



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title: Strategic Planning Process</b>		
<b>As related to:</b>	<input checked="" type="checkbox"/> <b>Goal One:</b> Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> <b>Goal Two:</b> Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> <b>Goal Three:</b> Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> <b>Goal Four:</b> Provide effective oversight of the K-12 system. <input type="checkbox"/> <b>Other</b>
<b>Relevant to Board roles:</b>	<input checked="" type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and facilitating
<b>Policy considerations / Key questions:</b>	The Board will provide direction to staff on the content and timeline for the strategic plan. In addition, the board will seek opportunities to align and collaborate with other agencies engaged in student success and achievement.	
<b>Relevant to business item:</b>	N/A	
<b>Materials included in packet:</b>	<p>This section contains the following documents:</p> <ul style="list-style-type: none"> <li>• Strategic Plan PowerPoint</li> <li>• Foundations Document: Bridging the 2017 Annual Retreat and 2018 Strategic Planning Process</li> <li>• Equity Statement of Intent</li> <li>• Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) PowerPoint</li> </ul> <p>The following documents for this section can be found online only:</p> <ul style="list-style-type: none"> <li>• Equity Lens</li> <li>• EOGOAC 2018 Report to the Legislature</li> <li>• EOGOAC Community Truancy Board Report</li> <li>• Washington Student Achievement Council 2017 Roadmap Progress Report</li> <li>• Workforce Training Board 2018 Talent and Prosperity for All Report</li> </ul>	
<b>Synopsis:</b>	At the March meeting, members begin a new strategic planning process building on the Board's current priorities and foundational work emerging from the 2017 Board retreat. Specifically the Board will review current strategic plan priorities and areas of responsibility and discuss the proposed timeline and outline for the 2018 strategic plan. In addition, the board will engage in a conversation with the equity committee on the use of the equity statement of intent and accompanying equity lens as a foundational element	



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of the plan. Finally, the Board will hear updates and suggestions from three other organizations engaged in related work.

- Educational Opportunity Gap Oversight and Accountability Committee
    - Closing the Opportunity Gap in Washington's Public Education System: 2018 Annual Report
  - Washington Student Achievement Council
    - 2017 Roadmap Progress Report
  - Workforce Board
    - Talent and Prosperity for All
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## 2018-19 Strategic Plan

Randy Spaulding, Executive Director

March 6, 2018

### Discussion Objectives

- Build consensus around planning process and key deliverables.
- Establish equity as a foundational principle for the plan.
- Review current priorities and responsibilities of the Board.
- Begin to identify opportunities for alignment with other initiatives.



## Conversation today

- Review current strategic plan priorities and areas of responsibility.
- Review proposed timeline and plan outline.
- Engage in a conversation with Equity Committee on the use of the Equity Statement of Intent and accompanying Equity Lens.
- Update and priorities of the Educational Opportunity Gap Oversight and Accountability Committee.
- Update on State Attainment Goals from Washington Student Achievement Council.
- Update on the Talent and Prosperity for All Plan from Workforce Education and Training Board.



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## Role of State Boards

- **Policy**
  - Promote educational quality throughout the state.
  - Establish long-range goals.
  - Adopt regulations and advocate for necessary legislation.
  - Measure system performance.
- **Convening**
  - Consider input from a wide range of stakeholders.
  - Serve as a bridge between educators and policymakers.
- **Questioning**
  - Ask questions about the system and policies that come before the board.
  - Consider the potential impact of any policy they are asked to adopt.



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## Statutory Purpose



*The purpose of the state board of education is to:*

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

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## Vision and Mission



### **Vision**

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

### **Mission**

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

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## Areas of Responsibility



### Statutory Purpose

- The statutory role of the Board is to advocate for the education system and promote the goals of basic education and ensure accountability to the standards.

### Accountability and Improvement

- The Board adopts goals, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for awards and required action.

### HS Graduation Requirements

- Adopt credit and non-credit requirements for high school graduation, establish threshold scores for assessments and alternatives to meet graduation requirements and college readiness, and approve frameworks for CTE equivalencies.

### Basic Education Compliance

- Adopt rules and monitor compliance with basic education, approve private schools operating in Washington, and approve and monitor districts wishing to authorize charter schools.

### Other duties

- Report on various duties, approve changes to the number and boundaries of Educational Service Districts, hold regular public meetings to carry out the business of the Board.

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## Proposed Planning Process



- Review prior work
  - State Board of Education reports, priorities, and planning documents.
  - Plans and goals of partner agencies and organizations.
  - Examples from national research and leading states.
- Engage with stakeholders to:
  - Help define the imperative.
  - Inform Board priorities.
  - Build support for Board initiatives.
- Partner with agencies and organizations with shared goals to:
  - Amplify impact through collective or aligned actions.

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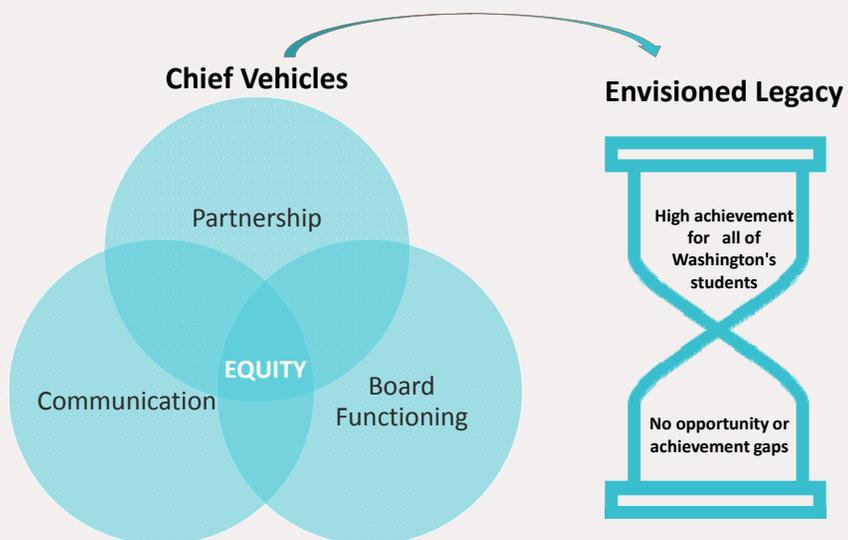
## 2015-2018 Strategic Plan Goals

- Develop and support policies to close the achievement and opportunity gaps.
- Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
- Ensure that every student has the opportunity to meet career and college ready standards.
- Provide effective oversight of the K-12 system.



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## SBE Ten Year Vision



2017 Retreat



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## Equity Statement of Intent

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

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

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

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

- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
- With transparency and humility, honor and actively engage Washington's underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students ; and
- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.



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## Equity Lens

- What outcome do we want from our strategic planning process in terms of how equity is embedded in it?
- “Unpack” our Equity Statement.
- Discuss proposed SBE Equity Lens.
- How might we use our Equity Statement and Equity Lens to explicitly influence equity in our educational system?



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## Strategic Plan Outline

- Imperative
- Goals
- Equity Statement of Intent and Lens
- Priorities
- Strategies and Results expected
- Measuring progress and updates
- Other elements:
  - Letter
  - Board Mission and Vision
  - Board make-up / membership



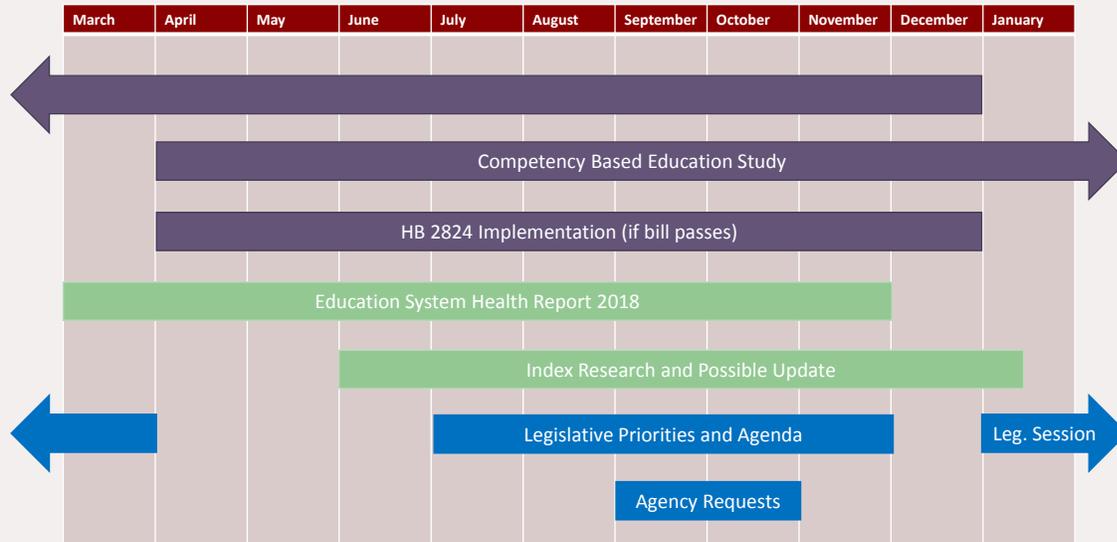
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## Plan Timeline



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## Key related deliverables



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## Measuring Progress

- ESSA Index
- Educational System Health Indicators
- Other Frameworks:
  - OSPI Report Card and Data Analytics
  - Results Washington
  - Student Achievement Council Roadmap Indicators
  - The Governor's STEM Education Innovation Alliance Dashboard
  - Local and Regional measures (e.g. Community Center for Education Results)

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## Multiple Measures Index



Grade Span	Academic Indicators			School Quality or Student Success Indicators
Elementary	Proficiency on the statewide assessments in ELA and Math	Academic growth as measured by Student Growth Percentiles (SGPs)	English Learner Progress	Chronic Absenteeism
Middle				
High	Proficiency on statewide assessments on ELA and Math	Graduation Rate	English Learner Progress	Chronic Absenteeism 9 <sup>th</sup> Graders on Track Advanced Course-Taking (dual credit)

## Indicators of Educational System Health



Indicator	Trend	2017 Actual	2018 Target
Kindergarten Readiness	Improving	47.4%	51.7%
4 <sup>th</sup> Grade Reading	Improving	55.2%	58.7%
8 <sup>th</sup> Grade Math	Improving	46.6%	50.9%
High School Graduation	Improving	79.3%	80.4%
Readiness for College Coursework	Improving	73.9*	75.5%
Post Secondary Attainment and Workforce	One Year of Data	42%*	44%

\*Note: represents the most recent year of data.

This figure depicts the statutorily required indicators

## Partner Collaboration (Part 1)

- Educational Opportunity Gap Oversight and Accountability Committee
  - Closing the Opportunity Gap in Washington's Public Education System: 2018 Annual Report
- Washington Student Achievement Council
  - 2017 Roadmap Progress Report
- Workforce Board
  - Talent and Prosperity for All



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



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## **Foundations I: Bridging the 2017 annual retreat and 2018 strategic planning process**

**SBE'S DESIRED LEGACY: Increased/high achievement for all of Washington's students and elimination of opportunity and achievement gaps.**

### **Equity**

1. Develop policy using an equity lens
2. Promote culturally relevant curriculum
3. Challenge our system to increase the expectations of special education students
4. Discuss equity as part of our regular meetings
5. Promote policies that support undocumented families
6. Choosing a handful of issues (be selective)
7. Define opportunity promise
8. Provide leadership and modeling publicly (for equity)
9. Model to local districts on equity leadership
10. Develop policies that will help our schools lead to a more diverse educator workforce
11. Promote social learning that can't be taught in schools
12. Help create a culture of college-going

### **VEHICLES TO ACHIEVE OUR LEGACY:**

#### Partnership

1. Strengthen P-20 relationships with other organizations
2. Communicate regularly with the Governor and WSSDA
3. With diverse stakeholders, identify what "student success" means
4. Get input from our partners during your next strategic planning process
5. Understand goals of partner agencies
6. Seek input and listen to our partners in the field
7. Fiercely transparent with partners and public
8. Partner with stakeholders to reach further than education
9. Public discourse on important issues
10. Deliberately identify our thought partners when starting a new initiative
11. Recognize Governor's role, goals, and authority
12. Listen to students
13. Stronger, more active relationship with legislators
14. Provide platform for public discourse and transparency
15. Enable and honor the professional expertise/trade of our educators
16. Ask partners if SBE is effective
17. Strengthen our routine working relationship with OSPI
18. Better incorporate student engagement in SBE conversations
19. Engage our key partners in next strategic planning process
20. Reach out to citizens in the state without children who have a view on future goals

21. Proactive work with partners
22. Seek opportunities with our partners for joint legislative priorities
23. Listen to innovative educators more than corporations pushing agendas
24. Look for opportunities to recognize and share success in K-20

### Communication

1. Execute an effective communications campaign (about SBE, the AI, etc.)

### Board function

1. Focus more on the influencing part of our job
2. Improve Board professional development
3. Better process within meeting to reach consensus and make decisions
4. Too many = inch deep, mile wide
5. Goals and priorities driven by research
6. Better board member onboarding and info
7. Use established research as a basis for our positions
8. Recognize that the board has different opportunities depending on the policy area
9. Don't overload our plate
10. Have a common, sustainable direction for multiple years
11. Take the graduate themes we want and look for opportunities to advance broad goals
12. Collaboratively identify best means to achieve goals
13. Defining issues more precisely
14. Within lane, project to address future issues
15. Spend time in board meetings proportionate to the importance of the item
16. Use board members and recognize strengths
17. Focus on top priorities
18. Clearly understand where you have authority to make policy
19. Encourage innovation to meet the needs of all students
20. Increase our reflection (on how things went, to focus toward future)
21. Use the power of questioning to comment on important education issues
22. Identify our "why"
23. Adopt a "yes, and" culture
24. Not being afraid to take on new challenges
25. Build on work we've already done
26. Build our bench – understand where our strengths/opportunities are
27. Make sure in implementation push, we're not getting ahead of resources
28. Empower all SBE staff to execute SBE goals
29. Identify changing business needs
30. Identify societal needs

If you have questions regarding this information, please contact Kaaren Heikes at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

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## EQUITY STATEMENT OF INTENT

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

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- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
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- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.

If you have questions regarding this information, please contact Kaaren Heikes at [Kaaren.heikes@k12.wa.us](mailto:Kaaren.heikes@k12.wa.us).

Adopted 01/11/18



# The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)



## Background

# Educational Opportunity Gap Oversight & Accountability Committee (EOGOAC)

- Established in 2009
- Objective = **close K-12 opportunity gaps in WA**
- Bicameral & bipartisan w/ community representation
- Publish annual reports to:
  - Legislature
  - Governor
  - House and Senate Education Committees
  - Office of Superintendent of Public Instruction
  - Professional Educator Standards Board
  - State Board of Education



## Committee Governance

Committee Co-Chairs	EOGOAC Staff	EOGOAC Membership
Three elected EOGOAC members serve as committee co-chairs.	Staffing provided by Special Programs Department at OSPI	Membership established under RCW.280.300.136
<ul style="list-style-type: none"> <li>• Senator John McCoy</li> <li>• Representative Lilian Ortiz-Self</li> <li>• Fiasili Savusa</li> </ul>	<ul style="list-style-type: none"> <li>• Maria Flores, Director</li> <li>• LinhPhung Huynh, Research Analyst</li> <li>• Nickolaus Colgan, Program Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• House &amp; Senate</li> <li>• State Ethnic Commissions</li> <li>• OSPI</li> <li>• OEO</li> <li>• Federally recognized Indian tribes in WA</li> </ul>

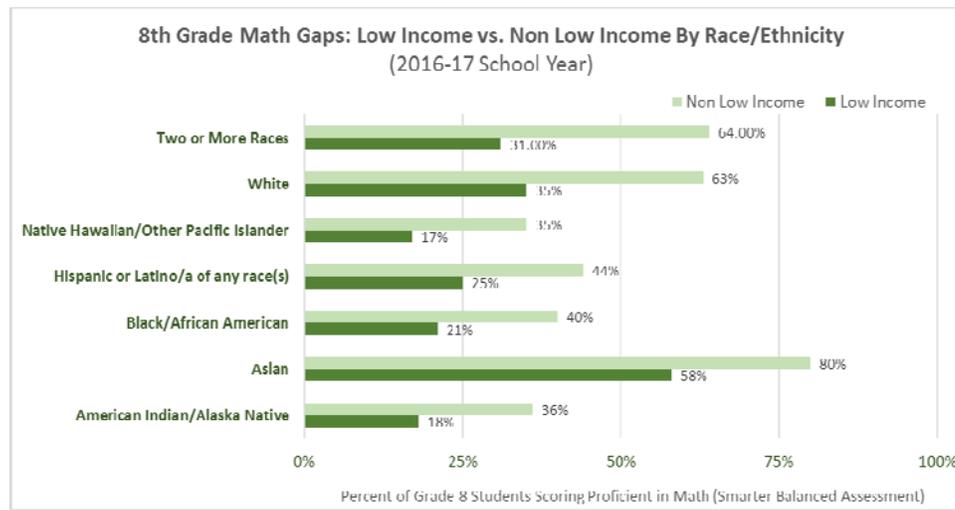
## Legislative Charge (RCW. 28A.300.136)

EOGOAC is charged to recommend policies and strategies in the following areas...

- Parent and community involvement
- Educator cultural competence
- Educator workforce of color
- Programs that narrow gaps
- Data elements that monitor progress
- Innovative school models
- School and school district improvement process



## 'Opportunity Gap'



\*\*\*Note: The OSPI has been collecting student-level data in accordance with federally mandated race and ethnicity categories (shown in the graph above). According to [RCW 28A.300.042](#), and beginning the 2018-19 school year, school districts are required to collect student data using a list of further disaggregated subracial and subethnic categories, which can help administrators and policymakers reveal additional opportunity gaps. Data Source: The Office of Superintendent of Public Instruction, Student Information Department: Comprehensive Education Data And Research System.



# Fourth Substitute House Bill 1541

## History

### **The Educational Opportunity Gap Oversight and Accountability Committee**

- EOGOAC established in 2009
- Recommend policies and strategies to close the achievement gap.

### **In their 2015 Report to the Legislature, the EOGOAC made the following recommendations:**

1. Reduce the length of time students of color are excluded from school due to suspension and expulsion, and provide student support for reengagement plans;
2. Enhance the cultural competence of current and future educators and classified staff;
3. Endorse all educators in English Language Learner (ELL) and second language acquisition;
4. Account for the Transitional Bilingual Instruction Program (TBIP) for instructional services provided to ELL students;
5. Analyze the opportunity gap through deeper disaggregation of student demographic data;
6. Invest in the recruitment, hiring, and retention of educators of color;
7. Incorporate integrated student services (ISS) and family engagement; and
8. Strengthen student transitions.

# Fourth Substitute House Bill 1541

*Fourth Substitute House Bill 1541 implements strategies to close the educational opportunity gap in Washington based on recommendations made by the EOGOAC.*

- Part I: Disproportionality in Student Discipline
- Part II: Educator Cultural Competence
- Part III: Instructing English Language Learners
- Part IV: English Language Learner Accountability
- Part V: Disaggregated Student Data
- Part VI: Recruitment and Retention of Educators
- Part VII: Transitions
- Part VIII: Integrated Student Services and Family Engagement

## Part I: Disproportionality in Student Discipline

- **School Districts MUST:**
  - Annually disseminate discipline policies and procedures to students, families, and the community. (Sec. 102)
  - Use disaggregated data to monitor the impacts of the SD's discipline policies and procedures. (Sec. 102)
  - Periodically review and update discipline rules, policies, and procedures in consultation w/staff, students, families, and the community. (Sec. 102)
  - Adopt and enforce discipline policies and procedures consistent with the WSSDA model policy by the beginning of the 17/18 school year. (Sec. 103)

# Part I: Disproportionality in Student Discipline (cont.)

- **School Districts MUST:**

- Convene a meeting with the student and the student's parents or guardians within 20 days of the student's long-term suspension or expulsion to discuss a reengagement plan (Sec. 107 revises RCW 28A.600.022.)
- Provide an opportunity for a student to receive educational services during a period of suspension or expulsion (Sec. 105).

**Other:**

- Families must have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan. (Sec. 107).

# Part I: Disproportionality in Student Discipline (cont.)

- **School Districts MAY NOT:**

- Impose long-term suspension or expulsion as a form of "discretionary discipline". (Sec. 105)
- Suspend the provision of educational services to a student as a disciplinary action. (Sec. 105 revises RCW 28A.600.015)
- Suspend or expel students for more than the length of an academic term as defined by the school board (can petition for exceptions in limited circumstances). (Sec. 106)

# Part I: Disproportionality in Student Discipline (cont.)

- **WSSDA SHALL:**

- Create model SD discipline policies and procedures and post them publicly by 12/1/2016 with TA/Guidance from OSPI Office of Equity and Civil Rights and the WA state human rights commission. (Sec. 103)

- **OSPI SHALL:**

- Develop a training program (in modules) to support the implementation of discipline policies and procedures under Ch. 28A.600 RCW (Sec.104)
  - Incorporate or adapt existing online training or curriculum
  - Develop in modules that allow access over reasonable # of training sessions; Delivery in person or online; Use in self-directed manner.

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# Part I: Disproportionality In Student Discipline (cont.)

**Other:**

SD's are **strongly encouraged** to provide the trainings to all school and district staff interacting with students, as well as, within a reasonable time following any substantive change to school discipline policies or procedures. (Sec. 104)

**Removes violations** of telecommunication device or dress code policies from list of reasons for which principal's should consider imposing long-term suspension or expulsion. (Sec. 106)

When a SD provides educational services in an alternative setting, the alternative setting **should** be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. (Sec. 106 revises RCW 28A.600.020).

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## Part II: Educator Cultural Competence

- **WSSDA MUST**

- In consultation w/OSPI, PESB, **EOGOAC**, TPEP Steering Committee: Develop a plan for creation and delivery of cultural competency training for school board directors and superintendents. (Sec. 201)

- **OSPI MUST**

- In consultation w/PESB, **EOGOAC**, TPEP Steering Committee, include the foundational elements of cultural competence into the TPEP professional development program for principals, administrators, and teachers. (Sec. 202)
- In collaboration w/**EOGOAC**, PESB, Colleges of Education, and reps from diverse communities and community-based organizations, develop a content outline for professional development and training in cultural competence for school staff (including classified school staff). (Sec. 204)

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## Part II: Educator Cultural Competence

- **School Districts:**

- Foundational elements of cultural competence, focusing on multicultural education and principles of ELA is added as a **mandatory element** of the PD required for Principals and administrators who have evaluation responsibilities. (Sec. 203)
- Required Action Districts (RAD) are **strongly encouraged** to provide cultural competence PD and training developed under RCW 28A.405.106, 28A.405.120 and section 204 of this act for classified, certificated instructional, and administrative staff of the school.

- **ESDs:**

- Are **encouraged** to use the cultural competence PD and training developed under this section to provide opportunities for all school and districts staff to gain knowledge and skills in cultural competence, including in partnership with their local communities. (Sec. 204)

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## Part III: Instructing English Language Learners

Beginning in the 2019-20 SY, all classroom teachers funded through TBIP MUST hold an endorsement in bilingual education, English Language Learner, or both.

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## Part IV: English Language Learner Accountability

### **OSPI MUST**

- Provide SDs with TA and support in selecting research-based program models, instructional materials, and PD for TBIP program staff, including disseminating information about best practices and innovative programs (Sec. 401).
- Identify schools in the top 5% of schools w/the highest % growth during the previous 2 school years in enrollment of ELL students as compared to previous enrollment trends. OSPI must then notify these schools. (Sec. 402)

### **School Districts who are identified:**

- Are **STRONGLY ENCOURAGED** to provide the school staff with cultural competence PD and training developed under section 204. (Sec. 402)

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# Part V: Disaggregated Student Data

## OSPI MUST

- Collect all student level data using the US ED 2007 race and ethnicity guidelines with the following four modifications (Sec. 501):
  - a) Further disaggregation of the Black category to differentiate students of African origin and students native to the US with African ancestors;
  - b) Further disaggregation of countries of origin for Asian students;
  - c) Further disaggregation of the White category to include subethnic categories for Eastern European nationalities that have significant population in Washington; and
  - d) For student who report as multiracial, collection of their racial and ethnic combination of categories.
- (K-12 Data Governance Group) develop data protocols and guidance for SDs and modify the data system as needed (Sec. 501)..
- Incorporate training for school staff on best practices for data collection into other training being provided (Sec. 501).

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# Part V: Disaggregated Student Data (cont.)

## OSPI MUST (cont.)

- Develop a reporting format and instructions for SDs to collect and submit data as required under RCW.28A.300.042. (Sec. 503)
- Adopt a rule that reduces the minimum n-size to 10 students in a grade level or student subgroup. This should be done by August 1, 2016 and in cooperation w/the K12 data governance group, the ERDC, and the SBE. (Sec. 504).
- Convene a task force to review the USDE 2007 race and ethnicity reporting guidelines and develop race and ethnicity guidance for the state (Sec. 502).
  - EOGOAC
  - the ethnic commissions
  - the Governor's office of Indian Affairs and
  - A diverse group of parents.

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## Part V: Disaggregated Student Data

### School Districts MUST

- Beginning in the 2017-18 SY, collect student level data at the level identified in section 501 (1), for all newly enrolled students and transfer students.
- Resurvey students for whom subracial and subethnic categories were not previously collected.

### School Districts MAY

- Resurvey other students.

## Part VI: Recruitment and Retention of Educators

### OSPI MUST

- to the extent data is available, add the following to minimum reports made available online (Sec. 601):
  - Percentage of classroom teachers per school district and per school disaggregated as described in RCW 28A.300.042(1) for student-level data.
  - Average length of service classroom teachers per school district, and disaggregated as described in changes for student-level data.

## Part VII: Transitions

### **Department of Early Learning**

- in collaboration with OSPI, create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the early achievers program.

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## Part VIII: Integrated Student Services and Family Engagement

### **OSPI SHALL/MUST**

- Establish the Center for the Improvement of Student Learning (CISL). (Sec. 804).
- Create a work group to determine how best to implement the framework described in section 801.

### **CISL (within OSPI) MUST**

- Work in conjunction w/parents, ESDs, institution of HE, and education , parent, community, and business organizations (Sec. 802).
- Establish the Washington Integrated Student Supports Protocol (WISSP). Framework includes: Needs assessments, Integration & coordination; Community Partnerships, and must be data driven.

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# Part VIII: Integrated Student Services and Family Engagement

## Changes to LAP

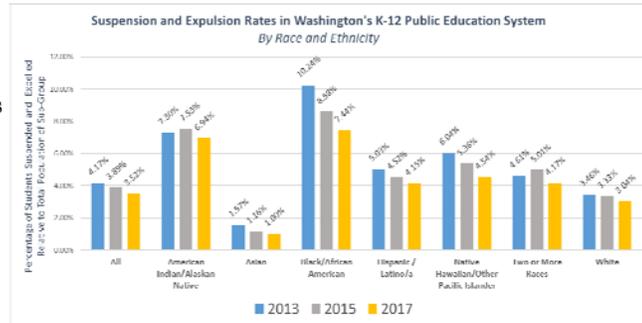
- Strikes the requirement that the expenditures of funds from LAP must be consistent with the provisions of RCW 28A.655.235 (Reading skills—Intensive reading and literacy improvement strategy—Calculation of tested students at or below basic on third grade student assessment—State menu of best practices.)
- Changes the language so that School Boards (rather than OSPI) must approve any community based organization (CBO) or local agency before LAP funds can be spent for readiness to learn.

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# Recommendations from the 2018 Annual Report

# 1. Student Discipline

- **1A:** Before implementing disciplinary practices and policies, schools and school districts must look at disaggregated data to ensure equity in decision making.
- **1B:** School districts must implement a system analysis when facilitating reengagement between a student and their school.



- **1C:** Data teams working at the school district level must include representatives from communities that are most affected by student discipline rules and policies, and must conduct an annual system analysis to inform discipline policies and practices.
- **1D:** The OSPI should further develop model policy and training guidance on family engagement, so schools and school districts are fully equipped to engage students and their families in a culturally and linguistic responsive manner.

## 2. The Truancy Process and Community Truancy Boards

While **CTBs are not the answer to the systemic educational inequities that create the opportunity gap for our students of color**, CTBs can be used as a tool to avoid sending students into the school-to-prison pipeline.

In order to eliminate barriers to school engagement, especially for our students of color, CTBs must:

- be culturally responsive in their development, membership, and application;
- be situated within and representative of local communities;
- conduct a culturally responsive mapping of community resources, so they can connect children and families in crisis and conflict with culturally and linguistically relevant resources and services; and
- bolster educators' efforts to ensure culturally responsive school environments that pull students and families in, rather than push them out.

## Summary of Recommendations for Community Truancy Board Development

Recommendation	Description
<b>2C. Risk Assessment Tools</b>	<ul style="list-style-type: none"> <li>The WARNS tool (and any risk assessment tool used with students) should operate with an equity lens—from development through to adaptation and application.</li> <li>Developers of the WARNS tool should conduct a deeper test on invariance that includes comparisons beyond two student groups (i.e. White and Latinx students).<sup>1</sup></li> <li>In collaboration with community representatives, WARNS tool developers should review and adjust assessment questions to be culturally sensitive/responsive while avoiding assumptions and expectations that are culturally bound.</li> <li>To increase accuracy and valid student responsiveness, assessment tool developers should incorporate positive scaling so there are neutral and positive answer options in the assessment.</li> <li>Districts and schools should ensure school staff are equipped with standardized guidance on how best to implement and use a risk assessment tool.</li> <li>The Legislature should prioritize and fund the development of a risk assessment tool for the elementary school level, as the current WARNS tool is designed for middle and high school age youth.<sup>2</sup></li> <li>While the EGOAC recognizes that the WARNS tool is mentioned specifically in statute, it recommends the Legislature require an analysis of other research-based risk assessment tools that can be used by community truancy boards.<sup>3</sup></li> </ul>
<b>2D. Funding</b>	<ul style="list-style-type: none"> <li>The Legislature should adequately fund treatment and wraparound services for students as outlined in the <a href="#">Washington Integrated Student Supports Protocol</a>, including the professional positions required to deliver these services.</li> <li>The Legislature should support the use of a risk assessment tool at the school and district levels by providing universal funding for access.</li> <li>To reduce disproportionate discipline rates and the reliance on the juvenile justice system, the Legislature must provide training funds for all school districts to undergo community truancy board development.</li> </ul>

<sup>1</sup> An update from WARNS developers at the Washington State University: "Thanks to the many school districts using the WARNS this academic year we anticipate having a sample size that will allow for invariance testing on one or more other groups (African American, Asian, Hawaiian/Pacific Islander, Native American) by the end of the present academic year. Further analyses will be conducted when sufficient sample sizes are obtained. Our plan is to conduct these analyses in July 2018 and report on them prior to the beginning of the 2018-2019 school year. Additionally, we are planning to prepare a request for federal funds to further examine WARNS and truancy as they relate to minority populations."

<sup>2</sup> An update from WARNS developers at the Washington State University: "We have generated a draft instrument consisting of items relevant to an elementary school population. We plan to seek IRB approval for a study and recruit elementary school principals to pilot test the instrument. However, the bulk of our recent instrument development and validation efforts have been focused on obtaining a data set that will allow for the generating data-based norms for the Middle School version of the WARNS. We have school partners in Spokane and Poulsoo working with us on this project."

<sup>3</sup> An update from WARNS developers at the Washington State University: "In cooperation with the BECCA Task Force and OSPI, we will convene a work group charged with providing recommendations to school and courts regarding the use of tools other than the WARNS to satisfy current state law."

## Summary of Recommendations for Community Truancy Board Development

Recommendation	Description
<b>2A. Community Truancy Board Membership</b>	<ul style="list-style-type: none"> <li>To ensure authentic community participation, school districts must develop a community truancy board membership menu of individuals, from various professional and personal backgrounds, that are representative of and reflect the ethnic/racial makeup of students' communities.</li> <li>To promote more diverse and inclusive membership, school districts should explore the possibility of providing stipends to CTB members as a means of offsetting the costs of membership (i.e. expenditures for time, travel, childcare, etc.).</li> <li>Districts should provide a sufficient number of family engagement coordinators as they are instrumental in involving families and communities to promote student attendance.</li> </ul>
<b>2B. Community Truancy Board Training Content &amp; Process</b>	<ul style="list-style-type: none"> <li>The community truancy board training manual should explicitly define cultural competency, incorporating language from both <a href="#">Second Substitute House Bill 2469</a> and the EGOAC's <a href="#">2017 Report</a> to the Legislature.</li> <li>Training for community truancy board members should be infused with culturally competent strategies that emphasize community representation and local expertise.</li> <li>All community truancy boards should perform a culturally competent mapping of community needs and resources.</li> <li>When possible, a community truancy board should involve institutions of higher education (IHEs) in its efforts to build diverse membership and to map community resources.</li> <li>Community truancy boards should incorporate or reference existing resources in their cultural competency training.</li> <li>Schools boards must be a part of the CTB training process in order to promote CTBs as a district-wide priority and to ensure accountability.</li> </ul>
<b>2C. Risk Assessment Tools</b>	<ul style="list-style-type: none"> <li>The WARNS tool (and any risk assessment tool used with students) should operate with an equity lens—from development through to adaptation and application.</li> <li>Developers of the WARNS tool should conduct a deeper test on invariance that includes comparisons beyond two student groups (i.e. White and Latinx students).<sup>1</sup></li> <li>In collaboration with community representatives, WARNS tool developers should review and adjust assessment questions to be culturally sensitive/responsive while avoiding assumptions and expectations that are culturally bound.</li> <li>To increase accuracy and valid student responsiveness, assessment tool developers should incorporate positive scaling so there are neutral and positive answer options in the assessment.</li> </ul>

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## 3. Disaggregated Data

- Report: Cultural Competence Training & Family and Community Engagement Needs for Community Truancy Boards (December 2017)
- **Recommendation 3A:** Schools and school districts—under the guidance of the OSPI—must collect, use, and protect student data according to the best practices outlined in the [RES D Task Force’s Guidance](#).
- It is imperative that:
  - Data collectors at the school and district levels are equipped with the appropriate skills and disposition to engage students and families in a culturally competent manner;
  - Best practices for data collection (e.g. observer identification), data usage, and protection of student information are implemented consistently and reliably;
  - School and district staff receive adequate and appropriate training, so they properly collect and retain data without harming students, their families, and their communities; and
  - At least one other staff person in the district is designated and trained to serve as a back-up in the data collection, usage, and retention processes in order to maintain accuracy and consistency in data input.

## 3. Disaggregated Data (cont’d.)

- **3B:** The OSPI must identify school districts that exhibit frequent use of observer identification in collecting student race and ethnicity data, and must work with those districts to reduce that rate.
- **3C:** All educator workforce data—including data for teacher candidates, current teachers, principals, and classified staff—should be disaggregated by race and ethnicity to promote the continued diversification of the educator workforce.

## 4. School Improvement

- The Every Student Succeeds Act ([ESSA](#)) specifies that states must identify schools in need of improvement for comprehensive and targeted supports.
- This will be a paradigm shift for many schools:
  - There will be schools identified for school improvement under this new scheme—due to the detection of large opportunity gaps for students of color—that were not identified for improvement under No Child Left Behind (NCLB).
- **Recommendation 4A:** The Office of System and School Improvement at the OSPI must develop a communication plan—in consultation with the EOGOAC, the ethnic commissions, and the Governor’s Office of Indian Affairs (GOIA) and Tribal Leaders Congress—that standardizes how the OSPI will communicate with the families and communities of Targeted Support schools about their status.

## 5. Cultural Competency Training

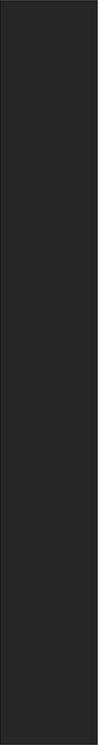
- **5A:** All cultural competency training for educators, developed or provided by a state agency, must align to the Professional Educator Standards Board cultural competency standards.
- **5B:** The PESB—in consultation with ethnic commissions, GOIA, and the EOGOAC—must review the cultural competency of exams that teacher candidates are required to pass in order to enter a teacher preparation program and to exit into the educator workforce (i.e. WEST-B and edTPA).
- **5C:** The Legislature should fund a study, conducted by an educational research group, that assesses the extent to which each college of education in Washington adequately prepares candidates to meet [Standard 5—Knowledge and Skills](#).

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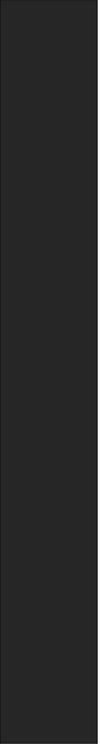
*Cultural competenc[y] is a professional and organizational development model designed to promote reflective, inclusive, and culturally relevant practices by school professionals and school systems.*

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- The Equity & Civil Rights Office, OSPI



# Future Work



## Common Roots of Racial Disproportionalities

- Problems in education cannot be thought about or solved in isolation.
- Racial disproportionalities exist within systems, and can be exacerbated and reinforced across interconnected systems.
- The EOGOAC will design a study that explores the common threads connecting systems that perpetuate racial disproportionalities.
- Guiding questions:
  - *How does each decision point affect the overall impact of the system?*
  - *What decisions—and made by whom—affect which of our students?*

# Time- and Competency-based Curriculum

- Our public education curriculum is determined by standards based on age, grade, seat time, and competencies that:
  - (1) do not align with children’s natural development; and
  - (2) do not accommodate individual rates of progress.
- The EOGOAC will design a study that tests the concepts of time-based learning and competency-based learning, with the following question in mind:

*What if we threw out these concepts of time and take the pressure off students to learn at a certain standardized rate?*

# Culturally Responsive Attendance Policies

- **Culturally Responsive School Calendars:**
  - Review OSPI’s rules on excused and unexcused absences—see how schools and districts can use the rules to create calendars that are culturally responsive to their local communities.
  - Schools and districts should periodically update their calendars to reflect the cultural and religious practices of a constantly shifting student demographic.
- **Cultural and Family Leave:**
  - Students do not stop learning when they leave the classroom.
  - EOGOAC will recommend best practices and policies that allow schools and districts:
    - to incorporate the development of culture and identity into students’ education;
    - the ability to pause classroom instruction and resume when the student population returns from leave; and
    - to integrate cultural experiences as credit-earning learning, so students are able to earn credit for indigenous and cultural knowledge.

# Alternative Education

- **Investigate:**

- The reasons for referral to an alternative school: Are schools referring students for legitimate reasons?
- Outcomes: What positive and negative effects does an alternative education have on students?
- Disaggregated data: Are low-income students and students of color disproportionately referred, and are these students overrepresented in alternative schools?

- **High School 21+ Program:**

- Explore the benefits of expanding this program to capture students who are younger than 21 years old, but are at high risk of dropping out of school.
- Advantages of dropping the eligibility age to 16 years

## Contact Us

Maria Flores, Director, Title II, Part A and Special Programs

[maria.flores@k12.wa.us](mailto:maria.flores@k12.wa.us)

LinhPhung Huynh, Research Analyst, Title II, Part A and Special Programs

[linhphung.huynh@k12.wa.us](mailto:linhphung.huynh@k12.wa.us)

Nickolaus Colgan, Program Specialist, Title II, Part A and Special Programs

[nickolaus.colgan@k12.wa.us](mailto:nickolaus.colgan@k12.wa.us)