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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

OSPI Update February 2020

Graduation Pathways Bulletin

OSPI has published the Graduation Pathways Beginning with the Class of 2020 bulletin ([Bulletin 007-20](#)) regarding the implementation of HB 1599. This bulletin provides a summary of the changes for graduation requirements that are in place for the Class of 2020 and beyond. A detailed [Graduation Pathways Toolkit](#) can be found on the OSPI website.

To support the work of school staff, OSPI will provide information via an EDS application about individual students' pathways. The application will be a new screen in the CAA/CIA database (to be renamed the Pathways database), and it will be accessible in mid-March to include as much pathways information as we can provide at that time.

For specific questions regarding student data collection or expedited assessment appeals/waivers, please contact Deb Came, Assistant Superintendent of Assessment and Student Information, at 360-725-6336 or email deb.came@k12.wa.us.

For specific questions regarding special education, please contact Glenna Gallo, Assistant Superintendent of Special Education, at 360-725-6075 or email glenna.gallo@k12.wa.us.

For specific questions regarding transition courses, please contact Kathe Taylor, Assistant Superintendent of Learning and Teaching, at 360-725-6417 or email kathe.taylor@k12.wa.us.

For specific questions regarding Career and Technical Education (CTE), please contact Rebecca Wallace, Executive Director of Career and Technical Education, at 360-725-6243 or email rebecca.wallace@k12.wa.us.

For specific questions regarding Core Plus, please contact Angie Mason-Smith, Program Specialist of Core Plus, at 360-725-6242 or email angie.mason-smith@k12.wa.us.

For specific questions regarding academic acceleration and dual credit, please contact Tennille Jeffries-Simmons, Assistant Superintendent of System and School Improvement, at 360-725-4960 or email, tennille.jeffries-simmons@k12.wa.us.

Spring 2020 State Testing Update

The spring 2020 administration of state assessments has begun and will continue into June. Below is an overview of state testing, with links to testing resources.

Measuring student progress on important skills and knowledge is key for families and teachers to know if students are on track or if they might need extra help or advanced learning opportunities. Test information can also be a tool for schools, districts, and the state to help educators improve instruction for all students. Statewide testing also helps ensure all public school students, no matter where they go to school, have access to a quality education.

Assessment	Grade	Testing Window
Smarter Balanced Assessment (Math and ELA)	3–8	Online: March 2–June 5 Paper/Pencil: April 13–May 22
	10–12	Online: March 2–June 5 Paper/Pencil: May 1–May 22
Washington Comprehensive Assessment of Science	5 & 8	Online: April 13–June 5 Paper/Pencil: April 13–May 22
	11	Online: May 4–June 5 Paper/Pencil: May 1–May 22
WA-AIM (Math, ELA)—students with significant cognitive disabilities	3–8, 10	Online: October 14–April 3 Paper/Pencil: not available
WA-AIM (Science)—students with significant cognitive disabilities	5, 8, & 11	Online: October 14–April 3 Paper/Pencil: not available
ELPA21 Annual	K–12	Online & Paper/Pencil: February 3–March 27
WIDA™—Alternate ACCESS for ELLs©	K–12	Paper/Pencil February 3–March 27 Online: not available

The administration calendar for all state assessments is posted on the OSPI [Timelines & Calendar for 2019–20](#) webpage.

Holiday Observances and Testing

OSPI encourages school districts to understand the communities they serve and be aware of religious or holiday observances, especially when scheduling classroom, school, or district activities, including testing. OSPI's Office of Equity and Civil Rights has published a list of [Common Religious and U.S. Public Holidays, 2019–20](#) to remind us that serving diverse communities requires thought and planning by all district personnel.

Smarter Balanced Resources

- [Practice and Training tests](#) are available to allow teachers, students, and parents an opportunity to experience the online Smarter Balanced test and sample the content of the summative tests.
- *Interim Assessments* are a suite of online tests that allow teachers to check student progress throughout the year, giving teachers information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards. Last year, approximately 300,000 students used interims as part of their coursework during the school year.

- *The Digital Library* provides teachers with high-quality instructional and professional learning resources to use as a formative assessment process during instruction to gain actionable feedback that they can use to adjust their instruction and improve student learning.

Learn more about *Interim Assessments* and the *Digital Library* on the [Smarter Balanced Assessments webpage](#).

Resources about Assessments

- [Family Guides](#) to Smarter Balanced, WA-AIM, and WCAS (informational flyers for families)
- [Starting Smarter](#) (gateway to understanding scores for Washington's Smarter Balanced Assessment)
- [Your Student's Progress](#) (short handouts by grade level that broadly cover state learning standards and testing)
- [Fact sheet](#) (for families about science education)
- [State Testing Handouts-Principal Letter Templates](#) (optional letter templates)

Additional information about assessments is on OSPI's [assessment webpage](#) and on the Washington Comprehensive Assessment Program (WCAP) [Portal](#).

Test Results

Smarter Balanced results are available in the online reporting system within three weeks of when a student completes the test. Designated staff or educators may access the scores. They will also be available in the score file that is provided to districts in late August. Science scores, which use a different scoring method, will also be available in late August. WA-AIM and ELPA21 scores will be available in early to mid-June.

For more information about assessment, you may check with your [District Assessment Coordinator](#). You can also contact Christopher Hanczrik, Director of Assessment Operations, at christopher.hanczrik@k12.wa.us or 360-725-6350, or the Assessment Operations office at assessment@k12.wa.us or 360-725-6348. Please let us know if you have suggestions or would like to see other assessment resources included in future communications.

Implementing and Sustaining Inclusionary Practices

Planning, development, and implementation continue for OSPI's Inclusionary Practices Project, a two-year, \$25 million-dollar statewide initiative to support educators with the implementation of inclusionary practices for students with disabilities. Over 180 schools, across 90 districts and including over 15,000 students with disabilities, have been provided two-year funding to support the implementation of inclusionary practices. Additionally, no-cost, statewide professional development opportunities are being designed and offered through partnerships with [WASA](#), [WEA](#), AWSP, AESD, [CCTS](#), and the SWIFT Center. In collaboration with [UW Haring Center, Demonstration Sites](#) are being finalized to offer observations and discussions with systems already implementing inclusionary practices. The Haring Center is also working closely

with the TIES Center to support Lake Washington School District with inclusive approaches for students with significant cognitive disabilities. The TIES Center has also agreed to provide technical assistance to all the statewide professional development activities included with the project! For additional information about the Inclusionary Practices Project, including resources and how to access training opportunities, check out our [project webpage](#) or email Nasue Nishida, Project Lead, at inclusion@cstp-wa.org.

To support data-informed, continuous improvement for inclusionary practices and improved outcomes for all students, OSPI Special Education is partnering with departments across OSPI and with Educational Service Districts (ESD) statewide to lead regional data dives throughout Spring of 2020. These sessions will showcase updated special education data, with a deeper focus on placement and disproportionality data. Teams will analyze and compare state-, district-, and building-level data and discuss strategies for implementing system supports for students with disabilities across content areas and tiered interventions. Participants are strongly encouraged to join as cross-departmental teams, including special education, learning and teaching, MTSS, school counseling, etc. Regional dates are currently being finalized.

Questions, please contact Tania May, Director of Special Education, at tania.may@k12.wa.us, or your ESD Special Education Director for additional information.

Message from Superintendent Reykdal: Reaffirm Commitment and Importance of Students Wearing Traditional Regalia

As we look forward to this upcoming commencement season, I want to address a topic of serious and important interest for the citizens of Washington state — students who are citizens or descendants of sovereign tribal nations wearing traditional regalia and other items of cultural significance during graduation ceremonies and other public events celebrating the important academic achievements of our American Indian/Alaska Native students. I want to reaffirm my stance on this matter and encourage all public and private high schools to adopt policies that allow for and honor this form of cultural expression in their commencement ceremonies and other public events.

This is a tremendous opportunity for schools to acknowledge this important honor and legal right of Native students and tribal nations and also recognize the diversity in our shared community. The wearing of traditional regalia and items of cultural significance should not fall outside of policy and/or a school's dress code for commencement and other public events, and in the event it does, important policy change should and must occur.

I call upon school district system leaders and staff to work to not only foster inclusivity and cultural responsiveness within commencement but to develop and adhere to policies underscoring the sovereign and singular rights of our first peoples — citizens and descendants of tribal nations. Our state strives to foster inclusivity, respect government-to-government relationships with tribes, and provide a high standard of educational opportunity and equity for all.

Questions, please contact Jon Claymore, Director of Office of Native Education, at jon.claymore@k12.wa.us, after February 10.

New Office of Native Education Director

OSPI is excited to announce Jon Claymore as the new Office of Native Education (ONE) Director. Jon has been working in native education and tribal schools in the Pacific Northwest for over thirty years with experience in both public education and with the Bureau of Indian Education (BIE). Jon's first day with OSPI is Monday, February 10. Jon can be reached at jon.claymore@k12.wa.us.

Tribal Programs Project

The Tribal Programs Project is designed to increase understanding and build capacity between OSPI, ESDs, School Districts, Tribes, Tribal organizations, and Native families to address systemic issues that impact educational opportunities of American Indian/Alaskan Native students. Upcoming convenings are being planned between ESD 105, 171, and 189 pilot partners, identified school districts, and tribal partners to strengthen relationships, deepen tribal consultation processes, and identify shared areas of focus for continued school and system improvement. Additionally, a future government-to-government training is being planned for ESD Superintendents and established ESD leads.

Questions, please contact Laura Lynn, Office of Native Education Program Supervisor, at laura.lynn@k12.wa.us.

Updates to the Unlocking Federal and State Program Funds for Student Success Document

The new edition of the *Braiding and Blending: Unlocking Federal and State Program Funds for Student Success* (Unlocking document) includes an additional ten pages devoted to Preschool and Kindergarten Transition Activities (pages 109–118). After a short discussion defining and explaining the importance of preschool and kindergarten transitions, the Unlocking document provides lists of activities and strategies a school or LEA may support with federal and state funds to implement preschool and kindergarten transition activities. This new section expands the list of possible funding sources to include additional federal and state sources unique to preschool (i.e., ECEAP, Head Start, etc.). The updated version of the Unlocking document is available on our [website](#).

Questions, please contact Gayle Pauley, Assistant Superintendent of Special Programs and Federal Accountability, at gayle.pauley@k12.wa.us.

Launch Years Initiative

Washington, Georgia, and Texas are participating in an initiative to re-envision high quality mathematics pathways in high schools that prepare all students, especially those from traditionally underserved student populations, for postsecondary success. This "Launch Years Initiative" is facilitated by the University of Texas Dana Center, in collaboration with other partners. Washington's role in the initiative has enabled the state to participate in several national conversations about the need for change and the opportunities for action. Closer to home, a Washington State Steering Committee, comprised of representatives from K–12, higher education, and workforce sectors, met for the first time on January 28 to begin discussing barriers and opportunities to improving alignment of students' high school mathematics experiences with their career and college aspirations. The Steering Committee is

charged with developing a set of public recommendations about the policy and programmatic supports necessary to develop and implement high school mathematics pathways across the state.

Each state participating in “Launch Years” is working with a single region to pilot different approaches to mathematics. In Washington, districts from the Spokane area (Central Valley, Cheney, Mead, Spokane, and West Valley), along with Spokane and Spokane Falls Community Colleges and Eastern Washington University, will be piloting Transition College Mathematics and Algebra II Equivalent courses in the next couple of years.

If you have any questions about the Launch Years work, please contact Kathe Taylor, Assistant Superintendent for Learning and Teaching, at kathe.taylor@k12.wa.us.

Perkins Comment Period Open

The Carl D. Perkins Career and Technical Education Act (Perkins V), which provides federal funds to Washington’s Career and Technical Education (CTE) programs took effect July 1, 2019. The Washington Perkins V Plan will guide the administration of these federal funds for local school districts, skill centers, and tribal compact schools across the state. Washington will submit the new state Perkins plan to the Department of Education in March of 2020. The draft state plan, including the proposed performance targets and accountability metrics for secondary programs have been posted to The Workforce Training and Education Coordinating Board website available at this [link](#). Feedback to the state plan may be emailed to workforce@wtb.wa.gov.

The Workforce Board is hosting three Listen and Learn Forums, with details available on the above website. These forums will be held Monday, February 10 in Auburn; Wednesday, February 12, in Spokane; and Friday, February 21 in Vancouver.

For more information about the state Perkins plan, please contact Becky Wallace, Executive Director of Career and Technical Education, at rebecca.wallace@k12.wa.us.

Classified School Employee of the Year and RISE National Award

Last year the President signed into law a new national award program for classified school employees. The Recognizing Inspirational School Employees (RISE) award will be implemented in the fall of 2020. The Office of Superintendent of Public Instruction (OSPI) is thrilled to be collaborating with the Governor’s Office and labor organizations to integrate our well-established state program into this new national opportunity, and we hope to send our Washington State Classified School Employee of the Year on to the national program for recognition this fall. For more information, see the [2020 Washington State Classified School Employee of the Year Bulletin B076-19](#).

Questions, please contact Hilary Seidel, Teacher Awards Coordinator, at hilary.seidel@k12.wa.us.

From Seed to Apple 10th Anniversary Edition Released

This annual publication is a collection of stories authored by the current Teachers of the Year. This year, OSPI is offering an expanded edition to celebrate the 10th anniversary. This triple-

sized publication features students, administrators, alumni award winners, and parents, as well as our current cohort of Teachers of the Year. It is available for free download as a PDF or epub on the [OSPI website](#).

Questions, please contact Hilary Seidel, Teacher Awards Coordinator, at hilary.seidel@k12.wa.us.