



# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

## COVER: OVERVIEW AND DISCUSSION OF BACKGROUND MATERIALS FOR STRATEGIC PLANNING

Prepared for the 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- Goal Four:** Provide effective oversight of the K-12 system.
- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight

- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

How does the Board want to incorporate feedback from the public survey as well as data from the system health indicators to inform the development of the Board's upcoming strategic plan?

Materials included in packet:

- Executive summary of the public survey results
- Statewide Indicators of the Educational System Health Indicators: Update
- (Online only in Additional Materials) Center for Economic and Business Research-Western Washington University: Strategic Plan Public Survey Analysis Report

Synopsis:

During lunch on day one, Board members will hear a brief update on the public survey analysis done by Western Washington University as well as on the system health indicators. The majority of the time will be allotted to board member discussion of these materials.

Links to the Forum Summaries:

- [Yakima, Seattle, and Spokane individual summaries](#)
- [Summary of all forums](#)

## Links to Past Board Presentations from Partner Agencies and Organizations:

- [Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#) (see pages 16-35, [2018 Report](#), and [Cultural Competence Training & Family and Community Engagement Needs for Community Truancy Boards](#));
- [WSAC Presentation](#), and [2017 Roadmap Report](#);
- [Workforce Training Board Presentation](#) and [Talent and Prosperity for All Report](#);
- [CISL](#)
- [Career Connect Washington](#)
- Educator Panel Presentation [One](#) and [Two](#); Washington Education Association
- [Commission on Hispanic Affairs](#)
- [Governor's Office of Indian Affairs](#)
- [Office of the Superintendent of Public Instruction](#)
- [Private Schools \(WA Federation of Independent Schools\)](#);
- [School Safety Panels](#): Washington State School Directors Association / [ESD 105](#) / Office of the Education Ombuds (school safety); ESD 101 / North Central High School (safety); [OSPI](#)
- [South Central STEM Network ESD 105](#) / [South Central Washington STEM Network \(NGSS\)](#);
- [Department of Children, Youth and Families \(DCYF\)](#)
- [Spokane Public Schools Charter Schools](#); [Charter School Commission](#);
- [Professional Education Standards Board](#); [Paraeducator Standards Board](#);
- [Expanded Learning Opportunities Council](#)



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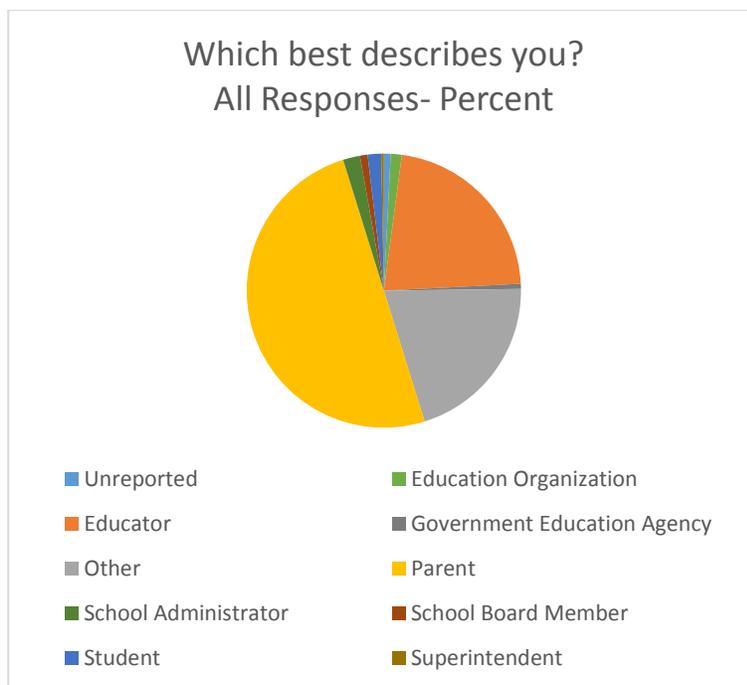
## STRATEGIC PLANNING SURVEY SUMMARY

Prepared for the September 2018 Board meeting

### Background

The Washington State Board of Education (SBE) created a survey for Washington citizens in order to solicit input on the highest priority issues to be addressed in the 2018 strategic plan. The survey was open from May 17-July 29, 2018 and was promoted at the SBE community forums, the SBE website, Facebook and Twitter pages, the SBE listserv, WSSDA's daily eClippings, AWSP's listserv, OSPI's Counselors listserv, WSPTA listserv, Council of Presidents newsletter, and was featured in a [Seattle Times article](#).

2,690 participants completed the survey, including representatives of state agencies, community groups, parents, students, educators, and school and college administrators (see figure 1). The survey included at least one response from each of the 38 counties in Washington. Approximately 45% of the responses were from King County followed by roughly 8% each in Snohomish and Pierce Counties. Responses were read by SBE staff and also analyzed by The Center for Economic and Business Research at Western Washington University.



Like the SBE community forums, participants were encouraged to share their perspectives on hopes and aspirations for students, as well as broad barriers to success. They were also asked to share their

suggestions for state and district-level policies and strategies to overcome the barriers they identified. Additionally, participants were asked to rank the importance of 21 different educational issues.

Participants responded to four open ended questions, ranked the importance of several other issues, and were provided an opportunity to provide other additional feedback. Through the open ended questions participants in the survey reinforced many themes that were also identified by forum participants. Forum responses are reported in a [separate brief](#). The survey also provided additional insights.

## Open Ended Responses

The survey asked participants to comment on their hopes and aspirations for students in our system, barriers that impacted student’s ability to achieve those aspirations, what we should do more of in our system to help students achieve and what we ought to do less of. These last two questions had many overlapping responses and are combined in the summary that follows.

### **HOPES AND ASPIRATIONS**

The overwhelming theme for hopes and aspirations was a desire for kids to experience a quality education. Respondents raised concerns with the current quality in our system and wished for a higher-quality experience for all students. Nearly 40% of respondents highlighted aspirations related to career and life readiness including life skills, career readiness, and college readiness. Over 20% cited a desire for better learning environments and school culture noting issues such as class size, condition of school buildings, and the desire that each student be able to connect with at least one caring adult in their school. A similar percentage expressed desires around grade level expectations – generally there was a concern that standards were not high enough but there was also a desire for more flexibility in high school graduation requirements. Nearly 20% of respondents also raised issues related to student well-being including a desire for better access to school counselors and mental health providers. 16% of respondents explicitly expressed a desire to eliminate educational opportunity gaps.

#### *Example Comments:*

“Students need to be prepared to participate in their communities in a positive way, contributing to the larger society through their employment, leadership, volunteerism, or continued scholarship.”

“That students are equipped to be life-long learners, critical thinkers and good citizens. Schools should have the flexibility to meet students where they are and believe in the potential of all students.”

“Solid Foundation - literature, history, rhetoric, reading, writing, and math. STEM is important but technology changes fast. High standards, don't teach to the lowest common denominator. Practical application is only as good as the instructor, but a solid foundation allows students to springboard where ever the world takes them.”

### **BARRIERS STUDENTS FACE IN ACHIEVING THESE ASPIRATIONS**

Responses on barriers were primarily focused in five areas. Close to 40% of respondents cited current learning environments and school culture as barrier to student success and nearly 30% noted student well-being as a barrier. A similar number of respondents cited bias and inequality. 27% of responded noted graduation requirements as a barrier and 19% of respondents noted funding challenges. Close to 13% noted testing as a barrier and a similar number cited career, college, and life readiness.

“give students more experiences so they can discover what they love and to keep them engaged. Focus on the whole child, health, mental health, mentors, relationships.”

“Trauma, systemic/institutional racism, poverty, learning differences and disabilities - and schools which aren't funded, resourced or connected in ways that help them respond to these challenges.”

“Failing to take a systemic approach to a systemic problem. The lack of understanding as to how racial and social inequity operate through seemingly neutral and fair practices, policies and procedures is really appalling. Our schools continue to produce disparities based on skin color.”

“Focus on hiring top talent teachers -- and diversify those who are in the classroom. Particularly, focus on attracting non-traditional teachers from industry and business. They will be more likely to embrace and drive transformation, performance, transparency and accountability.”

### ***CURRENT STATE OR LOCAL EFFORTS WE SHOULD DO MORE OF OR SHOULD DO LESS OF.***

The last two open ended questions had significant overlap in responses so are combined for summary purposes. More detail on all the responses is included in the full report. 27% would like to see more done to support lower class sizes and improvements in school culture and related to that 23% noted a need to improve student well-being. Student voice emerged as an important area for additional attention as well with 24% of respondents noting this issue... Over a quarter of the responses in what we should do less of related a broad range of funding issues which generally centered on more focus on funding for instructional activities and less funding on administration, testing, and other activities that don't contribute directly to teaching and learning.

“More CTE options and truly encouraging kids to consider these fields of study. Junior High is a missed opportunity...kids that age NEED to feel important and part of a community. Classes like shop, architecture, fine arts, [and] home ec. allow kids to learn skills that immediately transition as helpful skills in the real world - by removing these and focusing solely on academic standardized tests, we lose a huge population of students who do not connect to this type of learning and have no new skills to share within their community”

“Offer support for students by way of making connections with them as individuals & continuing to offer high level learning opportunities, especially in the areas of STEM.”

“More thinking outside of the box to support learning and development such as expanded learning opportunities, school-based health center, and community schools.”

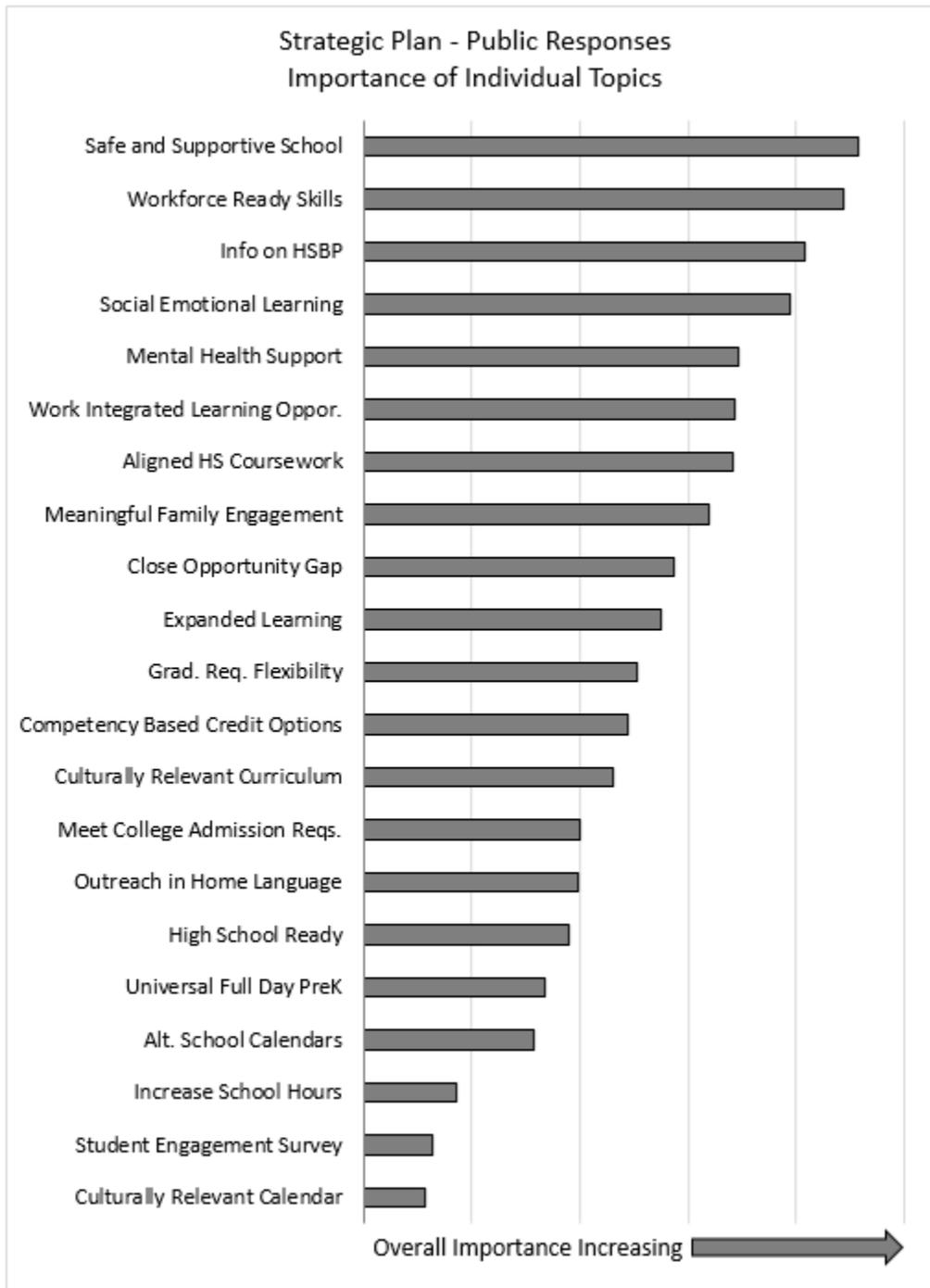
“More teachers and smaller classes would be helpful. More accelerated and honors programs. Better systems to manage behavior to keep kids in school but to avoid disrupting the learning of the entire class. I understand this is very difficult.”

“If we really want to tackle issues like the opportunity gap, we should spend less time telling students who to be and more time finding out who they are and what they want to be.”

### **Ranking Importance**

In addition to the open ended questions discussed above the survey also asked respondents to rank the importance of several specific issues or items. The responses, summarized in Figure 2.

Figure 2: shows the relative importance of specific issues or items.



## SBE Strategic Plan - Feedback for 2019-2022 Plan Survey Form

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### **STATE BOARD OF EDUCATION STRATEGIC PLAN**

The State Board of Education is in the process of developing its 2019-2022 Strategic Plan and is seeking your input to help define a comprehensive vision for the future of education in Washington state.

We hope you will take a few minutes to complete a brief survey to share what you feel makes the Board successful and to provide ideas for improvements, needs, expectations, and priorities that will help the Board establish key strategic objectives, measures and goals to serve as our guide for action for the next four years.

The Board wants to hear the voices of those who care deeply about education. This is an opportunity to help shape the future of the K-12 system and impact its effort to improve outcomes for all students.

**1) Please describe your hopes and aspirations for students in Washington public schools.**

**2) What barriers do students face in achieving these aspirations?**

**3) What current or new state and/or local actions would help students overcome barriers they face (what should we start doing or do more of)?**

**4) What should we stop doing that is getting in the way of student success or progress?**

**5) How important are the following issues? (Rank 0-100)**

- Close the Opportunity Gap (An opportunity gap can be defined as “the unequal or inequitable distribution of resources and opportunities,” (The Glossary of Education Reform, 2013). The opportunity gap describes the ways in which the education playing field is not level for all students, even before the first day of class.
- School districts provide universal full day pre-kindergarten to all four-year olds
- Families are meaningfully engaged in school activities
- Schools provide outreach and support to families, in a home language other than English where necessary
- Curriculum is inclusive of different perspectives and histories, culturally appropriate, and relevant to the students and families served by the school
- Students experience a safe and supportive learning environment
- Students develop social - emotional skills
- Schools have the resources to provide mental health support to students in crisis
- Using local and state assessments results to provide differentiated instruction to students in K-8 so that they transition to high school ready for high school coursework
- Students are provided opportunities for learning outside the traditional school day (e. g. after school programs and summer enrichment)
- Students have the information and resources to develop a plan for high school and beyond that addresses their unique interests and leads to gainful employment

- Students, parents, and educators collaborate to plan a student's high school coursework aligned with postsecondary aspirations and goals
- Students are provided flexibility to meet graduation requirements
- Students have alternative options to demonstrate competency in required coursework
- Students have applied and/or work- integrated learning opportunities
- All students graduate with the coursework needed for admission to a college or university
- All students graduate with the skills and competencies needed to enter the workforce
- Schools are encouraged to explore alternative schedules such as a balanced year-around calendar
- Schools are encouraged to develop a calendar that recognizes holidays from a broader range of traditions and cultures
- Funding for schools to increase the number of hours students are in school every year
- Funding for the state to survey families and students regarding student engagement

**6) Other comments, suggestions or ideas:**

**7) In which county do you live?**

**8) Which best describes you?**

- Education Organization
- Educator
- Government Education Agency
- Parent
- School Administrator
- School Board Member
- Superintendent
- Student
- Other (fill in blank)

**9) This question is optional. If you want to receive an update on the State Board of Education's strategic plan when it is finalized, please leave your contact information below:**

First Name (fill in blank)

Last Name (fill in blank)

Title and Organization (if applicable): (fill in blank)

City (fill in blank)

Email Address (fill in blank)

Phone Number (fill in blank)



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## STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM

Prepared for the September 2018 Board Meeting

Statewide we are seeing overall progress on the six required indicators of system health. However, progress by some student groups is mixed.

- The overall performance on Kindergarten Readiness is up 2.5 percentage points (pp) over three administrations, but the readiness of Native American and Pacific Islander children declined.
- The OSPI is expected to report on the 2017-18 statewide assessment results on September 10.
- The performance on the measure of High School Graduation is up for the Native American (3.9 pp), Black (2.7 pp), and Hispanic (3.1 pp) student groups.

### Performance through 2017 on the Indicators of the Educational System Health

Indicator	Three-Year Trend	Most Recent Outcome
Kindergarten Readiness	Improving	47.4%
4 <sup>th</sup> Grade Reading	Improving & to be updated	55.2%
8 <sup>th</sup> Grade Math	Improving & to be updated	46.6%
High School Graduation	Improving	79.3%
Readiness for College Coursework	Improving & to be updated	73.9*
Post-Secondary Attainment and Workforce	Improving & to be updated	42%*

\*Note: represents the most recent year of data.

## Partner Collaboration

The State Board of Education (SBE) convened a Statewide Indicators Technical Advisory Committee (TAC) comprised of partner agency staff to collaborate on the next report to the Education Committees of the Legislature due on December 1. Based on discussions with the TAC the State Board staff are developing a revised framework for the report centered on three questions:

1. Do students have access to quality schools and programs?
2. Are young children prepared to learn when they enter kindergarten?
3. Are students provided an opportunity to develop the skills and knowledge to be prepared for career, college, and civic engagement?

To respond to these questions the TAC supported development of the following indicators to supplement the required indicators:

- Discipline Rate – overall exclusionary discipline rate
- 9<sup>th</sup> Grade On-Track – state level from the Washington School Improvement Framework
- Dual Credit Participation – state level from the Washington School Improvement Framework
- Career Awareness – opportunities to deep-dive into specific career options
- Career Launch – meaningful on-the-job experience and aligned classroom learning
- Seal of Biliteracy – as is included on high school diplomas
- Educator Quality/Effectiveness - TBD
- School Climate/Engagement Surveys - TBD

The partner agencies participating and collaborating on this work include the following:

- Office of the Superintendent of Public Instruction (OSPI)
- Workforce Training and Education Coordinating Board (WTECB)
- Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)
- Washington Student Achievement Council (WSAC)
- Washington State Board of Community and Technical Colleges (SBCTC)
- Department of Children, Youth, and Families (DCYF)
- Education Research and Data Center (ERDC)
- Professional Educators Standard Board (PESB)
- Office of the Governor (GOV)

The TAC has met twice and a third meeting is anticipated. The work of the TAC is summarized below.

Date	Discussion and Tasks
June 25*	Members were updated on the reporting requirements and their collaborative role.
July 23*	Members discussed the suitability of recommended and other indicators for possible inclusion in the 2018 or subsequent reports and agreed to complete a related survey.
August 13	Survey results on the three framing questions and the suitability of certain indicators were analyzed by the SBE.
TBD*	TAC members to provide feedback to the SBE on early drafts of the biennial report.

\*Note: the asterisk denotes the date of a face to face meeting of the TAC.

If you have questions about this memo, please contact Andrew Parr at [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us).