REPORT TO THE LEGISLATURE

Washington Integrated Student Supports Protocol – Implementation Workgroup

2016

Authorizing legislation: Fourth Substitute House Bill 1541 (2016), Section 802(5) (http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bills/Session%20Laws/House/1541-S4.SL.pdf)

Dan Newell
Assistant Superintendent of Secondary Education & Student Support, OSPI

Prepared by:

- **Dixie Grunenfelder,** Director
  dixie.grunenfelder@k12.wa.us| 360-725-0415

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Executive Summary

In response to 4SHB 1541, Part VIII, Section 802, Integrated Student Services and Family Engagement, the Office of Superintendent of Public Instruction (OSPI) created a workgroup to determine how to best implement an Integrated Student Supports protocol framework across the state, as described in 4SHB 1541 Sec. 801. The purpose of the protocol, which was also created in 4SHB 1541, is to integrate the delivery of various academic and nonacademic programs and services to improve individual student achievement. The workgroup, consisting of members identified in the legislation, will develop recommendations around policies that need to be adopted or revised to implement the framework.

The workgroup's preliminary work focused on 1) aligning efforts to provide integrated student supports with existing systems improvement efforts; 2) promoting of the importance of whole child supports; 3) exploring the feasibility of creating a state-level children's cabinet to drive integrated efforts from a state level; and 4) including integrated student services concepts into foundational education policy work.

Over the next year, the workgroup will continue to explore more specific ideas of creating common student needs assessment tools and processes, building data analytic capacity and data sharing at the local level, creating and supporting tiered systems of supports, and building effective partnerships to more specific support the implementation of an integrated student support protocol. A summary of the workgroup membership and the initial work of the group can be found at: http://www.k12.wa.us/Workgroups/ISS.aspx .

Introduction

During the 2016 legislative session, 4SHB 1541, an act related to closing the educational opportunity gap, was passed into law. The legislation required the Center for the Improvement of Student Learning (CISL) within OSPI to develop an Integrated Student Supports Protocol that could be used statewide to reduce nonacademic barriers to students' academic success. The purposes of the protocol are to:

- Support a school-based approach to promoting the success of all students;

- Fulfill a vision of public education where educators focus on education, students focus on learning, and auxiliary supports enable teaching and learning to occur unimpeded;

- Encourage the creation, expansion, and quality improvement of community-based supports that can be integrated into the academic environment of schools and school districts;

- Increase public awareness of the evidence showing that academic outcomes are a result of both academic and nonacademic factors;

- Support statewide and local organization in their efforts to provide leadership, coordination, and technical assistance professional development, and advocacy to implement high-quality, evidence-based, student-centered, coordinated approaches throughout the state.

The framework specifically focuses on meeting the needs of at-risk students. The specific components of the protocol's framework include a needs assessment; integration and coordination; community partnerships; and data-driven processes. For the purposes of these recommendations, the workgroup established the following working definitions:

- **Integrated Student Services**: a school-based approach to promote students' success by developing, securing and coordinating supports that target academic and non-academic barriers to learning.
- **Needs Assessment**: identification and collection of student academic and non-academic assets and needs using school and community data in a culturally responsive way to create a plan and track progress to improve student success.
- **Integration and Coordination**: Seamless coordination of services between schools and community groups that are integrated to allow proactive and reactive support in meeting student social and emotional needs in order to help them achieve academically.
- **Community Partnerships**: Collaborative efforts to provide wrap-around school and community-based services to increase student academic and non-academic opportunities.
- **Data-Driven Processes**: Screening, assessing and progress monitoring of students, as well as evaluation of programming within an (integrated) multi-tier system of supports.

Membership of the workgroup includes: OSPI staff, three principals, three school superintendents, three school counselors, a multi-tiered system of supports expert, an out-of-of school learning expert, and a representative from an organization with expertise in the needs of homeless students. Appendix A includes a list of workgroup members and their respective organizations. Notes from the meetings are available on the workgroup webpage at http://www.k12.wa.us/Workgroups/ISS.aspx .

Findings

The workgroup spent time discussing the barriers and current assets related to each of the defined components of the integrated student support protocol.

Specific to **needs assessment**, the committee acknowledged the existence of many data sets available, including the adverse childhood experience (ACE) assessment, pre-kindergarten screeners, and the Healthy Youth Survey. The workgroup also identified the major barrier to the needs assessment component as the lack of consistency in the collection and analysis of needs assessment data for the creation of a student-level action

plan. This is further expanded by the lack of a common needs assessment tool and universal screening process.

Integration and coordination of student support programming is happening at various levels across the state. Some are informal and person-based, while others are more official using a multi-tiered system of school and community-based supports, as well as continuous quality improvement processes for identification, placement, progress monitoring and evaluation of program effectiveness. The workgroup acknowledged a growing acceptance by the general public that partnerships are needed to meet the needs of students, and subsequent need for creating and sustaining local level tiered system of supports.

There are several models within the state of Washington that serve as examples of effective **community partnerships** networks**.** These include Graduation: A Team Effort, Community in Schools, Readiness to Learn, the Road Map Project, and the Graduate Tacoma Initiative. Further, there are models across the nation that can serve as examples, such as Oakland School District and their community partnership outcome measure. At the same time, there are several barriers prohibiting integration and coordination. Specifically, the committee identified limited resources, siloed funding, conflicting reporting requirements, and lack of shared vision and shared accountability. There is a need for alignment of partnerships both vertically from the state, regional and local levels, and well as horizontally at each of those levels.

The workgroup agreed that **data-driven processes** are foundational to the development and sustainability of an integrated student services system. Additionally, the workgroup identified several data sources currently available. However, the workgroup saw lack of consistency in data, cultural biases in data collection, reactive rather than proactive data collection, and lack of skill in data analytics for the purpose of serving students in need. A key area for further exploration moving forward is strategies to increase access to data by those professionals serving youth, such as school staff across districts and staff in community-based organizations.

Preliminary Recommendations

The workgroup's preliminary work focused on the following recommendation areas:

1) ensuring alignment between efforts to provide integrated student supports with existing systems improvement efforts;
2) promoting the importance of whole child supports;
3) exploring the feasibility of creating a state-level children's cabinet to drive efforts to reduce nonacademic barriers to student academic success from a state level;
4) including integrated student supports concepts into foundational education policy work.

The workgroup also identified specific actions needed to support the implementation of an integrated student support protocol. These actions included:

1) creating a common student needs assessment tool and data collection processes;
2) building data analytic capacity at the local level;
3) supporting data sharing between schools and community partners;
4) supporting the implementation of tiered system of supports; and
5) supporting districts' efforts to build effective partnerships.

Conclusion and Next Steps

As the workgroup continues their efforts over the next year to develop final policy recommendations for the implementation of the Washington Integrated Student Supports Protocol, there is interest in expanding the membership of the group to include individuals representing more geographic and ethnic diversity, as well as increased participation by specific community partners, such as individuals in housing, social services, health and juvenile justice.

The workgroup will also be examining successful models of integrated student supports delivery more closely, to identify key practices and processes. Final recommendations will be submitted to the legislature by October 1, 2017.

References

Child Trends, (2016). Making the Grade: Assessing the Evidence for Integrated Student Supports. Retrieved from http://www.childtrends.org/

APPENDICES

Appendix A:

Integrated Student Services Roster
(September 2016)

Name	Organization	Email
Melinda Giovengo	Youth Care	melinda.giovengo@youthcare.org
Laura Conklin	HS counselor	lconklin@mmk.wednet.edu
Marisa Castello	MS counselor	marisa_castello@yahoo.com
Emily Weber	Elementary counselor	emily.weber@tumwater.k12.wa.us
David Beard	School's Out WA	dbeard@schoolsoutwashington.org
Dr. Bridget Walker	Private MTSS consultant	bridgetwalkerphd@gmail.com
Susan Richards	Communities in Schools	susan@ciswa.org
Terry Derrig	Renton SD	terry.derrig@rentonschools.us
Dr. Tammy Campbell	Federal Way SD	tcampbel@fwps.org
Aaron Leavell	Bremerton SD	aaron.leavell@bremertonschools.org
Becky Imler	Wapato SD	beckyi@wapatosd.org
Taj Jensen	Tacoma SD - elementary	tjensen1@tacoma.k12.wa.us
Andrew Cain	South Kitsap SD - middle	cain@skitsap.wednet.edu
Ken Schutz	Spokane Schools - high	kens@spokaneschools.org
Staff		
Dixie Grunenfelder	OSPI	dixie.grunenfelder@k12.wa.us
Kelcey Schmitz	OSPI	kelcey.schmitz@k12.wa.us
Andrea Cobb	OSPI	andrea.cobb@k12.wa.us
Amber Palmer	OSPI	amber.palmer@k12.wa.us
Josh Lynch	OSPI	joshua.lynch@k12.wa.us

Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200