

Educational Opportunity Gap (4SHB 1541)

1. **Purpose:** The purpose of funds allocated in SSB 5883 Sec. 501(38) is to support the implementation of three on-going bodies of work that were established as a part of 4SHB 1541 in the 2016 legislative session. The three bodies of work are related to the following parts of the omnibus bill:
 - a. Disproportionality in student discipline
 - b. English Language Learners accountability
 - c. Integrated student services and family engagement

2. **Description of services provided:**

Disproportionality in student discipline

Within the amounts allocated through this proviso staff in the Title 1/LAP office and the Center for the Improvement of Student Learning (CISL) collaborated to begin to develop a series of training modules to support the implementation of discipline policies and procedures under Chapter 600 RCW. The full set of training modules will cover best practices and laws related to student discipline within the context of Washington K–12 educational settings. The first module provides a foundation for understanding the connection between research, policies, and practices in student discipline. Subsequent modules will provide additional details regarding best practices and laws that pertain to discipline data, definitions, conditions and limitations, and procedures. The training materials that have been developed as part of this effort are available at [Training: Best Practices and Laws in K-12 Student Discipline](#).

English Learner Accountability

Within amounts appropriated through this proviso, annually, staff in the Migrant/Bilingual office provide support to district with regard to selecting research based program models and strategies for supporting the English language development of students served in the Transitional Bilingual Instruction Program (TBIP). These materials are available on the agency's website at <http://www.k12.wa.us/MigrantBilingual/default.aspx>, and staff disseminate these materials during regional meetings and on technical assistance calls.

Integrated Student Services and Family Engagement

Amounts appropriated through this proviso enabled the reestablishment of the Center for the Improvement of Student Learning). CISL is created in [RCW 28A.300.130](#), and has existed in statute since 1993, however, CISL was not active in the period between the 2010 second special session and the 2016 legislative session when CISL did not receive any funding. Funds in this proviso support the core functions of CISL as outlined in RCW 28A.300.131. These core functions include the following:

- Facilitate access to information and materials on educational improvement and research
- Work in conjunction with parents, educational service districts, institutions of higher education, and education, parent, community, and business organizations

- Develop and maintain a website to increase the availability of information, research and other materials
- Serve as a clearinghouse for information regarding:
 - successful educational improvement programs in schools and districts
 - successful parental involvement models, practices and programs in schools and districts
 - information about efforts within institutions of higher education in the state to support educational improvement initiatives in Washington schools and districts
- Provide best practices research that can be used to help schools develop and implement:
 - Comprehensive schoolwide improvement plans
 - Programs and practices to improve instruction
 - Systems to analyze student assessment data (both state and local to monitor the academic progress of each student in the school district)
 - Research, information, and technology systems
 - Programs to promote community involvement in education
 - School-based shared-decision making models
 - Programs and practices to meet the diverse needs of students based on gender, race, ethnic, and economic status
 - Programs to meet the needs of highly capable students
 - Programs and practices to meet the needs of students with disabilities
 - School to work transition programs
 - Programs to promote lifelong learning
 - Other programs and practices that will assist educators in helping students learn the EALRs
- Provide training and consultation services, including conducting summer institutes
- Identify strategies for improving the success rates of ethnic and racial student groups and students with disabilities, with disproportionate academic achievement
- Determine measures that can be used to evaluate the level of parental involvement in a school

The CISL team is continuing to build the capacity to fulfill each of these functions. In addition, over the course of the last two years, the team has invested significant time and effort into meeting the newest of its statutory requirements which is outlined in RCW 28A.300.139. This statute requires CISL to developing the Washington Integrated Students Supports Protocol (WISSP). In response to this legislation the CISL Team developed the WISSP) and convened a Workgroup to make recommendations for its implementation statewide. CISL delivered both the protocol and legislative report to the Legislature in October of 2017 and these documents available at the following links:

- Protocol – www.k12.wa.us.cisl.iss
- Legislative Report - <http://www.k12.wa.us/LegisGov/2017documents/2017-10-ISS-LegislativeReport.pdf>

Following the development the WISSP, CISL has continued to engage in dissemination efforts with a focus on both school staff as well as school and district leaders. In addition, CISL has had opportunities to engage with other states who are working toward similar

efforts in an effort to learn from their progress. Key states include Connecticut, Indiana, Massachusetts, and Nevada.

In addition to raising awareness about the promising evidence supporting integrated student supports, the CISL team has also provided leaders and support around agency-wide efforts to leverage a comprehensive integrated multi-tiered system of support to ensure students success.

3. **Criteria for receiving services and/or grants:** There are no grants associated with this proviso. However, there are ways in which schools and districts benefit from the activities enabled by this funding. For example, the student discipline training materials that staff have developed are available on the OSPI website and are available to all school and district personnel.

Similarly, in response to the specific charges related to English Learner Accountability, staff in the Migrant/Bilingual office engage with and provide technical assistance to school districts that have experienced rapid increases in the numbers of English Learners they serve. Through the relationships the Migrant/Bilingual team build, they are able to help ensure that districts are investing in evidence-based models and strategies for support English Language Development.

Finally, through the process of developing the Washington Integrated Student Support Protocol the Center for the Improvement of Student Learning team has had opportunities to engage with school, district, and community stakeholders to learn about the challenges they face as they work to meet students' comprehensive needs for support. Through this process of learning about these challenges, the CISL Team has been able to respond with support in the form of research, tools and guidance to support implementation. A specific example of efforts to support district implementation of comprehensive and integrated systems of support include a monthly district leader professional learning community ((PLC) that began in June of 2017. The PLC begin with less than 10 school districts and has grown to include more than 60. In addition, the CISL team worked with partners in the agency, and the National Center for Intensive Intervention to host Washington's inaugural conference focused on Multi-tiered Systems of Supports. The conference drew participation from more than 400 educators from across the state.

Beneficiaries in 2017-18 School Year:

# of School Districts:	00
# of Schools:	00
# of Students:	00
Other:	00

# of OSPI staff associated with this funding (FTEs):	4.0
# of contractors/other staff associated with this funding:	2.0

FY 18 Funding:	State Appropriation:	\$753,000
	Federal Appropriation:	\$0.0

Other fund sources:	\$0.0
TOTAL (FY18)	\$753,000

4. **Are federal or other funds contingent on state funding? If yes, explain.** No, there are no additional funds contingent on state funding

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY18	\$753,000	\$494,160
FY17	\$1,242,000	\$715,554

6. **Number of beneficiaries (e.g., schools, students, districts) history:** N/A

7. **Programmatic changes since inception (if any):** Initially six bodies of work were underway and associated with this proviso. The three that remain, and are the topic of this report are those that received on-going funding.

8. **Evaluations of program/major findings:** Work related to student discipline and implementation of comprehensive integrated systems of support in our state is very dynamic and complex. School districts are grappling with how best to assess the comprehensive needs of their systems and the students they serve and are trying to identify efficient ways to collaborate with organization in their community to respond to those needs. This process involves communicating across sectors, sharing data, and training staff to engage with students and their families on topics that extend beyond core instruction. As we learn more about this complex work, our team is trying to respond by synthesizing the best and most current thinking on these topics and to package it in ways that are useful to the staff in districts doing this challenging work.

9. **Major challenges faced by the program:** Given that there was a period of more than six year in which the CISL was inactive, the work to build capacity to meet its statutory responsibilities in ways that are complementary to the work happening within other divisions of the agency is on-going.

10. **Future opportunities:** We continue to try to identify districts and schools to work in close collaboration with so that we can learn from their experiences and bring that learning to scale more quickly.

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

Budget Proviso: SSB 5883 Sec. 501 (38) \$753,000 of the general fund--state appropriation for fiscal year 2018 and \$703,000 of the general fund--state appropriation for fiscal year 2019 are provided solely for implementation of chapter 72, Laws of 2016 (Fourth Substitute House Bill No. 1541, educational opportunity gap).

12. **Other relevant information:** None

13. **List of schools/districts receiving assistance:** There are no grants associated with this proviso.

14. **Program Contact Information:**

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