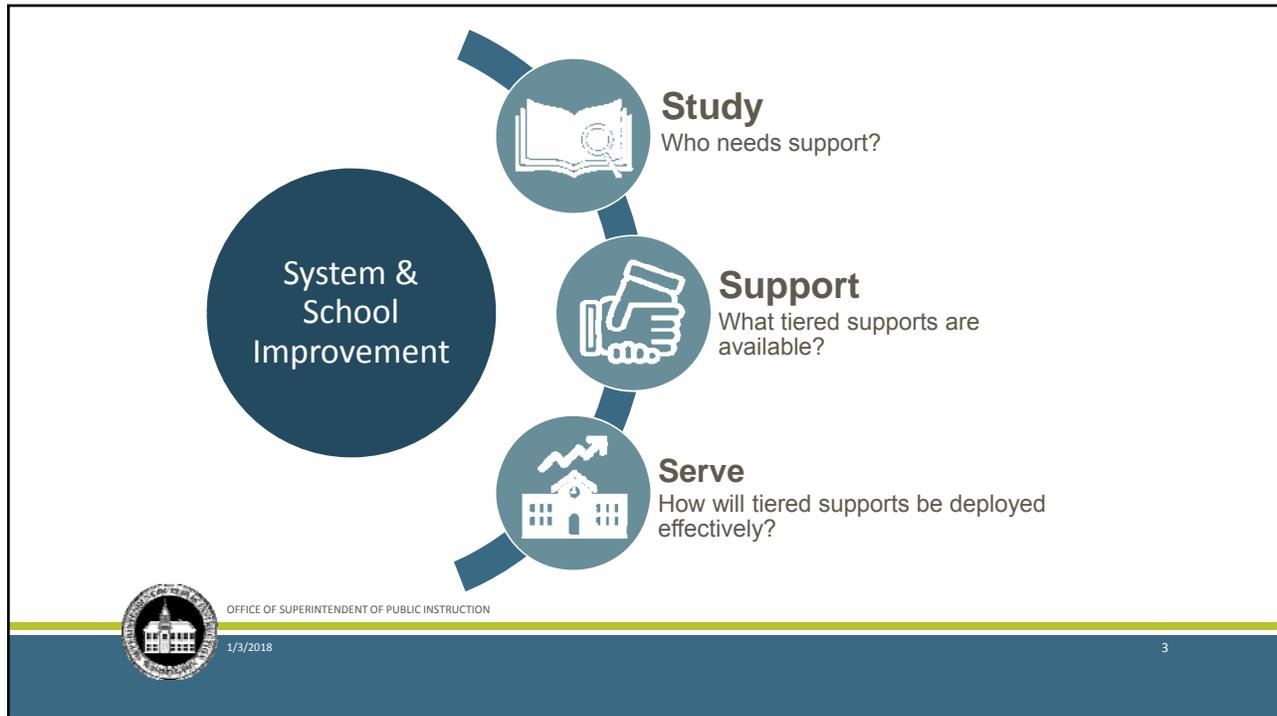
- System and School Improvement—Study, Support, and Serve
- Required Action District Recommendation for SY 2018-2019
- ERDC Study Opportunity
- Next Steps



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1/3/2018

2





Study

Which schools have been identified through state and federal accountability systems, and are the interventions and supports working?



1/3/2018

Examples of Actions:

- ✓ Listening and Learning Tour
- ✓ Evaluation of related RCWs and WACs in consideration of State Board of Education input

Examples of Future Objectives:

- Implement ESSA with an emphasis on program evaluation
- Finalize upcoming education research partnerships in consideration of State Board of Education input
- Understand state and federal accountability systems to inform future policy recommendations with State Board of Education input
- Further align with Federal & Special Programs, Student Information, and partner agencies



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Support

How will the agency inventory, expedite, and direct available resources?



1/3/2018

Examples of Actions:

- ✓ Website improvements
- ✓ Professional learning and technical assistance inventory
- ✓ School improvement efforts coordinated between OSSI and ESDs

Examples of Future Objectives:

- Implement intake and referral process for tiered support model (including education partners)
- Further align with Learning and Teaching, Special Education, and Migrant Bilingual departments

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5



Serve

How will the right resources be accessed at the right time, so persistent opportunity gaps are systematically closed statewide?



1/3/2018

Examples of Actions:

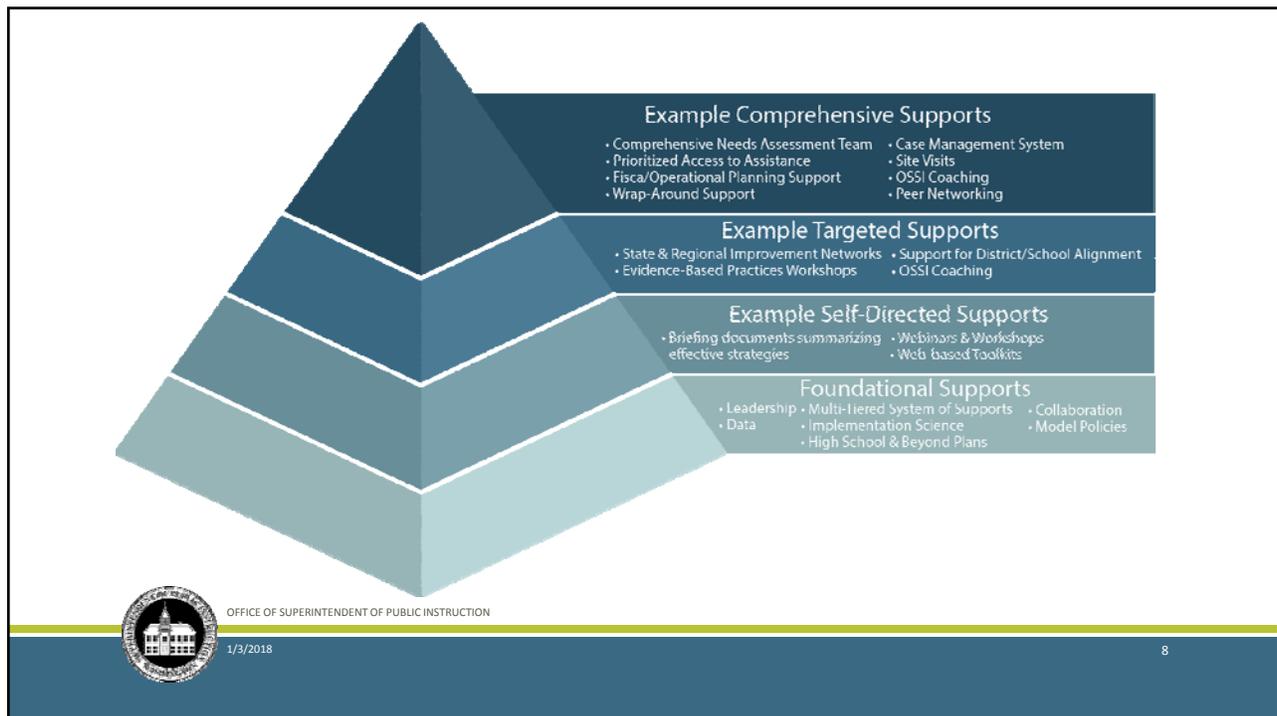
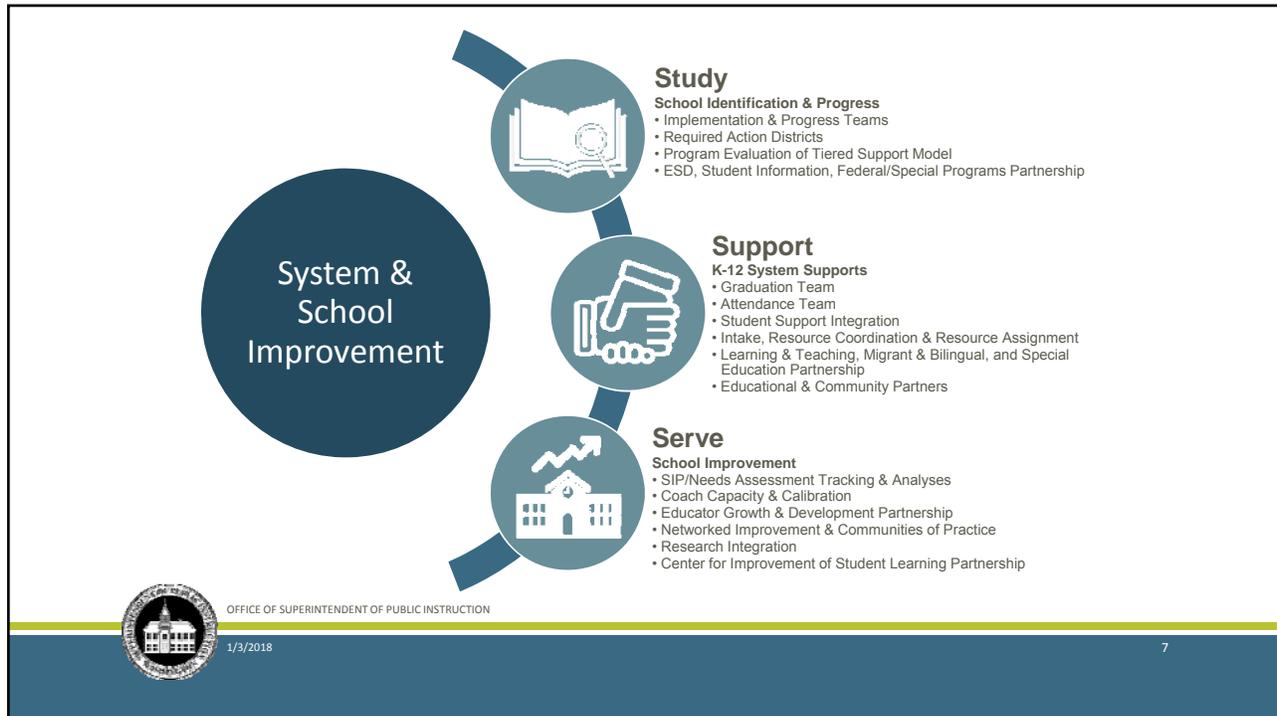
- ✓ Leadership and instructional coach objectives and expectations reviewed and redesigned
- ✓ School and district improvement plans review and redesign with input from State Board of Education

Examples of Future Objectives:

- Implement updated resource allocation methodology
- Facilitate networked improvement communities
- Further align with Educator Growth and Development and the Center for Improvement of Student Learning (CISL)

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6





Study

Required Action Districts (RAD)



1/3/2018

❑ OSPI does not recommend the identification of Required Action Districts for the 2018-2019 school year

❑ OSPI will engage in a school improvement study with the Education Research & Data Center (ERDC) to commence January 2018:

- Explore local policy conditions—system, leadership, and cultural/equity
- Produce short and long term findings to inform tiered support model efforts and future legislative proposals

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9



Study

Research Study with ERDC



1/3/2018

State Board of Education Input

OSPI will engage in a school improvement study with the Education Research & Data Center (ERDC) to commence January 2018 to explore the intersection of state and local policy conditions which surround the school(s) selected for study—system, leadership, and cultural/equity.

1. What would you add to the description above based on your experience(s) and/or role as a member of the State Board of Education?

2. Based on this initial description for the research study with ERDC, what do you hope our education community can learn from the work?

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10

Next Steps

- Communication with schools about identification and support—
February 2018

- Partner with ERDC to inform future RAD recommendations

- Future updates as determined



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1/3/2018

11



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

DEC 19 2017

The Honorable Chris Reykdal
Superintendent of Public Instruction
Washington Office of Superintendent of Public Instruction
600 Washington Street, S.E.
Olympia, WA 98504-7200

Dear Superintendent Reykdal:

Thank you for submitting Washington's consolidated State plan to implement requirements of covered programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), and of the amended McKinney-Vento Homeless Assistance Act (McKinney-Vento Act).

I am writing to provide initial feedback based on the U.S. Department of Education's (the Department's) review of your consolidated State plan. As you know, the Department also conducted, as required by the statute, a peer review of the portions of your State plan related to ESEA Title I, Part A, ESEA Title III, Part A, and the McKinney-Vento Act using the Department's *State Plan Peer Review Criteria* released on March 28, 2017. Peer reviewers examined these sections of the consolidated State plan in their totality, while respecting State and local judgments. The goal of the peer review was to support State- and local-led innovation by providing objective feedback on the technical, educational, and overall quality of the State plan and to advise the Department on the ultimate approval of the plan. I am enclosing a copy of the peer review notes for your consideration.

Based on the Department's review of all programs submitted under Washington's consolidated State plan, including those programs subject to peer review, the Department is requesting clarifying or additional information to ensure the State's plan has met all statutory and regulatory requirements, as detailed in the enclosed table. Each State has flexibility in how it meets the statutory and regulatory requirements. Please note that the Department's feedback may differ from the peer review notes. I encourage you to read the full peer notes for additional suggestions and recommendations for improving your consolidated State plan.

ESEA section 8451 requires the Department to issue a written determination within 120 days of a State's submission of its consolidated State plan. Given this statutory requirement, I ask that you revise Washington's consolidated State plan and resubmit it through OMB Max by January 4, 2018. We encourage you to continue to engage in consultation with stakeholders, including representatives from the Governor's office, as you develop and implement your State plan. If you would like to take more time to resubmit your consolidated State plan, please contact your Office of State Support Program Officer in writing and indicate your new submission date.

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Please recognize that if we accommodate your request for additional time, a determination on the ESEA consolidated State plan may be rendered after the 120-day period.

Department staff will contact you to support Washington in addressing the items enclosed with this letter. If you have any immediate questions or need additional information, I encourage you to contact your Program Officer for the specific Department program.

Please note that the Department only reviewed information provided in Washington’s consolidated State plan that was responsive to the Revised Template for the Consolidated State Plan that was issued on March 13, 2017. Each State is responsible for administering all programs included in its consolidated State plan consistent with all applicable statutory and regulatory requirements. Additionally, the Department can only review and approve complete information. If Washington indicated that any aspect of its plan may change or is still under development, Washington may include updated or additional information in its resubmission. Washington may also propose an amendment to its approved plan when additional data or information are available consistent with ESEA section 1111(a)(6)(B). The Department cannot approve incomplete details within the State plan until the State provides sufficient information.

Thank you for the important work that you and your staff are doing to support the transition to the ESSA. The Department looks forward to working with you to ensure that all children have the opportunity to reach their full potential.

Sincerely,



Jason Botel
Principal Deputy Assistant Secretary,
Delegated the authority to perform the
functions and duties of the position of
Assistant Secretary, Office of
Elementary and Secondary Education

Enclosures

- cc: Governor
State Title I Director
State Title II Director
State Title III Director
State Title IV Director
State Title V Director
State 21st Century Community Learning Center Director
State Director for McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths Program

Items That Require Additional Information or Revision in Washington’s Consolidated State Plan

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	
<p>A.4.iii.c.1: English Language Proficiency Long-term Goals</p>	<p>The ESEA requires a State to identify and describe its ambitious long-term goal and measurements of interim progress for English learners for increases in the percentage of such students making progress in achieving English language proficiency. In its State plan OSPI provides baseline data, measurements of interim progress, and a long-term goal for the percentage of students transitioning out of English learner status (what OSPI refers to as the transition rate), but does not provide baseline data, measurements of interim progress, or a long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency. Therefore, it is unclear whether OSPI meets the statutory requirements.</p>
<p>A.4.iv.c: Graduation Rate Indicator</p>	<p>The ESEA requires a State to describe a Graduation Rate indicator that includes the four-year adjusted cohort graduation rate and, at the State’s discretion, one or more extended year adjusted cohort graduation rates. The ESEA also requires that the Graduation Rate indicator is consistent for all public high schools, in all LEAs, across the State. OSPI describes an upward adjustment for schools that graduate relatively high percentages of students beyond four years. However it is not clear how that upward adjustment will be calculated, and how it will be calculated consistently across the State consistent with statutory requirements.</p>
<p>A.4.iv.e: School Quality or Student Success Indicator(s)</p>	<p>The ESEA requires that a State describe a School Quality or Student Success indicator that can be measured statewide and is comparable for the grade spans to which the indicator applies and that will allow for meaningful differentiation in school performance. OSPI proposes including a measure of dual credit participation for students in grades 9-12, but does not fully describe how the indicator is calculated and whether it includes all students in the State (not just students enrolled in a dual credit course). As a result, it is not clear that this indicator is valid, reliable, statewide, and comparable, and allows for meaningful differentiation.</p>
<p>A.4.v.c: If Applicable, Different Methodology for Annual Meaningful Differentiation</p>	<p>The ESEA requires a State to include all public schools in its system of annual meaningful differentiation and to describe that system in its State plan. OSPI indicates that it will use different methodologies for various types of schools, but does not describe how the methodologies will be used to identify schools for comprehensive or targeted support and improvement. Because OSPI does not describe how the methodologies will be used to identify schools for comprehensive or targeted support and improvement, it is unclear whether OSPI meets the statutory requirements.</p>
<p>A.4.vi.f: Targeted Support and</p>	<p>The ESEA requires that a State describe its methodology for identifying schools for additional</p>

<p>Improvement Schools— Additional Targeted Support</p>	<p>targeted support and improvement in which any subgroup of students, on its own, would lead to identification as a comprehensive support and improvement school under ESEA section 1111(c)(4)(D)(i)(I). Although OSPI identifies a methodology that indicates if two or more subgroups fall below the threshold, its methodology does not appear to identify each school in which any subgroup of students, on its own, is performing as poorly as the lowest-performing five percent of schools receiving Title I, Part A funds.</p>
<p>Title I, Part C: Education of Migratory Children B.1: Supporting Needs of Migratory Children</p>	<ul style="list-style-type: none"> OSPI describes how, in planning and implementing the Migrant Education Program (MEP), it will identify and address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs. However, the ESEA requires that a State also describe how it will evaluate the MEP in the areas described above, to ensure the unique educational needs of migratory children are identified and addressed. The ESEA requires a State to describe how, in planning, implementing, and evaluating the MEP, it will address the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, through joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A; and through the integration of services available under Title I, Part C with services provided by those other programs. OSPI does not provide sufficient information addressing these requirements. OSPI describes how, in planning, implementing, and evaluating the MEP, it will address the unique educational needs of migratory children through measurable program objectives and outcomes. However, the ESEA requires a State to also describe how it will address the unique educational needs of preschool migratory children and migratory children who have dropped out of school, through measurable program objectives and outcomes.
<p>B.2: Promote Coordination of Services</p>	<p>The ESEA requires a State to describe how the State will use Title I, Part C funds to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, and whether such move occurs during the regular school year. The State does not provide sufficient information addressing this requirement.</p>
<p>Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent,</p>	

<p>or At-Risk</p> <p>C.2: Program Objectives and Outcomes</p>	<p>OSPI does not provide enough details to demonstrate how each of the targets and performance indicators that the plan identifies will be used to assess the effectiveness of the Title I, Part D program in improving the career and technical skills of the children in the program. The ESEA requires each SEA to describe program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.</p>
<p>Title II, Part A: Supporting Effective Instruction</p> <p>D.4: Improving the Skills of Educators</p>	<p>The ESEA requires the State to describe how it will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs and provide instruction based on the needs of such students, specifically for: children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels. OSPI generally describes how it will improve the skills of educators, but it does not address each of the required subgroups of students. Therefore, it is unclear whether OSPI meets the statutory requirements.</p>



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Title: Threshold Scores for Tenth Grade English Language Arts and Math Assessments	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Do the recommended threshold scores, and the process by which they were established, seem reasonable and fair to students?
Relevant to business item:	The Board will consider approving threshold scores on the tenth grade math and English language arts (ELA) statewide assessments.
Materials included in packet:	Presentation from the Office of the Superintendent of Public Instruction.
Synopsis:	<p>Legislation in 2017 (ESHB 2224) established that the year that most high school students will take statewide assessments will be tenth grade, rather than eleventh grade. New threshold scores for ELA and math must be approved by the Board for the tenth grade test. These scores define the cuts between Level 1 and Level 2, Level 2 and Level 3, and between Level 3 and Level 4. The score between Levels 2 and 3 is the career- and college-ready score. If a student scores at a Level 3 or higher, they are considered on-track for career- and college-readiness by the time they graduate. ESHB 2224 directed the State Board of Education, in consultation with the Office of the Superintendent of Public Instruction, to identify and report to the Legislature on the performance standard for tenth graders to be on-track for career and college readiness by December 1, 2018. This agenda item and associated business item addresses the Legislative directive of consulting with OSPI and identifying the on-track for career- and college-readiness performance standard. A report to the Legislature will be submitted by November 2018.</p> <p>The Board will be updated on work OSPI has done in partnership with the Smarter Balanced Consortium. OSPI staff will also present a recommendation on threshold scores, including the score on the tenth grade assessment that indicates a student is on-track for career and college readiness. The Board will hear from Dr. Deb Came, Assistant Superintendent for OSPI; Dr. Tony Alpert, Executive Director of the Smarter Balanced Consortium; and, Dr. Tom Hirsch of Assessment and Evaluation Services, a consultant for OSPI.</p> <p>Members may wish to review the September and November 2017 Board meeting materials: November materials (OSPI Presentation): Update on High School Assessments 10th Grade Career- and College-ready Level and 2017 Participation Information September SBE memo: House Bill 2224 (Providing flexibility in high school graduation requirements)—Update and Next Steps September OSPI Presentation: 10th Grade Smarter Balanced Assessments: On Track to College & Career-Ready</p>

10th Grade Smarter Balanced Assessments: On Track to College & Career-Ready

STATE BOARD OF EDUCATION – JANUARY 10, 2018



RCW 28A.305.130

The State Board of Education shall...

(4)(b)(i) **Identify the scores students must achieve in order to meet the standard on the statewide student assessment. The board shall also determine student scores that identify levels of student performance below and beyond the standard.** The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose;



RCW 28A.305.130, continued (ESHB 2224)

(4)(b)(ii)(A) The legislature intends to continue the implementation of chapter 22, Laws of 2013, 2nd sp. sess. when the legislature expressed the intent for the state board of education to identify the student performance standard that demonstrates a student's career and college readiness for the eleventh grade consortium-developed assessments.

Therefore, by December 1, 2018, the state board of education, in consultation with the superintendent of public instruction, must identify and report to the governor and the education policy and fiscal committees of the legislature on **the equivalent student performance standard that a tenth grade student would need to achieve on the state assessments to be on track to be career and college ready** at the end of the student's high school experience;

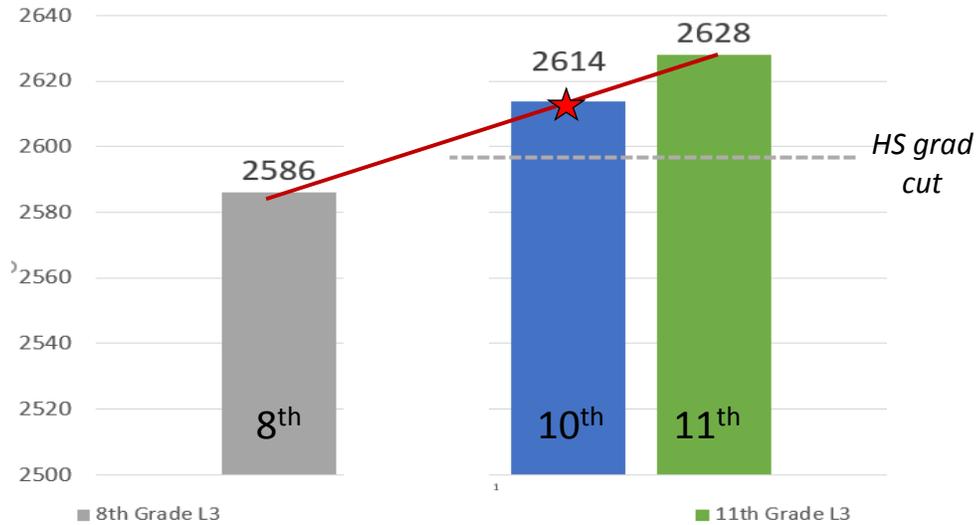


Recommendations: 10th grade cut-scores

Math				ELA			
Grade	Level 2 Cut	Level 3 Cut	Level 4 Cut	Grade	Level 2 Cut	Level 3 Cut	Level 4 Cut
3	2381	2436	2501	3	2367	2432	2490
4	2411	2485	2549	4	2416	2473	2533
5	2455	2528	2579	5	2442	2502	2582
6	2473	2552	2610	6	2457	2531	2618
7	2484	2567	2635	7	2479	2552	2649
8	2504	2586	2653	8	2487	2567	2668
10	2533	2614	2697	10	2491	2577	2678
11	2543	2628	2718	11	2493	2583	2682



Level 3 (meeting standard) cut-scores



5

Process

Timeline of Steps	
Conversations with Smarter Balanced	7/2017– 12/2017
OSPI Internal Test Review: Item Specifications, Standards, Test Blueprint	7/2017–10/2017
OSPI's Assessment National Technical Advisory Committee	9/7/2017
SBE meeting	9/14/2017
Online advisory panel of WA educators and content experts	9/2017– 10/2017
In-person advisory workgroup of WA educators	10/17–18/2017
In-person Smarter Balanced grade 10 cut-score validation	11/2-3/2017
<ul style="list-style-type: none"> Includes educators from multiple Smarter Balanced consortium states 	



6

Changing from 11th grade to 10th grade test: Issues around Content and Standards

MATH Which standards would be exclusive to a third year of high school math, that we would not necessarily expect a 10th grader to know?

We do want to allow for more complex concepts that 10th graders might have seen.

ENGLISH LANGUAGE ARTS

What is appropriate depth and text complexity?



7

Cut-Score Validation

Focused on Grades 9 and 10



Smarter Balanced Staff Recommendation
December 2017



Contextual Information Standard Setting - 2014

- Focused on Grades 3-8 and 11
- ELA/literacy and Mathematics
- Included grade specific In-Person Workshop (~500 participants) and Online Panel (~2000 participants)
- Included an in-Person Cross-Grade Review Panel comprised of In-Person Grade Specific panel participants



Contextual Information Validation Workshop -- November 2017

- Smarter Balanced derived draft cut scores for 9th and 10th grade based on the adopted 8th and 11th grade cut scores
- Smarter Balanced then hosted an In-Person Workshop to validate the draft cut scores for grades 9 and 10
- This review used a bookmarking method very similar to the process used in 2014
- The bookmarking process asks educators to find the items that are just at threshold of students' ability for each level of performance that requires cut-scores



9th and 10th Grade Cut-Score Validation

- For mathematics, WA removed some items that measure content for which they would expect most students would not have the opportunity to learn by the 10th grade
- As an additional verification, after the process concluded, participants reviewed the omitted items and declared whether had these items not been omitted, would their recommendations have changed



English Language Arts/Literacy



ELA Changes Based on Panel Recommendations

Before

Grade	Level 2 Cut	Level 3 Cut	Level 4 Cut
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
10	2491	2577	2677
11	2493	2583	2682

After

Grade	Level 2 Cut	Level 3 Cut	Level 4 Cut
3	2367	2432	2490
4	2416	2473	2533
5	2442	2502	2582
6	2457	2531	2618
7	2479	2552	2649
8	2487	2567	2668
10	2491	2577	2678
11	2493	2583	2682

Panelists achieved consensus and made only minor changes to the draft calculated cut-scores



ELA/literacy Recommendation

- Smarter Balanced staff recommend that Washington adopt for grade 10 in English language arts/literacy the following cut scores

Level 2: 2491

Level 3: 2577

Level 4: 2678



Mathematics



Mathematics

- Panelists struggled to achieve consensus and were generally unable to recommend a set of cut-scores that they were confident were better than the drafts. However, they did not strongly endorse the drafts either.
- Some panelists expressed concern that their recommendations might differ based on whether or not students participated in an integrated or content specific math pathway.
- Panelists were informed that absent consensus to change, the drafts would remain.



Mathematics (continued)

- Early in the process, panelists voted to change the level 2 cut from 2529 to 2533. This motion passed with 7 in favor 2 opposed and 1 abstention.
- The panelists' final vote was to adopt the draft cut-score for level 3. The motion passed with 8 in favor and 2 opposed.



Mathematics Cut Scores

Before				After			
Grade	Level 2 Cut	Level 3 Cut	Level 4 Cut	Grade	Level 2 Cut	Level 3 Cut	Level 4 Cut
3	2381	2436	2501	3	2381	2436	2501
4	2411	2485	2549	4	2411	2485	2549
5	2455	2528	2579	5	2455	2528	2579
6	2473	2552	2610	6	2473	2552	2610
7	2484	2567	2635	7	2484	2567	2635
8	2504	2586	2653	8	2504	2586	2653
10	2529	2614	2697	10	2533	2614	2697
11	2543	2628	2718	11	2543	2628	2718



Mathematics Recommendation

- Smarter Balanced staff recommend that Washington adopt for grade 10 in mathematics the following cut scores

Level 2: 2533

Level 3: 2614

Level 4: 2697



Deb Came, Ph.D.
Assistant Superintendent
Assessment and Student Information
360-725-6336
deb.came@k12.wa.us





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Title: Process for Score-setting for the Washington Comprehensive Assessment of Science	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Does the recommended process for setting scores seem reasonable and fair to students?
Relevant to business item:	The Board will consider approval of a process for score-setting for the Washington Comprehensive Assessment of Science.
Materials included in packet:	Presentation from the Office of the Superintendent of Public Instruction
Synopsis:	<p>Washington adopted Next Generation Science Standards as the Washington State K-12 Learning Standards in October 2013. The Washington Comprehensive Assessment of Science (WCAS), aligned to the new standards, has been developed by the state. Multiple teams of Washington educators wrote, reviewed and validated items and rubrics. The assessment will be administrated to fifth, eighth, and eleventh graders in the first full implementation in Spring 2018.</p> <p>The Class of 2021 will be the first class required to pass the test (or an alternative) to graduate. They will take the assessment as eleventh graders in Spring 2020.</p> <p>At the January 2018 meeting, the Board will consider approval of a process for setting scores on the WCAS. The State Board of Education will consider approval of achievement level threshold scores at a special meeting in August 2018.</p> <p>The Board will hear from Ms. Dawn Cope, Secondary Science Assessment Lead, OSPI, and Dr. Tom Hirsch, of OSPI’s National Technical Advisory.</p>



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PROCESS FOR SCORE-SETTING FOR THE WASHINGTON COMPREHENSIVE ASSESSMENT OF SCIENCE

Policy Considerations

The State Board of Education (SBE) is required under [RCW 28A.305.130\(4\)\(b\)](#) to identify the scores students must achieve to meet standard on statewide assessments, and the scores high school students must achieve to earn a Certificate of Academic Achievement. At the January 2018 Board meeting, the Office of the Superintendent of Public Instruction (OSPI) will present a process for setting scores on the WCAS, and the SBE will consider approving the process for identifying the achievement level threshold scores. In August 2018, the Board will consider approval of the scores at a special meeting.

A key question may be:

- Does the recommended process for setting scores seem reasonable and fair to students?

Additional questions relevant to the Board's discussions on assessment and the Next Generation Science Standards at the January meeting include:

- What are the policy implications and the impact on students and the system of changing:
 - From a biology end-of-course exam to a comprehensive science assessment?
 - From a test taken in ninth and tenth grade to a test taken in eleventh grade?
- The Class of 2021 will be the first class required to pass the test (or an alternative) to graduate. Students in the Class of 2021 will take the WCAS as eleventh graders in Spring 2020. For students in the Class of 2021 and beyond, what system of alternatives for graduation should students have who do not meet standard on the test?

Background

Washington adopted Next Generation Science Standards as the Washington State K-12 Learning Standards in October 2013. Background information about the standards is available in another memo, Next Generation Science Standards Communication Plan, in this Board meeting packet.

The Washington Comprehensive Assessment of Science (WCAS) aligned to the new standards was developed by the state. Multi-state consortia for developing assessments, such as the Smarter Balanced Consortium or the Partnership for the Assessment of Readiness for College and Career (PARCC) that developed assessments aligned with the Common Core State Assessments, do not exist for the Next Generation Science Standards. Washington is among the first states to develop and implement a new assessment aligned to Next Generation Science Standards.

Development of the assessment started in Spring of 2015. A limited pilot was conducted in 2016. An embedded field test, that is, with items from the new assessment included in the old assessment, the Measurements of Student Progress (MSP), was conducted in fifth and eighth grades in 2017. Also in 2017, high school field testing was conducted on a voluntary basis.

The assessment will be administrated to fifth, eighth, and eleventh graders in the first full implementation in Spring 2018.

Features of the WCAS include:

- Online testing using the same online engine as the Smarter Balanced assessments. (The WCAS is not computer adaptive, unlike the Smarter Balanced assessments.)
- Will take approximately the same amount of time as previous science tests, which may be given in multiple sessions.
 - Grade 5: 90 minutes
 - Grade 8: 110 minutes
 - Grade 11: 120 minutes
- Item types include selected response, technology enhanced (drag and drop, drop-down, simulations, graphing), constructed response (equations, short answers).
- Designed to assess the three dimensions of the learning standards (science and engineering practices, disciplinary core ideas, crosscutting concepts).

Resources

[OSPI Washington Comprehensive Assessment of Science webpage](#)

[OSPI Washington Comprehensive Assessment of Science Frequently Asked Questions](#)

Action

The Board will consider approving a process for identifying the Achievement Level Threshold scores on the WCAS. The process will identify three scores for each tested grade. The three scores define four Achievement Level: L1, L2, L3 and L4. The score between L2 and L3 represents meeting standard on the assessment.

WASHINGTON COMPREHENSIVE ASSESSMENT OF SCIENCE

SETTING ACHIEVEMENT LEVELS

STATE BOARD OF EDUCATION

JANUARY 10, 2018

TOM HIRSCH, PH.D., NATIONAL TECHNICAL ADVISORY COMMITTEE MEMBER
DAWN COPE, SCIENCE ASSESSMENT LEAD, OSPI



Events to Present Time

Date	Event
Oct 2013	NGSS Adopted
May 2015	NTAC Initial Review of NGSS and Assessment Challenges
Sept 2015	NTAC Review of SAIC Assessment Framework
Oct 2015	Item development begins
Jan 2016	NTAC Review of Proposed Test Structure, Measurement Model, & Reporting
Apr 2016	Limited pilot, grades 5 and 8
Sept 2016	NTAC Review of Reporting Claims & Test Design Meeting Plan
Nov 2016	Test Design Meeting: Analysis of assessable standards and prioritization
Apr 2017	Field test embedded, grades 5 and 8
May 2017	Voluntary, online field test for high school
May 2017	NTAC Review of Paper/Pencil Form Considerations & Future Events
Sept 2017	NTAC Review & Approval of Achievement Level Setting Plan
Nov 2017	SBE Briefed on NGSS Tests & Achievement Level Setting Plan
Nov 2017	Draft Achievement Level Descriptors Developed
Dec 2017	Training test and draft item specifications available



Upcoming Events

Date	Event
Jan 2018	SBE Approval of Achievement Level Setting Plan
Feb 2018	Alignment Study
Winter 2018	Teachers from across state trained on ALDs
Feb-Apr 2018	Contrasting Groups Study - Teachers use ALDs to provide ratings of students
Mar-Jun 2018	NGSS Operational Exam
Aug 2018	Achievement Level Setting <ul style="list-style-type: none"> • Grade-level panels • Articulation panel • NTAC certifies process was followed
Aug 2018	SBE sets the cut scores



Achievement Level Setting in 2018

Students in grades 5, 8, and 11 are taking the new WCAS in spring 2018.

An achievement level setting panel with 30 committee members per grade will be convened in early August to provide recommendations on the cut scores for the new assessment.



Achievement Level Setting Approval Process

The exam has three cut scores, separating four levels of student performance:

- The cut between “Level 1” and “Level 2”
- The cut between “Level 2” and “Level 3”
- The cut between “Level 3” and “Level 4”

The Board’s cut scores will be used to report the 2018 results, and will be used in future years until such time as the standards are revised or revisited.



Achievement Level Setting Recommendations from Multiple Sources

Contrasting Groups Study

- Teachers individually rate students before tests are given

Grade-level Panels

- Achievement level setting activities are implemented across three days, resulting in a set of recommended cut scores

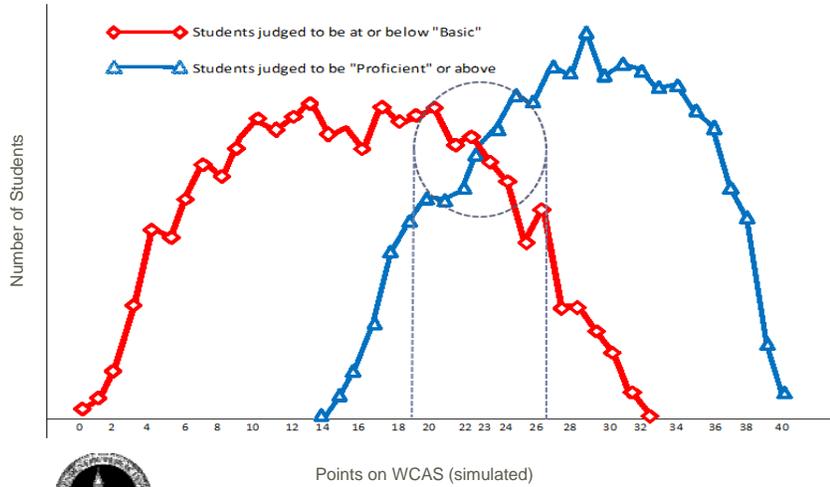
Articulation Panel

- Grade level recommendations are reviewed, possibly resulting in revised recommendations



Contrasting Groups

Intersection is a region separating "Level 2" from "Level 3"



Description of Achievement Level Setting Activities

Roles and Responsibilities

- Lead Facilitator
- AIR provides Panel Facilitators for each grade
- OSPI and AIR staff provide logistical support and document the process.
- AIR provides an online Achievement Level Setting tool and technical support.



Description of Achievement Level Setting Activities

Day 1

Welcome/Orientation/Administrative Tasks

Panel Selection Process

Overview of Achievement Level Setting Process

Review of Assessment

- Assessment Development Process
- Content, Item Development, Test Blueprint

Taking/Scoring the Assessment

Review of Achievement Level Descriptors or ALDs

Small Table Discussion of ALDs



Description of Achievement Level Setting Activities

Day 2

Small Table Discussion of ALDs

Total Group Discussion

Description of Contrasting Groups

Summary of Achievement Level Setting Procedure

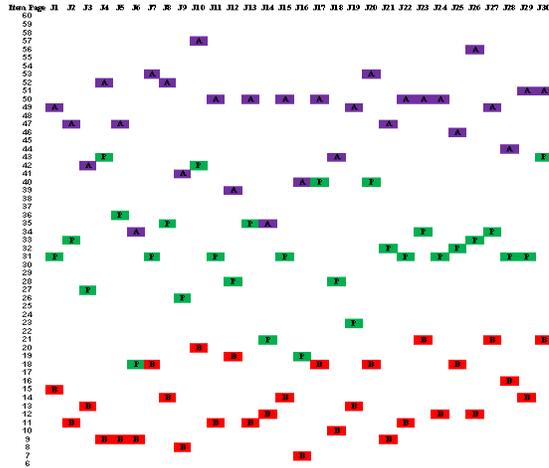
Sample Practice Achievement Level Setting

Round 1 Ratings

- Data from Contrasting Groups Study (including "impact")



ROUND 1: Example Feedback



Description of Achievement Level Setting Activities

Day 3

- Discussion of Round 1 Ratings
- Presentation/discussion of Item Level Data
- Round 2 Ratings
- Discussion of Round 2 Ratings
- Presentation of Impact Data – Frequency Distributions and Cumulative Frequency Information
- Round 3 Ratings
- Discussion of Results
- Recommendations to Articulation Committee
- Articulation Committee Discussion



Description of Achievement Level Setting Activities

August NTAC Process Review

Report of milestone events to National Technical Advisory Committee (NTAC); NTAC comments regarding implementation of planned process

August State Board

Sets cut scores



Recommendation

OSPI proposes using the same process as was approved for the 2012 achievement level setting events for end-of-course Biology.



Contact Information

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- o hirschaes@gmail.com



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Additional Information



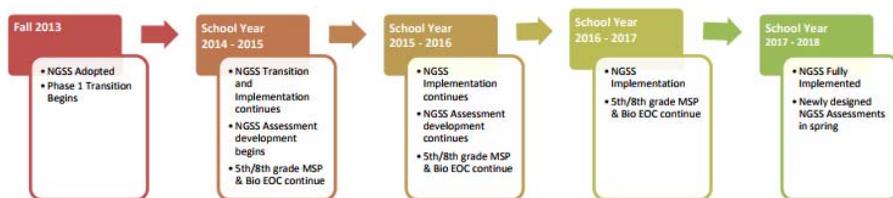
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New Standards → New Assessments



Standards Implementation



Washington Comprehensive Assessment of Science (WCAS)

Washington State 2013 K-12 Science Learning Standards Next Generation Science Standards (NGSS)

Grade 5	Grade 8	Grade 11
3-5 band	Middle School band	High School band



<http://www.k12.wa.us/Science/Standards.aspx>

Three Dimensions of Science Learning

Science & Engineering Practices

1. Ask questions (for science) and define problems (for engineering)
2. Develop and use models
3. Plan and carry out investigations
4. Analyze and interpret data
5. Use mathematics and computational thinking
6. Construct explanations (for science) and design solutions (for engineering)
7. Engage in argument from evidence
8. Obtain, evaluate, and communicate information

Core Ideas

1. Physical Sciences
2. Life Sciences
3. Earth and Space Sciences
4. Engineering, Technology and Applications of Science

Crosscutting Concepts

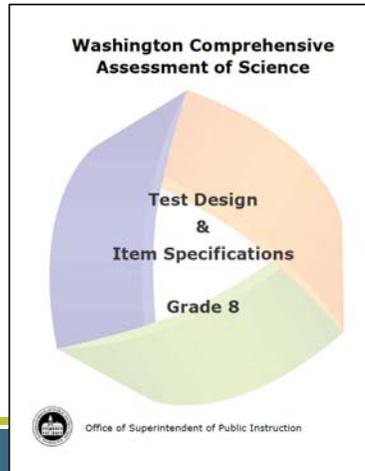
1. Patterns
2. Cause and effect
3. Scale, proportion and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change



Test Design and Item Specifications

Available for Grade 5, Grade 8, and High School

Posted on the [Science Assessment Webpage](#)



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1/3/2018

Grade 5 Standalone Item Example

Grade 5 Science (2 out of 5) QUEST (Student ID: QUEST) QUEST (85525)

1 QUEST

Many different energy sources are used to produce electricity. The Amount of Carbon Dioxide Released graph shows the amount of carbon dioxide gas released by some energy sources, in grams per kilowatt hour (g/kWh).

Energy Source	Carbon Dioxide Released (g/kWh)
Coal	900
Natural gas	400
Nuclear	4
Wind	0
Hydroelectric	0

Which change in energy sources would cause the greatest **decrease** in the amount of carbon dioxide released?

- replacing natural gas with coal
- replacing nuclear with natural gas
- increasing wind and reducing nuclear
- increasing hydroelectric and reducing coal

Grade 8 Cluster Example

Questions: 2 Grade 8 Science (1 out of 6) GUEST (Student ID: GUEST) QUEST SESSION

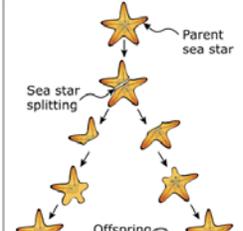
Section 1—Sea Star Reproduction

Read the information and answer the questions.

Sea stars reproduce both asexually and sexually.

Asexual reproduction requires a single parent sea star. The parent sea star splits into two parts and each part develops into an offspring sea star. The Asexual Reproduction in Sea Stars diagram models this process.

Asexual Reproduction in Sea Stars



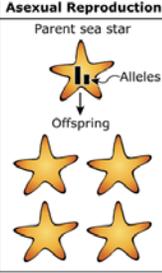
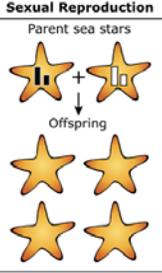
2

GUEST

Make a model to show how the two alleles are passed to sea star offspring during asexual and sexual reproduction.

Move the alleles onto the offspring to model **all** possible genetic combinations in the offspring.

- Alleles may be used more than once.
- Not all alleles or offspring may be used.

Asexual Reproduction	Sexual Reproduction
<p>Parent sea star</p> 	<p>Parent sea stars</p> 

Grade 8 Cluster Example

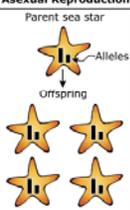
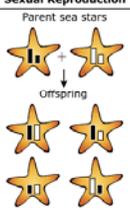
Questions: 2 Grade 8 Science (2 out of 6) GUEST (Student ID: GUEST) QUEST SESSION

Section 1—Sea Star Reproduction

Section 2—Sea Star Reproduction

The Sea Star Offspring Allele Combinations model shows the possible allele combinations in the sea star offspring for asexual reproduction and sexual reproduction.

Sea Star Offspring Allele Combinations

Asexual Reproduction	Sexual Reproduction
<p>Parent sea star</p> 	<p>Parent sea stars</p> 

3

GUEST

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Based on the Sea Star Offspring Allele Combinations model, select a box to identify whether each statement describes asexual reproduction, sexual reproduction, or both.

Statement	Asexual Reproduction	Sexual Reproduction	Both
All offspring have the same traits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Genetic information is transferred to the offspring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Different combinations of genetic information in the offspring are possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each offspring has two alleles for every trait.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part B

Which statement describes a reason for the sexual reproduction answers in part A?

- The two alleles are identical in every offspring.
- Offspring can inherit alleles from either of two parents.
- There is a single source of genetic information for all offspring.
- The genetic information in offspring depends on their environment.



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Title: Next Generation Science Standards Communication Plan	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Does the Board want to move forward with working with partners on a communication plan for implementation of Next Generation Science Standards (NGSS).
Relevant to business item:	The Board will consider a motion to approve next steps for an NGSS communication plan.
Materials included in packet:	Included in this section of the packet are: <ul style="list-style-type: none"> • A staff memo that provides background information on NGSS • Two informational documents that illustrate how science instruction may change as a result of implementing NGSS • Introductory PowerPoint that summarize the memo • A template for a communication plan
Synopsis:	<p>At the January 2018 Board meeting, the Board will consider approving working with partners on a communication plan for implementation of Next Generation Science Standards. Implementing the standards with fidelity will require vertical and lateral cooperation within and across districts, agencies, and sectors. Effectively communicating about the standards is a way for the SBE to support standards implementation and also to support science educators who are directly involved in the work of implementation.</p> <p>In addition, the standards were designed with a commitment to equity in science education, to the extent that implementing the standards with fidelity means a commitment to educational equity. A communication effort on behalf of NGSS standards implementation complements and reinforces the Board’s interest in advocacy for equity in education.</p> <p>At the January meeting, members will hear from a panel that will include Dr. Ellen Ebert, Science Director, Office of the Superintendent of Public Instruction (OSPI); Dr. Philip Bell, Executive Director, University of Washington Institute for Science and Math Education; Member Jeff Estes; as well as SBE staff, Linda Drake and Alissa Muller.</p>



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NEXT GENERATION SCIENCE STANDARDS COMMUNICATION PLAN

Policy Considerations

One of the most significant parts of the State Board of Education's (SBE) 24-credit Graduation Requirements was a change in the science requirement—two credits of science with one credit of lab science changed to three credits of science with two lab sciences. Complementing this modification in the graduation requirements was a transformation in the state learning standards for science. [Next Generation Science Standards](#) (NGSS) were adopted in Washington in October, 2013; rules to implement 24-credit Graduation Requirements were adopted in July 2014. The Board felt that both of these changes were critical for helping Washington students prepare for life and work in the Twenty-first Century. According to Washington STEM, parents and voters in Washington concur with the Board. According to a survey, a substantial majority of voters think [a high quality STEM \(science, technology, engineering and math\) education](#) should be provided for every student, and that STEM education will improve the state's economy.

At the January 2018 Board meeting, the Board will consider moving forward with working with partners on a communications plan for implementation of Next Generation Science Standards. Implementing the standards with fidelity will require vertical and lateral cooperation within and across districts, agencies, and sectors. Effectively communicating about the standards is a way for the SBE to support standards implementation and also to support science educators who are directly involved in on-the-ground implementation.

In addition, the standards were designed with a commitment to equity in science education, to the extent that implementing the standards with fidelity means a commitment to educational equity. A communication effort on behalf of NGSS standards implementation complements and reinforces the Board's interest in advocacy for equity in education.

Attached to this memo is a PowerPoint presentation that summarizes information in this memo.

Background

The NGSS was developed, beginning in 2010, with a collaborative of 26 state Lead Partners, the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve. A committee of practicing scientists, cognitive scientists, science education researchers and science standards and policy experts provided guidance. The standards went through several rounds of review with multiple stakeholders. Two drafts were made public so comment and input could be collected from any interested member of the public. According to Achieve, no federal funds or incentives were used to create or adopt the standards.

Washington was the eighth state to adopt NGSS. So far, 18 states (Washington, Hawaii, Oregon, California, Nevada, Kansas, Arkansas, Iowa, Illinois, Michigan, Kentucky, West Virginia, Maryland, New Jersey, Delaware, Connecticut, Vermont, Rhode Island) and the District of Columbia have adopted the standards, and South Dakota has adopted similar standards. In addition, many districts have adopted the standards in states that have not adopted the standards as a state.

The development of the standards followed the development of a framework published by the National Research Council in 2011, the [Framework for K-12 Science Standards](#), that provides the foundation for the standards through research on the ways student learn science effectively. The framework describes an integrated vision of K-12 science education, and outlines the major practices, crosscutting concepts and disciplinary core ideas that students should be familiar with by the end of high school. Dr. Philip Bell, who the Board will be hearing from at this meeting, was a member of the committee that developed the framework.

The Framework for K12 Science Standards defined several guiding assumptions for the new standards including:

- Children are Born Investigators
- Focusing on Core Ideas and Practices—limiting a set of core ideas to encourage depth of meaningful understanding
- Understanding Develops over Time
- Science and Engineering Require Both Knowledge and Practice
- Connecting to Students’ Interests and Experiences
- Promoting Equity

Promoting equity in science education was a foundational assumption of the development of the standards framework. The framework calls out the benefit to both students and the study of science when students with diverse customs and orientations from different cultures engage in science—embracing diversity enhances science learning. Ultimately, the framework finds that, “The goal of educational equity is one of the reasons to have rigorous standards that apply to all students. Not only should all students be expected to attain these standards, but also work is needed to ensure that all are provided with high-quality opportunities to engage in significant science and engineering learning.” The promotion of equity as an integral part of implementing science standards accords well with the Board’s interest in educational equity, and could be part of the Board’s work in promoting equity across graduation requirement subject areas.

Part of the vision of the framework that formulated in the standards is that teaching and learning of science involves three dimensions: 1) science and engineering practices, 2) crosscutting concepts, and 3) disciplinary core ideas. Each standard is described in each of these dimensions. The first dimension includes the behaviors employed by scientists, engineers and students to pursue scientific inquiry and learning. The second dimension includes concepts and big ideas such as cause and effect, energy and matter, stability and change, that link domains of science. The core content domains of physical sciences, life sciences, earth and space sciences and engineering, technology and applications of sciences are contained within the third dimension.

Implementing the NGSS standards with fidelity will require science instruction to change throughout K-12 education. Attached are two documents that illustrate how instruction may change:

- 1) [A New Vision for Science Education](#), an infographic from the NGSS website, originally from the National Research Council, 2015, Guide to Implementing the Next Generation Science Standards.
- 2) [Science Practices Continuum—Supervision](#). A tool from the Instructional Leadership for Science Practices website, that describes how instruction can progress.

Action

At the January 2018 Board meeting, the Board will have the opportunity to discuss NGSS standards implementation and consider approval of moving forward with working with partners on an NGSS communication plan.

This work would complement the Board's interest in advocating and developing policy to support educational equity. It is also related to the SBE's responsibility to provide consultation to the Office of the Superintendent of Public Instruction on standards and the assessment system, as well as identifying the score for meeting standard on statewide assessments. The SBE will also be approving achievement level scores at the January 2018 meeting on the new science assessment.

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

A New Vision for Science Education

Implications of the Vision of the Framework for K-12 Science Education and the Next Generation Science Standards

SCIENCE EDUCATION WILL INVOLVE LESS:	SCIENCE EDUCATION WILL INVOLVE MORE:
Rote memorization of facts and terminology	Facts and terminology learned as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.
Learning of ideas disconnected from questions about phenomena	Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned
Teachers providing information to the whole class	Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance
Teachers posing questions with only one right answer	Students discussing open-ended questions that focus on the strength of the evidence used to generate claims
Students reading textbooks and answering questions at the end of the chapter	Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.
Pre-planned outcome for “cookbook” laboratories or hands-on activities	Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas
Worksheets	Student writing of journals, reports, posters, and media presentations that explain and argue
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Provision of supports so that all students can engage in sophisticated science and engineering practices

Source: National Research Council. (2015). *Guide to Implementing the Next Generation Science Standards* (pp. 8-9). Washington, DC: National Academies Press. <http://www.nap.edu/catalog/18802/guide-to-implementing-the-next-generation-science-standards>

Science Practices Continuum - Supervision

This continuum is intended for teachers and administrators to use in guiding and evaluating science practice-based instruction. The levels reflect increasingly sophisticated instruction of the practices and are not grade-level specific; teachers of K-8 students can teach in developmentally appropriate ways at any of these levels. Appendix F in the NGSS provides significantly more detail for each practice (that should be integrated as both students and teachers develop greater fluency with each practice). The practices are grouped into the “Investigating” “Sensemaking” and “Critiquing” practices.

		Level 1	Level 2	Level 3	Level 4
Investigating Practices	1. Asking questions	Teacher does not provide opportunities for students to ask questions.	Teacher provides opportunities for students to ask questions. Students’ questions are <i>not typically scientific questions</i> (i.e., not answerable through the gathering of evidence or about the natural world).	Teacher provides opportunities for students to ask questions. Students’ questions are both <i>scientific</i> and <i>non-scientific</i> questions.	Teacher provides opportunities for students to ask questions. Students’ questions are typically <i>scientific</i> (i.e. answerable through gathering evidence about the natural world).
	3. Planning and carrying out investigations	Teacher does not provide opportunities for students to design or conduct investigations.	Teacher provides opportunities for students to conduct investigations, but these opportunities are typically <i>teacher-driven</i> . Students do <i>not</i> make decisions about experimental variables or investigational methods (e.g. number of trials).	Teacher provides opportunities for students to <i>design or conduct</i> investigations to gather data. These opportunities enable students to make decisions about experimental variables, controls and investigational methods (e.g. number of trials).	Teacher provides opportunities for students to <i>design and conduct</i> investigations to gather data. These opportunities enable <i>students to make decisions</i> about experimental variables, controls and investigational methods (e.g. number of trials).
	5. Using mathematics and computational thinking	Teacher does not provide opportunities for students to use mathematical skills (i.e., measuring, comparing, estimating) or concepts (i.e., ratios).	Teacher provides opportunities for students to use mathematical skills or concepts but these are <i>not connected</i> to answering a scientific question.	Teacher provides opportunities for students to use mathematical skills or concepts that are connected to <i>answering a scientific question</i> .	Teacher provides opportunities for students to <i>make decisions</i> about what mathematical skills or concepts to use. Students use mathematical skills or concepts to answer a scientific question.

Sensemaking Practices	2. Developing and using models	Teacher does not provide opportunities for students to create or use models.	Teacher provides opportunities for students to create or use models. The models focus on <i>describing</i> natural phenomena rather than predicting or explaining the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Teacher provides opportunities for students to create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Teacher provides opportunities for students to create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do evaluate</i> the merits and limitations of the model.
	4. Analyzing and interpreting data	Teacher does not provide opportunities for students to analyze data. Students may record data, but do not analyze it.	Teacher provides opportunities for students to work with data, which could include organizing or grouping the data. However, these opportunities <i>do not</i> support students in <i>recognizing patterns or relationships</i> in the natural world.	Teacher provides opportunities for students to work with data to organize or group the data in a table or graph. These opportunities support students in making sense of data by <i>recognizing patterns or relationships</i> in the natural world.	Teacher provides opportunities for students to <i>make decisions</i> about how to analyze data (e.g. table or graph) and work with the data to create the representation. Students make sense of data by <i>recognizing patterns or relationships</i> in the natural world.
	6. Constructing explanations	Teacher does not provide opportunities for students to create scientific explanations.	Teacher provides opportunities for students to create scientific explanations but students' explanations are <i>descriptive</i> instead of explaining how or why a phenomenon occurs. Students <i>do not</i> use appropriate evidence to support their explanations.	Teacher provides opportunities for students to construct explanations that focus on explaining <i>how or why a phenomenon</i> occurs. Students <i>do not</i> use appropriate evidence to support their explanations.	Teacher provides opportunities for students to construct explanations that focus on explaining <i>how or why a phenomenon</i> occurs and use <i>appropriate evidence</i> to support their explanations.

Critiquing Practices	7. Engaging in argument from evidence	Teacher does not provide opportunities for students to engage in argumentation.	Teacher provides opportunities for students to engage in argumentation where they support their <i>claims with evidence or reasoning</i> , but the discourse is primarily <i>teacher-driven</i> .	Teacher provides opportunities for students to engage in <i>student-driven argumentation</i> . The student discourse includes <i>evidence and reasoning</i> to support their claim. Students also agree and disagree, but rarely engage in critique.	Teacher provides opportunities for students to engage in <i>student-driven argumentation</i> . The student discourse includes evidence, reasoning that links the evidence to their claim, and <i>critique</i> of competing arguments during which students build on and question each other's ideas.
	8. Obtaining, evaluating, and communicating information	Teacher does not provide opportunities for students to read text for scientific information.	Teacher provides opportunities for students to <i>obtain</i> scientific information, but <i>do not evaluate</i> this information. Students also <i>do not</i> compare or combine information from multiple texts considering the strengths of the information and sources.	Teacher provides opportunities for students to <i>read and evaluate</i> text to obtain scientific information. Students <i>do not</i> compare or combine information from multiple texts considering the strengths of the information and sources.	Teacher provides opportunities for students to <i>read and evaluate</i> text to obtain scientific information. Students <i>compare and combine</i> information from multiple texts considering the strengths of the information and sources.
Classroom Culture Prioritizing Science Practices					
Less -----More					
Connected to the Natural World Focused on Scientific Evidence Student Directed and Collaborative Informed by Critique					



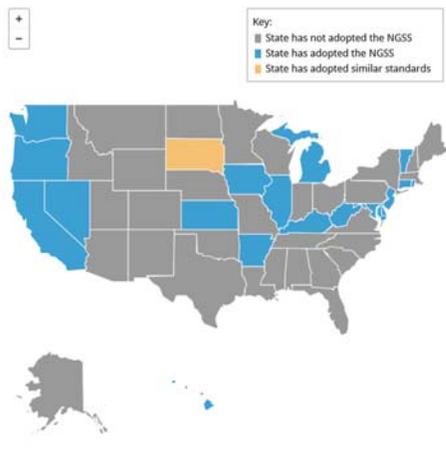
Next Generation Science Standards Communication Plan

January, 2018

Development and Adoption of the Next Generation Science Standards



Which States Have Adopted the Next Generation Science Standards?



- Development started in 2010
- 26 lead states
- National Research Council, National Science Teachers Association, American Association for the Advancement of Science and Achieve
- Washington was the eighth state (among 18) to adopt in October 2013, and among the first to have developed an assessment
- Implementing the standards well means students will do more analyzing, modelling, designing, investigating, constructing arguments, relating science to their own lives

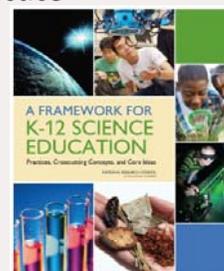
Education Week: <https://www.edweek.org/ew/articles/2015/05/06/districts-out-ahead-of-states-in-adopting.html?qs=ngss#map>, accessed 12/27/2017

A Framework for K-12 Science Education



Guiding Assumptions:

- Children are Born Investigators
- Focusing on Core Ideas and Practices—limiting a set of core ideas to encourage depth of meaningful understanding
- Understanding Develops over Time
- Science and Engineering Require Both Knowledge and Practice
- Connecting to Students' Interests and Experiences
- Promoting Equity



National Research Council of the National Academy of Sciences, released July 2011

3

Three-Dimensions



Science and Engineering Practices

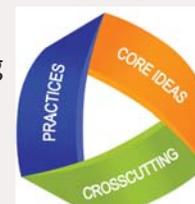
- The cognitive, social and physical practices that are engaged during inquiry and investigation, engineering design, model-building, etc.

Crosscutting Concepts

- Includes cause and effect, scale and proportion, energy and matter

Disciplinary Core Ideas

- Four domains: physical sciences, life sciences, earth and space sciences, and engineering, technology and applications of science.
- Disciplinary core ideas have broad importance across disciplines
- Relate to the interests and life experiences of students
- Be teachable and learnable over multiple grades and increasing levels of depth and sophistication.



4

State Board of Education and Science Education



- 24-Credit Graduation Requirements ([WAC 180-51-068](#)) specifies 3 credits of science, including 2 credits of lab science. Also defines lab science (in accordance with the National Academy of Science's 2006 [America's Lab Report: Investigations in High School Science](#)).
- Providing consultation to the Office of the Superintendent of Public Instruction on essential academic learning standards and the assessment system ([RCW 28A.655.068](#), [RCW 28A.655.070](#)).
- Identification of achievement level scores on the statewide science assessment ([RCW 28A.305.130](#)).
- State Board of Education's interest in educational equity aligns with a foundational goal of the standards to promote educational equity in science.



5

Website: www.SBE.wa.gov
 Blog: washingtonSBE.wordpress.com
 Facebook: www.facebook.com/washingtonSBE
 Twitter: [@wa_SBE](https://twitter.com/wa_SBE)
 Email: sbe@k12.wa.us
 Phone: 360-725-6025
 Web updates: bit.ly/SBEupdates



6



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2018 NGSS Implementation SBE Communication Plan Template

Objective: SBE will utilize its leadership and advocacy role within the state to advance and amplify the successful implementation of NGSS and continued sustainability of high-quality science education.	
Partners	<ul style="list-style-type: none"> • •
Audience (Primary)	<ul style="list-style-type: none"> •
Audience (Secondary)	<ul style="list-style-type: none"> •
Key Information	<ul style="list-style-type: none"> •
Key Messages	<ul style="list-style-type: none"> •
Key Date(s)	<ul style="list-style-type: none"> •
Communication Channels and Vehicles	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ • <ul style="list-style-type: none"> ○
Action Steps	<ul style="list-style-type: none"> •



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Title: Student Voice Panel

As related to:

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

Relevant to Board roles:

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

Policy considerations / Key questions:

- How can the education system be improved to better serve students? What changes to the education system does each student voice organization advocate for?

Relevant to business item: None

Materials included in packet: None

Synopsis: Student leaders from organizations that promote student voice will share their “asks” of the education system. Student Board Member Joseph Hofman organized the student voice panel and spoke with the organizations that will be in attendance. The following are the guiding questions provided to the student leaders:

- What is the background of your organization and how did the organization get started?
- How can the education system be improved to better serve students? What changes to the education system does your organization advocate for?
- How does your organization involve student leaders?
- What are notable successes of your organization and its student leaders?

The following organizations will be represented on the panel:

- Chief Kitsap Academy, a tribal school that has encouraged a student-led salmon conservation project.
 - Food Empowerment Education and Sustainability Team, a Seattle-based group that provides cooking and nutrition education through a community kitchen for low-income students and students of color.
 - Association of Washington Student Leaders, a statewide organization that provides diverse training, education, and leadership opportunities to student leaders.
-



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-
- Garden-Raised Bounty, an Olympia-based farm that provides students with job, organizational, and land management experience while also partnering with local school districts and providing student leadership opportunities.
 - Mockingbird Society, an organization that provides supports and leadership opportunities for homeless and foster-youth children.
-



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Title:	<u>Update on Required Action Districts (RAD)</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>Overview</p> <p>Required action (RAD) is a process developed for the primary purpose of supporting districts and schools that were not making progress after implementing a schoolwide turnaround model as a Priority school (or School Improvement Grant recipient) for a number of years. The process was designed in a manner to meet state requirements and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized ESSA.</p> <p>Some changes to required action (RAD) will be required in the future to fully align the state and federal accountability systems. The Board is expected to hear about the Superintendent’s vision for further alignment of state and federal accountability systems, regarding school identification and support.</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The memo provides links to statutes and rules that contain definitions for schools identified for support as challenged schools in need of improvement, persistently lowest-achieving schools, and for required action. The memo provides a rationale for developing new exit criteria for districts in required action that align to the new ESSA accountability system.</p>	



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REQUIRED ACTION DISTRICTS – UPDATE

Policy Considerations

The Office of the Superintendent of Public Instruction (OSPI) will be identifying schools for comprehensive support and targeted support as required under the Every Student Succeeds Act (ESSA) by early March. The OSPI is also expected to consider recommending that some of the districts currently designated for required action (RAD) be released from required action status. If the OSPI recommends that a district be released from required action, the SBE must release the district from RAD upon confirmation that exit requirements are met. The requirements of the SBE and Superintendent are specified in [RCW 28A.657](#).

The OSPI and SBE share in the responsibilities of designating and releasing districts from required action. In this and the next SBE meeting, the Board is expected to hear about and discuss proposed changes to required action from the OSPI that are meant to more closely align state and federal accountability.

Overview

Required action (RAD) is a process developed for the primary purpose of supporting districts and schools that were not making progress after implementing a schoolwide turnaround model as a Priority school (or School Improvement Grant recipient) for a number of years. The process was designed in a manner to meet state requirements and is generally aligned with elements of the No Child Left Behind (NCLB) Act, not the reauthorized ESSA. This means that some changes to required action are needed.

Schools Currently Identified for Support

Challenged Schools in Need of Improvement: In [WAC 392-510-715 and 720](#), the challenged schools in need of improvement are described as the lowest achieving schools within the state. Challenged schools in need of improvement include (but may not be limited to) Priority schools and Focus schools.

Persistently Lowest Achieving (PLA) Schools: Per WAC 392-510-720, Priority schools are the persistently lowest-achieving schools in the state

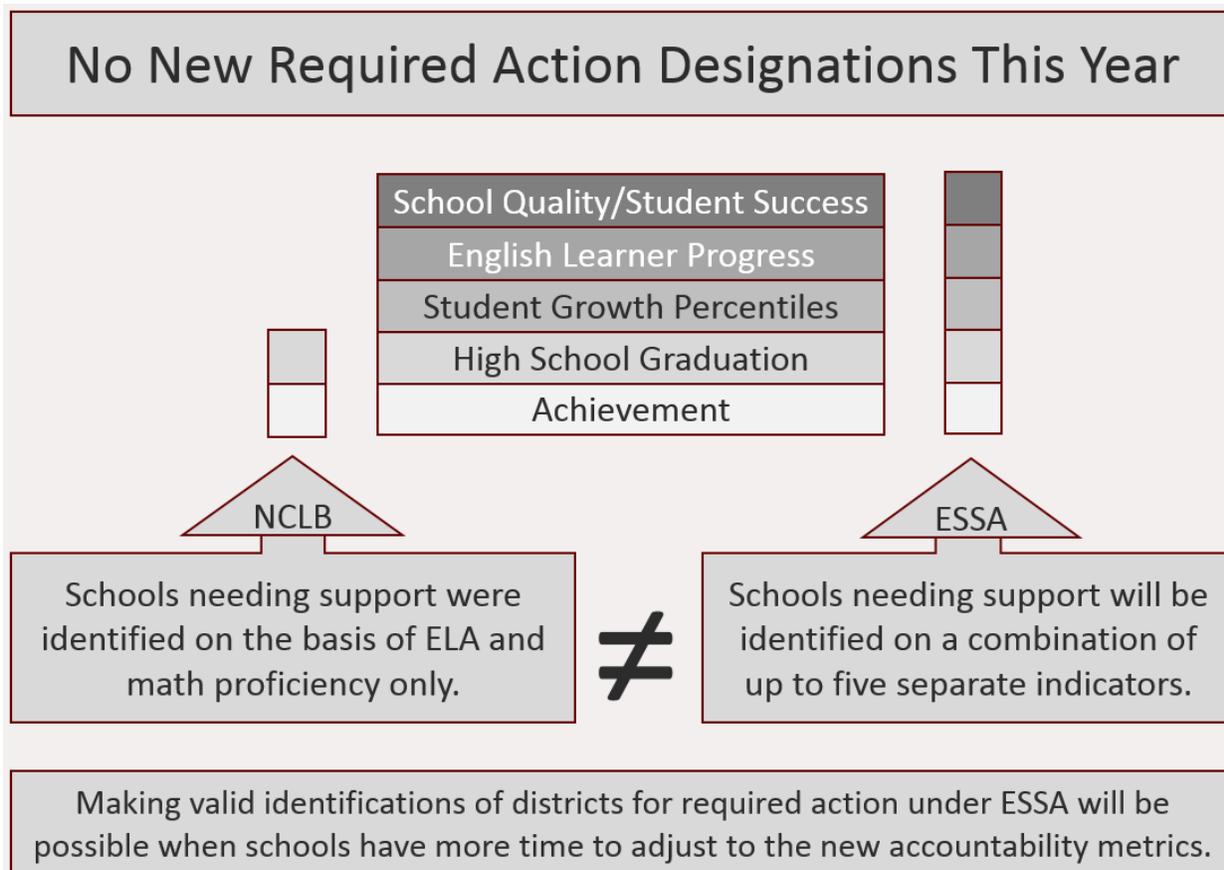
Required Action (RAD): a district/school improvement process that creates a partnership between the state and school district to target funds and assistance to turn around the identified PLA schools in the district (RCW 28A.657). Districts designated as RAD have at least one PLA school that has not made notable progress while implementing a schoolwide improvement plan under SIG or Priority School status over multiple years. The identification process is fully described in [WAC 392-501-730](#).

Aligning State and Federal Accountability Frameworks

Beginning in the winter 2018 and as described in the [ESSA Consolidated Plan](#), the OSPI will identify schools for Comprehensive support and Targeted support following a methodology that is currently under review by the USED. The school identification methodology described in the ESSA plan is different from that used to identify schools under NCLB. The new methodology described in the ESSA State Plan is expected to result in the identification of many more schools for support than are identified under NCLB, if approved by the USED.

Schools identified for Comprehensive support will be the lowest performing based on a combination of achievement (proficiency results), student growth percentile data, high school graduation rates, English learner progress, and school quality and student success measures. Figure 1 is meant to show that schools needing support under NCLB were identified based on only one or two indicators (low achievement and or a low graduation rate), while schools needing support under the ESSA will be identified by a combination of up to five indicators. As such, it would be fundamentally unfair to recommend new districts for required action without providing the schools and districts an opportunity to adjust to and improve under the new ESSA accountability system. The NCLB and ESSA accountability systems are not equivalent.

Figure 1: shows that future required action recommendations will be made on multiple indicators after being made primarily on a single indicator in prior years.



The required action exit criteria currently defined in rule by the Superintendent of Public Instruction was based upon assumptions from inconsistent requirements specified in NCLB and ESEA Flexibility Waiver systems. The pre-ESSA accountability systems and state law required the identification of the lowest performing five percent of schools (approximately 100 schools) and these Priority schools were published each year as the PLA list. The ESSA accountability system is expected to lead to the identification of approximately 200 to 300 schools for Comprehensive support. The manner in which Comprehensive support schools will be integrated into the PLA list is not yet clear. Also, the role of the PLA list has yet to be determined and it is not certain that the PLA list will even continue to be created. Because of this uncertainty, schools and districts should be provided with ample time to adjust to the new accountability system before any new required action designations. Also, it would be important to consider redesigned exit criteria as part of a school and school district support system that meets both the federal and state requirements.

The current cohort of school districts in required action and their associated PLA schools are tabulated in Appendix A. The OSPI Assessment and Student Information team is in the process of reviewing draft accountability information for the RADs and will be making a data presentation to the Board in the near future, most likely at the March meeting.

Action

The Board is expected to hear about the Superintendent’s vision for further alignment of state and federal accountability systems, regarding school identification and support.

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

Appendix A

Shows the school districts currently in required action and the associated schools on the PLA list.

Required Action School District	Persistently Lowest Achieving (PLA) School	PLA Identification Criteria
Marysville SD	Marysville Mountain View HS	Low Graduation Rate
	School Home Partnership	Low Graduation Rate
	Quil Ceda Tulalip ES	Low ELA/Math
Soap Lake SD	Soap Lake ES	Low ELA/Math
Tacoma SD	Arlington ES	Low ELA/Math
	Blix ES	Low ELA/Math
	Edison ES	Low ELA/Math
	First Creek MS	Low ELA/Math
	Geiger ES	Low ELA/Math
	Lyon ES	Low ELA/Math
	McCarver MS	Low ELA/Math
	Oakland HS	Low Graduation Rate
	Roosevelt ES	Low ELA/Math
	Stewart MS	Low ELA/Math
Wellpinit SD	Wellpinit ES	Low ELA/Math
	Wellpinit MS	Low ELA/Math
Yakima SD	Barge-Lincoln ES	Low ELA/Math
	Garfield ES	Low ELA/Math
	Martin Luther King Jr. ES	Low ELA/Math
	McKinley ES	Low ELA/Math
	Robertson ES	Low ELA/Math
	Roosevelt ES	Low ELA/Math
	Stanton Alternative	Low ELA/Math
	Washington MS	Low ELA/Math
Source Washington Report Card, http://www.k12.wa.us/ESEA/Schools/PrioritySchools2017-18.aspx		



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal · Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

History of the Identification of Required Action Districts

Based on [RCW 28A.657.20](#), OSPI recommended and SBE designated the following:

- **RAD Cohort I:** 4 districts; began services in 2011–12; identified persistently lowest achieving schools/RADs based on WASL 2008, 2009, and 2010 data; funded through federal SIG dollars
- **RAD Cohort II:** 4 districts; began services in 2014–15; identified persistently lowest achieving schools/RADs based on WASL 2011, 2012, and 2013 data; funded with state dollars and E2SSB 5329

The table below includes the “non-identification” years and reasons OSPI did not recommend districts to SBE. In each instance, OSPI communicated with SBE about the decision to not identify a new RAD cohort. As indicated in my email, I conferred with both Alan and Gil to ensure accuracy of the information.

Year	Data Used to Identify RAD	Reasons
2012–13	WASL 2009, 2010, 2011	<ul style="list-style-type: none"> • New Process: 2011–12 was the first year for RAD Cohort I. We wanted to implement the required action process a few years to determine if changes would be needed before designating a new cohort. • Available Funding: We didn’t want to identify a new cohort without significant resources to support the work. Since there was not additional SIG funding to support a new cohort, we would have needed to reduce the amount available to RAD Cohort I and/or SIGs. As Alan said, “We didn’t want to spread the peanut butter too thinly.” • New Accountability System/Agency Capacity: We expected to identify Priority and Focus schools based on our Flexibility Request. We weren’t sure we would have agency capacity to support RAD Cohort I, SIG Cohort I and II, newly identified Priority and Focus schools, AND a new RAD Cohort II.
2013–14	WASL 2010, 2011, 2012	Same as 2012–13.
2015–16	WASL 2012, 2013, 2014*	<ul style="list-style-type: none"> • Different Data Sets: We didn’t think it was appropriate to identify districts for the high stakes designation of required action based on different data sets (WASL 2012, 2013, and 2014 for non-SBA pilot districts; WASL 2012, 2013, and 2013 for SBA pilot districts). • Agency Capacity: We continued to serve over 200 Priority and Focus schools, RAD Cohort II, and SIG Cohort III. This would have impacted OSPI capacity to serve a new RAD Cohort III.
2016–17	WASL 2013, 2014*; SBA 2015	<ul style="list-style-type: none"> • Different Data Sets: Similar to 2015–16, we didn’t think it was appropriate to identify districts for the high stakes designation of required action based on different data sets and data sets that mixed WASL and SBA data (WASL 2013, 2014 and SBA 2015 for non-SBA pilot districts; WASL 2013, 2013 and SBA 2015 for SBA pilot districts). • First Year of SBA: 2015 was the first year of the SBA, and schools/districts across the state saw a drop in scores from their previous WASL scores. This may have adversely impacted the final list of persistently lowest achieving schools and RADs. • Agency Capacity: We continued to serve over 200 Priority and Focus schools, RAD Cohort II, and SIG Cohort III. This would have impacted OSPI capacity to serve a new RAD Cohort III.
2017–18	WASL 2014*; SBA 2015, 2016	<ul style="list-style-type: none"> • Different Data Sets: Once again, we didn’t think it was appropriate to identify districts for the high stakes designation of required action based on different data sets and data sets that mixed WASL and SBA data (WASL 2014 and SBA 2015, 2016 for non-SBA pilot districts; WASL 2013 and SBA 2015, 2016 for SBA pilot districts). • 3 Years of SBA Data: We thought best wait and use 3 years of SBA data (2015, 2016, and 2017). • New Accountability System: We weren’t sure it made sense to identify RAD Cohort III under an old set of metrics when we expected to have a new accountability system under ESSA. We also

		thought it made more sense to consider identifying RAD Cohort III when we identified Comprehensive and Targeted Assistance schools. • Agency Capacity: We continued to serve over 200 Priority and Focus schools, RAD Cohort II, and SIG Cohort III. This would have impacted OSPI's capacity to serve a new RAD Cohort.
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*Multiple districts/schools did not have WASL 2014 data, since they participated in the 2014 SBA Pilot. For those districts/schools only, OSPI WASL 2013 data were used for 2013 and 2014.



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Title: Executive Director Update	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This section contains information on multiple business items. The supporting materials address key questions that you may have regarding the business items.
Relevant to business item:	This section is relevant to the following business items: 9. Approval of Basic Education Compliance for Darrington, Eastmont, and Lopez Island School Districts 10. Approval of Basic Education Act Waiver Request for Ridgefield School District
Materials included in packet:	This section contains the following documents: <ul style="list-style-type: none">• Option One Waiver Memo<ul style="list-style-type: none">○ Waiver Document○ Waiver Evaluation Sheets○ Copy of Waiver Law• Basic Education Compliance Memo<ul style="list-style-type: none">○ Original Darrington Letter○ Darrington Response Letter○ Original Eastmont Letter○ Eastmont Response Letter○ Lopez Island Waiver Approval Letter
Synopsis:	The Executive Director Update contains information on business items and upcoming work of the Board. The Executive Director and staff will brief the Board during this agenda time.



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REQUEST FOR WAIVER OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in the application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Summary

Please see the following table that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Ridgefield	1	3	Transition Day for Middle and High School	179	7	Renewal	Yes

What are the goals of this waiver?

The primary goal of the waiver is to use the transition day to provide a positive learning environment for entering middle and high school students. The district measures its progress towards goals of the waiver through data from the Healthy Youth Survey, a climate survey administered in the Fall and Spring, and responses from the community. The district also will examine attendance and discipline data. The district also relates its waiver to the systemwide goal of increasing student improvement on the state assessment, advanced placement exams and the SAT.

If a renewal, what progress on original goals has been made?

The district demonstrates improvement in student survey results on Healthy Youth Survey and the local climate survey, reflecting an improvement in the learning environment. Community responses have been enthusiastic. Over the last three years, Smarter Balanced results from the district have shown mixed results. The district shows an increase in English proficiency from 2015-16 to 2015-16 in six of seven tested grade levels but, then, a decrease from 2015-16 in to 2016-17 in six of seven tested grade levels. Math results show a similar trend with an increase in four of seven tested grade levels from 2014-15 to 2015-16 and a decrease from 2015-16 to 2016-17 in four of seven tested grade levels. The district's graduation rate remains at a high level of at least roughly 90% for the four-year adjusted cohort graduation rate.



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Background: Option One Waiver

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

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

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

Summary of Current Option One Request

Ridgefield, a medium-sized district of about 2,800 students along the Columbia River in Southwestern Washington, requests a renewal of its waiver of one day for the 2018-19, 2019-20 and 2020-21 school years. The district states that it will meet and exceed minimum instructional hours and will have seven additional teacher work days without students.

The purpose of the waiver is a transition day so that the district can provide a positive learning environment for entering middle and high school students. Students in seventh and ninth grade will attend the transition day at the middle and high school, respectively. The waiver will only apply to grades eight, ten, eleven, and twelve. Elementary grade levels will be unaffected by this waiver. The district elaborates on the benefits of a transition day. The transition day reduces the anxiety of new students, allows them to make friends, introduces them to the teachers, promotes good behavior and has a positive effect on academic performance. The district cites positive community feedback on the transition day and a district press release demonstrates positive staff and student perspectives on the transition.

In response to renewal questions, the district demonstrates improvement in student survey results on Healthy Youth Survey and the local climate survey, reflecting an improvement in the learning environment. While the district notes that it is difficult to link the climate survey results to a one-day event, the district has seen encouraging results in survey data. The district is monitoring attendance and discipline rates. Over the last three years, Smarter Balanced results from the district have shown mixed results. The district shows an increase in English proficiency from 2015-16 to 2015-16 in six of seven tested grade levels but, then, a decrease from 2015-16 to 2016-17 in six of seven tested grade levels. Math results show a similar trend with an increase in four of seven tested grade levels from 2014-15 to 2015-16 and a decrease from 2015-16 to 2016-17 in four of seven tested grade levels. The district's graduation rate remains at a high level of at least roughly 90% for the four-year adjusted cohort graduation rate. To improve its use of the waiver day from the previous request, the district has slightly modified its metrics and has allowed new students who have transferred to the district but aren't in the seventh or ninth grade classes to also attend the transition day.

The district submitted all of the required documents. The district noted various ways that it keeps the community informed on this waiver of the 180-day school year, including through the district leadership team, emails to parents, the website, and parent-teacher conferences.

Action

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

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

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

The SBE will provide written confirmation (via e-mail) of receipt of the application materials. **Part A: For all new and renewal applications:**

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

RESOLUTION NO. 2017-2018-003

Adopting 180-Day Waiver Request for School Years 2018-2019, 2019-2020, 2020-2021

WHEREAS, the Washington State Board of Education has recognized the importance of educational improvements and has established waivers of the 180-day school year to enhance educational programs; and

WHEREAS, the Ridgefield School District has established goals for continuous improvement and is committed to enhancements that will support increased student learning and individual achievement; and

WHEREAS, research supports the needs to effectively support learners when transitioning to new schools; and

WHEREAS, the Ridgefield School District's goals include providing safe, inclusive, and positive learning environments that support high academic and behavior expectations for every student; and

WHEREAS, the Ridgefield School District will continue to meet the instructional hours offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested.

NOW, THEREFORE, BE IT RESOLVED that the District respectfully requests that the minimum 180-day school year requirement be waived for the Ridgefield School District to allow for up to one (1) waiver day in the school years 2018-2019, 2019-2020, and 2020-2021. During this time, students in grades 8, 10, 11, and 12 would not attend school for one day in order to allow faculty and staff to focus on transitioning 7th graders to View Ridge Middle School and 9th graders to Ridgefield High School.

ADOPTED by the Board of Directors of Ridgefield School District No. 122, Clark County, Washington, at an open public meeting thereof held this 14th of November, 2017.

Attest:

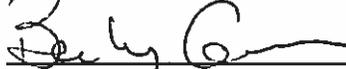


Dr. Nathan McCann, Superintendent

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS



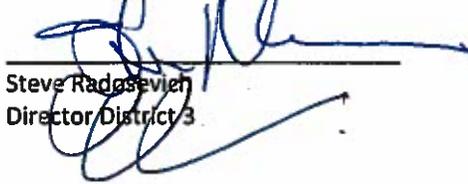
Scott Gullickson, President
Director District 5



Becky Greenwald, Vice President
Director of District 4



Joseph Vance
Director District 2



Steve Radosevich
Director District 3

Emily Enquist
Director District 1

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

School District Information	
District	Ridgefield School District
Superintendent	Dr. Nathan McCann
County	Clark
Phone	360-619-1302
Mailing Address	2724 South Hillhurst Road Ridgefield, WA 98642
Contact Person Information	
Name	Chris Griffith
Title	Assistant Superintendent
Phone	360-619-1302
Email	chris.griffith@ridge.k12wa.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?	View Ridge Middle School – Grades 7 and 8 Ridgefield High School – Grades 10, 11 and 12
How many days are requested to be waived, and for which school years?	
Number of Days	1 – only for grades 7, 8 and 10, 11, and 12
School Years	2018-2019, 2019-2020, 2020-2021
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No
Remaining number of half days in calendar	
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 Ridgefield School District would like to implement a transition program for incoming 7th and 9th grader students. On the first day of the year, only 7th and 9th graders will be in their respective buildings (View Ridge Middle School and Ridgefield High School). Assurance Day will provide 7th and 9th grader students with the opportunity to familiarize themselves with their new school cultures, find their classes, manage their lockers, make new friends, connect with school staff, where to go for help, and much more.

The last day of school at View Ridge Middle School will be a day to celebrate 8th grader students graduation into high school and the closing of this chapter of their lives. Only the 8th graders will be present in school.

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.)

View Ridge Middle School: (https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/96692/VRMS_SIP_2017-2018.pdf)

SIP Goal #2 - All members of the View Ridge community will continue working toward enhancing a safe, healthy and respectful learning environment.

View Ridge Middle School recognizes that a positive environment is critical to ensure student learning. Through surveys and discussions with staff and students VRMS has identified anxiety surrounding starting middle school to be a big concern. Allowing all incoming 7th graders a day to get to know each other, school culture, schedules, classrooms, lockers, etc. without fear of upperclassman will aid in reducing this anxiety.

Ridgefield High School: (https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/96687/RHS_SIP_2017-18_Final.pdf)

With an emphasis on continual improvement and accomplishing system wide activities, student performance will increase in the HSPE, AP, and SAT testing.

- The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
- Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
- The school improvement effort is externally validated on a periodic basis.

As a staff, we continue to strive for a culture that is focused on student learning and reflective upon our teaching practices.

The mission of the Ridgefield High School Counseling Department is to ensure a safe and caring environment in which all students acquire the knowledge, skills, and attitudes needed for academic, career, and personal/social development.

Both buildings work with their feeder schools to help the transition process and to build relationships in order to help lower suspension rates while increase attendance and ultimately graduation rates.

Ridgefield School Board:

The Ridgefield School Board heard and approved “Assurance Day” for View Ridge Middle School and Ridgefield High School and “Celebration Day” for View Ridge Middle School on April, 14, 2015.

Excerpt from Ridgefield School Board Minutes 4/14/15

NEW BUSINESS – Action

Approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration

Motion was made by Director Jeff Vigue Board approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration, seconded by Director Joe Vance. There was brief discussion. View Ridge Middle School Principal Chris Griffith shared his comments. All members voted in favor of the motion. Motion carried.

- 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.

“Assurance Day” is designed to reduce student anxiety during transitions to middle school and high school. Effectiveness of the program will be measured through student and staff surveys. The survey will be created in Schoolwires and given to all students and staff.

Additionally, we will analyze using 2014-2015 as baseline data:

- Attendance Rates
- Discipline Referrals (non-truancy/tardies)
- Number of Individuals Who Receive Referrals (non-attendance)
- Suspension or Expulsions (non-attendance)

2014-2015 Baseline data

Grade	Absence Rate	Discipline Referrals (non-truancy/tardies)	Individual Student Referrals (non-attendance)	Suspensions or Expulsions (non-attendance)
7	6.0%	51	39	7
8	7.2%	186	59	12
9	7.0%	121	55	23

- 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.

View Ridge Middle School:

During the first day each department will focus on a different anxiety related issue. Listed below are the highest anxiety related issues as identified by incoming students.

1. Getting lost and to class on time. The staff will prepare a scavenger hunt that helps the students familiarize themselves with their new building, each room in the new building and where important core facilities such as restrooms, the library and cafeteria are at.
2. Sharing lockers and solving locker partner problems. The staff will teach a specific lesson related to locker sharing etiquette and resolving problems. Students will also role play possible locker conflicts.
3. Opening lockers. The staff will teach a lesson that explains and assists students on how to open a combination lock. Students will practice in their classroom prior to moving to their assigned locker. Once at their assigned locker students will practice opening their locker, as well as organize their materials and belongings to assist in locker partner etiquette.
4. How to use Skyward – student access. Skyward is an integral part of the communication system in place for secondary schools in the Ridgefield School District. Starting middle school, students are taught to check their grades through Skyward on a regular basis. Staff input grades regularly and sent monthly progress reports to parents. In addition to grades, Skyward tracks attendance. This is an area of focus at the middle school, as students learn to transition to 6 different classes every day. All students will be given their login and password information. Then specific lessons will be taught addressing how to login, where to check grades and attendance. Additional time will be spent teaching students how to find staff assignment calendars so they can track assignments.
5. How to make up assignments (What to do when a student is sick). Students will be taught how locate missing assignments and the process for completing and turning that work in.
6. REBS – View Ridge Middle School is a Positive Behavior Intervention and Support (PBIS) school. Our schoolwide expectations are Respectful, Excellence, Be responsible and Safe (REBS). Staff will use specific lessons to share our REBS expectations, explain our incentive program and PBIS in general.

RHS:

Frosh Camp

Quick opening to discuss schedule and purpose of the day

15min. classes on modified bell schedule to help students prepare for high school on a procedural level and to familiarize students with High School options for successful learning and student choice.

1st period -- ice breaker

2nd period—skyward and internet forms

3rd period—personality test

ASB assembly half hour—introduction to ASB and Leadership

4th period –study skills

5th period—class offerings and transcripts

6th period—extracurricular—athletics, drama--music,--art--clubs etc.

Auditorium—hog call for small groups---teacher squadron leaders will get their small groups together (around 15 students)

Teacher squadron Leaders (Teachers assigned to a group of students—will travel with them through afternoon rotations.) will escort groups to lunch—

Afternoon Rotations—about 20 min sessions

Amazing Race—Lead Teachers—Jeff Brink and Jill B.

There will be two sessions

The Goal of the Amazing Race is to familiarize students with campus and staff.

Activates will include:

Checking out a book from librarian in to find next clue

Finding clue in Amy's career and high school and beyond room

Opening a locker to find next clue

Asking for a clue from Mrs. Bentler

Going to stadium for clue

Getting clue from administration

Getting clue from secretaries

Etc.

Success Bound---Lead Teachers---

There will be two sessions

The Goal of the Success bound sessions is to help students recognize school character traits. What are Responsibility, Resilience and Respect? What does the practice look like in different settings?

Session one a brain storming activity—session two is the poster-making project

Bullying and Drugs

Howard will give a one-session presentation to students

The Goal of this session is to let students know the ramifications of these activities and the policies around reporting.

Student Panel

Lead Teacher(s) -- Goal is to let students ask questions about High School life to their peers. The panels will consist of a diverse group of students. Each panel will have at least one student who has struggled in high school and persevered.

Leadership Team Building

Lead Teachers--Kim Alias and David Wear

Goal: Marshmallow activity to help develop leadership and team building.

Closing-

Administration

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 Ridgefield School district will use yearly student climate survey data to determine the success of "Assurance Day." The goal is to reduce student anxiety for students as they transition from elementary school to middle school and again when students transition to high school. Climate surveys will be given in the fall and again in the spring. Results will be analyzed both from fall to spring, but also across multiple years.

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

In subsequent years, incoming students will be surveyed to identify anxieties related to their peer groups' transition. Each building will then design specific lessons to address and reduce those anxieties. Successful activities and events will continue from year to year if they address the needs of the students. Less successful activities may be tweaked or dropped and replaced with new activities.

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

The idea of "Assurance Day" was initiated from discussion and work done through the Teacher/Superintendent Leadership Group. This group is composed of teacher leaders from each of the districts' four schools and the superintendent of the Ridgefield School District.

A major concern of the group was the transition between each level of the Ridgefield System. While a number of initiatives have been put in place student anxiety remained high. After much discussion and thought, the group proposed "Assurance Day."

Presentations were then made to Ridgefield High School and View Ridge Middle School staff to elicit their thoughts. Both buildings were in favor of the "Assurance Day" concept and committed to creating committee's to plan their respective programs.

The idea was shared with parents through emails, building websites and parent meetings. Overwhelmingly, parents were in support of "Assurance Day" to help reduce transition anxiety.

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.

Section 8. EMPLOYEE WORK YEAR

A. The work year covered by this Agreement shall consist of 180 work days. Any extension of contracted days (other than those paid by the TRI stipend in F below) shall be compensated at full per diem (1/180 of the employee's contract). Any additional work day(s) shall be computed at the hourly curriculum rate of \$30.00. Additional days shall be scheduled prior to the ending of the school year for work to be completed during the summer months. All employees are expected to be available for extended work day(s). Those employees scheduled for extended day(s) shall mutually agree to their schedule of work day(s). Provision may be made under this paragraph for special projects (included but not limited to curriculum development, development of special program(s) at a specific school, etc.) for morning/evening work beyond the expected work day during the school year.

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	7
Total	187

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	(1) District kick-off		
2	100%		Teacher in-service	
3	100%		Teacher in-service	
4	100%		Teacher in-service	
5	100%			Teacher work day
6	100%		(1/2) Teacher in-service	(1/2) Teacher work day
7	100%		(1/2) Teacher in-service	(1/2) Teacher work day
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.

The Ridgefield School District used the requested waiver day each of the last three years. The waiver day was used as described in the application above with one change. The high school refers to the day as "Frosh Camp." Each year, both View Ridge Middle School and Ridgefield High School have brought in only their incoming students (7th and 9th respectively) on the first day of school. The day was used to help ease the transition to new buildings within the Ridgefield School District. Staff worked hard to create a warm welcoming environment that allowed students to meet new individuals, learn about the school expectations, learning environment, school culture, as well as meeting staff.

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

In our original application we stated:

The Ridgefield School district will use yearly student climate survey data to determine the success of "Assurance Day." The goal is to reduce student anxiety for students as they transition from elementary school to middle school and again when students transition to high school. Climate surveys will be given in the fall and again in the spring. Results will be analyzed both from fall to spring, but also across multiple years.

We found it difficult to link changes in school climate over the course of the year with this single day event. There is so much more that goes into a students reflection and response on school climate over the course of an entire year. Nevertheless, we are pleased that the Healthy Youth Survey data produced positive impact on questions about safe and enjoyment with school.

Anecdotally, parents share every year with administration and central office how thankful they are that both the middle school and high school have created these incoming student days. They share heart that their students are not nervous the night before because they know that only new students will be at the school. They are relaxed and ready to meet new friends and staff.

Healthy Youth Survey data reveals:

In 2014 46% of 8th graders and 30% of 10th graders "often" or "almost always" enjoyed being at school. In 2016 those numbers increased to 50% of 8th graders and 43% of 10th graders.

In 2014 86% of 8th graders and 77% of 10th graders reported feeling safe at school. In 2016 those numbers increased to 90% of 8th graders and 92% of 10th graders.

This year we wanted to approach the survey more specifically. We knew our goals for the day, so we asked questions related to how well we met those goals.

In our survey of incoming 7th graders this year (90 respondents):

- 84.3% expressed that Assurance Day lowered their anxiety about starting middle school
- 86.4% expressed that Assurance Day helped them become familiar with the campus

- 88.8% of the student respondents shared that Assurance Day helped them understand the “Do’s” and “Don’t” of middle school.
- 79.8% of the students met at least two new peers during the day

In our survey of incoming 9th graders this year (167 respondents):

- 73.1% expressed that Frosh Camp lowered their anxiety about starting high school
- 80.7% expressed that Frosh Camp helped them become familiar with the campus
- 76.6% of the student respondents shared that Frosh Camp helped them understand the “Do’s” and “Don’t” of high school.
- 74.9% of the students met at least two new peers during the day

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

As shared previously, we are making adjustments to our measurements of success. We believe that surveying the students immediately to gain their perspective on how well we met our intended goals is the best way to gauge our success.

As a rapidly growing district we are expanding Assurance Day and Frosh Camp to include not just the 7th and 9th graders, but also any new secondary student to the district to join their schools on the first day. We believe that these students, while smaller in size will benefit from the same supports we provide to all our incoming students.

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.

Over the last three years we have heard from students, parents, and staff that “Assurance Day” and “Frosh Camp” are valuable opportunities to reduce anxiety and building strong school bonds. As a growing district with record numbers of new students enrolling each year it is becoming more and more critical that we continue this program to ensure our newest students get started on the right foot.

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

The district publishes this event in a variety of ways, including on our district website. Including, VRMS pushed out a reminder to all parents regarding the start of the year (<http://www.ridgefieldsd.org/article/21645?org=Middle%20School>). In this reminder the school wrote:

7th GRADE ASSURANCE DAY

All 7th graders and any 8th grade students new to Ridgefield School District will have Assurance Day on August 29. Returning 8th graders will stay home on this date and begin school on August 30. We use this day to orient our new students to the school’s facility, expectations, academic program, and procedures as well as help them make connections with their classmates and teachers.

The district ran a story this year sharing the experience with the whole community (See Press Release 9/12/17). Mr. Smith (VRMS principal) has held meetings with parents at each Assurance Day to further engage the families.

Additionally, the district office received unsolicited positive emails from parents thanking us for dedicating a day to the transition process.

Tony Smith, Principal - View Ridge Middle School reports:

1. Parents are informed of Assurance Day in newsletters and information nights in the spring prior and August leading up to the day. Outcomes, rationale, and prior years' impacts are communicated at these times.
2. A team of staff plan and coordinate the day, and I have received no suggestion from any staff member that we should not continue this day. Numerous teachers share with me that they find the day to be a good opportunity to slow down and answer the many questions our new students come with and explain our procedures and expectations.

Christen Palmer, Principal – Ridgefield High School reports:

1. Parents were informed based on my letter and emails that went home before Frosh Camp that it was happening.
2. Parents and community hear about the impacts of Frosh Camp from the students themselves and how they feel ready for their first day of school because of Frosh Camp. Also, I posted some stuff on the live feed that went out to folks who have that on their phone.
3. I have had conversations with staff about Frosh Camp and how much they think it helps our new 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.



School Calendar 2018 - 2019

August 2018						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 2018						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September 2018						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2019						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 2019						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 2018						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2019						
M	T	W	T	F	S	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			

June 2019						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2018						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2019						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 2019						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

PRESS RELEASE

FOR IMMEDIATE RELEASE

For More Information, Contact:
Dr. Nathan McCann, Superintendent
Ridgefield School District
nathan.mccann@ridgefieldsd.org
(360) 619-1302

Ridgefield School District Assures Valuable First Day Experience for New Students

Tuesday, September 12, 2017 – Ridgefield, Washington – In the Ridgefield School District, August 29 at first glance would have seemed like a typical first day of school at View Ridge Middle School and Ridgefield High School.

However, the only students making their way to class that day were seventh graders at the middle school and ninth graders at the high school. The students knew that the day would be focused entirely on them, and they had the school and the staff all to themselves.

Each year, the first day of school at the district’s only middle school and high school is devoted to welcoming new students transitioning from elementary to middle school and from middle school to high school. Students brand new to the district are also included in the first-day experience at both schools.

Known as “Assurance Day” at View Ridge and “Spudder Frosh Camp” at Ridgefield High School, the day is designed to provide an opportunity for incoming students to get familiar with their new school, cycle through their classes, meet their peers and get to know their teachers and the school staff. It provides fun, interactive activities throughout the day, and also gives students a chance to hook up with their future mentors--leadership students at both schools who help ease them into the middle school and high school experience.

The following day, the students join the rest of the student body at their respective schools when fellow classmates in the upper grades return for their first day of classes.

At Ridgefield High School, National Honor Society students were on hand ready to help the incoming freshmen navigate their way through their first day of high school. Ninth-grader Ethan McQuivey commented on his experience. “It feels like a new adventure that has already been guided in the right way.”

“The enthusiasm and increased confidence we saw from our new students at the end of the day was a stark contrast from the nervousness they exhibited in the morning,” said Tony Smith, Principal at View Ridge Middle School.

For seventh graders, it was clear that Assurance Day was both valuable and meaningful. Max Daniels said, “It helped because I knew where all my classes were.” Wyatt Bartroff commented, “Having eighth graders help us out was great because they could tell us important things we needed to know.”

Said Madison Wilkins, “I was nervous about not being able to find things, but Assurance Day made it really easy,” and according to Jack Brown, “It was less crowded, so you could get around more easily.”

“I was really impressed with both our new students and especially our eighth grade Leadership students, who worked hard all day long helping our seventh graders learn the routines and expectations of our school,” said Principal Smith. “I think every one of our new students already has a fellow student to go to if they need anything.”

###

Option One Waiver Application Worksheet

District: Ridgefield
Date: 1/11/2018

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

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

District: Ridgefield

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

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

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

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

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



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2017-2018 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE shall require the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

On August 7, 2017, the SBE launched the basic education compliance reports in the OSPI iGrants system. On August 7, 2017, the SBE notified all districts that they must complete and submit the online report by September 15, 2017. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports.

At the November 2017 board meeting, the Board approved of only 292 districts of the 295 districts in Washington state. The Board is recommended to approve of the remaining three districts – Darrington, Eastmont, and Lopez Island at the January 2018 board meeting. As described in the letter from Darrington School District, the district has taken measures to fully implement graduation requirements for the Class of 2018 and become compliant with minimum basic education requirements for the Class of 2017-18. SBE staff are satisfied with Darrington School District's response and, therefore, recommend approval. As described in the letter from Eastmont school district, the district made a mistake in posting its graduation requirements, has fixed the mistake on their posted information, and confirmed that they are in compliance. At the November 2017 board meeting, the Board approved of Lopez Island School District's request for an option one waiver of the 180-day requirement, thus completing the district's basic education compliance report.

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



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November 6, 2017

Superintendent Dr. Buck Marsh
Darrington School District
1065 Fir Street
Darrington, WA 98241

RE: Graduation Requirements for the 2017-18 School Year

Dear Superintendent Marsh,

The State Board of Education has received the basic education compliance report (Form Package 600 in iGrants) from Darrington School District indicating that the district is requiring only three credits of English and two and a half credits of social studies for the 2017-18 school year. The State Board of Education requests additional information from the district to complete its review of the district's compliance with minimum requirements of the program of basic education.

In 2012, Darrington School District received a waiver to delay the implementation of new English and social studies credit requirements in WAC 180-51-067 until the Class of 2018. The waiver allowed Darrington School District to maintain the English and social studies credit requirements of WAC 180-51-066 through the Class of 2017. The waiver has expired. Therefore, Darrington School District is required to implement WAC 180-51-067, including four credits of English and three credits of social studies, for the Class of 2018.

Under RCWs 28A.150.220 and 28A.150.250, the State Board of Education is required to ensure compliance of school districts to the program of basic education. In order to fulfill the State Board of Education's duty under law, SBE staff need either a letter assuring that the school district is in compliance with minimum graduation requirements for the Class of 2018 or a letter explaining the deficiency or deficiencies. By November 30 2017, please submit a letter assuring compliance or a letter of explanation.

Mr. Parker Teed is the staff person in our office with day-to-day responsibility for this matter, and can be contacted with further questions at parker.teed@k12.wa.us or 360-725-6047.

Sincerely,

Deb Merle
Interim Executive Director

cc: Parker Teed, Data Analyst

Kevin Laverty, *Board Chair* • Deb Merle, *Interim Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
Ryan Brault • Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Holly Koon • Judy Jennings
Chris Reykdal, *Superintendent of Public Instruction*

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DARRINGTON HIGH SCHOOL
436-1140

DARRINGTON SCHOOL DISTRICT NO.330

P.O. BOX 27
DARRINGTON, WA 98241
SUPERINTENDENT'S OFFICE
436-1323

DARRINGTON ELEMENTARY
436-1313

December 11, 2017

To: Michaela Miller, Deputy Superintendent, OSPI

Re: Action Plan for ELA Credits for DHS Class of 2018

It has come to my attention that Darrington High School is not in compliance with current state graduation requirements. Background and action steps for DHS students to attain 4.0 ELA credits are:

25 students are in the 2018 graduation cohort. 11 students are college bound and are on track to complete 4.0 credits of English through College in the High School at DHS or Running Start, 1 is in Life Skills and is on-track to achieve 4 credits of ELA credits, and two students are not on-track to graduate with this cohort (GED, Job Corps, etc.). The 11 remaining students fall into 2 categories: Skills Center Students (3) and non-Skills Center students (8).

Sno-Isle Tech students attend school in the morning in Mukilteo, and return to DHS just prior to lunch. For these students, the personal finance course (a DHS graduation requirement) will be waived to allow for enrollment in an afternoon Business English course. Taught through the American School, the course will afford students the opportunity to earn 1.0 ELA credits during second semester which, along with their .5 ELA at the Darrington High School, will mean all three will achieve 4 credits by graduation in June, 2018.

For Non-Skills Center Students to recover the 1.0 credit deficiency in ELA, DHS will offer seniors three options in addition to their regularly scheduled senior ELA course (essentially doubling up ELA during second semester):

1. Zero (0) hour class or class in morning during school day: Senior English
2. After school class or class in afternoon during school day: Senior Literature
3. Business English course in lieu of the PM ELA elective

DHS will also amend 2018 Graduation Table to reflect requirement of 4.0 ELA credits.

Sincerely,



Dr. Buck Marsh, Superintendent

CC: Deb Merle, Interim Executive Director, SBE
Parker Teed, Data Analyst, SBE
Chris Reykdal, Superintendent, OSPI



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November 6, 2017

Superintendent Dr. Garn Christensen
Eastmont School District
800 Eastmont Avenue
East Wenatchee, WA 98802

RE: Graduation Requirements for the 2017-18 School Year

Dear Superintendent Christensen,

The State Board of Education has received the basic education compliance report (Form Package 600 in iGrants) from Eastmont School District indicating that the district is requiring only three and a half credits of English for the 2017-18 school year. The State Board of Education requests additional information from the district to complete its review of the district's compliance with minimum requirements of the program of basic education.

In 2012, Eastmont School District received a waiver to delay the implementation of new English and social studies credit requirements in WAC 180-51-067 until the Class of 2018. The waiver allowed Eastmont School District to maintain the English and social studies credit requirements of WAC 180-51-066 through the Class of 2017. The waiver has expired. Therefore, Eastmont School District is required to implement WAC 180-51-067, including four credits of English and three credits of social studies, for the Class of 2018.

Under RCWs 28A.150.220 and 28A.150.250, the State Board of Education is required to ensure compliance of school districts to the program of basic education. In order to fulfill the State Board of Education's duty under law, SBE staff need either a letter assuring that the school district is in compliance with minimum graduation requirements for the Class of 2018 or a letter explaining the deficiency or deficiencies. By November 30 2017, please submit a letter assuring compliance or a letter of explanation.

Mr. Parker Teed is the staff person in our office with day-to-day responsibility for this matter, and can be contacted with further questions at parker.teed@k12.wa.us or 360-725-6047.

Sincerely,

Deb Merle
Interim Executive Director

cc: Parker Teed, Data Analyst

Kevin Laverty, *Board Chair* • Deb Merle, *Interim Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
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November 6, 2017

Interim Executive Director Deb Merle
Washington State Board of Education

Re: Graduation Requirement for the 2017-2018 School Year

Dear Ms. Merle:

This letter is in response to correspondence received from you concerning the basic education compliance for the graduating class of 2018.

There was an error on our Procedure 2410-P stating that only three and a half credits of English were required for the 2017-2018 school year at Eastmont High School. This error also transferred over to Package 600 in iGrants. The requirements in the Procedure 2410-P for Eastmont have been changed to accurately reflect requirements for the class of 2018. All of our students who graduate in 2018 will have four credits of English and three credits of social studies as required in WAC 180-51-067. I can attest to this statement, as can the Eastmont High School Principal Lance Noell.

Thank you for bringing this to our attention. Please be assured that our graduating class of 2018 will fulfill the requirements of WAC 180-51-067.

Sincerely,



David R. Woods
Assistant Superintendent, Secondary Education



Garn Christensen
Superintendent

cc: Lance Noell, EHS Principal



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November 17, 2017

Superintendent Brian Auckland
Lopez Island School District
86 School Road
Lopez Island, WA 98621

Dear Superintendent Auckland;

This is official notification that, pursuant to WAC 180-18-040 and WAC 180-18-050, the State Board of Education took the following action on the 180-day waiver application submitted by your District.

On November 9 2017, the State Board of Education approved Lopez Island School District's request for a waiver from the basic education program requirement of a minimum 180-day school year, for the purposes set forth in the district application. The approved waiver is for four days from the 180-day requirement for the 2017-18 and 2018-19 school years.

If you have questions please contact Parker Teed at the State Board of Education office, 360-725-6047.

Sincerely,

Deb Merle
Interim Executive Director

cc: Parker Teed, Data Analyst
Dave Sather, Principal 6-12, Curriculum Director/Athletic Director

Kevin Laverty, *Chair* • Deb Merle, *Interim Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
Ryan Brault • Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Holly Koon • Judy Jennings
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Title:	Public Hearing – School Improvement Goal Rulemaking	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) is authorized to adopt and revise performance improvement goals and is expected to present the goal to the education committees of the legislature for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature. At the meeting, the SBE will conduct a public hearing to solicit feedback from stakeholders on the proposed rule change.	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>On November 21, 2017, staff filed a CR-102 with the Office of the Code Reviser for WAC 180-105 to signal the agency's interest in continuing the rulemaking. The memo provides an update on the work plan for finishing rulemaking on the school improvement goals. The memo also contains new information about the required School District Fiscal Impact Statement regarding the rule change. The OSPI estimates a fiscal impact of approximately \$2,691,500 to school districts.</p> <p>The Board is expected to approve or authorize staff to present the improvement goals to the Education Committees of the Legislature shortly after the January SBE meeting.</p>	



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PERFORMANCE IMPROVEMENT GOALS – UPDATED RULES

Policy Considerations

The State Board of Education (SBE) is authorized to adopt and revise performance improvement goals in reading and writing (ELA), science, and mathematics, by subject and grade level; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning in [RCW 28A.305.130\(4\)\(a\)](#). The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.

The goals shall not conflict with requirements contained in Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 as amended by the Every Student Succeeds Act (ESSA). The Board shall adopt the goals by rule ([WAC 180-105-020](#) and [WAC 180-105-060](#)). However, before each goal is implemented, the Board shall present the goal to the education committees of the legislature for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature.

In advance of the public hearing scheduled for January 10, 2018, the SBE send draft language to various partner agencies for feedback and comments. At the time of this writing, no comments have been received.

Background

At the November 2017 meeting, Board members were presented with [draft amendments](#) to WAC 180-105-020 and WAC 180-105-060 for consideration of the filing of the rule with a CR-102, Notice of Proposed Rule, for publication in the State Register and scheduling of a public hearing. Through an action, the Board approved the filing of the CR-102, and on November 21, 2017, staff filed the CR-102 with the Office of the Code Reviser for WAC 180-105 (Appendix A) to signal the agency's interest in continuing the rulemaking.

The anticipated work plan for the rulemaking is summarized as follows.

- January 10, 2018: The Board will conduct a public hearing on the proposed rulemaking and will hear a presentation on the fiscal impact of the rule change from the OSPI.
- January 11, 2018: The Board votes to approve the presentation of the goals to the Education Committees of the Legislature.
- January 15, 2018: Present the goals to the Education Committees of the Legislature for the committees' review and comment.
- March 7, 2018: The Board votes to adopt the rules after stakeholder comments and file the CR-103. If the legislature is expected to act on the proposed rules this approval would be expected to be pushed back or postponed to the May 2018 SBE meeting.

Summary of Fiscal Impact Statement

The CR-102 requires the OSPI to complete a School District Fiscal Impact Statement (Appendix B) for the proposed rule changes. The OSPI estimated a total fiscal impact of \$2,691,500. The fiscal impact estimate is derived from the criteria that follows.

- All districts would be expected to incur costs from the following for each high school:
 - 20 hours with each of their high school leadership teams
 - 20 hours to provide materials and feedback to their school boards on the change
 - 60 hours on community engagement and answering questions from parents on the scope of the changes

For the 630 high schools in the state, the total district hours expended is estimated at 12,600 hours

- All districts would be expected to incur costs from the following:
 - 20 hours on materials for their school boards
 - 60 hours on community service (engagement and answering questions from parents)

For the 280 school districts in the state, the total district hours expended is estimated at 22,400 hours

The total fiscal impact estimate provided = 35,000 hours @ \$76.90 per hour = \$2,691,500.

Action

The Board will consider approval for staff to present the improvement goals to the Education Committees of the Legislature in January 2018 for their comments and consideration.

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



AMENDATORY SECTION (Amending WSR 07-07-052, filed 3/14/07, effective 4/14/07)

WAC 180-105-020 Reading and mathematics. (1) Each school district board of directors shall by December 15, ~~((2003))~~ 2018:

(a) Adopt district-wide performance improvement goals using the federal requirements to determine the increase in the percentage of students who meet or exceed the standard on the ~~((Washington assessment of student learning))~~ current statewide assessment for reading or English language arts and mathematics in grades ~~((four, seven,))~~ three through eight and ten; and

(b) Direct each school in the district that administers the ~~((Washington assessment of student learning))~~ current statewide assessment for grades ~~((four, seven,))~~ three through eight or ten to adopt performance improvement goals using the federal requirements to determine the increase in the percentage of students meeting the standard for its ~~((fourth, seventh, or))~~ third through eighth and tenth grade students in reading or English language arts and mathematics.

(2) School districts and schools shall establish separate district-wide and school reading or English language arts and mathematics improvement goals using the federal requirements to determine the increase in requirements under subsection (1) of this section for each of the following groups of students:

- (a) All students;
- (b) Students of each major racial and ethnic group;
- (c) Economically disadvantaged students;
- (d) Students with disabilities; and
- (e) Students with limited English proficiency.

(3) School districts and schools are not required to publish numerical improvement goals in a grade level for reading or English language arts and mathematics for ~~((2004))~~ 2018 or in any year thereafter for any student group identified in subsection (2) of this section in which there were fewer than ten students eligible to be assessed on the ~~((Washington assessment of student learning))~~ current statewide assessment in the prior year. However, this subsection shall not be construed to affect WAC 180-16-220 (2)(b) or any other requirements for school and school district improvement plans.

(4) Annual performance improvement goals for both school districts and schools shall be determined:

(a) By using the starting point and annual goals established using the federal requirements for determining starting points in the ~~((2003))~~ Washington State ~~((No Child Left Behind (NCLB)))~~ Every Student Succeeds Act (ESSA) Accountability Plan approved by the U.S. Department of Education.

(b) ~~((If the performance improvement goals established by using the federal requirements to determine the increase for assessments administered in the spring of 2003 and each year thereafter through and including assessments administered in the spring of 2013 are not met, but the other indicator is met [the other indicator for high schools is the graduation goal (WAC 180-105-040(4)) and the other indicator for elementary and middle schools is the unexcused absences goal (Washington State Accountability System under NCLB 2001)] then a substitute calculation may be made. That substitute calculation representing satisfactory progress shall not be less than the sum of:~~



~~(i) The percentage of students meeting standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject; and~~

~~(ii) The percentage of students who did not meet standard on the assessments administered in the spring of the preceding year for the relevant student group, grade level and subject, multiplied by ten percent.~~

~~(e)) The performance improvement goals for assessments administered in the spring of ((2014)) 2027 shall be that ninety percent of all students eligible to be assessed meet standard on the ((Washington assessment of student learning)) current statewide assessment.~~

(5) School districts and schools shall be deemed to have met the performance improvement goals established pursuant to this chapter if the school district or school achieves the ((minimum)) improvement goal required under subsection (4) of this section ((, even if the school district or school does not achieve the performance improvement goals established by using the federal requirements to determine the increase)).

(6) No performance improvement goal for a group in a subject and grade established pursuant to this section shall be used for state or federal accountability purposes if fewer than ((thirty)) twenty students in the group for a subject and grade are eligible to be assessed on the ((Washington assessment of student learning)) current statewide assessment.

AMENDATORY SECTION (Amending WSR 07-07-052, filed 3/14/07, effective 4/14/07)

WAC 180-105-060 High school graduation. (1) Each school district board of directors shall by December 15, ((2005)) 2018, revise district-wide graduation rate goals for ((2006)) 2018 and each year thereafter and shall direct each high school in the district to revise graduation rate goals for ((2006)) 2018 and each year thereafter, subject to approval by the board.

(2) ~~((The minimum graduation rate goals through 2013 shall be as follows for each of the nine groups of students listed in WAC 180-105-040(4):~~

~~(a) Sixty-six percent in 2005, one percentage point above the previous year's goal from 2006 through 2009, and three percentage points above the previous year's goal in 2010 through 2013; or~~

~~(b) For any student group whose graduation rate falls below sixty-six percent in 2005, the minimum goal for 2005 is two percentage points above that group's graduation rate in 2004, an additional two percentage points per year above the previous year's goal in 2006 through 2009, and an additional four percentage points per year above the previous year's goal in 2010 through 2013, until the rate for that group meets or exceeds the goal described in (a) of this subsection.)~~
Annual performance improvement goals for both school districts and schools shall be determined for each of the groups of students listed in WAC 180-105-040(4), by using the starting point and annual goals for the four-year graduation rate established using the federal requirements for determining starting points in the Washington State Every Student Succeeds Act (ESSA) Accountability Plan approved by the U.S. Department of Education.



(3) Graduation rate goals in ((2014)) 2027 and each year thereafter for each group of students listed in WAC 180-105-040(4) shall be not less than ((~~eighty-five~~)) ninety percent.

(4) School district boards of directors are authorized to adopt district-wide graduation rate goals and to approve high school graduation rate goals that exceed the minimum level required under this section. However, district-wide and high school graduation rate goals that exceed the minimum level required under this section shall not be used for federal or state accountability purposes.



STATE BOARD OF EDUCATION RULE CHANGE SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: Performance Improvement Goals	Agency: SDF - School District Fiscal Impact - SPI
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Part I: Estimates

No Fiscal Impact

OSPI estimates that total statewide cost of \$2,691,500. OSPI assumes that 80% or \$2,153,200 of these expenditures would be incurred in fiscal year 2018 and 20% or \$538,300 in fiscal year 2019.

Estimated Cash Receipts to:

No Estimated Cash Receipts

ACCOUNT	FY 2018	FY 2019	2017-19	2019-21	2021-23
None	\$0	\$0	\$0	\$0	\$0
Total \$	\$0	\$0	\$0	\$0	\$0

Estimated Expenditures From:

No Estimated Expenditures

ACCOUNT	FY 2018	FY 2019	2017-19	2019-21	2021-23
School District Local Funds	\$2,153,200	\$538,300	\$0	\$2,691,500	\$0
Total \$	\$2,153,200	\$538,300	\$0	\$2,691,500	\$0

Estimated Capital Impact:

No Estimated Capital Impact

ACCOUNT	FY 2018	FY 2019	2017-19	2019-21	2021-23
None	\$0	\$0	\$0	\$0	\$0
Total \$	\$0	\$0	\$0	\$0	\$0

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: 11/21/2017
Agency Approval: T.J. Kelly	Phone: 360-725-6301	Date: 11/21/2017

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.

In order to reset graduation goals, districts would need to hold meetings with their high school building leadership teams, school boards, and offer community engagement and education.

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.

It is estimated that on average, districts would spend 20 hours with each of their high school leadership teams, 20 hours on providing materials and feedback to their school boards on the change, and 60 hours on community engagement and answering questions from parents on the scope of the changes. School year 2016-17 data shows 630 high schools in the state times 20 hours each equals 12,600 aggregate hours at the school level. Since not all districts operate high schools, the estimate is based on the assumption that 280 districts would spend a combined 20 hours on materials for their school boards, plus an additional 60 hours on community service for an aggregate total of 22,400 hours (280 * (20+60)). These costs would be at the statewide average for certificated administrative staff, and would be one-time costs split between the 2018 and 2019 state fiscal years since the deadline for school board adoption is December 2018. The statewide average school district rate for a CAS staff member for the 2017-18 school year is estimated at \$149,000 in salary and mandated benefits, or approximately \$76.90 per hour. The aggregate amount of time spent in the description above is 35,000 hours (12,600 + 22,400) for a total statewide cost of \$2,691,500 equal to 35,000*\$76.90. OSPI assumes that 80% or \$2,153,200 of these expenditures would be incurred in fiscal year 2018 and 20% or \$538,300 in fiscal year 2019.

Part III: Expenditure Detail

III. A – Expenditures by Object or Purpose

All school district expenditures would be for additional salary and fringe benefits.

Part IV: Capital Budget Impact

None



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: SBE's Equity Lens	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	How can the Board formalize its commitment to leading for equity?
Relevant to business item:	Adoption of "SBE Equity Lens" at the Board's January or March meeting
Materials included in packet:	Draft "SBE Equity Lens" Advice Memo from Linda Sullivan Colglazier, SBE's Assistant Attorney General (included in printed packet only due to attorney-client privilege)
Synopsis:	

This segment is a continuation of the Board's year-long efforts to create an SBE Equity Lens for Policy Decision Making and entails a discussion of current draft language for the Board to potentially formalize.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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DRAFT EQUITY STATEMENT

Equity

The Washington State Board of Education has crafted the following **Equity Statement of Intent** for guidance in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

Equity Statement of Intent

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

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

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

- Ensure that equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
- Actively engage impacted communities as partners to identify means of improving educational policies and opportunities for marginalized students; and
- Continue to work with transparency and humility in recognition of the collective nature of this continuous process.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: Roles and Responsibilities Task Force Recommendations	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	This purpose of this section of the board meeting is for the Board to consider approval of the recommendations of the SBE Roles and Responsibilities Taskforce.
Relevant to business item:	This section is relevant to the following business items: 6. Approval of Roles and Responsibilities Task Force Recommendations
Materials included in packet:	This section contains the “recommendations from the SBE Roles and Responsibilities Taskforce” document from the December 29, 2017 special board meeting. The document has not changed.
Synopsis:	This purpose of this section of the board meeting is for the Board to consider approval of the recommendations of the SBE Roles and Responsibilities Taskforce. Please review the enclosed “Recommendations from the SBE Roles and Responsibilities Taskforce” document from the December 29, 2017 special board meeting.

Recommendations from the SBE Roles and Responsibilities Taskforce

1. ESD boundary changes

- Approval responsibility transferred from SBE to OSPI. (RCW 28A.310.020)

2. Private schools

- Annual approval remains with SBE. (RCW 28A.195.130)
- Application process and pre-approval analysis transferred from OSPI to SBE. (RCW 28A.305.130) (RCW 28A.195.010, RCW 28A.195.030)
- Private school advisory committee and distribution of federal Title funds remain with OSPI.

3. CTE course equivalency determinations (RCW 28A.230.097, RCW 28A.700.070)

- Approval responsibility transferred from SBE to OSPI.
- Responsibility for analysis remains with OSPI.
- OSPI responsibility to recommend CTE course equivalencies to SBE eliminated. (RCW 28A.230.010)
- OSPI annual report to SBE added.

4. Learning Standards (RCW 28A. 150.210, RCW 28A.655.270, RCW 28A.305.215)

- Prior to filing pre-proposal statement of inquiry (CR 101), OSPI shall present proposals for a new standard or substantive change to an existing standard to the Board and the public at a SBE meeting.
- OSPI retains responsibility for developing new standards and changing existing standards
- Before filing notice of a proposed a new or modified standard (CR 103), OSPI shall present the proposal to the Board and the public at a SBE meeting.
- SBE provides a response to the proposal. OSPI retains authority for final adoption.
- SBE may propose to OSPI a new standard or change to an existing standard. OSPI provides a response to the proposal.

5. Waivers of 180-Day Requirements

- SBE retains responsibility for setting criteria and rulemaking. (RCW 28A. 305.140, WAC 180-18-xxx)
- Approval responsibility transferred from SBE to OSPI for approval of following waivers.
 - a. 180-day Option One waivers. (RCW 28A.305.140)
 - b. 180-day Option Two waivers shortening school week for limited number of small school districts. (RCW 28A.305.141)

- c. Waivers for parent-teacher conferences (RCW 28A.305.140 and 180-18-050)
- d. Waivers of CTE equivalences for districts under 2000 students. (RCW 28A.305.142)
- Annual public report by OSPI to SBE summarizing all applications for school and district waivers (including emergency and weather waivers under RCW 28A.xxx.xxx), with data on approvals/ non-approvals, links to applications, reason for approval/non-approval and related analysis.

6. BEA compliance

- SBE retains responsibility for the annual compliance process (RCW 28A.150.250)
- Amend RCW 28A.150.250 to state that OSPI has explicit authority to withhold state funds from local education agencies in whole or in part for the basic education allocation until program compliance is assured.
- Amend RCW 28A.150.250(3 to state that the State Board of Education may recommend that the Superintendent of Public Instruction withhold said funds until program compliance is assured (statute now states SBE “shall require” SPI to withhold said funds)

7. Waivers of credit-based high school graduation requirements

- SBE retains responsibility for setting criteria, rulemaking, and approval for waivers of credit-based high school graduation requirements. (RCW 28A.305.140, WAC 180-51-xxx)
- SBE retains responsibility for automatic one-year and two-year waivers of the 2019 deadline for the 24-credit graduation requirement. (RCW 28A.230.090(1)(d)(ii) and WAC 180-51-068)
- With respect to RCW 28A.655.180, which states that either SBE or OSPI may approve waivers for “restructuring educational programs,” amend statute to specify only SBE has responsibility to approve these waivers.

8. Operational Interactions (non-legislative)

- Data: SBE and OSPI will enter into a formal Data Sharing Agreement that insures processing and transmittal of data to SBE within xx days in order to facilitate SBE fulfillment of its accountability responsibilities. Said agreement will insure security of data and will seek to minimize impacts on OSPI staff.
- Office Space: OSPI and SBE agree that proximity of the organizations to each other promotes efficient and effective management of their respective responsibilities. Insofar as it is possible, OSPI will seek to maintain that proximity.



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Title: Legislative Position on Assessment Requirements and Alternatives	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	In 2017, ESHB 2224 significantly changed the high school assessment system by creating new, locally determined assessment alternatives. During the 2018 Legislative session, it is likely that the Legislature will consider bills that “delink” high school assessments with high school graduation. What is the State Board of Education’s position on the high school assessment system?
Relevant to business item:	The Board will consider approval of a legislative position on assessment requirements and alternatives.
Materials included in packet:	A memo, “How Did ESHB 2224 Affect the Current Assessment System, and How Might the Assessment Landscape Change if Assessments Were Not Required for High School Graduation?” was created for the Board in December 2017 and is included in this packet. Additional research briefs concerning assessments, such as “Standardized Assessments: Impacts on Curriculum, Learning and Pedagogy” were created at the request of members, and are included in “Additional Materials” in the online meeting materials .
Synopsis:	The Board will discuss the high school assessment system and develop a legislative position on assessment requirements and alternatives, that will guide the Board’s response to potential legislation that may be introduced in the 2018 session.



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HOW DID ESHB 2224 AFFECT THE CURRENT ASSESSMENT SYSTEM, AND HOW MIGHT THE ASSESSMENT LANDSCAPE CHANGE IF ASSESSMENTS WERE NOT REQUIRED FOR HIGH SCHOOL GRADUATION?

Washington state is in the midst of a multi-year transition to a new assessment system which reflects the state’s shift to new learning standards. House bill 2224, layered on additional changes to the system during the transition and will change the structure of the assessment system following the transition.

During the coming session, the Legislature is likely to consider “total delink” legislation—that is, legislation that would remove any relationship between high school assessments and graduation. How did HB 2224 change the system, and how would the system change further if there were a total delink?

Table 1 summarizes the differences between the previous assessment system, the projected assessment system resulting from implementation of ESHB 2224, and what the system would look like with a total delink. The comparison is for the Class of 2021 and beyond, after the changes due to the transition are completed and assuming no additional changes.

Table 1: Comparison of current assessment system to the system before ESHB 2224 and how the system might change if a delink bill were to pass.

	Previous system by the Class of 2021, without HB 2224	CURRENT SYSTEM By the Class of 2021	If a “total delink” were to be implemented
Grade of testing	11 th grade in ELA, math, and Biology	10 th grade for English language arts (ELA) and math, 11 th grade for science	Possible change back to 11 th grade for ELA and math. 11 th grade for science.
Alternatives available to students who don’t meet the graduation standard on the assessment	<ul style="list-style-type: none"> Collection of Evidence (COE). Grade Point Average (GPA) Comparison. SAT, ACT, International Baccalaureate. 	<ul style="list-style-type: none"> Locally determined course and locally determined assessment tied to that course (includes Bridge to College courses). GPA Comparison. SAT, ACT, International Baccalaureate. Dual credit courses. 	<ul style="list-style-type: none"> No alternatives needed.
Learning standards assessed in math and ELA test	High school learning standards.	Learning standards expected of 10 th grade students.	Depends on testing grade.

Each of the scenarios shown in Table 1 have advantages and disadvantage. ESHB 2224 addressed some of the significant disadvantages of previous system. The bill provided more time for students to address learning gaps and take an alternative by moving testing in ELA and math from the 11th to the 10th grade, The bill also provided a course-based alternative. Table 2 summarizes some of the advantages and disadvantages of each system.

Table 2: Summary of some of the advantages and disadvantages of the previous, the current, and a “delinked” assessment system.

	Previous system by the Class of 2021, without ESHB 2224	CURRENT SYSTEM By the Class of 2021	If a “total delink” were to be implemented
Advantages	<ul style="list-style-type: none"> • Testing in 11th grade in ELA and math allowed for more learning and more standards to be assessed, and may more accurately assess career- and college readiness. • Institutions of higher education may have been more amenable to use the test results in placement decisions, and possibly eventually admissions decisions. • Linking the tests to graduation would likely motivate students to do well in school and on the test. 	<ul style="list-style-type: none"> • Testing in 10th grade allows more time for students to address gaps in learning and complete an alternative. • There is a motivation for students to do well on the test—those who meet graduation standards will have more freedom in high school course-taking, and currently most of the postsecondary placement agreements remain. • With the addition of Dual Credit as an alternative, there is more motivation for students to complete Dual Credit courses. • The elimination of COEs saves expense and time. • Encourages Bridge to College courses, a high-quality alternative designed to fill gaps in student learning. • Establishing locally-determined course-based alternatives removes barriers for students moving ahead and reduces re-takes. • Providing a course-based alternative may eliminate discouragement and stress for some students. 	<ul style="list-style-type: none"> • Reduces expense—no re-takes and no alternatives. • Removes barriers for students moving ahead. • Would reduce the stressors and pressures on high school students.
Disadvantages	<ul style="list-style-type: none"> • Creating higher stakes on the test may have discouraged or stressed some students. • Testing in 11th grade allowed little time for students to address learning gaps and complete an alternative. • COEs, while valued by some districts, were expensive and time consuming for educators and students. • The system created a significant barrier for some students in moving forward—multiple retakes and COEs, and some students for whom an assessment was the single barrier to graduation. 	<ul style="list-style-type: none"> • Testing in 10th grade reduces the learning standards that would be assessed and may lead to institutions of higher education withdrawing from placement agreements. • Developing and implementing the local course-based alternative, and OSPI’s approval process for the assessment tied to the course, may be challenging. 	<ul style="list-style-type: none"> • Some students will not be motivated to do well leading to test results that may not be useful in evaluating students’ readiness for postsecondary education and careers. • Could lead to a perception that the diploma is less meaningful. • Students may be less motivated to take, and districts less motivated to offer, Dual Credit and Bridge to College courses.

Impact of ESHB 2224 on the assessment system

ESHB 2224 changed the assessment system so that Washington no longer has exit exams. While high school assessments remain linked to graduation, students no longer need to pass statewide tests to graduate. For students who earn the graduation score, their assessment graduation requirement would be met and they would be rewarded by having greater freedom in the course-taking choices through the rest of their high school. They may also be able to take advantage of the higher education agreements for placement into college-level courses.

For students who do not meet the graduation score, most would likely take the locally-determined course with a locally-determined assessment linked to the course, as their alternative. Under ESHB 2224, the Office of the Superintendent of Public Instruction (OSPI) must approve the locally-determined assessment.

ESHB 2224 did not amend the provision in statute that states that “The objective alternative assessments shall be comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment and be objective in its determination of student achievement of the state standards.” (RCW 28A.655.061(10)(a)). This means that the course and its associated assessment must address the same learning standards as the statewide assessment, and be objective and of “comparable rigor.” Over the course of the next year, OSPI will be working on an approval process and guidance for districts developing courses and locally determined assessments.

Through ESHB 2224, the Legislature attempted to ensure high school assessments are meaningful and that students are motivated to take them seriously, while also providing local options to prevent the assessments becoming barriers for student to moving forward and earn a diploma. The legislation also eliminated COEs and the negative issues associated with them, and promotes Bridge to College and Dual Credit courses.

Possible impact of legislation that would delink high school assessments from high school graduation requirements

Removing all connections between high school assessments and high school graduation would create a much simplified system. There would also be some cost savings in eliminating retests and alternatives. However, the most expensive alternative, the COE, was already eliminated by ESHB 2224.

Completely delinking high school assessments from graduation would represent a significant policy shift for the state, which has linked high school assessments to high school graduation through the Certificate of Academic Achievement since the Class of 2008. The success of state of Massachusetts, which compares well to other states for student achievement, [has been attributed](#) in part to the state’s commitment to the stability of the framework of its standards-based reform effort. The success of Washington’s standard-based reform effort might benefit from a similar commitment to stability. “Change fatigue” is something that educators working in the system often mention, and there may be value in waiting and evaluating the effect of reforms rather than reversing course and negating years of effort.

While a delink would represent a major policy shift, the practical impact on students who do not meet standard on the exam may not be as major. Under the current system, a student who does not meet the graduation standard on the test would be enrolled in a locally-determined course that would address the learning standards the student would need to be career- and college-ready. Under a delinked

system, a student who does not meet standard on the tests would, in a school that consciously responds to student needs, be guided to enroll in a class that would address the learning standards the student would need to be career- and college-ready.

Conclusion

ESHB 2224 gave back a great deal of control over the high school assessment system to schools and districts through the alternative of a locally-determined course and assessment. The legislation attempted to balance local control with state control, as well as balance a uniform standard for high school graduation with flexibility for individual students. A delinked system would give even more local control to schools and districts, and more local responsibility to ensure that all student graduate ready for their next steps with a meaningful diploma.

Questions for the Board to consider in forming a response to possible delink legislation may include:

- What is the “right amount” of local control when it comes to the high school assessment system?
- How does the high school assessment system interact with the meaning of a high school diploma and the meaning of graduation rates?
- How equitable is the current assessment system and how equitable would a delinked system be?

Links and resources:

SBE memo on ESHB

2224: <http://www.sbe.wa.gov/documents/BoardMeetings/2017/September/12%20House%20Bill%202224%20Update%20v2.pdf>

OSPI documents about ESHB 2224:

<http://www.k12.wa.us/Assessment/StateTesting/ESHB2224.aspx>

<http://www.k12.wa.us/Assessment/StateTesting/pubdocs/ESHB2224Outline.pdf>

<http://www.k12.wa.us/Communications/PressReleases2017/PathwaysAssessmentBill.aspx>

<http://www.k12.wa.us/bulletinsmemos/Bulletins2017/B065-17.pdf>

Legislative webpage on ESHB 2224:

<http://app.leg.wa.gov/billsummary?BillNumber=2224&Year=2017>

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



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Title: Overview of the OPMA, PRR Training, and Resource Binder Review		
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	N/A	
Relevant to business item:	N/A	
Materials included in packet:	SBE 2018 Open Government Training <u>Resource Binder (listed separately under Additional Materials on the website)</u> Table of Contents Example of Orientation Letter to New Members Example of Orientation Information for Students New Board Member Information Form Meeting Calendar and Topics Board Chart Vision and Mission Statement Revised Strategic Plan SBE Statutory Authority Publication: About NASBE and State Boards of Education 2018 SBE Legislative Priorities Updated Board Norms Board Bylaws Governor’s Handbook Emails Are Public Records Email Retention FAQ Public Disclosure Report Memo Copy of Agency Public Disclosure Form SBE Travel Policy for Board Meetings FAQ New Travel Policy Board Member Reimbursement Form Appropriate Conduct with Student Board Members Policy Social Media Policy HR Consultation Services SBE Partnership Organizations Additional Resources	
Synopsis:	During this agenda segment, Linda Sullivan-Colglazier will provide a training on the Open Public Meeting Act and the Public Records Act. Alissa will also give a brief overview of the new, updated Board manual.	

Open Government Responsibilities



**STATE BOARD OF EDUCATION
JANUARY 11, 2018**

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

Laws Affecting Governing Boards

2

This Training will cover:

- **Open Government Laws**
 - **Open Public Meetings Act**
 - **Public Records Act**
- **Ethics in Public Service**
- **Administrative Procedures Act - Rulemaking**
- **Additional Resources / Training**

Open Government Trainings Act

3

- **Requires Regular Training on the Requirements of:**
 - Open Public Meetings Act (OPMA) – RCW 42.30
 - Public Records Act (PRA) – RCW 42.56
- **Ongoing Requirement:**
 - Initial training – within 90 days of appointment
 - Refresher training – every **four years**
- **Purpose:**
 - Promotes increased knowledge and understanding of the open government requirements
 - Risk Management
 - ✦ Training can help avoid or reduce penalties

Open Public Meetings Act (OPMA)

4

RCW 42.30

Declaration of Purpose

5

- Public agencies exist to aid in the conduct of the people's business.
- Actions are to be taken openly and deliberations conducted openly.
- The people do not give public servants the right to decide what is good for the people to know and what is not good for them to know
- The people insist on remaining informed so they may retain control over the instruments they have created

Meetings Declared Open and Public

6

- ◆ All *meetings* of the *governing body of a public agency* shall be open and public
- ◆ public and all persons shall be permitted to attend any meeting of the governing body of a public agency

What Is a Governing Body?

7

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

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

What Constitutes a Meeting ?

8

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

- ◆ A meeting is a gathering where “action” is taken. Any such meeting must be open.
- ◆ “Action” means “the transaction of the official business”

What Constitutes Action?

9

Includes (but is not limited to):

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

What About Emails & Texts?

10

- **Caution:** An exchange of emails or text messages among board members can constitute a deliberation or discussion and become a “meeting” subject to the OPMA requirements
- Also phone discussions of board business between members may become a meeting
- Violations may subject members to penalties

Travel and Gathering

11

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

Regular Meetings

12

- ◆ Recurring meetings of the governing body
- ◆ Board must adopt a schedule of the time and place of meetings for each year
 - ◆ Schedule must be filed with the Code Reviser on or before January 1st of each year
- ◆ Agenda must be posted on website 24 hours before the meeting but subsequent modifications can be made

Special Meetings

13

Called by presiding officer or majority of members

- ◆ Written notice must be given to:
 - ◆ Each member of governing body
 - ◆ Each media entity which has requested notice
- ◆ And posted on:
 - ◆ Website
 - ◆ Main entrance of principal location and meeting location
- ◆ And delivered at least 24 hours in advance
- ◆ Specify the time, place, and business to be transacted

Final Action Is Limited To Agenda Items

Executive Sessions

For limited, specific topics listed, including:

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- ◆ Receive and evaluate complaints or charges against a public officer or employee
- ◆ Review performance of an employee
- ◆ Evaluate qualifications of a job applicant
- ◆ Meet with legal counsel relating to potential or actual litigation and enforcement actions
- ◆ Site selection, acquisition, price of real estate (minimum acceptable value only, not factors)

Going Into Executive Session

15

- May be called at a regular or special meeting
- Presiding Officer publicly announces purpose for excluding the public from the meeting and the time when the executive session will be concluded
- Time may be extended by announcement of Presiding Officer

Penalties for Violating Open Public Meetings Act

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- Personal civil liability (\$500/\$1,000)
- Costs and attorneys' fees
- Action taken is null and void
- Media attention (of the bad kind)

Public Records

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RCW 42.56

Records Shall Be Available

18

“Each agency . . . shall make available for public inspection and copying all public records,

unless the record falls within the specific exemptions of . . . this chapter, or other statute which exempts or prohibits disclosure of specific information or records.”

What Is a Public Record?

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- Any writing containing information relating to
 - (a) the conduct of government, or
 - (b) the performance of any governmental or proprietary function
- Prepared, owned, used, or retained by any agency
- Can be in any media or format

Public Records Definition (cont'd)

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- The definition is broad enough to encompass anything you prepare or use for board business
- Includes email and text messages
- Includes materials you prepare or receive on **personal** computer, phone, iPad, and voicemail

Public has right to review and seek copies

Public Policy Strongly Favors Disclosure

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- Duty to disclose public records is broadly construed
- Exemptions are narrowly construed
- Remember: Emails between and among board members are public records and must be disclosed if requested unless a specific exemption applies

Some Exemptions

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- Communications protected by the attorney-client privilege (seeking/giving advice)
- Private information in employee personnel files/ application materials
- Preliminary drafts in which policies are formulated
- Other statutes which exempt or prohibit disclosure: federal and state laws

Potential Penalties

23

- Penalties can range from \$0-\$100 per day per record for improperly withheld records
- Plus - attorney fees and costs
- It can really add up
- Plus - Negative Media Attention

Email Tips

24

- Compose email under the assumption that it will be made publicly available
- Don't hit "Reply All" to a message sent to multiple board members
- If using personal device for board business (computer or phone) including email, keep board business in a separate file

Search Tips

25

When you receive a public records request:

- Search all locations where you may have responsive records
- Communicate with and seek clarification from your public records coordinator – can help with search terms
- When in doubt, err on the side of disclosure and forward records to your public records coordinator for review
- Do NOT withhold records because you believe they are exempt – you must provide all responsive documents to your public records coordinator
 - Public records coordinator reviews for exemptions, redacts or withholds if exempt, and prepares an exemption log

Open Government Take Aways

26

- Open Meetings—Everything is action
- Public Records—Everything is a public record

**Be transparent in your board business
ALWAYS**

Executive Ethics Act

27

RCW 42.52

Why You Need to Know About the State Ethics Law

28

- Public officers and employees are held to a high ethical standard
- **You are responsible for compliance**

Basic Principles of Public Service

29

- **Maintain public trust** & confidence in government
- **Place the public's interest first** - before any private interest or outside obligation
- **Serve best interest of all citizens** by exercising fair, independent, and impartial judgment
- **Conserve and protect public resources** & funds against misuse and abuse
- **Practice open and accountable government** in everything you do related to your position on the board

General Prohibitions:

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- **No compensation or gift** - from any source except the state, for performing or deferring the performance of an official duty
- **No gift or favor** - if it could be reasonably expected to influence or reward your vote, judgment, action, or inaction
- **No conflict with official duties** - activities or interests, financial or otherwise
- **No special privileges** for self or any other person - can't use official position to secure special benefits

Specific Activities Prohibited

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- Receipt of gifts, honoraria, outside compensation
- Disclosure of confidential information
- Use of state resources for private gain or benefit, including political campaigns
- Employment conflicts of former state officers and employees
- Financial interest in or assisting persons in transactions involving the state

Additional Assistance

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- Contact Executive Ethics Board
 - Phone: 360.664.0871
- Visit Executive Ethics Board website
 - Advisory opinions & FAQs
 - Training materials & resources
 - General information – Ethics Quiz
- Compliance is YOUR responsibility

Administrative Procedures Act (APA)

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RCW 34.05

State Agency Rules

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- All current, permanently effective rules of each agency [includes boards] shall be published in the Washington Administrative Code (WAC)
- Code Reviser is responsible for compiling, indexing, and publishing WACs
- Courts must take judicial notice of published rules
 - May give deference to agency's interpretation of statute as established in published rules (WACs)

What you need to know:

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- Because rules often affect the public, they must be adopted in compliance with the APA
- In developing rules, board members should keep the following guidelines in mind:
 - Board must have statutory authority to adopt the rules, and may adopt only those rules supported by statute
 - Board may not adopt a rule which conflicts with statute (RCWs) or the state Constitution.
 - Board must comply with the APA rulemaking procedures

Rulemaking Procedures Overview

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- Board must provide:
 - Public notice
 - ✦ File forms with Code Reviser: **CR-101** (intent), **CR-102** (proposed rule), and **CR-103** (final adopted rule) consistent with minimum time periods
 - Opportunity for written public comments and a public hearing on proposed rule prior to adopting final rule
- Staff ensures Board compliance with APA procedures and deadlines

For More Information

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- State Board of Education [website](#)
- Governor's Boards and Commissions [website](#)
 - Boards and Commissions Handbook
 - Online New Appointee Training
- Office of the Attorney General [website](#)
 - Open Government Resource Manual
 - Open Government Training
- Executive Ethics Board [website](#)

The End

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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: Non-profit Education Advocates Legislative Panel	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	What are the legislative priorities of key nonprofit organizations engaged in K-12 advocacy? How can the Board strengthen its partnerships with these organizations?
Relevant to business item:	N/A
Materials included in packet:	2018 legislative agendas of each organization represented on the panel
Synopsis:	

The Board has invited representatives from key nonprofit K-12 advocacy partners to share their organization's 2018 legislative advocacy agendas:

- Mr. Rick Anderson, Policy Director, Communities in Schools
- Mr. Brian Jeffries, Policy Director, Partnership for Learning
- Mr. Dave Powell, Government Affairs Director, Stand for Children
- Mr. Steve Smith, Executive Director, Black Education Strategies Roundtable
- Mr. Daniel Zavala, Director, Policy and Government Relations, League of Education Voters

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

2018 Legislative Priorities



Introduction

Communities In Schools of Washington (CISWA) is part of the nation's leading dropout prevention organization. CISWA and partners currently works in 27 school districts to surround students with a community of support, empowering them to stay in school and achieve in life. Last year, CISWA site coordinators helped 73,031 students overcome barriers to success. CISWA is preparing for significant expansion over the next several years with the goal of providing 75% of historically underserved youth with access to intensive case-managed services. The legislative supports below significantly boost our efforts to help school districts close the opportunity gap in Washington State.

Integrated Students Supports Funding

Integrated Student Supports has been identified by the Legislature and OSPI as a core strategy in closing the opportunity gap in Washington State. However, there is no dedicated funding source for Integrated Student Supports. CISWA supports HB 1511 and other legislative efforts to provide school districts with adequate and stable funding for Integrated Student Supports.

Integrated Student Data Dashboards

OSPI has published the [Washington Integrated Student Supports Protocol](#) as directed by the Legislature. According to OSPI, CISWA is the only organization in the state currently implementing all of the components of the ISS protocol. As part of our evidence-based model, CISWA collects and maintains a rich array of student assessment and intervention data as well as some student outcome (attendance, behavior, coursework) data. CISWA has data agreements with nearly all of our 27 districts, however student outcome data is hand-entered into our own system. CISWA is seeking a partnership with the State Board of Education to pilot the use of integrated (academic and nonacademic) dashboards to improve student outcomes for our case-managed students. The dashboards will be designed to improve metrics used in the State Achievement Index for student groups who have been historically underserved.

Community and Family Engagement Coordinators

CISWA supports measures such as HB 1618 to change the name "Parent Involvement" Coordinators to "Community and Family Engagement" Coordinators. The new term is consistent with research associating strong family and community engagement with student success, particularly for historically underserved student groups. CISWA also supports Section 904 of HB 2242. This section provides enhanced staffing formulas for a number of positions, including parent involvement coordinators, and can be used by districts to implement Integrated Student Supports.





2018 POLICY AGENDA

Home to a robust mix of employers and a culture of innovation and entrepreneurship, Washington ranks as a top-10 state for job growth and a top-five state for personal income growth per capita.

The future continues to look bright with 740,000 job openings projected in our state by 2021. However, a closer examination of economic performance reveals significant gaps in regional growth and prosperity. State policymakers have an opportunity in 2018 to lay a foundation for diversified and inclusive growth that benefits communities and individuals across all of Washington and make progress toward better preparing our students for the opportunities being created here.

Education

Washington's greatest asset is its people. The majority of job openings in our state that offer good salaries and opportunity for advancement will be filled by workers with a postsecondary credential—such as a degree, apprenticeship, or certificate. Yet, less than one third of Washington's students attain such a credential by age 26. Far too few of the young people growing up here are getting the education and training necessary to take advantage of the career opportunities being created here. We can and must do better.

THE ROUNDTABLE URGES THE 2018 LEGISLATURE TO:

- **Pursue the highest leverage opportunities available to reach the following goal: By 2030, 70 percent of Washington high school students will go on to attain a postsecondary credential by age 26.** This will require focused efforts to increase the percentage of systemically underserved students who enroll in education or training after high school and earn a credential.
- **Maintain the state's commitment to rigorous learning standards, assessments, and high school graduation requirements,** all of which are crucial to ensuring that Washington students graduate high school ready for postsecondary education, training, and careers.
- **In the process of implementing the K-12 education funding plan adopted in 2017, continue to direct resources to the students most in need and drive improvements at low-performing schools.** The state must ensure the plan is sustainable and school districts do not spend local levy dollars to fund basic education.
- **Ensure that Washington's youngest learners enter school ready to learn and excel,** with a focus on expanding high-quality early learning options for low-income children.



2018 POLICY AGENDA *(continued)*

Economic Vitality

The Washington state economy is thriving, but prosperity is distributed unevenly, and some communities are outright struggling. Lawmakers should take steps in 2018 to foster statewide economic growth, with specific emphasis on spreading opportunity and prosperity to Washington's rural areas where recent growth has trailed the state average.

THE ROUNDTABLE URGES THE 2018 LEGISLATURE TO:

- **Eliminate duplicative regulation and ease regulatory burdens, particularly in rural areas.**
For example, act to resolve water conflicts that result from the Supreme Court's Hirst decision.
- **Support policies that promote economic development and job growth, particularly in non-urban regions.** This includes support for business attraction and retention efforts, incentives for greater inter-county cooperation, and expansion of broadband infrastructure to underserved communities.
- **Promote transportation infrastructure asset preservation and maintenance.** Implement the 2015 Connecting Washington package as quickly and efficiently as possible, and begin planning for the next round of transportation investments in key economic corridors.

About Washington Roundtable

The Washington Roundtable is a nonprofit organization comprised of senior executives of major private sector employers in Washington state. Founded in 1983, the Roundtable works to effect positive change on the public policy issues that are most important to supporting state economic vitality and fostering opportunity for Washingtonians. We are committed to making Washington a better place to live, work and do business.

www.waroundtable.com

Phone: 206-623-0180

 [@waroundtable](https://twitter.com/waroundtable)

 [Washington Roundtable](https://www.facebook.com/waroundtable)

The League of Education Voters will be pursuing a legislative agenda in 2018 that reflects our values. Students come first, and we are focused first and foremost on meeting the needs of every student. We believe in creating an equitable education system that serves all students based on their needs and assets and provides the resources they need to be successful. We are working to close gaps experienced by historically and systemically underserved students—including students of color, students in poverty, students qualifying for special education services, students learning English, and students impacted by trauma—while raising the bar for all. We believe the following priorities will help move us towards that more equitable and just education system.



Early Childhood Education

Early learning is a vital part of a student’s educational experience that ensures students arrive at Kindergarten with foundational knowledge and skills, ready to learn and make friends. State investments in early learning can close opportunity and achievement gaps by focusing on students who would not have otherwise had access to high-quality, early learning opportunities. In 2018, LEV will prioritize:

- ▶ Continuing to increase access to high-quality programming through:
 - ▶ Funding more slots and space to learn for the Early Childhood Education and Assistance Program (ECEAP).
 - ▶ Restoring Early Achievers resources to enable providers to implement high-quality early learning programming.

K-12 Funding

Increased state funding alone will not improve student outcomes—improvement also depends on how the state, districts, and schools deploy these resources. Accessible and comparable spending data from districts and schools allows us to follow where new state investments are targeted, and evaluate if our system is effectively meeting student needs. This will help guide our lawmakers to make the necessary changes to create a more equitable funding system. In 2018, LEV will prioritize:

- ▶ Successful implementation of HB 2242 with the creation of additional investment monitoring, including:
 - ▶ Increasing available data on district-to-school spending and use of dedicated funds, including Transitional Bilingual, Special Education, Learning Assistance Program, and
 - ▶ Career and Technical Education funds; Assessing the impact of the regionalization factor and new high-poverty concentration factor investment in the Learning Assistance Program on districts, schools, and students; and
 - ▶ Other opportunities to provide clarity and target investments, such as special education funding.
- ▶ Ensuring fair district access to local levy and local effort assistance revenues.

Expanded Learning Opportunities

A student doesn't stop learning when the afternoon bell rings—learning happens through activities, interactions, and experiences throughout a student's day. Students need access to high-quality, expanded learning opportunities after-school and in the summer to deepen and enhance their learning in and out of the classroom. In 2018, LEV will prioritize:



- ▶ Increasing student access to high-quality expanded learning opportunities (ELO) by investing \$2.25 million in the ELO Quality Initiative, allowing triple the number of programs to participate—and 11,600 more youth to be served.

Student Supports

In order to learn, students need to feel like school is a place where they belong, are respected, and are believed in. Creating positive school climates for every student is instrumental in closing opportunity and achievement gaps in our system and improving student outcomes. In 2018, LEV will prioritize:

- ▶ Enabling school climates in which every student receives the supports they need to be successful, including:
 - ▶ School staff trained in addressing trauma and supporting social emotional learning;
 - ▶ Access to mental health services;
 - ▶ Support staff, such as social workers, nurses, and counselors; and
 - ▶ Connecting students and families with services and community resources.

Career Connected Learning

In order to deliver on the promise of preparing every student for college and career, we need to provide guidance and opportunities in the K-12 system to explore the universe of career options, and the various academic pathways to pursuing career interests. In 2018, LEV will prioritize:

- ▶ Assessing the issues in access to programs that provide career connected learning opportunities, including dual credit, Career and Technical Education, and work-based learning.
- ▶ Improving student access to advising and mentoring through investment and guidance on the implementation of the High School and Beyond Plan, student learning plan, and transition planning for special education students.

Postsecondary

A credential after high school—either a certificate, two-year, or four-year degree—will be necessary for 70% of Washington jobs by 2020. In order to prepare students for family-wage jobs, University we need to increase access to, enrollment in, and completion of postsecondary programs—particularly for students that are historically and systemically underserved and underrepresented in our postsecondary institutions. In 2018, LEV will prioritize:

- ▶ Continuing to expand access to postsecondary opportunities through the State Need Grant.
- ▶ Protecting and expanding financial aid for undocumented students, including making all undocumented students eligible for the College Bound Scholarship, in addition to the State Need Grant.



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: 2018 Legislative Session Kick-Off	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	How can the Board most effectively advance its 2018 policy priorities during the short regular legislative session?
Relevant to business item:	N/A
Materials included in packet:	<ul style="list-style-type: none"> • State Board of Education’s 2018 Legislative Policy Priorities • Governor’s Proposed 2018 Supplemental Budget Overview and K-12 Budget • State Board of Education Member Legislative Districts • 2018 Legislative Leadership and Key Committee Composition • 2018 Legislative Cutoff Calendar
Synopsis:	

This segment of the meeting agenda will provide critical foundational information regarding the 2018 Legislative Session, as well as breaking news from the session’s first week.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Prepared for the January 2018 Board Meeting



2018 SESSION: Legislative Priorities

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

The State Board of Education urges the Legislature to prioritize funding for programs and services that close opportunity gaps and support high achievement so that every student in Washington graduates from high school career- and college-ready.

Top legislative priority: Fund Special Education

Washington State's Special Education program remains underfunded, which necessitates districts' use of local funds to meet federal mandates under the Individuals with Disabilities Education Act. The State Board of Education urges the 2018 Legislature to eliminate districts' reliance on local dollars for this basic education purpose by increasing the per-student state funding for students with an Individualized Education Plan from 0.93 FTE to 1.09 FTE and by increasing safety net account funding from \$31 million to \$47 million.

Support for other timely policy and budget requests:

- Persistent educational opportunity and achievement gaps exist across the P-20 spectrum among various student groups based on race, ethnicity, special needs, income, and English language proficiency. The State Board of Education urges the Legislature to increase personnel and programmatic investments proven to close these egregious gaps, including culturally responsive teaching and learning.
- Far too many of our students are suffering deeply, and students throughout our K-12 system need educators' help to bolster their abilities to manage emotions, set and accomplish goals, establish and sustain relationships, and make responsible decisions. The State Board of Education urges the Legislature to invest in social-emotional and trauma-informed educational approaches.
- Hundreds of schools across our state are poised to be identified for *targeted or comprehensive support* in the new Achievement Index. The State Board of Education urges the Legislature to provide financial and programmatic support for persistently low performing schools and technical support for challenged schools in need of improvement.
- Strong guidance and planning around post-secondary preparation has been shown to be critical for students. The 2017 Legislature made the High School and Beyond Plan more meaningful by expanding it to the middle school level. The State Board of Education urges the Legislature to provide the financial and programmatic support at the middle school level required to effectively implement the new changes.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

SBE 2018 Legislative Session Protocol

1. Staff will check daily bill introductions
2. Bills that are relevant to the Board’s work will be circulated for staff comment and entered into a Bill Tracking Matrix (example below)
 - Bills will be assigned a status of Priority or Monitoring and placed in an appropriate Excel tab
 - Bills will be categorized by area of SBE Legislative Priority or Work
 - Staff will recommend a preliminary position based on alignment with the Board legislative priorities, which will be discussed by the Executive Committee
3. The Bill Tracking Matrix will be discussed at Executive Committee meetings and/or Legislative Committee meetings, and updated accordingly.
4. Staff will send the Bill Tracking Matrix to the entire Board once a week, typically on Friday, or as needed; staff will begin including a Bill Status document, as well, once relevant (i.e., after the first policy cut-off).
5. Other updates on staff and Board testimony and other topics as needed will be sent out on Friday with the Bill Tracking Matrix.

NOTE: Board Member input on any of the above documents/information should be directed to Kevin Laverty, Patty Wood, Randy Spaulding and Kaaren Heikes—please do not “reply all.”

Bill	F.N.	Title	Status	Intro Date	Original Sponsor	BE Work/Leg Priority	Bill Description	SBE Position	Hearing Date	Staff Comments	Rec. Action	Last Action Taken
SB 5623		Fulfilling the state's paramount duty for all children through equitable and responsible investments in the state's basic education program and reductions to local effort contributions.	S Ways and Means	1/31/2017	Rolfes	Ample Provision	Addresses equitable and responsible investments in the state's basic education program and reductions to local effort contributions to fulfill the state's paramount duty for all children. Requires the superintendent of public instruction to convene a technical working group to provide recommendations for revising school district	Support with concerns		Companion bill is HB 1843.		Feb. 1-First reading, referred to Ways & Means.
SB 5825		Addressing the state's paramount duty to fully fund K-12 education by creating a new partnership between the state and local school districts.	S Ways and Means	2/15/2017	Mullet	Ample Provision	Addresses the duty to fund education by: (1) Authorizing a school district regular property tax levy; (2) Reforming state levy equalization; (3) Improving fiscal accountability and transparency; (4) Revising provisions with regard to compensation for full-time and part-time certificated instructional staff; and (5) Establishing a per pupil funding model for general education expenditures.	Support with concerns	Scheduled for public hearing on 2/27/17			Feb. 27-Public hearing in the Senate Committee on Ways & Means at 10:00 AM.
SHB 1059		Delaying implementation of revisions to the school levy lid.	S Ways and Me	1/9/2017	Lytton	Ample Provision	Each of the following provisions that were scheduled to change beginning in CY 2018 are delayed by one year to CY 2019: the 4% reduction in the levy lid; the elimination of additional calculated amounts from the levy base; and the change in the equalization rate from 14% to 12%.	No Position	1/11/17 3:30 PM, exec 1/12/17, substitute exec'ed, passed House Floor on 1/23/17 (62-35-0-1); scheduled in Sen Ways & Means 1/30/17	Recommend taking no action.	Senate: Jan. 30-Public hearing in the Senate Committee on Ways & Means at 3:30 PM. House: Jan. 23-1st substitute bill substituted (APP 17). Rules suspended. Placed on Third Reading, passed.	

Please contact Kaaren Heikes at kaaren.heikes@k12.wa.us or 360.725.6029 for additional information or discussion.



OVERVIEW

Gov. Inslee offers plan for fully funding McCleary obligations in current budget

Last year, Gov. Jay Inslee proposed “a bold plan” to end the state’s decade-old legal dispute over education funding. After nearly six months of deliberation, the Legislature enacted a \$43.7 billion two-year state operating budget that addressed the final pieces of the state’s obligations in the McCleary case related to compensation for educators and levy reform.

Most notably, the 2017–19 budget provided \$1.8 billion in new funding for public schools. Under that budget, K-12 spending will make up about 50 percent of total state General Fund spending, the highest level in more than 30 years. Since 2013, the state has added more than \$5.6 billion in new K-12 spending.

The state Supreme Court ruled recently that while legislation approved earlier this year will meet the state’s constitutional school funding obligations, the plan falls short because it does not fully fund higher salaries for teachers and other school staff until the 2019–20 school year, a year later than the Legislature’s self-imposed and court-mandated deadline.

The governor, as part of his 2018 supplemental budget, proposes a one-time, \$950 million investment to meet the McCleary deadline by fully implementing the state’s new salary allocation in the 2018–19 school year. The court has indicated that doing this will meet the requirements necessary to bring an end to the McCleary case and halt the \$100,000-per-day fine the court has

imposed on the state since 2015 that now total more than \$85 million.

Besides the historic investments in K-12 education, the 2017–19 budget provides critical funding to rebuild Washington’s mental health system and shore up services for our most vulnerable citizens.

It includes more than \$100 million in additional state funding to pay for improvements to the state’s mental health system. This includes money to add staff and make improvements at Western State Hospital, expand community-based mental health bed capacity and boost services for individuals transitioning from state hospitals into the community. Historically inadequate funding of

OVERVIEW

our mental health system had severely undermined care for patients, taking our state to the brink of federal decertification of Western State Hospital and the potential loss of millions of dollars in federal funding for services.

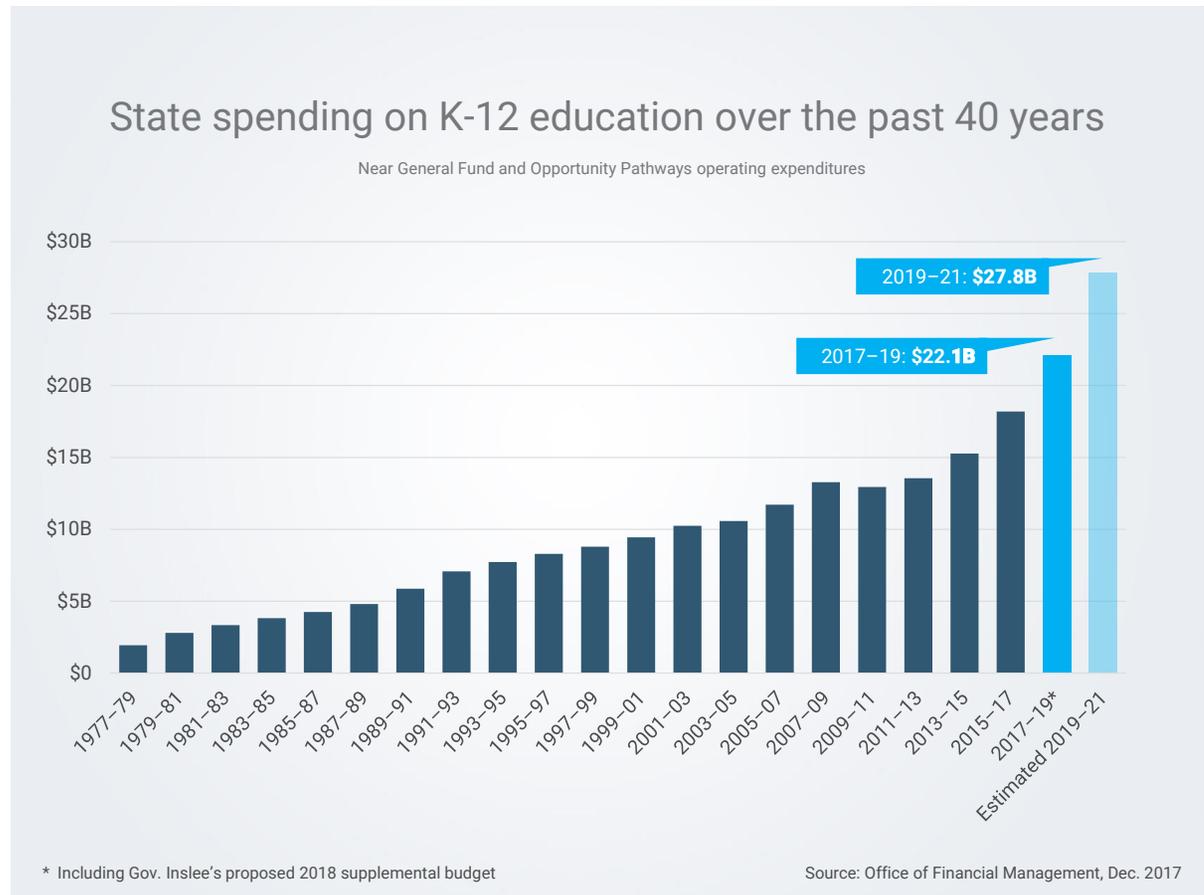
Meanwhile, the budget protects — and expands — other parts of the state’s safety net.

For example, in addition to boosting the number of state-funded preschool slots for low-income children, the budget provides funding to create the new Department of Children, Youth, and Families. By combining the state’s early childhood education, child protection and juvenile rehabilitation services under one roof, the new agency will focus on prevention measures for at-risk families and improve outcomes for children and families across the state.

Covering unanticipated costs, plugging holes in 2017–19 budget

The state has incurred expenses that were not anticipated when the Legislature passed the underlying budget. The budget contains several significant holes that have to be filled, such as savings assumptions that are unlikely to be achieved.

Gov. Inslee is proposing adjustments to plug those holes in the 2017–19 budget, cover unanticipated costs and pay for emergencies and other pressing needs.



The first order of business for any supplemental budget is to provide funding to continue delivering services at current levels. Beyond that, the governor’s proposal covers other unanticipated expenses that have crept up in a number of areas.

For example, the state’s costs for fighting wildfires this year totaled nearly \$67 million — about \$42 million more than was provided in the 2017–19 budget. That shortfall is covered in the governor’s proposed supplemental budget.

OVERVIEW

The governor's supplemental budget includes nearly \$162 million to cover anticipated shortfalls in the state's Medicaid program, which provides health care to more than 1.8 million Washingtonians. The bulk of this amount is due to savings assumptions in the underlying budget that were unrealistic and cannot be absorbed without making significant cuts to services.

The budget also includes about \$106 million to cover higher operating costs at the state's psychiatric hospitals and to make changes to maintain federal funding for Western State Hospital.

It includes supplemental funding for a small number of new school investments to better prepare students for college and the workplace. For example, the governor is proposing statewide initiatives to bolster science education and to promote youth apprenticeships.

And the governor is proposing modest increases to cover costs for an array of issues, such as combating opioid addiction, boosting earthquake and tsunami preparedness and launching an initiative to protect Puget Sound's struggling Southern Resident killer whale population.

Projected increases in state revenue collections will cover much of the new spending the governor is proposing this biennium. His budget would leave more than \$2.1 billion in total reserves at the end of the biennium, including about \$1.4 billion in the state's rainy day fund.

The governor's budget also looks toward the next biennium. While state revenue collections have been inching upward, current projections indicate the state would need to spend much of its reserves to cover increasing costs in the next biennium (2019–21). Assuming the state's economy and revenue collections continue to grow, the need for spending reserves would diminish.

While it will be necessary to use reserves to sustain critical education and social service safety net funding, the state cannot prudently use one-time reserves for ongoing expenditures for long. So, to the extent it is necessary to protect vital services and maintain modest budget reserve levels, Gov. Inslee proposes a temporary infusion of revenue from a carbon pollution tax that he will propose to the Legislature in January.

Governor proposes full 2017–19 capital budget, small changes in transportation

For the first time in modern history, this year the Legislature adjourned without passing a new two-year capital budget, putting hundreds of projects on hold statewide. Gov. Inslee is submitting a full 2017–19 capital budget and urging lawmakers to take action on it as soon as possible.

The \$4.5 billion capital budget would support more than 19,000 jobs across the state. Among other actions, the budget includes more than

\$1 billion to fund over 100 school construction projects as well as funding for essential improvements at the state's psychiatric hospitals, cleanup projects at brownfield sites to encourage new housing to alleviate homelessness, and repairs and new projects at numerous state college and university facilities.

The governor is also proposing minor changes to the 2017–19 transportation budget, making spending adjustments to balance funds in the current biennium and refining the state's 16-year Connecting Washington transportation improvement package.



K-12 EDUCATION

Fully funding McCleary: taking the final step

In 2010, King County Superior Court declared that Washington was not meeting its constitutional obligation to amply fund a uniform system of education. Since then, the state has invested billions of dollars to meet the goal of fully funding basic education by the legislatively imposed deadline of the 2018–19 school year.

Major new investments prior to 2017 included:

- » K-3 class size reductions: \$1.1 billion
- » Transportation: \$197 million
- » Materials, supplies and operating costs: \$1.2 billion
- » Full-day kindergarten: \$270 million

During the 2017 legislative session, lawmakers added \$1.8 billion to address concerns with compensation, bargaining, special education and professional development. Under House Bill 2242, the new policies would be fully implemented in the 2019–20 school year.

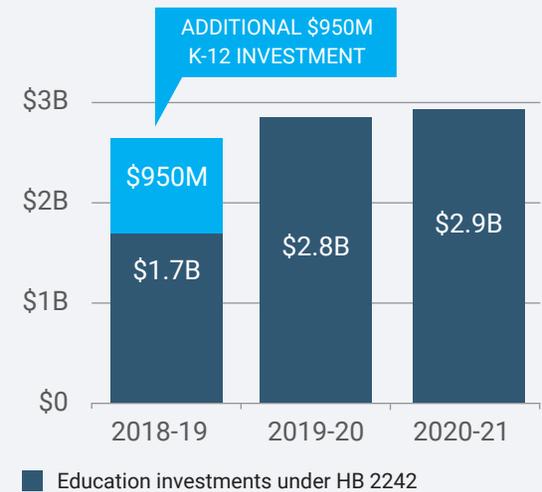
This fall, the state Supreme Court ruled in the McCleary case that the legislation sets up a framework sufficient to meet the state’s obligation

to basic education. But the court said the plan still falls short because it does not fully fund the increased school teacher and staff salaries by the 2018 deadline.

Gov. Inslee is proposing an additional, one-time investment of \$950 million in the 2018–19 school year to increase staff salaries and fully fund basic education by Sept. 1, 2018.

Under the governor’s plan, school districts will receive full funding for educator salaries in the 2018–19 school year, achieving compliance with McCleary by the deadline. Apportionment payments to school districts will be more heavily weighted toward July and August.

A one-time investment would meet the McCleary deadline



Staff Type	Base Staff Salaries		
	2017-18	HB 2242 2018-19	Full Implementation 2018-19
Classified	\$34,180	\$39,976	\$46,647
Instructional	\$36,521	\$59,333	\$65,385
Administrative	\$62,199	\$79,128	\$96,520

Under HB 2242 approved earlier this year, the state’s new salary allocation model is only partially funded in the 2018–19 school year. Gov. Inslee is proposing to fully fund the increased base salaries in the 2018–19 school year.

K-12 EDUCATION

Strategic science investment

Launch a focused effort to ensure climate science is taught by school districts using age-appropriate programs based on Next Generation Science Standards. Develops statewide supports for teachers to integrate climate literacy lessons in the classroom and provides funding for science teachers in elementary, middle and high schools to engage in annual professional learning. (Resource development: \$500,000 General Fund-State; professional learning: \$6.0 million GF-S)

Special education safety net threshold adjustment

Increase funding for the safety net, which provides reimbursement to districts for especially high-cost special education students. In the 2017–18 school year, the threshold for a student to qualify as high cost is \$30,316, roughly \$17,000 higher than the state allocation through the basic education and special education excess cost formulas. Beginning in the 2018–19 school year, funding will lower the qualifying threshold and increase qualifying local school districts' access to safety net funding. (\$20.0 million GF-S per school year)

Safety net staffing

Add 10 staff for the special education program. These staff support the work of the Safety Net Committee, provide training and support to districts applying for safety net awards and support compliance with the Every Student Succeeds Act. (\$1.3 million GF-S)

High School and Beyond Plan support

Allocate more guidance counselors to middle schools and boost their resources and professional development. This will promote the successful implementation of High School and Beyond Plans, which students must develop in middle school beginning with the 2017–18 school year. (\$17.5 million GF-S)

IT upgrades

Upgrade the statewide grant management system to align with the ESSA Consolidated Plan, giving districts more flexibility to meet student needs by combining federal, state and local dollars. The plan

emphasizes greater cross-program coordination, planning and service delivery.

Upgrade the Office of Superintendent of Public Instruction's website to remove accessibility issues for persons with a disability, as recommended by the Office for Civil Rights of the U.S. Department of Education.

Migrate the OSPI data center to the State Data Center in compliance with the Office of the Chief Information Officer policy that all agencies locate servers at the SDC by June 30, 2019. (total \$3.9 million GF-S for these items)

Expanding career-connected learning opportunities

In the next five years, the Washington Roundtable estimates that Washington will need to fill almost 740,000 new jobs. Complicating this picture is the fact our high school dropout rate is almost 20 percent. Consider, too, that while nearly 90 percent of parents nationally expect their children to complete a bachelor's degree, just 30 percent do so. To bridge that employment gap, develop more local talent and offer more attractive postsecondary opportunities to students, Gov. Inslee aims over the next five years to link 100,000 students with career-connected learning opportunities that prepare them for high-demand, high-wage jobs.

To that end, the governor, together with the Legislature and representatives from business, academia and philanthropy, will develop a strategic plan that lays out the vision, mission, strategy and tactics for a business-led, statewide youth apprenticeship system to be operated over the next 10 years. The supplemental budget includes funding for staff across five agencies to help launch this effort. These agencies will inventory state and local systems and programs, analyze barriers and propose policies that support youth apprenticeship and student engagement in career-connected learning opportunities.

Already, the governor's Career Connect Washington initiative puts students together with employers and high-quality job training, recognizing that a four-year degree isn't the only way to a successful, fulfilling career.

SBE Board Member Legislative Districts				
<u>Board Member</u>	<u>District</u>	<u>State Representative</u>	<u>State Representative</u>	<u>State Senator</u>
Kevin Laverty	21	Strom Peterson (D)	Lillian Ortiz-Self (D)	Marko Liias (D)
Peter Maier	36	Noel Frame (D)	Gael Tarleton (D)	Reuven Carlyle (D)
Janis Avery	37	Sharon Tomiko Santos (D)	Eric Pettigrew (D)	Rebecca Saldana (D)
MJ Bolt	4	Matt Shea (R)	Bob McCaslin (R)	Mike Padden (R)
Patty Wood	19	Jim Walsh (R)	Brian Blake (D)	Dean Takko (D)
Mona Bailey	41	Tana Senn (D)	Judy R. Clibborn (D)	Lisa Wellman (D)
Ryan Brault	16	Bill Jenkin (R)	Terry Nealey (R)	Maureen Walsh (R)
Alan Burke	35	Dan Griffey (R)	Drew MacEwen (R)	Tim Sheldon (D)
Jeff Estes	8	Brad Clippert (R)	Larry Haler (R)	Sharon Brown (R)
Connie Fletcher	5	Jay Rodne (R)	Paul Graves (R)	Mark Mullet (D)
Holly Koon	42	Luanne Van Werven (R)	Vincent Buys (R)	Doug Ericksen (R)
Judy Jennings	31	Drew Stokesbary (R)	Morgan Irwin (R)	Phil Fortunato (R)
Chris Reykdal	22	Laurie Dolan (D)	Beth Doglio (D)	Sam Hunt (D)
Ricardo Sanchez	43	Nicole Macri (D)	Frank Chopp (D)	Jamie Pedersen (D)
Joe Hofman	38	June Robinson (D)	Mike Sells (D)	John McCoy (D)
Lindsey Salinas	7	Jacquelin Maycumber (R)	Joel Kretz (R)	Shelly Short (R)



THE WASHINGTON STATE BOARD OF EDUCATION

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

2018 Washington State Legislature Caucus Leadership and Key Committee Composition

Senate Democratic Caucus	Senate Republican Caucus	Meeting Schedule
<u>Leadership</u> Majority Leader: Sharon Nelson Deputy Majority Leader: Andy Billig Caucus Chair: John McCoy Vice Caucus Chair: Lisa Wellman Floor Leader: Marko Liias Assistant Floor Leader: Patty Kuderer Whip: Rebecca Saldana Assistant Whip: Mark Mullet President Pro Tem: Karen Keiser Vice President Pro Tem: Steve Conway	Leader: Mark Schoesler Deputy Leader: Sharon Brown Caucus Chair: Randi Becker Vice Caucus Chair: Judy Warnick Floor Leader: Joe Fain Assistant Floor Leader: Brad Hawkins Whip: Barbara Bailey Assistant Whip: Maureen Walsh	
<u>Senate Early Learning & K-12 Education</u> Lisa Wellman, Chair Christine Rolfes, Vice Chair Andy Billig Sam Hunt Mark Mullet Jamie Pedersen	Hans Zeiger, Ranking Member Brad Hawkins Mike Padden Ann Rivers	Monday 1:30-3:30pm Tuesday 1:30-3:30pm Thursday 1:30-3:30pm
<u>Senate Ways and Means</u> Christine Rolfes, Chair David Frockt, Vice Chair Andy Billig Reuven Carlyle Steve Conway Jeannie Darnelle Bob Hasegawa Sam Hunt Karen Keiser Mark Mullet Jamie Pedersen Guy Palumbo Kevin Ranker Kevin Van DeWege	John Braun, Ranking Member Jim Honeyford Barbara Bailey Randi Becker Sharon Brown Joe Fain Ann Rivers Mark Schoesler Judy Warnick	Tuesday 3:30-5:30pm Wednesday 3:30-5:30pm Thursday 3:30-5:30pm

House of Representatives Democratic Caucus	House of Representatives Republican Caucus	
<p><u>Leadership</u> Speaker of the House: Frank Chopp Speaker Pro Tempore: Tina Orwall Deputy Speaker Pro Tempore: John Lovick Majority Leader: Pat Sullivan Majority Caucus Chair: Eric Pettigrew Majority Whip: Marcus Riccelli Majority Floor Leader: Gael Tarleton Majority Caucus Vice Chair: Lillian Ortiz-Self Deputy Majority Leader: Larry Springer Deputy Majority Floor Leader: Steve Bergquist Assistant Majority Whip: Mike Chapman Assistant Majority Whip: Joan McBride</p>	<p>Minority Leader: Dan Kristiansen Deputy Minority Leader: Joel Kretz Minority Caucus Chair: Matt Shea Minority Caucus Vice Chair: Joe Schmick Minority Floor Leader: J.T. Wilcox Assistant Minority Floor Leader: Matt Manweller Assistant Minority Floor Leader: Drew Stokesbary Minority Whip: Dave Hayes Assistant Minority Whip: Dan Griffey Assistant Minority Whip: Vicki Kraft</p>	
<p><u>House Education</u> Sharon Tomiko Santos, Chair Laurie Dolan, Vice Chair Monica Jurado Stonier, Vice Chair Steve Bergquist Christine Kilduff John Lovick Lillian Ortiz-Self Tana Senn Vandana Slatter Javier Valdez</p>	<p>Paul Harris, Ranking Minority Member Dick Muri, Assistant Ranking Minority Member Michelle Caldier Mark Hargrove Norm Johnson Bob McCaslin Mike Steele Drew Stokesbary Mike Volz</p>	<p>Monday 1:30-3:30pm Tuesday 1:30-3:30pm Thursday 8:00-10:00am</p>
<p><u>House Appropriations</u> Timm Ormsby, Chair June Ribonson, Vice Chair Steve Bergquist Eileen Cody Joe Fitzgibbon Drew Hansen Zack Hudgins Laurie Jinkins (House Appropriations continued) Ruth Kagi Kristine Lytton</p>	<p>Bruce Chandler, Ranking Minority Member Drew Stokesbary, Assistant Ranking Minority Member Vincent Buys Michelle Caldier Cary Condotta Larry Haler Paul Harris Matt Manweller Terry Nealey</p>	<p>Monday 3:30-5:30pm Wednesday 3:30-5:30pm Thursday 3:30-5:30pm</p>

Eric Pettigrew Gerry Pollet David Sawyer Larry Springer Derek Stanford Pat Sullivan Steve Tharinger	Joe Schmick David Taylor Brandon Vick Mike Volz J.T. Wilcox	
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If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.

2018 Session Cutoff Calendar

	Date	Day of Week	Day of Session			
January	8	M	1	←		
	9	T	2			
	10	W	3			
	11	Th	4			
	12	F	5			
	13	S	6			
	14	Su	7			
	15	M	8			
	16	T	9			
	17	W	10			
	18	Th	11			
	19	F	12			
	20	S	13			
	21	Su	14			
	22	M	15			
	23	T	16			
	24	W	17			
	25	Th	18			
	26	F	19			
	27	S	20			
	28	Su	21			
	29	M	22			
	30	T	23			
	31	W	24			
	February	1	Th		25	←
		2	F		26	
		3	S		27	
		4	Su		28	
		5	M		29	
		6	T		30	
		7	W		31	
8		Th	32			
9		F	33			
10		S	34			
11		Su	35			
12		M	36			
13		T	37			
14		W	38			
15		Th	39			
16		F	40			
17		S	41			
18		Su	42			
19		M	43			
20		T	44			
21		W	45			
22		Th	46			
23		F	47			
24		S	48			
25		Su	49			
26		M	50			
27		T	51			
28		W	52			
March	1	Th	53	←		
	2	F	54			
	3	S	55			
	4	Su	56			
	5	M	57			
	6	T	58			
	7	W	59			
	8	Th	60			

DRAFT
 NOTE: Cutoff dates for the 2018 session are not official until adopted by concurrent resolution of the House and Senate.

After 5:00 p.m. on the 54th day, only initiatives and alternatives to initiatives, budgets and matters necessary to implement budgets, matters that affect state revenue, messages pertaining to amendments, matters of differences between the two houses, and matters incident to the interim and to the closing of the session may be considered.

The Governor has 5 days, if the Legislature is still in session, or 20 days, if the Legislature has adjourned, to take action on any bill passed by the Legislature.