



SUPERINTENDENT OF PUBLIC INSTRUCTION

Chris Reykdal Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

TALKING POINTS FOR ESD SUPERINTENDENTS' September 2017

7 Things to Know about ESHB 2224 ("The Assessment Law")

1. The high school Smarter Balanced ELA and math tests will be administered to **10th grade students** in spring 2018 (and beyond).
 - a. Note: Science will be an 11th grade assessment beginning in spring 2018. It is the Washington Comprehensive Assessment of Science, based on Next Generation Science Standards (NGSS).
2. The **science high school assessment graduation requirement has been delayed until the Class of 2021**. (Passing the science assessment is not required for students in graduation classes prior to 2021.)
3. **Collections of Evidence** are no longer an option for meeting assessment graduation requirements.
4. **Locally administered assessments** will become an assessment graduation alternative in 2018–19. Districts will need to submit assessments for review and approval.
 - a. OSPI is working on how this process will work, and will be seeking input from national assessment experts and educators. More information will be available later this fall.
5. **An expedited appeal process** is available for certain students in the classes of 2014–18 to waive requirements pertaining to CAA/CIA. If a student has met all other graduation requirements AND has demonstrated the necessary skills and knowledge to meet the high school graduation standard, the school district may submit an appeal to OSPI.
 - a. A bulletin was distributed on August 24 with information about the process, is available at <http://www.k12.wa.us/BulletinsMemos/Bulletins2017/B065-17.pdf>
 - b. More information is also available at <http://www.k12.wa.us/assessment/GraduationAlternatives/ExpeditedAppeals.a.spx>
6. **Dual credit**: A student who completes a dual credit course in ELA or math and earns college credit may use passage of the course as an objective alternative assessment.
7. **The High School & Beyond Plan** has been enhanced.

EHB 2242

The Frequently Asked Questions document for [EHB 2242](#) may be found at <http://k12.wa.us/SAFS/Misc/BudPrep17/ESH2242BillFAQs-v1.1.pdf>.

ESHB 1115 Paraeducators

1. This law will create three new paraeducator certificates by September 2019 based on the requirements established by a 9 person Paraeducator Board administered by PESB. The three certificates are:
 - a. General Paraeducator
 - b. Subject Area Paraeducator: Special Education Paraeducator and English Language Paraeducator
 - c. Advanced Paraeducator
2. The paraeducator board will determine a 'fundamental course of study' based on paraeducator standards that all districts will need to make available for their paraeducators.
3. OSPI in consultation with the Paraeducator Board and PESB will design and make available professional learning for teachers and principals on how to supervise and evaluate paraeducators.
4. The first paraeducator board meeting is in September. Updates will follow.

ESSA Updates, Transition, and Timeline for Implementation

1. Submission date of Washington's ESSA Consolidated Plan is September 18, 2017
 - a. U.S. Department of Education has 120 days to review.
2. School year 2017–18 is the second and final year of transition.
 - a. MUST continue to provide supports and interventions for low performing schools in the same manner as the 2016–17 school year.
 - b. To identify low-performing schools for the 2017–18 school year, OSPI will continue to support existing Priority and Focus schools, except that OSPI may remove from the list of Priority and Focus schools any school that has met the exit criteria.
 - c. School districts are no longer required to:
 - i. Identify and document highly qualified teachers (HQTs)
 - ii. Include in the Washington State Report Card, Adequate Yearly Progress and Annual Measurable Objectives, or teacher quality information in report cards based on data from the 2016-17 school year
3. School year 2018–19 full implementation is required. The State MUST:
 - a. Identify schools for Comprehensive support and improvement.
 - b. Identify schools in which any subgroup of students, on its own, would place the school among the lowest-performing five percent of all schools receiving Title I, Part A funds and that must implement Targeted support and improvement plans.

K–4 ELA Assessment Results

OSPI is required to notify schools that had more than forty percent of tested 3rd grade students scoring Below Basic (Level 1) or Basic (Level 2) on the 2017 English Language Arts (ELA) Assessment. This notification will be going out in September.

1. These schools must implement an intensive reading and literacy improvement strategy from the state [ELA Menu of Best Practices and Strategies](#), for all students in grades K–4 for the upcoming school year. School districts may use an alternative practice or strategy that is not in the ELA Menu of Best Practices and Strategies for two school years. After two years, to continue with an alternative practice or strategy, districts will need to demonstrate to OSPI that the alternative practice or strategy resulted in improved student outcomes at levels consistent with the practices on the menu.
2. Only students that are continuously enrolled (October 1 to June 30) and do not fall into one of the categories listed below are included in the calculations, per RCW 28A.655.230:
 - a. Students participating in a transitional bilingual instruction program, unless the student has participated in the transitional bilingual instruction program for three school years.
 - b. Students with disabilities whose individualized education programs specify a different standard to measure reading performance than is required for the statewide assessment.
 - c. Schools with fewer than ten students in 3rd grade.
3. The 3rd grade ELA Smarter Balanced Assessment is just one measure of student progress and achievement.

Proposed Changes to WAC 392-172A

OSPI is proposing to make changes to Chapter 392-172A WAC – the Rules for the Provision of Special Education by October 2, 2017. Below are the links to the CR-102 form explaining the reasons for the proposed changes and a draft of the proposed changes.

Comments regarding the proposed rules can be mailed to:

Glenna Gallo, Assistant Superintendent of Special Education
Attn: Special Education Section
OSPI
P.O. Box 47200
Olympia, WA 98504-7200

Comments can also be emailed to speced@k12.wa.us.

- Download the [CR-102 Form](#)
- Download the [Draft of Proposed Changes](#)

School Absence Rule Change

Emergency Rule was filed August 25, to change WAC Chapter 392-401 to align the state definition of attendance with the federal definition used for federal Department of Education Office of Civil Rights reporting.

In addition, OSPI filed CR 102 on Wednesday, August 23, to begin public comment period to provide feedback on permanent rule. The public hearing is scheduled for Tuesday, October 31, 1:00 pm, at OSPI, and the public comment period is through Tuesday, October 31, 5:00 pm.

CEDARS reporting guidelines have been updated to reflect the emergency rule change.

The new definition defines an absence as when a student is not physically present on school grounds, and is not participating in instruction/instruction-related activity at an approved off-site location for at least 50% of a student's scheduled school day. Note: prior to the rule change, any off school grounds activity was to be reported as an absence.

Also, the rule change clarifies that absences due to a suspension or expulsions where students are receiving educational services should be considered present, and student that is tardy should not be reported to the state unless otherwise meeting the definition of an absence.

For more information contact, Krissy Johnson, OSPI Attendance Program Supervisor at 360-725-6045; krissy.johnson@k12.wa.us. For more information concerning CEDARS reporting, contact Lisa Ireland 360-725-6358; lisa.ireland@k12.wa.us.