



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## 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



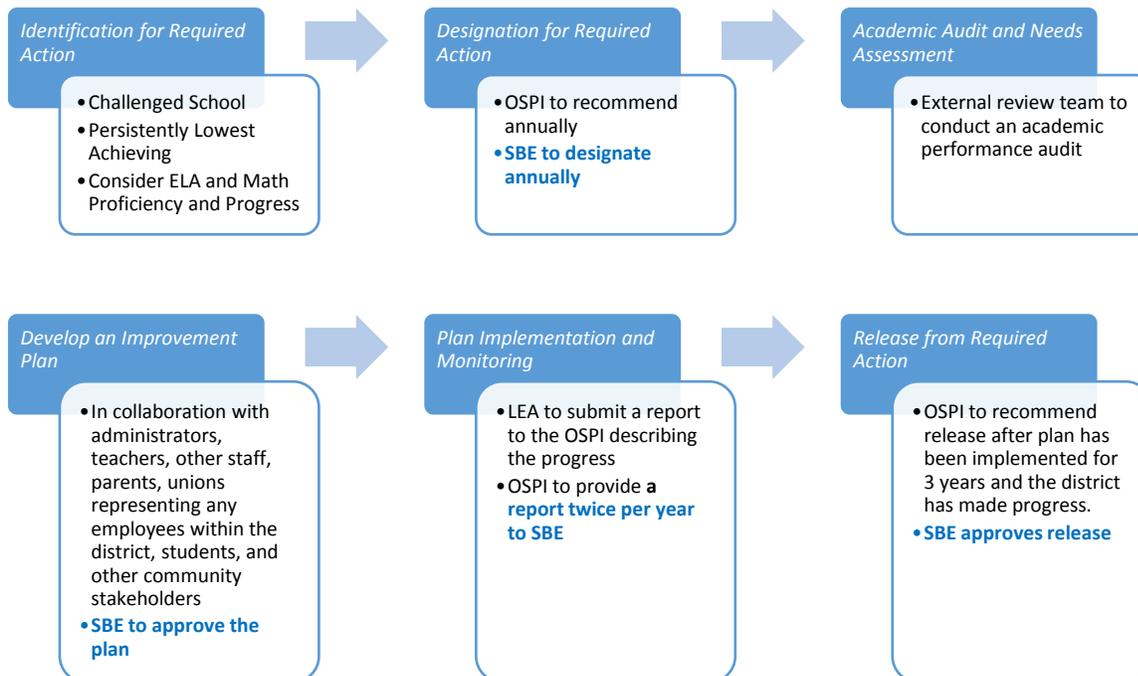
# THE WASHINGTON STATE BOARD OF EDUCATION

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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\*

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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](mailto: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.

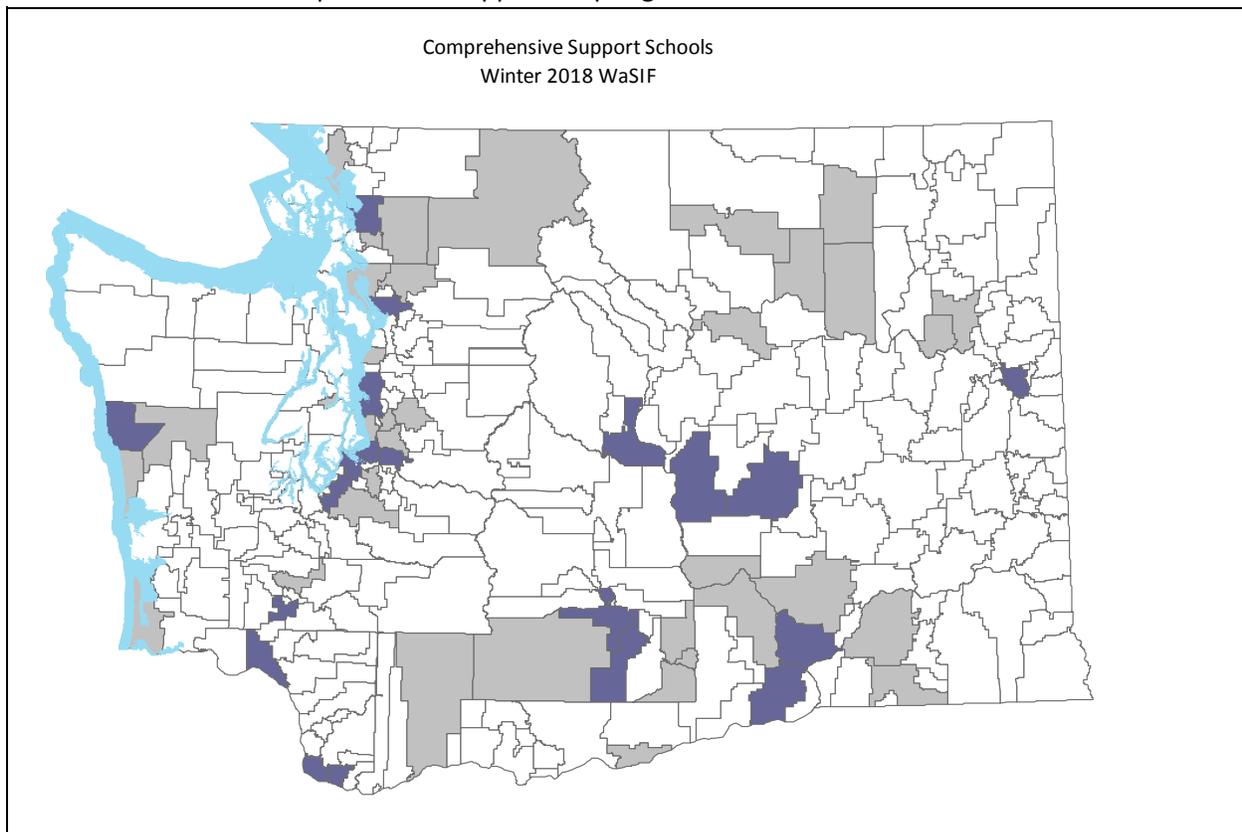
## Question 2: What is the composition of the 99 schools identified for Comprehensive support in the spring 2018 under the ESSA?

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  $\leq 2.30$  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
<b>Achievement:</b> Percent of students who met standard on the ELA and math assessments approved for federal accountability	53.2	23.0	23.3	22.0
<b>Growth:</b> Median student growth percentile (ELA and math combined average)	51.4	35.8	35.2	37.2
<b>Graduation:</b> Percent of students graduating in four years using the Adjusted Cohort Graduation Rate methodology	77.2	12.9	11.7	20.3
<b>EL Progress:</b> Percent of English learners making progress toward English language proficiency	69.5	60.0	61.8	56.7
<b>SQSS 1:</b> Percent of students who regularly attend school	86.7	75.9	76.4	74.5
<b>SQSS 2:</b> Percent of first time 9 <sup>th</sup> grade students who earn credit for all courses attempted	73.3	39.1	40.3	36.2
<b>SQSS 3:</b> Percent of students completing a dual credit course	46.6	11.1	10.4	14.9
<b>WaSIF Rating</b>	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  $\leq 2.30$  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](mailto: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 <sup>th</sup> and 8 <sup>th</sup> 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 9<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grade and benchmark requirements in 11<sup>th</sup> and 12<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> 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 9<sup>th</sup>-12<sup>th</sup> 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](#).



# THE WASHINGTON STATE BOARD OF EDUCATION

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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](mailto:parker.teed@k12.wa.us)

Linda Drake  
Research Director  
360-725-6035  
[linda.drake@k12.wa.us](mailto:linda.drake@k12.wa.us)

For questions, please contact:

Parker Teed  
Policy Analyst  
[Parker.teed@k12.wa.us](mailto: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.

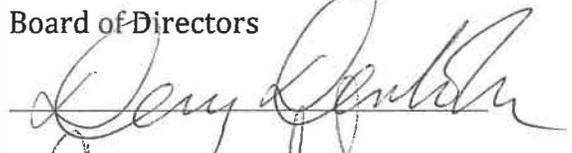
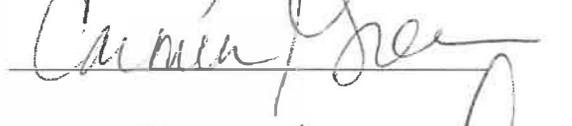
**ADOPTED** by the Board of Directors of the Mead School District No. 354, Spokane County, Washington, and authenticated by the signatures affixed below.

Dated this 21<sup>st</sup> 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

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 8<sup>th</sup> 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 7<sup>th</sup> 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](#).



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## **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 <sup>th</sup> 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 <sup>nd</sup> Ave NE Redmond WA 98052-5469 425.	P-4	12	63	0	King
Columbia Adventist Academy Gene Heinrich 11100 NE 189 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> 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 <sup>th</sup> Ave NE Bothell WA 98011-2401 425.485.2585	P-8	120	180	0	King
Holy Family School Michele Corey 505 17 <sup>th</sup> St SE Auburn WA 98002-6895 253.833.8688	P-8	15	140	0	King
Lighthouse Christian School Stephen Roddy 3008 36 <sup>th</sup> St NW Gig Harbor WA 98335-8256 253.858.5962	K-8	0	380	0	Pierce
Mayflower Christian School Jerry Ihrke 300 N 2 <sup>nd</sup> (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 <sup>th</sup> Place A-104 Woodinville WA 98072-5725 425.420.1236	1-12	0	100	0	King
Northwest Yeshiva High School Malka Popper 5017 90 <sup>th</sup> 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 <sup>nd</sup> PI NE Bellevue WA 98007-4209 425.681.1954	P-1	100	10	0	King
Seabury School Sandra Wollum 1801 NE 53 <sup>rd</sup> 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 <sup>rd</sup> 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 <sup>rd</sup> Ave W Seattle WA 981106-3106 206.214.1011	3-12	0	25	0	King
St. Monica Catholic School Marybeth Bohm 4320 87 <sup>th</sup> 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 <sup>th</sup> 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 <sup>nd</sup> 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 <sup>th</sup> 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 <sup>th</sup> Ave NE Seattle WA 98105-3605 206.547.8237	P-5	61	265	0	King
Westside School Ted Kalmus 10404 34 <sup>th</sup> Ave SW Seattle WA 98146-1270 206.932.2511	P-8	10	320	0	King



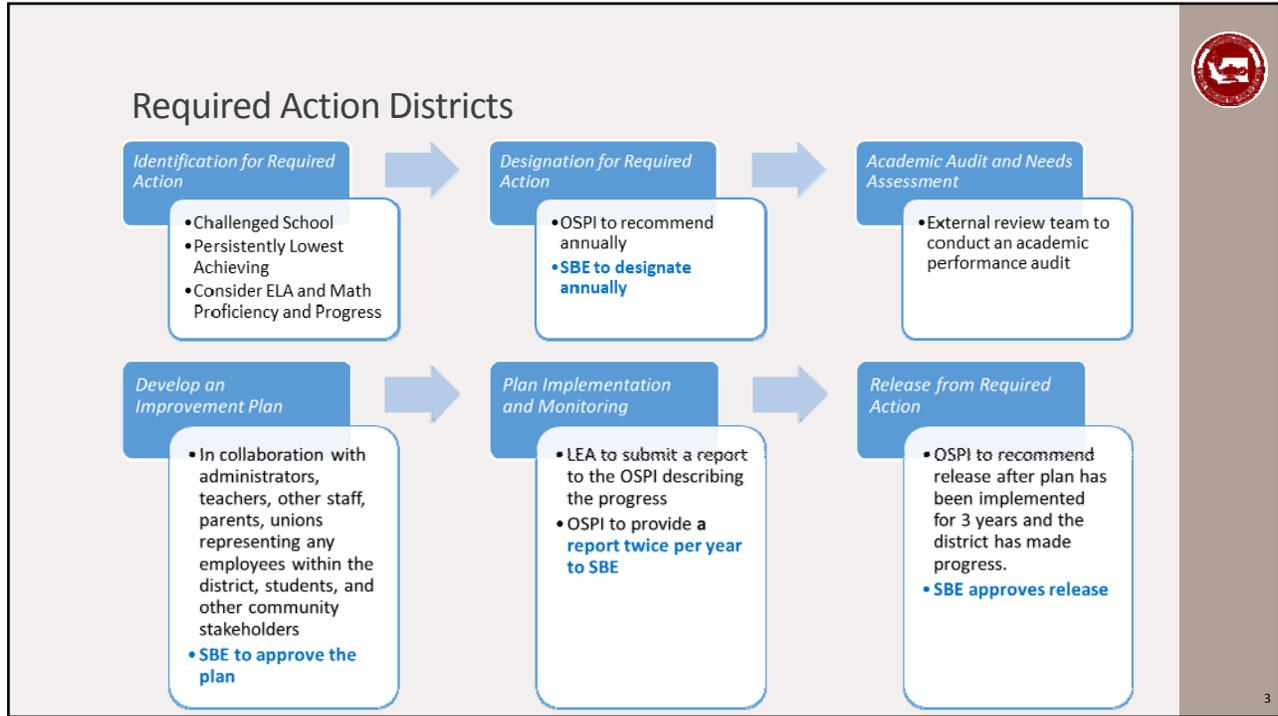
## Executive Director Update and Action Items

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

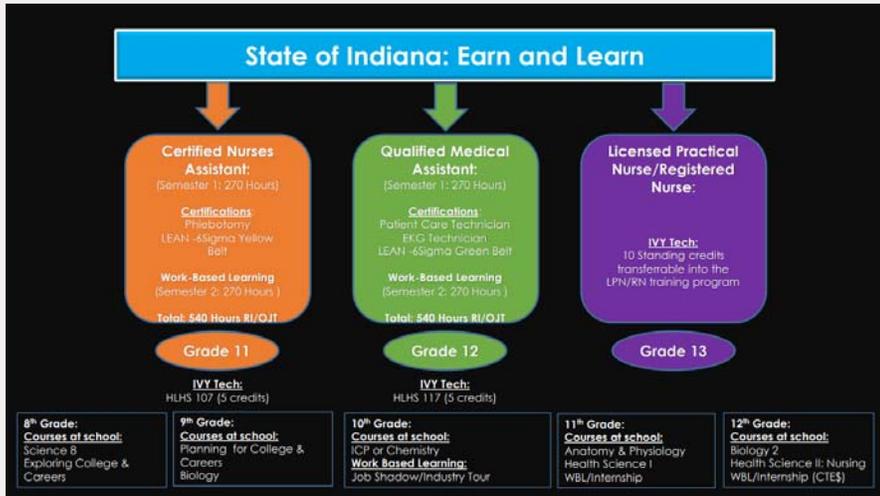
[More Information and link to recordings:](http://www.sbe.wa.gov/our-work/career-readiness)  
<http://www.sbe.wa.gov/our-work/career-readiness>

The images show various webinar topics including 'Career Connect Washington', 'Innovative Approach to Career Readiness & Work-based Learning in Northern Virginia', 'Work-based Learning in Indiana', 'Delaware's Career and College Ready Model', 'Louisiana Believes', and 'A Case for Change: The Movement Toward Employer Led Workforce Systems'.

National Association of State Boards of Education



## Indiana "Earn and Learn" model



## CareerWise Colorado



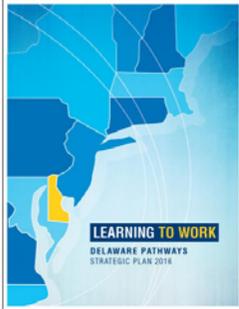
## Delaware Pathways





**Delaware Pathways**  
A MEMBER OF THE PATHWAYS TO PROSPERITY NETWORK

Priority Areas



LEARNING TO WORK

DELAWARE PATHWAYS  
STRATEGIC PLAN 2016

Delaware Department of Education	Build a career preparation system that aligns to the state and regional economies
Delaware Technical Community College	Scale and sustain meaningful work-based learning experiences
Delaware Department of Labor	Integrate our education and workforce development efforts
United Way of Delaware & Rodel Foundation	Coordinate financial support across various sectors
Delaware Workforce Development Board	Engage employers, educators, and service providers

## Career Connect Washington



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

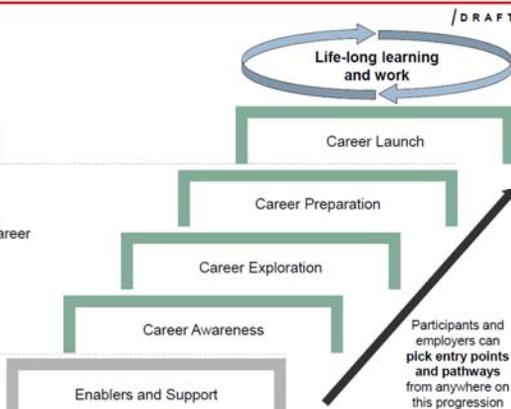
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**Our ambition is that:**

- 60% of young adults in the classes of 2030 and beyond will complete a Career Launch program
- 100% of Washington K-16 students will have Career Awareness, Career Exploration, and Career Preparation experiences
- 100% of Washington students will have access to the enablers and support they need

Source: WA STEM Career Connected Learning Framework

/ DRAFT



Participants and employers can pick entry points and pathways from anywhere on this progression



## Higher Education High School Assessment Placement Agreements

- Community and Technical Colleges have modified their [agreement](#) to use the 10<sup>th</sup> 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 10<sup>th</sup> grade SBA as an opportunity to evaluate their preparation for college, but the baccalaureate colleges and universities will not use the 10<sup>th</sup> grade SBA result for automatic placement.

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## 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.



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## 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

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## 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

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## 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.

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## 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

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## 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

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## Contact Information

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Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)

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