



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Education System Health – Indicators, Performance, and Recommended Reforms

- 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:**
- Key questions include the following:
- How healthy is Washington’s K-12 educational system?
 - How can the Board advocate for and otherwise promote evidence-based strategies for the system that result in increased student achievement?
 - How can the Board best utilize the messages in this (legislatively-mandated) report?
 - How can the Board best collaborate with its partners in this work?

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis: For the 2016 report, Board and staff have engaged seven partner agencies/ organizations and received extensive valuable input. The draft report outline describes the status of the indicators and recommends evidence-based reforms to improve performance on the Indicators of Educational System Health.

The four reforms recommended are the same as those the Board recommended in 2014, with the addition of specific evidence-based components of each reform.

Representatives from all partner entities will participate in a panel discussion with the Board. The Board will discuss the draft report, recommended reforms, and aligning efforts with partner organizations. The Board will also direct staff to update and complete the report based on the input received in the meeting.

Board staff anticipate that the Board will provide input and then direct staff to update and complete the biennial report and submit it to the Education Committees of the Legislature by December 1.



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STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on goal attainment for the statewide indicators of educational system health under RCW 28A.150.550. Section (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top 10 percent nationally or are comparable to results in peer states with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question.

The next biennial report to the education committees of the Legislature is due on Dec. 1 and the November Board meeting will be the last opportunity for the Board to discuss the report, provide input on the recommendations, and guide the message of the report in a large group setting.

Summary

The SBE met with all partner agencies in late-September and October to discuss the status of the indicators and the proposed recommendations. Four of the six specified indicators are not on track to meet endpoint goals, are not in the top 10 percent nationally, or comparable to peer states. As required, the SBE and partner agencies included four recommendations that would be expected to improve the underperforming indicators. The SBE expects to expand upon the four recommendations specified in the 2014 report, by including evidence-based components for each recommendation specified below.

1. Expand access to high quality early childhood education.
2. Expand and fully fund high quality professional learning.
3. Increase access to high quality expanded learning opportunities.
4. Expand supports and services that prepare students for post-secondary opportunities and employment.

The SBE and partner agencies are considering the manner in which to include specific supports to facilitate successful student transitions (preschool to Kindergarten, elementary to middle, middle to high, high school to post-secondary) into the recommendations above or as a stand-alone recommendation.

Background

The SBE worked with the partner agencies through the Achievement and Accountability Workgroup (AAW) regularly from December 2014 to the winter 2016. Click [here](#) to learn about the topics covered in the AAW meetings. Since December 2015, the Board has been hearing presentations on and discussing the Statewide Indicators of the Educational System at the regularly scheduled board meetings, and providing input on important elements of the report, such as the deeper disaggregation of data,

resetting annual targets, and reporting on achievement and opportunity gaps. The most recent performance data for the indicators is available with the online electronic materials.

Beginning in the early fall 2016, the SBE has been engaging with partner agencies for the purpose of reviewing the outline of the biennial report and soliciting feedback on the recommendations. Both the report outline and feedback from the partner agencies are included in the board packet.

Panel Discussion

The panel discussion will be framed around the proposed recommendations and around the questions from which the SBE sought feedback. The feedback questions were the following.

1. How do the major recommendations in the report outline align with your organization's current priorities for our public education system?
2. What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?
3. Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?
4. To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?
5. How might partner agencies and organizations collaborate over the next year to support these education system reforms?

Action

The Board is expected to direct staff to update, complete, and submit the Biennial Report to the Education Committees of the Legislature based on the input received in the meeting.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.



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Statewide Indicators of the Education System Outline of Biennial Report

This short report has been developed as a tool for the State Board of Education and Statewide Indicators of the Educational System partner agencies to support the completion of the legislatively mandated report. The report provides short answers to the following questions.

1. What is required of the State Board of Education and partner agencies regarding the Statewide Indicators of the Educational System work?
2. What do the Statewide Indicators of the Educational System measure and where does the data come from?
3. Are the Statewide Indicators of the Educational System meeting annual targets and is the improved performance sufficient to result in meeting endpoint goals?
4. What recommendations were made in previous years for the purpose of improving the performance of the indicators and what recommendations will likely be proposed for the next biennial report?

The final report is anticipated to generally follow the outline here and provide expanded answers and explanations to the questions specified above. The final report is expected number less than 100 pages and will include a series of appendices to provide backup data and support of the conclusions and work described in the body of the report.

Summary of the Work Requirements

ESSB 5491 (2013), codified as RCW 28A.150.550, directed the State Board of Education (SBE) to lead the effort in identifying system-wide performance measurements and goals for the six statewide indicators specified in the legislation. The SBE was directed to work with partner state agencies and other entities to identify realistic but challenging system-wide performance goals and measurements, as well as evidence-based reforms to improve student achievement as/where needed. The goals, annual targets, indicator revisions, recommended reforms, and other important information were provided in the 2013 and 2014 reports found at [here](#). The authorizing legislation is summarized as follows.

- Section (1) of RCW 28A.150.550 specifies the six statewide indicators of the education system.
- Section (2) explains that the indicators are to be disaggregated and reported by the All Students group, the seven race/ethnicity student groups required for federal reporting, and for students with a disability, students in bilingual education, and students qualifying for the Free and Reduced Price Lunch Program.

- Section (3) provides information about the process for setting goals and annual targets for each indicator, work that was accomplished through the Achievement and Accountability Workgroup found [here](#).
- Section (4) explains that the SBE and partner agencies are to align their strategic planning and education reform efforts with the statewide indicators and performance goals established under this section.
- Section (5) requires the SBE, with assistance from partner agencies, to submit biennial reports to the Education Committees of the Legislature with the following information:
 - The status of each indicator specified in Section (1)
 - To the extent data is available, the performance goals for each indicator must be compared with national data to identify whether Washington student achievement results are:
 - Within the top 10 percent nationally; or
 - Are comparable to results in peer states with similar characteristics as Washington.
 - The report must recommend evidence-based reforms intended to improve student achievement in the area of any indicator if:
 - The educational system is not on target to meet the performance goals for that indicator; or
 - Washington students are falling behind students in peer states; or,
 - Washington is not within the top 10 percent nationally.

Status of the Statewide Indicators

Six indicators were specified in ESSB 5491 for measuring system health. The authorizing legislation simply describes the measurement to be used for each of the indicators and the SBE has taken the liberty to assign a name for each of the indicators as follows:

- Kindergarten Readiness
- Fourth Grade Reading Proficiency
- Eighth Grade Math Proficiency
- High School Graduation
- Postsecondary Attainment and Workforce
- Quality of the High School Diploma.

Because of the transition to the Smarter Balanced Assessment (SBA) system, the annual targets for the 4th Grade Reading and the 8th Grade Math indicators were reset in 2016, which means that annual target attainment analyses are not possible until the 2016-17 SBA results are reported. Also, targets for the Quality of High School Diploma were reset to reflect the measure described in the 2013 report. The Washington Educational Research and Data Center (ERDC) is preparing the dataset required to complete the analyses for the Quality of High School Diploma measure.

Table 1: Shows the ESSB 5491 (2013) description of the measures, the name of the indicator assigned by the SBE (in bold underline), and the data sources used for reporting status, national comparisons, and the peer state comparisons.

ESSB 5491 Indicator	Data Sources
<u>Kindergarten Readiness</u> : Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS).	WaKIDS data from the Washington Report Card. National and peer state comparison data from the American Community Survey.
<u>4th Grade Reading</u> : Percentage of students Meeting or Exceeding standard on the 4 th Grade statewide reading assessment.	Smarter Balanced Assessment results from the Washington Report Card. National and peer state comparison data from the 2015 NAEP.
<u>8th Grade Math</u> : Percentage of students Meeting or Exceeding standard on the 8 th Grade statewide mathematics assessment.	Smarter Balanced Assessment results from the Washington Report Card. National and peer state comparison data from the 2015 NAEP.
<u>High School Graduation</u> : The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR).	Graduation rate data from the Washington Report Card. National and peer state comparison data from the 2015 Digest of Educational Statistics from the National Center for Educational Statistics.
<u>Quality of High School Diploma*</u> : Percentage of students (high school graduates) enrolled in precollege or remedial courses in public post-secondary institutions.	Data file provided by the Washington Educational Research and Data Center. National and peer state comparison data from a 2012 report titled <i>Remediation: Higher Education's Bridge to Nowhere</i> by Complete College America.
<u>Post-Secondary Attainment and Workforce</u> : Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2 nd and 4 th quarters after graduation.	Data file provided by the Washington Educational Research and Data Center and a separate analysis conducted by the Educational Research and Data Center. National and peer state comparison have not yet been integrated into this analysis.
*Note: Reported as the percentage of students who graduate high school, enroll in higher education, and do not enroll in remedial math or English courses. NAEP is the National Assessment on Educational Progress.	

The latest results include the following (Table 2).

- Two indicators (Kindergarten Readiness and High School Graduation) are not meeting targets
- Two indicators (4th Grade Reading and 8th Grade Math) were reset in 2016
- Target attainment analyses for two indicators are pending until new data are received.

Table 2: Shows the status of each of the specified statewide indicators of the education system.

Indicator	Most Recent Year	Measure (%)	Target (%)	Meeting Targets?	Improving?
Kindergarten Readiness	2015-16	44.2	51.8	NO	YES
4 th Grade Reading	2015-16	57.0	(Reset in 2015-16)	New Baseline	YES
8 th Grade Math	2015-16	55.4	(Reset in 2015-16)	New Baseline	YES
High School Graduation	2014-15	78.1	81.9	NO	YES
Quality of High School Diploma	2012-13	73.3	75.5	TBD	YES
Post-Secondary Attainment and Workforce*	2014	42	TBD	TBD	TBD
<p>*Note: The Post-Secondary Attainment measure examines the graduating class of 2006 eight years later to measure the rate of attainment. TBD = To Be Determined. Cells highlighted in purple identify indicators not meeting the annual statewide target.</p>					

While Table 2 shows that the performance of the All Students group increased in the most recent reporting year for all of the indicators, Table 3 shows that the magnitudes of the increases in the most recent year were insufficient to meet the annual improvement targets for four of the five indicators. For the All Students group on the high school graduation indicator, the 0.8 percentage point increase in 2015-16 was less than the annual step target of 1.7 percentage points, and failed to meet the annual improvement target. In other words, the performance of the All Students group is increasing, but not increasing enough. If the levels of progress continue at the demonstrably low rates, endpoint goals will not be met in the specified time frames.

RCW 28A.150.550 Section (2) requires that the status of the indicators be disaggregated and reported by the student groups used for federal reporting and that was done in the 2013 and 2014 reports. Currently, the Race and Ethnicity Task Force, created by 4SHB 1541 (2016), is reviewing the United States Department of Education 2007 race and ethnicity reporting guidelines and developing race and ethnicity guidance for the state. A review of the annual targets will be required and targets may need to be reset if the definitions or collection of the race and ethnicity data is modified in a substantial manner.

Table 3: Shows the percentage point increase actually attained (Act) compared to the percentage point increase required to meet annual targets for the federally reported student groups.

<i>Student Group</i>	<i>Kindergarten Readiness</i>		<i>4th Grade Reading</i>		<i>8th Grade Math</i>		<i>High School Graduation</i>		<i>Quality of High School Diploma</i>	
	Annual Step*		Annual Step*		Annual Step*		Annual Step*		Annual Step*	
	Act	Req	Act	Req	Act	Req	Act	Req	Act	Req
<i>All Students</i>	4.7	4.4	2.4	3.2	1.4	3.2	0.8	1.7	0.5	1.9
<i>Black / African American</i>	1.9	4.4	2.3	4.5	0.3	4.7	1.0	2.3	1.4	2.6
<i>American Indian / Alaskan Native</i>	0.8	4.9	3.4	5.1	1.8	5.2	2.7	2.9	3.9	2.6
<i>Asian</i>	8.3	4.2	2.3	1.9	1.8	1.7	1.2	1.1	0.7	1.5
<i>Hispanic / Latino</i>	6.0	5.2	2.7	4.5	2.3	4.5	2.3	2.4	1.3	3.2
<i>Pacific Islander / Native Hawaiian</i>	3.7	5.0	1.4	4.6	1.8	4.6	2.4	2.5	4.4	2.4
<i>White</i>	2.0	3.7	2.4	2.6	1.6	2.7	0.4	1.4	0.8	1.7
<i>Two or More</i>	2.9	3.9	2.4	3.1	1.2	3.2	2.4	1.7	1.2	1.9
<i>Students with a Disability</i>	2.4	5.9	0.6	5.4	0.3	5.3	2.2	3.0	2.0	4.0
<i>Limited English</i>	6.8	5.5	3.2	5.8	1.7	5.5	2.1	3.3	0.9	4.6
<i>Low-Income</i>	3.1	4.9	2.3	4.4	8.7	4.7	1.6	2.3	0.3	2.9

*Notes: All values in the table represent the actual (Act) percentage point increase in the most recent year from the prior year and the required (Req) annual step increase in percentage points to meet attainment targets. The results for the Post-Secondary Attainment and Workforce indicator are not shown, as only one year of results have been supplied and reported by the Washington ERDC.

Green Cells show where the increased performance of a student group met or exceeded the annual required target. Gray cells show where a group’s performance increased but not enough to meet the annual target. So for most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets. Purple cells show where performance declined.

As was the case for the All Students group, all of the reported student groups improved in the most recent year from the previous year on most of the indicators. On Table 3, the cells highlighted in pale green show where the increased performance of a student group met or exceeded the annual required target and the cells highlighted in pale gray show where a group’s performance increased but not enough to meet the annual target. For most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets, which will eventually result in not meeting the endpoint goal in the specified time frames.

As noted earlier, Section (5) of RCW 28A.150.550 requires that the SBE compare the academic performance of Washington students to those nationally and in the peer states (Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Virginia).

Washington and the peer states (including California) are collectively identified as the Global Challenge States through the New Economy Index first developed by the Progressive Policy Institute in 2002. The Index is periodically updated and is based on a long list of demographic, economic, and workforce criteria. Learn more about this work at <http://www.itif.org/files/2002-new-state-econ-index.pdf>.

Table 4 summarizes the All Student group performance and the national and peer state comparisons. Cells highlighted in green shows the indicators and comparison (national or peer state) in which Washington students were deemed to have met the annual target.

Table 4: Summary of the national and peer state comparisons of Educational System Health Indicators.

Indicator	On Track to Meet Gap Reduction Targets?	Ranked in the Top 10 Percent Nationally	Comparable to Peer States
Kindergarten Readiness⁺	<i>NO</i>	<i>20th Percentile Nationally</i>	<i>9th Best of Peer States</i>
4th Grade Reading*	<i>Targets Reset in 2015-16 Next Analysis 2016-17</i>	<i>72nd Percentile Nationally</i>	<i>5th Best of Peer States</i>
8th Grade Math*	<i>Targets Reset in 2015-16 Next Analysis 2016-17</i>	<i>76th Percentile Nationally</i>	<i>5th Best of Peer States</i>
High School Graduation**	<i>NO</i>	<i>24th Percentile Nationally</i>	<i>8th Best of Peer States</i>
Quality of High School Diploma	<i>Data Pending</i>	<i>Among the Highest Ranked Nationally</i>	<i>3rd Best of Peer States</i>
Post-Secondary Attainment and Workforce	<i>Data Pending</i>	<i>TBD</i>	<i>TBD</i>

Cells highlighted in purple identify the underperforming indicators while the cells highlighted in green indicate analyses where Washington was meeting targets.
⁺ Note: National and peer state comparison data from the American Community Survey
^{*} Note: National and peer state comparison data from the 2015 National Assessment of Educational Progress (NAEP)
^{**} Note: National and peer state comparison data from the Digest of Educational Statistics compiled and developed by the National Center for Educational Statistics.
TBD = To Be Determined

In summary, two Educational System Health Indicators are not on-track to meet targets, four indicators are not ranked in the top ten percent nationally, and two of the indicators are not comparable to peer states. Performance data are pending for two of the statewide indicators. While the indicators are improving, the increased performance is mostly lower than the annual step increases developed through the goal-setting methodology.

Recommendations

The SBE's 2014 Report to the Education Committees of the Legislature included four recommended evidence-based reforms that if fully implemented would be expected to lead to improvements in the four underperforming indicators. The recommendations in the 2014 report were the following.

1. Expand access to high quality early childhood education.
2. Expand and fully fund high quality professional learning.
3. Increase access to high quality expanded learning opportunities.
4. Expand supports and services that prepare students for post-secondary opportunities and employment.

The SBE anticipates making the same four recommendations in the 2016 report, accompanied by evidence-based components of each recommended reform. The SBE may also recommend a fifth evidence-based reform: provide specific supports to facilitate successful student transitions (preschool to Kindergarten, elementary to middle, middle to high, high school to post-secondary).

As was the case with the SBE's 2014 report, the SBE will include technical and other information in a series of appendices. At a minimum, the appendices would include the following:

Appendix A – Status of Indicators

Appendix B – Deeper Disaggregation of Data

Appendix C – Partner Agency Feedback

Appendix D – Partner Agency Alignment with Recommended Reform

Links to webpages.

<http://www.sbe.wa.gov/edsystemhealth.php>

<http://www.sbe.wa.gov/aaw.php>

APPENDIX A

Statewide Indicators of the Educational System - Status of Indicators

Kindergarten Readiness

The Kindergarten Readiness indicator is measured through the Washington Kindergarten Inventory of Developmental Skills (WaKIDS), and is the percentage of children who are kindergarten-ready in the fall of a given year. In this case, kindergarten-ready means that the students meet the standards on all six WaKIDS kindergarten-ready domains.

On June 29, 2015, the Washington Legislature passed the state biennial operating budget which included funding for the statewide implementation of full-day kindergarten. In the 2015-16 school year, 71.9 percent of kindergarten students were funded for full-day kindergarten, and in the 2016-17 school year, 100 percent of will be eligible to receive funding. Not until the 2017-18 school year will all kindergarten students be attending full day kindergarten classes in Washington. To learn more about the WaKIDS, see <http://www.k12.wa.us/wakids/>.

The WaKIDS is required only in state-funded full-day kindergarten classrooms and is optional for other kindergarten classrooms. As such, the assessed population is less than the total population of kindergarten students and is not necessarily a representative sample. On the 2015-16 WaKIDS, approximately 58,300 students participated and complete results were calculated for approximately 56,400 kindergarten students. At the start of the 2015-16 school year, 79,707 children were enrolled in kindergarten (69,965 full-day and 9742 half-day), which means that the latest WaKIDS data are based on the assessment of approximately 71 percent on the total kindergarten population. Goals and annual targets were developed for the indicator based on the non-representative assessed population, but goals and targets will need to be reset when the assessment is administered statewide to all kindergarten students.

Table A1: Performance on the Kindergarten Readiness indicator by student group.

	2014-15	2015-16	1-Year Gain*	Required Step Increase	2015-16 Target	Difference 2015-16*
All Students	39.5%	44.2%	4.7	4.4	51.8%	-7.6
Black / African American	39.3%	41.2%	1.9	4.4	51.4%	-10.2
American Indian / Alaskan Native	34.4%	35.2%	0.8	4.9	46.6%	-11.4
Asian	43.2%	51.5%	8.3	4.2	54.0%	-2.5
Hispanic / Latino	25.1%	31.1%	6.0	5.2	42.6%	-11.5
Native Hawaiian / Pacific Islander	30.2%	33.9%	3.7	5.0	45.3%	-11.4
White	48.5%	50.5%	2.0	3.7	59.6%	-9.1
Two or More	46.5%	49.4%	2.9	3.9	57.0%	-7.6
Students with a Disability	17.4%	19.8%	2.4	5.9	35.5%	-15.7
Limited English	21.0%	27.8%	6.8	5.5	39.1%	-11.3
Low-Income	30.6%	33.7%	3.1	4.9	46.4%	-12.7

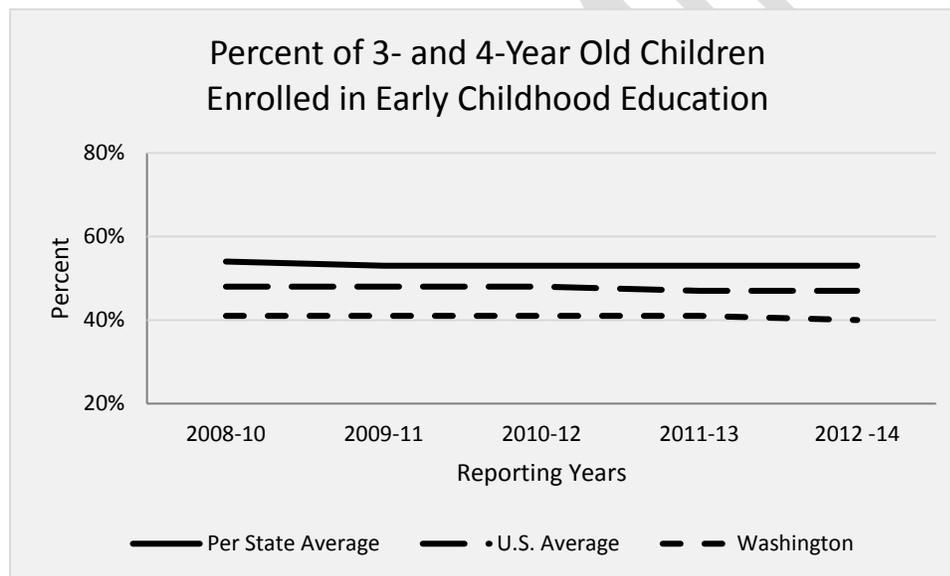
*Note: The one-year gain is the change in performance from the 2014-15 to the 2015-16 school year shown as percentage points.

*Note: Difference shown in percentage points as the Target minus the actual performance value.

For the Kindergarten Readiness indicator, the 2011-12 and 2012-13 results were averaged to provide the baseline value of 38.7 percent from which to derive the yearly step increase of 4.4 percentage points for the All Students group. For the All Students group, the 2015-16 performance increase of 4.7 percentage points was not sufficient to meet the gap reduction target of 51.8 percent but exceeded the computed annual step increase. The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and by how much the target was missed. The Asian, Hispanic/Latino, and ELL student groups exceeded the annual step increase target but did not meet their respective 2015-16 performance targets. However, it is noteworthy that the performance of all student groups was higher in 2015-16 as compared to the previous year and that four of the student groups exceeded their annual step targets.

High quality early childhood educational experiences allow children to develop the skills that are required for them to be independent learners when they start school. While it is not possible to compare the WaKIDS on a national or peer state level analysis, comparisons of access to early childhood educational opportunities are possible. Data from the KIDS COUNT Data Center developed by the Anne E. Casey Foundation (Figure A1) shows that access to early childhood education for Washington three and four year-olds is the 40th best of the 50 states (20th percentile nationally), 13 percentage points lower than the Peer State average of 53 percent, and the lowest of the Peer States.

Figure A1: Shows the percentage of 3 and 4 Year-Old Children Accessing Early Childhood Education Opportunities.



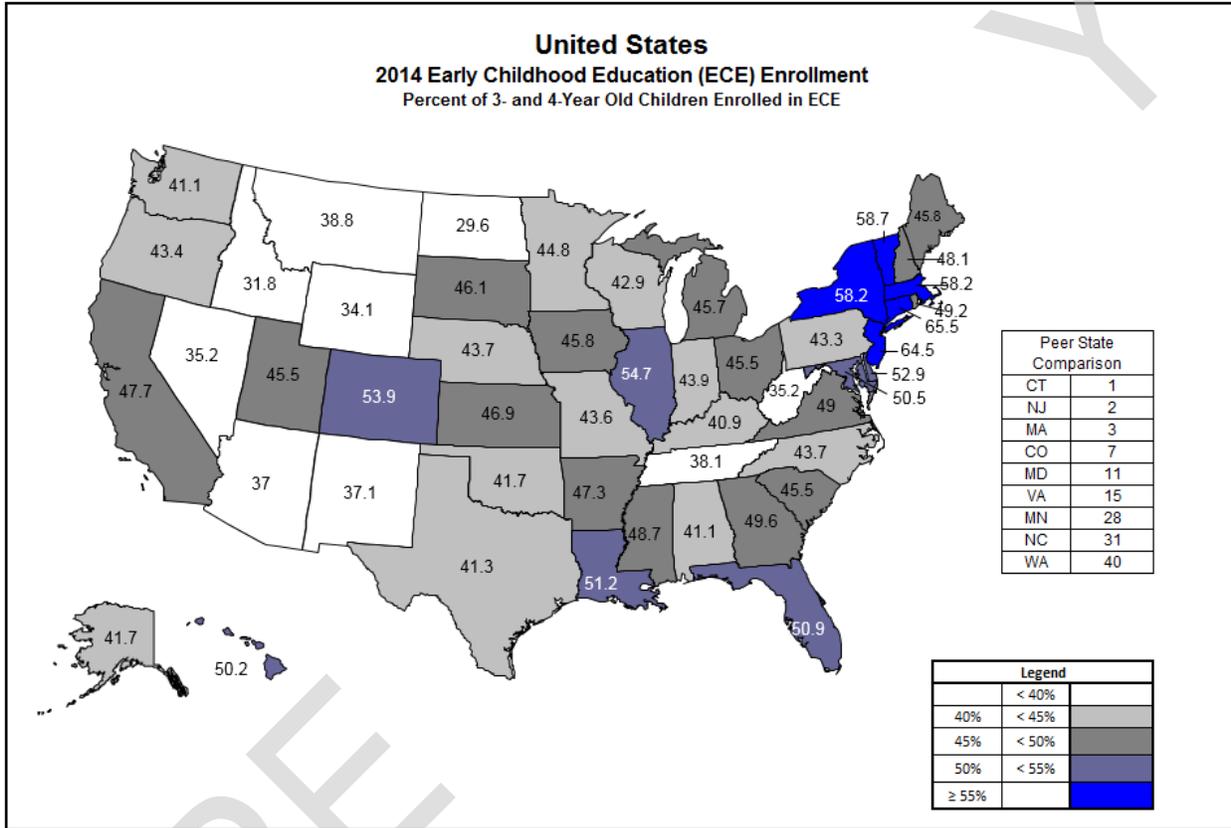
The data in Figure A1 uses a three year rolling average to report on the early childhood enrollment measure to reduce the impact of year-to-year variations, and that is reflected in the chart. The chart shows that Washington families consistently enroll young children in early childhood education (ECE) programs at a rate lower than the national average and lower than the peer state average. Figure A2 provides a one year snapshot of the ECE enrollment for 2014 and shows how the peer states rank nationally and in comparison to one another.

For the Kindergarten Readiness Educational System Health Indicator:

- Table A1 shows that the indicator is not on-track to meet gap reduction goals

- Figure A1 shows that the percentage of three- and four-year old children accessing early childhood educational opportunities is lower than the national average and lower than the peer state average.
- Based on the 2014 data, Washington ranks in the bottom quartile of all 50 states on the measure of early childhood education enrollment and is the lowest performer of the peer states.

Figure A2: Shows the percent of 3- and 4-year old children who were enrolled in early childhood education programs in 2014.



3rd Grade Literacy

The percentage of 3rd grade students meeting or exceeding standards on the 3rd grade MSP Reading Assessment was recommended as an indicator in the December 2013 Initial Report. Beginning in the 2014-15 school year, Washington transitioned to the Smarter Balanced Assessment System (SBA) for statewide summative testing. The new recommended measure for the 3rd Grade Literacy indicator is the percentage of students meeting standard on the 3rd grade English/language arts (ELA) assessment developed by the Smarter Balanced Consortia. Because the computed annual targets are specific to an assessment, annual performance targets need to be reset or recomputed for the new Smarter Balanced assessments.

For the 3rd Grade Literacy indicator (All Students group), the 2014-15 and 2015-16 SBA ELA results were combined to create the two-year average baseline (53.2 percent) and the annual step increase was computed at 3.3 percentage points (Table A2). The target-setting methodology adopted in the initial work requires that student groups performing at lower levels make larger annual gains to meet gap reduction targets. See that the highest performing student group (Asian) is required to increase performance at a rate of 2.2 percentage points annually, while the lowest performing student group (ELL) is required to increase performance at a rate of 5.7 percentage points annually to meet targets.

Table A2: Performance on the 3rd Grade Literacy Indicator by ESEA subgroup.

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	52.1%	54.3%	53.2%	56.5%	3.3
Black / African American	34.2%	37.0%	35.6%	40.2%	4.6
American Indian / Alaskan Native	25.9%	26.4%	26.2%	31.4%	5.3
Asian	69.6%	72.8%	71.2%	73.3%	2.1
Hispanic / Latino	33.8%	35.1%	34.5%	39.1%	4.7
Pacific Islander / Native Hawaiian	31.6%	32.5%	32.1%	36.9%	4.9
White	59.9%	62.4%	61.2%	63.9%	2.8
Two or More	54.6%	58.9%	56.8%	59.8%	3.1
Students with a Disability	26.7%	26.3%	26.5%	31.8%	5.3
Limited English	19.2%	20.6%	19.9%	25.6%	5.7
Low-Income	36.0%	37.7%	36.9%	41.4%	4.5

*Note: The annual step increase is shown as percentage points.

Because the two most recent years serve as baseline, the performance on the 2016-17 SBA assessments will be the first year to determine whether gap reduction targets are met for this indicator. For the national ranking and peer state comparison analyses, the 4th Grade Reading NAEP (discussed below) was utilized.

4th Grade Reading

The ESSB 5491 specified indicator is the percentage of 4th grade students meeting or exceeding standards on the 4th grade MSP assessment. The 2013 Initial Report recommended that the 4th Grade Reading indicator be replaced with the 3rd Grade Literacy Indicator. Because Washington transitioned to the SBA in the 2014-15 school year, the specified indicator should be referred to as the 4th Grade ELA as measured by the 4th Grade SBA ELA.

The 2014-15 and 2015-16 Smarter Balanced assessment results were used to establish the All Students group reset baseline of 55.8 percent (Table A3). The reset annual step increase for the All Students group is 3.32percentage points. See that the annual step increase differs for each ESEA student group depending on the computed two-year baseline value. The initial goal attainment determination based on the reset targets will be made based on the 2016-17 assessment results are reported in the fall of 2017.

Table A3: Performance on the 4th Grade ELA Indicator by ESEA subgroup.

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	54.6%	57.0%	55.8%	59.0%	3.2
Black / African American	36.4%	38.7%	37.6%	42.0%	4.5
American Indian / Alaskan Native	26.5%	29.9%	28.2%	33.3%	5.1
Asian	72.8%	75.1%	74.0%	75.8%	1.9
Hispanic / Latino	36.1%	38.8%	37.5%	41.9%	4.5
Native Hawaiian / Pacific Islander	34.7%	36.1%	35.4%	40.0%	4.6
White	62.6%	65.0%	63.8%	66.4%	2.6
Two or More	56.1%	58.5%	57.3%	60.4%	3.1
Students with a Disability	24.3%	24.9%	24.6%	30.0%	5.4
Limited English	17.4%	20.6%	19.0%	24.8%	5.8
Low-Income	37.9%	40.2%	39.1%	43.4%	4.4

*Note: Annual step increase is shown as percentage points.

For the 4th Grade Reading indicator, the 4th Grade NAEP Reading (Figure A3 and A4) results are utilized for national and Peer State comparisons. On the 2015 NAEP, Washington 4th grade students posted an average scaled score of 225.9, which was the 14th highest in the nation placing Washington at the 72nd percentile of all states. The Peer State scaled score average for the 4th Grade NAEP Reading was 227.4, which is 1.5 scaled score points higher than Washington. On the measure, Washington was the 5th best of the nine Peer States

The goal and annual targets for the 4th Grade Reading indicator of the Educational System Health were reset due to the transition to the Smarter Balanced assessments in the 2014-15 school year, so a status determination is not possible. When using the 4th Grade NAEP Reading as the measure for comparison:

- Washington is not ranked in the top ten percent nationally
- Washington’s performance is considered comparable to the peer states.

Figure A3: Shows the average scaled scores for the national and peer state comparisons using the 4th Grade NAEP Reading results.

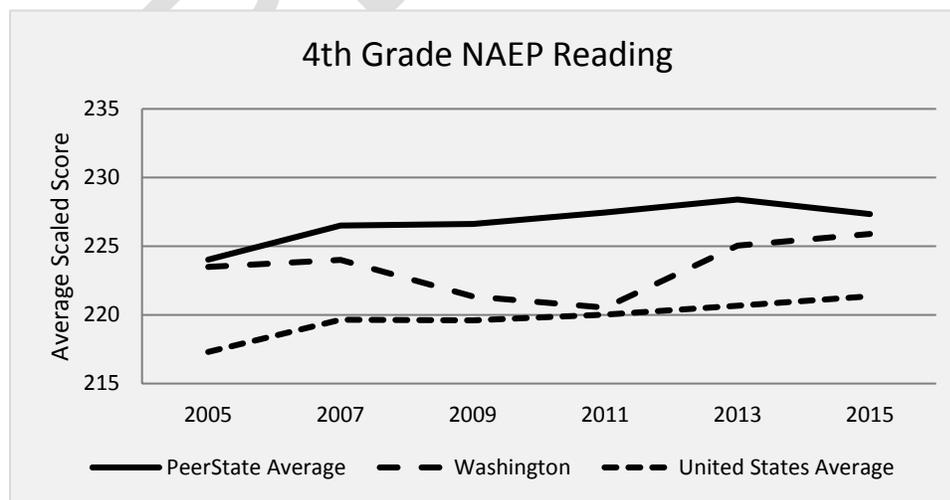
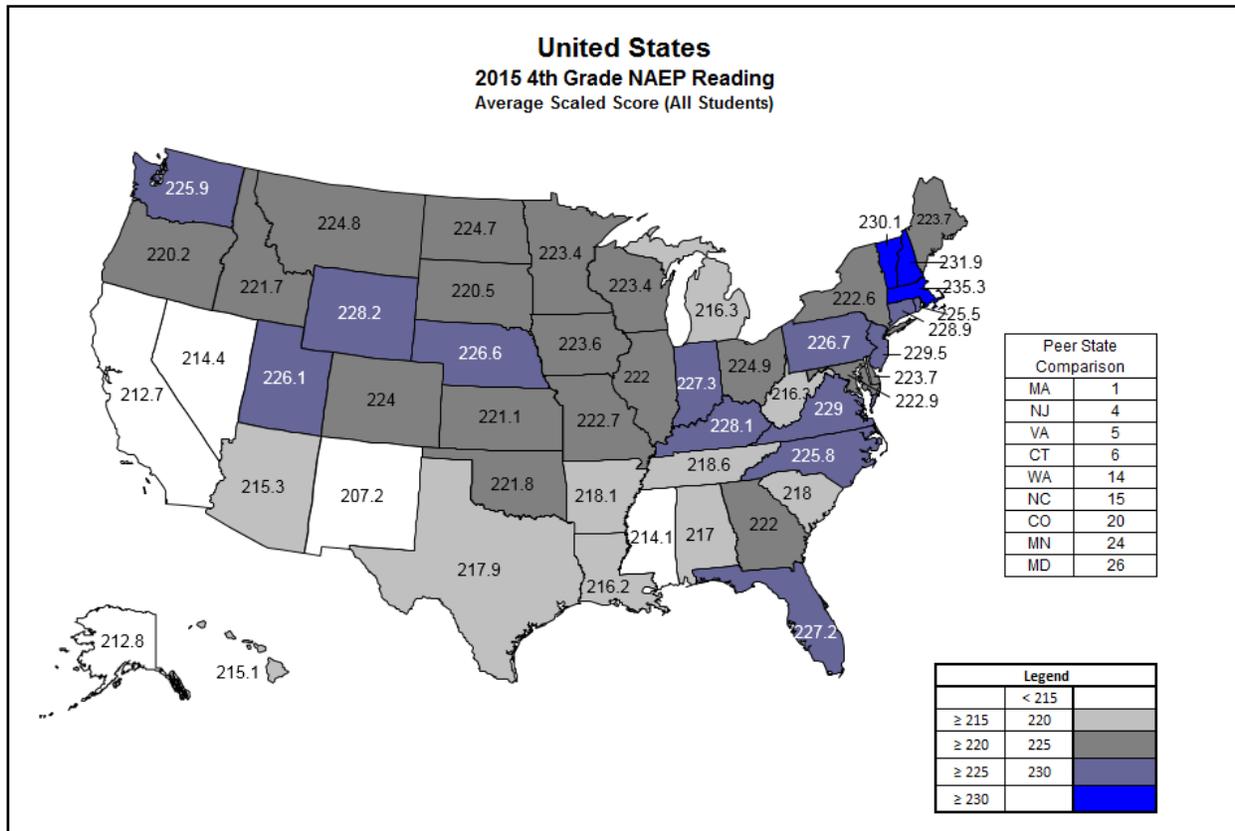


Figure A4: Shows the average scaled score by state for the All Students group on the 2015 4th Grade NAEP in Reading.



8th Grade Math

The indicator is the percentage of 8th grade students meeting or exceeding standards on the 8th grade MSP Math Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 8th Grade Math Indicator be replaced with the 8th Grade High School Readiness Indicator. Because Washington transitioned to the SBA in the 2014-15 school year, the specified indicator should be referred to as the 8th Grade Math indicator as measured by the 8th Grade SBA in Math.

A reset baseline value for the All Students group of 54.7 percent was computed for the 2014-15 and 2015-16 assessment results which also resulted in a 3.2 percentage point annual step increase. The Asian student group is the highest performing and needs to improve by 1.7 percentage points per year to meet the long-term goal, while three other student groups must improve by more than 5.0

percentage points annually to meet their long-term goals. Student groups that are currently performing at lower levels must make large annual gains to meet the gap reduction targets.

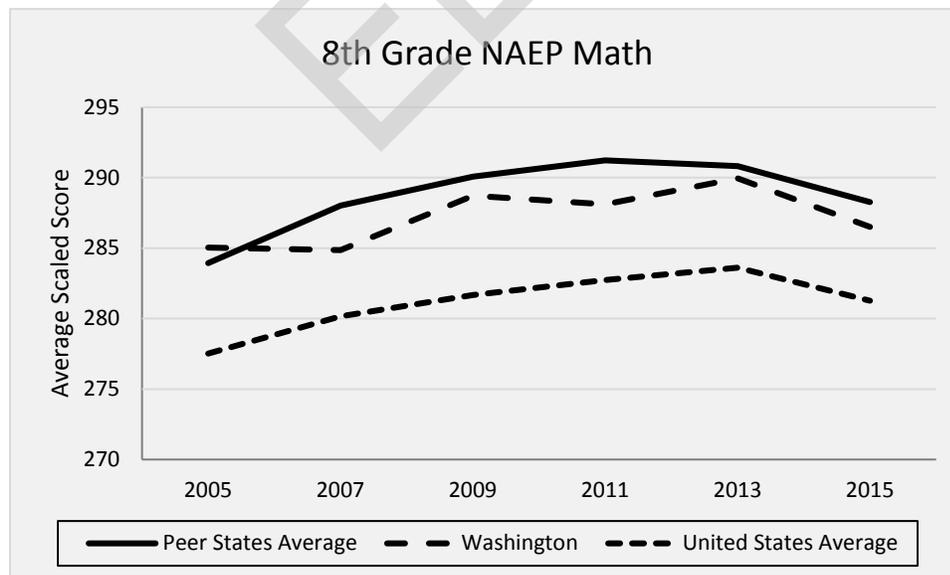
Table A4: Performance on the 8th Grade Math Indicator by ESEA subgroup

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	54.0%	55.4%	54.7%	57.9%	3.2
Black / African American	34.4%	34.7%	34.6%	39.2%	4.7
American Indian / Alaskan Native	26.9%	28.7%	27.8%	33.0%	5.2
Asian	75.7%	77.5%	76.6%	78.3%	1.7
Hispanic / Latino	35.2%	37.5%	36.4%	40.9%	4.5
Native Hawaiian / Pacific Islander	35.3%	37.1%	36.2%	40.8%	4.6
White	61.4%	63.0%	62.2%	64.9%	2.7
Two or More	55.0%	56.2%	55.6%	58.8%	3.2
Students with a Disability	25.7%	26.0%	25.9%	31.1%	5.3
Limited English	22.6%	24.3%	23.5%	28.9%	5.5
Low-Income	30.2%	38.9%	34.6%	39.2%	4.7

*Note: Annual step increase is shown as percentage points.

The 8th Grade NAEP Math was used for the national and Peer State comparisons. On the 2015 NAEP Math (Figure A5), Washington 8th graders posted an average scaled score of 286.5, which was the 12th best in the nation and placing the state at the 76th percentile nationally. Washington’s scaled score was higher than the U.S. average of 281.3, lower than the Peer State average scaled score of 288.3, and the 5th best of the peer states (Figure A5).

Figure A5: Shows the average scaled scores for the 8th Grade NAEP Math results.



A determination as to whether the annual gap reduction target is met cannot be made until the 2016-17 assessment results are reported by the OSPI. Overall, Table A4 and Figure A5 show that the 8th Grade Math indicator specified in the ESSB 5491 legislation is not ranked in the top ten percent nationally, but is comparable to the Peer States.

8th Grade High School Readiness

The indicator is the percentage of 8th grade students who pass all of the 8th Grade MSP content area assessments in reading, math, and science. The 2013 Initial Report recommended that this 8th Grade High School Readiness Indicator replace the 8th grade math indicator. The indicator is now the measure of the percentage of 8th grade students who meet or exceed standard on the 8th Grade SBA in ELA and math and the MSP in science.

A reset baseline value of 38.3 percent was computed based on the 2014-15 and 2015-16 SBA results and this resulted in an annual step increase of 4.4 percentage points for the All Students group. All of the ESEA student groups, except for the Asian, White, and Two or More Races groups, must make annual gains of 5.6 to 6.9 percentage points to meet their respective gap reduction targets. All of the student groups, except for the Pacific Islander and Native Hawaiian group, posted a modest performance increase in 2015-16 from the previous year.

The 8th Grade NAEP Reading can be utilized for the national and peer state comparisons in combination with the 8th Grade NAEP Math. On the 2015 NAEP Reading (Figure A6), Washington 8th graders posted an average scaled score of 267.3, which was the 21st highest in the country and this scaled score placed Washington at the 58th percentile of all states. The Washington average scaled score was higher than the U.S. average of 264.0 but was lower than the peer state average scaled score of 269.0. The average scaled score posted by Washington 8th grade students was the 7th best of the nine peer states.

Table A5: Shows the annual steps by student group and other data elements for the 8th Grade High School Readiness indicator.

	2014-15	2015-16	2-Year Baseline	2016-17 Target	Annual Step Increase*
All Students	37.5%	39.0%	38.3%	42.7%	4.4
Black / African American	16.6%	19.5%	18.1%	23.9%	5.9
American Indian / Alaskan Native	14.2%	15.7%	15.0%	21.0%	6.1
Asian	60.9%	64.2%	62.6%	65.2%	2.7
Hispanic / Latino	19.9%	21.3%	20.6%	26.3%	5.7
Native Hawaiian / Pacific Islander	20.5%	19.3%	19.9%	25.6%	5.7
White	43.3%	45.0%	44.2%	48.1%	4.0
Two or More	40.0%	40.5%	40.3%	44.5%	4.3
Students with a Disability	3.8%	4.8%	4.3%	11.1%	6.8
Limited English	3.1%	3.4%	3.3%	10.2%	6.9
Low-Income	21.4%	22.1%	21.8%	27.3%	5.6

*Note: Annual step increase is shown as percentage points.

Because the recommended indicator represents the combination of three distinct assessments, the 8th Grade NAEP results in reading and math were combined to determine whether the performance of Washington students was comparable to the peer states and to determine the national ranking. After

averaging the reading and math scaled scores, Washington's average scaled score of 276.9 was the 16th best in the nation, placing Washington at the 68th percentile nationally. Washington's average scaled score was the 6th best of the nine peer states (Figure A7).

Figure A6: Shows the Average Scaled Scores for the 8th Grade NAEP Reading Results.

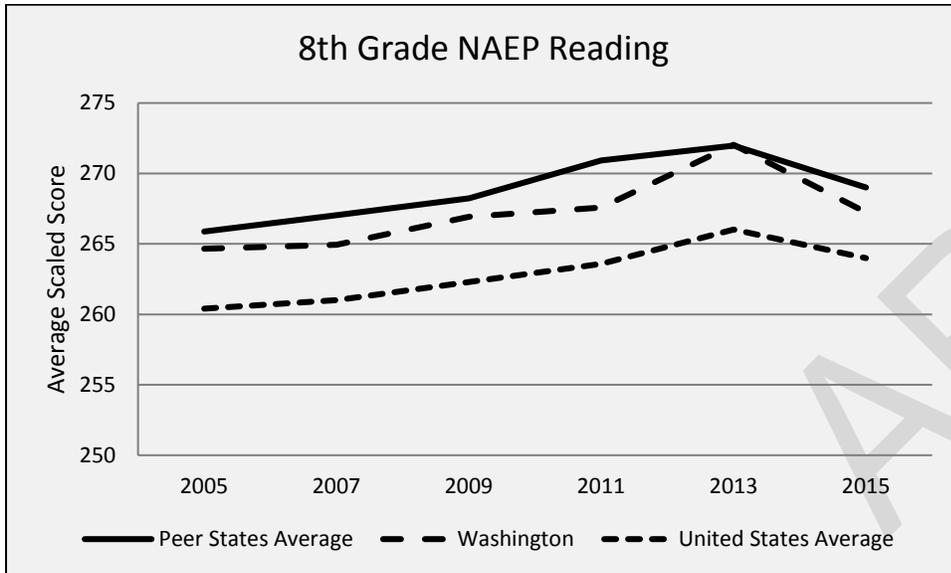
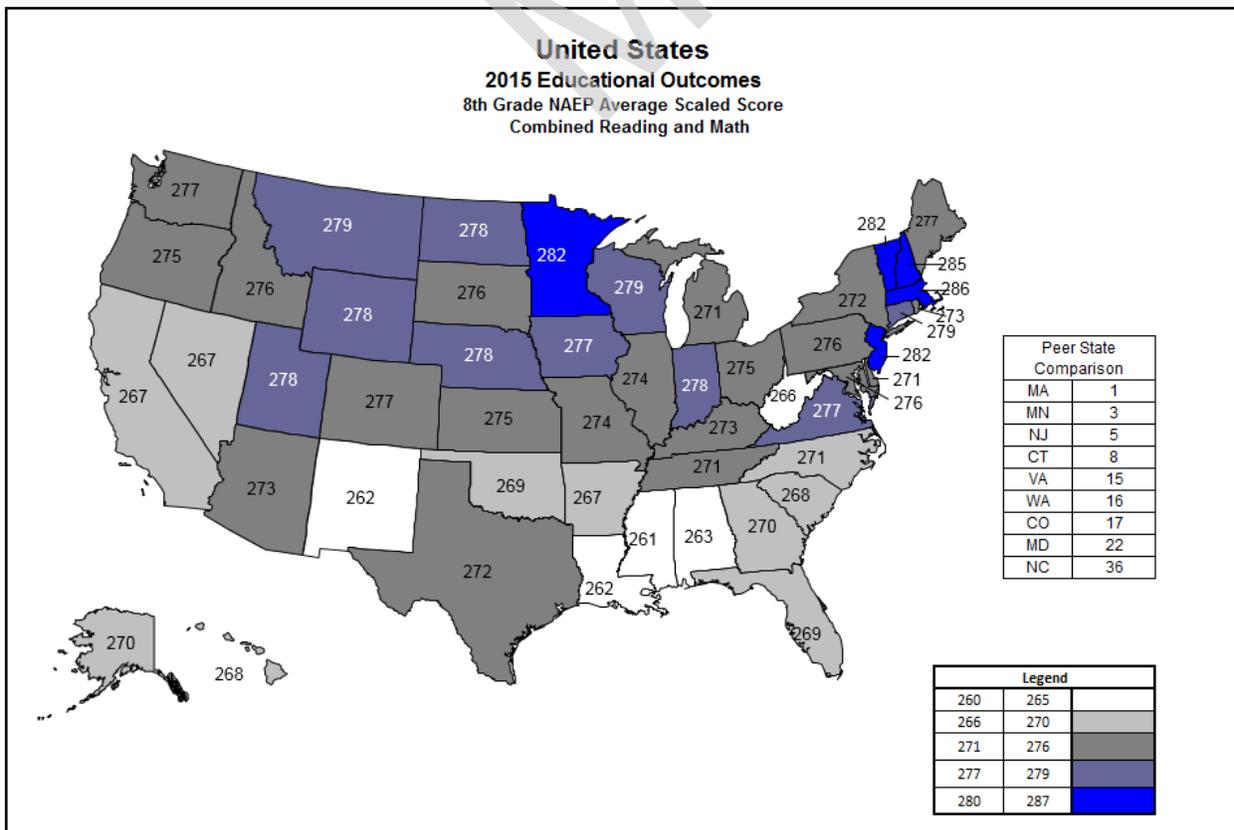


Figure A7: Shows the average scaled score for the 2015 8th Grade NAEP in reading and math combined.



Overall, the Table A5 and Figures A6 and A7 show that the 8th Grade High School Readiness indicator recommended in the 2013 Initial Report is:

- improving but another year of data is required to determine whether the indicator is on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- partially comparable or slightly lower than the peer states.

4-Year Adjusted Cohort Graduation Rate (ACGR)

The indicator is the official on-time graduation rate following the Adjusted Cohort methodology utilized by all of the United States. The 2010-11 and 2011-12 ACGR results were utilized to compute the baseline value of 76.9 percent and the annual step increase of 1.7 percentage points (Table A6). The On-Time ACGR increased in 2013 to 78.1 percent for the All Students group but the increase was not sufficient to meet the annual gap reduction target. The highlighted cells in the "Difference" column indicate that no subgroup met their individual gap reduction targets and shows by how much the target was missed by each group.

Table A6: Shows the On-Time Adjusted Cohort Graduation Rate by ESEA Subgroup.

High School Graduation	2013-14	2014-15	Target 2014-15	Difference 2014-15	Annual Step Increase*
All Students	77.2%	78.1%	81.9%	-3.8	1.7
Black / African American	67.8%	68.8%	74.8%	-6.0	2.3
American Indian / Alaskan Native	53.7%	56.4%	68.0%	-11.6	2.9
Asian	86.5%	87.8%	87.9%	-0.2	1.1
Hispanic / Latino	67.3%	69.6%	74.1%	-4.5	2.4
Pacific Islander / Native Hawaiian	64.6%	67.0%	73.0%	-6.0	2.5
White	80.5%	80.9%	85.1%	-4.2	1.4
Two or More	75.5%	77.9%	81.0%	-3.1	1.7
Students with a Disability	55.7%	57.9%	67.4%	-9.5	3.0
Limited English	53.7%	55.8%	64.0%	-8.2	3.3
Low-Income	66.4%	68.0%	74.3%	-6.3	2.3

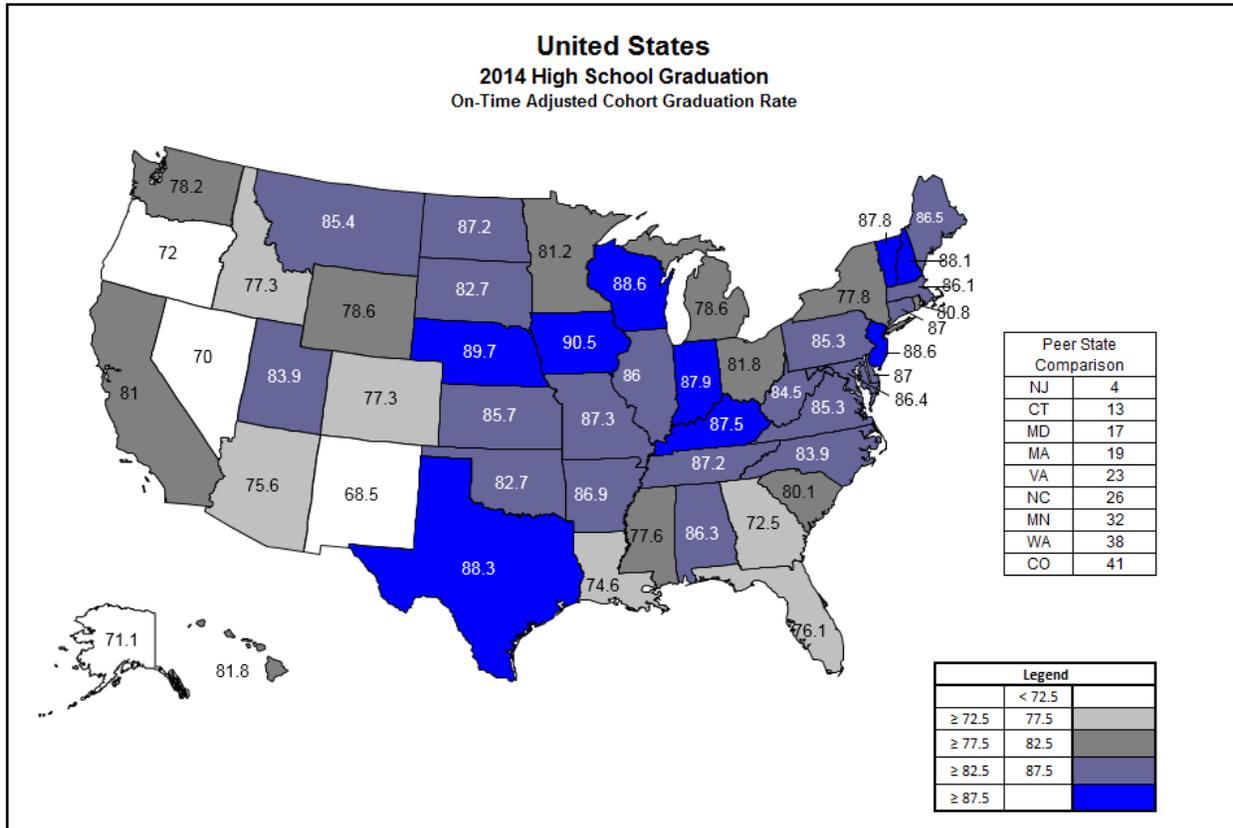
*Note: Annual step increase is shown as percentage points.

The methodology to compute the Adjusted Cohort Graduation Rate is uniform across the country, so it is possible to compare the ACGR for Washington to other states. Because of the different reporting requirements across the states, the national and peer state comparisons are based on the class of 2013-14 ACGR. These comparisons are made using data from the National Center for Education Statistics (NCES) found at https://nces.ed.gov/programs/digest/d15/tables/dt15_219.46.asp?current=yes, which differs a little from the ACGR computed by the OSPI. Nonetheless, Washington's graduation rate for the class of 2014 reported by the NCES was the 38th best in the country placing the state in the bottom quartile nationally (Figure A8).

As for the peer state comparison, Washington's NCES reported 2014 ACGR was the second lowest of the peer states that averaged 80.4 percent. The NCES-reported 2014 ACGR of 78.2 percent for Washington

was approximately 7.3 percentage points lower than the peer state average and was the second lowest of the peer states.

Figure A8: Shows the 2014 ACGR for the 50 states as reported by the NCES.



To summarize these results, Table A6 and Figure A8 show that the 4-Year Graduation Rate indicator specified in the ESSB 5491 legislation is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- not comparable to the peer states.

Access to Quality Schools

This indicator is a measure of the percentage of students attending schools rated as Good, Very Good, or Exemplary as shown on the Washington Achievement Index data file. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report.

The six tier ratings incorporated as part of the Achievement Index are based primarily on the Composite Index rating, which is the average annual Index rating for the three years included in the Index version. The state now has three complete versions of the Index from which to calculate the percentage of students attending schools rated as Good, Very Good, or Exemplary schools (Table AX).

The Index tier classifications are relative in the sense that the rating cut point for each tier changes from one year to the next depending on the performance of schools. The current methodology requires that, the top five percent of schools (approximately 90) based on Composite Index rating be classified as Exemplary. As a result, the percentage of students in Good or Better schools would not be expected to change systematically. This means that the goal-setting methodology is unsuitable for this indicator.

Table A7: Shows the Percentage of Students Attending Good or Better Rated Schools.

	Index Version		
	2012-13	2013-14	2014-15
Number of Students in Good or Better Schools	533,871	553,659	564,568
Percent of Students in Good or Better Schools*	53.6	55.2	55.3
*Note: the denominator is the total number of students enrolled in schools with an Index tier assignment.			

The Access to Quality Schools indicator is not amenable to the adopted goal-setting methodology, a national comparison, or a peer state comparison. Until the tier classification methodology based on relative performance is changed to a criterion based methodology, the state will be viewed as meeting target if either the number or percent of students enrolled in Good or better schools increases from one Index version to the next.

Quality of High School Diploma

The indicator is the percentage of high school graduates who bypass remedial courses in college during the year immediately following graduation. The December 2014 report to the legislature recommended a change to the Quality of High School Diploma indicator but continued to report on the indicator specified in the original legislation (ESSB 5491 of 2013) until updated data files could be delivered. By reporting on the recommended indicator (Table A8), the legislature and other stakeholders will be provided a clearer picture about the remedial course taking patterns of the recent high school graduates who actually enroll in higher education. The recommended change requires that annual targets be reset.

Table A8: Shows how the recommended indicator differs from the indicator specified in the original bill (ESSB 5491 in 2013) that was signed into law.

Specified Indicator in Bill	Current Reporting	Recommended Indicator
The percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	The percentage of recent high school graduates who bypass remedial courses.	The percentage of recent high school graduates who enroll in higher education and bypass remedial courses.

Using 2011-12 and 2012-13 high school graduation data provided by the Washington Educational Data and Research Center (ERDC), a two-year baseline value of 73.3 percent and an annual step increase of 1.9 percentage points for the All Students group was computed (Table A9). This means that approximately 73 percent of recent high school graduates who enroll in higher education enroll directly in credit-bearing coursework in English and math.

Table A9: Shows the annual steps by student group and other data elements for the Quality of High School Diploma indicator.

	2-Year Baseline	Gap to 100% ⁺	50% of Gap ⁺	Yearly Step ⁺	2019-20 Midpoint	2026-27 End Goal
All Students	73.3%	26.7	13.3	1.9	86.9%	100.0%
Black / African American	63.1%	36.9	18.4	2.6	82.2%	100.0%
American Indian / Alaskan Native	63.1%	36.9	18.5	2.6	83.5%	100.0%
Asian	79.4%	20.6	10.3	1.5	90.1%	100.0%
Hispanic / Latino	55.5%	44.5	22.2	3.2	78.4%	100.0%
Native Hawaiian / Pacific Islander	66.3%	33.7	16.8	2.4	80.9%	100.0%
White	76.3%	23.7	11.8	1.7	88.6%	100.0%
Two or More	73.3%	26.7	13.4	1.9	86.0%	100.0%
Students with a Disability	43.4%	56.6	28.3	4.0	72.7%	100.0%
Limited English	36.3%	63.7	31.9	4.6	68.6%	100.0%
Low-Income	59.5%	40.5	20.3	2.9	79.9%	100.0%

⁺Note: Gap values and yearly step values are in percentage points.

As for national and Peer State comparisons, one analysis (*Remediation: Higher Education’s Bridge to Nowhere*, conducted by Complete College America in 2012) provided summary data separately for two- and four-year higher institutional remediation rates. Washington’s two- and four-year institution remediation rates were lower than the Peer State average and substantially lower than the national rates.

In summary, we cannot say one way or another whether Washington met the gap reduction targets, but we can report that Washington ranks high nationally on this indicator and outperforms the Peer States.

Post-Secondary Attainment

The SBE recommended measure for the Post-Secondary Attainment indicator is the percentage of high school graduates attaining a credential, certificate, or completing an apprenticeship prior to age 26. This indicator is prominent in both the Results Washington work on the “World Class Education Goal” (www.results.wa.gov/whatWeDo/measureResults/education.aspx), the Community Center for Education Results Road Map Project (www.roadmapproject.org), and the SBCTC Achievement Index (www.sbctc.ctc.edu/college/e_studentachievement.aspx).

The ERDC conducted the initial analysis of this measure and estimated this percentage at approximately 42 percent (Figure A10). The ERDC report found at <http://www.erd.c.wa.gov/briefs/pdf/201507.pdf> explains more about the analysis and states that this estimate understates the true and real percentage for the following reasons:

- Some degree completions are not reported by the National Student Clearinghouse and some students block their information from being reported
- Some graduates complete Federal apprenticeship programs or those based outside Washington. ERDC does not receive this information
- Private vocational school data are included for the most recent year only, so completions in this sector between 2006-07 and 2011-12 are not incorporated into this analysis, and

- Many credentials earned in medical and dental fields, including massage therapy, are represented in professional license data from the Department of Health. ERDC does not have access to this source.

To make this estimate, the ERDC examined the post-secondary educational outcomes for the class of 2006 because these graduates would be 26 years old (18 years old at graduation plus seven years of time for post-secondary attainment).

Figure A10: shows the percent of students completing a credential, certificate, or apprenticeship before age 26.

Percent of High School Graduates Earning a Credential or Certificate by Age 26	Class of 2006
	Reported in Spring 2015
All Students	42%
Black / African American	29%
American Indian / Alaskan Native	23%
Asian	55%
Hispanic / Latino	24%
Native Hawaiian / Pacific Islander	25%
White	44%
Two or More	39%
Students with a Disability	11%
Limited English	25%
Low-Income	25%

Disproportionality in Discipline and the Composition Index

There are different manners in which one might examine disproportionality in student behavior and discipline. The OSPI discipline equity workgroup considered several measures for representing disproportionality and opted to use the Disproportionality Composition Index (CI). The Composition Index is a measure of whether students assigned to a student group are suspended at a rate proportionate to their representation in the total student population. The Disproportionality Composition Index (CI) is computed as follows.

$$CI = \frac{\text{(number of suspended students from XYZ group} \div \text{total number of suspended students)}}{\text{(number of students in XYZ group} \div \text{total number of students)}}$$

A Composition Index greater than one indicates the group makes up more of the suspensions and expulsions than their representation in the population generally. A Composition Index equal to less than one indicates the group makes up less of the suspensions and expulsions than their representation in the population generally. On this measure, a Disproportionality Composition Index of 1.00 for all student groups means that no student group is being subjected to suspensions and expulsions at a disproportionately high or low rate. Learn more about the OSPI's Disproportionality Composition Index at <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx#discipline>.

Based on data from the three most recent years ending with the 2014-15 school year (Table A11), the Black-African American, Native American/Alaskan, Hispanic/Latino, Hawaiian/Pacific Islander, and the

Two or More Races have Disproportionality Composition Index greater than one. This means that the students comprising each group are experiencing disproportionately high suspension and expulsion rates. The students with a disability and students participating in the Free and Reduced Price Lunch program are also experiencing disproportionately high suspension and expulsion rates.

Table A11: Shows the Disproportionality Composition Index for student groups for the three most recent years.

Reduction in Disproportionality Composite Index	2012-13	2013-14	2014-15	2015-16 Target
All Students	1.00	1.00	1.00	
Black / African American	2.46	2.27	2.21	2.15
American Indian / Alaskan Native	1.75	1.78	1.94	1.80
Asian	0.38	0.35	0.30	NA
Hispanic / Latino	1.21	1.19	1.16	1.16
Native Hawaiian / Pacific Islander	1.45	1.42	1.38	1.37
White	0.83	0.84	0.86	NA
Two or More	1.11	1.14	1.29	1.20
Students with a Disability	1.87	1.94	2.03	1.91
Limited English	1.00	0.97	0.98	NA
Low-Income	1.51	1.50	1.53	1.48

Note: NA = Not Analyzed

The Composition Index differs from the other Statewide Indicators of the Education System in a couple of important ways.

- When a student group lowers their Composition Index closer to 1.00 another group's Composition Index must increase, moving closer to 1.00.
- Annual improvement targets are not possible for the All Students group as the Composition Index for the All Students will always equal 1.00.

For these reasons, annual improvement targets are computed only for the student groups experiencing disproportionate suspension and expulsion rates.

Length of Exclusion

The length of time a student is removed from the educational environment represents lost education opportunity. In the future, we will be able to examine the length of time students are excluded by behavior type. We will also be able to assess the cumulative effect that multiple suspensions for an individual student may have. For example, in the current data, if a student is suspended for 5 days three times, it is represented as three 5 day suspensions, but in the future it could be represented as 15 days of lost instructional time.

At this time, this secondary indicator is more descriptive to help understand the scope of the lost educational opportunity, and will be more meaningful as more data becomes available.



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Partner Engagement: Educational System Health Indicators 2016 Report

Organization	Collaborators	Meetings	Other Communication	11/9 Panelist
Educational Opportunity Gap Oversight and Accountability Committee	Full EOGOAC Committee Maria Flores Wanda Billingsly (liaison)	9/20/16 Presentation at Committee meeting (Andrew Parr & Kaaren Heikes); 10/6/26 Kaaren Heikes met with Wanda Billingsly; 10/14/16 Isabel Munoz Colon, Kevin Laverty, MJ Bolt and Kaaren Heikes met EOGOAC at its Yakima meeting.	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Dr. Wanda Billingsly
Washington Student Achievement Council	Rachelle Sharpe Stephanie Gardner Lexi Shankster Maddy Thompson Randy Spaulding	10/10/16 Rachelle Sharpe Stephanie Gardner Lexi Shankster Maddy Thompson Randy Spaulding Andrew Parr Parker Teed Linda Drake Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Yes – person TBD (last minute)
State Board of Community and Technical Colleges	Bill Moore Jan Yoshiwara Darby Kaikkonen Arlen Harris David Prince	10/10/16 Bill Moore Jan Yoshiwara Darby Kaikkonen Arlen Harris David Prince, Linda Drake, Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Marty Brown

Organization	Collaborators	Meetings	Other Communication	11/9 Panelist
Office of Superintendent of Public Instruction	Gil Mendoza Deb Came Maria Flores Katie Weaver-Randall	10/04/16 Gil Mendoza Deb Came Maria Flores Katie Weaver-Randall Parker Teed Linda Drake Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Maria Flores
Workforce Training and Education Coordinating Board	Dave Wallace Nova Gattman	10/12/16 Nova Gattman Dave Wallace Andrew Parr Parker Teed Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Nova Gattman or Eric Wolf
Department of Early Learning	Ross Hunter Heather Moss Maureen Malvahosky	10/21/16 Heather Moss Maureen Malvahosky Andrew Parr Parker Teed Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Heather Moss
Professional Educator Standards Board	Jennifer Wallace	10/11/16 Jennifer Wallace Linda Drake Andrew Parr Kaaren Heikes	10/10/16: KH sent PPT, draft report outline, and partner input worksheet, asked for input by 10/25; sent reminder 10/21/16.	Jennifer Wallace



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Partner Organization Input Worksheet for the 2016 Education System Health Report Outline

The State Board of Education looks forward to talking to you, or a representative from your organization, at the November 9th Board Meeting. In preparation for the meeting, please review the Education System Health Report Outline and respond to the questions below. Your input will be shared with Board members prior to the meeting, will provide a starting point for the discussion and will be considered by the Board for any modifications in the recommendations for system reform. Responses from all partners will be compiled and included in the final report to the Legislature.

Partner Organization: EOGOAC

Contact name and phone: Kathleen Callahan, (360)725-6504

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>EOGOAC is working to expand the cultural competency of current and future teachers and school staff. This could align with your second recommendation, although the SBE report would have to specifically highlight and require a certain amount of hours or days devoted to cultural competency training.</p> <p>As mentioned below (question 4), EOGOAC has also made recommendations about supportive transitions, which could inform your first and fourth recommendation.</p> <p>To align more closely to EOGOAC, the SBE report should disaggregate data to the furthest extent possible, call out disproportionalities, write recommendations with an equity lens, and advocate for students who have been systemically underserved.</p>

Question	Partner response/input
<p>2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>EOGOAC, charged by RCW 28A.300.136, was established in 2009 to recommend policies and strategies relating to the opportunity gap in Washington.</p> <p>This is the only group in Washington that is authorized by the Legislature to study the opportunity gap with bicameral and bipartisan legislative membership. Additionally, EOGOAC has committee members representing the very communities affected by the opportunity gap. Commissions represented include African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans. For more information regarding membership, please refer to Second Substitute Senate Bill 5973: http://lawfilesexst.leg.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf</p> <p>The committee produces annual reports with recommendations that highlight the following focus areas: (1) support parent/community engagement; (2) increase cultural competency in school staff and curriculum; (3) expand pathways to recruit diverse teachers/administrators; (4) recommend programs and resources to narrow the opportunity gap; (5) identify data elements and systems needed to monitor progress in closing the gap; (6) make closing the gap part of the improvement process for schools and school districts; (7) explore innovative school models that have success in closing the gap.</p> <p>These annual reports have led to the creation of the Second Substitute House Bill 1680 and the Fourth Substitute House Bill 1541. The recommendations in these bills (see below), along with the recommendations in the annual reports, reflects what reforms EOGOAC has proposed to improve the overall health of our education.</p> <p><u>Second Substitute House Bill 1680 Recommendations:</u></p> <ol style="list-style-type: none"> 1. Decrease the disproportionate representation of students of color in disciplinary actions in schools. 2. Enhance the cultural competence of current and future educators. 3. Provide English Language Learner/Second Language Acquisition endorsement for all educators. 4. Create new English Language Learner Accountability Benchmarks. 5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.

Question	Partner response/input
	<p data-bbox="850 237 1612 259">6. Invest in the recruitment and retention of educators of color.</p> <p data-bbox="850 306 1503 329"><u>Fourth Substitute House Bill 1541 Recommendations:</u></p> <ol data-bbox="850 342 1955 654" style="list-style-type: none"> 1. Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans 2. Enhance the cultural competence of current and future educators and classified staff. 3. Endorse all educators in English Language Learner/Second Language acquisition. 4. Increase accountability for instructional services provided to English Language Learners 5. Analyze the opportunity gap through deeper disaggregation of student demographic data. 6. Invest in the recruitment, hiring, and retention of educators of color. 7. Incorporate integrated student services and family engagement. 8. Strengthen student transitions. <p data-bbox="850 699 1976 756">For more specific information regarding these recommendations, please refer to the following links:</p> <p data-bbox="850 805 1566 862">EOGOAC home page with access to annual reports: http://www.k12.wa.us/WorkGroups/EOGOAC.aspx</p> <p data-bbox="850 911 1818 967">Second Substitute House Bill 1680: http://lawfilesexst.leg.wa.gov/biennium/2013-14/Pdf/Bills/House%20Bills/1680-S2.pdf</p> <p data-bbox="850 1016 1818 1073">Fourth Substitute House Bill 1541: http://lawfilesexst.leg.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf</p> <p data-bbox="850 1122 1923 1325">Lastly, the 2017 recommendations have not yet been established. Even so, the committee plans on making recommendations that will clarify the title and role of family engagement coordinators. Additionally, there should be at least 1 family engagement coordinator per school district (this is currently not the case). The committee also plans on making a recommendation that will define ‘comparable education’ for students who have been suspended or expelled</p>

Question	Partner response/input
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>All EOGOAC recommendations are rooted in evidence-based strategies.</p> <p>Additionally, when looking at data pertaining to evidence-based strategies, EOGOAC recommends disaggregating data to the furthest extent possible. A Race and Ethnicity Task Force has been created due to EOGOAC’s disaggregation recommendations in HB1541. For more information: http://www.k12.wa.us/Workgroups/RET.aspx</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>Strengthening student transitions is one of the recommendations in EOGOAC’s 2016 report that also made it into HB1541.</p> <p>Currently, there is an overall lack of support and resources for transitions. Transitions should be differentiated, as the type of support students need is dependent on a host of factors, including age, developmental level, and gender. EOGOAC has made recommendations for supportive student transitions in early learning, K-12, and High School to College and Career Readiness. See below for details:</p> <p><u>Early Learning</u></p> <ul style="list-style-type: none"> - EOGOAC supports Early Achievers program and recommends that the Department of Early Learning creates a community information and involvement plan to inform home-based, tribal, and family early learning providers of the Early Achievers program. - EOGOAC recommends that WAKIDS is implemented in a culturally responsive manner to support families to engage in school and help identify and connect students and families to support services. <p><u>K-12</u></p> <ul style="list-style-type: none"> - EOGOAC advocates for integrated student services, and encourages counselors to work as a team with other social-emotional and health service providers (e.g. school nurses, psychologists, social workers, etc.) - Guidance counselor allocations should be increased through the prototypical schools’ model to reflect national standards for practice as outlined in the American School

Question	Partner response/input
	<p>Counselors Association. (see EOGOAC 2016 report, recommendation 7- Incorporate Integrated Student Services and Family Engagement, for more information).</p> <ul style="list-style-type: none"> - All counselors must be required to demonstrate their cultural competence and responsiveness, as is currently required for both teachers and principals through Standard V of the Professional Educator Standards Board’s standards for teacher preparation and the Teacher and Principal Evaluation program. - Development of an articulated pathway to recruit, train, and retain school counselors into the profession. The Legislature must invest in more school counselor programs in Washington public universities. <p><u>High School to College and Career Readiness</u></p> <ul style="list-style-type: none"> - Encourages opportunities for dual credits to reduce barriers and help students complete credits while in high school. - Supports Washington Student Achievement Council’s plan to provide dual credits to students in high school and recommends: <ul style="list-style-type: none"> o legislature must remove parent or guardian witness signature o Washington Student Achievement council must: (1) focus on retention and persistence of students of color in obtaining college degrees; (2) refine communication on scholarship requirements for undocumented students and other ineligible students. If a student is not eligible, they should not receive an acceptance certificate producing false promise; (3) focus on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans); (4) develop and distribute materials about college and financial aid for Middle and High Schools to provide students. <p>For more information please refer to EOGOAC’s 2016 report: http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf</p>
<p>5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?</p>	<p>We must systemically review and collaborate on policy issues that overlap both the EOGOAC and SBE statutory authority. EOGOAC meets monthly, and encourages partner agencies to attend, listen, and provide feedback during public comment time.</p>

Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC)

OPPORTUNITY GAP FORUM

October 15th, 2016

History of EOGOAC

- Established in 2009 by the Legislature
 - Charged by RCW 28A.300.136
- **Objective: Recommend policy and strategy relating to the opportunity gap in Washington.**
 - Support parent/community engagement
 - Increase cultural competency in school staff and in curriculum
 - Expand pathways to recruit diverse teachers/administrators
 - Recommend programs & resources to narrow the gap
 - Identify data elements and systems needed to monitor progress in closing the gap
 - Make closing the gap part of improvement process for schools and school districts
 - Explore innovative school models that have success in closing gap

2016 Recommendations by EOGOAC

1. Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans
2. Enhance the cultural competence of current and future educators and classified staff
3. Endorse all educators in English Language Learner/Second Language acquisition
4. Increase accountability for instructional services provided to English Language Learners
5. Analyze the opportunity gap through deeper disaggregation of student demographic data
6. Invest in the recruitment, hiring, and retention of educators of color.
7. Incorporate integrated student services and family engagement
8. Strengthen student transitions

Note: These recommendations are from the previous year, and created the Fourth Substitute House Bill 1541. EOGOAC is currently working on new recommendations for 2017.

Fourth Substitute House Bill 1541

Passed on March 10th, 2016

- Part I: Disproportionality in Student Discipline
- Part II: Educator Cultural Competence
- Part III: Instructing English Language Learners
- Part IV: English Language Learner Accountability
- Part V: Disaggregated Student Data
- Part VI: Recruitment and Retention of Educators
- Part VII: Transitions
- Part VIII: Integrated Student Services and Family Engagement

EOGOAC: Considerations for 2017

- Make recommendation on title and role of ‘family-engagement coordinators’ at schools.
- Define what educational services schools are required to offer suspended or expelled students.

Resources

- EOGOAC webpage
 - <http://www.k12.wa.us/WorkGroups/EOGOAC.aspx>
- EOGOAC's 2016 report
 - <http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf>
- Fourth Substitute House Bill 1541:
 - <http://lawfilesexternal.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf>

THANK YOU

QUESTIONS? COMMENTS?

Appendix

REVIEW OF HOUSE BILL 1541

Part I: Disproportionality in School Discipline

• School Districts MUST...

- Disseminate discipline policies and procedures to students, families, and communities (annually)
- Use disaggregated data to monitor discipline policies/procedures
- Periodically review and update discipline rules, policies, and procedures in consultation with staff, students, families, and community
- Adopt policies/procedures consistent with WSSDA model by 17/18 school year.
- Convene meeting with student and parental guardians within 20 days of suspension/expulsion to discuss reengagement plan
- Provide comparable educational services to student during period of suspension/expulsion

• School Districts MAY NOT...

- Impose long-term suspension/expulsion as a form of 'discretionary discipline'
- Suspend education services as part of discipline action
- Suspend/expel students for more than one academic term as defined by the school board.

- **Washington State School Director's Association** will create model school district discipline policies/procedures and post them publicly by Dec. 1, 2016
- **OSPI** will develop training modules to support implementation of discipline policies/procedures.

Part II: Educator Cultural Competency

- **School Districts:**
 - Principals and administrators w/ evaluation responsibilities must do PD on foundational elements of cultural competence with a focus on multicultural education and principles of ELA.
 - Required Action Districts are strongly encouraged to provide cultural competence PD and training to school staff
- **Education Service Districts (ESDs):**
 - Encouraged to provide all SD staff with cultural competence training developed under this section.
- **Washington State School Director's Association will...**
 - develop plan for creation and delivery of cultural competency training for school board directors and superintendents.
 - In consultation with OSPI, PESB, EOGOAC, and TPEP Steering Committee.
- **OSPI Must:**
 - include foundational elements of cultural competence into the TPEP professional development program for principals, administrators, and teachers.
 - In consultation w/ PESB, EOGOAC, & TPEP Steering Committee.
 - Develop content outline for professional development and training in cultural competence for school staff.
 - In collaboration w/ EOGOAC, PESB, Colleges of Education, and reps from diverse communities and community-based organizations

Part III: Instructional English Language Learners

- By the 2019-2020 school year, all classroom teachers **MUST** have a Bilingual Education and/or English Language Learner endorsement.
- Funded by Transitional Bilingual Instructional Program (TBIP)

Part IV: English Language Learner Accountability

- OSPI must
 - Provide school districts with assistance and support with...
 - Research-based program models, including best-practices and innovative programs
 - Instructional materials
 - Professional development to TBIP staff.
 - Identify and notify schools in the top 5% for highest percentage of ELL student enrollment growth during previous 2 school years



School districts identified are strongly encouraged to provide staff with cultural competence professional development and training developed under HB 1541

Part V: Disaggregated Data

- School Districts must..
 - Collect student data for all newly enrolled students and transfer students (at level identified in section 501(1)) by 2017-18 school year.
 - Resurvey students for whom subracial and subethnic categories were not previously collected.
- *may resurvey other students, as well.
- OSPI must..
 - continue to collect student level data, but with further disaggregation
 - K-12 Data Governance Group: develop data protocols and guidance for SDs
 - Develop format, as well as training for school staff on data collection and reporting.
 - Reduce n-size requirement to 10.
 - Convene Race and Ethnicity Student Data Taskforce

Part VI: Recruitment and Retention of Educators

- OSPI must, to the extent data is available, add the following to minimum reports made available online:
 - Percentage of classroom teachers per school district and per school disaggregated as described in RCW 28A.300.042(1) for student-level data
 - Average length of service classroom teachers per school district, and disaggregated as described in changes for student-level data.

Part VII: Transitions

- Department of early Learning will create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the early achievers program.
 - In collaboration with OSPI

Part VIII: Integrated Student Services and Family Engagement

- Changes to LAP:

- Strikes requirement that LAP funds MUST be used for reading skills, intensive reading and literacy improvement strategy, calculation of tested students at or below basic on third grade student assessment, and state menu of best practices.
- Changes language so School Boards (rather than OSPI) approve schools and/or community based organizations to use LAP funds for readiness to learn

- OSPI will

- Establish Center for the Improvement of Student Learning (CISL)



CISL must...

- **Work in conjunction w/ parents, ESDs, higher education, families, communities, and business organizations.**
- **Establish Washington Integrated student supports Protocol (WISSP).**
 - **Including: needs assessments, Integration & coordination, and Community partnerships.**
 - **Data driven**

Second Substitute House Bill 1680 & Existing Policy or Programs

Maria Flores

2013 Legislative Recommendations

- 1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.**
- 2. Enhance the cultural competence of current and future educators.**
- 3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.**
- 4. Create new English Language Learner Accountability Benchmarks.**
- 5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap.**
- 6. Invest in the recruitment and retention of educators of color.**

1. Decrease the disproportionate representation of students of color in disciplinary actions in schools.

OSPI Tasks

- Convene a discipline taskforce
- Develop standard discipline definitions
- Revise statewide student data system and collect revised data in the 15-16 SY

School and School District Actions

- No indefinite suspension or expulsion
- Must provide educational services during discipline
- Convert emergency expulsion to another corrective action within ten days
- Discretionary discipline cannot result in exclusion from educational services

ESSB 5946-Student Discipline Task Force

Engrossed Substitute Senate Bill 5946 requires that OSPI convene a **Student Discipline Task Force** which is charged by, Part III (Sec. 301) to develop:

- Standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Data collection standards for disciplinary actions that are discretionary and for disciplinary actions that result in the exclusion of a student from school.
- The data collection standards must include
 - information about education services provided while a student is subject to a disciplinary action,
 - the status of petitions for readmission to the school district when a student has been excluded from school,
 - credit retrieval during a period of exclusion, and
 - school dropout as a result of disciplinary action.

Discipline Task Force

Contact Name	Contact Title	Organization/Committee
Trevor Greene	Professional Development Specialist	Association of Washington School Principals
Mia Williams	Principal, Aki Kurose MS	Association of Washington School Principals
Edward Prince	Executive Director	Commission on African American Affairs
Matt Vaeena (Pacific Islander American) Za Vang (Asian American)	Community member	Commission on Asian Pacific American Affairs
Lillian Ortiz-Self	Commissioner Chair	Commission on Hispanic American Affairs
Dr. James Smith	Committee member	Educational Opportunity Gap Oversight and Accountability Committee
(no response yet)	(no response yet)	Governor's Office of Indian Affairs
Tracy Sherman	Policy Analyst	League of Education Voters
Jennifer Harris	Ombudsman & Legal Analyst	Office of the Education Ombudsman
Paul Alig	Staff Attorney (Pierce County)	Team Child
Rosemarie Search	Superintendent Royal School District	Washington Association of School Administrators
Myra Johnson	WEA Board Member	Washington Education Association
Edri Geiger	Vancouver School Director	Washington State School Directors' Association

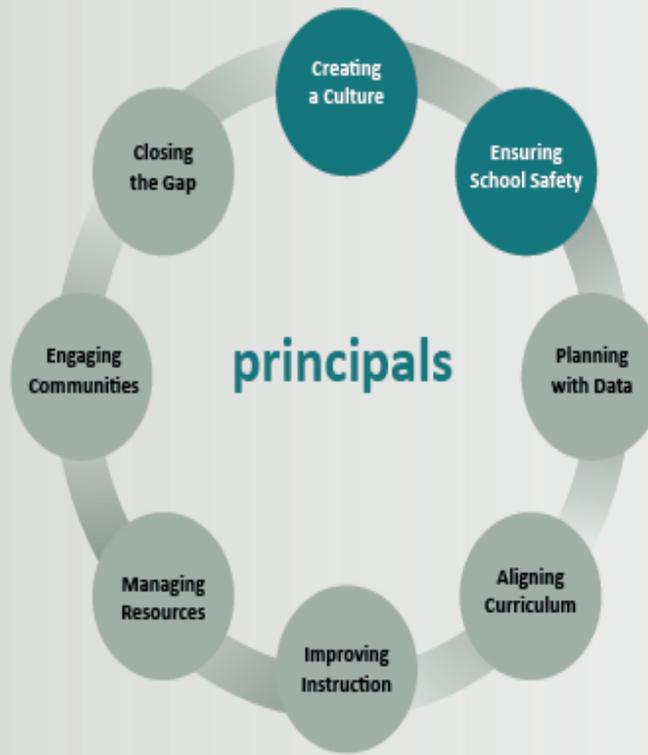
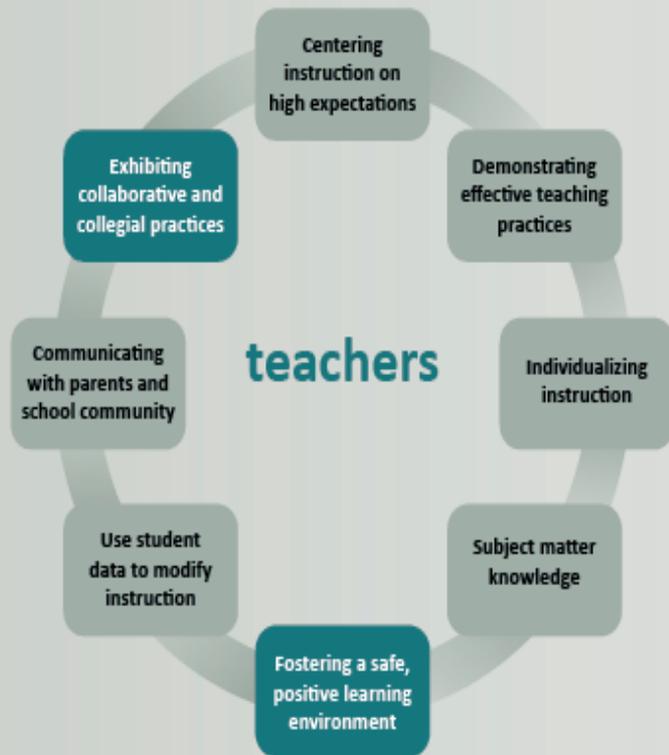
2. Enhance the cultural competence of current and future educators.

OSPI & PESB Tasks

- Include foundational course in elements of cultural competence in the TPEP system
- Content must align to the cultural competence standards established by the PESB
- OSPI, with PESB, in collaboration with EOGOAC must develop content for training

Schools & School Districts

- Require each administrator who evaluates teachers or principals to have evaluation training
- ESD's and school districts encouraged to provide training to all staff



Culture Data Content Instruction Community

Teachers:

“fostering and managing a safe, positive learning environment.”

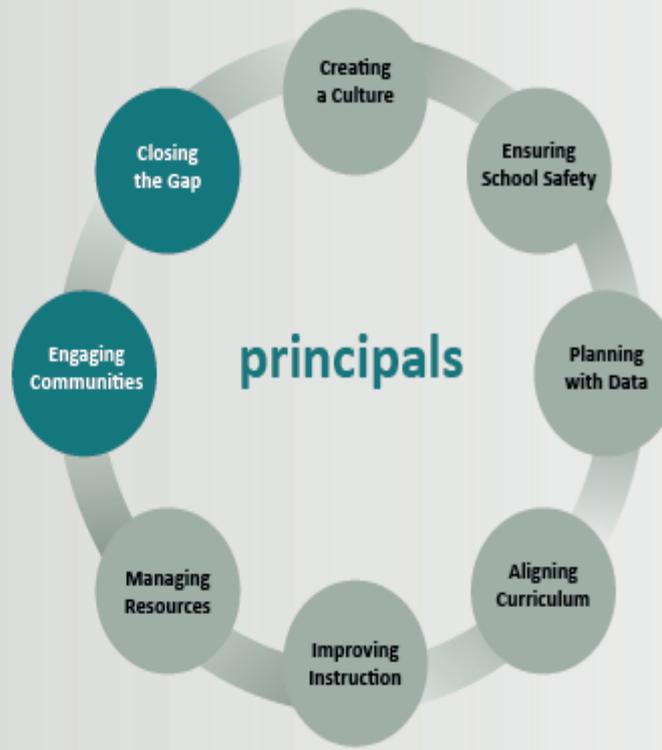
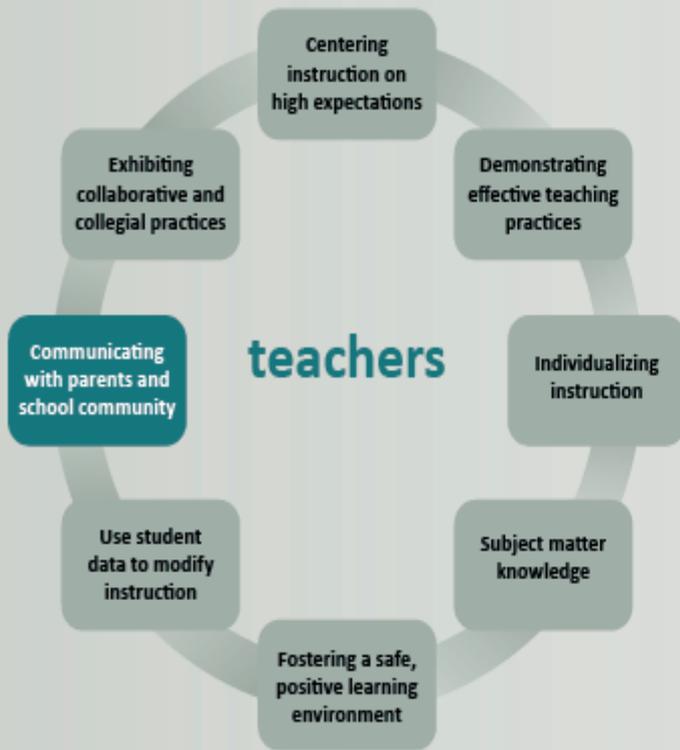
“collaborative and collegial practices focused on improving instructional practice and student learning.”

Principals:

“creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.”

“providing for school safety.”





Culture Data Content Instruction **Community**

Teachers:

“communicating and collaborating with parents and school community.”

Principals:

“partnering with the school community to promote learning.”



3. Provide English Language Learner/Second Language Acquisition endorsement for all educators.

PESB Tasks

- Bilingual or ELL endorsement added to educator retooling conditional scholarship program
- Give preference to teachers seeking ELL endorsements who are in TBIP, school improvement or assigned to schools whose enrollment of ELL students has increased more than 5%

Schools & School Districts

- Beginning in 17-18 SY, all classroom teachers assigned using funds for the transitional bilingual instructional program must hold an endorsement in bilingual or ELL or both

4. Create new English Language Learner Accountability Benchmarks.

OSPI Tasks

- Convene an ELL Accountability Taskforce to design performance based accountability system for the TBIP program
- Review research literature and identify best practices and performance benchmarks
- System includes reporting and monitoring

Schools & School Districts

- Reduction in requirements for schools and districts to submit program applications and plans, to be replaced with a focus on program outcomes

5. Provide tools for deeper data analysis and disaggregation of student demographic data to inform instructional strategies to close the opportunity gap.

- Require school districts to report the minimum federal ethnicity and racial categories, as well as sub-ethnic categories
- Convene a taskforce to revise the racial and ethnic reporting guidance, with representation from the EOGOAC, the ethnic commissions and the tribal nations
- Support OSPI request to create a K-12 Statewide Longitudinal Data System (K-12 SLDS) and provide professional development on data collection for educators
- Disaggregate data:
 - Black: national origin from a country in Africa (indicate country of origin) and African American: national origin in from the United States with African ancestry
 - Asian: Cambodian, Filipino, Hmong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Singaporean, Taiwanese, Thai, Vietnamese, and other Asian
 - White: Eastern European nationalities that have significant populations in WA (to be defined)
 - Multi-racial: report discrete racial/ethnic category combinations

K-12 State Longitudinal Data System (SLDS)

- <http://www.k12.wa.us/Data/default.aspx>
- <http://data.k12.wa.us/PublicDWP/Web/WashingtonWeb/Home.aspx>

5034 (Operating Budget)

- (i) \$1,826,000 of the general fund--state appropriation for fiscal year 2014 and \$1,802,000 of the general fund--state appropriation for fiscal year 2015 are provided solely for implementing a comprehensive data system to include financial, student, and educator data, including development and maintenance of the comprehensive education data and research system (CEDARS).

6. Invest in the recruitment and retention of educators of color.

OSPI & PESB Tasks

- Convene workgroup to revise and update framework and course of study for high school CTE courses related to careers in education
- PESB convene workgroup to design an articulated pathway for teacher preparation and certification

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	1680	1541 Original (2015)	1541 as Passed (2016)
Student Discipline	<ul style="list-style-type: none"> OSPI must convene the Student Discipline Task Force to develop standard definitions for discretionary discipline Required suspensions and expulsions not be for an indefinite period of time Requires emergency expulsions end or be converted to another form of corrective action within 10 school days. Prohibits districts from suspending/expelling students for discretionary disciplinary actions and requires school districts provide opportunity for student to receive educational services All disciplinary actions must be recorded using statewide data system based on data collections standards established by OSPI Requires Education Data Center at OFM to prepare a report on the educational workforce outcomes of youth in the juvenile justice system, using disaggregated data. 	<ul style="list-style-type: none"> (Passed in 5946) 5946 - no longer than one calendar year. (Passed in 5946) Prohibits districts from suspending/expelling students for discretionary disciplinary actions and requires school districts provide opportunity for student to receive educational services (Passed in 5946) Requires Education Data Center at OFM to prepare a report on the educational workforce outcomes of youth in the juvenile justice system, using disaggregated data. 	<ul style="list-style-type: none"> Suspensions and expulsions must have an end date of no more than the length of one academic term. Prohibits districts from imposing long term suspension as a form of discretionary discipline and requires school districts provide opportunity for student to receive educational services Requires Education Data Center at OFM to prepare a report on the educational workforce outcomes of youth in the juvenile justice system, using disaggregated data. Adds a tribal representative to the Student Discipline task Force Requires SDs to annually disseminate discipline policies and procedures to students, families, and the community. Requires SDs to use disaggregated data. Requires SDs to periodically review and update discipline rules, policies, and procedures. Requires WSSDA to create model SD discipline policies and procedures and post them by Dec. 1, 2016 and for SDs to adopt & enforce policies by 2017-18 SY.

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

			<ul style="list-style-type: none"> • Requires OSPI to develop a training program to support implementation of discipline policies/procedures • SDs are strongly encouraged to provide trainings to all school and district staff. • Requires alternative setting be comparable, equitable, and appropriate to regular services. • School districts MUST convene a meeting with student and students' parents within 20 days and requires families have access to and provide meaningful input on culturally sensitive and responsive reengagement plans. • Revises data sharing and research agreement provisions for the Administrative Office of the Courts.
<p>Educator Cultural Competence</p>	<ul style="list-style-type: none"> • OSPI must include foundational elements of cultural competence, focusing on multicultural education and principles of English Language Acquisition in Professional development to support implementation of evaluations systems. • Requires principals and administrators who have evaluation responsibilities to engage in PD that includes the foundational elements of Cultural Competence. • Requires OSPI to develop a content outline for professional development and training in cultural competence for school staff, of which ESDs are encouraged to use. 	<ul style="list-style-type: none"> • OSPI must include foundational elements of cultural competence, focusing on multicultural education and principles of English Language Acquisition in Professional development to support implementation of evaluations systems. • Requires principals and administrators who have evaluation responsibilities to engage in PD that includes the foundational elements of Cultural Competence. • Passed in budget proviso: Section 501 (x) of the general fund--state appropriation for fiscal year 2015 	<ul style="list-style-type: none"> • OSPI must include foundational elements of cultural competence, focusing on multicultural education and principles of English Language Acquisition in Professional development to support implementation of evaluations systems. • Requires principals and administrators who have evaluation responsibilities to engage in PD that includes the foundational elements of Cultural Competence. • Requires OSPI to develop a content outline for professional development and training in cultural competence for school staff, of which ESDs are encouraged to use. Adds that the content must be aligned with the PESB standards and include foundational elements of cultural competence focusing on multicultural education and

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	<ul style="list-style-type: none"> Requires SDs who are under improvement status to provide cultural competence PD and training for classified, certificated instructional, and administrative staff. 	<ul style="list-style-type: none"> Requires SDs who are under improvement status to provide cultural competence PD and training for classified, certificated instructional, and administrative staff. 	<p>principles of ELA including best practices to implement tribal history and culture.</p> <ul style="list-style-type: none"> Strongly Encourages SDs who are under improvement status to provide cultural competence PD and training for classified, certificated instructional, and administrative staff. Requires WSSDA to develop a plan for the creation and delivery of cultural competency training for school board directors and superintendents.
<p>Instructing English Language Learners</p>	<ul style="list-style-type: none"> Adds special education, bilingual education, and English Language Learner as requirements for educator retooling scholarship. Gives preference for retooling scholarship to teachers assigned to schools in improvement status and teachers assigned to schools who ELL enrollment has increased an average of more than 5% per year over past 3 years. Requires that beginning in 2017-18 SY, all classroom teachers assigned using TBIP funds must hold an endorsement in bilingual ed. or ELL. 	<ul style="list-style-type: none"> Adds special education, bilingual education, and English Language Learner as requirements for educator retooling scholarship Gives preference for retooling scholarship to teachers assigned to schools in improvement status and teachers assigned to schools who ELL enrollment has increased an average of more than 5% per year over past 3 years. Requires that beginning in 2019-20 SY, all classroom teachers assigned using TBIP funds must hold an endorsement in bilingual ed. or ELL. 	<ul style="list-style-type: none"> Requires that beginning in 2019-20 SY, all classroom teachers assigned using TBIP funds must hold an endorsement in bilingual ed. or ELL.
<p>English Language Learner Accountability</p>	<ul style="list-style-type: none"> OSPI must convene and English Language Learner Accountability Task Force to design a performance-based accountability system for the TBIP. Removes the requirement for OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. Requires OSPI to provide school districts with technical assistance and support in selecting research-based program 	<ul style="list-style-type: none"> OSPI must convene and English Language Learner Accountability Task Force to design a performance-based accountability system for the TBIP. Removes the requirement for OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. Requires OSPI to provide school districts with technical assistance and support in selecting research-based program 	<ul style="list-style-type: none"> Removes the requirement for OSPI to report to the legislature on the evaluation system for measuring increases in English academic proficiency of eligible pupils. Requires OSPI to provide school districts with technical assistance and support in selecting research-based program

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	<p>models, materials, and PD for program staff.</p> <ul style="list-style-type: none"> Requires OSPI to identify and notify schools that experiences a significant increase during previous two school year in enrollment of ELL. 	<p>models, materials, and PD for program staff.</p> <ul style="list-style-type: none"> Requires OSPI to identify and notify schools that experiences a significant increase during previous two school year in enrollment of ELL. 	<p>models, materials, and PD for program staff.</p> <ul style="list-style-type: none"> Requires OSPI to identify and notify schools that experiences a significant increase during previous two school year in enrollment of ELL.
Disaggregated Student Data	<ul style="list-style-type: none"> Requires OSPI to collect and SD s to submit all student-level data using U.S. ED 2007 race & ethnicity reporting guidelines, with further modifications as recommended by the EOGOAC. Beginning with the 2015-16 SY, student data-related reports must also display disaggregation of data. Requires OSPI and the K-12 Data Governance workgroup to develop protocols and guidance, modify statewide data systems, and incorporate training for school staff on best practices for data collection. 	<ul style="list-style-type: none"> Requires OSPI to collect and SD s to submit all student-level data using U.S. ED 2007 race & ethnicity reporting guidelines, with further modifications as recommended by the EOGOAC. Beginning with the 2017-18 SY, student data-related reports must also display disaggregation of data. Requires OSPI and the K-12 Data Governance workgroup to develop protocols and guidance, modify statewide data systems, and incorporate training for school staff on best practices for data collection. 	<ul style="list-style-type: none"> Requires OSPI to collect and SD s to submit all student-level data using U.S. using further disaggregated categories for all newly enrolled students, including transfer students. Beginning with the 2017-18 SY, student data-related reports must also display disaggregation of data. Requires OSPI and the K-12 Data Governance workgroup to develop protocols and guidance, modify statewide data systems, and incorporate training for school staff on best practices for data collection. Requires OSPI convene a task force to review the U.S. ED 2007 race and ethnicity reporting guidelines and develop guidance for the state.
Recruitment and Retention of Educators	<ul style="list-style-type: none"> Requires PESB and OSPI to convene a work group to revise and update model framework, curriculum, and program of study for high school career and technical education courses related to careers in education Requires PESB to convene a workgroup to design an articulated pathway for teacher preparation and certification Beginning with 2014-15 academic year, any community or technical college that offers an apprenticeship program or certificate program for paraeducator to 	<ul style="list-style-type: none"> Requires PESB and OSPI to convene a work group to revise and update model framework, curriculum, and program of study for high school career and technical education courses related to careers in education Requires PESB to convene a workgroup to design an articulated pathway for teacher preparation and certification Beginning with 2016-17 academic year, any community or technical college that offers an apprenticeship program or certificate program for paraeducator to 	<ul style="list-style-type: none"> Per current law, to the extent data is available, OSPI SHALL make certain reports available on the internet. Adds the % of classroom teachers per SD disaggregated as described in RCW 28A.300.042(1) for student level data; and the average length of service of classroom teachers per SD and per school disaggregated as described in RCW 28A.300.042(1) for student-level data.

Green = Passed in budget proviso or different legislation Red = Changes, differences, or new items

	transferrable course credits.	provide opportunity to earn transferrable course credits.	
Transitions			<ul style="list-style-type: none"> Requires DEL create a community information and involvement plan to inform home-based, tribal, and family early learning providers of the early achievers program.
Integrated Student Services and Family Engagement			<ul style="list-style-type: none"> Establishes the Washington Integrated Student Supports Protocol and outlines components to be included in the framework. Requires OSPI create a work group to determine how to best implement the WISSP framework. Strikes the requirement that LAP expenditures be consistent with provisions of 28A.655.235 (Reading skills—Intensive reading and literacy improvement strategy—Calculation of tested students at or below basic on third grade student assessment—State menu of best practices.) The bill strikes this requirement. The bill also strikes the requirement that the OSPI must approve any community based organization (CBO) or local agency before LAP funds can be spent for readiness to learn replacing it with a new requirement that school boards must approve in an open meeting any CBO or local agency before LAP funds may be expended for readiness to learn Reestablishes the Center for the Improvement of Student Learning at OSPI.

High School to College Transition

The Washington Student Achievement Council (WSAC) works in partnership with multiple agencies to ensure students are equipped with the necessary skills and knowledge to be successful throughout high school and beyond. Since the adoption of the initial Roadmap in 2013, WSAC has been actively engaged in college readiness initiatives with a focus on access, opportunities, and support for Washington State students. Collaborative efforts have included improving alignment of college admissions standards with high school graduation requirements, supporting implementation of the new Washington Learning Standards, the use of high school assessments in college level placement, and support for expanding access to rigorous high school coursework including dual credit courses.

WSAC has focused on programming, policy, and advocacy in two distinct but related areas of the high school to college transition. These efforts complement the work of SBE. First, through pre-college access programming such as GEAR UP, the 12th Year Campaign and College Bound Scholarship, WSAC administers several statewide initiatives to support postsecondary enrollment. Through state administered federal grant dollars, Washington GEAR UP serves over 8,000 students in 27 districts statewide. The 12th Year Campaign is a WSAC initiative focused on supporting secondary school staff with the resources and tools to assist students in completing admissions and financial aid applications. The goal of the College Bound Scholarship program is to provide state financial aid and hope to low-income students who may not consider college a possibility because of the cost when they sign up in 7th or 8th grade. Finally, WSAC's readyssetgrad.org is a tool for students, families and educators at all stages of preparation for postsecondary enrollment. Access without comprehensive support creates barriers for many students in our state, especially students coming from low SES backgrounds. Therefore, WSAC has taken a strategic position to align programming with policy (primarily focused on financial support). WSAC has recommended in its 2016 Strategic Action Plan to:

- Increase equity in access to dual-credit opportunities by supporting book and transportation expenses for student from low-income families;
- Maintain the state's commitment to the College Bound Scholarship;
- Fully fund the State Need Grant to serve more than 24,000 students who are eligible but unserved;
- Expand State Work Study program to serve an additional 3,000 students.

These recommendations are salient to the high school to post-secondary transition in three ways:

1. With the rising cost of college tuition, the thought of enrolling in college and foregoing immediate income through employment may serve as a barrier to many low income students and their families. One strategy to alleviate and encourage more students to enter into post-secondary education is by providing access to college credit bearing courses while students are still in high school. Through various Dual Credit/Dual Enrollment pathways students are able to obtain college credit at a reduced or no cost rate. Preliminary research shows participation in these programs facilitates high school completion, post-secondary enrollment, retention, and post-secondary graduation rates.

2. Students from low income families may graduate from high school but do not pursue post-secondary education or enroll and stop/drop out because of financial burdens. If state resources can alleviate and provide early assurance to students that there will be a mechanism to help them pay for college they are more apt to graduate from high school and enroll in college knowing there will be financial support. This is evidenced by College Bound Scholarship students, who graduate high school at a rate at least ten percentage points higher than that of their non-CBS low-income peers (OSPI staff analysis of WSAC CBS applicant data, *From Secondary to Postsecondary Initiatives that Work Powerpoint*, 2016). CBS students who met pledge requirements are also pursuing post-secondary education at a rate more than 20 percentage points higher than their low-income peers (WSAC CBS Application data, class of 2012 verified as graduated per OSPI data, met pledge requirements (n=9,160 in 2012-2013 and n=9,348 in 2013) and National Student Clearinghouse (n=6,389 in 2012-2013 and n=6,878 in 2013-2014). EDRC Research Brief 2010 #5. Participation in Postsecondary Education. Washington High School Graduates, 2008-2009. *From Secondary to Postsecondary Initiatives that Work Powerpoint*, 2016).
3. For students who are considering whether to enroll in post-secondary education or go directly into the workforce, the importance of knowing how they will pay for college and support they will receive is critical to their decision making. By expanding the state work study program to serve more students, the intent is to encourage those from the lowest income groups to participate in post-secondary education while also building job skills, and minimizing loan debt as they progress toward their educational and career goals. The 2016 Strategic Action Plan encourages institutions and organizations to leverage work-study funding as a way to enhance or create ambassador-mentor programs by where eligible work-study students would be employed to serve as college ambassadors and or mentors across the state's K12 schools.

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Partner Organization: Washington Student Achievement Council Contact name and phone: Randy Spaulding 360-753-7823 or Stephanie Gardner 360-753-7825

Question	Partner response/input
<p>How do the major recommendations in the report outline align with your organization's current priorities for our public education system?</p>	<p>The recommendations outlined in the 2016 Statewide Indicators report align with WSAC's mission to advance educational opportunities and attainment in Washington. Recommendation #4 is a priority in the WSAC's 2016 Strategic Action Plan.</p> <p>WSAC works in partnership with multiple agencies to ensure students are equipped with the necessary skills and knowledge to be successful post-high school graduation. The work entails providing access, opportunities and support. WSAC has been active in both a programming and policy/advocacy capacity in two distinct but related areas of the high school to college transition. These efforts complement the work of SBE.</p> <p>First, through pre-college access programming such as GEAR UP, the 12th Year Campaign and College Bound Scholarship, WSAC supports several statewide initiatives to support postsecondary enrollment. Through state administered federal grant dollars, Washington GEAR UP serves over 8,000 students in 27 districts statewide. The 12th Year Campaign is focused on supporting secondary school staff with the resources and tools to assist students in completing admissions and financial aid applications. The goal of the College Bound Scholarship program is to provide state financial aid and hope to low-income students who may not consider college a possibility because of the cost when they sign up in 7th or 8th grade. Finally, WSAC's readyssetgrad.org is a tool for students, families and educators at all stages of preparation for postsecondary enrollment.</p>

	<p>Access without comprehensive support creates barriers for many students in our state, especially students coming from low SES backgrounds. Therefore, WSAC has taken a strategic position to align programming with policy (primarily focused on financial support).</p>
<p>What are your organization’s thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>The recommended reforms should move to improve outcomes related to academic performance and persistence, college enrollment and completion, as well as entry into the workforce.</p> <p>To achieve systems change, targeted and comprehensive efforts that span across multiple sectors of the pipeline will be required to actualize success. Implementing the outlined recommendations that begin early in a students’ academic career, followed by continued systems of support at key transition points have the potential to increase gains in our state attainment metrics. The recommendations put forth clearly reinforce the need for collaboration across sectors.</p>
<p>Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>WSAC has recommended in its 2016 Strategic Action Plan to:</p> <ul style="list-style-type: none"> • Increase equity in access to dual-credit opportunities by supporting the recent college in the high school policy, providing funding to cover fees for exam based programs, and assisting with book and transportation expenses for Running Start students from low-income families; • Maintain the state’s commitment to the College Bound Scholarship • Fully fund the State Need Grant to serve nearly 25,000 students who are eligible but unserved; • Expand State Work Study program to serve an additional 3,000 students. <p>These recommendations are salient to the high school to post-secondary transition in three ways:</p> <ol style="list-style-type: none"> 1. With the rising cost of college tuition, the thought of enrolling in college and foregoing immediate income through employment may serve as a barrier to

	<p>many low income students and their families. One strategy to alleviate and encourage more students to enter into post-secondary education is by providing access to college credit bearing courses while students are still in high school. Through various Dual Credit/Dual Enrollment pathways students are able to obtain college credit at a reduced or no cost rate. Research shows participation in these programs not only increases high school completion rates but also facilitates improved enrollment, retention, and college graduation rates.</p> <ol style="list-style-type: none"> 2. Too many students from low income families who graduate from high school do not pursue post-secondary education or enroll and stop/drop out because of financial burdens. The College Bound scholarship provides early assurance to students that there will be a mechanism to help them pay for college. As a result they are more apt to enroll knowing there will be financial support. 3. For students who are considering whether to enroll in post-secondary education or go directly into the workforce, the importance of knowing how they will pay for college and the ability to work while they learn is critical to their decision making. By expanding the State Work Study program to serve more students, the intent is to encourage those from the lowest income groups to participate in post-secondary education, knowing they will be financially supported while developing critical job skills and minimizing debt-resulting in increased enrollment as students transition out of high school.
<p>To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>Student transitions are key to ensuring a viable talent pool in WA State. Because the WSAC recognizes the importance of successful student transitions, the WSAC has put forth a number of policy recommendations that address the high school to college transition and year to year retention once students enroll in post-secondary</p>

	institutions. The aforementioned WSAC policy recommendations are rooted in evidence and research that are known for having impact on post-secondary enrollment, retention and completion rates.
How might partner agencies and organizations collaborate over the next year to support these education system reforms?	<ul style="list-style-type: none">• Ongoing cross-agency meetings• Collaborative development and revision of metrics• More frequent dissemination of information relative to progress and attainment• Strategy mapping session (who is currently involved in the work, who is not at the table)• Sharing of cross-agency priorities



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Partner Organization: Department of Early Learning Contact name and phone: Heather Moss, 360-725-4932

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	We support recommendation #1 – expanding access to high quality early childhood education and #2 regarding high quality professional development. We support the newly suggested evidence-based component.
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	Closing gaps among the state's youngest learners at kindergarten entry should help to decrease gaps at each future point along the educational pipeline.
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	DEL's two largest evidence-based strategies are ECEAP and Early Achievers, but we are working to ensure all of our programs (home visiting, early intervention, therapeutic childcare, etc.) have a solid evidence base.

Question	Partner response/input
4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?	DEL supports including a fifth evidence-based reform around supporting successful student transitions. In the case of early learners this would reinforce our efforts to address observed drop-off in achievement between Spring of preK year and Fall of K year. Our key mitigation would be expansion of preK opportunities in the summer before kindergarten year (ECEAP is an evidence-based intervention). In partnership with OSPI we’ve identified changes that need to be made in test administration to mitigate the drop-off, particularly for English language learner students.
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	The transition recommendation provides an opportunity for partner agencies to work together, as with the example above.



KINDERGARTEN READINESS

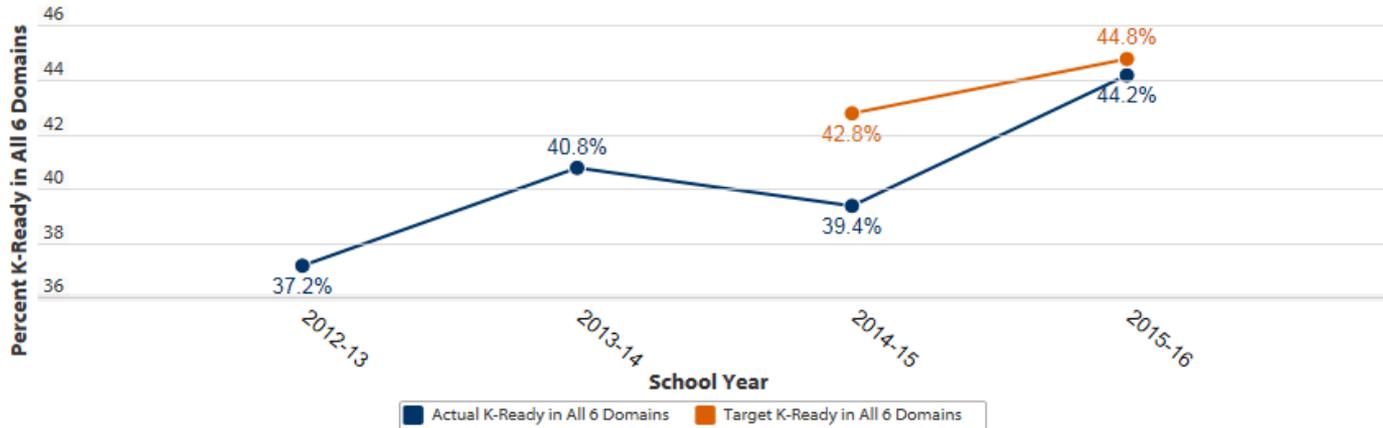
Department of Early Learning

Ross Hunter, Director

June 29, 2016

Kindergarten Readiness on 6 Domains

Percent of Children Kindergarten Ready In All Six Domains By School Year



WA Kindergarteners		
School Yr	Assessed	% of Total
2012-2013	21,811	26%
2013-2014	38,443	46%
2014-2015	43,298	52%
2015-2016	58,656	74%

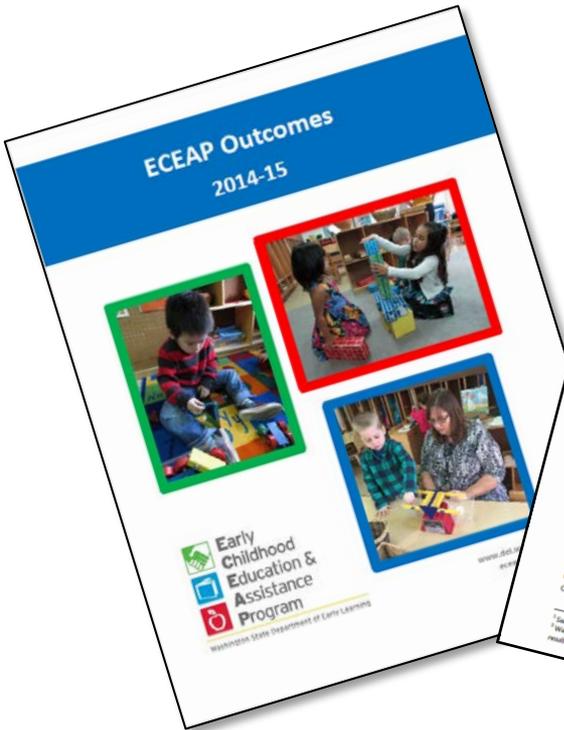
- Number of kindergarteners assessed continues to rise as % of students enrolled in full-day kindergarten increases.
- Kindergarten readiness has increased to 44.2% in 2015-2016 school year.

Current State



Estimated current level of readiness of all students in public kindergarten across the state is closer to 48%

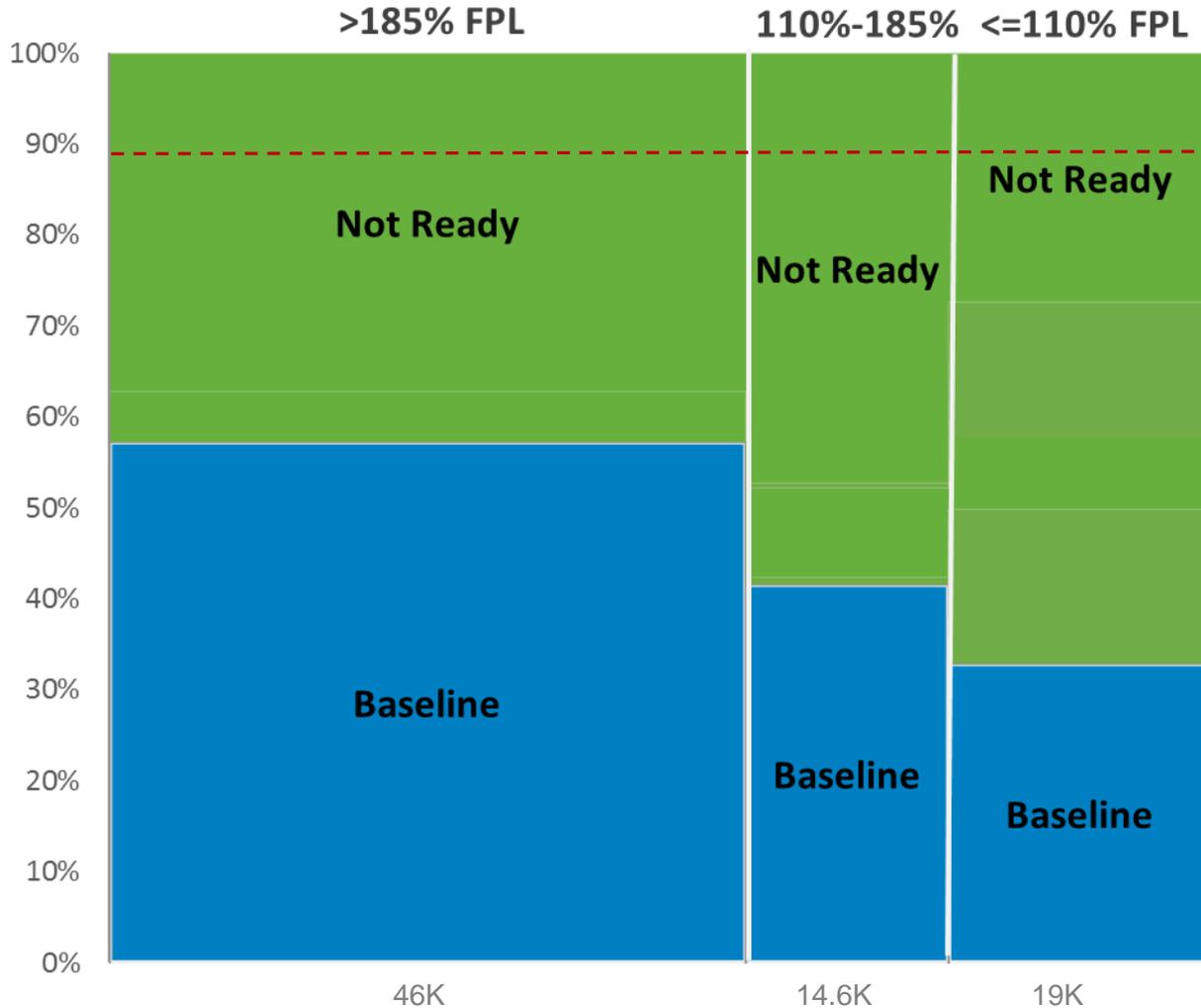
DEL's Big Goal: 90% Readiness by 2020



Good News

- Recent ECEAP reports show promising results for children.
- ECEAP is one important tool to get us closer to 90%

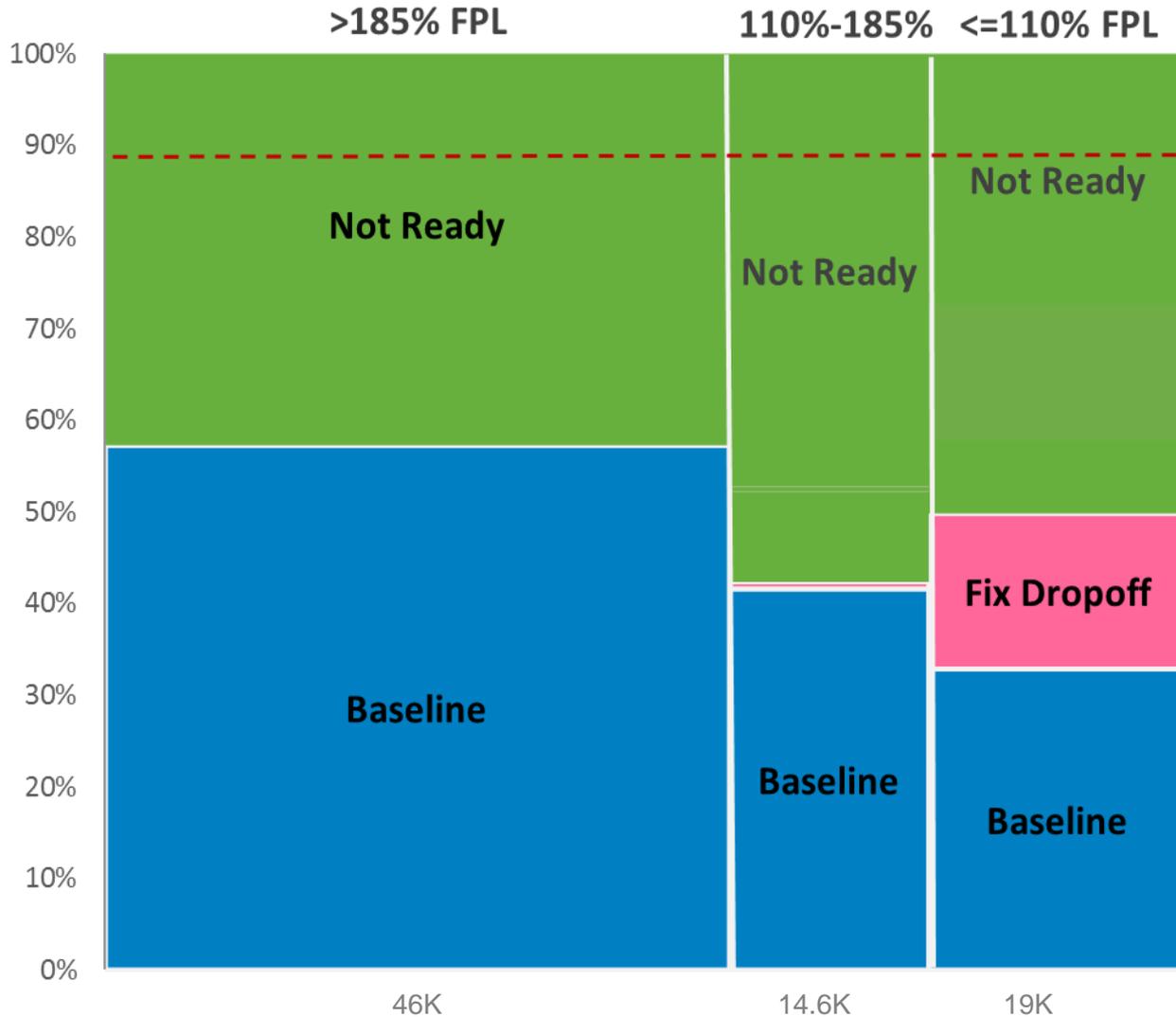
Getting to 90% Ready: Strategies



48% of all kindergarteners ready WaKIDS 6/6

57%	>185% FPL
42%	110%-185% FPL
33%	<110% FPL

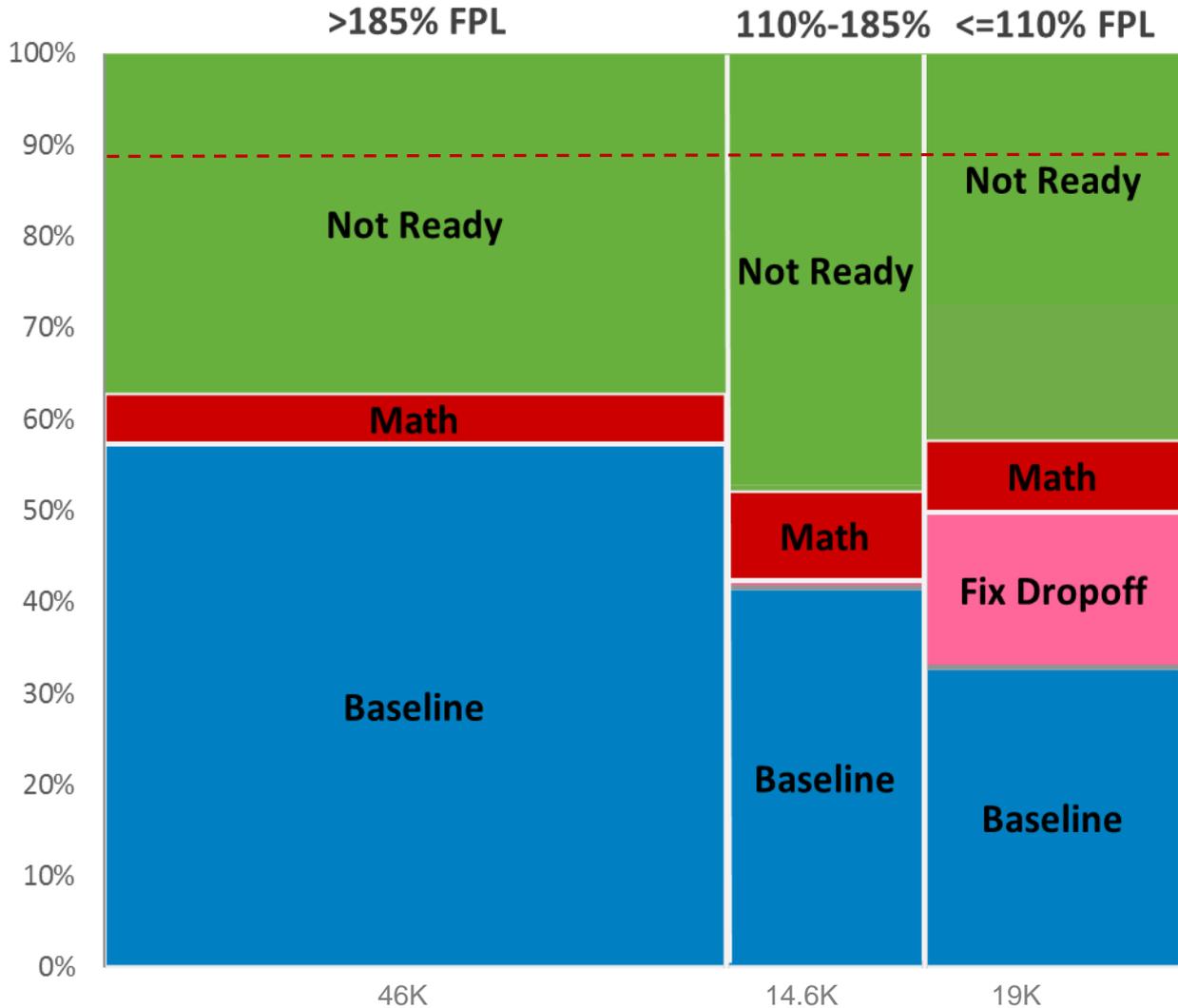
Getting to 90% Ready: Strategies



53% of all kindergarteners ready WaKIDS 6/6

57%	>185% FPL
42%	110%-185% FPL
50%	<110% FPL

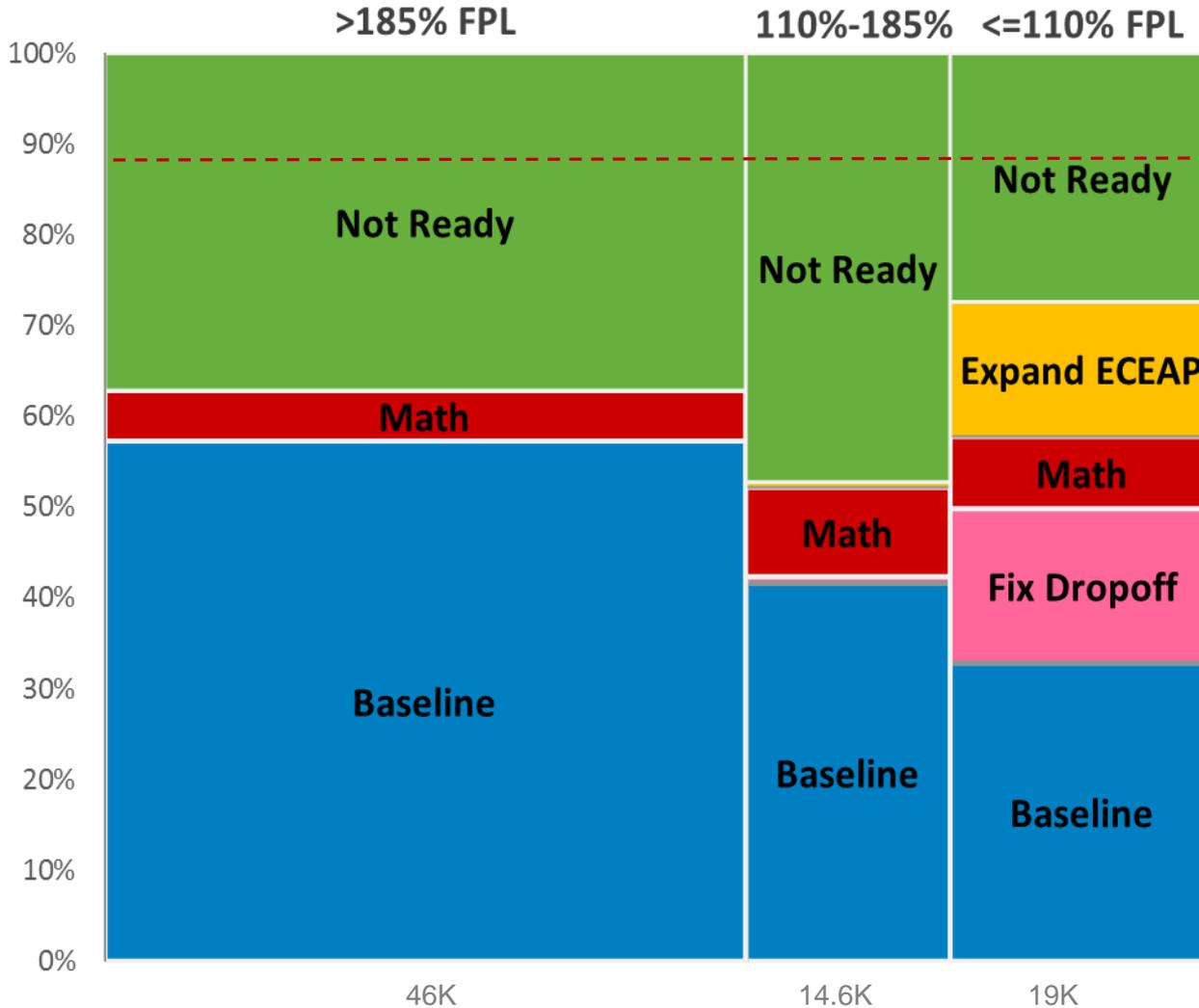
Getting to 90% Ready: Strategies



60% of all kindergarteners ready WaKIDS 6/6

63%	>185% FPL
52%	110%-185% FPL
58%	<110% FPL

Getting to 90% Ready: Strategies



63% of all kindergarteners ready WaKIDS 6/6

63%	>185% FPL
52%	110%-185% FPL
73%	<110% FPL

Additional Strategies

We know there are other strategies in our portfolio that will move the needle on readiness –

-  Early Achievers
-  B-3 interventions
-  Others

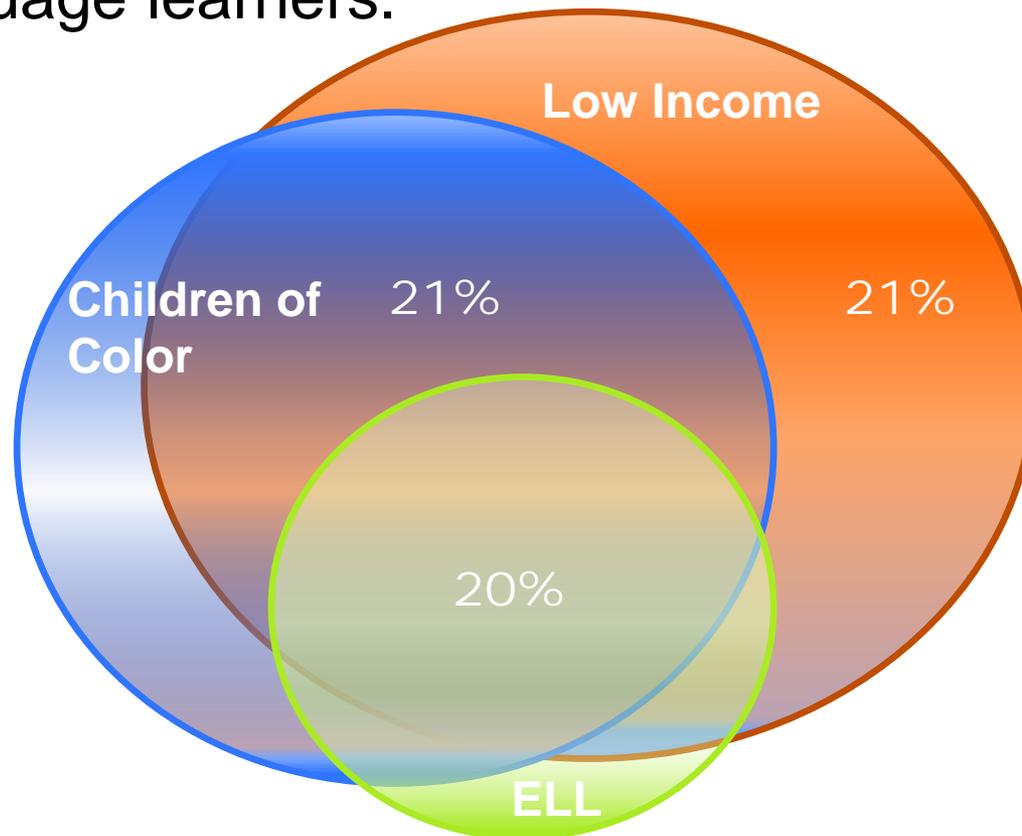
Children Not Yet Ready

In addition to these strategies, we know reaching high-need children and families with programs and interventions will be essential to success.

Children Not Yet Ready	
Low income (FRPL)	65%
Children of color	55%
English language learners	28%
Special education	12%

Overlap among Students Not Yet Ready for Kindergarten

Of the estimated 42,000 children who enter kindergarten not yet ready, 78% are either from low-income families, are children of color, or are English language learners.



Ensuring a Responsive Early Learning System

In development:

- ▣ ECEAP Pathways: Build provider readiness in high-need communities.
- ▣ Use WaKIDS achievement gap in ECEAP expansion decisions.
- ▣ Monitor Early Achiever's implementation for adverse impacts on families/children.
- ▣ DEL'S Racial Equity Initiative:
 - ▣ Strengthening DEL's capacity to advance racial equity.
 - ▣ Use disaggregated data to track results/impacts of DEL's actions.

Assistance Needed:

- ❑ ECEAP investment
- ❑ Target high-value services to highest-risk children with multiple ACEs
- ❑ OSPI and DEL to align assessment methods for Special Education and ELL students
- ❑ Work on math

Customer Focus: ECEAP



Angela Kallas
Teacher and Family Advocate

**West Olympia Head Start/ECEAP
Center**

▣ TS GOLD –

- ▣ Six domains (physical, soc.-emot., language, literacy, math, cognitive)
- ▣ Benefits

▣ Professional Development –

- ▣ TS GOLD Inter-rater reliability certification
- ▣ Individualized coaching
- ▣ Future trainings



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Partner Organization: Professional Educator Standards Board Contact name and phone: Jennifer Wallace, 360-725-6275

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>Recommendation 2 is "Expand and fully fund high quality professional learning".</p> <p>Within our responsibility for educator preparation, certification, and continuing education, the Board's priorities support this recommendation. Per two of the PESB's strategic plan goals:</p> <p><i>Goal 2 – After completion of an approved teacher preparation programs, educators possess the knowledge, skills and cultural competencies to ensure that P-12 students reach the goal of being college or career ready</i></p> <p><i>Goal 3 – All educators access quality professional growth opportunities through their career</i></p> <p>The PESB is committed to ensuring our state licensure policies support a career-long continuum of professional growth that is rigorous and relevant.</p>

Question	Partner response/input
<p>2) What are your organization’s thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>In implementing Washington’s education reform mandates via 2261 and 6696, the PESB has achieved on-time implementation of every mandate, greatly raising expectations and outcomes for professionals, but the Legislature has not in turn provided necessary supports, including:</p> <ul style="list-style-type: none"> - No statewide beginning teacher / new-to-state teacher induction and mentoring; - Failure to achieve 2261’s charge of <i>“an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent implementation schedule”</i>; - Overall inadequate quality, quantity, and access to high quality professional development. <p>There is more than sufficient research to suggest that ensuring education professionals are acquiring / updating their knowledge and skills has a direct link to student outcomes.</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>High quality professional learning is most effective in the context of a district’s overall workforce development strategy. Since 2012, the PESB has been reporting to the Legislature and State Board of Education concerns about the need for improvements to and state-level policy and fiscal supports for improved workforce development practices, including recruitment, early hiring, onboarding, and retention-related strategies.</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>N/A</p>
<p>5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?</p>	<p>Washington lacks a coherent system of educator development with consensus on the roles and responsibilities of the state versus local districts related to certification, job evaluation, and professional growth. The stakes for both evaluation and certification have gotten much higher for educators, but the incentives and supports for them to achieve them have not.</p>



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Partner Organization: Workforce Training and Education Coordinating Board Contact name and phone: Nova Gattman (360) 709-4612

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>The Workforce Board shapes strategies to create and sustain a high-skill, high-wage economy. To fulfill this Mission, the Board:</p> <ul style="list-style-type: none">• Advises the Governor and Legislature on workforce development policy;• Promotes a system of workforce development that responds to the lifelong learning needs of the current and future workforce;• Advocates for the nonbaccalaureate training and education needs of workers and employers;• Facilitates innovations in workforce development policy and practices;• Ensures system quality and accountability by evaluating results and supporting high standards and continuous improvement. <p>The recently adopted state workforce development plan, <i>Talent and Prosperity for All</i>, outlines the Workforce Board's priorities for the "talent development pipeline" in</p>

Question	Partner response/input
	<p>Washington, including secondary and postsecondary education programs. The plan's goals are available at: http://wtb.wa.gov/Documents/TAPPlanGoalsforAll.pdf</p>
<p>2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>Recent changes in federal education laws, coupled with a Great Recession and recovery where young people have struggled to secure work-based learning opportunities or other on-the-job experiences, sparked a national conversation on defining what it means for Washington high school graduate to be "career ready."</p> <p>Although Washington's high school graduates are expected to be ready for "colleges, careers, and life," indicators of college readiness have been integrated into the curricula of a myriad of courses approved by the SBE and the Office of Superintendent of Public Instruction. Washington has not yet developed a set of indicators to demonstrate a graduate's readiness to begin a career leading to economic self-sufficiency. Developing career readiness indicators can be integrated into future curricula—both in career and technical education and traditional academic education courses—and state education policy. The Board welcomes an conversation about integrating career readiness indicators into the state's education accountability framework, to measure how effectively schools are placing their graduates on a path to economic self-sufficiency.</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>The Board will discuss the recommended reform at their November 2 meeting and can provide an update at the State Board of Education's November 9 meeting.</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>The Board will discuss the recommended reform at their November 2 meeting and can provide an update at the State Board of Education's November 9 meeting.</p>

Question	Partner response/input
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	<p>The Workforce Board’s partnership with the State Board of Education (SBE) is an opportunity to share the Workforce Board’s expertise in career-connected learning policy and best practices with the Board responsible for setting policy in Washington’s secondary schools, collaborating to produce a statewide definition and indicators for when graduates are career-ready.</p> <p>The Workforce Board is currently well-positioned to leverage its work on other, related initiatives to inform the development of a statewide career readiness definition, including: the Board’s NGA Policy Academy on Work-Based Learning, the J.P. Morgan Chase “New Skills for Youth” grant initiative, and the implementation of <i>Talent and Prosperity for All</i>.</p>



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Partner Organization: **State Board for Community Technical Colleges** Contact name and phone: Darby Kaikkonen, 360-704-1019

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization’s current priorities for our public education system?	<p>The priorities align well with SBCTC’s policy priorities for our public education system. Our system contributes to these items in the following ways:</p> <p>The community and technical college system produces high quality educators in Early Childhood Education through our various programs at the certificate and associate degree level, and emerging Applied Baccalaureate degrees at the Teacher Education level. This is particularly relevant to helping fill the need for more math teachers. We have a history of a strong partnership with the Department of Early Learning, and support our colleges and students through Opportunity Grant funding for early learning education opportunities. Our system has the capacity to expand upon this work to support the Board of Education’s goals in this area, and looks forward to the future potential for more collaboration.</p> <p>The CTC system is also a significant participant in dual credit opportunities and high school re-engagement programs. Perhaps the most significant policy priority that is germane to the Board of Education’s recommendations is the Bridge to College</p>

Question	Partner response/input
	<p>Transition Courses project. These are courses that were developed by high school and college faculty together whose sole purpose is to prepare students for college level work before they graduate. Not only does this work directly serve students in the pursuit of advancing to postsecondary education, it is an opportunity for professional learning for teachers, both K12 and CTC.</p> <p>Another project designed to aid transitions from high school to college is transcript based placement. These agreements also come from colleges working directly with their local school districts, which further recognizes the work of high and college faculty both and provides opportunity for professional learning and curricular alignment.</p>
<p>2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>As demonstrated through the examples above, we believe the recommendations have a strong potential for making an impact on student outcomes and quality of educational experiences.</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>Preliminary evaluation results from Year 1 site visits and classroom observations conducted by the BERCC Group indicate that the Bridge to College courses are more collaborative and more focused on thinking and application than control group courses. Teachers and students both report that the courses are more engaging and have changed their approaches to math and English. Longitudinal data tracking the first cohort of students into college will be available in winter 2017.</p> <p>Additionally, there are some early signs of improvement in first year college outcomes for students coming from the high schools who are using placement grids. We expect to see more clear signs of improvement in subsequent years as more schools implement the option.</p>

Question	Partner response/input
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific evidence-based strategies for supporting this reform?</p>	<p>The Guided Pathways initiative that the community and technical college system is currently engaged in and has requested additional funding to support embodies the concept of supporting students for the purpose of successful transitions. We will focus on completion of credentials by making sure students are put on a path to success early on in their educational career and have a clear understanding of the end goal. This work cannot be done without significant supports to students throughout the entire process, from intake to completion.</p> <p>Some evidence-based practices that the CTC system has discovered and are part of our funding request include enhanced advising, online resources and degree audit tracking, financial support to students through grants and special programs, and intensive instruction through programs such as I-BEST.</p>
<p>5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?</p>	<p>Work to increase the number of high schools who offer the Bridge to College courses. Develop an efficient way to share Smarter Balanced score data with colleges to help make the transition for new high school graduates and enrollment into college-level courses a seamless process.</p>



THE WASHINGTON STATE BOARD OF EDUCATION

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

Partner Organization Input Worksheet for the 2016 Education System Health Report Outline

The State Board of Education looks forward to talking to you, or a representative from your organization, at the November 9th Board Meeting. In preparation for the meeting, please review the Education System Health Report Outline and respond to the questions below. Your input will be shared with Board members prior to the meeting, will provide a starting point for the discussion and will be considered by the Board for any modifications in the recommendations for system reform. Responses from all partners will be compiled and included in the final report to the Legislature.

Partner Organization: ___ OSPI _____ Contact name and phone: ___ Dr. Gil Mendoza _____

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	<p>OSPI vision: Every student ready for career, college, and life.</p> <p>For more information on the Randy Dorn's priorities: http://www.k12.wa.us/Communications/EducationPriorities.aspx</p> <p>For more information on OSPI Performance indicators: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx</p> <p>1. Expand access to high quality early childhood education. This reform is intended to improve student achievement in the Kindergarten Readiness and 4th Grade Reading indicators.</p> <ul style="list-style-type: none"> ○ One of Randy Dorn's top five priorities is to promote early learning opportunities. OSPI has worked to increase the numbers of schools offering full-day kindergarten. Additionally, Washington Kindergarten Inventory of Developing Skills (WaKids) has been implemented to (1) welcome students and their families to kindergarten; (2) assess students' strengths; and (3) discuss the characteristics of children's development and learning that will enable them to be successful in school. The three foundational components of WaKIDS include family connection, Whole-Child assessment, and Early learning collaboration. For more information: http://www.k12.wa.us/WaKIDS/default.aspx ○ OSPI Performance Indicators related to this recommendation include (1) Kindergarten Preparedness. Indicators:

Question	Partner response/input
	<p>2. Expand and fully fund high quality professional learning. This reform is intended to improve student achievement in the Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation indicators.</p> <p>A. Randy Dorn’s top priority is to increase basic education funding. Washington State K-12 Learning Standards outline what all students should know and be able to do at each grade level. These standards define ‘basic education’, thus by fully funding basic education student achievement should improve, which aligns with the intent of this recommendation (Kindergarten readiness, 4th grade readings, 8th grade math, and high school graduation indicators). For more information:</p> <ul style="list-style-type: none"> ○ Dorn’s complete Plan to Fully Fund Basic Education for All Students: http://www.k12.wa.us/Communications/FullyFundPlan/default.aspx ○ Fully Funding Basic Education (2017-2019 Biennium budget): http://www.k12.wa.us/LegisGov/2017documents/AA_2017-19_FullyFundingBasicEducation.pdf <p>B. Another top priority of Randy Dorn is to improve Washington’s statewide assessment system. Improving the assessment system will more accurately capture the student achievement that will be measured for this recommendations.</p> <ul style="list-style-type: none"> ○ For more information, see Smarter Balanced Assessments and Washington State K-12 Learning Standards in math and English and Language Arts. <p>C. OSPI is also working to address the teacher shortage and enhance diversity of the educator workforce in Washington, which needs to be addressed in tandem with high quality professional learning. OSPI’s 2017-2019 teacher shortage biennium budget allocates money for continued recruitment campaign, hiring technical assistance for districts, expansion of the Beginning Educator Support Tam (BEST) Program; expansion of Conditional Scholarship/Loan Forgiveness Programs; and a “Grow Your Own” Initiative.</p> <ul style="list-style-type: none"> ○ Teacher Shortage (2017-2019 Biennium Budget) <ul style="list-style-type: none"> ▪ http://www.k12.wa.us/LegisGov/2017documents/AB_2017-19_TeacherShortage.pdf ○ Grow Your Own Teacher Strategy (2017-2019 Biennium Budget) <ul style="list-style-type: none"> ▪ http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf <p>D. OSPI Performance Indicators related to this recommendation include: (2) English Language Arts, Math, Science Assessment; (3) Student Growth Percentiles; 4) High School credit in Algebra 1/Integrated Math 1 (5) Statewide Assessments Required for Graduation; (11) Graduation Rates; (12) 9th Grade Course Failure;</p> <p>3. Increase access to high quality expanded learning opportunities. This reform is intended to improve the 4th Grade Reading, 8th Grade Math, and High School Graduation indicators.</p>

Question	Partner response/input
	<p>A. A top priority of Randy Dorn’s is to expand career and technical education programs (CTE) and Science, Technology, Engineering, and Math opportunities (STEM). These programs give students a chance to apply classroom learning to daily life and engage students who learn better in a hands-on environment. OSPI has partnered with Microsoft IT Academic, Boeing, and other companies to help create access to high quality learning opportunities.</p> <p>B. OSPI published a report in 2016 about Online Learning, which could be utilized as an expanded learning opportunity for students. For more information: http://www.k12.wa.us/LegisGov/2016documents/2016-01-OnlineLearning.pdf</p> <p>4. SBE- expand supports and services that prepare students for post-secondary opportunities and employment. This reform is intended to improve the High School graduation and Post-Secondary Attainment and Workforce indicators.</p> <p>A. All of Randy Dorn’s priorities support this recommendation. OSPI’s vision is “every student ready for career, college, and life”. Thus, all reports, recommendations, and goals made by OSPI seek to prepare students for post-secondary opportunities and employment.</p> <p>B. In terms of supports and services, expanding CTE and STEM opportunities, a priority of Randy Dorn’s, will help support students for post-secondary opportunities and employment. Additionally, improving academic achievement for all students and reducing dropout rates, another priority of Randy Dorn’s, will also be key to this recommendation.</p> <p>C. OSPI Performance Indicators related to this recommendation include (5) statewide assessments required for graduation rates; (6) dual credit programs; (8) postsecondary enrollment and remediation; (10) postsecondary persistence; (11) graduation rates; (13) discipline.</p> <ul style="list-style-type: none"> • Graduation and dropout Statistics annual report: http://www.k12.wa.us/LegisGov/2016documents/2014-15Graduation%20AndDropoutStatisticsAnnualReport.pdf • UPDATE: Building Bridges (Dropout Prevention, Intervention and Reengagement): http://www.k12.wa.us/LegisGov/2015documents/2015-12-BuildingBridges.pdf • 4. OSPI- expand CTE and STEM opportunities • Resource- Data and Analytics: Postsecondary Preparedness: College Enrollment & Remediation Rates: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics/PostSecondaryER_Presentation.pdf
<p>2) What are your organization’s thoughts about how recommended reforms might improve the overall health of our education system?</p>	<p>Randy Dorn’s top five priorities for improving the overall health of our education system include the following:</p> <ol style="list-style-type: none"> 1. Increase basic education funding 2. Improve academic achievement for all students and reduce dropout rates. 3. Improve our statewide assessment system. 4. Expand CTE and STEM opportunities. 5. Promote early learning opportunities. <p>http://www.k12.wa.us/Communications/EducationPriorities.aspx</p>

Question	Partner response/input
	<p>Additionally, OSPI has 14 performance indicators to track progress and support data-informed decision making. Indicators include:</p> <ol style="list-style-type: none"> 1. Kindergarten Preparedness 2. English Language Arts, Math, Science Assessment 3. Student Growth Percentiles-4th and 6th grades ELA/Math. 4. High school credit in Algebra 1/Integrated Math 1 5. Statewide assessments required for graduation 6. Dual credit programs 7. SAT and ACT 8. Postsecondary enrollment and remediation 9. Financial aid for college 10. Postsecondary persistence 11. Graduation rates 12. 9th grade course failure 13. Discipline 15. Attendance <p>(http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx)</p> <p>For more detailed information, see OSPI reports to the legislature: http://www.k12.wa.us/LegisGov/Reports.aspx</p>
<p>3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?</p>	<p>OSPI aligns all goals and recommendations with researched-based performance indicators. Additionally, goals are reviewed by the superintendent three times per year to ensure the work of OSPI leads directly to student success.</p> <p>We recommend using previous data and analytics by OSPI to inform the SBE report. Additionally, SBE recommendations should align to OSPI performance indicators to ensure progress can be tracked. For more information: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx</p>
<p>4) To what extent, if any, would your organization support adding the recommended reform: “provide specific supports to facilitate successful student transitions?” Do you have suggestions for specific</p>	<p>Randy Dorn priority is to improve academic achievement for all students and reduce dropout rates. Thus, OSPI supports this recommendation, as academic achievement is dependent upon successful transitions. All recommendations put forth by OSPI are rooted in research and evidenced based. SBE should use OSPI data (http://www.k12.wa.us/DataAdmin/DataSharing/DataSharing.aspx) to inform this section of the report.</p> <p>In the ESSA Consolidated Plan, OSPI will describe a state plan to support the transitions from early learning to kindergarten, elementary to middle school, middle school to high school and high school to post-secondary college and career readiness.</p>

Question	Partner response/input
evidence-based strategies for supporting this reform?	
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	SBE, OSPI, and additional partner agencies and organization will need to collaborate on recommendations and policy priorities for public education in Washington. Additionally, we will need to work together to ensure there is synergy and support for the new ESSA recommendations put forth by Washington.