

**STATE BOARD OF EDUCATION
STRATEGIC PLAN IDEAS
Mona H. Bailey**

EVERY CHILD RECEIVES A HIGH QUALITY EDUCATION PREPARING THEM FOR COLLEGE/POST SECONDARY EDUCATION, CAREERS AND LIFE.

A. Address the Opportunity and Achievement Gap

The achievement gap of the State's minority and poor students is not improving significantly. This gap placing the future of our children and youth in peril and the health of the State long term in peril needs to be an urgent priority for the SBE and agencies and entities with responsibility of p/k-12 education. The State ranks in the lower quartile of states on most indicators of p/k-12 student educational success.

1. Update the analysis of the State's achievement gap, publish the results and issue a call to action.
2. Update the SBE's Plan to Close the Achievement Gap. Add a monitoring task to the Plan and an annual report to the citizens.

B. Required 24 Credits for a High School Diploma

1. Conduct an analysis of the implementation
2. Conduct an assessment of the first cohort to graduate meeting the 24 credit requirement.

C Assessment of Student Learning

There is so much learning for all of us in this area and much work to be done. I will Leave it there.

D. Behavioral Health of Washington Students

1. Update the assessment of student discipline data, policies and programs.
2. Conduct an analysis of counseling and guidance services provided for students
3. Advocate for increased services at the school level to address the increase in mental health issues of p/k-12 students.

E. Community Engagement

1. Develop and implement a plan to bring about greater awareness of the SBE in communities across the State.
 2. Plan, develop and implement activities to engage the community as collaborators and partners in the work of the SBE. Example: Testing is a very contentious unresolved issue in our State. Town Hall meetings across the State to engage the community would be a good start. The Community Forums probably is the Boards current strategy for getting community input.
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Peter Maier

STRENGTHENING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE/CAREER

I propose that the SBE adopt as a specific initiative a comprehensive analysis of the transition from high school to college and career, with the goal of identifying policy gaps and system weaknesses and ways to remedy them -- especially from the K-12 perspective.

This initiative would build upon elements of the SBE's present work, but expands it to a more coherent and comprehensive whole.

PROPOSAL

The transition from high school, whether to college, training for a vocational career, directly to the work force, or other, is increasingly important as a high school diploma recedes in significance as a terminal degree. From a larger perspective, the line between high school and higher ed/career is becoming increasingly blurred. High school students take courses such as AP and IB that were formerly encountered in college, and colleges often use remedial courses to bring recent high school graduates up to a college entry level. While a positive development towards a more seamless educational system, this blurring does not result from a coherent set of policies and is often hit or miss.

Too many high school graduates in our state do not make the transition successfully. In Washington State we are below the national average in the percentage of young adults ages 18-24 who are enrolled in post-secondary or already have a degree or credential: U.S. 55.2%, Washington State 51.6%. By contrast, Massachusetts is #1 at 70.3%. [Source: Quality Counts 2016: Report and Rankings, Education Week Resource Center 1/7/2016]

The importance of the transition from high school has not gone unnoticed. A number of on-going efforts are under way to help address it. Examples include High School and Beyond Plans, use of SBAC for college course placement, Running Start, College in High School courses, dual college courses, certification programs at career centers, and Bridge to College transition courses in high schools. Similarly, the SBE is beginning work on other efforts, such as defining career readiness and the "Post-Secondary Attainment" measure (as yet undefined) that is one of the six state-wide indicators of Educational System Health. Likewise, the House Committee on Education has expressed its interest in post-secondary attainment and in the 2016 Session has passed out of committee HB 2948 with a proposed pilot project on this issue.

But what is lacking is a set of overarching, coherent state-wide policies that address the transition from high school. As a result, some of the transition efforts listed above are only partially implemented (e.g. Bridge courses), or lack funding and policy definition (e.g. HSBP).

And significant policy gaps and system weaknesses remain. A specific example is the “summer melt” in which students (especially lower income) graduate from high school in June but don’t show up for college in September. What innovative ways could address this phenomenon? How can high schools and community colleges cooperate in making sure students make the transition and don’t get lost between separate educational systems? What policy changes are needed to address this problem? Would social science methods such as cell phone reminders, incentives, etc. provide possible ways to change behavior patterns? Another specific example is the mismatch between the training and experience of high school counselors, who are already overextended, and the need for counseling on college and career options. (The Student Achievement Council is interested in this issue.)

The nine states that have 60% or better enrollment in post-secondary (MA, RI, CT, NY, NJ, VT, MN, IL, PA) may have useful ideas for Washington State to consider as we strive to improve Washington State’s unimpressive 51.6%.

Without a broader policy strategy, and a comprehensive analysis of where systems need to be strengthened, the transition process from high school will remain ineffective for too many students.

There is a constructive leadership role for the SBE to take in such an examination of transition from high school, particularly from the K-12 perspective. This is within the SBE’s statutory authority under RCW 28A.305.130(6): “Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system;” Such an initiative would also be an opportunity to work with the SBE’s educational partners such as the Student Achievement Council, State Board of Community and Technical Colleges, OSPI, WSSDA, AWSP, WASA, and the Workforce Training and Education Coordinating Board.

Submitted by Peter Maier

MJ Bolt

Here are my suggestions. I realize these may fall under current topics - so, if so - I would appreciate the clarification.

Suggestions for future SBE agenda topics:

- Hearing a **discussion from a few local economist about jobs**, future jobs needed, and the labor gaps that exist. I would strongly recommend Steve Scranton, Chief Investment Officer from Washington Trust Bank in Spokane as I just heard a presentation from him today about the Spokane area economy and future outlook, as well as labor outlook. If we don't have the labor

force to fill the jobs - the jobs will move elsewhere. Maybe even consider a few different economist from different regional areas of Washington to better understand the needs of different areas. I think this is critical to understand our long term impact of current State Ed Policy and consequences of our current ed system.

- What is the **economic impact of the students that don't graduate** for their futures, and to the State of Washington and our communities. What barriers to their economic futures does not graduating create.
- What are the things that we check/assess to check for our State Ed system's health? How do we determine this? What are the feedback loops in place to hear from those on "the front lines" of our ed system, like teachers, principals and district superintendents/admin and especially students?
- How can we determine if too much regulation (like 24 credits for graduation) is handicapping our system and options for students? How can we tell if policies like this are limiting the flexibility of our schools to create the most robust and dynamic schooling environment - like for more hands on education, PLTW, etc. or hurting the opportunities for our students to taking band, the arts & CTE? I am hearing from parents/students that kids are having to make choices and can't do the things they want to do like take certain classes or band and fit in the required 24 credits.

Thank you!

MJ Bolt

Janis Avery's ideas for SBE priorities February 2016

Seeking and promoting solutions to SBE priorities:

Redefine the research function at the SBE. Reduce traditional analysis of large aggregate data sets, frequently already published by others; develop qualitative method to evaluate the effects of interventions with RAD schools and high performers. Increase emphasis to identify promising factors, provide cost-benefit analysis, publish and promote replicable impacts through MARCOM plan.

Urgently address the opportunity and achievement gaps:

1. Define and operationalize the term Equity
2. Study and define the impact of education spending to increase equity
3. Promote policies to retain experienced teachers in low income school districts
4. Develop a policy analysis stance that considers the potential to enhance or harm the experiences of populations of youth who are not white and not middle class or better. (Staff study, recommend a racial equity analysis tool and facilitate Board adoption.)
5. Learn about and develop policy framework to support educational continuity for students who make non-normative school transitions (within the school year and between years but not at standard transition points); particularly focus on highly mobile (poverty/homelessness, child welfare, juvenile justice and mental health systems involved students)

Emotional environment of schools:

Determine the role of SBE in next wave of exclusionary discipline analysis and intervention. Learn about trauma-informed/compassionate schools methodologies and impact on academic outcomes.

School/community collaboration:

identify best practices in parent involvement.

- Parent involvement
- Build on the foundation of community forums to increase stakeholder input to the SBE

Promote alternatives to traditional, comprehensive HS education

- CTE
- Project based learning
- Dual credit/Running Start/IB/AP/College in the HS

Develop student-directed assessment alternatives -- as part of HS and Beyond plan (no more failing into alternatives)

Proactive academic intervention: Develop a policy framework to support individualized instruction to avoid academic gaps before HS

Holly Koon

Address the Needs of Exceptional Students (SpEd, Gifted)

1. Become knowledgeable as a Board about the current status of SpEd and Gifted education in Washington State (data review). What do other agencies and the research say about the state of special education and gifted education in Washington State? Are we doing a sufficient job of addressing the needs of these students? For example:
 - a. The law on gifted education changed last year to include K-12 programming (but of course no new \$\$). What practices are districts adopting to deal with this change (or not)? What services are gifted students assured across our state (if any)? Are we missing policy-level opportunities to support gifted students? For example, why can't gifted students get a running start tuition waiver for a super FTE (like those granted to low income students) in order to truly accelerate their learning within existing programming?
 - b. What percent of our gifted students are underperforming or dropping out?

- c. It is estimated that 20% of the adult population suffers from a specific learning disability. So why does SpEd qualification hover between 8 and 13% in school districts and what, if anything are districts doing to address the needs of the students who are not being qualified (ie, how widespread are true MTSS)?
 - d. What percentage of students in SpEd receive a CIA as opposed to a CAA?
2. Use what we learn as a board to determine if our findings warrant action. If so, develop an action plan around this item.