



THE WASHINGTON STATE BOARD OF EDUCATION

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

JULY 11-12, 2018 MEETING AGENDA

The State Board of Education and the Educational Opportunity Gap Oversight and Accountability Committee will host a joint community forum on July 10 at Ferris High School from 5:30 to 7:30 p.m.
Ferris High School, 3020 E 37th Ave, Spokane, WA 99223

The meeting will be held on July 11-12 at NorthEast Washington Educational Service District 101, Conference Center, 4202 South Regal Street, Spokane, WA 99223

Wednesday, July 11

8:30-8:40 a.m. Call to Order of Joint Meeting with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC):

- Welcome from Mr. Rob Roettger, Superintendent, Cheney School District

8:40-9:05 Joint Community Forum Debrief

9:05-10:35 Joint Discussion

- Opportunity Gap
- Shared Interests and Responsibilities
- Effective EOGOAC-SBE Partnership

10:35 Adjourn Joint Meeting

10:35-10:50 Break

10:50-11:00 Call to Order of State Board of Education Meeting

- Pledge of Allegiance
- Agenda Overview
- Oath of Office for Autymn Wilde, Student Board Member

Consent Agenda

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

- Approval of Minutes from the May 8-10 Community Forum and Board Meeting
- Approval of Minutes from the June 20 Community Forum

11:00-11:45	Update from the Department of Children, Youth, and Families Mr. Frank Ordway, Assistant Director, Department of Children, Youth and Families
11:45-12:00 p.m.	Public Hearing on School Improvement Goals (WAC Chapter 180-105)
12:00-12:15	Public Comment
12:15-1:00	Lunch Working Lunch: Update from Governor's Office, Ms. Maddy Thompson, Education Advisor
1:00-1:30	Governor's Office of Indian Affairs Update Mr. Craig Bill, Executive Director, GOIA
1:30-2:30	Charter School Authorizers and Charter Schools Ms. Kaaren Heikes, Director of Policy and Partnerships Mr. Joshua Halsey, Executive Director, Charter Schools Commission Ms. Jeannette Vaughn, Director, Innovative Programs and Charter Schools, Spokane School District
2:30-2:45	Break
2:45-3:15	Professional Educator Standards Board Update Ms. Alexandra Manuel, Executive Director, Professional Educator Standards Board
3:15-3:45	Superintendent of Public Instruction Survey Results and Strategic Plan Mr. Chris Reykdal, Superintendent of Public Instruction
3:45-4:30	Expanded Learning Opportunities Ms. MJ Bolt, Board Member Ms. Maria Flores, Director of Title II, Part A and Special Programs, OSPI Mr. David Beard, Policy and Advocacy Director, School's Out Washington Ms. Lisa White, Director of Afterschool Programs, Spokane School District
4:30-5:30	Executive Director Update Dr. Randy Spaulding, Executive Director <ul style="list-style-type: none"> • Updates <ul style="list-style-type: none"> ○ Update on Required Action Districts ○ Convening of Career Readiness Webinars ○ Student Board Member Credit Opportunity ○ Executive Committee Elections Occurring in September 11-13, 2018 • Preview of Business Items <ul style="list-style-type: none"> ○ Option One Waiver Requests for Kelso and Riverside School District ○ Credit-Based Graduation Requirements Waiver for Peninsula and Quincy School District ○ Temporary Waiver of 24-Credit Graduation Requirements for Mead School District

- House Bill 2824 Rule-Making
- Private School Approval List

5:30 Adjourn

Thursday, July 12

8:00-9:00 a.m. Executive Session for the Purpose of Evaluation of the Performance of a State Employee

9:00-9:30 Student Presentation: Financial Education
Mr. Joe Hofman, Student Board Member

9:30-10:15 Social Studies Learning Standards Update
Ms. Linda Drake, Director of Career- and College-Readiness Initiatives
Dr. Carol Coe, Social Studies Program Supervisor, OSPI
Dr. Kathe Taylor, Assistant Superintendent, Learning and Teaching, OSPI

10:15-10:30 Break

10:30-12:00 School Safety Panel
Ms. MJ Bolt, Board Member
Ms. Autymn Wilde, Student Board Member
Mick Miller, Assistant Superintendent, ESD 101
Staff and students, North Central High School, Spokane

12:00-12:15 p.m. Public Comment

12:15-1:00 Lunch

1:00-2:00 Discussion

2:00-3:00 Business Items (Action Required)

1. Adoption of Resolution to Support Financial Education
2. Adoption of Resolution to Support School Safety
3. Approval of Private School List
4. Approval of Option One Waiver Requests for Kelso and Riverside School Districts
5. Approval of Credit-Based Graduation Requirements Waiver for Peninsula School District for Henderson Bay High School and Quincy School District for Quincy Innovation Academy
6. Approval of Temporary Waiver from 24-Credit Graduation Requirements for Mead School District
7. Approval of Filing CR-102 on Rules to Implement House Bill 2824
8. Adoption of Amendments to WAC Chapter 180-105 (School Improvement Goals) and Authorization to File CR-103

3:00 Adjourn

Intro and Consent Agenda



THE WASHINGTON STATE BOARD OF EDUCATION

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MAY MEETING MINUTES

Prepared for the July 2018 Board meeting

May 8-10, 2018

Educational Service District 105

33 South Second Avenue

Yakima, WA 98902

Tuesday, May 8

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

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Alissa Muller, Ms. Terri Eixenberger (8)

Members Absent: Dr. Alan Burke, Mr. Chris Reykdal, Ms. Lindsey Salinas, Mr. Joseph Hofman (4)

The Board hosted a community forum which was held at the Educational Service District in the Atrium Room from 5:30 to 7:30 p.m. Issues and actions identified as high priorities by parents, students, educators, and community members were discussed. The forum was facilitated by Noreen Light, former Associate Director of the Washington Student Achievement Council. Attendees held group discussions and shared on hopes and aspirations for students and barriers to educational achievement. Then suggested actions to support student success at the state and local levels were discussed. Detailed discussion notes from the forum follow this document.

Wednesday, May 9

Members Attending: Chair Kevin Lavery, Mr. Chris Reykdal, Dr. Alan Burke, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Ms. Lindsey Salinas, Mr. Joseph Hofman (15)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger (9)

CALL TO ORDER

Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:30 a.m.

Dr. Jack Irion, Superintendent, Yakima School District, welcomed the Washington State Board of Education members and staff to Yakima and to the Educational Service District 105. Superintendent Irion thanked Board members for the opportunity to host the meeting and added that he had been looking forward to the visit for quite some time. Superintendent Irion provided background and insight into current issues in the Yakima School District. The consensus of his discussion was that potential is everywhere, opportunity is not. He would like to see that changed so that potential opportunities are available for all. Of significance is that the Yakima School District applied for a grant and were notified that for the next four years, students and families in the district will be provided with free internet access. He also announced a partnership with Heritage University so Yakima SD students will receive college credit free of charge.

Chair Laverty introduced and administered the oath of office to newly appointed Washington State Board of Education member, Mr. Harium Martin-Morris. Mr. Morris was appointed by Governor Inslee to fill the unexpired term of Mona Bailey. Also introduced was future student Board member, Ms. Autymn Wilde, along with Dr. Bill Keim, Executive Director of WASA. Dr. Keim will be retiring in July; consequently, this would be his last State Board of Education meeting.

CONSENT AGENDA

Motion made by Member Jennings to approve the consent agenda as presented.

Motion seconded by Member Bolt.

Motion carried.

DISCUSSION OF STRATEGIC PLANNING

Dr. Randy Spaulding, Executive Director, stated that he appreciated the conversation in regards to the forum held the previous evening. He also debriefed the site visit to West Valley High School that took place prior to the community forum. He added that he saw some engaged students and heard from some employers, with emphasis on Yakima valley students being career and college ready. There were three guiding questions to facilitate conversations at the forum in order to hear from stakeholders and to learn some things that the SBE could be doing to help students move forward. Noreen Light was acknowledged and thanked as the facilitator of the forum. Two more forums are scheduled before the Board retreat: June 20 in Seattle and July 10 in Spokane, together with the EOGOAC. Forums and site visits are an excellent way to communicate with stakeholders. Board members were asked to bring ideas for future forums to discuss at the retreat in September.

Dr. Spaulding led a discussion on stakeholder engagement to support the strategic planning process. He touched on the connection between the Education System Health Report and the Strategic Plan. The updated metrics will inform the planning process; however, the final 2018 Educational System Health Report will serve as the baseline for measuring progress on the strategic plan initiatives. During the July meeting and the special meeting in August, the Board will hear from additional stakeholders. Members will spend more time in depth at the September Board meeting. The goal is to have a draft to share at the Board meeting in November.

Dr. Spaulding said staff is working on tools that will help the Board work through and keep track of different kinds of feedback that is being received. There is a plan to do an analysis of bills, developing

documents and tools that members can use. Some of this will be shared at the July meeting, however, there will be more in depth sharing at the September meeting. Discussion ensued and input was given.

Dr. Spaulding introduced Mr. John Aultman, Senior Policy Advisor, Governor's Office and Mr. Eric Wolf, Director of Policy and Programs, Workforce Training and Education Coordinating Board. Together they discussed Career Connect WA's task to fill the significant gap between supply and demand of skilled workers in Washington. Mr. Wolf discussed the history of Career Connect WA and Mr. Aultman discussed opportunities. A detailed PPT was shared, and for further reference is posted on the SBE website in the meeting materials section.

Ms. Kaaren Heikes, Director of Policy and Partnerships, introduced the Board's Equity Committee, consisting of Members Wood, Brault and Sanchez. They shared their further refinements of the equity lens and their recommendations to ensure that equity remains at the heart of the strategic plan. Also discussed was SBE's equity statement of intent, and the prospect of SBE convening an educational equity summit for policymakers.

Chair Laverty thanked the equity committee for the great work that they have done and are continuing to do.

Executive Director Spaulding articulated that the accountability framework measures should be included as a part of the Statewide Educational System Health Report and the strategic plan. Regarding feedback received from the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), the intent of the statewide indicators should be to inform the strategic plan and also to assess statewide and group performance after the fact. The analysis of the statewide indicators will be integrated into the strategic plan document and provide additional context to the goals the board set for itself. Dr. Spaulding stated that he would like to see the group of stakeholders that the SBE works with on the statewide indicators broadened and added that broader engagement is occurring, but not quickly enough. As part of the statewide indicator work, the annual performance for each indicator are to be compared to national data in order to determine whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states.

EDUCATOR PANEL

Chair Laverty introduced the panel of educators and thanked them for attending the meeting.

Ms. Wendy Rader-Konofalski, Lobbyist, WEA

Mr. Jared Kink, Everett School District

Ms. Jenny Steele, Everett School District

Ms. Sobia Sheikh, Mukilteo School District

Ms. Amy Jean Jardine, Yakima School District

Mr. Jeremy Pitts, Moses Lake School District (absent but provided written comment)

Members of the panel discussed and provided perspective on the following:

- National Educators week
- School safety
- What do students think?
- Equity issues and closing the opportunity gap
- WEA – a champion for teachers
- Reducing over emphasis on testing and high stakes graduation requirements
- Class size reduction

- Compensation – attracting and retaining the best
- Professional development
- TPEP/Common Core

COMMISSION ON HISPANIC AFFAIRS

Chair Laverty introduced the panel of commissioners from the Commission on Hispanic Affairs.

Ms. Leonor Maldonado, Commissioner, Commission on Hispanic Affairs

Mr. Alex Ybarra, Commission on Hispanic Affairs

Ms. Maldonado, Director of Migrant and Bilingual Programs, provided history on the Commission. The Commission started in 1957 and consists of ten commissioners on the board. The relationships between Hispanic parents and the schools was discussed. Feeling welcome and respected in the school climate will make parents feel more comfortable going in to the school community. Washington state is 22% Latino students. The Commission is trying to recruit students in Jr. High and High School to become teachers. Discussion ensued around DACA and how fearful families and students are, not knowing what to expect for their futures.

Chair Laverty thanked the guests for their time and noted that Board members look forward to collaborating with the commission on the development of the Board's next strategic plan.

PUBLIC COMMENT

MS. PHYLLIS BUNKER FRANK – NATIONAL ASSOCIATION FOR YEAR-ROUND EDUCATION

Ms. Frank was a member of the State Board of Education for 16 years, and is a former Yakima school board member and retired speech/language pathologist. She is an advocate for year-round school, and discussed the barriers of the traditional school calendar year. She asked that SBE members consider an organized study to develop a recognition policy statement that inaugurates a statewide ideological shift from a 19th Century traditional school calendar year that plans for loss, to a 21st Century continuous, personalized calendar year that integrates compulsory and supplemental learning experience, along with recognizing valued vacation time. She also requested the development of a recognition policy statement as relates to equity, efficiency and efficacy to provide a platform to prompt local school calendar year discussion that may lead to local intentional school/district review and a school calendar year that more closely matches school district and state vision and mission statements for all students. The United States is the only industrialized nation where districts annually plan to disconnect from students for 11-12 full weeks in the summer.

MS. ROZ THOMPSON, DIRECTOR OF GOVERNMENT RELATIONS, ASSOCIATION OF WASHINGTON SCHOOL PRINCIPALS

Ms. Thompson discussed the tremendous need for principals, especially in rural areas, as many great principals and educational leaders are retiring. She also announced that Gary Kipp, AWSP Executive Director, and Bill Keim, WASA Executive Director, were both retiring this summer. The lever needs to be pushed to make strong leaders. Strong leaders need to be built with professional learning, learning with equity, and OSPI partnerships. She urged members to attend the equity conference on May 23 at the SeaTac Doubletree hotel. All frameworks go through revision, and cultural competency is essential for all trainers.

MS. WENDY RADER-KONOFALSKI, LOBBYIST, WASHINGTON EDUCATION ASSOCIATION

Ms. Rader-Konofalski announced her retirement from the WEA after twelve years. She wanted to take the opportunity to discuss the many changes that have occurred in education between then and now. We are living in very different times. She added that she thinks the State Board is moving in a great direction and thanked the Board for inviting her to sit on the Educators' Panel at this meeting, which would be her last. She hopes that today is the beginning of many more such meeting to come.

MR. CRAIG DWIGHT, DIRECTOR AND MR. GEORGE MASON, AUTO TECH INSTRUCTOR, YAKIMA VALLEY TECHNICAL SKILLS CENTER

Mr. Dwight and Mr. Mason requested more support for automotive CTE classes. Mr. Mason, a 28-year professional automotive technician, has spent the last eight years as a teacher. Technology has changed so much in the last several years. Automotive technology involves chemistry. Data is compiled and evaluated. Density, evaporation, and condensation are discussed with students daily. This is science at its very core. Mr. Dwight and Mr. Mason requested support from the SBE to award their students science credit for their work.

RECOGNITION LUNCH FOR STUDENT BOARD MEMBER MS. LINDSEY SALINAS

Members and staff broke for lunch at this time. Chair Laverty awarded Ms. Salinas with a certificate and extended appreciation on behalf of the Board for her serving as a student representative on the SBE. Board members expressed their individual thoughts about Ms. Salinas and how she had grown during her tenure as a student representative on the Board. SBE Communications Manager, Alissa Muller, then took photos of Ms. Salinas with Chair Kevin Laverty and Executive Director Spaulding.

UPDATE ON SCHOOL IMPROVEMENT FRAMEWORK AND RECOGNITION

Dr. Andrew Parr, Research Director

Dr. Michaela Miller, Deputy Superintendent, OSPI

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, Student and School Success, OSPI

The SBE and OSPI jointly presented on the status of school recognition for the current year. Dr. Andrew Parr began by walking through the presentation given to the EOGOAC back in April. The Board will be discussing and voting on whether to adopt the EOGOAC recommendation to suspend school recognition for the spring of 2018. There are some concerns with the rewards as they currently exist. Awards often went to schools that had achievement gaps. Dr. Parr explained the charts on the PPT that was shown. The EOGOAC would like the SBE and OSPI to get together to develop a meaningful set of awards to use going forward. Dr. Michaela Miller added that they would like an awards system that aligns with OSPI's values. Written feedback is expected from the EOGOAC. Discussion ensued and input was given.

UPDATE ON REQUIRED ACTION DISTRICTS

Dr. Michaela Miller, Deputy Superintendent, OSPI

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, Student and School Success, OSPI

Dr. Miller led a discussion on the following values driving policy considerations:

- Ensuring equity
- Collaboration and service
- Achieving excellence through continuous improvement
- Focus on the whole child

Dr. Miller then explained a PPT that was disseminated in hard copy, containing information in regards to the support provided. Chair Laverty allowed Board members five minutes to review and study the PPT, since it was not received for review prior to the meeting.

Dr. Miller discussed the five main drivers as follows:

1. Core instruction for all
2. Whole child, whole family, whole community
3. Dual language for all
4. Multiple pathways for all
5. Extended learning for all

Discussion ensued on how to differentiate between the Federal and State accountability systems. Also discussed was the release of existing RAD schools, RAD data, comprehensive schools, targeted schools, state proviso use of funds, and RAD options for SY 18-19. RAD options for SY 18-19 are as follows:

- Option A
 - Maintain current identification for 2018-19
 - Audit by contractor
 - Prescriptive plan
 - Larger school grants
- Option B
 - Release targeted 1-2 districts for 2018-19
 - Audit by contractors
 - Prescriptive plan
 - Large school grants
- Option C
 - Reset and transition to WSIF beginning in 2018-19
 - Similar grant award, some funds diverted to district
 - Additional supports

Ms. Tennille Jeffries covered the State Provision Use of Funds portion of the PPT, RAD Options for School Year 2018-19, and reviewed the Comprehensive Supports 2018-2019 slide.

Discussion Points:

Short term programmatic decisions

- Determine supports provided to 5 districts in SY18-19 (Options A, B, or C)
- What information is needed from OSPI to inform the next discussion?

Long term policy considerations

- **OSPI Guiding Questions**
- Next steps in identifying potential statutory revisions
 - Bring to key stakeholders before July meeting
 - Meet, discuss and learn with current and former RAD districts

Significant discussion ensued and input was given.

REVIEW OF RECOMMENDED CAREER AND TECHNICAL EDUCATION COURSE EQUIVALENCIES FOR APPROVAL

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

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

Mr. Pete McCue, Automotive Teacher, Bellevue High School

Ms. Drake opened the discussion on frameworks to be approved for the CTE courses, knowledge and skills and science content and provided background information. The Board provided an opportunity for public comment and there is a compilation of written public comments contained in the additional materials in the Board packets. Ms. Drake noted that flexibility is an important component in graduation requirements.

Ms. Rebecca Wallace, Executive Director, Career and Technical Education, OSPI, shared a PPT on the current implementation of ESSB 6552 available frameworks. 2018 proposed frameworks are as follows:

- Biotechnology (HS)
- Automotive Technician 1 (STS)
- Automotive Technician 2 (STS)

Mr. Pete McCue, Automotive instructor at Bellevue High School, provided input from an educator perspective on the following:

- Automotive technology
- Biotechnology
- Teacher/School District Acknowledgement
- Programs in development

Ms. Wallace discussed classes that are in development in detail. For a complete list of courses, please refer to the PPT contained in the meeting materials posted on the SBE website for this meeting.

PRIVATE SCHOOLS UPDATE

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

Ms. Judy Jennings, Board Member and Representative of Private Schools

Ms. Suzie Hanson, Executive Director, Washington Federation of Independent Schools

Mr. Tim McGree, President, La Salle High School, Yakima

Mr. Brad Van Beek, Superintendent and Elementary School Principal, Sunnyside Christian School, Yakima

Ms. Renee Dunn, Principal, Yakima Valley Christian School

Ms. Drake provided an introduction and stated that OSPI recommends that the Board provisionally approve the following schools:

- Fusion Academy
- Lumen Academy
- Eastside Community School

The recommendation for approval is based on minimum state controls necessary to insure the health and safety of all students in the state and to ensure a sufficient basic education to meet usual graduation requirements. HB 2824 will change the Board's relationship with private schools because it will shift the private school approval process from OSPI and the SBE to the SBE only. Changes will go into effect as of January 1, 2019, and the Board will be working on rules to implement the changes over the next few months.

The Board then heard from Mr. Tim McGree, President of LaSalle High School in Yakima, Mr. Brad Van Beek, Superintendent and Elementary School Principal, Sunnyside Christian School in Yakima, and Ms. Renee Dunn, current, but outgoing, principal, Yakima Valley Christian School. They each provided

background information about their respective private schools and responded to the following questions:

- Describe how the schools manifest both their mission and their commitment to student success.
- Describe how private schools interact with state level agencies.
- Discuss how the SBE may help support the priorities of private schools as part of the state's K-12 education system.

Board member Jennings said she is privileged to work with private schools and shared further information and data. She then introduced Ms. Suzie Hanson, who is her successor as the Executive Director of the WA Federation of Independent Schools. Ms. Hanson provided an overview of the WFIS and stated that it is the umbrella organization that organizes all the private schools in order for them to have one voice. "We educate the public and a lot of kids," stated Ms. Hanson and all of the schools have missions.

Discussion ensued and Board members provided input. The discussion between the Board and the private school panel may help inform the Board's strategic planning efforts. Chair Laverty thanked panelists for the information and for sharing.

PREVIEW OF BUSINESS ITEMS FOR TOMORROW'S MEETING

At this point in the meeting, Chair Laverty reviewed the course of business for the next day's meeting, beginning with an Executive Session at 8:00 a.m. Executive Director Spaulding reviewed the business items that required action by the Board.

The meeting recessed at 5:25 p.m.

Thursday, May 10, 2018

Members Attending: Chair Kevin Laverty, Mr. Chris Reykdal, Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Ms. Lindsey Salinas, Mr. Joseph Hofman (14)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Terri Eixenberger(9)

Members Absent: Dr. Alan Burke (1)

CALL TO ORDER

Chair Laverty called the meeting to order at 8:00 a.m.

EXECUTIVE SESSION

Chair Laverty adjourned the open session at 8:02 a.m. for the purpose of evaluating the performance of a state employee. The meeting returned to open session at 8:18 a.m.

DISCUSSION OF EVALUATION FRAMEWORK AND TIMELINE FOR EVALUATION OF THE EXECUTIVE DIRECTOR

The Board reviewed and discussed the process and timeline for their review of the Executive Director. The Board annually reviews the Executive Director in July of each year. Chair Laverty led discussion on

the draft evaluation and process checklist and evaluation forms to select elements that will be employed at the July Board meeting.

STUDENT PRESENTATION ON PAST, PRESENT, AND FUTURE

Ms. Lindsey Salinas, Student Board Member

Ms. Salinas provided input on her past, present and future plans. She shared that she has always wanted to do something important and likes to be in charge. She played volleyball all four years in high school which taught her life skills; e.g. having to be on time. She was selected as valedictorian of her senior class. Ms. Salinas plans to go in to health and wellness and more specifically food sciences. She is also interested in pediatric work. She has been accepted to the University of Idaho. She shared a PPT that listed these skills in particular:

- Professionalism skills
- Deep understanding of governmental relations
- Life advice
- Critical thinking
- Lifelong friendships
- Exposure to the professional world
- Desire to make a change

Ms. Salinas thanked Board members for the opportunity to serve as a student representative and for the skills that she has gained over the past two years.

DISCUSSION ON SCHOOL SAFETY

Mr. Tim Garchow, Executive Director, Washington State School Directors' Association

Mr. Kevin Chase, Superintendent, Educational Service District 105

Ms. Rose Spidell, Governor's Office of Education Ombuds

Chair Lavery introduced the panelists and facilitated the discussion.

The discussion opened with Mr. Tim Garchow, Executive Director of WSSDA. Mr. Garchow explained WSSDA's role in school safety and some of the various perspectives that exist throughout the state. Mr. Kevin Chase, Superintendent of Educational Service District 105, followed with discussing strategies being used in ESD 105, including how to intervene to reduce gap time between when an incident begins and when police response arrives. Ms. Rose Spidell, Governor's Office of Education Ombuds, presented on the need for counselors, mental health supports, and issues regarding threat assessment.

Panelists discussed the following guiding questions:

- What state-level policies would you stand behind for improving school safety? What can't the state do that local districts can?
- What are the policy levers for improving school safety? At the local level? At the state level?
- What sort of school safety events are districts planning for?
- What guidance or resources are available to help prevent a school shooting? To intervene during a shooting? To alleviate challenges following a school shooting?

Board members expressed their thoughts and concerns. Student representatives Ms. Lindsey Salinas and Mr. Joe Hofman also weighed in with their thoughts from a student's perspective. The consensus of

the conversation was that resources and local control are most important. Increased opportunities for adults to collaborate and share on mental health is critical to success in schools. Depression is real and must be recognized.

EXECUTIVE DIRECTOR UPDATE

Dr. Randy Spaulding, Executive Director

Dr. Spaulding's Executive Director Update included the following topics:

- OSPI art show. The SBE purchased a piece entitled "A Light from Within" by Kaitlyn Williams, a student from Richland High School. The medium is photography.
- New SBE website
 - Ms. Alissa Muller took the lead on this project. If you have questions, or challenges finding information, please contact Executive Director Randy Spaulding, or Ms. Muller.
- National Association of State Boards of Education (NASBE) updates
 - Ms. Kaaren Heikes briefed the Board about the Early Childhood Education Workforce initiative, the NASBE meeting she and Member Wood participated in a few weeks prior in Washington, DC, and the initiative's workplan.
 - Ms. Drake briefed the Board about the Career Related Learning initiative and discussed upcoming conversations with other states which will include:
 - Equitable access to work-based learning opportunities
 - Coordination across state agencies and organizations
 - Aligning career pathways with graduation requirements
 - Incorporating career pathways into the accountability system
 - There will be two webinars at the end of the month with representatives from Colorado, Delaware, Indiana, Kentucky, Louisiana, and Virginia.
- Waiver requests
 - Mr. Parker Teed presented the following waiver requests from the 180-day requirement:
 - Option one waiver requests from Richland and Sultan School Districts
 - Option one waiver request from Tacoma School District for SAMI, SOTA, and IDEA
 - Option two waiver request from Waterville School District
- Rule Making
 - Mr. Teed provided detail.
- Future Board meetings schedule and proposed locations
 - Mr. Teed provided information.

For complete details, please refer to the meeting materials, which are posted on the State Board of Education website.

SOUTH CENTRAL WASHINGTON PERSPECTIVE ON NEXT GENERATION SCIENCE STANDARDS IMPLEMENTATION

Mr. Mike Brown, ESD 105, Regional Science Coordinator and South Central WA LASER Director

Mr. Mark Cheney, ESD 105, South Central Washington STEM Network Director

Mr. Jackson Jamieson, Sophomore at West Valley High School, West Valley School District

Member Jeff Estes introduced the panelists and provided background. The Washington State Science Learning Standards (WSSLs) are based fully on the Next Generation Science Standards (NGSS). There is a

systematic and sustainable focus on equity. Mr. Estes provided a brief update on guiding questions that the panelists were asked to answer and share their ideas on. The questions were based around the following areas:

1. Purpose
2. Policy
3. Programs
4. Practices
5. Partners

Each panelist shared their ideas and answers. For a detailed list of questions, please refer to the meeting materials posted on the SBE website. The following are some key ideas shared by the panelists:

- What does the state of teaching science in our area look like? The equity light was flashing bright red. All kids were not receiving what they needed in South Central Washington. We wanted to tear down the barriers for teachers that were getting in the way of teaching good science.
- Administrators need help to understand how important science learning is to all kids.
- Develop solid community support.
- A program called “Engineering Fellows” has been implemented. Members were encouraged to check out more information at www.engineeringfellows.com.
- Engineering partners help educators understand what engineering is all about.
- Tech careers are growing in the Yakima valley and in the agricultural area.
- Science being part of proficiency scoring is appreciated.
- Make science a priority in K-5th grade.
- There aren’t enough science classes from the beginning. There is much more emphasis on English and foreign language.

Board members asked questions and provided input. Superintendent of Public Instruction Chris Reykdal thanked the panelists for their passion about this work.

PUBLIC COMMENT

MS. MARTHA RICE – YAKIMA SCHOOL BOARD MEMBER

Ms. Rice thanked the Board for the opportunity to attend the meeting and for visiting Yakima. She has appreciation for the lens of equity that is being incorporated into the SBE’s work, considering the whole child. Secondly, she is encouraged by superintendent Reykdal’s comments about the stereotypical school model and McCleary being insufficient, especially in social-emotional learning. Lastly, in regards to the strategic plan, she felt there were four things to consider including:

1. Universal and free preschool. 46% of kids are not ready for Kindergarten, and it’s even worse in districts of high poverty. Please encourage districts on the idea of universal and free preschool.
2. Support the need for social/emotional learning. Part of the process is to think outside of the box, promoting opportunities for students and staff.
3. Schools need to be safe and secure places for learning.
4. CTE equivalencies –time needs to be freed up in school days, especially at the secondary levels. More and more kids are encouraged in CTE opportunities and there is not enough space in the school day to do that. Open up time or equivalencies for kids. We will all be richer for it.

DR. JACK IRION – SUPERINTENDENT, YAKIMA SCHOOL DISTRICT

In regards to the Washington Middle School in Yakima being in RAD status, based on the information available, the District would encourage the Board to go with Option C on RAD. Dr. Irion spoke about the

disproportionate funding between the east side and the west side of Yakima and how teachers are paid higher in areas with higher median value homes. It is not fair to have teachers in lower income schools be paid a lower wage than higher income areas. There is a need to hire the best and pay for the best. There is nothing in the law that says a teacher must live in the district in which they teach. If the SBE truly wants to make a difference, please join the Yakima School District in eliminating this form of discrimination.

MS. BRENDA SANDERS – EDUCATOR

Ms. Sanders has been an educator since the 1993-94 school year and is now an interim program superintendent. She wanted to commend members for the work that the Board does. She feels that working in isolation is not good and collaborating with stakeholders is very important. She appreciates the NGSS that ties everything in with equity. As equity is addressed across the board, she asked to think about representation, in that the student body should look the same as the teachers. This is really important for our children. Poorer schools have less expectations in total, even in leadership. She has great respect for teachers, as it is not an easy thing to do. Many teachers are leaving the profession. There is a small pool to choose from. We have to look at why teachers are leaving. So much is required of them every year and it just gets to be more, and more and more. Ms. Sanders feels strongly that there is a need to consider and respect the perspective of teachers. That perspective cannot be left out.

RECOGNITION LUNCH FOR STATE AND NATIONAL TEACHER-OF-THE-YEAR MS. MANDY MANNING

Ms. Mandy Manning, Joel E. Ferris High School- Newcomer Center, Spokane Public Schools

Chair Laverty introduced Ms. Mandy Manning, who was Washington State Teacher of the Year and now is also National Teacher of the Year. Members and staff took part in a special lunch in her honor. Ms. Manning teaches English and math to refugee and immigrant students in the Newcomer Center at Ferris High School in Spokane.

Ms. Manning walked the Board through her teaching journey and shared information about the Newcomer Center in Spokane. She said that training in curriculum, standards, cross-curricular, and cultural-responsiveness enhances success for teachers. Her vision as teacher of the year is to gain equity through access, quality neighborhood schools, and space for diverse educators, modes of teaching and learning styles, and being fearless as educators and teaching our students and community to be fearless. She feels it is very important for students to intentionally seek experiences that they are uncomfortable with.

At the end of Ms. Manning's presentation, the Board voted unanimously to support a resolution honoring her as State and National Teacher of the Year.

Photos were taken of Ms. Manning with Chair Laverty and Executive Director Spaulding. For more detailed information about Ms. Manning, please refer to her PowerPoint Presentation, which is posted under materials for this meeting on the SBE website.

BUSINESS ITEMS

MOTION MADE BY MEMBER FLETCHER to adopt the resolution in recognition of State and National Teacher-of-the Year, Ms. Mandy Manning, as shown in Exhibit A.

Motion seconded by Member Jennings.

Motion carried.

MOTION MADE BY MEMBER KOON to approve the release of the Marysville, Soap Lake, Tacoma, Wellpinit, and Yakima school districts from Required Action District status based on the reasons and assurances as set out in Exhibit K and with the following conditions:

1. Quil Ceda Tulalip Elementary and Wellpinit Elementary will continue to get specific and targeted supports in excess of other schools designated as comprehensive schools under the new WSIF.
2. Quil Ceda Tulalip Elementary, Wellpinit Elementary and Washington Middle, in the Yakima School District, will undergo ongoing monitoring by the SBE and OSPI under similar conditions and expectations that existed in the RAD accountability system.
3. The SBE and OSPI will collaboratively develop legislation, for House and Senate consideration, that conforms the outdated RAD statutes to the necessary changes brought about by ESSA and the new WSIF.

Motion seconded by Member Fletcher.

Motion carried.

MOTION MADE BY MEMBER MAIER to suspend the recognition of schools that was originally scheduled for spring of 2018, based on data from 2017.

Motion seconded by Member Wood.

Motion carried.

MOTION MADE BY MEMBER BOLT to approve the Career and Technical Education course equivalency framework for Automotive Technology 1, as shown in Exhibit C.

Motion seconded by Member Wood.

Motion carried.

MOTION MADE BY MEMBER WOOD to approve the Career and Technical Education course equivalency framework for Automotive Technology 2, as shown in Exhibit D.

Motion seconded by Member Jennings.

Motion carried.

MOTION MADE BY MEMBER BOLT to approve the Career and Technical Education course equivalency framework for Biotechnology, as shown in Exhibit E.

Motion seconded by Member Brault.

Motion carried.

MOTION MADE BY MEMBER WOOD to approve Richland School District's waiver request from the 180-day school year requirement for seven school days for the 2018-2019, 2019-2020, and 2020-2021 school years, for first grade only and for the reasons requested in its application to the Board.

Motion seconded by Member Jennings.

Motion carried.

MOTION MADE BY MEMBER BOLT to approve Sultan School District's waiver request from the 180-day school year requirement for six school days for the 2018-2019, 2019-2020, and 2020-2021 school years, for the reasons requested in its application to the Board.

Motion seconded by Member Jennings.

Motion carried.

MOTION MADE BY MEMBER FLETCHER to approve Tacoma School District's waiver request from the 180-day school year requirement for fourteen days for the 2018-2019 school year for the Science and Math Institute and the School of the Arts, for the reasons requested in its application to the Board.

Motion seconded by Member Bolt.

Motion carried.

MOTION MADE BY MEMBER WOOD to approve Tacoma School District's waiver request from the 180-day school year requirement for fourteen days for the 2018-2019, 2019-2020, and 2020-2021 school years for the school of Industrial Design, Engineering, and Arts, for the reasons requested in its application to the Board.

Motion seconded by Member Morris.

Motion carried.

MOTION MADE BY MEMBER BOLT to approve Waterville School District's waiver request from the 180-day school year requirement for the purposes of economy and efficiency for 30 school days for the 2018-2019, 2019-2020, and 2020-2021 school years, for the reasons requested in its application to the Board.

Motion seconded by Member Jennings.

Motion carried.

MOTION MADE BY MEMBER BRAULT to approve filing a CR-102 on WAC 180-105 (School Improvement Goals), as shown in Exhibit F and as amended in consultation with OSPI.

Motion seconded by Member Jennings.

Motion carried.

MOTION MADE BY MEMBER BRAULT to approve filing a CR-101 on WAC Chapters applicable to House Bill 2824.

Motion seconded by Member Maier.

Motion carried.

MOTION MADE BY MEMBER BRAULT to approve filing a CR-101 on WAC Chapters to implement changes to Civics and High School and Beyond Plan graduation requirements.

Motion seconded by Member Bolt.

Motion carried.

MOTION MADE BY MEMBER JENNINGS to approve the proposed future board meeting dates and locations, as shown in Exhibit G.

Motion seconded by Member Brault.

Motion carried.

MOTION MADE BY MEMBER JENNINGS to approve the private school list for the 2018-2019 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit H.

Motion seconded by Member Maier.

Motion carried.

MOTION MADE BY MEMBER JENNINGS to grant provisional status to Fusion Academy, Eastside Community School and Seattle Lumen Academy for up to one year to allow the school to correct the applicable deviations identified by the Superintendent of Public Instruction and the school must report their plan and progress to the State Board of Education no later than November 1, 2018.

Motion seconded by Member Brault.

Motion carried.

MOTION MADE BY MEMBER JENNINGS to approve school safety resolution, as shown in Exhibit J.

Motion seconded by Member Reykdal.

Motion tabled.

DISCUSSION:

Member Fletcher suggested waiting until the next meeting in July to vote on the adoption of school safety resolution. Considerable discussion ensued with Board members weighing in on their thoughts. The consensus of the discussion was that the majority of the Board preferred to table this business item until the July meeting. Executive Director Spaulding said that the version of the resolution shown in Exhibit J (pgs.127-128 in the Board packet) could be sent out to Members showing track changes and each Member could provide input.

There being no further business, Chair Lavery adjourned the meeting at 2:53 p.m.

Minutes prepared by: Ms. Terri Eixenberger

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

JUNE COMMUNITY FORUM MINUTES

Prepared for the July 2018 Board meeting

June 20, 2018

University of Washington Waterfront Activities Center
3710 Montlake Blvd NE
Seattle, WA 98195

Wednesday, June 20

- Members Attending: Ms. Connie Fletcher, Mr. Peter Maier J.D., Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris (9)
- Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Alissa Muller, Ms. Terri Eixenberger (7)
- Members Absent: Chair Kevin Laverty, Dr. Alan Burke, Mr. Chris Reykdal, Ms. Holly Koon, Ms. Lindsey Salinas, Mr. Joseph Hofman (6)

The Board hosted a community forum which was held at the University of Washington Waterfront Activities Center in the Great Room from 6:00 to 8:00 p.m. Issues and actions identified as high priorities by parents, students, educators, and community members were discussed. The forum was facilitated by Ms. Noreen Light, consultant. Attendees held group discussions and shared on hopes and aspirations for students and barriers to educational achievement. Then suggested actions to support student success at the state and local levels were discussed. Detailed discussion notes from the forum follow this document.

Minutes prepared by: Ms. Tamara Jensen

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THE WASHINGTON STATE BOARD OF EDUCATION

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SUMMARY OF THE YAKIMA COMMUNITY FORUM

Prepared for the July 2018 Board meeting

Summary

The Washington State Board of Education (SBE) hosted a community forum to solicit input on highest priority issues to be addressed in the 2018 strategic plan. Thirty-three participants attended the forum, including representatives of state agencies, community groups, parents, students, educators and school and college administrators. The meeting was held on May 8, 2018, in Yakima, Washington.

SBE staff and board members opened and closed the meeting, and also participated in the small group and full group discussions. Staff members served as facilitators and notetakers at each roundtable discussion. Noreen Light, consultant, served as an overall discussion facilitator.

Participants were encouraged to share their perspectives on hopes and aspirations for students, as well as broad barriers to success. They were also asked to share their suggestions for state and district-level policies and strategies to overcome the barriers they identified.

The following themes were noted in the discussions, staff notes, and participant-written suggestions:

1. Student well-being
2. Communication and connections between schools, families, and communities
3. Learning environments and cultural competency
4. Structure and logistics of the school year
5. Early learning and pre-kindergarten
6. Grade-level and graduation requirements, and transitions beyond high school
7. Funding

1. Student Safety and Well-Being

Students deserve and require a learning environment that is safe and supportive, both physically and psychologically. Many students are struggling with trauma and stressors such as bullying, violence in their neighborhoods or homes, inadequate housing and food, drug abuse, suicide, and poverty. The Board supports investments in training current staff and educators and recognizes the need to increase access to staff and/or community providers who can specifically address these challenges as well as mental health issues.

A few examples of participant suggestions for overcoming barriers to student well-being include:

- “Social emotional “soft skills” in early elementary.”
- “Teaching students to intervene, and advocate for other students.”
- “Mental health access. More, more, more.”

2. Communication and Connections

Students need a cohesive education system, with coordinated efforts and support from family, schools, social and cultural communities, and employers. Relationships must be built to facilitate collaboration. Each district will have distinct needs regarding culturally-relevant communications and policies. Multilingual communications are required in many communities. Schools should be specific in communications about who to contact for specific information or assistance, and what parental involvement is encouraged and supported.

A few examples of participant suggestions for improving communications and connections include:

- “Define family engagement.”
- “Meet parents where they are, when it’s convenient for them.”
- “Add parental outreach coordinators or develop natural leaders from the community to serve as interface for families with schools.”

3. Learning Environments and Cultural Competency

Students need teachers and support staff who understand and are able to create culturally-relevant learning environments that meet the academic and career needs of their students. Teachers and staff need ongoing preparation and support to create innovative, contextualized learning environments that incorporate technology and up-to-date research on assessment, teaching and learning methods. Facilitating learning and assessing student achievement using multiple methods to meet students’ needs requires flexibility, time, and expertise; teachers and staff need training from the career preparation p throughout their careers to provide this type of learning environment.

A few examples of participant suggestions for improvement include:

- “More internship and work-based learning. More hands on experiences.”
- “Whole spectrum schools. Gender-safe, LGBTQ, cultural competence, accurate history of US.”
- “Educator prep programs teach culturally explicit methods.”

4. Structure and Logistics of the School Year

A structure which assumes a loss of momentum and a need for re-learning - at every grade - is not optimal. Examining the current structure of the annual school calendar, the daily schedule, and the way achievement is measured (competency versus hours of attendance) through a lens of equity and an eye for college, career, and life requirements is required. In addition, other structures, including transportation schedules and limitations, should meet student needs to be fully involved in their school-community, including extracurricular activities.

Participant suggestions on addressing this issue include:

- “More balanced use of the calendar year to minimize learning loss.”
- “Transportation options that go beyond getting kids to/from school. For instance, support for getting to appointments and flexible bus systems for mobile students.”
- “Stop using “WA is a local control state” as an excuse! We have to have some state sponsored systems to combat inequality in small to large district opportunities.”
- “Through state policy, deregulate schools to allow a district to devise a school structure and plan to meet students’ needs in today’s and tomorrow’s technology driven economy.”

5. Early Learning and Pre-Kindergarten

Families are the first teachers. Developing habits of lifelong learning begins at home. Support for parents and children in the pre-kindergarten years is important to give each child the greatest opportunity for success in school. Access to pre-K education should not be limited by income or location. Outreach to children and their families should begin early on, with home visits and early learning access in local neighborhoods.

Participants suggested the following actions:

- “Access to early childhood education for ALL students - provide transportation.”
- “Home visiting programs for all families with young children.”
- “Early interventions. ECAEP. Early mental health identification.”

6. Graduation Requirements, and Transitions Beyond High School

State policies which allow for flexibility in assessing a student has met standard such as awarding credits for demonstrated competence - to meet grade-level and graduation requirements should be expanded. The High School and Beyond Plan (HSBP) can be an effective tool. The HSBP should be incorporated into student planning at an earlier point and be used as a guiding document to support a successful transition to a student’s next steps after graduation. The HSBP should be electronic and portable to actually be used after high school, for college and career purposes.

- “State-level policy and oversight to ensure HSBP is an effective student tool.”
- “Standards based promotion vs. “grade level” promotion (promote when they are ready).”
- “Graduate requirements need to match post-secondary success.”

7. Funding

Students’ access to education opportunities and support should not be determined by the location of their residence. Small, rural and low income schools struggle to meet the needs of their students with the funding they are allotted. Additionally, the mental health issues and other trauma-related issues that affect a student’s ability to learn require a commitment of additional funding for staff and training.

Participants offered the following suggestions regarding funding:

- “Equitable funding. Equitable resource distribution.”
- “Re-vamp school funding to disconnect it from “seat time” (proficiency).”

- “Increase funding through collaborative grants between school districts and other entities w/same missions like CIS.”

APPENDIX A

Notes provided by SBE staff, summarizing small group discussions.

HOPES AND DREAMS / REPORT OUT

- Ready for his or her optimum postsecondary choices - work/life
 - Not just college -- needs to be postsecondary choices
 - Education
 - Internship
 - Apprenticeship
 - Jobs that don't exist
 - View from birth / pre-k
 - School as an integrated part of the community // mutually supportive school / community
 - Parent involvement through the process -- support for parents (GED / pre-GED), especially low-income / less educated parents
 - Need for longitudinal studies about kids as they move through the system
 - More emphasis on career training options
 - High school and beyond plan as a means to develop / support career interest and planning
 - What would make the plan really robust?
 - Don't want to pigeonhole kids
 - Need to make it real...
 - Opportunities for districts to share what they do.
 - Be good citizens (early learning example) –
 - Interact with each other
 - Interact with adults
 - Social / emotional and mental health
 - Barrier:
 - Lots of extreme behavior that's not being addressed
 - Soft skills...

BARRIERS REPORT OUT

- Remove personal barriers
- Give students a personal why
- Anti-bullying forum
 - Policy in Spanish that explains the anti-bullying policy and steps to follow.
- Connectivity with other students - leadership / mentorship
- Transition for kids from Montessori who are self-directed but have less opportunity for that after they move over
- Integration of sports and other activities
- Child wellness
- Opportunity and choice to succeed in school
- Barrier - not one-size-fits-all / college ready as a barrier for some kids?

- Every child: full access to career and higher education
- Every child has a chance to be successful, active citizens, their path
- Opportunity to explore and find niche in community
 - Pre-school
 - Arts / sciences
 - Job
 - Access to computer / technology
 - Misalignment of secondary and postsecondary expectations
- HS and Beyond Plan so it's not just check the box
- Path from college to career not limited
- Visibility of college and careers - role model / tools
- Out of date educational system - kids will be in careers that don't exist today.
 - Barriers:
 - Students who leave for work / to help provide
 - Overemphasis on teaching and lack of emphasis on learning -- appreciate multiple ways to learn
 - Traditional Calendar - annual planning for loss and need to review and to teach because of 11 week break in summer
 - Shorten time
 - Add intersession opportunities
 - Need to change something
 - Credits
 - Seat-time
 - Calendar
 - Low expectations put on kids
 - Kids not recognizing their interests are a gift / asset
 - Kids don't have the mental health support in school that they need
 - Suicide is a serious issue in schools - don't have the supports we need
 - Funding for mental health and students with disabilities a limiting factor (also small and rural districts; and/or high levels of poverty)
 - Uncertain futures for undocumented students
 - How we prepare our teachers to work with the kids we have now and are growing
 - Ties in to concerns about low expectations and outdated model of instruction
 - Re-image elementary and early learning to better serve the kids from multicultural backgrounds; poverty; etc.
 - Lack of communication between schools and families // families and schools.

ACTIONS / SUPPORT REPORT-OUT

- OSPI SEL [Social Emotional Learning] committee
- More play / interactive time
- Balanced calendar / year-round school
- Idea Categories:
 - Educator training / learning environment / cultural competency

- Graduation requirements / HS Planning [K12 student requirements]
- Wellness
- Engagement with communities and parents
- Engaging schools in communities - communication / services
- Ideas around better communication / connection - communities and schools...
 - Cross district issues / borderline issues
 - District boundaries and community boundaries not connected
 - More open doors to CBOs and to parents
 - Parents need to feel welcome!
 - Some parents intimidated by teachers / schools
 - Often relationship based
 - Language could be a barrier in some communities
 - Could be territory issues in some cases
 - Cultural differences
 - Quincy example of parent survey - in Spanish or translated
 - Innovation requires:
 - Will
 - Capacity
 - Identify policies to support the innovations needed
 - Graduation requirements:
 - Change language to "transition requirements"
 - Engage staff - identify strategies

TABLE ONE NOTES

- Early Learning/Early Interventions
- Teacher Education
- Measuring Graduation Requirements
- Whole-Child Wellness
- Communication w/ Family and Parents

Communication w/ stakeholders and connections

- No universal solution for all - each distinct
- Need advocates in each room/school
- Parents=outreach for others
- Change language "transition" requirements
- Deregulate the "system"
- Have Natural Leaders as advocates for school
 - Site councils that include everyone
- Business standards become the "transition" requirement.
- Availability to meet w/stakeholders at all hours, not just 7:15 to 3pm

TABLE TWO NOTES

Hopes, Aspirations and Barriers

Hope

- At any grade level to get their information regarding things available at their school.
- Increase population with a College Degree. Only 16% in Yakima Co.
- Learn how to learn. Apply in multiple settings.
- See that they are part of their community.

Aspirations

- Participating in their community - being a part of the activities
- For HS&B plan to be redeveloped so it is not just “check the box” - more effective tool
- Path to College/Career is not limited, there are no barriers only the question “which one do I want?”
- Want a child to become productive and be a part of the community

Barriers

- Opening the doors to exposure to be able to see College/Careers that are available
- Out of date educational system
- Still thinking we are teaching students for careers that exist although their careers don’t even exist today.

TABLE THREE NOTES

Hopes and Aspirations

- Broad Barriers
- Bullying - son bullied for 5 years at West Valley High School.
- “What is Bullying?” - written in English, not Spanish
- Not getting answers from school district - why
- Anti-bullying conference. Why postpone until next year? Why only written in English? No information at school. They got help from school board.
- When needs and concerns are not met - kids react and act out.
- School districts need to reach out to Hispanic Communities
- Parent engagement partnerships -
 - Parent went to anti-bullying officer and got no where
 - Went to school board, made sure she got the help she needs.
 - 5 years it took!

Barriers

- Over emphasis on teaching and not enough about learning.
- Huge barrier for all students - loss, review, and reteach - it’s measurable and proven. Overdue and creating more barriers. Year round school!
- Stuck in old ways - we need to be advocates for change.

- We value some things in school, but not all things.
- Help kids w/coping skills early on.
- Districts w/high levels of poverty
- How we prepare teachers—we prepare people to teach from 1950-1960 instead of related to today.
- Lack of communication between schools and families - problem for families in general
- What are the strategies for getting there?
- What would work well?
- Student led groups to get ALAS, achieving success
- Multiple methods of measuring graduation requirements
- Professional development for teachers
- Ask kids how their teachers are doing
- Disturbing that all kids are supposed to fit in one box

TABLE THREE NOTES

Hopes, Aspirations, Barriers

- (Teacher-ed) Certain students in K-12 think teaching makes sense for them. Certain reasons they don't for the majority of students
- Want our kids to be successful in life. So many paths. Running Start, etc. Then, 2, 4, brick & mortar, online.
- To fulfill their potential, become active citizens.

Barriers:

- Low expectations, barriers put on by adults (unsafe living conditions, etc.)
- Every student has unbelievable & unique potential—significant group that don't see that/don't feel that for their lives.
- Barrier could be culture: your parents don't speak English and they harvest.
- Kids don't realize their interests can be a gift.
- Get more students to be teachers in communities that have a need: grow your own.
- Need Professional Development for pre-K/ECE [Early Childhood Education].
- Doesn't help recruit kids when you're seeing teacher strikes.
- 1st generation to college, stumbled into it, wandered around Central. But I had enough supports from family that it was on my radar.

Communications with schools, communities, families

- Local issue: everyone is so different (urban/rural)
- Takes a lot of hard work over & over
- Bilingual policies of school districts - especially 400s policies (targeted toward funding)
- Giving teachers the time to do family engagement work/money for engagement time
- Build relationships with businesses - invite to forums
- Birth - 8
- Remediation in higher ed (CC)

- Free community college

TABLE FOUR NOTES

Hopes and Aspirations

- Implement EGOAC recommendations for improved equitable outcomes
- Minimalize state testing
- Meaningful classroom instruction - not to test
- Opportunity and choice to succeed in school

Broad Barriers

- Testing /summative /repetitive
- Institutional bias
 - Regatta race vs. canoe race
 - Shopping on Rodeo Drive not rodeo
- Not one size fits all - not everyone wants or needs “college” why require “college ready”
- Teacher prep not culturally competent
 - Drug abuse education
 - Effects of anti-depressants as med treatment for kids

TABLE FIVE NOTES

Hopes:

- Eliminate personalized barriers
- Partner w/families - equitable access to education
- Pathways
- Anti-bullying forum
- Policy in Spanish - steps to follow 1,2,3 anti-bullying
- Students pursue 2nd pathways or desires
- Schools integrated with communities
- Support parents to help support kids
- Within school system - leadership programs
- Student self-direction
- After school activities other than sports
- PE - focus on wellness
- Hope and aspirations of opportunity and choice. Not one size fits all.
- Every child have full access to career and higher education
- Every child active citizens - find right path
- No barriers - learn how to learn
- Barriers=open door to colleges, how to access tools to get to that

TABLE SIX NOTES

Broad barriers

- Students help support the family - students learn in variety of ways.
- Low expectations put on kids
- Uncertain futures for students
- Cultural competency
- Re-image elementary - re-examine how we educate
- Lack of communication - families to schools - schools to families
- Strategies and policies=how to improve discussion

APPENDIX B

Transcription of suggestions offered by participants during small group exercises, loosely grouped by common themes.

1. STUDENT WELL-BEING

- Mental health access. More, more, more
- Bringing in mental health professional. -Partnership with schools
- Introducing the idea of “Root of Empathy”
- Social emotional “soft skills” in early elementary
- Trauma informed teachers, especially in elementary
- Mental health support at all schools. (Will need more trained staff, e.g. counselors)
- Incorporating mental health skills sooner
- Teaching students to respect oneself (ex. personal space) self-advocacy, and respect others.
- ACE, counselors for students and families at every necessary school
- Trauma informed wellness-centered environment
- Teaching students to intervene, and advocate for other students
- Mental health assessments or check-ins at school
- Mindfulness techniques
- Prioritize social emotional learning
- Teach mindfulness and wellness practices
- “Severe behaviors” in early elementary (mental health support)
- More staff time for direct connections - mentoring
- Integrate mentoring components throughout education pathways

2. COMMUNICATION AND CONNECTIONS BETWEEN SCHOOLS, FAMILIES AND COMMUNITIES

- Define family engagement.
- Education block watch for reminders of school - school district activities - to create more community
- Education block watch - going to door - also to remind parents of the events. Increase familiarity. Parent-school communication.
- Meet parents where they are, when it’s convenient for them.
- Regular parent nights with access to Adult education. GED classes for parents.
- Meet parents within their community. Create events within the community - at their facilities. Parent - school communication.
- School districts to new parents out to the community so that they are more culturally aware of where the students are coming from. Parent-school communication.
- Publications available in different languages.
- Connecting to the same extent that we invite volunteers. Partners.
- Students sign that they received important information to prove it.
- A student hotline for when student asks for content help and doesn’t receive it they asked teacher - no help counselor - no help principal - no help
- Send information in the students’ backpacks, English and Spanish

- FAQ if your student's grades are failing contact teacher - counselor - principal - school district. FAQ on how to fix your problems
- Schools provide FAQs to families, parents. If you student is being bullied...contact teacher - counselor - principal - and bullying officer - etc.
- Digital Communication: Text messaging, apps, communication in different languages
- Resource fairs in elementary schools to connect with the resources in their communities
- More public/private partnerships. Bring industry experts into schools.
- Connections to community
- Establish community learning coalitions at each school w/needed services
- Parent and volunteer coordinators
- Parental involvement
- Community partnerships w/districts to support students
- Strategy: Partnership between higher ed and school districts to have student teachers do community outreach
- Computer kiosks w/in community for parent/student access to services
- Add parental outreach coordinators or develop natural leaders from the community to serve as interface for families with schools.
- Family engagement coordinators in every school.
- Re-vamp student led conferences concept.
- Increase collaboration efforts versus working(?) in silos
- Increase school district collaboration across counties

3. LEARNING ENVIRONMENTS AND CULTURAL COMPETENCY

- Whole spectrum schools. Gender-safe, LGBTQ, cultural competence, accurate history of US.
- Create child-ready schools instead of school-ready children - mindset shift -
- Barrier: Majority of teachers are white women. Strategy: Recruit underrepresented populations into the teaching profession. (Grow Your Own, etc.)
- Educator prep programs teach culturally explicit methods.
- Require cultural competency training for certification.
- Cultural competency/addressing intrinsic bias
- Funds of knowledge (Faciliator's note see: <https://serc.carleton.edu/resources/40768.html>)
- Align university coursework with the true job of a teacher.
- Develop incentives - e.g., free tuition for students of color to get teaching degrees provided they teach in the public schools for # of years.
- Change schools of education and teacher training model. (Create a better pathway for alternative certification of teachers.)
- Change/upgrade teacher prep, support staff prep. Currently doesn't align with current demographics.
- Barrier: Teacher bias. Strategy: Anti-bias training (and assessment) of cultural competency
- Culturally-relevant attendance policies - no punishment for participating in cultural activities
- Creating accurate and culturally relevant history classes
- Leaders who look like the students they serve
- Increase diversity of teacher workforce. Kids need teachers that "look like them."
- Strategy: In high school, junior/senior year paid internship as student teacher
- Change the perception that students "can't" or "won't" or "don't care"
- Imbed leadership from pre-K to post-secondary
- Language acquisition options

- Comprehensive sex education
- Arts, music, STEM programs
- Create system where the arts is equal to “academia”
- Making classes like math, science, English, relevant. Creating curriculum more in-tune w/students’ interests.
- Redesign math curricula, teaching and learning. Better alignment w/post-secondary. Identify what math students and citizens really need to know.
- Antiquated teaching ideals/methods
- Contextualize learning
- Rethink education philosophy. Welcome to 21st Century.
- Teach the kids you have not the kids you want
- Redesign “teaching” in a classroom - Grades [are not equal to] ability or competency
- Hands on learning. Skills not books.
- Eliminate seat time *Competency based
- Allow students to explore opportunities - activities - so they have a product.
- More internship and work-based learning. More hands on experiences.
- Improve access to enrichment/gifted programs and advanced course offerings at upper grade levels.
- More enrichment activity access, i.e. field trips.
- Do not force students to take an opportunity they don’t want.

4. STRUCTURE AND LOGISTICS

- Stop using “WA is a local control state” as an excuse! We have to have some state sponsored systems to combat an inequality in small to large district opportunities.
- Through state policy, de-regulate schools to allow a district to devise a school structure and plan to meet students’ needs in today’s and tomorrow’s technology driven economy.
- More individual school autonomy. Allow the school to set the calendar, curriculum, extracurricular ...
- 11 month school year
- Different school schedule! High school specifically
- Year round schools *open-ended school calendar
- Barrier - traditional school calendar year that plans for summer learning loss for all - fall review, reteach, relearn classroom practices. Summer learning loss is cumulative year to year and limits student 9th grade course selection, leads to drop out, and post-secondary drop-out.
- Change annual school calendar to minimize learning loss
- Re-imagine structure/time of elementary schools to align w/learning standards
- More balanced use of the calendar year to minimize learning loss.
- Community schools until 6 p.m. for all students.
- Transportation options that go beyond getting kids to/from school. For instance, support for getting to appointments and flexible bus systems for mobile students
- Attendance policies need to be re-vamped.

5. EARLY LEARNING AND PRE-KINDERGARTEN

- Using early childhood brain research

- 3-4 year old state supported Pre-K with parenting component
- Access to early childhood education for ALL students - provide transportation
- More state-funded pre-K slots (esp. In low income schools)
- Preschools that come to kids, in neighborhoods where kids are
- Home visiting programs for all families with young children
- Early interventions. ECAEP. Early mental health identification.
- Universal preschool.
- Universal (free) birth - 5 preschool.
- Early learning evenings in our elementary schools.

6. GRADE-LEVEL AND GRADUATION REQUIREMENTS, AND TRANSITIONS BEYOND HIGH SCHOOL

- Improve transition from high school to college/career
- Better use of high school and beyond plan (link to community college pathways)
- HSBP becomes an exploratory course on career options for children
- State-level policy and oversight to ensure HSBP is an effective student tool.
- Career paths incorporate more than college - more awareness of other options – work-based, trade.
- Redevelop graduation requirements
- Graduation requirements need to match post-secondary success.
- Life skills, work - used as credit for HS diploma
- Allow “life” classes to count for Grad. Ex: financial math NOT tied specifically to subject areas.
- Allow creativity for HS credits and graduation.
- Postsecondary planning and experiences that start early in education and are immersive (work-based learning for example)
- Focus on critical thinking skills, not test scores.
- Shift assessment burden from kids to adults/schools.
- Help students remember information for end of year tests - what techniques can be used to help them? * bring the info up - spiraling 9th subject math
- Provide counseling for students in class selection so they don’t miss out on the classes they really want- (math sequences so they can take STEM classes.)
- Standards based promotion vs. “grade level” promotion. (promote when they are ready)
- Eliminate standardized testing. Drains resources including time. Leaves no time or funds for the arts. Cuts crucial play time. No benefits to learning.
- Wait to fail model vs early identification and addressing issues early on
- Positive. Special education supports and IEP plans.

7. FUNDING

- Re-vamp school funding to disconnect it from “seat time” (proficiency).
- Equitable funding. Equitable resource distribution.
- Fund schools based on students needs vs adults
- Increase funding through collaborative grants between school districts and other entities w/same missions like CIS
- Data based economic return.

- Eliminate charter schools and return funding and control to local schools and school boards



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SUMMARY OF THE SEATTLE COMMUNITY FORUM

Prepared for the July 2018 Board meeting

Overview

The Washington State Board of Education (SBE) hosted a community forum to solicit input on highest priority issues to be addressed in the 2018 strategic plan. Thirty-six participants attended the forum, including representatives of state agencies, community groups, parents, students, educators and school and college administrators. The meeting was held on June 20, 2018, in Seattle, Washington.

SBE staff and board members opened and closed the meeting, and also participated in the small group and full group discussions. Staff members served as facilitators and notetakers at each roundtable discussion. Noreen Light, consultant, served as an overall discussion facilitator.

Participants were encouraged to share their perspectives on hopes and aspirations for students, as well as broad barriers to success. They were also asked to share their suggestions for state and district-level policies and strategies to overcome the barriers they identified.

The following themes regarding strategies to overcome barriers were noted in the discussions, staff notes, and participant-written suggestions:

1. Student well-being
2. Communication and connections between schools, families, and communities
3. Learning environments and cultural competency
4. Grade-level and graduation requirements, and transitions beyond high school
5. Funding

Themes

STUDENT WELL-BEING

Students need individualized guidance, as well as instruction, to achieve their goals for high school and beyond. They need to have a sense of belonging in the school community, to include having their voices heard in parent/teacher/student conferences and in school climate surveys. Students need an opportunity to become community leaders, especially within their schools and districts.

A few examples of participant suggestions for overcoming barriers to student well-being include:

- "Mentors/advocate for students to help them navigate school, career options, social emotional development. Help kids on different paths – 4-year, 2-year, vocational, etc."

- "School climate surveys and use of data to improve practice."
- "Integrated student support. Mental health, ACIS [Assessment and Crisis Intervention Service], MTSS [Multi-tiered System of Support], nurses, teacher training and support, and more."

COMMUNICATION AND CONNECTIONS

Students and families need clear communication to make informed decisions about education and career pathways. Likewise, school administrators and state leaders need to understand the needs of the students and families across the state to enact policies and support processes meeting those needs. Students, families, cultural communities, and educators from the classroom and administrative levels all have a role in communicating expectations, questions, and support for student success. Developing strong connections amongst these various contributors to the conversation requires mindfulness of potential language or cultural barriers, as well as awareness of and appreciation for the unique demographics of each district. To develop connections beyond communication of expectations and requirements, and further strengthen support systems, educators must meet with students and families in their communities, as well as welcoming parental and family involvement in the school.

A few examples of participant suggestions for improving communications and connections include:

- "Family and community engagement that meets them where they are (tribes, churches, community centers, events)."
- "Descriptive, skills-based report cards."
- "'Natural leaders' programs for parent engagement."

LEARNING ENVIRONMENTS

Students need teachers and support staff who understand and are able to create culturally-relevant learning environments that meet the academic and career needs of their students. Teachers and staff need ongoing preparation and support to create problem-based learning environments that connect to students' career and other interests. Students should be actively engaged in discussions of how their education is benefiting them, and students should also have opportunities to voice their experiences of barriers that are inhibiting their success.

Students need teachers who are well-prepared for the highly diverse needs of their students. This may include bilingual skills and skills in teaching English Language Learners, as well as broader skills in identifying resources for students with specific needs such as language-based disabilities (an example is dyslexia). Facilitating learning and assessing student achievement using multiple methods (such as Universal Design for Learning) to meet students' needs requires flexibility, time, and expertise; teachers and staff need training during career preparation and then throughout their careers to provide this type of learning environment.

A few examples of participant suggestions for improvement include:

- Robust guidance for students and their post-high school plans.
- Integrate career-related information and exposure into high schools so young people have clearer understanding of possible careers and what's required in those different career fields.

- Develop capacity for students to graduate from High School fluent in two languages, which means dramatically increasing the number of trained, bilingual teachers.
- Improve teacher prep to include cultural competency and teaching in diverse classrooms.

GRADE-LEVEL AND GRADUATION REQUIREMENTS, AND TRANSITIONS BEYOND HIGH SCHOOL

Students and families need to understand why the 24 credit graduation requirements are important, and how the required coursework relates to the student's career and post-secondary plans. Dual credit opportunities or other post-secondary transition opportunities should be available to all students. High School and Beyond Plans can be strong tools for planning and supporting students' success in their individual pathways. All students should be supported in taking ownership of their dynamic High School and Beyond Plan and using it as an ongoing guide and expression of their personal aspirations.

- Better identify and clarify options and support for meeting graduation requirements.
- Consistent, quality implementation of the High School & Beyond Plan. Connect it to families, higher education, employers, other stakeholders.
- “Running Start” type pathway for transition-eligible students with disabilities. Or, ability to use Running Start dollars for college-based transition programs.

FUNDING

Students need adequately funded systems of support. Funding should be needs-based to accommodate differences in individual students, schools, and districts. Funds should be used to provide equitable opportunities for students to participate in accelerated learning programs, arts, ELL and special education programs, among other programs. Needs-based funding may provide for teacher professional development, education support staff, social workers, counselors, nurses and others who are critical to supporting student success.

Participants offered the following suggestions regarding funding:

- "Pay teachers well."
- "Fund the arts."
- "Advocate legislature for a true student needs-based funding system."

APPENDIX A

Notes provided by SBE staff, summarizing small group discussions.

TABLE ONE

HOPES AND ASPIRATIONS

- Students become good citizens of the world - responsible.
- Students attain jobs that can support a family.
- Students have multiple opportunities when they exit school. I.e. college, work, etc. ready to make a good decision for the next step.
- Multiple options after graduation. Being able to compete.
- Students being able to visualize a future and how they can proceed ahead.
- Equipping them to respond to change in the future.
- Students leaving (K12) with a sense of belonging, that they had connections with their education system.

BARRIERS

- Math confidence and math skills. They give up a career not being able to...
- No connection between courses and their future aspirations.
- SEL has fallen by the wayside because of standardized testing.
- Increased mental health needs - lack of skills to address. Depression, anxiety, school refusal.
- Tools to get them back. (Becca bill not helpful.)
- Mind sets of professionals. All kids can learn. Do we communicate that to kids? Do teachers have confidence they can reach those kids? Giving students the recognition that they can do it or have done it.
- Not immune to ACEs [Adverse Childhood Experiences], homelessness, parents non-documented students.
- Tensions specific to graduation requirements vs. structure we have (inside the box). Days, limited time, staff.
- Don't provide support students need to meet higher requirements.

STRATEGIES

- Exposure to people with different careers - what it takes to get there.
- Include student voice. Be deliberate. They need to be asked to come to the table. District wide committees. Give them opportunities to be heard. Using them to evaluate, for instance, assessment.
- More mental health support at schools but also a defined pipeline and coordinated with community resources for therapy. School-based health center.
- How to measure competency in SEL [Social Emotional Learning], etc. No accountability. Not currently reflected in course work. Need measure in support SEL for example.
- Need high school completion specialists much earlier.
- Cognitive domain, easiest to measure. But affective domain has high impact.
- A tool that would measure the health of the school. Student survey - school climate surveys (but not funded) comes out of local levy dollars. Problem is distribution of resources.

- Advocate for a consistent decision on high stakes testing. Should not be year to year.

TABLE TWO

HOPES AND ASPIRATIONS

- Livable wage career.
- Teacher training, PD around dyslexia and language-based learning disabilities.
- Love of learning.
- Finishing HS with all options open.
- Students believing in themselves.
- Students feeling fully included beyond just education, race/gender representation.
- All students being given an opportunity to be accelerated and have access to advanced coursework.
- Accountability in K12 for advanced coursework and acceleration.
- Resources/supports to get back on track.

BARRIERS

- Gap of implementation in language learning. Have a course on dyslexia.
- Mental health (depression, anxiety).
- Help students to manage mental health.
 - Accommodations
 - Adult manifestation of ADHD
- Teachers of color to match student demographics.
- Homelessness, programs to complete H.S
- Systemic inequities.
- Institutionalized racism (for instance, tracking students into remedial coursework) “self-select challenge” to opt into advanced coursework.
- Highly qualified and certified and within endorsement.
- Arts, music, theater, health, PE, technology.
- Too much testing. Law to reduce testing time to twenty minutes.
- Schools should not all be the same - diverse options.
- Internships - 12 year model of education is gone (ways to transition out).
 - Applied problem-based learning.
 - Well-designed units of PBL.
 - Professional Development.
- Kids need to create, present, respond. Kids need to be the star for at least a while.
- Students of color are being tracked into lower-level coursework.
- Fear.

STRATEGIES

- EOS - Partners with districts to examine how districts provide acceleration.
- Equal opportunity schools, happening in Kent. Acceleration: North Shore, Federal Way, Kent, Tacoma.

- Teaching / mentoring programs create a little fiefdom for new teachers.
- HSBP, exploring.
- Student voice, how to integrate student voice into.
- Interest in the subject (Malcolm Knowles concept).
- How to make good experiences the majority of the likelihood for kids rather than the exception.
- *Anchor students to school through an interest. Some interests are in CTE.
- Noncompliance - compliance process if district. After 60 days. Check on credit hours.

TABLE THREE

HOPES AND ASPIRATIONS

- Focus on literacy 47% of 3rd graders not at standard.
- Not making progress on % meeting standard.
- More support (especially literacy) for SWDs.
- Reading research to inform practice.
- Early interventions.
- Curricular link from preK-K-3rd.
- HS-post sec essential. All will need some post sec.
- Close gaps.
- State funding system/not really “needs based” Basically flat PPEX. All aspects (SPED/LAP/ELL) all under-funded.
- Workforce diversity.
- More experiences/more arts/more extracurricular.

STRATEGIES

- Discovery labs but a lot of \$ total engagement by all.
- Skills centers - West Yakima but limited.
- Equity lens.
- SQSS measure in WASIF (Dual Credit).
- Address inequities in PreK.
- Horizontal & vertical integration.
- K12 is too narrow, should be P-20.
- Special education funding.
- Build in safety nets.

TABLE FOUR

HOPES AND ASPIRATIONS

- Sense of community for everyone in the community.
- Every child, whole child.
- More teachers who look like the children.
- Communications in same language.
- Opportunity gaps.

- No homeless kids. Basic needs met.
- More counselors.
- More career education.

BARRIERS

- Barriers to access for students with disabilities. Varied advocacy, relationships between parents and schools.
- Disproportional representation of Native students with IEP [Individualized Education Plan].
- IEP meeting can be intimidating. Parents don't always know they are full members of the team.
- PD for cultural competency. How to have difficult conversations between people from different cultures?
- Inclusion is an issue.
- Capacity. Over crowded schools.

STRATEGIES

- Build strategies and best practices for getting meaningful parent and student input on decision-making.
- Connect CTE to community and technical college prof-tech.
- Student voice at school and district level.
- Teacher pipeline to develop local teacher workforce.
- Further develop SBE's outreach and feedback from parents. Going to where parents and students already meet and feel safe.

TABLE FIVE

STRATEGIES

- Learning environ.
 - Need arts programs/integrated with social/emotional learning. "Whole child."
 - Universal design for learning.
 - Childhood focus.
 - PD - teacher training, discipline program, learning issues, strong school leadership.
- Student well-being (homelessness and hunger).
- Kinesthetic opportunities/social emotional learning, teaching soft skills, behavioral counseling.
- Communications and connections w/stakeholders.
 - Bring stakeholders together without trying to fix things "just listen".
 - All levels. Schools need to have communication plans.
 - Making sure all students know about scholarship opportunities, disability equitable transition resources.
 - Equitable education office - not students with disabilities.

TABLE SIX

HOPES AND DREAMS

- Focus on literacy and closing gap (40% not at standard).

- Get kids reading earlier.
- Better support student w/learning disabilities (UDL).
- Earlier support for students lacking skills.
- Bringing research into teacher training and classroom.
- Earlier identification and support.
- Integrating early learning and K12.
- Bring together B to 8, integrate w/K12.
- Close gaps. Income, racial, special ed.
- Follow our plan of closing opportunity gaps.
- Fix the funding system so that is needs based.
- New teaching strategies and pedagogy.
- Re-think the AP program.
- Look at diversity of teachers and administrators.
- Teaching algorithms & coding at younger ages.
- More comprehensive education.
- Smaller classrooms.
- Adapting technology in classrooms.

BARRIERS

- We don't listen to our students.
- Northshore Elem - HS - Plan is on their website. Student leaders from each school say what's missing from our education - life skills, finances, etc. (to create their strat plan).
- Make content more real: PBL!
- Concerned about high stakes assessment - specifically new WCAs being tied to graduation.
- Is in favor of 24 credits, but some most SDs aren't prepared.
- Students and families don't understand the 24 credit and why (to reduce remediation they have to pay for).
- Scale up Ready WA Northshore Family engagement.
- Access to dual credit (esp. rural) how to pay for it.
- Teacher shortage/diverse, prepared workforce.

STRATEGIES

- Skills to help teachers learn how to work with different populations / cultural competency.
- Placement in a district different than you grew up in, in your teacher prep. And classroom experience sooner in teacher prep.
- BEST (Beg. Edu Support Team) for new teachers to be teamed w/mentor teacher (Northshore and others) when implemented with fidelity, it is effective (Seattle has STAR). OSPI administers through grants.
- Diversity. Grow your own. Conditional grants to go into teaching. Back in the old days, Future Teachers of America. Renton does something similar.
- Childcare needed to do your teaching internship.

- Natural leaders --- the parents get stipends to go out to their groups and share (they're trained first).
- In Vancouver SD, Fruit Valley Elem. Community of Hispanic mothers who are welcoming /supporting students.
- Northshore is going to Chinese and Indian community centers to engage with these communities.
- Increase funding to dual credit opportunities.
- Teaching study skills/time management in MS/9th grade.
- More MS counselors.

APPENDIX B

Transcription of suggestions offered by participants during small group exercises, grouped by participants into common themes.

STUDENT WELL-BEING

- Recognize innovation districts that are doing the work.
- Student sense of belonging.
- Student-led IEPs.
- School climate surveys and use of data to improve practice.
- Students on the school board. School leadership must listen to ASB/student leaders. Adopt student leadership as a district-wide value.
- Student voice - what do STUDENTS want from their education?
- Student access to mental health resources (acute and ongoing). School-based health centers. Access/coordinate with community resources.
- Texas study prison population - 48% have dyslexia. Need to build in layers of intervention and safety nets for kids not meeting standard. We can reach them.
- Integrated student support. Mental health, ACIS, MTSS, nurses, teacher training and support, and more.
- Mentors /advocate for students to help them navigate school, career options, social emotional development. Help kids on different paths - 4yr, 2 yr, voc., etc.
- Individual plans for each student to meet academic and non-academic needs (K-12, not just HS).
- “Sound Discipline” program. Dr. Jodie McVittie, pediatrician. Trains teachers to work with whole child.
- Fix poverty and racism.

COMMUNICATIONS AND CONNECTIONS (STUDENTS, FAMILIES, SCHOOLS)

- Clear expectations for graduation.
- Descriptive, skills-based report cards.
- College/career for all students. Inform families/teachers/admin.
- Training on student/family led IEPs.
- Student voice represented authentically and systemically. Students as partners.
- Two-way communication between decision-makers at state, district, and school level and families, students, and community to develop solutions.

- Family and community engagement that meets them where they are (tribes, churches, community centers, events).
- Meet families where they are (in the community) and institutionalize strong procedures for shared governance.
- Every district partnered with a tribe and (when available) Native/indigenous organization from SDs community - model for other populations.
- “Natural leaders” programs for parent engagement.
- Parent partnership - everyone has assets within the conversation.
- Prioritize ELL communication when communicating with parents. Principal’s robo-calls only in English.
- Better horizontal integration with other social sectors. Better vertical integration with pre-K and postsecondary sectors including teacher prep.

LEARNING ENVIRONMENTS

- Robust guidance for students and their post-high school plans.
- Connect HS and Beyond Plans to post-secondary institutions.
- Elevation of HSBP so HSs take it seriously to really impact kids.
- College planning for students with intellectual disabilities.. Disparity to access of these kids. Comprehensive transition program leading to jobs. “Jogging Start” 18-21 years old.
- Strong programs connecting CTE in high school to prof-tech programs at CTCs.
- Study skills classes in MS to better prepare for success in H.S. with one AP/IB/class for every student.
- Study and success skills for all students - elementary, MS, & HS, so they can be more successful as they advance.
- Student-centered placement policies.
- Student voice elevated.
- Student voice. Focus groups, co-design, more student talk and less adult talk, surveys.
- Students need to be listened to.
- All students feel like they belong and are contributors to the educational system.
- Active project learning. More arts. Create, perform, present, respond. Meaningful, transferable, engaging, students are stars!
- Support after-school programs which include project-based learning.
- Connect content to real world. Project-based learning.

- Link CTE offerings as on equal footing as “academic” programs. Not an “other.” Work out how to provide access across school buildings.
- Integrate career-related information and exposure into high schools so young people have clearer understanding of possible careers and what’s required in those different career fields. Use counselors and other resources more effectively.
- Marshall data already being collected, supplement with specific areas identified by research to be highly predictive of academic success and design/implement early screening and intervention to close achievement gap.
- Make sure students achieve mastery of grade level math K-12. Eliminate school district-based pressures for students to skip years of math, regardless of parents wishes against.
- Develop capacity for students to graduate from HS fluent in two languages, which means dramatically increasing the number of trained, bilingual teachers.
- Arts integration.
- All students can doesn’t need to mean all students need to learn the same thing at the same pace.
- Adequate special education curriculum.
- Universal Design for Learning!
- Invest in support staff and PD for school staff on how to support students.
- More professional development time for staff. We can’t expect change without new directions in teaching as school teams.
- Inclusive education (focus on the general education environment).
- Improve teacher prep to include cultural competency and teaching in diverse classrooms.
- Increase diversity of educator workforce.
- Diversity of teachers to reflect diverse demographics of students.
- Teacher recruitment and training: diverse workforce, cultural competence training, PD for learning disabilities, ELL populations.
- Comprehensive preservice training and district prof development around dyslexia and related learning issues. Without early screening and intervention we won’t close opportunity gaps.
- Belief that all students can succeed.
- Teacher training and support.
- Teacher ownership of all students.
- Access to high quality educators and prepared (work in equity/teaching in diverse environment and mental health).

- Teacher pipeline with college credits in HS.
- Teacher pipeline - recruit from community we serve. Grow your own. West Oahu HS teacher pipeline program. Credit transfer to U.H.
- Teacher training that supports work with diverse student populations (e.g. SpEd, ELL, read).
- SBE Strong state leadership helping students be successful in post-secondary education.

GRADE-LEVEL AND GRADUATION REQUIREMENTS, AND TRANSITIONS BEYOND HIGH SCHOOL

- Concern: Graduation requirements and high stakes test, especially science.
- Better identify and clarify options and support for meeting graduation requirements.
- Barrier: families not understanding why 24 credit grad req are important.
- “Running Start” type pathway for transition-eligible students with disabilities. Or, ability to use Running Start dollars for college-based transition programs.
- Dual credit/accelerated learning opportunities for students of color --equity issue.
- Do not allow “skipping” of math content. Instead, provide compacted math option that families can opt into.
- Inclusion with support.
- Training for student/family-led IEPs.
- Academic, career, and behavioral health counselors. More counseling.
- Consistent, quality implementation of the HS & Beyond Plan. Connect it to families, higher ed, employers, other stakeholders.
- More advisors and counselors for HSs and CCs. (No less than 1 counselor per 100 students.)
- Responsibly based project ladders.
- Ongoing leadership with post secondary - needs to translate into system change.

FUNDING

- Needs-based funding.
- Pay teachers well.
- Fund the arts.
- Advocate legislature for a true student needs-based funding system.
- Needs-based funding system for education support associates, social workers, counselors, nurses, etc.

Joint Meeting with EOGOAC



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COVER: JOINT EGOAC – SBE MEETING

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☒ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☐ **Goal Four:** Provide effective oversight of the K-12 system.

☒ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

- ☒ Advocacy

- ☒ Communication

- ☒ Convening and facilitating

Policy considerations/Key questions:

Related to the Board's educational equity priority and strategic plan development.

Materials included in packet:

- SBE statutory duties
- EGOAC statutory duties

Synopsis:

SBE and the Educational Opportunity Gap and Oversight Committee (EGOAC) each have statutory directives and responsibilities related to the oversight of the public education system. Our respective statutes direct us to work with one another.

EGOAC is directed to recommend policies and strategies to SBE (as well as OSPI and PESB) to close the achievement gap.

SBE is directed to:

- Work collaboratively with the educational opportunity gap oversight and accountability committee to close the achievement gap.
- Have ongoing collaboration with the EGOAC regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

- Collaborate with the EOCOAC on the statewide indicators of educational system health work (establishing goals and making system reform recommendations to improve achievement)

Both EOGOAC and SBE have expressed joint meetings as a priority for the past year or so. While each entity has presented formally to each other during respective meetings and met informally many times, this is the first formal joint meeting of the two bodies.

State Board of Education Statutory Responsibilities

Statutory Purpose	Accountability and Improvement	High School Graduation Requirements	Basic Education Compliance	Other Duties
Advocacy & Strategic Oversight of public education RCW 28A.305.130	Adopt performance improvement goals for the system in Reading, Math, Writing, Science, etc. RCW 28A.305.130(1)(a)	Establish credit and non-credit (HSBP) requirements for high school graduation; establish equivalencies, other. RCW 28A.230.090(1)	Monitor compliance with basic education. RCW 28A.150.220(7) RCW 28A.150.250(3)	Approve and monitor charter school authorizers, certify charter schools under the annual cap, issue reports, other. RCW 28A.710.090
Implement Standards-based Accountability Framework RCW 28A.305.130	Develop an accountability framework that creates a unified system of support for challenged schools. RCW 28A.657.110(1)	Set minimum scores for graduation on required high school assessments. RCW 28A.230.090(2)(a) RCW 28A.655.070(3)(a)	Adopt rules to ensure compliance with the program of basic education and such related program approval requirements SBE may establish. RCW 28A.150.220(7)	Consult with OSPI in developing and maintaining statewide academic assessment system. RCW 28A.655.070(3)(a) RCW 28A.300.041(7)
Provide leadership in personalizing education, and ensuring respect for diverse cultures and abilities. RCW 28A.305.130	Develop Achievement Index for Recognition (Awards) and Support (School Improvement) of schools. RCW 28A.657.110(2)	Establish minimum scores to be achieved on assessment alternatives for graduation; explore options for other alternatives. RCW 28A.655.061	Recommend to OSPI the withholding of funds when necessary. RCW 28A.150.250(3)	Provide input to OSPI on development and revision of learning standards. RCW 28A.150.210 RCW 28A.655.070 RCW 28A.305.215
Promote achievement of basic education goals. RCW 28A.305.130	Required Action Districts: approve designation and exit, monitor plans and progress, require OSPI to redirect Title I funds in absence of Required Action Plan. RCW 28A.657.100 RCW 28A.657.080	SBE, in consultation with OSPI, will identify the performance standard for 10 th grade students to be on-track for College and Career Readiness. RCW 28A.305.130	Private school application process, pre-approval analysis, approval, and compliance. RCW 28A.305.130 RCW 28A.195.010 RCW 28A.195.030 RCW 28A.195.060	Jointly report to the legislature regarding the status of the assessment system, including formative assessments. RCW 28A.300.041(8)
Articulate with higher education, workforce, and early learning to coordinate and unify the system. RCW 28A.305.130(6)	WA Educational System Health: lead data analysis process, partner coordination and reform recommendations (biennial report to Legislature). RCW 28A.150.550		Establish waiver criteria and conduct rulemaking on waivers RCW 28A.305.140	Board administration: conduct regular public meetings, select officers, maintain bylaws and other foundational documents, submit legislative reports, etc.



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EDUCATIONAL OPPORTUNITY GAP OVERSIGHT AND ACCOUNTABILITY COMMITTEE (EOGOAC)

The EOGOAC was created by the Legislature [SSSB 5973 (2009)].

One of the five intentions of the 2009 Legislature's in creating the EOGOAC was to: *"Sustain efforts to close the achievement gap over the long term by creating a high profile achievement gap oversight and accountability committee that will provide ongoing advice to education agencies and report annually to the legislature and the governor."*

EOGOAC's authorizing statute is RCW 28A.300.136:

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

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

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

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

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

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

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

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

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

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

EOGOAC has submitted [written annual reports](#) to the Legislature and Governor annually since its creation, and has developed numerous other reports, as well.

Update from DCYF



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COVER: DEPARTMENT OF CHILDREN, YOUTH AND FAMILIES UPDATE

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

☒ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

☒ Advocacy

☒ Communication

☒ Convening and facilitating

Policy considerations/Key questions:

Related to the Board's strategic plan development and indicators of educational system health work.

Materials included in packet:

- PPT by DCYF

Synopsis:

Governor Inslee signed HB 1661 on July 6, 2017 creating the Department of Children, Youth, and Families (DCYF). The DCYF will restructure how the state serves at-risk children and youth with the goal of producing better outcomes in all Washington communities. The creation of the new department follows the suggestions of the bipartisan [Blue Ribbon Commission on the Delivery of Services to Children and Families](#) convened by the governor in February 2016 to recommend a state system that focuses more clearly on preventing harm to children and youth.

As of July 1, 2018, the new agency will oversee several services previously offered through the state Department of Social and Health Services and the Department of Early Learning. These include all programs from the Children's Administration in DSHS such as Child Protective Services, the Family Assessment Response program and adoption support, as well as all DEL services.

Starting in July 2019, the new department also will administer programs offered by the Juvenile Rehabilitation office and the Office of Juvenile Justice in DSHS. Those programs include juvenile rehabilitation institutions, community facilities, and parole services.

Frank Ordway, DCYF's Director of Government and Community Affairs, will present information to the Board regarding DCYF's launch, priorities, and other information for the Board to consider during its strategic planning process.



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NOTICE OF OUTSIDE MATERIALS

Prepared for the July 2018 Board meeting

The State Board of Education (SBE) sometimes receives materials produced by external organizations that they present at our Board meetings. In the interest of transparency, the SBE posts these external materials to our website for each Board meeting under a section entitled: "Externally Produced Materials."

The SBE cannot ensure the full accessibility of externally produced materials. If you have difficulty accessing the following document, please contact our Communications Manager Alissa Muller at Alissa.Muller@k12.wa.us. We will try to locate an accessible copy from the originator agency.

[Department of Children, Youth, and Families PowerPoint Presentation](#)

School Improvement Goals



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COVER: PUBLIC HEARING ON SCHOOL IMPROVEMENT GOALS (WAC CHAPTER 180-105)

Prepared for the July 2018 Board Meeting

As related to:

- ☐ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☒ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☐ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☒ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

- ☐ Advocacy
- ☐ Communication
- ☐ Convening and facilitating

Policy considerations/ Key questions:

Approval of filing of a CR-103 to adopt rule amendments to WAC Chapter 180-105.

Materials included in packet:

- None. [CR-102 and proposed amendments are on the Code Reviser's website as WSR 18-11-108.](#)

Synopsis:

The Board is holding a public hearing on rule amendments to WAC Chapter 180-105 (School Improvement Goals). The purpose of the proposal is to make various amendments to two sections of Chapter 180-105 WAC (Performance Improvement Goals) to align district and improvement goals to long-term goals described in the Washington Every Student Succeeds Act (ESSA) State Accountability Plan. The proposed amendments also make certain technical corrections to this chapter.

GOIA Update



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COVER: GOVERNOR'S OFFICE OF INDIAN AFFAIRS

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☒ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☒ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

- ☒ Advocacy
- ☒ Communication
- ☒ Convening and facilitating

Policy considerations/Key questions:

Related to the Board's strategic plan development.

Materials included in packet: N/A

Synopsis:

This segment is a continuation of the Board seeking input from key partners to take into consideration during strategic plan development.

Charter School Authorizers



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COVER: CHARTER SCHOOL AUTHORIZERS

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☐ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☒ **Goal Four:** Provide effective oversight of the K-12 system.

☒ **Other**

Relevant to Board roles:

- ☐ Policy Leadership
- ☒ System Oversight

- ☐ Advocacy
- ☐ Communication
- ☐ Convening and facilitating

Policy considerations/Key questions:

Related to the Board's statutory duties within Washington's charter public school act.

Materials included in packet:

- PPT by Ms. Kaaren Heikes
- PPT by Mr. Joshua Halsey/Charter School Commission
- Memo from Charter School Commission
- PPT by Ms. Jeannette Vaughn/Spokane Public Schools

Synopsis:

Staff (Ms. Kaaren Heikes) will brief the Board regarding its statutory duties related to charter schools.

The Executive Director of Washington's Charter School Commission, Mr. Joshua Halsey, will provide a presentation covering the agency's core statutory duties and composition (commissioners and staff), as well as the agency's processes and tools related to authorizing and overseeing charter public schools throughout the state.

Spokane Public Schools' Director of Innovative Programs and Charter Schools, Ms. Jeannette Vaughn, will provide a presentation covering her district's processes and tools related to authorizing and overseeing charter public schools in Spokane.



Charter School Authorizers

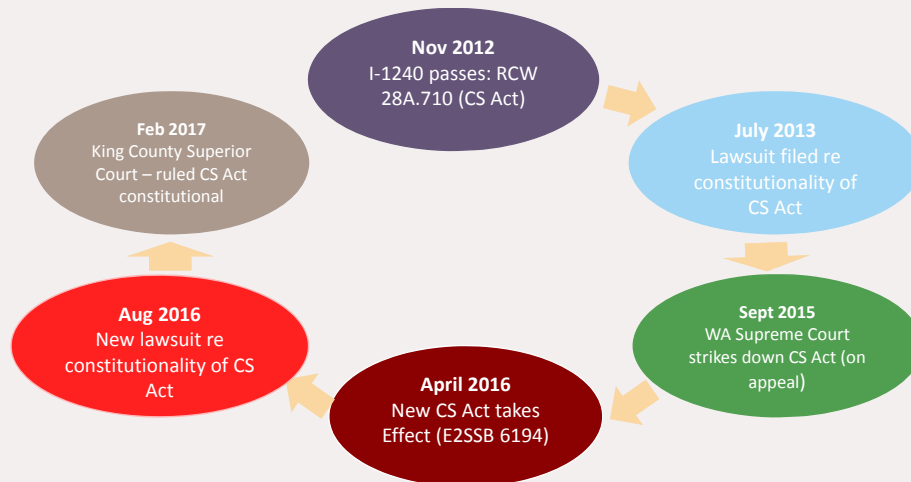
Kaaren Heikes
July 11, 2018

National Landscape



- 44 states, D.C., Guam & Puerto Rico have public charter school laws and public charter schools
- Six states do not (Montana, N Dakota, S Dakota, Nebraska, W Virginia, Vermont)
- Over 1,000 U.S. authorizers authorize 6,900 public charter schools serving 3.1M students (2016-17)

History of WA's Charter School Law



SBE Statutory Duties re: Charter Schools



1. Include all charter schools in its public school system oversight, including accountability measures, to the same extent as other public schools.
2. SBE chair, or designee, serve as a member of the Charter School Commission.
3. Screen, approve, contract with, and oversee the performance and effectiveness of school districts that authorize charter schools within their boundaries.
4. Establish a statewide formula for an authorizer oversight fee.

SBE Statutory CS Duties (con't)



5. Certify charter school applications approved by CSC or a district authorizer between approval and contract ratification (to ensure “room” within the 40 maximum allowed by law).
6. Petitions for charter contract transfers (review and determine whether to grant).
7. Create annual charter school report for Governor, Legislature, public at large.

WA Authorizers and Charters to-date



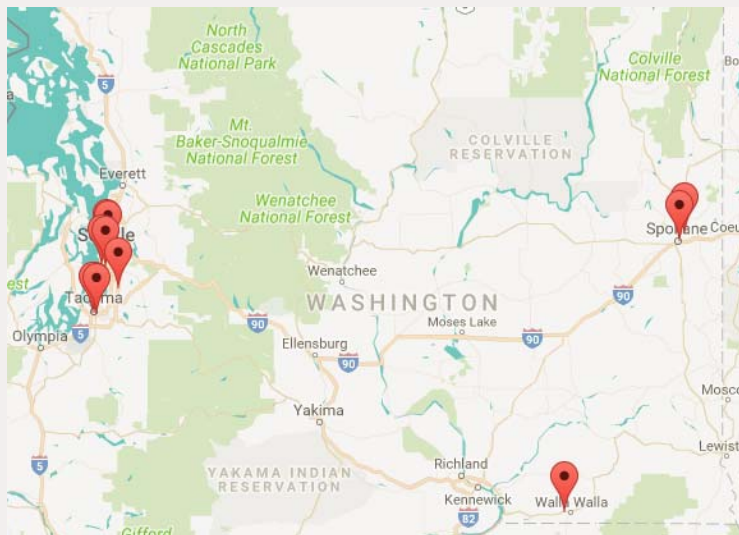
Authorizers

- Charter School Commission (CSC)
- Spokane Public Schools

Charter Schools

- 13 operating 2018-19 school year (2 sponsored by Spokane Public Schools; 11 by CS Commission)

13 open charter schools in WA 2018-19



Annual Charter School Report

RCW 28A.710.250 Annual reports—Recommendation regarding additional schools.

- Beginning in the first year after there have been charter schools operating for a full school year (2016-2017), by December 1st annually, the SBE, in collaboration with the (CS) commission, must issue a report on the performance of the state's charter schools during the preceding school year to the governor, the legislature, and the public at large (*SBE submitted the first report 12/1/17*).



Annual Charter School Report (con't)



The annual report must include [RCW 28A.710.250(2)]:

- A comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools.
- The SBE's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the SBE's assessment of the:
 - sufficiency of funding for charter schools,
 - the efficacy of the formula for authorizer funding, and
 - any suggested changes in state law or policy necessary to strengthen the state's charter schools.

Annual Charter School Report (con't)



SBE's annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the state board of education.

Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board that includes:

- (a) The authorizer's strategic vision for chartering and progress toward achieving that vision;
- (b) The academic and financial performance of all operating charter schools under its jurisdiction, including the progress of the charter schools based on the authorizer's performance framework;
- (c) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: (i) Approved but not yet open; (ii) operating; (iii) renewed; (iv) transferred; (v) revoked; (vi) not renewed; (vii) voluntarily closed; or (viii) never opened;
- (d) The authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; and
- (e) The services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including an itemized accounting of the actual costs of these services.

Annual Charter School Report (con't)



RCW 28A.710.250(3) –

Together with the issuance of the annual report following the fifth year after there have been charter schools operating for a full school year, the state board of education, in collaboration with the commission, shall submit **a recommendation regarding whether or not the legislature should authorize the establishment of additional charter public schools.**

Fifth year after charter schools have been operating for a full school year (2016-17) = 2021 annual report

RCW 28A.710.150 –

(1) A maximum of 40 charter public schools may be established under this chapter over the five-year period commencing with April 3, 2016.

(2)(a) To ensure compliance with the limits for establishing new charter schools, certification from the SBE must be obtained before final authorization of a charter school.

SBE role vis-à-vis CS Commission Role



MEMORANDUM

To: Washington State Board of Education
From: Joshua Halsey, Executive Director
Date: June 29, 2018
RE: Washington State Charter School Commission Overview and Outcomes

=====

Purpose

This memo is intended to provide Washington State Board of Education (SBE) board members with information regarding the [Washington State Charter School Commission](#)'s (Commission) function and role regarding charter public schools and links to charter public school outcome data from the 2016-17 school-year.

Background

Kaaren Heikes, Director of Policy and Partnerships at the SBE invited the Commission's Executive Director, Joshua Halsey, to attend the July 11, 2018 SBE meeting in Spokane, WA. This memo, along with a PowerPoint, have been developed in response to this request.

Commission Overview

The Commission is a statutorily created independent state agency (RCW 28A.710.070) and has been in existence since April, 2013; however, the Commission did cease operations between December 2015 and April 2016 due to the Supreme Court ruling that struck down the original charter school act.

Per state statute (RCW 28A.710.070(1)), the Commission's mission is to authorize high quality charter public schools throughout the state, especially schools that are designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight for these schools.

The Commission must annually issue and broadly publicize a solicitation for proposals for charter school applicants (RCW 28A.710.130(1)(a)) and must base its authorizing decisions on established policies and practices that are transparent and based on merit (RCW 28A.710.140(3)(c)). The Commission has the authority (RCW 28A.710.080) to authorize charter schools located anywhere in the state and must manage, supervise and enforce charter contracts of authorized charter schools. It must also collaborate with the SBE on an annual report to the legislature (RCW 28A.710.250(2)). While the Commission must collaborate with the SBE on the annual report, unlike school district authorizers, the Commission is not subject to SBE oversight.

There are 11 part-time, volunteer [Commissioners](#) who are either appointed or designated to serve on the Commission. Commissioners serve four-year, staggered terms. Per RCW 28A.710.070(3), nine

members are appointed (three by the Governor, two by the majority caucuses in the House and Senate, one by the minority caucuses in the House and Senate) one is the Superintendent of Public Instruction or her/his designee and one is the Chair of the SBE or her/his designee. Commissioners, like charter school board members, must file personal financial affairs statements with the Public Disclosure Commission. The Commission, similar to the SBE and the Professional Educators Standards Board, resides within the Office of Superintendent of Public Instruction (OSPI) for administrative purposes only (RCW 28A.710.070(8)).

Funding for the Commission comes from two sources, an oversight fee charged to all authorized charter schools and direct appropriations from the Opportunities Pathways Account. The SBE has authority to establish a statewide formula for the oversight fee which is calculated as a percentage of the state operating funding distributed to charter schools, but the fee may not exceed four percent (RCW 28A.710.110(1)).

The Commission is led by an Executive Director with a staff of four full-time employees and three part-time employees.

Commission Strategic and Legislative Priorities

From April 2017 through August 2017, the Commission conducted a strategic assessment of all key program areas, organizational capacity, political environment, economic conditions, and current governance structure. Forty-eight individuals and groups were interviewed for the strategic assessment, the results of which, were used to develop a three-year strategic plan. On April 16, 2018, the Commission agreed to maintain its 2014 mission, vision, values, and update its strategic priorities and outcomes regarding its work over the next three years, please see Attachment 1 for more information.

On June 21, 2018, the Commission identified four (4) legislative priorities for the 2019 Washington State Legislative Session. These priorities align to the Commission Strategic Priorities and were developed after deep engagement with a wide array of entities including charter schools, parents and educational advocacy organizations. Please see Attachment 2 for more information regarding the Commission's legislative priorities.

Charter Contract Overview

Once a charter school is authorized, it negotiates a five-year [performance contract](#) with the Commission. The performance contract establishes the terms by which the charter school agrees to provide educational services that, at a minimum, meet basic education standards. In return, the school receives a distribution of public funds that will be used for the purposes established in the contract and applicable statutes. The charter contract clearly sets forth the academic and operational (including financial) performance expectations and measures by which the charter school will be evaluated and the administrative relationship between the Commission (authorizer) and charter school, including each party's rights and duties. The performance expectations and measures set forth in the charter contract

must include, but need not be limited to, applicable federal and state accountability requirements (RCW 28A.710.160(2)).

The core performance expectations and measures of the Commission's charter contract are contained within the Commission's Performance Framework. The Performance Framework is the most important tool that the Commission and charter schools utilize as they collectively strive to create student centered, academically rigorous, fiscally sound and organizationally vibrant charter public schools. The Commission views the framework as a mechanism to "ensure the highest standards of accountability and oversight" RCW 28A.710.180 (1), and uses it to engage in continuous learning and compliance conversations with charter schools. It is a tool for charter school planning, implementation, self-evaluation, authorizer monitoring and continuing improvement.

The Performance Framework is essentially three frameworks with associated measures and metrics that assure the Commission and the public of the school's academic growth and progress, financial health and viability, and compliance with state and federal regulations. To learn more about the Commission's Performance Framework, please click on the following link: <http://charterschool.wa.gov/operating/performance-framework/>

Authorized Charter Schools Overview

Since 2013, the Commission has publicized a solicitation for proposals for charter schools five (5) times. These solicitations have resulted in 29 proposals with 12 proposals meeting the merits of the solicitation and subsequently authorized. Of the 12 authorized charter public schools, [eight](#) (8) are currently in operation, [two](#) (2) will begin operations this August (2018), one (1) will begin operations next August (2019) and one (1) has ceased operations.

Of the eight (8) charter schools in operation, two (2) opened this past fall while the remaining six (6) have been in operation since the fall of 2016. As a result, there is publically available performance data for only six (6) Commission authorized charter schools. It is important to note that charter schools serve only one or two grade levels in their first years of operation and this limits the available state assessment data. For example, an elementary school may serve grades K-1 in its first year and add a grade each year, thus no state assessment data is available until the school begins serving 3rd grade, the school's third year of operation. Please click on the following links to find the Performance Framework reports for each of the six (6) Commission authorized charter schools:

- Destiny Middle School: [Academic Performance Report](#) and [Financial Performance Report](#)
- Excel Public Charter School: [Academic Performance Report](#) and [Financial Performance Report](#)
- Rainier Prep: [Academic Performance Report](#) and [Financial Performance Report](#)
- SOAR Academy: [Academic Performance Report](#) and [Financial Performance Report](#)
- Summit Olympus: [Academic Performance Report](#) and [Financial Performance Report](#)

- Summit Sierra: [Academic Performance Report](#) and [Financial Performance Report](#)

Conclusion

To summarize the preceding, the Commission is a statutorily established independent state agency tasked with authorizing and overseeing charter public schools throughout the state. The Commission is only five (5) years old, yet has established a set of strategic priorities, legislative priorities and implemented its oversight processes and procedures with eight (8) charter schools. Furthermore, the Commission is being sought out by other authorizers, Maine Charter School Commission, Idaho Public Charter School Commission, and Alabama Public Charter School Commission, for advice on how to build a rigorous and fair authorizations processes. Charter schools are new to Washington, yet the preliminary outcomes for these charter schools are promising. The Commission believes that its authorization and oversight processes will lead to the development of a high-quality charter public school sector in Washington. The Commission looks forward to continuing to engage in student-centered dialogue with agencies, organizations, communities and individuals who are interested in improving outcomes for students, especially those who have been systemically marginalized and who are at-risk of not achieving their full academic potential.

Attachment 1

Washington State Charter School Commission 2018-2022 Strategic Priorities

Mission

To authorize high-quality charter public schools and provide effective oversight and transparent accountability to improve educational outcomes for at-risk students.

Vision

Foster innovation and ensure excellence so that every student has access to and thrives in a high-quality public school.

Values

Student-Centered
Cultural and Community Responsiveness
Excellence and Continuous Learning
Accountability/Responsibility
Transparency
Innovation

Strategic Priority A

Become a highly effective State agency and an emerging national model for charter school authorizing and oversight in order to improve educational opportunities for systemically marginalized and at-risk students in Washington State.

The Commission encourages innovation, utilizes research-based practices and uses data to drive decisions in our work as a state agency and in the authorization and oversight of charter schools. Our agency standards and practices are critical to ensuring that we, as well as our authorized charter schools, operate effectively and in the best interest of all students.

To achieve our goal of becoming a highly effective state agency and an emerging national model for charter school authorizing and oversight, we will focus our time, energy and resources on the following outcomes:

Authorizing:

- A. Increase the number of high quality charter schools applications;
- B. Boost the number of charter schools applications proposing schools designed to effectively educate systemically marginalized and at-risk youth in innovative ways;
- C. Increase the pipeline/number of potential charter school operators both locally originating and charter management organizations (CMO); and
- D. Increase school leadership and staff that reflect the demographics of the school community.

Oversight:

- A. Consistent implementation of clear and transparent systems of accountability;
- B. Fully develop and implement data-driven systems; and
- C. Effectively support schools to narrow the opportunity gaps between all students.

Agency:

- A. Align available resources to the strategic priorities, outcomes and strategies;
- B. Disseminate policies and procedures that are effective and efficient in the authorization and oversight of charter public schools; and
- C. Develop and implement policies and procedures that focus on educational equity and honor and reflect the diversity of charter school communities.

Strategic Priority B

Strengthen support for charter schools as an integral part of an effective, innovative, and responsive public school system.

The Commission believes that the entire educational sector will benefit from the existence of high quality charter schools. Charter schools are relatively new in Washington State, and with anything new, there work to be done in order for charter schools to be recognized as a viable, innovative and effective educational choice for families by citizens, legislators and administrators.

To achieve our goal of strengthening support for charter schools, we will focus our time, energy and resources on the following outcomes:

- A. Increase public knowledge of the facts about Washington charter schools and Washington’s charter school law;
- B. Shift public perception to overwhelmingly favorable of charter schools;
- C. Attain equitable funding and adequate resources for charter schools;
- D. Solidify good working relationships with legislators and key influencers and decision makers; and
- E. Increase the number of charter school authorizers, operators and supporters that are welcomed at the table whenever K-12 matters are being addressed.

Strategic Priority C

Cultivate partnerships between charter, traditional public school and other community entities to accelerate the sharing and implementation of innovative practices, policies and structures that improve all student outcomes, particularly for systemically marginalized and at-risk youth.

The Charter School Commission fosters collaboration and partnership with individuals and organizations aimed at improving educational outcomes for all students and communities.

To achieve our goal of cultivating partnerships between charter, traditional public schools and other community entities, we will focus our time, energy and resources on the following outcomes:

- A. Effectively disseminate innovations and best practices that accelerate student learning, particularly for systemically marginalized and at-risk youth;
- B. Increase partnerships with school districts and community and educational organizations to explore and develop policies, practices and structures;
- C. Champion the use of plain language and universal terminology to describe the work and outcomes of charter schools.

Attachment 2

1. Special Education

- Increase the per-student state funding for students with an Individualized Education Plan (IEP)

Why increase the per-student funding for students with an IEP?

State's Special Education program remains underfunded. While traditional public schools can use local levy funds to meet federal mandates under the Individuals with Disabilities Education Act (IDEA), charter public schools have no access to local levy funds thus creating financial hardship and uncertainty for the school.

Eliminate reliance on local levy dollars for basic education. The state Supreme Court, through its McCleary decision, required the state to eliminate the state's unconstitutional reliance on local levies, yet traditional public school districts continue to use local levy funds to meet the needs of students that qualify for special education service.

17% of charter public school students qualify for special education services. Charter public schools are serving the student population they were expected to serve per the Charter School Act's expectations. As a result, a higher percentage of charter public school students qualify for special education service than their traditional public school counterparts.

Increase the per-student state funding for students with an IEP. In alignment with the Office of Superintendent of Public Instruction (OSPI), the Washington State Board of Education (SBE), Washington State Parent Teacher Association and Washington Association of School Administrators (and other education-focused and student-centered organizations), the Washington State Charter School Commission advocates for an increase in the per-student funding formula for students with an IEP.

How will the Commission support this focus?

Support broader education community efforts to increase per-student state funding for students with an IEP through coordinating and collaborating with key stakeholders and special education advocacy organizations.

2. Charter School Act Improvements

- Make changes to the Charter School Act (RCW 28A.710) to clarify language and align the Act to the state's updated accountability system.

Why change the Charter School Act?

Charter School Act is good, and could be great. While Washington's Charter School Act has been identified by multiple third parties as one of the strongest in the nation, implementation is at times

challenging due to the use of conflicting terms found throughout the Act or sections of the Act that do not align to effective implementation of the Act.

Alignment of reporting requirements and data availability. Charter school authorizers and the Washington State Board of Education have annual charter public school performance reporting requirements. The deadlines for these reports do not align with the release of public school performance data. As a result, the school performance data that is utilized in these reports is from 18 months prior, thus preventing timely performance data reporting.

How will the Commission support this focus?

Coordinate and collaborate with the Washington State Board of Education regarding the annual authorizer report to the legislature and collaborate with other state agencies who are leading efforts to address improvements to the Charter School Act and Basic Education statutes.

3. Charter School Facility Support

Allocate state resources and develop a clear and transparent process to support charter public school facility acquisition and improvements.

Why allocate state resources for charter public school facility acquisition and improvements?

Charter schools are public schools. All public schools struggle to provide adequate learning facilities within their budgets. For charter public schools this struggle is more pronounced given charter public schools inability to use local tax revenue to pay for building maintenance and issue bonds to renovate, improve and build school facilities. Finally, the intricacies of the state’s School Construction Assistance Program (SCAP) that provides funding assistance to public schools that are undertaking a major new construction or modernization project make it difficult for charters to access resources through this program.

In the state of Washington, charter public schools serve a student population characterized by the following:

- **75% students of color**
- **60% low income**
- **13% transitional bilingual**
- **17% special education**

All public school students deserve to be educated in the best facilities possible. Research shows a significant relationship between the condition of school facilities and student performance.¹ This is especially important for students that have historically been marginalized.

¹ 21st Century School Fund. Research on the Impact of School Facilities on Students and Teachers. (Washington, D.C.: 21st Century School Fund, 2009); http://www.21csf.org/best-home/docuploads/pub/210_Lit-Review-LetterSize-Final.pdf

Facility acquisition and improvements are expensive, especially in Western Washington. Washington state continues to grow both economically and in population. In a recent ten-year period (2006 – 2016), Washington’s population increased by 14.4%, the eighth fastest growth rate in the country. Our strong growth was also accompanied by a substantial increase in Gross Domestic Product (GDP), an average rate of 2.2% a year, the fourth fastest pace of any state.² As a result, property values have increased dramatically, especially in King County where the majority of public school students reside. As of April 2018, the median price of a Seattle home is \$820K, an increase of \$43K since March 2018. Over the past year, median costs have risen by 17 percent³, thus creating extreme challenges for charter public schools to find and acquire facilities to accommodate their educational model.

How will the Commission support this focus?

Monitor the Joint Legislative Task Force on Improving State Funding for School Construction meetings, outcomes and recommendations. This task force must report its final findings and recommendations to the governor, OSPI, and the legislature by December 15, 2018.

4. Washington State Charter School Commission Agency Administration

- Provide for a statutory executive director of the Washington State Charter School Commission.

Why establish statutory authority for the agency?

The Commission was established as a part-time commission and an independent state agency. This creates ambiguity around whether the executive director is an exempt position. Providing for a statutory executive director would eliminate this ambiguity. It would also bring the Commission into alignment with the Professional Educator Standards Board (PESB) and State Board of Education (SBE) structure *Cf.* RCW 28A.710.070; RCW 28A.305.130 (7) (creating statutory executive director and administrative assistant for State Board of Education); RCW 28A.410.200 (7) (creating statutory executive director and administrative assistant for Professional Educator Standards Board), and ease administrative burdens resulting from the lack of alignment.

How will the Commission support this focus?

Coordinate and collaborate with the SBE regarding the annual authorizer report to advocate for insertion of language into Charter School Act that brings it into alignment with the executive director provisions of the SBE and PESB.

² <https://www.usatoday.com/story/money/economy/2018/01/15/fastest-growing-and-shrinking-states-closer-look/1019429001/>

³ <https://www.geekwire.com/2018/seattle-median-home-price-hits-record-820k-soaring-43k-month-putting-buyers-pressure-cooker/>



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NOTICE OF OUTSIDE MATERIALS

Prepared for the July 2018 Board meeting

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The SBE cannot ensure the full accessibility of externally produced materials. If you have difficulty accessing the following document, please contact our Communications Manager Alissa Muller at Alissa.Muller@k12.wa.us. We will try to locate an accessible copy from the originator agency.

[Charter School Commission PowerPoint Presentation](#)



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[Spokane Public Schools Charter Authorizer PowerPoint Presentation](#)

PESB Update



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COVER: PESB UPDATE

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☐ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- ☐ **Goal Four:** Provide effective oversight of the K-12 system.
- ☒ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☐ System Oversight
- ☒ Advocacy
- ☒ Communication
- ☐ Convening and facilitating

Policy considerations/Key questions:

Identify opportunities to align with and support the priorities and initiatives of the Professional Educator Standards Board (PESB) and the Paraeducator Board.

Materials included in packet:

See the Externally Produced Materials section of the webpage for the presentation.

Synopsis:

Alexandra Manuel, Executive Director of the Professional Educator Standards Board (PESB) and the Paraeducator Board will provide an overview of their current initiatives and priorities.

SPI Survey Results



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COVER: SUPERINTENDENT OF PUBLIC INSTRUCTION SURVEY RESULTS AND STRATEGIC PLAN FROM SUPERINTENDENT REYKDAL

Prepared for the July 2018 Board Meeting

As related to:

- ☐ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☐ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☐ **Goal Four:** Provide effective oversight of the K-12 system.

☒ **Other**

Relevant to Board roles:

- ☐ Policy Leadership
- ☐ System Oversight

☐ Advocacy

☒ Communication

☒ Convening and facilitating

Policy considerations/Key questions:

What will Superintendent Reykdal's priorities be? How will they align with priorities of the Board?

Materials included in packet:

- None.

Synopsis:

Superintendent Reykdal to share information about the priorities emerging from his strategic planning work including a statewide survey he released to hear from Washingtonians about their priorities for our K-12 school system.

Expanded Learning Opp.



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COVER: EXPANDED LEARNING OPPORTUNITIES

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

☒ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

☒ Advocacy

☒ Communication

☒ Convening and facilitating

Policy considerations/Key questions:

Related to the Board's strategic plan development and possibly related to the Board's indicators of educational system health work.

Materials included in packet:

- PPT – Expanded Learning Opportunities Council
- [2017 Annual Report](#) – Expanded Learning Opportunities Council

Synopsis:

Members and staff of the Expanded Learning Opportunities Council (ELOC) will present to the Board and dialogue with the Board about the legislative history and context of the ELOC as well as next steps, and the correlation between expanded learning opportunities and achievement gaps.



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[Expanded Learning Opportunities Council \(ELOC\) Presentation](#)

[Expanded Learning Opportunities Council \(ELOC\) Report](#)

Executive Director Update



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COVER: EXECUTIVE DIRECTOR UPDATE

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☒ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

☒ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

☒ Advocacy

☒ Communication

☒ Convening and facilitating

Policy considerations/Key questions:

This section provides important updates on SBE projects and an overview of business items.

Materials included in packet:

- Executive Director Update PowerPoint
- Required Action District Overview of Current Process
- Required Action District Research Brief
- Memo describing waivers of basic education requirements submitted for Board consideration in July
 - Request from Mead School District for Temporary Waiver of 24-Credit Graduation Requirements
 - Option One and Credit-Based Graduation Requirements Applications and Resolutions (emailed)
- House Bill 2824 implementation:
 - Description of Proposed Changes
 - House Bill 2824 Draft WAC 180-18 (emailed)
 - House Bill 2824 Draft WAC 180-90 (emailed)
 - House Bill 2824 Draft WAC 180-16-195 (emailed)
 - House Bill 2824 Draft WAC 180-16-225 (emailed)
- Private School Approval Memo
- Private School Approval List

Synopsis:

The Executive Director Updates provides important information on the following:

- Updates
 - Update on Required Action Districts
 - Convening of Career Readiness Webinars
 - High School Assessment Higher Education Placement Agreement
 - Student Board Member Credit Opportunity
 - Private Schools Memorandum of Understanding with Office of Superintendent of Public Instruction
 - Executive Committee Nominations
- Preview of Business Items
 - Option One Waiver Requests for Kelso, Riverside and Vashon School District
 - Credit-Based Graduation Requirements Waiver for Peninsula and Quincy School District
 - Temporary Waiver of 24-Credit Graduation Requirements for Mead School District
 - House Bill 2824 Rule-Making
 - Private School Approval List
 - Other Business Items addressed elsewhere on the agenda
 - School Improvement Goals Rule Making
 - Resolutions
 - Financial Education
 - School Safety



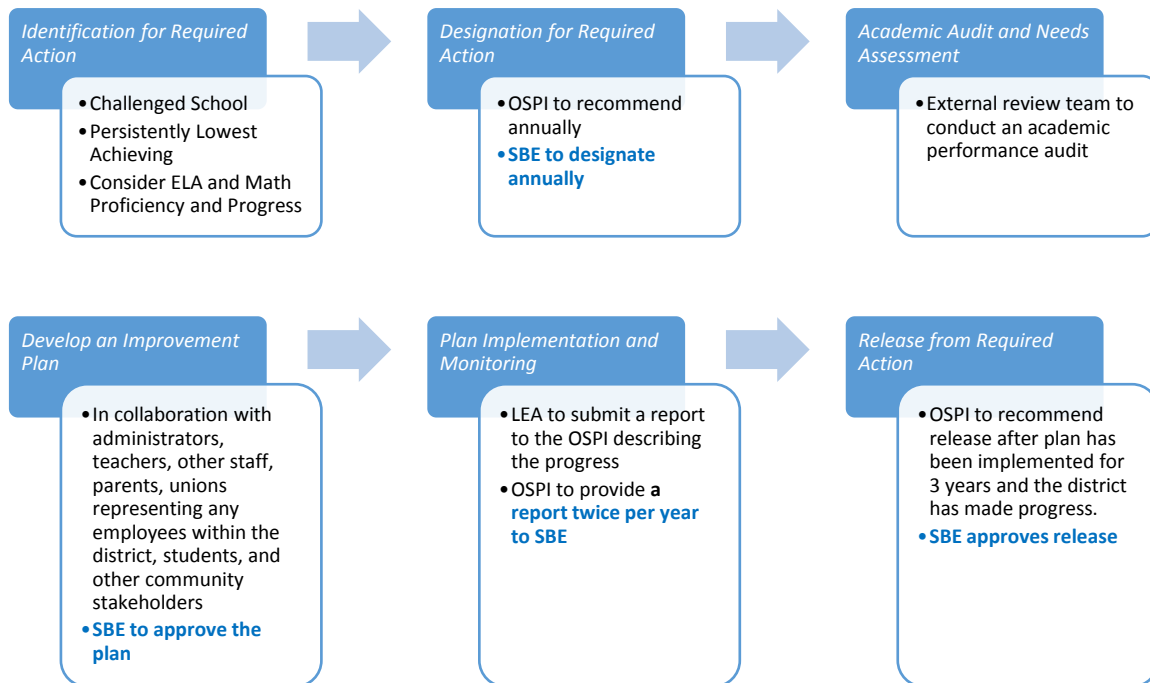
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OVERVIEW OF THE REQUIRED ACTION PROCESS

Prepared for the July 2018 Board meeting

Overview of RAD Process



Required Action

Required action is a process specified in RCW 28A.657 that creates a partnership between the state and local district to target funds and assistance to turn around certain schools.

Identification for Required Action

RCW 28A.657.020 (2-3) specify that the Office of the Superintendent of Public Instruction (OSPI) shall determine whether a school is a challenged school in need of improvement and whether a challenged school in need of improvement is also a persistently lowest-achieving school for purposes of the required action district process. The identification must take into account the three-year school proficiency rate (reading/ELA and math combined) and progress on the statewide assessments (change in proficiency rate over three years). Note: the language does not specifically limit identification to these metrics.

Designation for Required Action

RCW 28A.657.030 (1-3) direct the OSPI to annually recommend to the State Board of Education (SBE) school districts for designation as required action districts. The **SBE shall annually designate** those districts recommended by the OSPI as required action districts.

Academic Audit and Needs Assessment

RCW 28A.657.040 (1) directs the OSPI to contract with an external review team to conduct an academic performance audit of the district and each persistently lowest-achieving school in a required action district to identify the potential reasons for the school's low performance and lack of progress.

Develop an Improvement Plan

RCW 28A.657.050 (1-3) specify that a required action plan must be developed in collaboration with administrators, teachers, other staff, parents, unions representing any employees within the district, students, and other community stakeholders. The school board must conduct a public hearing to allow for comment on a proposed required action plan. The Local Education Agency (LEA) must submit the plan first to the OSPI for plan approval and then **to the SBE for approval**.

Plan Implementation and Monitoring

RCW 28A.657.090 directs the LEA to submit a report to the OSPI describing the progress the district is making in meeting the student achievement goals based on the state's assessments and establishing evidence of meeting plan implementation benchmarks. RCW 28A.657.100 (1) directs the OSPI to provide **a report twice per year to SBE** regarding the progress made by all school districts designated as required action districts.

Release from Required Action

RCW 28A.657.100 (2) directs the OSPI to recommend the LEA be released from required action after implementing a required action plan for three years, has made progress (as defined by the OSPI in rule) including progress in closing the educational opportunity gap, and no longer has a school within the district identified as persistently lowest-achieving. The **SBE shall release** a school district from required action district upon confirmation that the district has met the requirements for a release.



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WASHINGTON SCHOOL ACHIEVEMENT: RESEARCH ON SCHOOLS IDENTIFIED FOR SCHOOL WIDE TURNAROUND*

Andrew J. Parr, Ph.D.

Research Director
State Board of Education
Olympia, Washington

Prepared for the July 2018 Board Meeting

*This paper was prepared in response to Washington State Board of Education members' questions about the academic performance of Washington schools previously identified as School Improvement Grant recipients, Priority schools, for required action, and those schools currently identified for Comprehensive support under the Every Student Succeeds Act. Versions of this work were reviewed by the Office of the Superintendent of Public Instruction staff but any errors and omissions are the responsibility of the author. Please contact Andrew J. Parr at andrew.parr@k12.wa.us if you have questions or comments regarding this research brief.

BACKGROUND FOR REQUIRED ACTION REDESIGN

This research brief addresses three general questions submitted by Washington State Board of Education (SBE) board members regarding schools identified for improvement under School Improvement Grants (SIG), Priority school status, required action (RAD), and Comprehensive support.

- 1. Which schools and school districts have been in improvement status under the required action (RAD) and School Improvement Grant (SIG) program, and for what years were the schools and districts in improvement status?*
- 2. What is the composition of the 99 schools identified for Comprehensive support in the spring 2018 under the Every Student Succeeds Act?*
- 3. How do schools perform in the years after release from required action or the SIG school improvement program?*

Summary of Findings

- 1. Through the 2017-18 school year, eight school districts have been assigned to and subsequently released from required action. Schools associated with required action implemented school wide turnaround models for three to seven years.*
- 2. The 99 schools identified for Comprehensive support under the ESSA are situated in 58 school districts across the state. The identified schools are smaller, serve higher percentages of students qualifying for the Free and Reduced Price Lunch program, and serve a higher percentage of students who identify as Non-White.*
- 3. The school performance on the statewide assessments after release or reclassification from turnaround requirements is mixed. Some schools completed a transformation and continue to post solid results, the transformation is ongoing at other schools, and some other schools are not realizing the envisioned outcome improvements or have seen modest gains erode.*

Important Information about this Research Brief

The results presented in the tables that follow are derived from the Washington School Achievement Index (AI) through 2016 (winter 2017 AI version) and then the Washington School Improvement Framework (WaSIF) for 2017, released in the winter 2018. Reporting on the results separately for each year is very straightforward for the years prior to the release of the WaSIF, as annual results were computed and displayed in a very clear manner.

The WaSIF combines three years of assessment results and other student outcome measures from a three-year roll up of data. A summative school rating or score based on a school's performance on up to five indicators, each of which is differentially weighted and consists of up to three separate measures, is computed for all schools meeting other business rule requirements. The WaSIF score is used to establish the threshold cutoff point or cut score for the primary purpose of identifying schools for Comprehensive or Targeted support. The uniform threshold cut score in the WaSIF is applied to emphasize the same

expectation for all schools and all student groups, regardless of starting point and regardless of other circumstances.

Reporting results in the form of a rolling three-year aggregation makes it difficult, but not impossible to indirectly compute the annual results for 2016-17. When two years of results are known (total number assessed and percent meeting standard for 2014-15 and 2015-16), the annual values for the third year (2016-17) can be readily derived in a straightforward manner and those derived values are shown on the following tables. However, the three-year roll up of assessment results followed slightly different business rules regarding the continuously enrolled criteria and this change has imparted some uncertainty regarding the exact percentage of students meeting standard. So, the SBE acknowledges that the percentage of students meeting standard on the 2016-17 assessments may not be exact, but has reason to believe the reported value is equal to or very close to the actual value. This acknowledged uncertainty should be considered in making any judgement regarding a school's performance. A list of abbreviations is provided in [Appendix A](#).

Question 1: Which schools and school districts have been in improvement status under the required action (RAD) and School Improvement Grant (SIG) program, and for what years were the schools and districts in improvement status?

Through the 2017-18 school year, eight school districts were identified for and subsequently released from required action (Figure 1). None of the RAD Cohort 1 schools were awarded School improvement Grants (SIG) prior to being identified for required action, while all of the RAD Cohort 2 schools were awarded SIGs prior to identification for required action. RAD Cohort 1 school districts were released from required action after implementing a school wide improvement model for three years, while RAD Cohort 2 school districts were released from required action after implementing a school wide improvement model for more than six years. Soap Lake School District (SD) was assigned to required action under RAD Cohort 1 but was exited with the RAD Cohort 2 school districts.

Figure 1: shows the years of identification and release for the school districts and schools assigned to required action (RAD).

School	District	2011	2012	2013	2014	2015	2016	2017	2018
Lakeridge ES	Renton	RAD	RAD	RAD	Exit				
Morton JSHS	Morton	RAD	RAD	RAD	Exit				
Onalaska MS	Onalaska	RAD	RAD	RAD	Exit				
Soap Lake MSHS	Soap Lake	RAD	RAD	RAD	Exit				
Soap Lake ES	Soap Lake					RAD	RAD	RAD	Exit
Quil Ceda Tulalip ES*	Marysville	SIG/P	SIG/P	SIG/P	SIG/P	RAD	RAD	RAD	Exit
Stewart MS	Tacoma	SIG/P	SIG/P	SIG/P	SIG/P	RAD	RAD	RAD	Exit
Washington MS	Yakima	SIG/P	SIG/P	SIG/P	SIG/P	RAD	RAD	RAD	Exit
Wellpinit ES	Wellpinit	SIG/P	SIG/P	SIG/P	SIG/P	RAD	RAD	RAD	Exit

*Note: Quil Ceda ES and Tulalip ES were awarded SIGs in sequential but separate years and were subsequently combined into a single school at the request of the Marysville SD. The 2010-11 school year is represented on the table as 2011 and other school years follow the same rule.

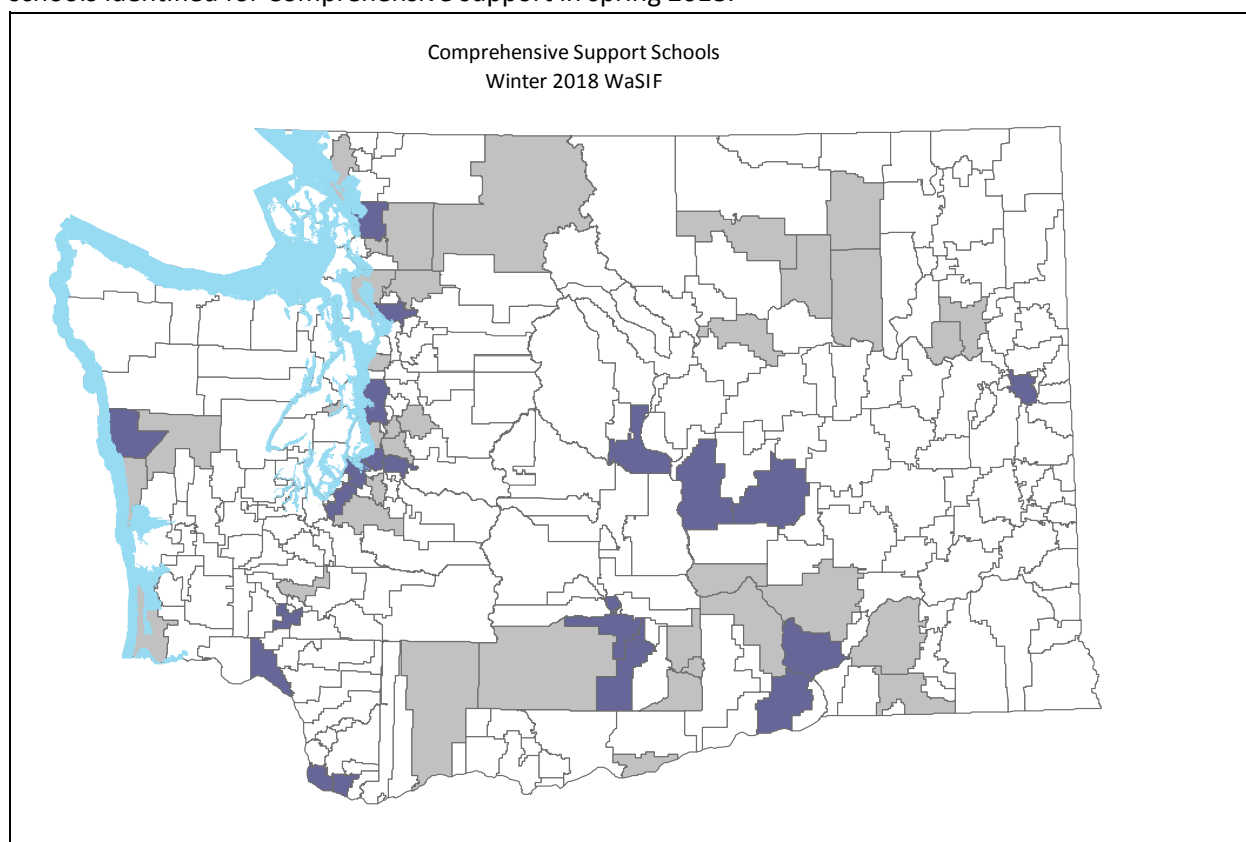
Question 2: What is the composition of the 99 schools identified for Comprehensive support in the spring 2018 under the ESSA?

The 99 schools identified for Comprehensive support in the spring 2018 are situated in 58 separate school districts and one school is assigned to the Capitol Region Educational Service District (ESD 113). Figure 2 shows the location of the school districts with one or more than one identified schools, which are spread across the state. The school district demographics (enrollment, percentage of students in each of the seven race/ethnicity student groups, and percentage of students in special programs (English Learners, special education, or the Free and Reduced Price Lunch program)) are tabulated in Appendix B.

Statistics for the 99 schools identified for Comprehensive support are summarized in Figure 3, and reports on four separate groups of schools for comparison purposes.

1. 1779 schools that were identified for Foundational, Tier 1, or Tier 2 Targeted support.
2. 99 schools identified for Tier 3 Comprehensive support due to a WaSIF rating of ≤ 2.30 for the All Students group.
3. A subset of the 99 schools: 73 schools had not been identified for SIG, Priority, or RAD support in the prior year, and
4. A subset of the 99 schools: 26 schools were identified for SIG, Priority, or RAD supports in the prior year. This subset of schools were in improvement status under SIG, Priority, or RAD for three to eight years prior to the identification for Tier 3 Comprehensive support.

Figure 2: school districts with one (highlighted in gray) or more than one (highlighted in dark gray) schools identified for Comprehensive support in spring 2018.



The schools identified for Tier 3 Comprehensive support are smaller and serve a high percentage of students qualifying for the Free and Reduced Price Lunch (FRL) program. The 99 schools (Appendix C) also serve a much higher percentage of Non-White students, and serve a much higher percentage of students identifying as Native American or Alaskan Native. The group performance on the WaSIF differs considerably on all indicators. The findings for the statistics (Figure 3) are summarized as follows.

1. Schools identified for Tier 3 Comprehensive support report a smaller mean enrollment as compared to the other 1779 schools (378 vs. 568 students).
2. Schools identified for Tier 3 Comprehensive support serve a much higher percentage of students qualifying for the FRL program as compared to the other 1779 schools (mean of 76 vs. 45 percent).
3. Schools identified for Tier 3 Comprehensive support serve a much higher percentage of students identifying as Non-White as compared to the other 1779 schools (mean of 68 vs. 42 percent).
4. Schools identified for Tier 3 Comprehensive support serve a much higher percentage of students identifying as Native American or Alaskan Native as compared to the other 1779 schools (mean of 10.5 vs. 1.8 percent).

Figure 3: Average values for school characteristics and performance on the WaSIF by improvement and support status.

School Measure	< Tier 3 Support*	Tier 3 Support*	Tier 3 Subset 1**	Tier 3 Subset 2**
Number of Schools	1779	99	73	26
School Enrollment	568	378	361	424
Percent of students who qualify for the FRL program	44.6	75.8	73.0	83.3
Percent of students who identify as Not White	42.1	68.4	63.4	82.5
Percent of students who identify as Native American	1.8	10.5	7.5	18.8
Achievement: Percent of students who met standard on the ELA and math assessments approved for federal accountability	53.2	23.0	23.3	22.0
Growth: Median student growth percentile (ELA and math combined average)	51.4	35.8	35.2	37.2
Graduation: Percent of students graduating in four years using the Adjusted Cohort Graduation Rate methodology	77.2	12.9	11.7	20.3
EL Progress: Percent of English learners making progress toward English language proficiency	69.5	60.0	61.8	56.7
SQSS 1: Percent of students who regularly attend school	86.7	75.9	76.4	74.5
SQSS 2: Percent of first time 9 th grade students who earn credit for all courses attempted	73.3	39.1	40.3	36.2
SQSS 3: Percent of students completing a dual credit course	46.6	11.1	10.4	14.9
WaSIF Rating	6.043	1.897	1.894	1.905

*Notes to Figure 3: the 1779 schools identified for < Tier 3 supports include schools identified for Foundational supports, Tier 1 Targeted support, and Tier 2 Targeted support. The 99 schools were identified for Tier 3 Comprehensive support due to a WaSIF rating of ≤ 2.30 for the All Students group.

**Additional Notes to Figure 3: the Tier 3 Comprehensive support schools were analyzed separately based on the improvement status for the 2016-17 school year. The subset of 73 schools are those schools not identified as a Priority school in the previous year, while the subset of 26 schools were identified as Priority schools or a school for required action in the previous year. In other words, the 26 school subset consists of schools in improvement status (SIG, Priority, or RAD) for three to eight years before being identified for Comprehensive support under the ESSA methodology. Of the 73 school subset, 16 schools were identified as a Focus school in the previous year.

Question 3: How do schools perform in the years after release from required action or the SIG school improvement program?

Figure 4 summarizes the performance gaps for the Measures of Student Progress (MSP) and the High School Proficiency Exams (HSPE) through the 2013-14 assessment cycle and then separately from the Smarter Balanced Assessment (SBA) system from the 2014-15 to the 2016-17 school years for select schools exiting RAD, SIG, or Priority school status. The assessment systems are quite different and are based on different learning standards. Since there was no bridge study conducted to connect the performance between the assessment results, it is impossible to describe improvements or gains from the 2013-14 administration to the 2014-15 administration. Also, no attempt is made to connect performance gaps derived from the MSP/HSPE system to the performance gaps derived from the SBA system.

Figure 4 shows school performance on the statewide assessments over a time span of the last seven assessment administrations and focuses in on several key points in time before, during, and after identification and release. The figure shows the performance gap (difference between the state average and school) based on proficiency rates for reading/ELA and math combined at three distinct points in time. The figure also includes the latest WaSIF school rating and the support tier the school was identified for the 2018-19 school year. The results are mixed.

- Four schools were identified for Foundational supports
- Seven schools were identified for Tier 1-Targeted supports
- Five schools were identified for Tier 2-Targeted supports
- Five schools were identified for Tier 3-Comprehensive supports

Figure 4: summary of the performance on statewide assessments of select schools released from SIG, Priority school status, or required action.

School	District	ID	Gap* 2010-11	Gap* 2013-14	Gap* 2016-17	WaSIF Rating	Supports 2018-19 SY
Lakeridge ES	Renton	RAD	30.9	-2.8	-8.4	7.00	Foundational
Onalaska MS	Onalaska	RAD	6.3	-4.5	5.1	6.40	Tier 1-Targeted
Monticello MS	Longview	S/P	13.8	15.9	7.8	6.00	Tier 2-EL Prog
West View ES	Burlington-Edison	S/P	24.8	11.7	16.5	5.90	Foundational
Sunnyside HS	Sunnyside	S/P	14.5	7.6	12.9	5.66	Tier 2-EL Prog
Soap Lake ES	Soap Lake	RAD	35.6	11.6	11.6	4.75	Tier 1-Targeted
Stewart MS	Tacoma	RAD	22.3	21.4	18.8	4.75	Tier 1-Targeted
Soap Lake MSHS	Soap Lake	RAD	15.2	18.1	20.1	4.42	Foundational
Morton JSHS	Morton	RAD	23.8	11.1	0.9	3.98	Foundational
West Seattle ES	Seattle	S/P	17.4	7.5	0.9	3.80	Tier 1-Targeted
Oakville HS	Oakville	S/P	28.6	25.2	14.5	3.53	Tier 1-Targeted
Giaudrone MS	Tacoma	S/P	12.4	0.1	14.9	3.45	Tier 1-Targeted
Cascade MS	Highline	S/P	15.0	9.7	20.5	3.30	Tier 2-Targeted
Chinook MS	Highline	S/P	11.3	4.6	12.4	2.85	Tier 2-Targeted
Valley View ES	Toppenish	S/P	33.5	21.3	13.7	2.65	Tier 1-Targeted
Grandview MS	Grandview	S/P	19.9	19.8	24.5	2.55	Tier 1-Targeted
Washington MS	Yakima	RAD	34.4	32.5	26.1	2.35	Tier 2-Targeted
Adams ES	Yakima	S/P	21.2	11.7	26.3	2.20	Tier 3-Comp
Wellpinit ES	Wellpinit	RAD	36.7	38.5	30.9	2.10	Tier 3-Comp
Jason Lee MS	Tacoma	S/P	17.8	7.6	12.6	2.00	Tier 3-Comp
Totem MS	Marysville	S/P	8.9	14.9	20.6	1.65	Tier 3-Comp
Quil Ceda Tulalip	Marysville	RAD	37.5	29.4	26.2	1.40	Tier 3-Comp

Note: Gap is the difference (in percentage points) of the average reading/ELA and math (combined) proficiency rate and is computed as the value of state average minus the value of the school. A positive result means the state average exceeded the school and a negative value means the school's value exceeded the state average. ID=school Identification, RAD = Required Action, S/P= SIG and Priority. The performance gap is shown for three specific points in time as follows:

- 2010-11 near the time of school identification for RAD or S/P supports under the MSP assessment system
- 2013-14 the final year of the MSP assessment system
- 2016-17 the most recent assessment results under the SBA assessment system.

Appendix A – List of ABBREVIATIONS

ES = Elementary School

MS = Middle School

HS = High School

MSHS = Middle School and High School

JSHS = Junior and Senior High School

SD = School District

SIG = School Improvement Grant

RAD = Required Action District (School)

ELA = English Language Arts

ELAM = ELA and Math Combined

SGP = Student Growth Percentile

WaSIF = Washington School Improvement Framework

MSP = Measures of Student Progress

SBA = Smarter Balanced Assessments

ELP = English Learner Progress

SQSS = School Quality or Student Success

SY = School Year

Appendix B

Table B1: School districts (N=58 plus one ESD) with at least one school identified for Comprehensive support due to a low WaSIF rating for the All Students group

ID'd Sch	Total	School District	Enroll	% AI	% A	% PI	% B	% H	% W	% TWO	% ELL	% SWD	% FRL
1	11	Arlington SD	5527	1.1	1.5	0.3	0.9	13.1	76.9	6.1	4.2	12.9	31.4
2	23	Auburn SD	16134	1.3	8.5	3.6	7.2	28.5	41.2	9.7	18.1	12.1	52.1
1	31	Bethel SD	19102	1.2	4.3	3.5	7.6	16.7	55.7	11.0	3.8	14.0	48.5
1	13	Bremerton SD	5073	0.9	3.8	1.6	5.8	19.5	52.8	15.7	5.6	17.7	60.0
1	4	Bridgeport SD	864	0.4	0.2	0.2	0.1	91.9	6.6	0.6	48.9	11.2	88.9
2	8	Burlington-Edison SD	3759	0.7	1.9	0.2	0.8	41.2	51.3	3.5	20.6	14.7	49.1
1		CR ESD 113											
1	8	Chehalis SD	3070	0.7	1.2	0.2	1.9	19.1	70.8	6.2	5.1	15.6	45.5
3	35	Clover Park SD	13157	0.5	4.2	4.6	12.4	32.4	32.7	13.2	12.1	15.7	64.2
1	4	Concrete SD	556	2.9	0.5	0.2	0.0	8.8	86.3	1.3	0.0	15.2	63.1
1	38	Edmonds SD	21212	0.5	12.9	0.8	6.3	20.3	49.1	10.2	13.5	14.8	35.6
2	39	Evergreen SD (Clark)	26142	0.5	6.4	1.9	2.8	21.7	58.6	8.1	13.6	13.8	45.9
3	45	Federal Way SD	23024	0.5	11.2	5.3	13.1	29.3	28.2	12.4	20.1	14.1	59.5
1	12	Ferndale SD	4810	8.5	3.4	0.2	1.0	18.9	61.3	6.8	6.6	16.8	45.2
1	8	Grandview SD	3732	0.1	0.1	0.0	0.1	92.3	7.3	0.3	35.5	13.6	76.6
1	39	Highline SD	19730	0.9	14.2	4.3	13.7	38.0	23.0	6.0	26.9	15.5	63.0
1	27	Issaquah SD	20450	0.2	27.2	0.3	1.7	8.2	55.2	7.2	6.6	8.7	8.1
1	1	Keller SD	28	96.4	0.0	0.0	0.0	0.0	0.0	3.6	0.0	13.3	63.3
2	29	Kennewick SD	18232	0.4	2.0	0.2	2.3	35.9	55.6	3.8	15.5	12.7	51.8
1	43	Kent SD	27841	0.4	18.6	2.7	11.7	22.4	34.7	9.5	20.1	11.0	47.9
1	2	Lake Quinalt SD	172	18.0	0.0	0.0	0.0	41.9	34.9	5.2	11.9	15.9	95.5
3	15	Longview SD	6826	1.3	1.7	0.5	1.1	20.3	67.7	7.5	5.7	16.7	60.6
1	2	Mabton SD	912	0.3	0.0	0.0	0.0	97.6	2.1	0.0	42.2	12.0	87.1
1	13	Mary Walker SD	545	12.7	0.2	0.0	0.2	9.2	68.1	9.7	1.7	14.6	77.6
3	27	Marysville SD	11185	6.2	5.1	0.7	1.8	22.2	53.3	10.7	8.6	16.4	46.5
2	16	Moses Lake SD	8627	0.4	0.8	0.1	1.2	46.6	48.6	2.5	15.4	13.5	62.7
1	3	Mount Adams SD	934	53.1	0.0	0.0	0.0	37.4	4.5	5.0	16.5	15.9	89.8
1	13	Mount Vernon SD	6664	0.4	1.9	0.7	1.0	55.5	38.4	2.1	23.8	13.5	62.0
1	1	Nespelem SD	138	89.1	0.0	0.0	0.0	2.9	2.2	5.8	0.0	27.1	95.5
1	4	North Beach SD	674	14.0	1.5	0.2	2.1	10.4	64.7	7.3	1.5	20.3	69.8
1	9	North Franklin SD	2156	0.0	1.1	0.0	0.2	71.4	26.3	1.0	33.8	15.3	73.3
1	5	Ocean Beach SD	1034	1.6	1.0	0.1	0.3	17.9	73.1	6.1	5.7	21.3	62.3
1	9	Omak SD	5419	8.2	3.6	1.1	6.4	11.5	66.4	2.8	3.7	15.5	34.3

Table B1: Continued from previous page.

ID'd Sch	Total	School District	Enroll	% AI	% A	% PI	% B	% H	% W	% TWO	% ELL	% SWD	% FRL
3	24	Pasco SD	17878	0.1	1.0	0.2	1.2	70.7	24.3	2.5	36.3	13.5	73.5
1	3	Prescott SD	288	0.0	0.0	0.0	0.4	83.3	16.3	0.0	37.3	12.3	91.0
1	36	Puyallup SD	22443	0.9	5.0	1.3	3.8	16.4	60.3	12.4	5.0	13.0	32.2
2	7	Quincy SD	2991	0.0	0.1	0.0	0.2	88.0	11.3	0.2	42.1	13.1	82.8
1	26	Renton SD	15804	0.6	25.1	0.9	15.4	23.3	26.6	8.1	17.9	14.4	49.8
1	4	Republic SD	376	4.5	1.3	0.0	0.5	5.1	79.5	9.0	0.0	10.4	53.5
1	18	Richland SD	13536	0.5	3.7	0.2	2.1	17.1	72.1	4.3	4.6	11.8	34.9
1	1	Roosevelt SD	26	0.0	0.0	0.0	0.0	88.5	11.5	0.0	78.6	0.0	0.0
2	105	Seattle PS	54265	0.6	14.6	0.4	15.4	12.2	46.6	10.1	12.8	14.7	33.9
1	10	Sedro-Woolley SD	4436	2.3	0.9	0.2	0.7	20.0	72.5	3.4	6.7	16.6	49.6
4	61	Spokane SD	30832	1.3	2.6	1.7	3.1	10.3	68.2	13.0	6.1	16.6	56.7
1	11	Stanwood-Camano SD	4598	0.9	1.2	0.4	0.8	9.2	82.5	5.1	2.3	15.0	25.3
1	6	Stevenson-Carson SD	894	1.8	0.6	0.2	0.8	14.2	77.0	5.5	2.2	18.0	44.3
1	9	Sunnyside SD	6836	0.0	0.0	0.0	0.1	92.0	6.9	1.0	32.9	14.4	84.5
5	64	Tacoma SD	28940	1.3	9.6	2.8	16.6	19.8	40.3	9.6	10.3	14.7	58.0
2	2	Taholah SD	170	75.9	0.0	0.0	0.0	13.5	0.0	10.6	0.0	20.4	64.7
4	9	Toppenish SD	4586	11.7	0.7	0.0	0.3	71.9	14.5	0.8	32.1	13.0	78.9
6	41	Vancouver SD	23860	0.5	3.2	1.9	2.6	25.8	58.2	7.7	13.0	13.2	48.3
1	6	Wahluke SD	2472	0.6	0.0	0.0	0.0	95.8	3.4	0.2	59.0	14.2	95.5
1	14	Walla Walla PS	5872	0.5	1.2	0.2	0.9	38.0	55.7	3.4	12.4	13.9	54.7
4	6	Wapato SD	3319	20.0	1.6	0.1	0.0	72.0	3.1	3.2	33.7	11.6	88.2
1	8	Wellpinit SD	411	65.2	0.2	0.2	0.7	8.3	12.2	13.1	0.0	13.6	76.8
2	18	Wenatchee SD	7735	0.3	0.8	0.1	0.5	50.4	45.4	2.5	24.7	12.1	54.7
2	4	Winlock SD	692	0.7	0.4	0.0	0.3	24.7	68.9	4.9	11.4	21.9	77.9
4	28	Yakima SD	16217	0.9	0.4	0.1	0.8	78.0	17.4	2.5	33.5	14.0	72.1

Appendix C

Table C1: Characteristics and performance of schools (n=99) identified for Comprehensive support because of a low WaSIF rating for the All Students group.

District	School	Enroll	FRL	Grades	Pro	Growth	Grad	ELP	SQSS	WaSIF
Arlington SD	Weston HS	94	47.5	9_12	1.0		3.0		1.7	2.10
Auburn SD	Olympic MS	715	70.0	6_8	2.5	1.0		2.0	2.0	1.70
Auburn SD	Cascade MS	686	55.5	6_8	3.5	1.0		5.0	2.0	2.25
Bethel SD	Acceleration Acad	145	38.3	9_12	1.0		1.0		6.0	1.50
Bremerton SD	Mountain View MS	791	62.0	6_8	3.0	1.0		1.0	4.0	1.95
Bridgeport SD	Bridgeport ES	344	91.8	PK-4	1.5	1.0		4.0	5.0	1.55
Burlington-Edison SD	Allen ES	435	76.8	K-8	2.0	2.0		1.0	4.0	2.05
Burlington-Edison SD	Lucille Umbarger ES	674	63.5	1_8	1.5	2.5		1.0	6.0	2.20
Chehalis SD	Green Hill Academic School	115	26.0	9_12	1.0		2.0		2.5	1.65
Clover Park SD	Lochburn MS	551	87.9	6_8	1.5	2.0		10.0	2.0	2.20
Clover Park SD	Lakeview Hope Acad	653	75.9	PK-5	2.5	1.0		4.0	2.0	1.80
Clover Park SD	Tillicum ES	324	93.6	PK-5	3.5	1.0		5.0	2.0	2.25
Concrete SD	Concrete ES	270	69.9	K-6	3.5	1.0			2.0	2.05
CR ESD 113	GRAVITY HS	181		11_13	1.0		1.0		6.0	1.50
Edmonds SD	Edmonds Career Access Prog	206	26.9	9_12	1.0		2.0		6.0	2.00
Evergreen SD (Clark)	Orchards ES	524	71.1	PK-5	3.0	1.0		4.0	5.0	2.15
Evergreen SD (Clark)	Legacy HS	166	44.7	9_12	1.0		3.0		2.0	2.15
Federal Way SD	Mark Twain ES	526	83.9	PK-5	3.0	1.0		8.0	4.0	2.30
Federal Way SD	Wildwood ES	525	84.8	PK-5	2.0	2.0		3.0	3.0	2.10
Federal Way SD	Open Doors Federal Way	125	53.4	9_12	1.0		1.0		6.5	1.55
Ferndale SD	Eagleridge ES	493	57.7	K-5	2.0	1.5		9.0	4.0	2.20
Grandview SD	Smith ES	598	84.7	PK-5	3.0	1.0		3.0	6.0	2.15
Highline SD	Beverly Park ES	397	82.2	PK-6	1.5	1.0		2.0	5.0	1.45
Issaquah SD	Echo Glen School	61	95.5	5_12	1.0		2.0		3.7	1.91
Keller SD	Keller ES	27	63.3	K-6	2.0	1.0			1.0	1.40
Kennewick SD	Amistad ES	456	90.5	PK-5	1.5	2.5		3.0	4.0	2.20
Kennewick SD	Edison ES	562	69.9	PK-5	2.5	1.0		1.0	7.0	1.90
Kent SD	iGrad	259	45.5	9_12	1.0		1.0		6.5	1.55
Lake Quinault SD	Lake Quinault ES	80	95.5	K-5	3.5	1.0			2.0	2.05
Longview SD	Kessler ES	309	91.7	K-5	1.5	3.0		2.0	2.0	2.30
Longview SD	Northlake ES	318	81.3	K-5	2.0	1.0		9.0	5.0	2.00
Longview SD	Saint Helens ES	322	92.6	PK-5	1.5	1.0		2.0	3.0	1.35
Mabton SD	Artz Fox ES	509	90.6	K-6	1.5	1.0		4.0	5.0	1.55
Mary Walker SD	Springdale ES	183	86.1	PK-6	3.0	1.0			2.0	1.85

Table C1: Continued from previous page.

District	School	Enroll	FRL	Grades	Pro	Growth	Grad	ELP	SQSS	WaSIF
Marysville SD	Heritage School	75	76.6	9_12	1.0		3.0		1.3	2.04
Marysville SD	Totem MS	533	50.2	6_8	2.5	1.0		1.0	2.0	1.65
Marysville SD	Quil Ceda Tulalip ES	526	77.8	K-5	2.0	1.0		1.0	1.0	1.40
Moses Lake SD	Skill Source Learning Center	70	59.0	9_12	1.0		1.0		6.0	1.50
Moses Lake SD	Endeavor MS	234	91.1	6_8	1.5	2.5		3.0	2.0	2.10
Mount Adams SD	Harrah ES	548	91.2	PK-6	1.5	1.5		2.0	2.0	1.55
Mount Vernon SD	La Venture MS	617	74.5	6_8	2.5	2.0		2.0	3.0	2.25
Nespelem SD	Nespelem ES	123	95.5	PK-8	1.5	2.0		1.0	1.0	1.70
North Beach SD	North Beach Junior HS	96	69.9	7_8	2.5	1.0			2.0	1.65
North Franklin SD	Basin City Elem	400	84.7	K-6	1.5	1.5		3.0	8.0	1.90
Ocean Beach SD	Ocean Park ES	165	72.0	K-4	3.0	1.0			3.0	1.90
Omak SD	Paschal Sherman	118	95.5	PK-9	1.5	1.0			3.0	1.30
Pasco SD	New Horizons HS	205	80.4	6_12	1.0		2.0		3.5	1.75
Pasco SD	Captain Gray STEM ES	559	90.9	K-6	1.0	1.0		1.0	6.0	1.25
Pasco SD	Robert Frost ES	605	93.9	K-6	2.0	2.0		3.0	7.0	2.30
Prescott SD	Prescott ES	140	89.6	K-6	1.5	1.5		7.0	7.0	2.05
Puyallup SD	Open Doors Puyallup	79		9_12	1.0		1.0		2.5	1.15
Quincy SD	Quincy JHS	403	84.2	7_8	1.5	3.0		1.0	2.0	2.25
Quincy SD	Quincy High Tech High	29	86.1	9_12	1.0		3.0		1.5	2.05
Renton SD	Cascade ES	507	65.0	K-5	3.0	1.0		3.0	5.0	2.10
Republic SD	Republic JHS	43	62.5	7_8	3.5	1.0			2.0	2.05
Richland SD	Rivers Edge HS	150	47.8	6_12	1.5		2.0		3.0	1.97
Roosevelt SD	Roosevelt ES	25		1_6	1.0	3.0			3.0	2.20
Seattle PS	Seattle World School	233	94.7	6_12	1.0		2.0	1.0	3.3	1.84
Seattle PS	Interagency Programs	279	71.4	6_12	1.0		3.0		2.3	2.20
Sedro-Woolley SD	State Street HS	118	57.1	9_12	1.0		2.0		4.7	2.06
Spokane SD	Eagle Peak at Pratt	63	91.0	3_12	1.0	1.0	2.0		2.0	1.40
Spokane SD	Stevens ES	416	86.7	PK-6	2.0	1.0		4.0	2.0	1.60
Spokane SD	Grant ES	338	85.1	K-6	2.0	2.0		2.0	2.0	2.00
Spokane SD	Shaw MS	540	86.1	7_8	2.5	1.0		1.0	2.0	1.65
Stanwood-Camano SD	Lincoln Acad	13	57.9	6_8	1.0	1.0			1.0	1.00
Stevenson-Carson SD	Wind River MS	117	42.6	7_8	3.0	1.0			2.0	1.85
Sunnyside SD	Chief Kamiakin ES	725	92.9	1_5	2.0	1.0		6.0	7.0	1.95
Tacoma SD	Jason Lee	491	62.2	6_8	3.5	1.0			1.0	2.00
Tacoma SD	Lister	458	87.7	PK-5	2.5	1.5		3.0	3.0	2.05
Tacoma SD	Roosevelt	240	85.6	PK-5	1.5	2.5		6.0	3.0	2.30
Tacoma SD	Reed	430	86.0	PK-5	2.0	2.5		1.0	2.0	2.20
Tacoma SD	Larchmont	333	76.4	PK-5	2.0	1.5		6.0	3.0	2.00

Table C1: Continued from previous page.

District	School	Enroll	FRL	Grades	Pro	Growth	Grad	ELP	SQSS	WaSIF
Taholah SD	Taholah ES & MS	110	63.2	K-8	1.0	1.0			1.0	1.00
Taholah SD	Taholah HS	58	67.9	9_12	1.0		3.0		3.0	2.30
Toppenish SD	Comp Acad Toppenish HS	121	88.1	6_12	1.0		2.0		1.3	1.55
Toppenish SD	Toppenish MS	857	87.9	6_8	1.5	2.5		1.0	6.0	2.20
Toppenish SD	Kirkwood ES	643	85.7	K-5	1.5	1.5		3.0	4.0	1.70
Toppenish SD	Lincoln ES	403	87.6	K-5	1.5	1.5		3.0	7.0	1.85
Vancouver SD	Vancouver Virt Learn Acad	351	48.4	6_12	1.5	2.0	1.0		5.3	2.07
Vancouver SD	Fir Grove Child Center	54	78.0	K-12	1.0	1.0			1.0	1.00
Vancouver SD	Lincoln ES	380	55.8	K-5	3.5	1.0		4.0	4.0	2.30
Vancouver SD	Fruit Valley ES	271	85.7	K-5	1.5	1.5		5.0	3.0	1.75
Vancouver SD	Peter S Ogden ES	505	75.8	K-5	2.0	1.0		9.0	4.0	1.95
Vancouver SD	Roosevelt ES	616	85.5	K-5	3.0	1.0		4.0	4.0	2.10
Wahluke SD	Saddle Mountain ES	534	95.5	K-5	1.5	2.0		1.0	8.0	2.05
Walla Walla PS	Blue Ridge ES	305	87.3	PK-5	1.5	2.0		6.0	7.0	2.25
Wapato SD	Pace Alternative HS	51	87.1	6_12	1.0		2.0		1.3	1.55
Wapato SD	Wapato MS	769	88.2	6_8	1.5	2.5		1.0	3.0	2.05
Wapato SD	Camas ES	624	93.4	K-5	1.5	2.5		4.0	3.0	2.20
Wapato SD	Adams ES	293	91.4	K-5	1.5	2.5		5.0	4.0	2.30
Wellpinit SD	Wellpinit ES	166	88.8	K-5	1.5	2.5		1.0	4.0	2.10
Wenatchee SD	Abraham Lincoln ES	487	78.8	K-5	2.0	1.0		8.0	5.0	1.95
Wenatchee SD	Open Doors Wenatchee	59	39.3	9_12	1.0		1.0		6.0	1.50
Winlock SD	Winolequa Learn Acad	30	67.4	6_12	1.0		3.0		2.5	2.15
Winlock SD	Winlock Miller ES	286	79.8	PK-5	2.0	2.0		2.0	5.0	2.15
Yakima SD	Stanton Acad	231	83.2	9_12	1.0		3.0	1.0	2.0	2.15
Yakima SD	Lewis & Clark MS	804	76.8	6_8	1.5	2.5		3.0	2.0	2.10
Yakima SD	Adams ES	705	90.0	PK-5	2.0	1.5		5.0	8.0	2.20
Yakima SD	Mcclure ES Yakima	561	66.2	PK-5	2.0	2.0		5.0	5.0	2.30

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

MEMO ON WAIVERS OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Prepared for the July 2018 Board Meeting

Notice: The administration of waivers of minimum requirements of the program of basic education will transfer to the Superintendent of Public Instruction on January 1, 2019.

Policy Considerations

Do the applications for waiver of minimum requirements of the program of basic education provide the information and documentation required by law?

Overview of Waivers

- Temporary Waiver from 24-Credit Graduation Requirements
 1. Mead School District requests an extension of its temporary waiver from the Class of 2019 to the Class of 2020, thereby requiring implementation for the Class of 2021.
- Option One Waivers from the 180-Day Requirement
 1. Kelso School District requests a renewal of one waiver day for three years to provide a transition day.
 2. Riverside School requests a renewal of two waiver days for two years to provide professional development.
- Credit-Based Graduation Requirements Waivers
 1. Peninsula School District requests a waiver from credit-based graduation requirements for four years for Henderson Bay High School.
 2. Quincy School District requests a waiver from credit-based graduation requirements for four years for Quincy Innovation Academy.

Temporary Waiver from 24-Credit Graduation Requirements

Does the application by Mead School District for temporary waiver of graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.

Mead School District requests an extension of its temporary waiver from 24-credit graduation requirements from only the Class of 2019 to the Class 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. Mead School District originally requested a

waiver in March 2015. Mead School District states that an impediment to implementation is their current six-period day. The district is discussing a schedule change. The schools are implementing new credit recovery options but feel it will not be timely for the Class of 2020. The district submitted all of the required documentation for this waiver request.

Option One Waivers from the 180-Day Requirement

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

Summary

The following table outlines critical information that a requestor must provide in order to complete request for a waiver of the 180 day requirement 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?
Kelso	1 (Only Coweeman and Huntington MS in 7 th and 8 th grades, and Kelso HS)	3	Student transition between elementary and middle school and between middle and high school	179	5	Renewal	Yes

What are the goals of this waiver?

The district will obtain evidence of the degree to which the goals of the waiver have been attained through an annual survey of parents and teachers and collection of data on attendance, discipline, class completion rates, and graduation rates. Based on that information, activities and events will be altered from year to year to continue what's found to be successful and drop what's not. The district will also analyze Smarter Balanced Assessment and Washington Comprehensive Assessment of Science results.

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

In response to renewal questions, Kelso discusses the extent to which the goals of the 2015 waiver have been met, as measured by the metrics for the prior waiver plan. The district says it has seen declines in discipline referrals, out-of-school suspensions, and expulsions. The district says attendance did not increase in the first year of the prior waiver, but in two of the three schools, the number has improved.

In response to a board member request for more data reporting, a table of the past three years of graduation rate and Smarter Balanced English Language Arts and Math results is provided below in the description of the current Option One waiver requests.

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?
Riverside	2 (all schools)	2	Professional Development	174 (District also has a 4-day parent-teacher conference waiver)	16	Renewal	Yes

What are the goals of this waiver?

The district states that its goals of the waiver are to meet annual benchmarks for state and interim assessments and to decrease achievement gaps on those assessments, to continue growth on the Washington School Improvement Framework (previously the Washington Achievement Index), focus on Teacher Principal Evaluation results including student growth, to improve implementation of the Washington State Learning Standards as evidenced by local and interim assessments, and to increase student growth percentile data provided by OSPI.

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

In response to renewal questions, the district stated that it has made progress in student achievement and growth at almost all grade levels. Smarter Balanced results and interim assessment results have improved. The district will continue to track chronic absenteeism, discipline rates, Advanced Placement participation and success rates, financial aid completion rates, post-high school attendance and remediation, graduation rates, rate of 9th graders on course to graduation, algebra completion, and dual credit rates.

In response to a board member request for more data reporting, a table of the past three years of graduation rate and Smarter Balanced English Language Arts and Math results are provided below in the description of the current Option One waiver requests.

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.

Current Option One Requests

KELSO SCHOOL DISTRICT

Kelso, a school district of nearly 5,000 students in Southwestern Washington along the I-5 corridor near the Columbia River, requests renewal of its waiver of one day for the 2018-19, 2019-2020, and 2021 school years. The district states that it will meet minimum instructional hour requirements and will have five additional work days without students.

The purpose of the waiver, distinctive to Kelso and Ridgefield School District, is to use a day at the beginning of the school year for activities intended to help students make a better transition between elementary school and middle school, and between middle and high school. The goal, the district says, is to “have all staff involved in a variety of activities that will help build relationships with incoming students, which will help students feel a connection to staff as well as to the school.” Specific, measurable goals of the transition day are:

- Increased attendance;
- Decreased discipline referrals;
- Suspensions and expulsions;
- Increased grade point average; and,
- Increased graduation rates.

Kelso provides detail on the activities to be undertaken in the middle school and high school, with students, teachers and administrators participating in planning and running the day. They include motivational assemblies, school culture and expectations assemblies, meeting teachers and becoming familiar with the school buildings, team-building activities, a parent meeting with teachers and administrators, and an activity and club fair. Transition day activities are developed collaboratively by teams of administrators, student leaders, teachers and other staff at each school.

The district will obtain evidence of the degree to which the goals of the waiver have been attained through an annual survey of parents and teachers and collection of data on attendance, discipline, class completion rates, and graduation rates. Based on that information, activities and events will be altered from year to year to continue what’s found to be successful and drop what’s not. The district will also analyze Smarter Balanced Assessment and Washington Comprehensive Assessment of Science results.

In response to renewal questions, Kelso discusses the extent to which the goals of the 2015 waiver have been met, as measured by the metrics for the prior waiver plan. The district says it has seen declines in discipline referrals, out-of-school suspensions, and expulsions. The district says attendance did not increase in the first year of the prior waiver, but in two of the three schools, the number has improved.

The main change from the prior waiver plan to the proposed new plan is to extend the transition day from an early release to a full day, allowing more time for students with their teachers and school staff. Kelso says that support for the waiver has been strong, as evidenced by the survey results.

The district submitted all of the required documents.

In response to a board member request for more data reporting, a table of the past three years of graduation rate and Smarter Balanced English Language Arts and Math results are provided below in the description of the current Option One waiver requests.

Figure 1: The Adjusted Four-Year Cohort Graduation Rate for Kelso School District. Source: OSPI Report Card.

	Class of 2014	Class of 2015	Class of 2016
Percentage Graduating	87.00%	82.50%	84.20%

Figure 2: The proficiency rate on the Smarter Balanced Assessment English Language Arts assessment for Kelso School District. Source: OSPI Report Card.

	2014-15	2015-16	2016-17
3rd Grade	50.50%	52.80%	52.00%
4th Grade	44.70%	55.40%	53.50%
5th Grade	50.20%	54.50%	54.30%
6th Grade	48.90%	50.70%	43.80%
7th Grade	59.70%	57.20%	58.80%
8th Grade	63.20%	62.30%	59.80%
11th Grade	51.40%*	78.00%*	70.30%*

*Participation rate on the state assessment is below 95% at this grade level for this year.

Figure 3: The proficiency rate on the Smarter Balanced Assessment math assessment for Kelso School District. Source: OSPI Report Card.

	2014-15	2015-16	2016-17
3rd Grade	55.60%	54.70%	50.40%
4th Grade	42.20%	47.20%	45.40%
5th Grade	37.90%	39.00%	37.50%
6th Grade	39.00%	31.00%	31.40%
7th Grade	32.60%	40.70%	35.20%
8th Grade	37.80%	36.10%	42.50%
11th Grade	13.20%*	26.50%*	24.60%*

*Participation rate on the state assessment is below 95% at this grade level for this year.

RIVERSIDE SCHOOL DISTRICT

Riverside, a school district of nearly 1,500 students in Northeastern Washington to the North of Spokane, requests a renewal of its waiver of two days for the 2018-19 and 2019-2020 school years. Riverside has received a waiver of four days for parent-teacher conferences and this request for two days for professional development will bring the total requested waiver days to six. The district states

that it will meet minimum instructional hour requirements and will have six additional work days without students.

The purpose of this waiver request is for professional development and to focus on district-wide improvement initiatives in alignment with the goals and mission of the district. The district plans to place one waiver day before the start of the school day and one in October. The district provides detail on the activities on each of those two waiver days. The district provided information on four major objectives for professional development as follows:

- All staff will understand and be inspired to lead the work centered on accomplishing the goals and mission of the districts. Special emphasis will be placed on students meeting their post-HS aspirations.
- All staff will understand their roles in teaching and assessing the Washington State Learning Standards.
- All staff will reflect on best practices as evidenced in the Marzano Instructional Framework.
- All staff will understand and implement whole child development practices. Special emphasis will be placed on Positive Behavioral Interventions and Supports as they pertain to each individual school.

The district states that its goals of the waiver are to meet annual benchmarks for state and interim assessments and to decrease achievement gaps on those assessments, to continue growth on the Washington School Improvement Framework (previously the Washington Achievement Index), focus on Teacher Principal Evaluation results including student growth, to improve implementation of the Washington State Learning Standards as evidenced by local and interim assessments, and to increase student growth percentile data provided by OSPI.

In response to renewal questions, the district stated that it has made progress in student achievement and growth at almost all grade levels. Smarter Balanced results and interim assessment results have improved. The district will continue to track chronic absenteeism, discipline rates, Advanced Placement participation and success rates, financial aid completion rates, post-high school attendance and remediation, graduation rates, rate of 9th graders on course to graduation, algebra completion, and dual credit rates.

In response to a board member request for more data reporting, a table of the past three years of graduation rate and Smarter Balanced English Language Arts and Math results are provided below in the description of the current Option One waiver requests.

Figure 4: The Adjusted Four-Year Cohort Graduation Rate for Riverside School District. Source: OSPI Report Card.

	Class of 2014	Class of 2015	Class of 2016
Percentage Graduating	86.50%	78.70%	82.40%

Figure 5: The proficiency rate on the Smarter Balanced Assessment English Language Arts assessment for Riverside School District. Source: OSPI Report Card.

	2014-15	2015-16	2016-17
3rd Grade	40.80%	41.10%	33.60%
4th Grade	57.40%	46.20%	40.90%
5th Grade	47.10%	57.20%	56.50%
6th Grade	39.40%	41.70%	51.90%
7th Grade	50.00%	48.30%	48.50%
8th Grade	55.00%	52.40%	45.60%
11th Grade	40.00%*	65.30%	61.70%*

*Participation rate on the state assessment is below 95% at this grade level for this year.

Figure 6: The proficiency rate on the Smarter Balanced Assessment math assessment for Riverside School District. Source: OSPI Report Card.

	2014-15	2015-16	2016-17
3rd Grade	54.30%	37.30%	39.70%
4th Grade	62.00%	52.50%	42.80%
5th Grade	43.20%	52.00%	49.60%
6th Grade	37.60%	38.20%	54.40%
7th Grade	40.70%	38.60%	47.60%
8th Grade	39.20%	36.20%	36.80%
11th Grade	18.20%*	13.90%	14.80%*

*Participation rate on the state assessment is below 95% at this grade level for this year.

Waivers from Credit-Based High School Graduation Requirements

Does the application by Peninsula and Quincy Public Schools for a waiver of credit-based graduation requirements for Henderson Bay High School and Quincy Innovation Academy provide the information and documentation required by WAC 180-18-055?

Does the Peninsula and Quincy Public Schools application present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?

1. Does the district's application provide the information and documentation required by WAC 180-18-055 in a clear and compelling way?
2. Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?
3. Do the applications present learning goals and competencies aligned to state standards, and clear descriptions of how student achievement of those goals and competencies will be determined?

Background: Credit-Based High School Graduation Requirements Waiver

In April 1999 the SBE adopted WAC 180-18-055, titled “Alternative high school graduation requirements.” The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Accordingly, Section 1 of WAC 180-18-055 declares:

The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit-based education system to a standards and performance-based system with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 provides that a school district, or a high school with permission of the district’s board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and,
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the

district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

Current recipients of the waiver are:

- Federal Way School District for Career Academy at Truman and Federal Way Open Doors that were approved in May 2017;
- Highline School District for Big Picture High School that was approved for renewal in March 2015;
- Issaquah School District for Gibson Ek High School that was approved in January 2016;
- Lake Chelan School District for Chelan School of Innovation that was approved in May 2016; and,
- Methow Valley School District for the Independent Learning Center that was approved in May 2016.

Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. Its web site states there are more than 65 Big Picture network schools in the U.S., and many more around the world.

Current Requests for Credit-Based High School Graduation Requirements Waiver

PENINSULA SCHOOL DISTRICT

Peninsula School District requests a waiver of credit-based graduation requirements for the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years (four years as requested is the maximum number of years that can be requested). The request is for Henderson Bay High School. The district states that Henderson Bay was founded in 1972 with a focus on dropout prevention and credit recovery. Faced with outcome results in attendance, graduation, and other measures that were below the state average, Henderson Bay High School is planning to transition to a curriculum modeled after the Big Picture Learning design to better engage and educate students. The school has been working with the Puget Sound Consortium for School Innovation and has already implemented a successful pilot internship program. The school's redesign focuses on the goal to "empower students to take charge of their own learning so they can leave high school prepared for the next challenges."

The district states that its proposed competencies are aligned to Common Core State Standards and admissions requirements for Washington public four-year colleges and has provided evidence of their work to align the competencies. The district states the five competencies based on Big Picture Learning competencies are design application (quantitative reasoning), design process (empirical reasoning), social reasoning, communication, and personal qualities. It is important to note that schools adopting the Big Picture Learning model go through an iterative process where staff collaborate to continuously refine the competencies and that the process results in slight differences among schools adopting the Big Picture Learning model. For Henderson Bay, please note that they have modified the name of quantitative reasoning to design application and design process to empirical reasoning in a way that works for their unique school.

Throughout the application, the district provides evidence that the competencies at Henderson Bay High School meet state learning standards. The application includes detailed supporting information such as prompts for students to develop their projects or reflect on their attainment of competencies, examples of coordination among educators and students, and transcript examples, among other supporting information.

Henderson Bay High School will focus on achieving the higher standards for student learning by offering the following programming based on Big Picture Learning Distinguishers:

- Internships in the real world;
- One student-at-a-time personalization;
- Authentic assessments;
- School organization;
- Advisory structure;
- Small school culture;
- Leadership;
- Parent/family engagement;
- School college partnership and college preparation; and
- Professional development.

Henderson Bay High School's academic curriculum will be consistent with the standards of all Peninsula District schools and emphasize integration of best practices on interest- and project-based learning, one student at a time personalization, mentorships aligned with career interests and post high school planning, competency-based assessment, and the engagement of students disconnected from high school.

Henderson Bay High School will monitor various accountability measures that include:

- Annual School Improvement Plan process;
- Graduation rates;
- Smarter Balanced Assessment results,
- Enrollment, attendance, and discipline data;
- College and post high school data including National Clearinghouse data; and,
- Students, staff, and parent survey data.

Henderson Bay High School will focus on an array of opportunities for students to work closely with educators and community members to develop exhibitions that showcase their learning, projects that the students have a role in developing, and documentation of their attainment of the competencies. The exhibitions and other requirements are described in detail in the application material. The district emphasizes the importance of exhibition projects and portfolios to showcase student learning.

The district shows data on the prior graduation rates of the school and percentage of students meeting standard on the state assessment (math suppressed due to low N-count). The district provides a comparison of Henderson Bay High School to two other high schools in the district and to the state average, thereby showing that Henderson Bay High School currently has significantly lower results that they hope to improve with the receipt of this waiver. Further detail can be found in the application materials. The district provides examples of how it seeks to improve its learning through authentic assessment and the data that it will monitoring.

The district states that its proposed competencies are aligned to Common Core Standards and College Academic Distribution Requirements and described the process to work with Washington State colleges to ensure that students are meeting the College Academic Distribution Requirements. The district provides evidence that they worked with college admissions personnel. The district notes that it will be continuing to develop a transcript with partners of the Puget Sound Consortium for School Innovation and that they have been working with college entrance experts to design a transcript using the model from Highline Big Picture and The Met in Rhode Island. The district has reflected on results from a Highline Big Picture forum in 2008 with college admissions directors from various colleges.

The district notes the support from the community for this waiver request and provides documentation of it. The district describes its use of voluntary survey data to communicate with parents and they share selected responses.

The district successfully submitted all required components of the application and responded to all necessary questions. The district provided additional, supplementary materials above and beyond the minimum requirements of the application.

QUINCY SCHOOL DISTRICT

Quincy School District requests a waiver of credit-based graduation requirements for the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years (four years as requested is the maximum number of years that can be requested). The request is for Quincy Innovation Academy (formerly High Tech High School before the name change coinciding with the request of this waiver). The district states that High Tech High School was originally focused on skill- and competency-based education, personalized learning, internships, and project-based learning. However, over time, the instruction became focused on lecture rather than projects and became a school for students with discipline challenges, truancy, or credit deficiency. By pursuing this waiver, the school is getting back to its roots of competency-based education, personalized learning, internships, and project-based learning. The school has renamed itself Quincy Innovation Academy.

The district states that its proposed competencies are aligned to Common Core State Standards and admissions requirements for four-year colleges. The district states that the competencies are adapted from the Big Picture Learning Goals, Methow Valley Independent Learning Center and Highline Big Picture Competency Overviews. The district notes the process of continuous refinement of the competencies in collaboration with Pacific Northwest Big Picture Schools. The competencies are based on Big Picture's five learning goals of personal qualities, communication, quantitative reasoning, empirical reasoning, and social reasoning.

Throughout the application, the district provides evidence that the competencies at Quincy Innovation Academy meet state learning standards. The application includes detailed supporting information such as prompts for students to develop their projects or reflect on their attainment of competencies, examples of coordination among educators and students, and transcript examples, among other supporting information.

Quincy Innovation Academy will focus on benchmark requirements in 9th and 10th grade and benchmark requirements in 11th and 12th grade that provide an array of opportunities for students to work closely with educators and community members to develop exhibitions that showcase their learning, projects that the students have a role in developing, and documentation of their attainment of the competencies. The exhibitions and other requirements are described in detail in the application

material. At the 11th and 12th grade levels, students will develop a robust post-secondary portfolio that prepares them for the transition to college and/or career. The district emphasizes the importance of exhibition projects where students showcase their learning. The district describes its process for authentic assessment that includes:

- Exhibitions
- Portfolios
- Real-world standards for assessment guidelines
- Student narrative reflections
- Weekly individual check-ins (between advisor and student)
- Reflective journaling
- Benchmarks for 9th-12th grade
- Graduation requirements
- Senior projects
- Academic transcripts

The district shows data on the prior graduation rates of the school and percentage of students meeting standard on the state assessment. Further detail can be found in the application materials. The district provides examples of how it seeks to improve its learning through authentic assessment and the data that it will monitoring.

The district described the process for school staff to work with college admissions personnel to ensure that students are meeting the College Academic Distribution Requirements. The district provides evidence that they worked with college admissions personnel. The district also shows that Big Picture Learning alumni are successfully meeting college admissions requirements with their transcripts from schools that received a waiver from credit-based high school graduation requirements.

The district notes the support from the community for this waiver request and provides documentation of it. The district describes its use of Youth Truth family survey data and provides a number of charts describing the results. The district notes that the school has the perception of families and community members as resources who can provide information about the student or work with them to provide resources and opportunities.

The district successfully submitted all required components of the application and responded to all necessary questions. The district provided additional, supplementary materials above and beyond the minimum requirements of the application.

Action

The Board will consider whether to approve the request for an extension of the temporary waiver of 24-credit graduation requirements presented in the application by Mead School District.

The Board will consider whether to approve the requests for an Option One waiver presented in the application by Kelso and Riverside School Districts and summarized in this memorandum.

The Board will consider whether to approve the requests for waiver of credit-based graduation requirements under WAC 180-18-055 presented in the applications by Peninsula Public Schools for Henderson Bay High School and Quincy Public Schools for Quincy Innovation Academy summarized in this memorandum.

If you have questions regarding this memo, please contact [Parker Teed](#).



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

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

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

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

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

Please send the application and school board resolution electronically to:

Parker Teed
Policy Analyst
360-725-6035
parker.teed@k12.wa.us

Linda Drake
Research Director
360-725-6035
linda.drake@k12.wa.us

For questions, please contact:

Parker Teed
Policy Analyst
Parker.teed@k12.wa.us



RESOLUTION 18-09
Temporary Waiver from High School Graduation Requirements

WHEREAS, the Washington State Legislature has approved revised high school graduation requirements effective for the class of 2019, and

WHEREAS, the RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduation class of 2020 or 2021 instead of the graduation class of 2019, and

WHEREAS, the Mead School District applied for and received a one year waiver for the class of 2019 in the spring of 2015,

WHEREAS, the Mead School District now finds it needs an additional year to plan for and support the new graduation requirements,

NOW THEREFORE BE IT RESOLVED, that the Mead School District submit an additional one year waiver request for the class of 2020 to the State of Board of Education.

ADOPTED by the Board of Directors of the Mead School District No. 354, Spokane County, Washington, and authenticated by the signatures affixed below.

Dated this 21st day of May, 2018.

Attest:



the Board

Mead School District No. 354
Board of Directors











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Application

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

1. Name of district Mead School District

2. Contact information

Name and title Dr. Kevin Peterson, Assistant Superintendent

Telephone (509)465-7600

E-mail address: kevin.peterson@mead354.org

3. Date of application. May 25, 2018

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

Currently, we have a high number of students in the class of 2020 who are already credit deficient as freshmen. At the end of the first semester, we had 40 students at one school and 36 at the other. While we are addressing the needs of as many students as possible through our current efforts, we are fearful we will continue to see an increase in the number of students who are credit deficient. We feel we are in a place to be able to help a majority of our students catch up, but we do not want to take any chances and end up with students who either cannot graduate or drop out completely due to a deficiency in credits.

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

One of our main impediments is the fact we have a six-period day for our students, leaving no room for error. Conversations have taken place to look at scheduling and our hope is to eventually be able to offer something different. However, our collective bargaining agreement will require us to do some strategic navigating in order to change from a six-period day. While we have some opportunities for students to receive credits in middle school (advanced placement in math) or zero hour classes, we do not have enough opportunities for many of our students who will be impacted if they fail even one semester course. We are currently implementing new credit recovery options for our students for during the school day as well as for summer school. However, we do not feel we will be timely for all students in the class of 2020 to take advantage of this.

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

_____ Class of 2020
 X Class of 2021

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

The following plans are in place to help us achieve full implementation of career and college ready graduation requirements for the graduating class of 2021:

- Implementation of a college and career readiness counselor at each high school beginning in the fall of 2017
- Implementation of an 8th Grade Spanish Elective for high school credit beginning in the fall of 2018
- Continued efforts in increasing the number of dual credits for CTE courses
- Implementation of providing Credit for High School and Beyond Plan (.25 per year) in the fall of 2017
- Credit Recovery plan – both high schools offering one period of study skills for an elective credit in addition to Edgenuity online credit recovery
- Implementation of after school Academic Enrichment using Edgenuity for credit recovery in the fall of 2018
- Implementation of free summer school for all Mead students using Edgenuity credit recovery in the summer of 2018 (students had to pay in previous years)
- Adoption of board policy on competency-based credits beginning in the fall of 2018
- Flexible teacher scheduling to allow for a 7th period option in addition to zero hour classes beginning in the fall of 2018
- Study and implement work-based learning options beginning in the 2018-2019 school year

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



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SUMMARY OF PROPOSAL FOR RULE-MAKING TO IMPLEMENT HB 2824

Prepared for the July 2018 Board meeting

This memo summarizes the proposed changes to rules to implement House Bill 2824, a bill that transfers roles and responsibilities between the Office of Superintendent of Public Instruction and the State Board of Education.

Proposal for WAC Chapter 180-90 (Private Schools)

- To implement the transfer of private school approval from the Office of Superintendent of Public Instruction to the State Board of Education per House Bill 2824, the proposal changes the agency referenced from "Superintendent of Public Instruction" to "State Board of Education" at various points and, as necessary, modifies language to implement this transfer.
- In WAC 180-90-145 (Approval-Initial Application-Exception), the proposal allows for schools that have filed for an exception for the initial application to be considered at the next regularly scheduled State Board of Education meeting.
- In WAC 180-90-160 (Minimum standards and certificate form), the proposal corrects language by referring to RCW 28A.195.010 rather than RCW 28A.150.220 to. This change correctly references private school law rather than basic education law.
- In WAC 180-90-160 (Minimum standards and certificate form), the proposal corrects a reference to graduation requirement rules so that the reference remains consistent even when graduation requirements are to be updated.
- Clarifies or corrects language as necessary.

Proposal for WAC Chapter 180-18 (Waivers for Restructuring Purposes)

- To implement the transfer of administration of the approval process for waivers from basic education requirements from the State Board of Education to the Superintendent of Public Instruction per House Bill 2824, the proposal changes the agency referenced from "State Board of Education" to "Superintendent of Public Instruction" at various points and, as necessary, modifies language to implement this transfer.
- In WAC 180-18-030 (Waiver from total instructional hour requirements), clarifies that the Superintendent of Public Instruction may grant waiver requests that demonstrate the waiver is necessary to support improving student achievement. This is a clarification rather than a substantive change because the waiver is pursuant to WAC 180-18-050 which already requires

the waiver request to demonstrate that the waiver is necessary to support improving student achievement.

- The proposal changes timelines that are based on scheduled State Board of Education meetings to be “based on a schedule issued by the Superintendent of Public Instruction” and clarifies timeline information as necessary.
- In WAC 180-18-065 (Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests), the proposal clarifies the order of prioritization for waiver requests in the event that a greater number of requests for waivers are received than may be granted. The proposal clarifies that districts that are already operating on a flexible calendar under this waiver program are prioritized.
- Clarifies or corrects language as necessary.

Proposal for WAC 180-16-195 (Annual reporting and review process)

- To implement the provision of House Bill 2824 that allows the State Board of Education to recommend withholding of funds rather than require withholding of funds, the proposal removes language that is no longer necessary when recommending withholding of funds.
- Requires that the State Board of Education staff notify the Superintendent of Public Instruction and the school district in the event of a certification of noncompliance.
- Clarifies and corrects language as necessary.

Proposal for WAC 180-16-225 (Waiver—Substantial lack of classroom space—Grounds and procedure)

- The proposal changes timelines that are based on scheduled State Board of Education meetings to be “based on a schedule issued by the Superintendent of Public Instruction” and clarifies timeline information as necessary.
- Clarifies and corrects language as necessary.

If you have questions regarding this memo, please contact [Parker Teed](#).



THE WASHINGTON STATE BOARD OF EDUCATION

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

APPROVAL OF PRIVATE SCHOOLS FOR 2018-19

Prepared for the July 2018 Board meeting

Policy Considerations

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC at the July 11-12, 2018, Washington State Board of Education meeting.

Background

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. OSPI staff review applications and make recommendations to the State Board of Education regarding approval. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment; number of teachers; and the teacher preparation characteristics and qualifications for non-certificated teachers will be reported to OSPI in October.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

OSPI is recommending approval of the 39 renewal applications and three initial approval applications. The schools seeking approval are on the attached listing.

Private Schools for Approval: 2018-19

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Abubakr Academy Abdullahi Jaranow 14101 Tukwila International Blvd Tukwila WA 98168-4122 2206.214.0224	K-8	0	140	0	King
Academy Schools/Children's Academy Janelle Neil 14601 Interurban Ave S Tukwila WA 98168-4652 206.588.0860	P-12	9	62	0	King
Auburn Adventist Academy Peter Fackenthall 5000 Auburn Way S Auburn WA 98002-7204 253.939.5000	9-12	0	230	0	King
Bellingham Christian School Shawn Cunningham 1600 E Sunset Dr Bellingham WA 98226-5631 360.733.7303	P-8	35	190	0	Whatcom
Brighton School Dr. David Locke 21705 58 th Ave W Mountlake Terrace WA 98043-3127 425.640.7067	P-8	100	275	0	Snohomish
Camas Christian Academy Cindie Boyles 717 S Everett Rd Camas WA 98607-7164 360.835.0558	P-8	50	110	0	Clark
Cascadia Montessori School Teri Keaton 4239 162 nd Ave NE Redmond WA 98052-5469 425.	P-4	12	63	0	King
Columbia Adventist Academy Gene Heinrich 11100 NE 189 th St Battle Ground WA 98604-9496 360.687.3161	9-12	0	115	0	Clark

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Countryside Montessori School Jacob Jester 13630 100 th Ave NE Bldg 2 Kirkland WA 98034-5200 425.823.2211	P-1	40	20	0	King
Countryside SDA Elementary School Archie Harris 12107 W Seven Mile Rd Spokane WA 99224-9315 509.466.8982	1-8	0	5	0	Lincoln
Crestview Christian School Melissa Wallen 1601 W Valley Rd Moses Lake WA 98837-1466 509.765.4632	K-9	0	60	0	Grant
Crosspoint Christian School Nick Sweeney 4012 Chico Way NW Bremerton WA 98312.1334 360.377.7700	K-12	0	300	0	Kitsap
Fellowship Christian School Initial Vida Smith 9506 7 th Ave SE (Mail: 8911 Vernon Rd M132 Lake Stevens 98258-2430) Everett WA 98208-3707 425.298.7676	P-12	20	120	0	Snohomish
Fiddlehead Montessori School Heidi Velin 2702 R Ave Anacortes WA 98221-2856 360.399.3837	1-6	0	15	0	Skagit
Gateway Christian Schools Nick Sweeney/Donna Beaver 705 NE Lincoln Rd Poulsbo WA 98370-7512 360.779.9189	K-5	0	110	0	Kitsap

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Harbor School Mark McGough 15920 Vashon Hwy NW (Mail: PO Box 1912 Vashon 98070-1912) Vashon WA 98070-4110 206.567.5955	K-8	0	80	0	King
Harrah Community School Marie Wegmuller 60 Dane Ave (Mail: PO Box 100 Harrah 98933-0068) Harrah WA 98933 509.848.2418	P-8	8	40	0	Yakima
Heritage Christian Academy Joshua Sanders 19527 104 th Ave NE Bothell WA 98011-2401 425.485.2585	P-8	120	180	0	King
Holy Family School Michele Corey 505 17 th St SE Auburn WA 98002-6895 253.833.8688	P-8	15	140	0	King
Lighthouse Christian School Stephen Roddy 3008 36 th St NW Gig Harbor WA 98335-8256 253.858.5962	K-8	0	380	0	Pierce
Mayflower Christian School Jerry Ihrke 300 N 2 nd (Mail: PO Box 741 Cle Elum 98922-0741) Roslyn WA 98941 509.674.5022	K-12	0	15	0	Kittitas
Northwest Education Academy Allisen Yolanda Paez 121 Sunnyside Ave Granger WA 98932-9348 360.870.7028	P-12	1	12	5	Yakima

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Northwest Liberty School Bob Hagin 13120 NE 177 th Place A-104 Woodinville WA 98072-5725 425.420.1236	1-12	0	100	0	King
Northwest Yeshiva High School Malka Popper 5017 90 th Ave SE Mercer Island WA 98040-4709 206.232.5272	9-12	0	60	0	King
Olympia Christian School Sharon Schwarts 1215 Ethel St NW Olympia WA 98502-4463 360.352.1831	K-8	0	40	0	Thurston
Orcas Christian School Terry Pottle 107 Enchanted Forest Rd (Mail: PO Box 669 Eastsound 98245-0669) Eastsound WA 98245-8905 360.376.6683	P-12	1	80	0	San Juan
Providence Sulamita Christian School Gerald Ball, Interim Administrator 12420 Evergreen Dr Mukilteo WA 98275-5708 425.298.7676	P-12	20	200	0	Snohomish
Salish School of Spokane LeRae Wiley 4125 N Maple St (Mail: PO Box 10271 Spokane 99209-1271) Spokane WA 99205-1353 509.325.2018	P-12	20	40	0	Spokane
Sargodgini Children's Academy Initial Olga Gelfon 1919 152 nd PI NE Bellevue WA 98007-4209 425.681.1954	P-1	100	10	0	King
Seabury School Sandra Wollum 1801 NE 53 rd St Tacoma WA 98422-1916 253.952.3111	P-5	10	90	0	Pierce
Seabury School—Middle School Campus	6-8	0	30	0	Pierce

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
Sandra Wollum 925 Court C (Mail: 1801 NE 53 rd St Tacoma 98422-1916) Tacoma WA 98402-3603 253.604.0042					
Skylar Education Academy Allisen Yolanda Paez 7535 W Kennewick Ave Suite G Kennewick WA 99336-7784 360.870.7028	P-12	1	12	5	Benton
Sound View Education dba Sterling We Seattle Campus Glen Lutz 9205 3 rd Ave W Seattle WA 981106-3106 206.214.1011	3-12	0	25	0	King
St. Monica Catholic School Marybeth Bohm 4320 87 th Ave SE Mercer Island WA 98040-4128 206.232.5432	P-8	30	100	0	King
Synergy Learning Academy Viji Rahman 1555 NW Sammamish Rd Issaquah WA 98027-5376 425.503.0443	P-5	50	30	0	King
Tarteel School Mohamed Bakr 2445 140 th Ave NE Suite B Bellevue WA 98005-1879 425.998.8606	P-9	50	50	0	King
The Bridge School Anne York 1005 SW 152 nd St (Mail: PO Box 48074 Burien 98148-0074) Burien WA 98166-1845 206.912.1202	K-6	0	45	0	King
The Lake and Park School Camille Hayward 3201 Hunter Blvd S Seattle WA 98144-7029 206.721.3480	P-5	6	64	0	King
The Little School Peter Berner-Hayes	P-5	60	90	0	King

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment	County
2812 116 th Ave NE Bellevue WA 98004-1421 425.827.8078					
Torah Academy of the Pacific NW Initial Rabbi Daniel Lintz 1625 S Columbian Way Seattle WA 98108-1533 818-822-4961	9-12	0	5	0	King
University Child Development School Paula Smith 5063 9 th Ave NE Seattle WA 98105-3605 206.547.8237	P-5	61	265	0	King
Westside School Ted Kalmus 10404 34 th Ave SW Seattle WA 98146-1270 206.932.2511	P-8	10	320	0	King



Executive Director Update and Action Items

Washington State Board of Education
July 11, 2018

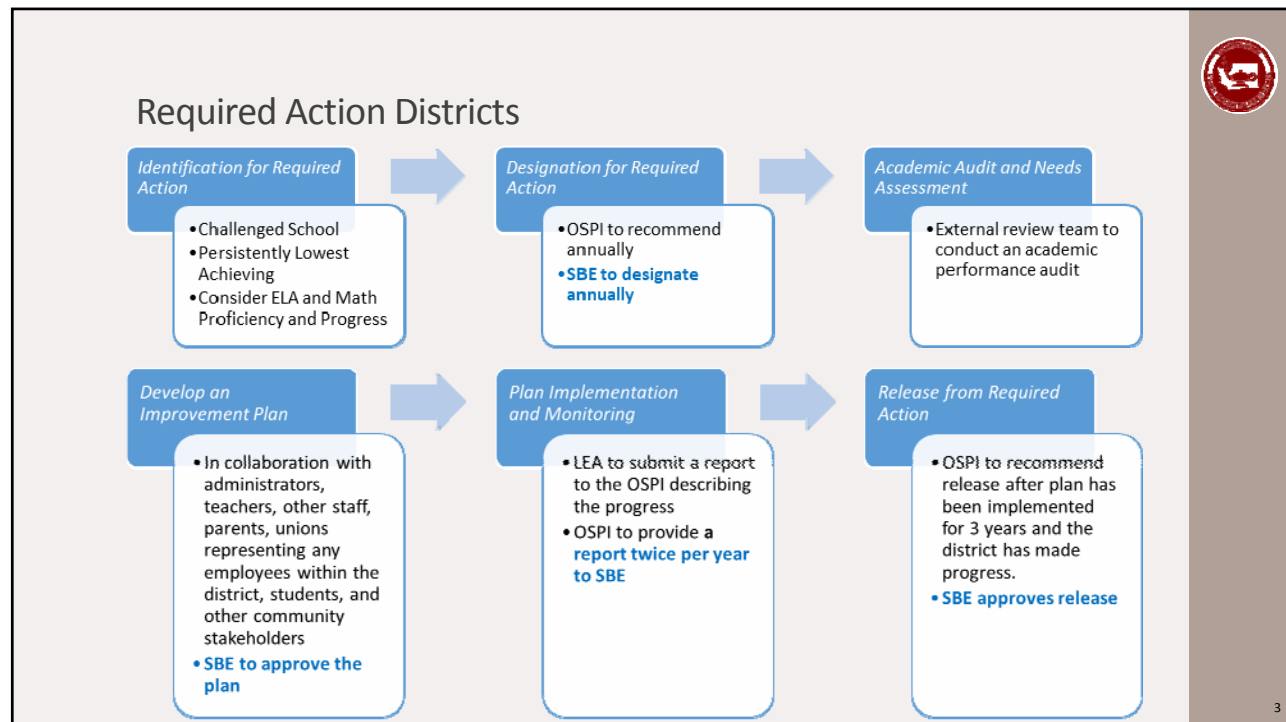
Agency Update and Action Items

➤ Updates

- Update on Required Action Districts
- Convening of Career Readiness Webinars
- High School Assessment Higher Education Placement Agreement
- Student Board Member Credit Opportunity
- Private Schools Memorandum of Understanding with Office of Superintendent of Public Instruction
- Executive Committee Nominations

➤ Preview of Business Items





Career Readiness Webinars May 29 and 30

Discussion Topics:

- Equitable access to opportunities
- Inter-agency coordination and collaboration
- Alignment with graduation requirements and postsecondary pathways
- Indicators of success
- Employer engagement

[More Information and link to recordings:](http://www.sbe.wa.gov/our-work/career-readiness)
<http://www.sbe.wa.gov/our-work/career-readiness>

Career Connect Washington
 Webinar Series
 October 2018

Innovative Approach to Career Readiness & Work-based Learning in Northern Virginia
 Charles Bell
 Chief Education Coordinator
 Northern Virginia Community College

Work-Based Learning in Indiana
 Carrie Lutz
 Director of Apprenticeship and Work-Based Learning
 Beth Hargreaves
 Assistant Chief of Instruction, Education & Training

Preparing Students for their Future: Virginia Implements the Profile of a Virginia Graduate
 Anne R. Holton
 Visiting Professor of Education Policy,
 George Mason University
 Member, Virginia Board of Education
 Former Virginia Secretary of Education
 May 2018

Delaware's Career and College Ready Model
 Delaware Department of Education

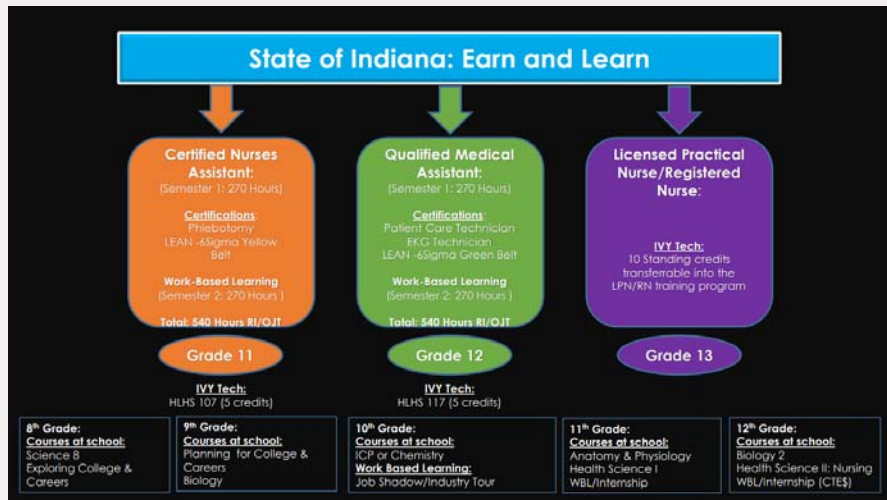
Louisiana Believes
 Workplace-Based Learning (WBL) Innovations
 June 2018
 Louisiana Department of Education

Work-based Learning in Colorado
 Colorado Department of Education

A CASE FOR CHANGE: THE MOVEMENT TOWARD EMPLOYEE-LED WORKFORCE SYSTEMS
 June 2018

NASBE
 National Association of
 State Boards of Education

Indiana "Earn and Learn" model



5

CareerWise Colorado



6

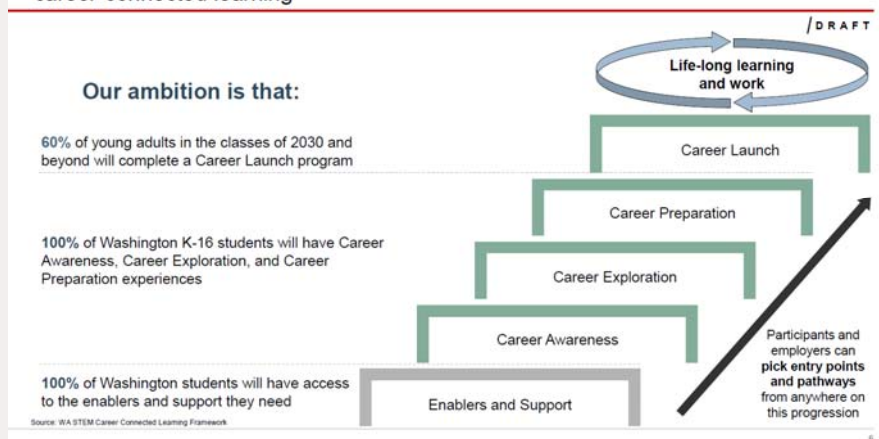
Delaware Pathways



7

Career Connect Washington

Our 10-year ambition is to enable all Washington young adults to experience career-connected learning



8



Higher Education High School Assessment Placement Agreements

- Community and Technical Colleges have modified their [agreement](#) to use the 10th grade Smarter Balanced assessment (SBA) for automatic placement for students entering the system directly from high school.
 - Access to Math &107 or Math &146 or their equivalents with:
 - Level 3 or 4 on the SBA, pass Algebra 2 with a B or better, complete an additional path course in their junior or senior year; **or**
 - B or better in a Bridge to College Math course as a senior.
 - Access to an entry college-level English course with:
 - Level 3 or 4 on the SBA; **or**
 - B or better in a Bridge to College English course as a senior.
- The Council of Presidents and the Independent Colleges of Washington issued a joint [statement](#) in support of students using the 10th grade SBA as an opportunity to evaluate their preparation for college, but the baccalaureate colleges and universities will not use the 10th grade SBA result for automatic placement.

9



High School Credit for Student Board Members

Jr. Year: Government, Politics and Law—Independent Study (.5 credit)

Government, Politics, and Law—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of Government, Politics, and Law. These courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.

Sr. Year: Public Policy (.5 credit)

Public Policy courses provide students with the opportunity to design, propose, and analyze programs and policies implemented by government agencies. Activities typically include identifying social issues and problems, generating recommendations, using data to quantify the extent of a problem or evaluate its solution, communicating ideas and findings, and understanding decision making processes.



10



Executive Committee Nominations

Role of Executive Committee: Section 1. Executive committee.

The executive committee is responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings. The executive committee is also responsible for oversight of the budget.

Positions

- **Board Chair and Vice Chair (2 year term – open in 2019)**
- **Members At-Large (3 positions for a 1 year term)**
 - Includes Past Chair (if available) or a member at large plus two additional members at-large.
- **Timeline:**
 - Nominations due August 10, 2018 to be included on the printed ballot
 - Final call at opening of meeting on September 11, 2018
 - Election during board meeting action items on September 13, 2018

11



Upcoming Business Items

- **Preview of Business Items**
 - Option One Waiver Requests for Kelso, Riverside and Vashon School District
 - Credit-Based Graduation Requirements Waiver for Peninsula and Quincy School District
 - Temporary Waiver of 24-Credit Graduation Requirements for Mead School District
 - House Bill 2824 Rule-Making
 - Private School Approval List
- **Addressed Elsewhere on the agenda**
 - School Improvement Goals Rule Making
 - Resolutions
 - Financial Education
 - School Safety

12



Waiver Requests

Option One Waivers from the 180-day school year requirement may be granted for purposes related to improving student achievement.

Option Two Waivers from the 180-day school year requirement may be granted for the purposes of economy and efficiency. Current law limits these waivers to only five districts with fewer than 500 students.

Credit-Based Graduation Requirement Waivers may be granted for the purpose of waiving the credit-based system of state graduation requirements to implement a local restructuring plan to enhance the educational program for high school students.

Temporary waivers of the 24-credit graduation requirement are granted for districts that foresee specific impediments to implementing the graduation requirements and are available through the graduating Class of 2020. Waivers are no longer available for the freshman class entering this fall.

13



Rule Making

2824 Implementation

- Expedited rule-making will be effective on July 3 for roles that were set to transfer 90 days after session. The waiver of career and technical education course equivalencies and establishing ESD boundaries transfer to OSPI.
- The majority of rule-making for 2824 will be effective on January 1, 2019. These rules transfer private school approval from OSPI to SBE, administration of waivers from the 180-day requirement from SBE to OSPI, and modify the basic education compliance process to no longer require withholding of funds in an event of noncompliance. A proposal is under consideration at this board meeting.

Other Rule Making in Progress

- Civics and the High School and Beyond Plan
- School Improvement Goals

14



Approval of Private Schools

Each private school seeking State Board of Education approval must meet the criteria for approval established by statute and regulations.

OSPI staff have reviewed applications for 533 private schools wishing to operate during the 2018-19 academic years. 43 schools are recommended for approval at the July meeting. During the May meeting the Board approved 487 schools and provisionally approved 3 schools.

Schools 2018-19: 533

Projected students served in 2018-19: 92,010

Pre school: 13,310

K-12: 76,876 (6.5% of all Washington K-12 enrollment)

Extension: 1,824

15



Contact Information

Website: www.SBE.wa.gov

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

16

Student Presentation



THE WASHINGTON STATE BOARD OF EDUCATION

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

COVER: STUDENT PRESENTATION

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☐ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☐ System Oversight

☒ Advocacy

☒ Communication

☐ Convening and facilitating

Policy considerations/Key questions:

Consider adoption of a resolution to support financial education.

Materials included in packet:

- PowerPoint of Joe Hofman's Presentation
- Draft of Resolution to Support Financial Education

Synopsis:

This segment is a presentation by student Board member Joseph Hofman on financial education that he developed in collaboration with the Financial Education Public-Private Partnership. The Board will also consider a resolution to support financial education.



Financial Education in K-12

Joe Hofman
Student Board Member
Washington State Board of Education

Student Update

- Summer!
- ASB/ Leadership
- Evergreen Boys State
- Ripfest
- Update on Feminine Hygiene Product Drive



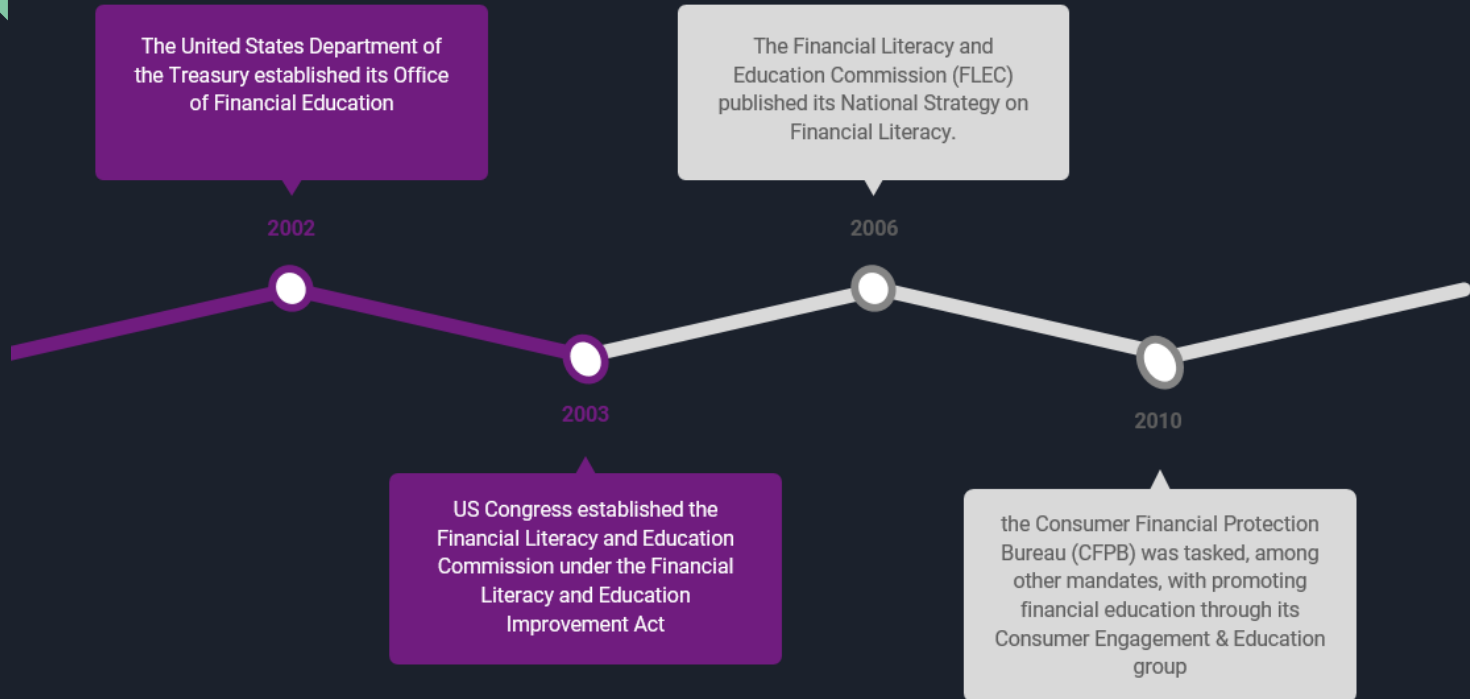
What is Financial Education?

Financial Education is...

*The ability to use
knowledge and skills
to manage financial
resources effectively for
a lifetime of financial
well-being.*



Financial Ed. History In the US





Washington State Legislative Mandates

- RCW 28A.655.070: (OSPI) will “develop and periodically revise essential academic learning requirements that identify the knowledge and skills all public school students need to know and be able to do”
- RCW 28A.300.460 (2)(d): FEPPP will “work with the office of the superintendent to integrate financial education skills and content knowledge into the state learning standards.” (JumpStart)
- RCW 28A.300.462: School districts are encouraged to “voluntarily adopt the jumpstart coalition national standards in K -12 personal financial education and provide students with an opportunity to master the standards.”



Washington State Legislative Mandates

Cont.

Subsequent to the implementation of the prior laws, legislature enacted RCW 28A.300.468 which:

- Mandates school districts to provide all students in grades nine through twelve the opportunity to access the financial education standards whether through a regularly scheduled class period; before or after school; during lunch periods; at library and study time; at home; via online learning opportunities; through career and technical education course equivalencies; or other opportunities.
- Mandates school districts to publicize the availability of financial education opportunities to students and their families.

OSPI Financial Education Competencies

Competency 1: Spending and Saving

Competency 2: Credit and Debt

Competency 3: Employment and Income

Competency 4: Investing

Competency 5: Risk Management and Insurance

Competency 6: Financial Decision-Making

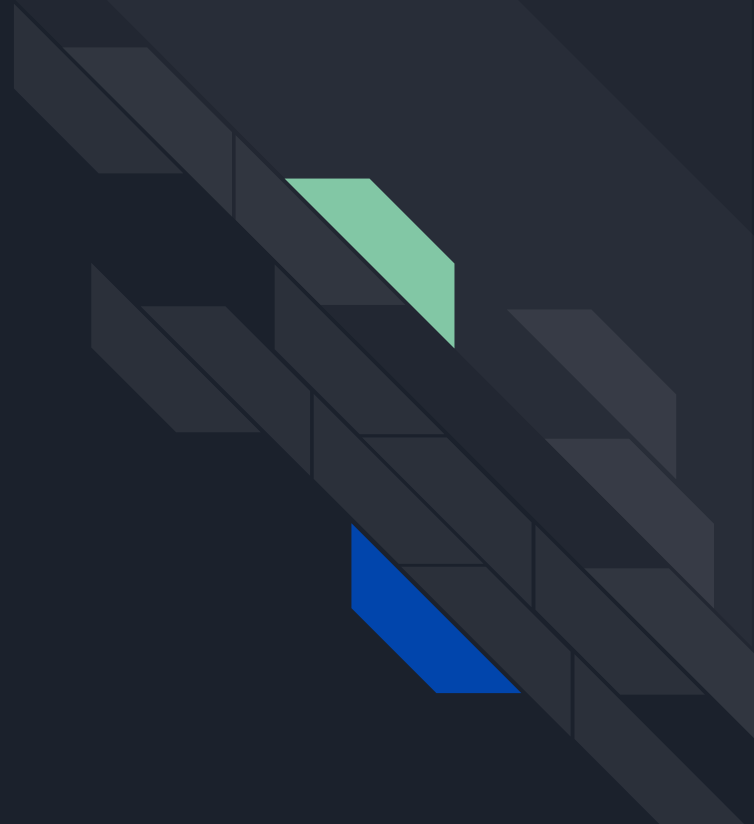




What Should Our Students Be Learning?

- Develop a plan for spending and saving
- Explore job and career options
- Explain how investing may build wealth and help meet financial goals
- Identify common types of risks and basic risk management methods
- Recognize the responsibilities associated with personal financial decisions
- Use a personal financial plan or budget

Problem





Problem



1. Not all districts require students to earn credit in financial education.
2. Students do not receive explicit financial education pre-highschool.
3. Students do not feel financially prepared exiting high school.
4. Student loans epidemic.

Washingtonian borrowers owed

\$24.4
billion

in student loan debt at the end of 2016,
collectively .



Student Loan Snapshot

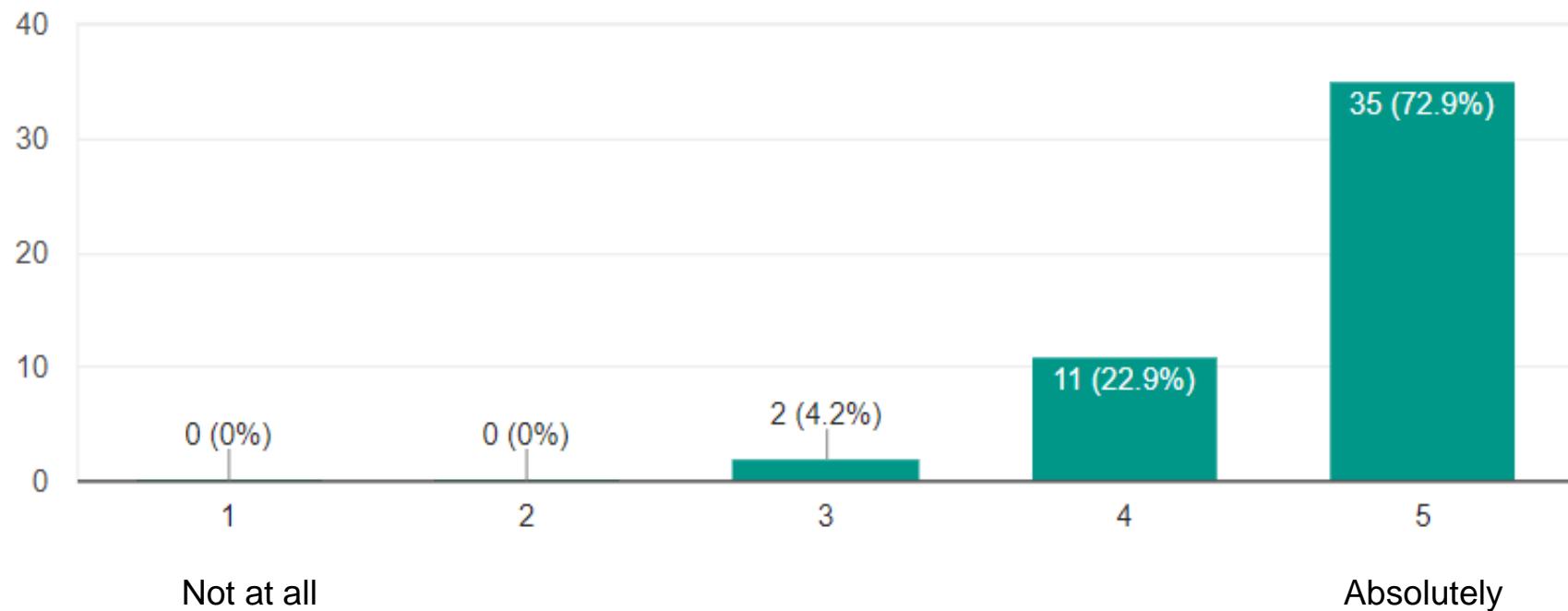
More than ***800,000*** Washingtonians have federal student loan debt, an increase of ***more than 35 percent compared to a decade ago*** and that number is higher still if private loans are included.

In a 2016 Consumer Reports survey of people with student loan debt, almost half said that - if they had it to do over again - they would accept less financial aid to pay for their school.

How do our Students
Feel?

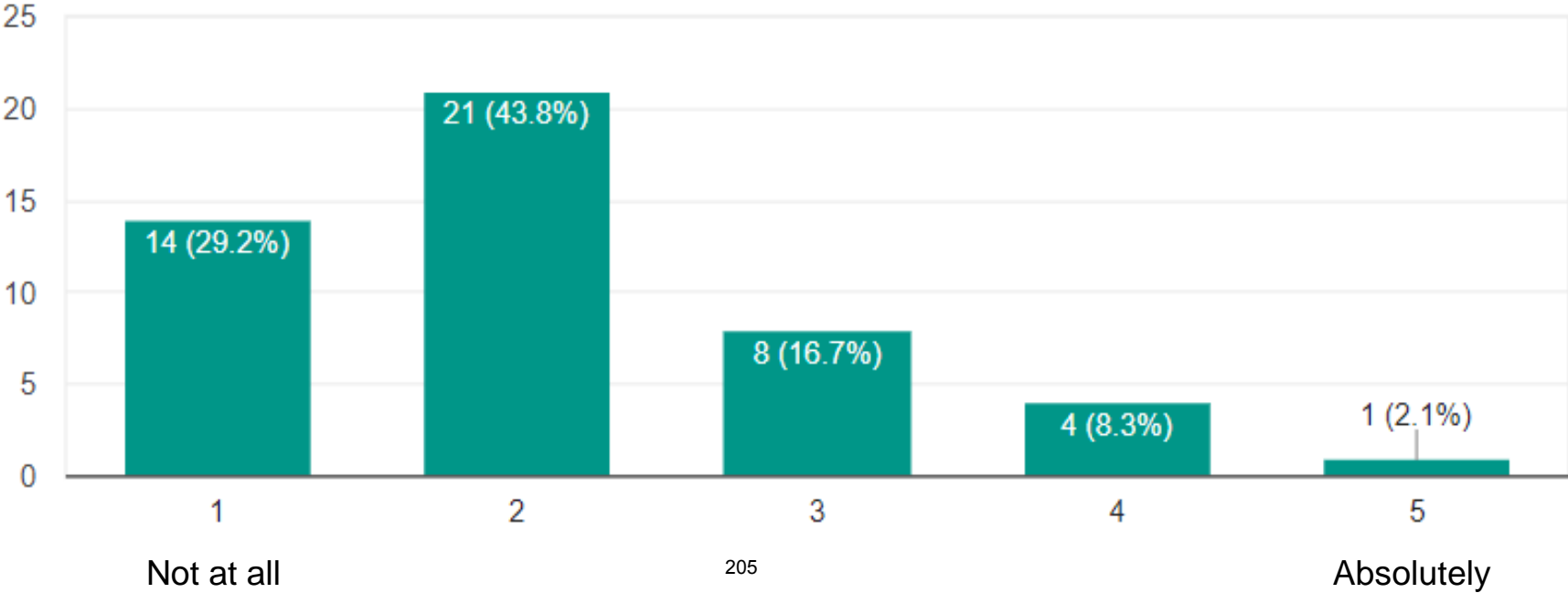
Do you feel that financial education is important?


48 responses



Do you feel that the education system has adequately prepared you for the financial world after high school?


48 responses





“How has financial education been present in your educational experience, if at all? Be specific.”

- Math Class
- High School and Beyond Plan
- Marketing and Business
- Optional Financial Ed Class
- *It hasn't*



“What would you recommend to policy makers who are hoping to make financial education more of a priority in the education system?”

- “Have a class every year since kindergarten, it can be simple but I think learning about money is important!”
- “Emphasize the importance for financial education by making it a requirement for graduating at all schools.”
- “Create a simulation-style educational platform for students to learn about finances through. Students are often more invested in learning about something when there are real world applications.”
- “I think it should be a higher priority then it is because it is a skill everyone should have & it is very important.”

Presence in our Schools Currently



Curricula

- JA Worldwide (Junior Achievement)
- Wells Fargo: Hands on Banking El futuro en tus manos
- Council for Economic Education: Financial Fitness for Life
- Council for Economic Education: Financing Your Future
- Federal Deposit Insurance Corporation: Money Smart for Young Adults
- EverFi: EverFi for High School

What's stopping more
financial education?



Controversy

Integrate vs Separate



Possible Courses to Integrate Financial Ed.

Civics

CTE

Advisory

**Separate
(BECU
Experience)**

Math

ELA

HSBP

What is being planned



Legislative Conversations

- General understanding that there needs to be more Financial Ed.
- Graduation Requirements
 - Debate on where to include this important topic
 - How do we fit all mandated learning into 13 years?
- Potential Bills
 - Implementing mandatory competencies in elementary, middle, and high school curriculum
 - More specific graduation requirements

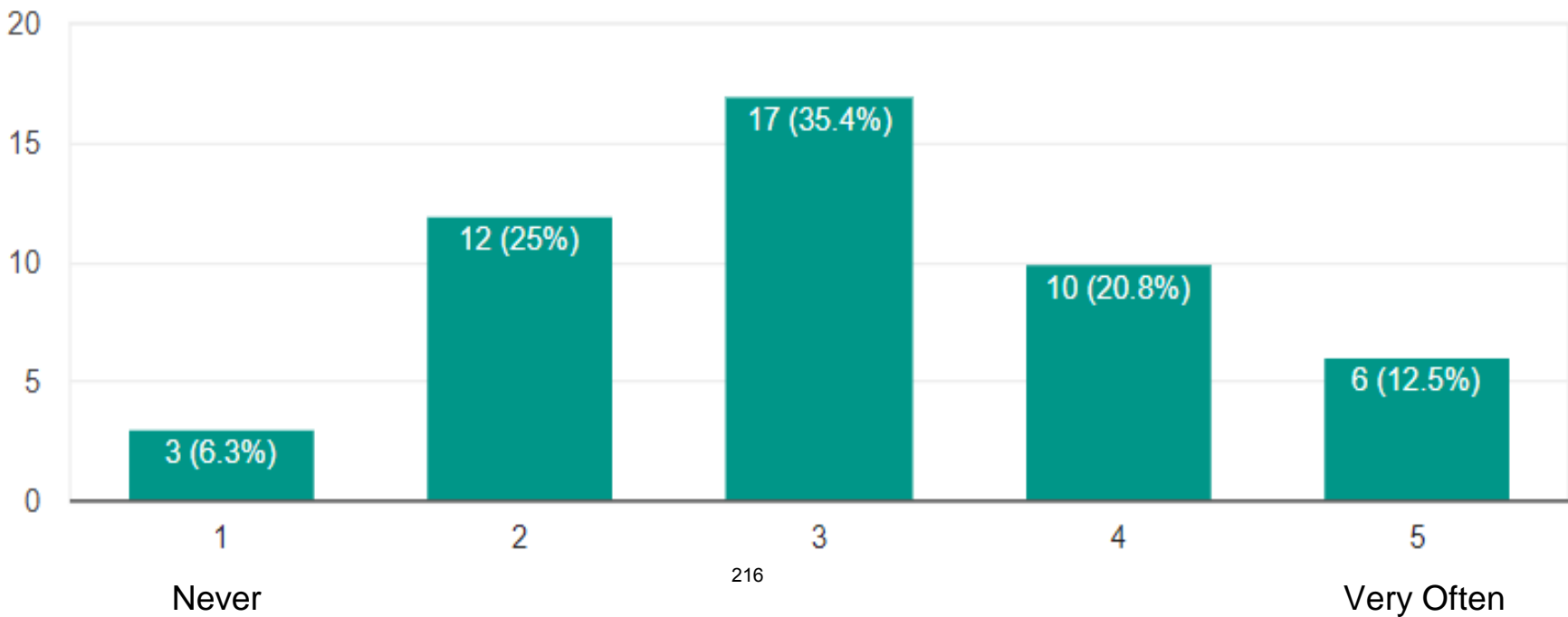



Importance

- Every student needs and deserves to be financially literate .
- This is a conversation around being both college and career ready.
- A problem that crosses generations.

Do you discuss financing (investments, college loans, savings plans, budgeting, etc) with your family?

48 responses

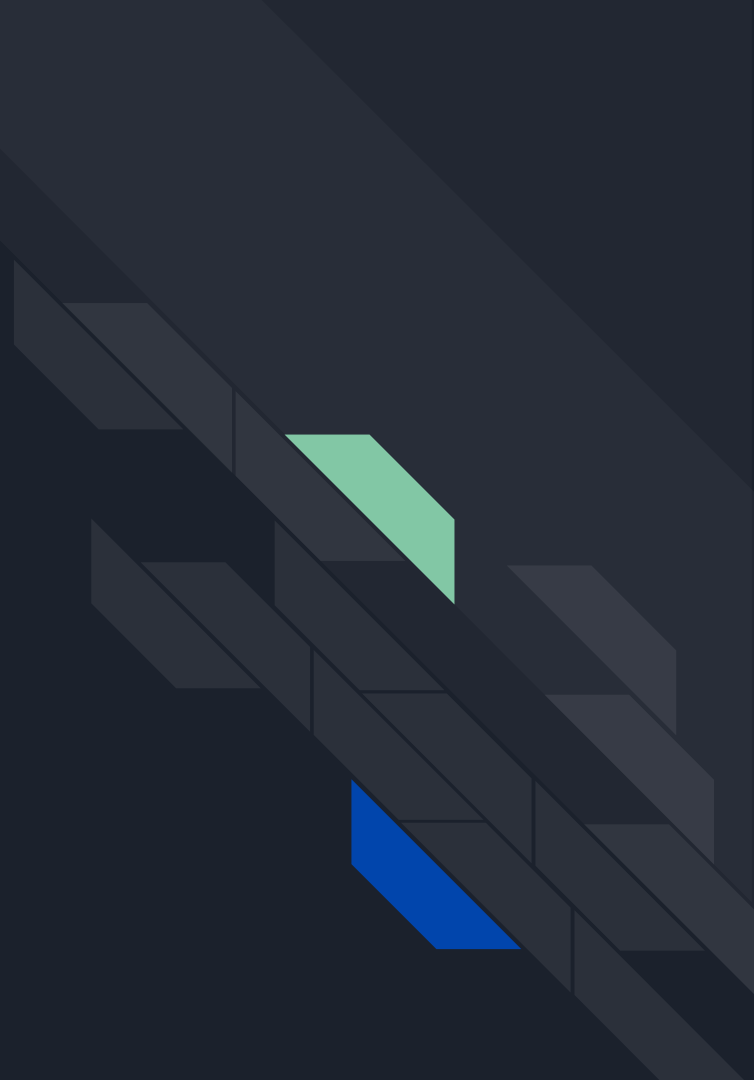




What can SBE do moving forward?

- During next Strategic Plan, make an emphasis to talk about what districts should do regarding financial education;
- Work with OSPI and FEPPP to make sure districts are adequately offering financial education.
 - Expand questions in basic ed. compliance in financial education.
- It is SBE's responsibility to review graduation requirements
 - Steer the financial future of our students in the right direction!

Resolution



THANK YOU

Questions?



THE WASHINGTON STATE BOARD OF EDUCATION

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

RESOLUTION TO SUPPORT FINANCIAL EDUCATION

Prepared for the July 2018 Board meeting Adopted July 12, 2018

WHEREAS financial education is essential to ensure that Washingtonian students are prepared to manage money, credit, investments, and debt; and

WHEREAS RCW 28A.300.468 requires an offering of financial education in grades 9-12 in each school district; and

WHEREAS, according to basic education compliance data collected by the State Board of Education, only 17 school districts require students to earn credit in financial education in order to graduate from high school and only nine school districts require students to complete financial education to graduate from high school without the need to earn credit; and

WHEREAS the Financial Education Public-Private Partnership advocates for financial education, provides trainings and technical assistance, and publishes a list of free services that provide financial education to support school districts; and

WHEREAS the Legislature has continuously raised the importance of financial education during each legislative session; and

WHEREAS Governor Inslee has issued a proclamation in support of National Financial Capability Month; and

WHEREAS the SBE has the responsibility of reviewing graduation requirements per RCW Chapter 28A.230.

THEREFORE, BE IT RESOLVED that, in addition to the current requirement of a financial education course offered in grades 9-12, SBE encourages financial education offerings in grades K-8 to better prepare all students for career, college, and life.

Social Studies Update



THE WASHINGTON STATE BOARD OF EDUCATION

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

COVER: SOCIAL STUDIES LEARNING STANDARDS UPDATE

Prepared for the July 2018 Board Meeting

As related to:

- ☐ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

☐ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

☐ Advocacy

☐ Communication

☐ Convening and facilitating

Policy considerations/Key questions:

The Board will be updated by staff of the Office of the Superintendent of Public Instruction (OSPI) on proposed revised social studies learning standards. The Board may provide a response to the proposed learning standards for consideration by the Superintendent of Public Instruction prior to adoption of the standards.

Materials included in packet:

- Memo on the role of the Board concerning learning standards and on social studies learning standards and graduation requirements.
- OSPI presentation in additional materials folder.

Synopsis:

The Board will hear an overview of learning standards and about the updated social studies standards from Kathe Taylor, Assistant Superintendent for Learning and Teaching, and Carol Coe, Social Studies Program Supervisor for OSPI.



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SOCIAL STUDIES LEARNING STANDARDS UPDATE

Prepared for the July 2018 Board Meeting

Policy Considerations

Legislation passed in 2018 (SHB 2824, Chapter 177, Laws of 2018) clarified and shifted roles and responsibilities of the Superintendent of Public Instruction and the State Board of Education. One of the responsibilities of the State Board of Education that was clarified was the role of the Board in the adoption of state learning standards (or essential academic learning requirements). The section of law addressing learning standards went into effect June 7, 2018, and states that:

Prior to adoption by the superintendent of any new or revised essential academic learning requirements, the superintendent shall submit the proposed new or revised essential academic learning requirements to the state board of education in advance in writing for review at a regularly scheduled or special board meeting. The State Board of Education may provide a response to the superintendent's proposal for consideration prior to final adoption. (SBH 2824, Chapter 177 Laws of 2018).

The Office of the Superintendent of Public Instruction has been in the process of revising and updating social studies learning standards, and plans to adopt the standards on September 19, 2018.

At this Board meeting, Kathe Taylor, Assistant Superintendent of Learning and Teaching, and Carol Coe, Social Studies Program Supervisor, OSPI, will present on the draft social studies learning standards.

The Board may consider providing a response on the proposed standards to the Superintendent of Public Instruction, possibly at the September 2018 Board meeting.

Background

LEARNING STANDARDS

Learning standards define what all students should know and be able to do at each grade level. Learning standards in Washington incorporate the Goals of Basic Education (RCW 28A.150.210):

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;

- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

In addition, learning standards in subject areas other than English language arts and math are aligned with the standards for English language arts and math, the Common Core State Standards (which were adopted as Washington learning standards).

Learning standards provide the educational structure for students to progress in their learning, meet graduation requirements, and earn a career- and college-ready diploma.

SOCIAL STUDIES GRADUATION REQUIREMENTS

Learning standards in social studies define the subject area content of the social studies graduation requirements. The graduation requirement in social studies for the Classes of 2016 and beyond ([WAC 180-51-067](#) and [WAC 180-51-068](#)) is three credits, including the following mandatory courses or their equivalent:

- One credit of US History.
 - Through the Class of 2015, the required class was US History and Government.
 - Civics became a requirement in 2016, and study of the government and the US and Washington Constitutions were part of the Civics requirement, and was therefore separated from the US History requirement.
- One credit of Contemporary World History, Geography and Problems.
- One half credit of Civics, including content described in RCW [28A.230.093](#).
 - Legislation passed in 2018 that added additional content to the Civics course and requires that Civics be delivered as a stand-alone course starting in 2020-2021. (SSHB 1896, Chapter 127, Laws of 2018).
 - This legislation also provided for educator professional development in Civics.
- Successful completion of Washington State History and Government, subject to provisions of RCW [28A.230.170](#); RCW [28A.230.090](#) and WAC [392-410-120](#). Districts must consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.
 - Washington State History and Government is a non-credit requirement that many students take in middle school.
 - The requirement may be waived for students who took a state history class in another state, or who transfer to Washington as a junior or senior and didn't take Washington State History and Government because of residence outside of Washington.

REVISION OF THE SOCIAL STUDIES LEARNING STANDARDS

The Washington State K-12 Social Studies Learning Standards that are being updated is Version 1.2 adopted in 2009. Version 1.2 provided updates to Version 1, published in 2008 as a result of the changes in 2009 of graduation credit requirements for the class of 2016.

The revisions align with the National Council for the Social Studies' [College, Career, and Civic Life \(C3\) Framework for Social Studies State Standards](#). The guiding principles explicated in the framework are:

- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

This approach to social studies, with a focus on inquiry, lends itself a cross-disciplinary approach that is intended to lead to effective, interesting, and engaging instruction. The focus on civic life aligns with Superintendent Reykdal's newly refined vision for OSPI of "All students prepared for post-secondary pathways, career and civic engagement."

Action

No business item is associated with this agenda item at the July meeting. The Board may review the draft proposed social studies learning standards and may provide a response for consideration by the Superintendent of Public Instruction prior to the adoption of the standards.

Please contact Linda Drake at linda.drake@k12.wa.us if you have questions about this memo.

Social Studies K-12 Learning Standards Revision

KATHE TAYLOR, PH.D., ASSISTANT SUPERINTENDENT OF LEARNING AND TEACHING, OSPI

CAROL COE, PH.D., PROGRAM SUPERVISOR, SOCIAL STUDIES



1

Standards are the foundation of K-12 learning and teaching.

The legislature further finds that improving student achievement will require:

Establishing what is expected of students...(1993)

RCW 28A.150.210



2

Basic Education Goals Describe Broadly What Is Expected of Students

(1) **Read** with comprehension, **write** effectively, and **communicate** successfully in a variety of ways and settings and with a variety of audiences;

(2) Know and apply the core concepts and principles of **mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;**

(3) **Think** analytically, logically, and creatively, and to **integrate technology literacy and fluency** as well as different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the **importance of work and finance** and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.150.210



3

Over 25 Years, the System Has Evolved

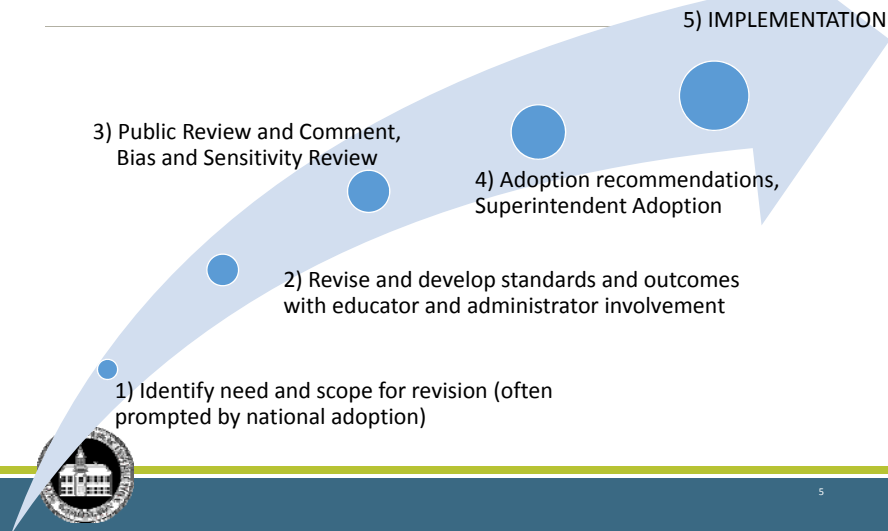
From a unique, Washington state-based framework shared across every basic education goal area (EALRs and GLEs), measured by home-grown assessments (WASL, MSP, HSPE, etc.)

To unique subject-area based frameworks, each with their own organizing structures and terminology, measured by consortium-based assessments (SBA) and home-grown assessments (WCAS, WA-AIM)



4

Learning Standards Revision and Development Process



Learning Standards are Revised “Periodically”

RCW 28A.655.070

(2) The superintendent of public instruction shall:

*(a) **Periodically revise the essential academic learning requirements, as needed**, based on the student learning goals in RCW [28A.150.210](#). Goals one and two shall be considered primary. To the maximum extent possible, the superintendent shall integrate goal four and the knowledge and skill areas in the other goals in the essential academic learning requirements; and*

*(b) **Review and prioritize** the essential academic learning requirements and identify, with clear and concise descriptions, the grade level content expectations to be assessed on the statewide student assessment and used for state or federal accountability purposes.*



6

Washington K-12 Learning Standards

If a 3rd grade teacher were to teach all of the learning standards in Arts, ELA, Health & Physical Education, Math, Science, Social Studies, how many standards would they be teaching?

- A. 32
- B. 78
- C. 141
- D. 172



7

Social Studies Writ Large

National Council for the Social Studies, 1992

Definition: The integrated study of the social sciences and humanities to promote civic competence

Purpose: To help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world

Disciplines: anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, sociology, and content from the humanities, mathematics, and natural sciences



8

Context for Standards Revision Work

❖ OSPI Vision and Mission

❖ Civic Education Initiative

❖ 2SHB 1896

Civics and much, much more!



"Learning to make and evaluate evidence-based arguments (claims) is the singular, unifying, intellectual goal of all social studies courses."

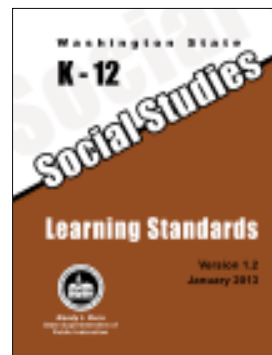
—Walter C. Parker
Inquiry Design Model, 2018



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Social Studies Standards Current Version 1.2

Washington State
K-12 Social Studies
Learning Standards
(EALRs/GLEs)



10

K-12 Social Studies Standards

Civics: The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Economics: The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Geography: The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

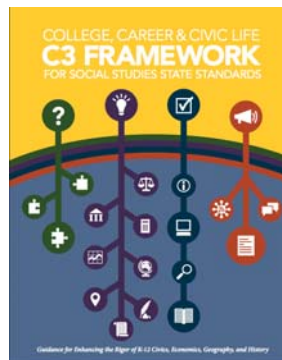
History: The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Skills: The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.



11

The C3 Framework College, Career, and Civic Life



- ❖ Inquiry Arc with Four Dimensions
- ❖ Three-Year Collaborative Effort
- ❖ Released September 17, 2013
- ❖ Provides Instructional Direction
- ❖ Aligned to Common Core



12

Four Dimensions of the C3 Framework

Dimension 1	Dimension 2	Dimension 3	Dimension 4
Develop Questions and Plan Inquiries	Apply Disciplinary Tools and Concepts <ul style="list-style-type: none"> • Civics • Economics • Geography • History 	Evaluate Sources Use Evidence Develop Claims	Communicate and Critique Conclusions Take Informed Action



Format of Revised Standards

- Anchor Standards
- Each Standard: 3 to 4 components
- Enduring Understandings
- Sample Questions



Standard Example: Geography

■ Anchor Standard

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement, and demonstrates knowledge of how geographic features and human cultures impact environments.

■ Components

G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

G2: Understands human interaction with the environment.

G3: Understands the geographic context of global issues and events.



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Standard Example: Geography

■ Enduring Understanding (K-2)

I know that people, products, and ideas can move, connecting local and global communities to each other.

■ Sample Questions (1st Grade)

- What are different ways people can get to school?
- How are goods brought in to school from different places?
- How does your lunch get to school?



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Similarities and Differences

2008 Version #1	2018 Version #2
Five Standards	Five Standards
Three-to-Four Components	Three-to-Four Components
Teacher-Created	Teacher Created
Content Standards First	Skill Standard (Inquiry) First
Suggested Examples	Sample Questions
	Core Concepts Section
	Enduring Understandings



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Standards Adoption *You are invited!*

- Newcomer Center
Ferris High School Spokane
- Constitution Day
September 17, 2018
- Superintendent Reykdal
National Teacher of the Year Mandy Manning



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NOTICE OF EXTERNAL MATERIALS

Prepared for the July 2018 Board meeting

The State Board of Education (SBE) sometimes receives materials produced by external organizations that they present at our Board meetings. In the interest of transparency, the SBE posts these external materials to our website for each Board meeting under a section entitled: "Externally Produced Materials."

The SBE cannot ensure the full accessibility of externally produced materials. If you have difficulty accessing the following document, please contact our Communications Manager Alissa Muller at Alissa.Muller@k12.wa.us. We will try to locate an accessible copy from the originator agency.

[OSPI Washington K-12 Learning Standards Timeline](#)



OSPI Vision, Mission, Values, & Equity Statement

Vision: All students prepared for post-secondary pathways, careers, and civic engagement.

Mission: Transform K-12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity: Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

School Safety Panel



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: SCHOOL SAFETY PANEL

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☒ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☒ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.

- ☒ **Goal Four:** Provide effective oversight of the K-12 system.

☐ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☒ System Oversight

- ☒ Advocacy
- ☒ Communication
- ☒ Convening and facilitating

Policy considerations/Key questions:

Potential adoption of a SBE School Safety Resolution.

Materials included in packet:

- Memo by Ms. Kaaren Heikes
- 30,000-foot View of School Safety
- National School Safety Alliance - Model Standards for Statewide School Safety Centers
- Cost of School Safety Analysis
- ESSB 6620 (2016) Bill Report
- Draft SBE School Safety Resolution

Synopsis:

This panel of students and educators will build on the school safety panel from the Board's May meeting, providing the Board members more perspectives and information to help inform a potential SBE School Safety Resolution and any other possible efforts related to improving school safety that the Board may wish to undertake.

Students will share their thoughts related to school safety, including:

- What makes you feel safe in school?
- What makes you feel unsafe in school?
- What are you and your friends' biggest concerns about school safety?

- Is there an adult at school that you trust, that you could ask a hard question or go to if you were “in trouble?”
- How confident are you that every student has a positive relationship with an adult within the school?

School-based and regional educators will share their thoughts related to school safety, including:

- What local programs or policies related to school safety are you implementing?
- What do you think works and does not work in terms of school safety?
- What could be done at the state level to support school safety?



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SCHOOL SAFETY

Prepared for the July 2018 Board meeting

Policy Considerations

The Board is concerned about the physical and psychological safety of our state's students and public schools, and is exploring possible strategies to support improved school safety.

A number of initiatives, recently enacted laws and state funding allocations, and key state and national research – all related to school safety – may be valuable to the Board during its considerations and deliberations. Some are provided in hard copy following this memo; others are highlighted and linked herein:

Washington State Institute for Public Policy School Safety Funding Study

[WSIPP conducted a study](#) (December, 2017) analyzing funding nationally, across all 50 states, for school safety and security. This study includes a detailed analysis of 15 years (2001-2016) of Washington State's legislative and fiscal history related to school safety.

Regional School Safety Programs

Regional School Safety Programs, created by ESSB 6620 (2016) and funded (\$722K) in the 2018 supplemental operating budget (ESSB 6032). OSPI has been working with AESD and all nine ESDs to establish the foundation of regional safety programs. Through the iGrants process, the dollars will be allocated to two "lead" ESDs (105 and 114), and seven "Regional Safety Programs" to address the specific mandates of the bill:

- threat assessment
- emergency notification systems/processes – *to include private schools, and*
- looking at potential safety technologies

This one-year allocation is available July 2, 2018 through June 30, 2019. It is hoped that the success of this initial funding will form the basis for both increased and ongoing funding for ESD-based regional safety centers.

Social Emotional Training Modules

ESSB 6620 (2016) also required OSPI to develop an [online social and emotional training module](#) for educators, administrators, and other school district staff by September 1, 2017, which OSPI did. The legislature required that the modules be based on the recommendations of OSPI's 2016 report on

comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning; and must promote students' self-awareness, self-management, social-awareness, relationships, and responsible decision-making.

School Safety Audit

The State Auditor's Office (SAO) is conducting [a school safety audit](#), which will review school safety planning efforts in Washington's K-12 schools, a topic developed by working with stakeholders from OSPI's School Safety Center and WSSDA. This audit seeks to answer the following question: *What leading practices and other opportunities exist to address known gaps in K-12 school safety planning?* Audit results are expected to be released in mid-2018.

Annual Safety Summit

Washington State's third Safety Summit will be held on August 6, 2018, 9:00am – 4:00pm, at Puget Sound ESD (121) in Renton. Synopsis of the [first](#) (*A Plan to Fund School Safety: Setting the Stage*) and [second](#) (*It Can't Happen Here*) annual School Safety Summits provide valuable and detailed contextual information. This year's summit agenda is slated to include:

- Current state of school safety
- The new normal in school
- The plan to fund school safety

As required by ESSB 6620 (2016), OSPI and the [School Safety Advisory Committee](#) must conduct an annual safety summit with a required focus on establishing and monitoring the progress of a statewide plan for funding cost-effective methods for school safety that meet local needs. Other areas of focus may include planning and implementation of school safety planning efforts, training of school safety professionals, and integrating mental health and security measures.

Other upcoming school safety events:

[IBPA Bullying Prevention Conference Flier](#) – November 5-7, 2018, San Diego

[Safer Internet Day - USA – February 5, 2019, Seattle](#)

Additional Key School Safety Research and Information:

[Active Shooter Incidents in the United States in 2016 and 2017](#) - DOJ-FBI

[Education Week Research Center: School Policing Survey](#)

[Juvenile Court Statistics 2015](#) – NCJJ-OJJDP

[Juvenile Firearms and Gang Offenders Report - Dec 2017 - DSHS](#)

[Multi-Agency Reunification Services Plan Template](#) - National Mass Care Strategy

[Pretesting a Human Trafficking Screening Tool in the Child Welfare and Runaway and Homeless Youth Systems](#) – Urban Institute

[Role of Technology in Improving K-12 School Safety](#) – Rand Corporation

[Teen Dating Abuse: 2018 Resource Guide](#) - Children’s Safety Network

[Texas: School and Firearm Safety Action Plan](#) – Governor Abbott

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



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DRAFT RESOLUTION TO SUPPORT SCHOOL SAFETY

WHEREAS, the Washington State Board of Education supports the right of students and staff to attend safe schools that ensure both physical and emotional safety, and that safe schools create the conditions necessary to foster academic achievement and the health of Washington's K-12 system; and

WHEREAS, safe schools provide an environment where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated and standards of behavior are maintained; and consequences for infractions are consistently and fairly applied; and

WHEREAS, while school shootings are statistically rare, any loss of life is unacceptable, including that stemming from student injury, suicide, drug abuse, child abuse, suicide, bullying, and auto accidents; and

WHEREAS, the Washington State Board of Education has consistently advocated for additional counseling and mental health staff for our schools; and has passed a resolution to oppose and root out bullying; and

WHEREAS, the most effective approach to creating safe school environments requires a comprehensive, coordinated effort including school-wide, district-wide and community-wide strategies where all institutions, organizations and individuals accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning; and

WHEREAS, the Washington State Board of Education supports local schools, districts and communities in developing, implementing and monitoring policies and programs to address the prevention, intervention and elimination of school violence; and

WHEREAS, RCW 28A.320.125 requires each school district and private school to develop their own individual comprehensive safe school plans and consider guidance provided by the superintendent of public instruction, including the comprehensive school safety checklist and the model comprehensive safe school plans that include prevention, intervention, all hazard/crisis response, and post-crisis recovery when developing their own plans;

NOW, THEREFORE, BE IT RESOLVED

That the Washington State Board of Education urges the State Legislature and Congress to take action to reduce the availability of weapons to children and those who would harm them, as well as to increase access to programs that foster and support a positive school climate, free from harassment and violence.

BE IT FURTHER RESOLVED that the State Board of Education urges the state of Washington to invest in, promote, and support comprehensive, coordinated and collaborative strategies to prevent drug use, bullying, harassment, discrimination and violence in our schools so that all students have the opportunity to attend school, engage in the classroom and achieve academic success for their future well-being.

July 2018 Regular font: Appears to be general consensus to include content in resolution.
 Italics font: Content warrants further Board discussion, given survey results.



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[School Safety: A 30,000' Overview \(OSPI\)](#)

[National School Safety Alliance Model Standards for Statewide School Safety Centers](#)

[New Dawn Security School Safety Mandated Cost Study](#)

[Final Bill Report ESB 6620](#)

Governor's Office Update



THE WASHINGTON STATE BOARD OF EDUCATION

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COVER: GOVERNOR'S OFFICE UPDATE

Prepared for the July 2018 Board Meeting

As related to:

- ☒ **Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- ☐ **Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- ☐ **Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- ☐ **Goal Four:** Provide effective oversight of the K-12 system.
- ☒ **Other**

Relevant to Board roles:

- ☒ Policy Leadership
- ☐ System Oversight
- ☒ Advocacy
- ☒ Communication
- ☐ Convening and facilitating

Policy considerations/Key questions:

What are the emerging priorities the Governor's Office is working on to support students and our education system?

Materials included in packet:

N/A

Synopsis:

Madeline Thompson, Senior Policy Advisor for Education in the office of Governor Jay Inslee will update the Board on work the Governor's office is leading related to school safety, career connected learning, and other initiatives.