

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 2018:

- 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 [bulletins](#) 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 2018:

- An English Language Arts Panel of Experts was convened to review and update the [ELA Menu of Best Practices and Strategies](#), originally published July 1, 2014. The panel's

updated menu was published July 1, 2018 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 2018-19 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 July 1, 2018 and posted to OSPI's website. Staff have provided and will continue to provide technical assistance to prepare districts for required implementation in the 2018-19 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 July 1, 2018 and posted to OSPI's website. Staff have provided and will continue to provide technical assistance to prepare districts for required implementation in the 2018-19 school year.
- Districts collected and reported LAP student assessment and growth data for the 2017-18 school year in reading/ELA and mathematics. Data was reported in an on-line tool and 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 2018:

- Work continued on implementing standard definitions for student discipline categories. Additional work on the CEDARS manual and reporting guidance is ongoing to align with new collection and reporting requirements that were approved by OSPI's Data Governance for the 2018–19 school year as well as changes to student discipline rules under Chapter 392-400 WAC.
- 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. Center for the Improvement of Student Learning

- A student discipline website was developed to provide technical information and resources to help school districts implement changes reflected in state law and Chapter 392-400 WAC. Information includes:
 11. [Chapter 392-400 WAC revisions and rule making materials](#)
 12. [Student Discipline Training materials](#)
 13. [Student Discipline Taskforce materials](#)
 14. [Equity in Student Discipline](#)
 15. [Student Discipline Laws](#)

- 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 Fiscal Year 2018:

- 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. For additional information on BEST activities in FY 2018, see the BEST proviso report.

3. [Criteria for receiving services and/or grants:](#)

Schools must complete the Learning Assistance Program end-of-year report.

[Beneficiaries in 2017-18 School Year:](#)

# of School Districts:	297
# of Schools:	1,731
# of Students:	To be determined
Other:	N/A

of OSPI staff associated with this funding (FTEs): 5.9
 # of contractors/other staff associated with this funding: 00

FY 18 Funding: State Appropriation: \$2.194 million
 Federal Appropriation: \$0.0
 Other fund sources: \$0.0
 TOTAL (FY18) \$2.194 million

4. Are federal or other funds contingent on state funding? If yes, explain. No

5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY18	\$2,194,000	\$1,976,392
FY17	\$2,194,000	\$2,136,506
FY16	\$2,194,000	\$1,954,758
FY15	\$2,194,000	\$1,965,477
FY14	\$1,827,000	\$1,589,433

6. Number of beneficiaries (e.g., schools, students, districts) history:

Fiscal Year	# of Districts	# of Schools	# of Students
FY18	297	1,7311,731	TBD
FY17	292	1,521	153,465
FY16	287	1,358	144,014
FY15	280	1,537	141,502
FY14	280	1,448	126,627

7. Programmatic changes since inception (if any):

In 2013, ESSB 5946 required OSPI to improve the LAP system and K-4 literacy outcomes. Changes to the program included the following requirements:

- School districts focus first on addressing the needs of students in kindergarten through grade four who are not at grade level in reading or reading readiness skills to improve reading literacy,
- Districts select a best practice or strategy in one of the state menus or an approved alternative,
- Up to five percent of a district's learning assistance program allocation may be used for developing partnerships with community-based organizations, ESDs, and other local agencies to deliver academic and non-academic supports to students at risk of not being successful in school,
- OSPI convene a panel of experts, including the Washington State Institute for Public Policy, to develop an ELA menu,

- Districts report to OSPI the amount of academic growth gained by students participating in LAP services, the number of students who gain at least one year of growth, programs used by buildings.
- OSPI monitor programs to evaluate the effectiveness of district resources and monitor school district fidelity in implementing best practices.

In 2014, OSPI convened a panel of experts, including the Washington State Institute for Public Policy, to develop menus in math and behavior.

In 2017, EHB 2242 added an additional high poverty allocation for the learning assistance program. This allocation is generated by qualifying school buildings and must be expended by the district to those buildings. This funding must supplement and not supplant the district's expenditures.

For BEST information, see the BEST proviso report.

8. [Evaluations of program/major findings:](#)

Learning assistance programs impact 297 districts and over 150,000 students each year. Of all students enrolled in LAP, 44 percent achieved ten months of academic growth or more. Program monitoring through consolidated program review shows that the majority of districts are in compliance with program requirements and reporting. With the addition of the high poverty allocation in 2017, a growing number of services outside of English language arts are being offered to students. For BEST information, see the BEST proviso report.

9. [Major challenges faced by the program:](#)

Fiscal Year 2018 was a productive year for the program as shown above by list of the deliverables. The focus of funding has shifted 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 practices and student discipline work.

One major challenge the program continues to face is collecting growth data through multiple assessment tools.

For BEST information, see the BEST proviso report.

10. [Future opportunities:](#)

The future holds great promise as learning assistance program services reach over 150,000 students each year. Continuous development of the menus of best practices serve as continual support for district implementation. With the addition of the high poverty LAP funds, districts have been given the opportunity to expand programs to benefit students. For BEST information, see the BEST proviso report.

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

ESSB 5883 Sec. 513 (18) \$2,194,000 of the general fund--state appropriation for fiscal year 2018 and \$2,194,000 of the general fund--state appropriation for fiscal year 2019 are provided solely to implement Engrossed Substitute Senate Bill No. 5946 (strengthening student educational outcomes).

12. **Other relevant information:** N/A

13. **List of schools/districts receiving assistance:** Districts receiving assistance: 297; Schools receiving assistance: approximately 1,731.

14. **Program Contact Information:**

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