



THE WASHINGTON STATE BOARD OF EDUCATION

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

ESSA Survey Responses (Unedited)

| Response | <i>What opportunities exist to leverage change through goal setting?</i> |
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| 1 | Goal setting to leverage change should be situated within a theory of action that emphasizes 1) using knowledge of research and best practices; 2) developing a shared vision; 3) creating a robust school/district infrastructure focused on curriculum, instruction, assessment, professional learning, materials/equipment, administrative support/leadership and community engagement; 4) improved instruction and 5) increase student learning. Goal setting to leverage change must honor a change management approach that utilizes the key concepts of implementing change (i.e., awareness, desire, knowledge, abilities and reinforcement). |
| 2 | Goals are a way to measure progress, and lack thereof, and to highlight where more work or resources are needed. - Goals can be a way to communicate with the public, and with policy markers (to extent attention is paid to the goals and indexes that resu |
| 3 | AYP was a well-intended accountability strategy to dramatically reduce performance gaps between demographics. We desperately need specific goals about reducing performance gaps and policy guidance for "targeted universal" strategies that would likely benefit all students but are specifically designed to benefit those with poorest performance (or opportunity gap). Goals should be set to address groups with lowest test scores. |
| 4 | Depending on how the goals are developed and agreed to, they can be used to bring a diverse population together on a common set of directions, and a course of action. |
| 5 | There is a chance to increase consistency. There are opportunities that are being utilized in many districts and ignored in others. We need to make it an objective to provide a variety of opportunities for all students around the state, especially with the 24 credit graduation requirement. |
| 6 | We had a long conversation about this at the last meeting. We can avoid the shaming of schools who do not get 100% of students to standard by a date certain. We can set realistic goals, perhaps that are phased in over time. We can use multiple measures, not just test scores, i.e., attendance, reduction of disproportionate discipline, Dual credit acquisition, etc. |



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| Response | <i>What potential pitfalls exist regarding long-term goal setting?</i> |
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| 1 | Pitfalls associated with long-term goal setting often relate to the design and implementation process used to achieve those goals. Pitfalls associated with goal setting often are associated with the practicality of turning them into action that makes a difference. Goal setters should ask: 1) Is there clear commitment to the vision these goals are intended to achieve? How do stakeholder knowledge and beliefs impact that commitment; 2) Is there a clear set of data (i.e., student learning data/other data) that informs goal setting? What contextual considerations need to be understood as part of this goal setting process?; 3) In the actual setting of goals, have critical issues been identified and surfaced?; 4) Are plans designed to achieve long-term goals executable and can their results be evaluated? and 5) Is there a commitment to reflect and revise these goals and the plans to achieve them as work goes forward? |
| 2 | Persistence, general execution/change management and hopelessness are our two greatest enemies. School policy and practice do not sustain efforts long enough to achieve intended change. They also underinvest in the continuing professional development needed to exceed basic fidelity and approach mastery - and better outcomes. |
| 3 | "Pitfalls in goal setting start with the question, does the goal setting body have the authority to set, measure and enforce the goals? If they do not, the goals will be ignored. If they do, the most obvious pitfall are: - Setting goals which are not measurable, unclear or have a unintended consequences, - |
| 4 | It can easily become narrow sighted. It is easy to become hyper focused on one idea and abandon many others. |
| 5 | The big question we faced at the last meeting was, "How can we set expectations lower than 100% of students meeting standard? Yet, we have learned that setting the goal at 100% for graduation is not realistic, given the resources devoted to public education in the State of Washington. Are we setting schools and students up for failure by setting unrealistic goals? |



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| Response | <i>How could such a measure highlight equity (or inequities) in the accountability system?</i> |
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| 1 | A measure related to quantity and quality of opportunities offered to students that aligned to career, college and citizenship readiness. It would seem that such a measure who indicate which schools have a robust and rich set of opportunities for students that are often associated with high performing schools/systems. |
| 2 | I have trouble seeing how a single measure, state-wide, could reflect equity/inequity. The index already reflects inequitable outcomes in many ways, through the multiple subgroups (including poverty and race). |
| 3 | I would recommend exclusionary discipline data as the key measure of student success and school quality. |
| 4 | (Perhaps question #4 should come before question #3) The additional measure I would like to see would be related to getting rid of seat time and going to an individualized student performance measurement. With such a move, low performing student groups would be identified by their inability to achieve mastery of core skills. Resources to support intervention could then be allocated based on true need, student by student. |
| 5 | It would allow the board to find common ties to issues among schools. Many of the systems we have now do that, but it can always be taken to a deeper level. |
| 6 | We can also use a reduction in disproportionality in discipline. This is very definitely an equity issue. In-puts could be tracked as opportunity gap measures. There is no measurement for k-2 currently. We could use reduction in chronic absenteeism as a measure, since it has a very direct correlation to academic success. |



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| Response | <i>What would you want to measure if data were available, regardless of data limitations?</i> |
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| 1 | Levels of student engagement. |
| 2 | Mobility is an unnamed variable in school success. How can we measure the impact of facilitating quality school transitions? |
| 3 | We should take this opportunity to set goals for measuring complex demonstrations of mastery, plus evidence of integrate multiple points of learning. We should strive to provide an accurate picture of each student's learning trajectory so schools and parents can respond with customized support and intervention. Individualized performance measures could be used to validate mastery of academic knowledge and core competencies through more complex performance-based tasks measures. These assessments (which may incorporate state-controlled local assessments) could provide a data-rich picture of each student's performance level, not just those that meet or exceed proficiency. |
| 4 | Disaggregated data about attendance records. See what schools are able to bring kids into school and why. Furthermore, see who is not showing up and how can we get them there. |
| 5 | Dollars and highly effective teachers allocated to low income school populations. Absenteeism, including as a k-2 measure |



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| Response | <i>What do you think about using educational opportunity inputs as an Index other measures of school quality to highlight inequities? What inputs do you think are the most important to highlight?</i> |
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| 1 | I think opportunity matters a lot in school quality, but it is the robustness of those opportunities, not just in the inputs but the expected student outputs and outcomes that really highlight inequities. |
| 2 | This idea of using the "other" measure to evaluate opportunity inputs is troublesome. The issue of inputs is multi-faceted, involving race, family income, family education, community opportunities (eg local employment situation), student mental health and physical disabilities. Also, we should be wary of trying to do too much in the Index. The temptation is to load up the Index with more and more measures; the risk is that the more the Index contains, the less it is understandable and used. |
| 3 | Opportunity gaps signal "need to do something different." Instead we cry about the impoverished circumstances our children experience. What about - quality teacher measures, extended school year measures, use of evidence based instructional practice measures - as the response to poverty? |
| 4 | The "opportunity gap" means something different to the public than to educators and therefore presents a confusion factor in designing a measurement. As currently used in education, it is a term dealing with the number and variety of courses a student has an "opportunity" to take. The general public however interprets the term as a student's qualifications upon graduation. Do they have an "opportunity" to select from multiple pathways in post-secondary education and job openings. I'm afraid use of the term opportunity would be miss-interpreted and confused. |
| 5 | What types of programs are offered in that area/district and the level of accessibility do students have to it. It would allow the board to locate pockets of inequity. |
| 6 | Highly effective teachers; opportunity to learn - school day and school year length; community support and wrap around services, which would be more difficult to measure. |



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| Response | <i>What concerns, if any, do you have regarding the manner in which the disparate outcomes are highlighted (or not) in the statewide accountability system?</i> |
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| 1 | Inputs are largely beyond the scope of the SBE, and even of the K-12 educational system. We take all students as they come to our public schools and try to obtain the best outcomes for them. So I am less concerned about the outcomes focus. |
| 2 | In my ideal world, schools that show disparate outcomes should get quality consultation about what to do differently. The inputs may be simpler than we think. I'm guessing they include: quality data collection and analysis - individual, aggregated disaggregated individualized instruction to support strengths and address gaps evidence based instructional practice embedded professional development effective school leadership school culture intervention that embeds cultural competency, trauma informed practice, emotional intelligence |
| 3 | Teachers, parents and the public have trouble with charts and graphs. As much time and effort as we have put into developing a student performance index system, only top level educators are conversant with it. The vast majority of people I have dealt with, including teachers, are unfamiliar with its results. The time it takes to understand what is displayed is beyond what they want to invest. A more familiar metaphor, such as a speedometer (i.e., color coded dashboard) would be more quickly understood and accepted. |
| 4 | No concerns here! |
| 5 | They should be things that we can actually do something about and can be measured in a meaningful way. |



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| Response | <i>What are the benefits that might come out of the use of other such assessments?</i> |
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| 1 | Anything that drives a mindset of assessment FOR learning as part of the learning/teaching model in schools adds value. I think of summative state assessments as assessment OF learning. I think a common summative assessment, assuming it is high-quality, give the comparative bar we need. I'd be okay if someone can demonstrate the comparability of one assessment to another. Otherwise, I place the others in the "alternate assessment" bin. |
| 2 | ACT or SAT might be used as a way for very high achieving students to demonstrate proficiency equivalent to a 3 or 4 on the SBAC. This would defuse the refusal movement, which is largely centered on high achievers. |
| 3 | These allow student choice to demonstrate competency/proficiency which seems more "real world" and more functional in terms of preparing for the HS & Beyond Plan. These may be more effective for students with disabilities, ELL students and any whose mindset is not majority white, male, heterosexual. Opportunity for cultural competency and appreciation for strengths communicated in multiple ways. Helps reinforce that we are interested in learning and not testing. |
| 4 | Setting goals which move schools toward a project based, individualized learning model would both increase student interest in school, (thereby lowering dropout rates) and allow students to explore various professions and interest before they end up out on the street. Encouraging middle and high schools to build a curriculum around each individual student's interest would see both graduation rates to go up and college persistence improve. |
| 5 | Direct connection to postsecondary education. The ACT is a good system health indicator and would also help students transition to college. You kill two birds with one stone. |
| 6 | Using assessments that may more fully measure career readiness, i.e., ASVAB, WorkKeys, etc. Proficiency based assessments? |



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| Response | <i>What concerns do you have regarding the use of other such assessments in place of the current assessments?</i> |
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| 1 | Can we say that the variety of assessments proposed will provide a level of assurance that students are career, college and citizenship ready? |
| 2 | The revised SAT is new, unrelated to Common Core, and is only three hours long. Equitable to allow our highest achievers to avoid the SBAC? SAT and ACT can be gamed by classes. SAT and ACT have no accommodations for disability students SAT and ACT have no interim assessments If the SBAC is optional, will we have a useful statistical sample for SBAC calibration? |
| 3 | Potentially greater complexity and weakness in consistency across schools and districts. Otherwise, actually benefit the teaching methodology. |
| 4 | The way we teach school today is not working for all students, particularly the poor and disadvantaged. It needs to be phased out. The obvious concern is economic, when shifting to a new system like performance measurement. If we think of it as simply adding to the current classroom model, it won't work... the workload on the individual classroom teacher would be unbearable. There must be a re-orienting of how teachers teach (i.e., pedagogy). Changing the pedagogy from directing all students each day, in 55 minute blocks, to guiding, coaching and judging projects (or work flow) would become the new norm. Appropriate PD and funding must follow (at least to start). Increased use of automated tools, such as iPads, would be used by teachers to track and record progress. Once running it should be no more expensive than today. In fact a merging of what we currently call CTE with the regular, academic classroom may be an additional positive result. Judging the quality of student work is also a concern. Our experience with Culminating Projects has shown that it will require (on occasion) industry experts with experience in fields which in some cases are newly emerging and hard to find. Some outside expertise would be needed to help train teachers in judging the quality of student work, setting aggressive student goals, least we will end up with something like "Installing a car stereo" as an acceptable project for a student that could do so much more. |
| 5 | It would create more transition and change is always difficult. Students in the time of transition have a more difficult time than ones in a stable system. |
| 6 | A recent study from the Fordham Institute found that ACT and/or SAT are not as good as the SBAC in assessing the Common Core Standards. Districts may wish to use them because their students take them anyway. Some districts pay to have all of their students take the college placement tests. |