

## Student Outcomes (ESSB 5946)

### 1. Purpose:

In 2013, the Legislature passed omnibus legislation, Strengthening Student Educational Outcomes (ESSB 5946) and provided implementation funding for OSPI to address the following areas of focus:

- Reading proficiency by the end of grade three.
- Implementing evidence-based, research-based, and promising practices for the Learning Assistance Program in the areas of Math, English Language Arts, and Behavior.
- Developing data collection standards and definitions for student discipline.
- The bill required OSPI to convene three expert panels for Math, English Language Arts, and Behavior as well as a Student Discipline Task Force.

### 2. Description of services provided:

#### A. The following K-4 literacy activities were funded by the proviso during Fiscal Year 2017

- OSPI funded and facilitated the Regional Literacy Coordinators at 9 ESDs. OSPI and the 9 Regional Literacy Coordinators deliver research-based professional development opportunities for teachers of Kindergarten through Fourth grade in the Common Core State Standards for English Language. This professional development is essential for supporting K-4 students reading and literacy activities. More information can be found here: [OSPI: English Language Arts Webpage](#)
- OSPI continued to collect data through the K-4 Literacy data collection tool. Districts use the tool at the end of the school year to identify the number of students (119,723 of total 356,691 identified) (reported 258 districts, 1207 schools) in grades K-4 not reading on grade level. This data informs the annual K-4 Literacy legislative report.
- OSPI identified, notified, and provided technical assistance to the districts and schools on the K-4 ELA requirements of ESSB 5946. Clear guidance was produced on the [website](#) as well as in [bulletin](#) provided to the field. This effort included notifying the schools (and districts) required to implement an intensive intervention strategy for ELA. Starting with the 2015–16 year (based on Spring 2015 3rd grade state ELA assessment results), for any school where more than 40 percent of tested students score Below Basic (Level 1) OR Basic (Level 2) on the 3rd grade ELA assessment the prior year: the district must implement an intensive reading and literacy improvement strategy for students in grades K–4 at the school(s) from the state ELA Menu of Best Practices.

#### B. The following Learning Assistance Program activities were funded by the proviso during Fiscal Year 2017:

- An English Language Arts Panel of Experts was convened to review and update the ELA [Menu of Best Practices and Strategies](#), originally published May 24, 2017. The panel's updated menu was published and posted to OSPI's website. Staff have provided and will continue to provide technical assistance through the State's Literacy Team and Title I/LAP Team to school districts to assist in implementation throughout the 2016-17 school year.

- A Mathematics Panel of Experts was convened to review and update the Mathematics [Menu of Best Practices and Strategies](#), originally published July 1, 2015. The menu update was published May 24, 2017 and posted to OSPI's website. Staff have provided and will continue to provide technical assistance to prepare districts for required implementation in the 2016-17 school year.
- A Behavior Panel of Experts was convened to publish the Behavior [Menu of Best Practices and Strategies](#), originally published July 1, 2015. The menu update was published May 24, 2017 and posted to OSPI's website. Staff have provided and will continue to provide technical assistance to prepare districts for required implementation in the 2016-17 school year.
- Districts collected and reported LAP student assessment and growth data for the 2015-16 school year in reading/ELA and mathematics. An online data reporting tool was developed and extensive technical assistance and [training materials](#) were provided to districts to meet data reporting requirements. The LAP student data collected was analyzed and communicated to districts and the Legislature in an [OSPI report](#) on January 1, 2017. Data analyses will be used by OSPI and districts to inform implementation of the menus of best practice. Efforts were also done to continue to improve the tool so that the LAP student data can be submitted by the districts through CEDARS.
- LAP monitoring through [Consolidated Program Review](#) was implemented to evaluate the effectiveness of a district's allocation and expenditure of resources and to monitor school district fidelity in implementing best practices in LAP.

**C. The following Student Discipline initiatives were funded by the proviso during Fiscal Year 2017.**

- Work continued on implementing standard definitions for discretionary discipline categories. Additional work on the CEDARS manual and reporting guidance is ongoing to align with changes to student discipline as a result of HB 1541, a comprehensive bill that passed in the 2016 legislative session. This work included convening the Discipline Task Force to review definitions and considerations as they related to House Bill 1541.
- Technical assistance was provided to numerous ESDs. Additional trainings on the student discipline initiatives have occurred in the field with school districts, community providers, and other constituent groups.
- OSPI maintains systems for internal collaboration and overlapping work/departments including:
  1. Special Education
  2. Student Support
  3. McKinney-Vento
  4. Secondary Education
  5. Data Governance
  6. Equity and Civil Rights
  7. Title I
  8. LAP
  9. Student Information
  10. Title I N/D

- A student discipline website was developed to provide technical information and resources to help school districts implement the changes reflected in state law and Chapter 392-400 WAC. Information includes:
  11. [Chapter 392-400 WAC revisions and the rule making summary](#)
  12. [Sample guidelines and templates for Re-engagement meetings and plans](#)
  13. [Student Discipline Taskforce outcomes](#)
  14. [Equity in Student Discipline](#)
  15. [Best Practices Clearinghouse](#)
- Ensured student discipline efforts are coordinated with overlapping initiatives led by other OSPI departments and partners. These include reducing discipline disproportionality, alternatives to suspension, and Multi-Tiered System of Supports.

**D. The following Beginning Educator Support Team (BEST) services were provided during FY 2017:**

- A part-time program supervisor was partially funded to oversee the activities of the BEST program, including coordinating and providing training to mentors and induction program coordinators, planning and implementing a Mentor Symposium, managing the RFP for new grant recipients, managing the BEST budget, writing key reports and newsletters, answering district and ESD questions about the program, and more.

**If applicable, Beneficiaries in 2016-17 School Year:**

Beneficiary	2016-17
# of School Districts:	None
# of ESDs	9
# of Schools:	None
# of Students:	None

\$1.285 million in funding was provided to support 9 Regional Literacy Coordinators at the Educational Service Districts. The 9 members of the RLC can be found here. [Educational Service District Regional ELA Coordinators](#)

**FY 17 Funding:** State Appropriation: \$1,827,000

<b>Beneficiary</b>	<b>FY2017</b>
# of FTEs	9 (at ESDs)
# of contractors	2
# of Grants	9

\$1.285 million in funding was provided to support 9 Regional Literacy Coordinators at the Educational Service Districts. The 9 members of the RLC can be found here. [Educational Service District Regional ELA Coordinators](#)

**3. Are Federal or other funds contingent on state funding?** No

4. **First year funded:** 2014

5. **State funding , number of beneficiaries, and number services since inception:** No

6. **State funding since inception:**

<b>Fiscal Year</b>	<b>Amount</b>
FY 17	\$2,194,000
FY 16	\$2,194,000
FY 15	\$2,194,000
FY 14	\$1,827,000

7. **Average and range of funding per beneficiary, 2016-17 school year:**

No information since there were no beneficiaries that received direct services.

8. **Major challenges faced by the program and focus for Fiscal Year 2017:**

Fiscal Year 2017 was a productive year for the program as shown above by list of the deliverables.

Starting with the 2016-17 school year, the focus of funding will shift towards:

- a. Technical assistance for school districts to ensure the data collection tools, rules, and menus are implemented with fidelity.
- b. Update rules, menus, and data collection tools to adapt to the emerging needs of students and schools in the state.
- c. Building and improving systems for collaboration with internal and external stakeholders to enhance implementation of the LAP menus of best practice and student discipline work.

9. **Statutory and/or Budget language:**

**Budget Proviso** 2ESHB 2376 Sec. 511 (18) \$2,194,000 of the general fund--state appropriation for fiscal year 2016 and \$2,194,000 of the general fund--state appropriation for fiscal year 2017 are provided solely to implement Engrossed Substitute Senate Bill No. 5946 (strengthening student educational outcomes).

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