Title:	**"3 Buckets" Policy Discussion - Survey Results and Staff Summary**

As Related To:	☐ Goal One: Develop and support policies to close the achievement and opportunity gaps.	☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	☒ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	☐ 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:	As a means of focusing its 2016 Retreat discussions, the Board has chosen to focus on three topical areas (or "buckets") for discussion. Discussion in these areas will guide revisions to the next SBE Strategic Plan.

Possible Board Action:	☐ Review ☐ Approve	☐ Adopt ☒ Other

Materials Included in Packet:	☒ Memo ☐ Graphs / Graphics / Other ☐ Third-Party Materials ☐ PowerPoint

Synopsis:	In an effort to begin the processing of Retreat material early on, staff initiated a series of members surveys. Members were asked a series of key questions to help draw out each member's thinking and to see if there are common themes or key questions that might form the basis for productive Retreat discussions. The survey instrument was built upon the three "policy buckets" that the Board established to focus its Retreat deliberations. They are:

1. System Transitions
2. Student Transitions
3. Every Student Succeeds Act (ESSA) Implementation

In this section, members are provided both the raw survey results, but also a staff summary for each topical area.

The Board will use these materials in discussion to determine what its key strategic priorities are for the next iteration of the strategic plan. The Board will attempt to derive some guiding principles from its discussion at the Retreat to guide the revision of the plan over the next 2 months.

In a separate section at the beginning of this packet, the norms, procedures, and assumptions of the facilitated discussion are outlined for your review.

System Transitions

Policy Considerations

2017 will bring significant changes to governance of the K-12 system in Washington, with the potential for much greater changes. The state will have a new Superintendent of Public Instruction. Legislative deliberations on K-12 governance, a seemingly perennial subject, may resume in the next session. Crucial next steps will be taken in the more than ten-year-long *McCleary* case on the state's constitutional obligation for funding of basic education.

How will the Board prepare for those changes, and respond to them in a way that maximizes benefit to the schoolchildren of Washington?

Superintendent of Public Instruction

For the first time since 2008, our state will have a new Superintendent of Public Instruction. An expert on education governance at the University of Washington says the elected office of Superintendent of Public Instruction in Washington "really is what you make of it." As in any such transition, the new SPI may bring a different set of priorities, and different management and leadership styles, to the office from those of the last eight years. We are reminded that the Superintendent is not only the head of the state education agency, but a voting member of the State Board of Education, who can use that platform as well to exert influence and exercise policy leadership.

The transition to a new SPI comes at a pivotal time for education in Washington. The state is under a judicial mandate to meet the requirements of the 2012 *McCleary* decision for full funding of basic education "by 2018." The 2017 Legislative Session will determine whether, how and when the state will meet that mandate. The state must also put in place a plan to implement the 2015 reauthorization of the Elementary and Secondary Education Act, titled the Every Student Succeeds Act. The SPI, as head of the state education agency, is responsible for the final plan to be submitted to the U.S. Department of Education in spring 2017. The effects of the choices made by the SPI, under a law that vests much more control in the states, than its predecessor, the No Child Behind Act, will be profound and long-lasting.

Questions for Board Discussion

1. Without regard to the merits of each candidate, how are the priorities of the next Superintendent of Public Instruction likely to differ from those of the current SPI? How are they likely to be the same? What policy initiatives might we see from him or her in the 2017 Session? How might their input impact the process of getting approval from the US Department of Education for a revised accountability program under ESSA?

2. How can the Board best build a productive working relationship with the next SPI?   What specific steps should the Board take to help in a transition that recognizes the distinct but complementary roles that the SPI and the SBE have in K-12 governance?

3. What issues would you bring to the attention of the new SPI as priorities for the Board, or for you as an individual member? What opportunities do you see for working with the new SPI in pursuit of common objectives?

4. What specific assistance can be provided to the new SPI as a new member of the SBE?

K-12 Governance

In the 2016 Legislative Session the House Majority Leader introduced HB 2947, with accompanying constitutional amendment, eliminating the office of the Superintendent of Public Instruction and the State Board of Education and transferring their powers, duties and functions to a new state Department of Education headed by a Director of Education appointed by the governor. The bill had a public hearing in the House General Government and Information Technology Committee on February 5. Executive Director Rarick testified with concerns about the proposal, but also expressed the willingness of the Board to assist in any review of the governance system that the Legislature might undertake. Mr. Rarick noted that effective governance of the of the K-12 system was a goal of the Board's previous Strategic Plan, and provided copies to committee members of the Governance Final Briefing Paper prepared for the Board's March 2011 meeting.

While HB 2947 and its companion, HJR 4216, did not advance further through the process in the 2016 Session, they are but the latest manifestation of a long interest by the executive and legislative branches in possible changes to K-12 governance. Gov. Gregoire offered a proposal in 2012 to replace the elected Superintendent of Public Instruction with an appointed head of a Department of Education, generating a vigorous discussion of whether the state should make such a far-reaching change in how it organizes the education function. Several bills have been offered in recent years to change the powers and duties of the State Board of Education, or, like HB 2947, to eliminate it altogether. The chair of the House Education Committee made governance a focus of the committee's interim activities in 2015. It is not too much to say that both the 2012 legislation creating the Washington State Achievement Council and the 2005 act reconstituting the SBE and redistributing duties among agencies are of a piece with the continuing interest of governors, legislators and stakeholders in restructuring education governance in Washington to more effectively reach desired policy goals.

Given this history, and the challenges facing the state to address *McCleary* mandate and other major issues in public education, we may see other proposals to overhaul the governance system in 2017 and beyond. The State Board of Education is uniquely positioned to be a key participant in that discussion.

Questions for Board Discussion

1. Does the Board wish to re-engage in the discussion of education governance that it last conducted in 2009 and 2010?

2. What role should the Board take in the event that proposals to revise the K-12 governance system are offered in the 2017 Session? How actively should it seek to shape such proposals in the interest of preserving a citizen voice in education policy, while also being responsive to legitimate desires for change?

3. How can we ensure that the interests of students are kept at the forefront of any reopened discussion of education governance?

4. What supports can the National Association of State Boards of Education provide to the SBE both in examining governance and responding to potential legislative proposals?

5. Within the current K-12 governance system, consisting of multiple agencies with defined roles and responsibilities, what can board members do to build productive relationships with members of other boards and commissions and improve coordination among education agencies?

Next Steps in *McCleary*

On May 18 the Legislature's Joint Select Committee on Title IX Litigation submitted its 2016 Report to the Supreme Court. The Title IX Committee stated that beginning with the 2013-15 biennial budget and continuing through the 2015-17, the Legislature has committed substantial state funding to fulfill the state's statutory obligations under ESHB 2261 and SHB 2776, and that the State has achieved this implementation by the deadlines established in that legislation. It acknowledged that both the Court and the Legislature have recognized that under ESHB 2261 the 2776 allocations "do not represent the totality of the state's Article IX obligation," and that more remains to be done to address state allocations for school district staff salaries and eliminate reliance on local levies to support the state's statutory program. In E2SSB 6195, it said, "the Legislature has complied with the Court's request to provide this Court with a plan for legislative action on the remaining issue of the funding for the state's program of basic education." Moreover, "E2SSB 6195 provides the Legislature with a mechanism to gather the remaining data needed to quantify the remaining portion of the state's salary obligation."

In a series of briefs that followed, plaintiffs and the Superintendent of Public Instruction and other amici contended that the 2016 actions taken by the Legislature were insufficient to achieve compliance with the Court's August 2015 order and purge the Court's order of contempt. They further argued that the $100,000 per day remedial penalty imposed by the Court was insufficient to coerce the Legislature into complying with *McCleary*, and asked for such sanctions as:

- Holding individual legislators in contempt and subject to a remedial penalty;
- Enjoining the payment of excess levy funds to school districts;
- Enjoining the operation of certain state tax credits;
- Have all tax exemptions enacted by the Legislature struck down as unconstitutional;
- Enjoining the expenditure of non-education state funds that are not constitutionally required or otherwise necessary;
- Declare the state's school funding statutes unconstitutional, effective the first day of the 2017-18 school year, with the effect of shutting down the public schools.

In the state's reply brief on June 18, Attorney General Ferguson, et. al. stated that there is no legal or factual basis for the Court to impose additional sanctions. The state has submitted a plan and therefore

has purged contempt, the Attorney General stated, and the attacks on that plan by plaintiffs and amici are unfounded or legally in error. The State remains on track, he said, to achieve constitutional compliance by 2018, as required by ESHB 2261. He also set forth the reasons why the specific sanctions proposed by plaintiffs should, each in turn, be rejected.

On July 14 the Supreme Court directed the parties to *McCleary* to appear before them on September 7 before making a decision whether the state is in compliance and its contempt order should be lifted. "[W]e will hear from the parties on precisely what the legislature has accomplished, what remains to be accomplished, and what significance we should attach to E2SSB 6195," the Court said. The State will be expected to provide specific and detailed answers to a list of questions, including:

- How the State precisely understands the 2018 deadline for being in compliance with ESHB 2261;
- Whether E2SSB 6195, when read together with ESHB 2261, satisfies the court's January 2014 order for a plan and, if not, what opportunities remain for the Legislature to provide that plan;
- The estimated current cost of full state funding of the program of basic education identified in ESHB 2261 and implemented by SHB 2776, including estimated capital costs;
- The estimated cost of full state funding of competitive market-rate basic education staff salaries, including the cost of recruiting and retaining competent staff, and of professional development of instructional staff;
- The components of basic education the state has fully funded, the costs it has not yet fully funded, and the costs of achieving full funding of those costs by the deadline;
- How the state intends to meet its constitutional obligation to implement its plan of basic education through dependable and regular revenue sources by that deadline;
- Whether the court should dismiss the contempt order or continue sanctions;

The court set a due date of August 22 for the State to submit a brief addressing the matters specified above. Staff will review the State's and subsequent filings and be prepared to answer questions.

The consultant selected by the Washington State Institute for Public Policy will present preliminary findings at the task force meeting on September 6. E2SSB 6195 requires that the consultant's work include total staff compensation data; an analysis of compensation paid in addition to basic education salary allocations, including the source of funding and the duties for which it is paid; identification of market rate salaries that are comparable to each of the staff types in the prototypical school funding model adopted in SHB 2776, and an analysis of whether, and if so how, a local labor adjustment formula should be implemented. The consultant's final report is due November 15. The task force report is due by January 9.

Questions for Board Discussion

1. What position, if any, should the Board take on possible additional sanctions the Court may choose to impose in *McCleary* subsequent to the oral arguments on September 7?

2. Through what means would the Board prefer that staff and counsel keep it informed of progress in the case over the rest of this year?

3. Should the Board schedule time at the November and/or January meetings for briefings on judicial developments in McCleary and the work of the Basic Education Funding Task Force?

4. Does the Board anticipate the need for a letter to the Governor and the Legislature on *McCleary* before the beginning the 2017 Legislative Session, or a board resolution?

References

A. Van Cleave. "Role of State Superintendent 'Can Be What You Make of It.'" KPLU. July 16, 2016.

House Office of Program Research. Bill analysis, HB 2947, 2016 Legislative Session.

Washington State Board of Education. Final Governance Briefing Paper. March 2010.

B.L. Welburn. "Why State Boards of Education Are an Essential Part of Our Public Education System." National Association of State Boards of Education. March 2011.

Washington Legislature. 2016 Report to the Washington State Supreme Court by the Joint Select Committee on Article IX Litigation. May 18, 2016.

Supreme Court of Washington. *McCleary* et. al. v. State of Washington. Order No. 8432-7. July 14, 2016.

If you have questions regarding this memo, please contact Jack Archer at jackarcher@k12.wa.us.

System Transitions

Policy Considerations

2017 will bring significant changes to governance of the K-12 system in Washington, with the potential for much greater changes. The state will have a new Superintendent of Public Instruction. Legislative deliberations on K-12 governance, a seemingly perennial subject, may resume in the next session. Crucial next steps will be taken in the more than ten-year-long *McCleary* case on the state's constitutional obligation for funding of basic education.

How will the Board prepare for those changes, and respond to them in a way that maximizes benefit to the schoolchildren of Washington?

Section 1: Superintendent of Public Instruction

Q: How are the priorities of the next Superintendent of Public Instruction likely to differ from those of the current SPI? How are they likely to be the same? What policy initiatives might we see from him or her in the 2017 Session? How might their input impact approval from the US Department of Education for a revised accountability program under ESSA?

Members said they believe the next SPI will place a stronger emphasis on reducing achievement and accountability gaps, and will question the use of Smarter Balanced Assessments for accountability and high school graduation. The SPI will seek a more positive and productive relationship with the Legislature. There will be more of an opportunity for the SBE to work with the SPI in the Legislature. There will be more of an emphasis on support and professional development to local districts. OSPI will need to beef up staff capacity for more visibility and accessibility to districts in the field.

There were no comments on how election of a new SPI might affect the state's accountability plan under ESSA.

Member Survey Responses
Defined path to achieve equitable student outcomes. Creative strategies to influence accountability - possibly performance-based funding incentives.
I think either candidate will focus on the type of assessment(s) we are using to measure student progress. I anticipate at the HS level there will be an effort to steer the 11th grade accountability test to the ACT and/or newly revised SAT. The effort to support struggling schools at all levels - particularly the lowest 5% - will take center stage.

I think the policy initiatives with a new SPI might be a much bigger focus on decreasing the achievement gap or cutting proficiency gaps (I like the latter much better.) The other things I am not sure on.

I think there will be a questioning of the use of SBA and SBE's role in state's accountability system and graduation requirements.   SBE shares with both candidates a focus on closing the opportunity & achievement gap.

Much of the work of the OSPI is pro forma. The compliance work will need to continue, however, the next SPI should place more emphasis on providing support and professional development to local school districts, as well as the ESD's that are now taking a much more important role in providing support to districts on a regional basis. This will mean beefing up the staff capacity in the OSPI, becoming more visible, valuable and accessible to those out in the field. Policy initiatives should focus on providing, and allocating, resources differently in order to bridge the opportunity gap. I don't expect that our state will have difficulty getting approval from the US Dept. of Ed. for our revised accountability program.

The next SPI is likely to seek a more positive, more productive relationship with the Legislature. This may mean OSPI legislative proposals that are drafted with eye towards passage. This will provide an opportunity for the SBE to work with the OSPI.

They will pursue full K-12 funding. They will seek to reduce testing. They will be focused on achievement and opportunity gaps.

Q: How can the Board best build a productive working relationship with the next SPI? What specific steps should the Board take to help in a transition that recognizes the distinct but complementary roles that the SPI and the SBE have in K-12 governance?

There was seeming agreement on the need for a better working relationship between the SPI and the SBE, and to clarify the roles of the two agencies in relation to each other.

Members suggested the Board begin building a relationship now, by inviting the candidates to meet with us to discuss mutual concerns and the importance of working together, rather than waiting until after the election. At an early meeting we should define roles and responsibilities, and reach agreement about collaborative and separate roles in policy. Analyze our existing relationship with the SPI – what aspects are working well, and what are not. Choose a few high-priority aspects of our relationship and work on those. Initiate an overarching discussion of the system that looks at the vertical integration of policies, programs and practices to achieve a shared purpose for K-12.

Members remarked on the importance of the relationship between the SPI and the Executive Director of the SBE. The Board's ED can be a mentor to the new SPI. Regular meetings and informal conversations can help build a relationship that identifies common interests and distinct roles. The chair and ED should meet with the SPI to discuss our work, define a working relationship, and identify common priorities, with a goal of building trust between the two organizations.

The Board and the SPI could initiate work together on a joint legislative remedy to the problem of 180-day waivers.

Member Survey Responses
Breakthrough thinking is in order here. We ought to work with this individual in this position to rectify or modify the 180-day school year waiver process. One might hope a joint legislative remedy proposal could be part of this. In addition, we need to request a meeting with this individual to discuss common areas of interest and how we wish to make efforts to work in tandem with one another rather than as two separate entities with the SBE being just an annoyance to the SPI getting done what he or she believes his/her mandate is.
Early meeting spent defining different roles and responsibilities, reaching agreement about collaborative and solo roles in policy. Identify gaps in policy responsibility and agree to collaboration pathway to resolve.
Invite the candidates prior to the election to a meet and greet with the Board & Staff. Now is the time to build relationships, not after the election. We could focus on why it is so important for SPI & SBE to work together and decide together, as well as get a commitment from each candidate, on how best to do that.
One level is the Superintendent and how that person sees his/her role on the State Board.   It might be useful for the Board to hear from the SPI early on (perhaps not first meeting with the new SPI) about how he/she views that role. A second level is the staff interaction between OPSI and SBE, which I hope and believe will be strengthened.
Relationship management between the new OSPI superintendent and SBE's Executive Director will be key. I would love to see an overarching discussion regarding the system that includes looking at the vertical integration of policy, program and practices to achieve a commonly shared purpose for K-12. Then I would encourage the leaders of OSPI and SBE to step back and ask what is each organization's authentic (perhaps statutory) in achieving that purpose and what other partners (beyond OSPI and SBE) are required for long-term improvement/success.
Start w / an analysis of our existing relationship; what aspects of the relationship work smoothly and accomplish our shared objectives? What aspect are not working so smoothly? How did we arrive at the current model? Are there parts we can take this opportunity to reinvent? What kind of value added does the SBE offer OSPI? Are there things SBE can do differently or better to increase that value? Conversely, what (if any) aspects of our relationship with OSPI are frustrating in terms of getting what we need to do our job?   I'd say pick a few high priority aspects of the relationship and work specifically on those. Success to be measured in product outcomes. Make sure we are clear that we are willing to change some things too if needed.

> The Chair w/ Executive Director should meet with SPI to discuss work of SBE, define working relationship and expectations SBE and OSPI, and identify common priorities across both organizations. The goals would be to build trust between the two organization and identify any areas where we can work together heading into the 2017 Legislative Session.

> The new SPI will need supporters from among his/her peers. Our executive can be a mentor. A good overview of the distinct roles of our two organizations will be helpful. Regular meetings and informal conversations will help build a relationship that. The board can be welcoming, and would also benefit from this overview of distinct roles and responsibilities.

Q: What issues would you bring to the attention of the new SPI as priorities for the Board, or for you as an individual member? What opportunities do you see for working with the new SPI in pursuit of common objectives?

There was a variety of responses by members to these questions, including a social justice framework for policy, discipline practices, aligned governance among education agencies, differentiated instruction, competency-based crediting, CTE course equivalencies, and the 180-day waiver process. Themes mentioned by multiple respondents included:

1. The need to help districts understand and effectively use the Achievement Index to increase student achievement.
2. The need to jointly advocate for funding of professional development time for educators.
3. Reducing achievement gaps between Asian and white students and those of other races and ethnicities and of lower income.
4. Defining career readiness and alternative pathways to post-secondary success.

A member stated that a first step in working with the new SPI in pursuit of common objectives is to identify what are our common objectives, to prioritize that list, and to identify what falls to OSPI, what to the SBE, and on what we should be working together. It would be good, said another, to hear from the SPI on how OSPI's strategic goals align with our own.

Member Survey Responses

> Finalizing the ESSA plan is critical and making sure that it maintains a focus on improving outcomes for students of color. 2. Being an active partner in the work to define career readiness and the development of a career pathway K-12. 3. Developing a state level race and social justice policy framework that would be use to drive our future work.

> Help to school districts in understanding and effectively utilizing the Achievement Index. 2. Technical assistance/professional development to help more schools reduce the opportunity & achievement gaps. 3. Jointly lobbying the Legislature to include educator professional development as part of Basic Education. 4. Creating a three-way "collective impact" initiative for aligned education governance between Early Learning, K-12 (OSPI/SBE) and Post-Secondary Education

(Washington Student Achievement Council) which would also connect with the Governor, Workforce Board and PSEB.

As noted above, a discussion on how to effectively modify the 180-day school year waiver process. We would also want to advocate for ten days of professional learning pay for teachers statewide - and make that a priority in tandem with rationalizing the waiver system. The other area would be how we can best focus the Achievement Index on supporting school excellence. That is, making it meaningful to schools and the entire K-12 system. This isn't to say that it isn't well thought out, just that it may require more buy-in so that ten or more awards aren't continuing to go to Lake Washington schools while others with considerably heavier lifts are left to wonder if the Index is even relevant to what they do. We already know anecdotally that most school districts don't take into consideration in the plans or execution. It is more icing on the cake than anything else.

Decreasing the proficiency gaps/achievement gaps. How to better recognize turnaround best practices and how policy an influence those practices. How to better understand the effect (costs of time & money) of the current assessment system to figure out where we can improve, and working together to build parent understanding of the the assessment system and buy-in. Also, better alignment of our accountability index to what matters for Districts.

It would be interesting to hear from the new SPI how the OSPI's strategic goals align with the SBE's: what are the commonalities, and are there any divergences?

SPI and SBE could collaborate on making meaning from data related to equity, defining career readiness and alternative post-secondary success pathways, improve differentiated instruction, powerfully move disciplinary practice. There's a need for stronger "marketing" messages from SPI and SBE and I hope we could work together for common messaging.

What ARE our common objectives? Maybe start by developing a (prioritized?) list of some common objectives. Then, for each common objective, spell out what part of the objective falls to OSPI, what part of it falls to the SBE and what parts we should both be working on each in our unique venues. As a Board member, I am often pretty confused about all of the nuance involved in the intersection of each agency's statutory responsibilities related to various issues, and it ends up feeling more like a turf war than a collaboration. Not saying this is actually the case, just saying that, that is what it feels like from where I sit (admittedly pretty far down the ladder). Again, I think it comes down to identifying what, if anything we can do better for OSPI, and what, if anything they could do better for us so that we can both be more effective. In terms of bringing issues to the attention of the SPI; pick just one or two high impact issues and start there (Timely access to data?

While we are pleased with the gains in the standardized tests, we should be alarmed at the gaps between Asian and white students and those of other races and the low income. Given demographic trends this is not likely to correct itself without very intensive intervention at the state

and local levels. This is an issue on which we will need to work together. The OSPI and SBE are also interdependent when it comes to the other big priority for me: career readiness along with college readiness. While we can propose, it is up to OSPI to dispose when it comes to providing new curriculum and working with districts on implementing competency based crediting and course equivalencies.

Q: What specific assistance can be provided to the new SPI as a new member of the SBE?

Members stated that a good first step toward building a productive relationship would be a strong effort at orientation of the new SPI as a board member, going beyond the usual orientation for new members and asking what he or she needs. Members suggested, for example, briefings and conversations on major policy issues and SBE and OSPI roles for them, the SBE's strategic plan and its current work to implement it, our system indicators, and an overview of current and historical organization of state education agencies. A member suggested providing gentle coaching in board norms.

Member Survey Responses
An orientation by the exec director and board chair to the current state of the board and its strategic plan and the work of the SBE to engage constituent groups in addressing common areas of interest and responsibility.
Anything that is at our disposal. We should provide all of the typical new-member orientation, AND any additional assistance the new SPI can think of he or she might need.   We should ask what he or she needs, and then do our best to provide it. This is an excellent way to start building a personal relationship.
I think a meeting spent defining roles and responsibilities will take us far in productivity and effectiveness.
I would hope that an "onboarding" program could be provided. I think this is really a need for all SBE members, which really hasn't been addressed at the depth it should be.
I would recommend a series of briefings for the new SPI on pressing policy issues and work items and the roles OSPI and SBE play in those common policy spaces.
Overview of current and historical authorities of the state ed organization. Understanding the bigger picture - our system indicators. Help relay the information we have heard recently from our Superintendents about where the hot issues are.
We can be welcoming, providing gentle coaching in our board norms.

Section 2: K-12 Governance

Q: Does the Board wish to re-engage in the discussion of education governance that it last conducted in 2009 and 2010?

Most members responded to this question in the affirmative. One member noted that few current members were part of the previous discussion, and that there would be benefit to having a clearer understanding of what makes the Board unique and necessary, whatever the model of governance.

Members also, however, expressed cautions that re-engaging with this issue might strain board time and resources, and distract from other areas of responsibility.

Member Survey Responses
4 votes -- Yes
?? (not familiar)
Such a discussion could consume a considerable amount of Board time and staff resources. We should be wary of launching such an effort without a careful look of what other initiatives would then have to be dropped or delayed.
To the extent it provides overall value to the K-12 system, yes. If it is a bunny trail or distraction from other areas of responsibility, no.
Yes. Very few sitting members were part of the previous discussion. It would also be good to develop a clear picture of what makes the Board unique and necessary. What aspects of what we do must be maintained-- no matter what the model is?

Q: What role should the Board take in the event that proposals to revise the K-12 governance system are offered in the Legislature? How actively should it seek to shape those proposals?

Members offered a range of views, but most agreed the Board should be an active participant in any discussion of changes to the governance system that may arise. Multiple responses emphasized the importance of maintaining a citizen voice in education policy and governance in the interest of better outcomes for all students, and communicating that to the public. Members also said that consideration of governance changes should take in the entire education system, and not just K-12. One member cited a need for an honest discussion of why we are seeing proposals to diminish the Board's role and overhaul the governance of public education.

Member Survey Responses
Certainly review the mish-mash of organizational structures nationwide among the states and then help the Legislature and/or OSPI construct a reasonable model. It would seem to me from purely a streamlining POV, folding the SBE in with OSPI makes sense. However, this shouldn't be driven by

some desire to maybe save a few hundred thousand $. It should simply be an exploration of what makes the most sense for a coherent educational system based on this state's constitution. If the SPI weren't a constitutionally elected office, I would seriously consider a model akin to AZ where the SPI is appointed and members of the board are elected. Finally, PESB ought to be folded back in under either OSPI or the SBE rather than retaining its status as an independent agency. While it does important work related to the teaching profession, it is a function that ought to be brought back in under OSPI most likely.

Close monitoring and thoughtful input. Probably not our own bill.

Hmmm... Hard question because it is a tricky line to walk.   I think at a minimum, we need to identify and advocate for any unique aspects of the SBE mission that we identify as essential to any good governance model.

I expect the trend to consider the education system P-20 to continue either formally or through stronger alignment between systems. SBE is taking an active role coordinating with WDC and PSBE. SBE could lead alignment efforts with DEL, WSAC and SBCTC as well. The Governor's move to establish a children's department separate from DSHS may also create opportunities.

I think we need to have a honest discussion with Board members and staff about why we are seeing these proposals. Usually that is because there are significant gaps in what we currently offer. We have a huge leadership role to play in our ed policy of our state, and I don't think we are completely utilizing and respecting that influence. I think it is very important for their to be a citizen voice in effecting policy. However, I do think we as part of the whole system, can do much better to work together as a whole.

The Legislature should be responsive to it citizenry. Hence a citizen voice through the SBE is a critical component of any governance system. I would advocate for being involved in such conversations and demonstrating the value add of the reconstituted SBE. I do think that a big challenge for these multiple entities is to have a common vision and set of goals and agree to their role in success.

The SBE should be helpful, since we prepared a very useful document on education governance, open to new ideas, willing to offer our own thoughts and suggestions and not be defensive. We should be pro-active in helping to craft a new model for educational governance that will maximize opportunities to improve student achievement. We should not limit a new governance model to k-12, but include early learning and higher ed - the logical continuum of the educational spectrum, recognizing that our k-12 students cannot be successful without a fair start and that we, as a k-12 system, cannot be successful unless our k-12 students are successful in the higher education and career opportunities.

We should be an active partner in these discussion with a focus on developing a system that can ultimately support better outcomes for all students, particularly are students of color. The issue of preserving citizen voice is a significant concern to me. Students, parents, community members, teachers, principals, and so on need to continue to have a place to share their ideas, concerns, and perspectives on education policy issues directly to those who are making the decision.

Q: How can we ensure that the interests of students are kept at the forefront of any reopened discussion of education governance?

There was a range of responses to this question. A repeated theme was to leverage our own work to keep the interests of students the focus of the discussion. A member said that we are not telling stories, with students at the center, that a broad range of stakeholders understand and can support. Another said we need to truly understand how policy, and the way it is developed and implemented, impacts practitioners in the field, and therefore students. A member said the Board should adopt the same value for education as in health care: "First, do no harm."

Member Survey Responses
I don't think that leaves the barn - ever. All we're talking about here is whether or not administrative and organizational efficiencies will support the goals the Legislature has for schools and students.
I think someone needs to develop a story (vignette) using a hypothetical student that demonstrates how education governance (done well) ensures the interests of students. That vignette about policy must also include statements about education purpose, effective programs and practices and what partnerships both within the policy community and with other stakeholder groups looks/feels like and how the student benefits. We are not telling stories, with students at the center, that a broad set of stakeholders understand and can support.
Keep up our own student-centered work on important issues.
Might be helpful to articulate a set of principals to guide SBE discussion of a new governance structure that includes a focus on students and closing opportunity gaps. We also need to leverage the data analysis staff have done in the discussion of governance. For example, data on "Summer Melt" may lead us to recommend a governance structure that links state agencies overseeing K-12 and post-secondary systems.
Students first should be the consistent messaging drum beat of the SBE.
This has to be our number one responsibility. Much of the discussion will be around adult interests unless we keep the focus on the students. We can be at the table, both as participants and as audience when discussions take place. We can be assertive in our advocacy for the interests of

children during public comment, in personal visits with legislators and the Governor's office and in the media.
We need to be extra diligent in keeping lines of communication open with practitioners. We should be hearing from panels of educators at every meeting. We need to truly understand how policy, and the way it is developed and implemented, impacts the field (and therefore students). This is something we can improve on, and is potentially one way the SBE could be unique.
What is the best for students and referring to other states' best practices. We must keep "what is best for students" at the forefront. I also believe in education we should adopt the value the same as the health system: "first, do no harm."

Q: What supports can the National Association of State Boards of Education provide to the SBE both in examining governance and responding to potential legislative proposals?

Members agreed that NASBE's research and expertise can be a valuable asset to the SBE in any new legislative discussion of K-12 governance. One responded simply, "A lot. We have much to learn from other states and best practices."

Member Survey Responses
.? Shouldn't we be asking them this question?
As mentioned in #6, NASBE may have some good insight into the rationale for an independent SBE reporting to no one directly other than the Legislature. There may be exemplars that show differentiated areas of responsibility are in the best interest of students and the K-12 system.
Examples of governance models in other states may be useful, though there is considerable variance in the powers and organization among State Boards of Education
I would think NASBE would be invaluable from a research perspective. That is, being able to tell us when other states are considering similar governance proposals or legislative actions, and (if possible) discussing the outcomes (if known) or the potential outcomes of actions.
If possible NASBE could help us with the following questions: Are there similar governance structures within states that show better outcomes for students and narrowing of the achievement gap? How do those governance structures work?
It would be helpful for its research and expertise to be invited to share with the board and legislative leaders and committees should legislation be proposed.
They can provide us with their research and other supporting documentation on governance models used in other states, and confer with us on the advantages and disadvantages of each. This is the number one question they get, so they should be in a good position to assist us.

a lot. We have much to learn from other states and best practices.

Q: Within the current K-12 governance system, consisting of multiple agencies with defined roles and responsibilities, what can board members do to build productive relationships with members of other boards and commissions and improve coordination among education agencies?

There was again a range of responses. Members said we already do a good job of reaching out to and engaging with other boards and commissions relevant to our work, but that there is more we can do. Suggestions included advocating for seats on other boards and commissions, identifying opportunities to meet one-on-one with members of other boards, working through the Learning First Alliance, and assigning Board member representatives to different agencies and constituent groups. This is a year, one member said, to be even more active in reaching out to other education boards and groups, attending their meetings, and inviting them to participate in ours.

Member Survey Responses
Has anyone ever facilitated an Institute or conference aimed at building understanding? Has anyone ever posed challenges to the collective bodies asking them to examine how their actions either contribute or inhibit success? This seems like the kind of leadership role a Governor might undertake.
I think we do a reasonably good job via the executive director in reaching out to and engaging with other commissions and boards relevant to our work. That should continue whether we are conveners or participants.
I'm not sure we are very involved with the Student Learning Council, but I believe we are involved with the others. Many of the key groups are represented on the Learning First Alliance and the monthly meetings present a good opportunity to build relationships and share information, and at times take action together. Many of our members are involved with WSSDA and the ESD's. I believe our own deliberations on governance should consider how the education system can be streamlined. This is a particularly good opportunity with staff changes at the exec. level and conditions, such as the teacher shortage, ESSA, and McCleary changing the education landscape.
Identify opportunities to meet one-on-one with members of other boards.   It would be interesting, similar to the work on career readiness, if we could identify topics of common interest and work on them together.
It would be good for SBE to advocate for seats on those respective boards to build a more cohesive system. We also could do that through more informal means through specific collaborations between SBE members & other organization members through an standard meeting time so many times a year. But at the least our Board needs to discuss and hear and have value statements on how important it is for us to build & have relationships with these respective boards and organizations.

Part of the retreat or a future meeting might be spent mapping the agencies and broad responsibilities. Many members may be able to play a liaison role with other boards and commissions.
This will be a year to be even more active in reaching out to other ed boards and groups, to attend their meetings, and to invite them to participate in ours.
We used to assign Board member representatives to different agencies and constituent groups. Why don't we still do this?

Section 3. Next Steps in *McCleary*

Q: What position, if any, should the Board take on possible additional sanctions the Supreme Court may choose to impose in McCleary subsequent to the oral arguments on September 7?

Most members favored staying out of any debate about additional sanctions. Members also said it is difficult to say without knowing what such sanctions might be, what the Legislature will do in the 2017 session, or what effects the levers available to the court would have on the Legislature.

Member Survey Responses
"Full Funding" has been our #1 leg. priority for the last 3 years. We have not so far minced words. Why start now? I think we should support the court in putting pressure on the legislature.
Continuing litigation is not a productive route to resolving state responsibility for basic education. I believe the continued lawsuits serve as a major distraction from actually negotiating solutions.
I think the Board continues to advocate for full funding of K-12 education per its constitutional responsibilities, but I think we stay out of the speaking for or against additional sanctions. All that does is add to the rancor.
It depends on what they are! The court will likely impose sanctions only after the legislature convenes in the 2017 session, and I might add, after the election. I believe the Court will give the legislature a deadline sufficient to allow it to pass legislations funding (at least in large measure) McCleary. If the Leg. does not take action, then I think we should start kicking and screaming. There may be opportunities to speak out after the Sept. 6th task force meeting.
None.
Not sure at this point. I don't have a sense of whether any of the courts financial or policy levers would have an impact on the Legislatures inability to address McCleary.

The SBE likely will have little to add to the discussion on the issue of sanctions. A more useful contribution may be to make proposals on specific implementation issues, such as how the Legislature can have confidence that additional funding will have an impact at the student level
none

Q: Through what means would the Board prefer that staff and counsel keep it informed of progress in the case over the rest of the year?

Responses indicated that members are generally satisfied with the way staff has kept the Board up to date with developments in *McCleary*. One responded, "Briefs just like the one written to introduce these survey questions." E-mail alerts and updates are good, members said, perhaps with links to sites chronicling progress on *McCleary* and the Education Funding Task Force. One member recommended discontinuing "day of" briefings as putting too much pressure on staff.

Member Survey Responses
An email alert when any new information is released is very appreciated. Likewise, forwarding any especially good or interesting analysis etc.
Appropriate electronic updates and presentations at board meetings when/if needed.
Briefs just like the one written to introduce these survey questions.
I appreciate getting email updates & summarizes. Also, if there are helpful sites or links chronically the progress on McCleary and the EFTF, I would appreciate getting links to those as well.
I have appreciated being part of the executive committee and getting more in-depth and frequent updates during the legislative session. Perhaps we can get a weekly narrative report as well as the progress on bills.
I trust we will be updated as needed. "Day of" briefings put tremendous pressure on staff and I would recommend discontinuing them. A reasonable time frame for staff summary and other player's analysis will serve the board members adequately.
Same as in the past is fine. Maybe without a high level of detail on financial analyses.
email is great - maybe weekly updates when appropriate - not unlike the legislative update

Q: Should the Board schedule time at the November or January meetings for briefings on judicial developments in McCleary and the work of the Education Funding Task Force?

All members responded in the affirmative, though one qualified that by suggesting it depends on whether there are policy implications related to our purpose. A member said the Board should schedule time at the September retreat as well. (Time has been scheduled.)

Member Survey Responses
Absolutely!
Absolutely.
The key question is about policy implications related to our purpose. If there are opportunities to improve the policy environment, by contributing testimony or analyzing these opportunities, board time should be spent that way.
Yes - this is paramount to our state ed policy
Yes, this would be a good idea. I'd recommend January.
Yes.
Yes. Also at the Sept. retreat, since the Task Force report will have been released and the Court may have even responded by then, although probably not.
yes

Q: Does the Board anticipate the need for a letter to the Governor and the Legislature before the beginning of the 2017 Legislative Session, or a board resolution?

Opinion was divided on this question. Four of eight respondents said yes. ("Silence might be interpreted as acceptance of the status quo.") Two said no. ("I am not sure we have anything new to say.") Two said possibly. ("This session has huge implications for our education policy and for most students across the state.")

Member Survey Responses
I am not sure that we have anything new to say. If we think cheerleading the decision makers is helpful, I encourage it and otherwise focus on our own responsibilities.
I think it is quite possible.
No.
Some sort of communication probably will be necessary. Silence might be interpreted as acceptance of the status quo, esp. if there is an impasse
Why stop now?. Yes.
Yes
Yes. We need to continue to public voice to the Governor and the Legislature the need to fully fund McCleary.

possibly - this session has huge implications for our education policy and foremost students across the state.

If you have questions regarding this memo, please contact Jack Archer at jackarcher@k12.wa.us.

BOARD SURVEY RESULTS ON STUDENT TRANSITIONS

How are State Board of Education (SBE) members' priorities for Washington student transitions reflected in the work of the Board? How are they reflected in the SBE's strategic plan? To help frame a discussion about student transitions at the September 2016 Board meeting, members had the opportunity to complete a brief online survey. This memo summarizes the survey results, pulling together observations, questions, and topics for further discussion that may create a starting point for productive discussions at the meeting. The complete survey responses follow this memo in the board meeting packet.

Survey on Student Transitions

The survey sent to members started with an acknowledgement of the broad reach of the topic. As an illustration of this, and as a starting point for collecting member responses, the survey included two excerpts from member feedback on the current strategic plan:

Member Maier

"<u>What is lacking is a set of overarching, coherent state-wide policies that address the transition from high school</u>. As a result, some of the transition efforts listed above are only partially implemented (e.g. Bridge courses), or lack funding and policy definition (e.g. HSBP). And significant policy gaps and system weaknesses remain. A specific example is the "summer melt" in which students (especially lower income) graduate from high school in June but don't show up for college in September. What innovative ways could address this phenomenon? How can high schools and community colleges cooperate in making sure students make the transition and don't get lost between separate educational systems? What policy changes are needed to address this problem? Would social science methods such as cell phone reminders, incentives, etc. provide possible ways to change behavior patterns? Another specific example is the mismatch between the training and experience of high school counselors, who are already overextended, and the need for counseling on college and career options. (The Student Achievement Council is interested in this issue.)"

Member Avery

"Learn about and develop policy framework to support educational continuity for students who make non-normative school transitions (within the school year and between years but not at standard transition points); particularly focus on highly mobile student populations (poverty/homelessness, child welfare, juvenile justice and mental health systems-involved students)."

Question 1—What thoughts do you have on members Maier and Avery's statements in the context of the Board's work?

Responses to this question indicates that members generally agreed with both statements and felt these were important perspectives on the topic. Some themes within the responses include:

- The Board needs to look at what works, use best/proven practices and cross-sector partnerships to address the challenges of student transitions.
- Our state's students are diverse. We need flexibility in the system to address all students' needs.

- Both thoughtful policies and advocating for proven supports and programs are needed.
- The state's K-12 and higher education systems are not well aligned.
- There is a disconnect between what is taught and real world careers and life.

Specific suggestions mentioned in the responses include:

- Look at the programs of organizations like the College Success Foundation that have had good results.

- Look at a strategy to address the need for a path to postsecondary opportunities for recent high school age immigrants and refugees.

Question 2—Choose two or three transitions that you consider of particular interest to you

- Early childhood to Kindergarten
- High school to post-secondary education and training
- K-12 to careers
- Middle school to high school
- Elementary to middle school
- All grade-level transitions
- Transitions of students between schools and districts, particularly highly mobile students
- Transitions of students (or their families) into and out of local, state and federal assistance or social services programs
- Transitions of English language learners into and out of Transitional Bilingual Programs
- Grade level transitions of traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care and low income students
- Grade level transitions of students in Special Education and students in Section 504
- K-12 to postsecondary transitions of traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care and low income students
- K-12 to postsecondary transitions of students in Special Education and students in Section 504
- Any additional transitions that are of interest to you

The objective of Question 2 was to help focus members' interests in the broad topic. Unfortunately, the survey was flawed in that it only permitted participants to click one of the choices, but members used the comment box to indicate their choices.

Among the responses, the most commonly mentioned transitions listed under Question 2 were early childhood to Kindergarten and the general transition of high school to post-secondary education and training, followed more specifically by transitions from high school to postsecondary education for the student groups in the bottom bullets: traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care, low income students, students in Special Education and Section 504 students, and also, highly mobile students.

Question 3—Please describe why you are interested and what actions the Board could take to study, support, or enhance that student transition

Themes in member responses included:

- An interest in the transitions (particularly preschool to Kindergarten and high school to postsecondary education) of traditionally underserved populations, students of highly mobile families, and the student groups listed in the bottom bullets. "A focus on what will work for these populations will improve transitions for all population," one response stated.

- Several members expressed an interest in careful focus on transition points, study of these points, and identification of policies and practices that are demonstrating success in supporting students through the challenges of transitioning. "For each of the transition challenges listed there must be somebody addressing it well somewhere. I would advocate finding those places, studying them, understanding specifically what has to be in place--"

- Identification of gaps in policy, and working with partners to address them. "By identifying and examining where the policy gaps and opportunities may exist, the SBE could develop legislative or other types of policy proposals."

- An interest in students who slip through the system. "How do we identify the invisible, track the highly mobile, and successfully engage families and guardians in the education of their children?"

- An interest in identifying what work has the greatest impact, specifically, the pre-K to Kindergarten transition and the transitions of English language learners through the system.

Action

At the September meeting, the Board will have the opportunity to engage in discussions about student transitions and the work of the Board. The responses to the survey generally suggest an interest by members in two transitions in particular:

- Early learning to Kindergarten.
- High school to postsecondary education, training, and career opportunities.

The responses also suggest a particular interest in student groups:

- Traditionally underserved racial and ethnic student populations, homeless students, migrant students, students in foster care and low income students.
- Special Education and students in Section 504.
- Highly mobile students.
- English language learners.

Possible guiding questions for the discussion include:

- Are these transitions for these student groups what the Board would like to focus on?
- To what extent should other transitions be part of the Board's work?
- What are advantages and disadvantages of a broad approach versus a focused approach?

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

SBE Student Transitions Survey Report

Survey Response Rate

	Survey responses
Complete	8
Partial	7
Total	15

What thoughts do you have on Members Maier and Avery's statements in the context of the Board's work?

All Responses:
I agree with both. Excellent. The focus of their comments is right on.
I believe they both bring up great items for consideration. While it is important to have statewide policies that would provide a anew org for these transitions, it is important to remember that our state is not a homogeneous group of students. The policies we adopt and implement need to have inherent flexibility to address the varying demographics of our state. This must be a very thoughtful process. If one of our core values is that all students succeed, we must be thorough in identifying all of the possible variables our students present. One solution or prescribed path will not fit all.
I mostly agree with member Maier, however, it becomes a matter of funding and that is out of our power. We need to have staff in school that guarantee that every student has some sort of post secondary education. Policy wise, we need to make sure that what is being taught in schools is applicable to the real life. I believe we do a good job of that already but that needs to be the focus. The age old phrase of "when will I use this outside of high school" needs to be resolved.
I think they both make important statements that deserve attention. I also think they illustrate the need for a coordinated approach that not only includes policy, but also point to the need for strong programmatic efforts, the use of best/proven practices to address these challenges and the formation of cross-sector partnerships.
In considering whether to start a new initiative, the starting point should be assessing the impact it would have on our state's students.   The Board's time and staff resources are finite. We want to make sure our work has a broad and positive effect on students.   Improved systems for students making the transition from high school to college or career would make a big difference in the outcome of our public school students, especially for lower income and students of color who too often do not make this transition successfully. In conversations with high school principals, superintendents, and higher education leaders, I have heard strong agreement that at present our state's K-12 and higher education systems are not well aligned and only partly coordinated in

policies.   Alignment and coordination have improved in the last few years, but much remains to be done. As a result, Washington State lags behind the nation in two- and four-year college enrollment (let along college com
The inexplicit policy is that transitions are natural and will simply happen when the truth is that transitions require a great deal of work to accomplish successfully. When public schools don't provide the direct intervention needed to accomplish both of these sets of transitions, and students don't have well-resourced caregivers or advocates, the transition is at best bumpy and worst fails completely.

Choose two or three transitions that you consider of particular interest to you.

Responses to *"Any additional transitions that are of interest to you"*
High School to post secondary education and training - only one choice was allowed. Also Early Childhood to K
I cannot mark the survey, but I am interested in the transitions from early learning to K, then elementary to middle, middle to high school and high school to post-secondary.
This survey is set for one choice. Mine are Transitions...particularly highly mobile students. and final two K-12 postsecondary transitions

In the text box below, please describe why you are interested and what actions the Board could take to study, support, or enhance that student transition.

All Responses
Because of poverty and other variables, mobility is increasing and K-12 is not prepared with adequate policy & practice - even though we know these transitions are correlated with poorer outcomes. K-12 to postsecondary transitions are of great interest and I selected the bottom two categories because I believe a focus on what will work for these populations will improve transitions for all populations.
First, the survey would only allow one choice. I believe that preschool to kindergarten, high school to post secondary, and those families who are highly mobile, and in and out of social services. All children need to enter kindergarten ready to learn. Otherwise they begin behind others and decrease their opportunities for success. Having students prepared to exit school in 12th grade is equally important. Students need a career path even if they change their n they graduate. Another concern are those student who slip through the system. This is an area, I believe we have a great amount of work to do. How do we identify the invisible, track the highly mobile, and successfully engage families/guardians in the education of their children.

I think it is a lacking area that is a necessity. I know that I benefitted from early childhood education because my parents were able to place me in those classes. The sooner we start teaching students, the more in depth their ability to learn.

It strikes me that at each juncture or transition point, students need to be ready to succeed, not just be eligible to move on. To not be ready for success means the students next stage likely compounds the chance of failure. I also think all of the other challenges listed, whether they relate to language, homelessness, foster care, low income, racial/ethnicity etc. are key challenges at each juncture. For each of the transition challenges listed there must be somebody addressing it well somewhere. I would advocate finding those place, studying them, understanding specifically what has to be in place and then seeking to put in place (through policy, program, practice and partnership) efforts that demonstrate fidelity to what works.

The SBE's work on an initiative focusing on the transition from high school could begin with determining what policies currently exist and where are the gaps, for example high school and beyond plans, enrollment of high school graduates in community college and career training programs (four year colleges are better organized in helping students make the transition), transition and college courses offered in high school, Running Start, etc. The SBE will need to reach out to its policy partners such as the Student Achievement Council, OSPI, Workforce Training and Education Coordinating Board, State Board of Community and Technical Colleges. By identifying and examining where the policy gaps and opportunities may exist, the State Board could develop legislative or other types of policy proposals. Some high schools and school districts are presently working on this issue, though in a scattered manner and with little coordination or even knowledge state-wide about what is occurring

While all these are important and worth working on, I'd look for the areas that we can made the biggest impact on. Pre-k because of the high return on investment, ELL's because if you look at our test scores, this is the highest percentage of students not passing our exit exams and not graduating, high school to post secondary because we are losing students before they become capable of earning a living wage.

ESSA – BOARD DISCUSSION

Policy Considerations

RCW 28A.305.130 authorizes the State Board of Education (SBE) to adopt and revise performance improvement goals in ELA (reading and writing), science, and mathematics, by subject and grade level; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning. The Board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve.

The goals shall not conflict with requirements contained in Title I of the federal Elementary and Secondary Education Act (ESEA) of 1965 as amended. Under Section 1111(c)(4)(A) of the Every Student Succeeds Act (ESSA), the state must establish ambitious long-term goals and interim targets for specified indicators for the All Students group and the other student groups as under the ESEA. The term set by the state for such goals is the same multi-year length of time for all students and for each subgroup of students, which means that currently low-performing student groups must make larger annual improvement steps to make significant progress in closing performance gaps.

The Board shall adopt the required school and district goals by rule (WAC 180-105-020 and WAC 180-105-060). However, before each goal is implemented, the Board shall present the goal to the education committees of the legislature for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature.

With the December 10, 2015 signing of the ESSA, the Board is obliged to revise the performance improvement goals for schools and districts and present those revised goals to the education committees of the legislature at the start of the 2017 legislative session.

On the topic of the Achievement Index, RCW 28A.657.110 authorized the SBE to develop an Achievement Index to identify schools for recognition, continuous improvement, and for additional state support. Section (4) further states that in coordination with the Office of the Superintendent of Public Instruction (OSPI), the SBE shall seek approval from the U.S. Department of Education (USED) for use of the Index to replace the No Child Left Behind Adequate Yearly Progress.

Role of the Board

The Board has an important role in helping to reshape the statewide accountability system in a manner that is compatible with the recently signed ESSA federal law. Two very important elements of the system include the following.

- Adopt long-term improvement goals for achievement and graduation for schools and districts that are aligned with the ESSA federal law.

- Develop an Achievement Index that includes, at a minimum, all of the elements required under the ESSA federal law.

ESSA ASW Update

The ESSA Accountability Systems Workgroup (ASW) most recently met on August 18, and spent much of the meeting discussing possible measures of Student Success and School Quality and hearing a presentation on the work of the ESSA English Learner (EL) Workgroup. On measures of Student Success and School Quality, the ESSA ASW identified the measures described in Table 1 for further consideration as possible measures for school accountability. The support level (Table 1) is loosely based on the number of times the measure was identified through a small group activity conducted during the meeting.

Table 1: Possible measures of Student Success and School Quality identified for consideration as an element of school accountability.

Identified Measures		
Better Support	**Moderate Support**	**Weaker Support**
Attendance/Absenteeism	Persistence	Discipline Rate
Adv. Course Taking and Access	9th Grade Credit Attainment	Seal of Biliteracy
Disproportionate Discipline	Suspension Rate	WaKIDS
Equitable Teacher Assignments	Percent Meeting CADRs	Post-Secondary Acceptance
Dropout Rate	College Remediation	Restraint and Isolation
Student Engagement Survey		Extracurricular Activities

On the topic of English Learners, the ASW was updated on some of the ESSA EL workgroup recommendations. The recommendations were offered to the ASW for consideration in their work and recommendations on the broader accountability plan. Several of the recommendations that are particularly relevant or impactful to the Achievement Index discussion are summarized below.

- For EL progress toward English language proficiency, the ESSA EL workgroup recommends the use of a series of growth targets that reflect the minimum growth necessary to make sufficient progress.

- For EL English language proficiency, the workgroup recommends setting different targets for reclassification based on students' years in program.

- The workgroup recommends using two separate groups for school accountability: a current EL student group and a Former EL student group composed of Former ELs reclassified for less than two years.

The agendas and meeting summaries for all of the ESSA ASW meetings can be accessed at http://www.k12.wa.us/ESEA/ESSA/AccountabilitySystem/default.aspx.

SBE Survey

The Board has been hearing about the ESSA requirements and discussing the required accountability elements at previous board meetings. Beginning on August 8, the board members had the opportunity to complete a short online survey to express their preference on several statewide accountability issues that will be addressed in the ESSA State Plan to be submitted to the U.S. Department of Education by the Office of the Superintendent of Public Instruction. The results presented below are based on the preferences provided by eight survey respondents.

Question 1 – Design of the Long-Term Goals

The results for the question on the design of the long-term goals (Table 2) indicate a preference for long-term goals framed in reducing achievement gaps. RCW and the ESSA specify that long-term goals be established separately by content area and by subgroup for all schools, but it would be entirely plausible to construct gap reduction goals in a manner that conforms to the ESSA and RCW requirements.

Table 2: Survey responses on the topic of long-term goals.

Design of the Long-Term Goals	Percent
A long-term goal with an end point goal of 100 percent proficient (or graduation) over a specified number of years.	12.5
A long-term goal with an end point goal of less than 100 percent proficient (or graduation) over a specified number of years.	12.5
A long-term goal based on the elimination of the achievement gap.	50.0
Other – Responses shown below. "Elimination of the achievement gap, AND 2-something like this (copied from Colorado's goals) Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment to 80% in 2016, with the goal of 85% by 2018 AND/OR Ensure that all students are proficient or advanced in state summative assessments by increasing the percentage of students scoring at proficient or above in reading, writing, mathematics and science by one percent overall from 2014 to 2016 and five percent by 2018." "The first option, which is our long-term goal, but with interim, reasonably achievable goals. The interim goals could be based on past rates of improvement, but made more ambitious, e.g. annual increases in graduation rates that are twice or three times the present rate of increase. Same with closing achievement gaps."	25.0

Designing long-term goals framed in achievement gap reductions are possible and would need to address the following.

- Which achievement gap?
    - Performance of the Non-Targeted Subgroup to the Targeted Subgroup?
    - Performance by subgroup (Not FRL vs. FRL, Not SWD vs. SWD, etc.)?
    - Separately by content area (ELA-Math-Science) or by indicator (Proficiency and Graduation rate for example)?

- Every school has a "unique" or different gap measure because the makeup of the Targeted and Non-Targeted Subgroups will be a little different for each school. Because the Targeted Subgroup will differ by school, the gap measure might be viewed as a "different measure" for each school which could be described as "identifying schools on different measures."

- How will the long-term goals be set for schools for which no achievement gap can be calculated? The 2015 Index yielded 229 schools with no reportable Targeted Subgroup.

- How will annual improvement goals be established for schools in which the Targeted Subgroup outperforms the Non-Targeted Subgroup?

Question 2 – Updates to the Achievement Index

The results for the question on updates to the Achievement Index (Table 3) indicate no strong preference on the degree to which the Index might be enhanced. The addition of more measures will make the Index more complex (which is undesirable) but could provide more information about schools and students (which is desirable).

The number of major indicator groups will increase from the current three (Proficiency, Growth, and Career and College Readiness) to five with the addition of English Learner and Other Measure of Student Success or School Quality to meet the minimum requirements specified in the ESSA. In other words, the new basic Index will have 67 percent more indicators, and an enhanced Index would have even more.

Table 3: Survey responses on the topic of the Achievement Index.

School Achievement Index	Percent
Basic School Achievement Index that uses the minimally required indicators (proficiency, growth, graduation, ELL progress, and another indicator of student success or school quality).	50
An enhanced School Achievement Index that uses indicators beyond those required by the ESSA. (An enhanced Index might include multiple indicators of student success, school quality, and attendance for example.)	50

Although not mentioned in the survey, it is possible that the composition of Targeted Subgroup might be altered by changing the manner in which English Learners are categorized or grouped in the Index. The ESSA allows the Former ELs (for less than four years) to be included in the EL student group for school accountability. If a change like this were to be made, it would still be possible to include other Former ELs in a Former EL group as part of the Targeted Subgroup.

Question 3 – Factoring in Assessment Participation Rates

The results for the question on how to factor statewide assessment participation into accountability (Table 4) show that the most respondents would prefer to lower the summative rating for a school when the participation threshold rate of 95 percent is not attained. The OSPI submitted a plan to the USED to address low participation rates for some districts, so a recommendation here should be framed specifically as a part of the statewide accountability system for schools.

Table 4: Survey responses on the topic of the how to include participation requirements into the statewide accountability system.

How to Factor Participation in Statewide Assessments	Percent
Assign a lower summative rating (or tier rating) to the school.	50.0
Assign the lowest performance level on the State's Academic Achievement indicator.	0
Identify the school for targeted support and improvement.	12.5
Other – Responses shown below. "Of the three options, C (identify for targeted support) is most palatable. Low ratings based on participation will reduce the meaning of the ratings and cause cynicism in those school communities. Good, broad, consistent marketing is needed to engage students and families in assessment." "Require 95% of the SBAC based statewide test, but allow high school students to use a nationally recognized career and college ready test, rather than the SBAC. (Need to explore this further)" "This could be a multi-year process, with the first year of below 95% resulting in a warning letter and a required action plan to be submitted by the school. Then lower tier the next year if 95% was not reached."	37.5

For schools not meeting the 95 percent participation threshold in any given year, some states allow the use of a two- or three-year average to meet the participation requirement. Should this be a consideration? Another consideration for discussion would be the manner in which to address the different types of participation issues. Should the circumstances described below be addressed in the same or in a different manner?

- Some schools will have the All Students group participating at a rate less than 95 percent.

- Some schools will have the All Students group participating at a rate higher than 95 percent but one or more student groups (ELL and SWD for example) participating at a rate less than 95 percent.

Question 4 – Measures of Student Success and School Quality

The results for the question on the other measures of Student Success and School Quality (Table 5) indicate a strong preference for including currently collected data (Dual Credit and Attendance for example) in the early years of an updated Index and adding or substituting measures not currently collected (statewide climate or engagement surveys for example) in later versions of the Index. The OSPI has a process developed and in place to identify new data elements to collect for statewide reporting.

Table 5: Survey responses on the topic of other Student Success and School Quality measures.

Measures of Student Success and School Quality	Percent
A. Use only the measures that are currently collected, like attendance, dual credit participation, and dual credit attainment for example.	12.5
B. Use other measures like student/parent/educator surveys on engagement, safety, and school climate for example.	0
Start with using the measures that are currently collected (like in A) and add the measures (like those in B) when they become available for widespread use in accountability.	87.5

While the addition of new measures is certainly possible, the year-to-year comparability will be changed to some degree. However, much of the comparability could be maintained through thoughtful weighting schemes that anticipate the addition of new measures. The field would prefer a stable and consistent Index that is not regularly undergoing revisions, so it is noteworthy to avoid creating the perception that the Index changes every year.

Question 5 – Additional Information You Would Like for the Next Discussions
Four respondents wrote in requests or comments for additional information (Table 6).

Table 6: Shows the respondents requests for additional information.

Item	Requested Information
1	"High level research summaries of impact of proposed additional measures identified in #4 - and for discipline."
2	"I need to spend more time reviewing the work of the work group."
3	"I think we should take a strong look & evaluate some other states' Accountability Index like Massachusetts, Ohio or other high performing states. Dropout rates would be an additional indicator I would like to see discussed."
4	"I'm not sure I'd say this is "must have," but if we are going to consider additional measures - the ones most commonly mentioned are discipline and attendance rates, then we should have at the ready a briefing on each potential add-on. While we have explored discipline rates in the past, a summarization of existing research or data might be included. If there isn't a consensus on attendance rates, then a simple overview piece on how that is or may fare elsewhere and here. Beyond this, I would like a summary of ESSA and its requirements available in advance."

Item 1: At the time of this writing, the ASW has zeroed in on 27 separate measures that are variably suitable for possible inclusion in an updated Index. At the latest meeting of the ASW, the workgroup narrowed the list of other measures of Student Success and School Quality to about 18. Once the list is

narrowed even more, high level research can be identified, reviewed for credibility, and summarized for the Board.

Item 2: Go to http://www.k12.wa.us/ESEA/ESSA/default.aspx to learn about all of the work of the ESSA workgroups established by the OSPI.

Item 3: The Dropout Rate is collected and is being considered for recommendation for possible inclusion in the Index. The school rating systems currently used in other states (high and low performing) have been examined.

Item 4: The OSPI uses chronic absenteeism and exclusionary discipline as separate key performance indicators as part of a comprehensive performance management system. Find more about this work at http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx. The OSPI does not publicly report on these data elements at the school level, only at the state level and district level for districts enrolling more than 500 students. This is because the data becomes more unstable when population sizes are lower. In other words, the year to year variance increases, which has the potential to render any designations derived from the annual results unreliable. Only 875 of the 2005 total schools reported on in the 2014-15 Index data file enrolled 500 or more students, meaning that less than one-half of the schools would be reported on if the 500 student threshold were maintained. Because these are important school measures, additional statistical analyses will be undertaken to support the inclusion of school-level discipline and chronic absenteeism measures as part of an updated Index.

SBE staff is compiling the recently released Civil Rights Data Collection (CRDC) in a manner that will allow for the analysis of school-level exclusionary discipline events and chronic absenteeism for all schools and by student group covered under the CRDC data collection. Until the data file is built and analyses completed, refer to the documents below for some of the current high-level research on chronic absenteeism and exclusionary discipline.

<div align="center">Chronic Absenteeism</div>

http://www.ed.gov/news/press-releases/new-data-show-chronic-absenteeism-widespread-and-prevalent-among-all-student-groups

http://www2.ed.gov/datastory/chronicabsenteeism.html?src=pr

http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html

http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

<div align="center">Exclusionary Discipline</div>

https://csgjusticecenter.org/youth/projects/school-discipline-consensus-project/

http://www.air.org/resource/exclusionary-school-discipline

http://cedar.wwu.edu/cgi/viewcontent.cgi?article=1174&context=jec

Action

No Board action is anticipated.
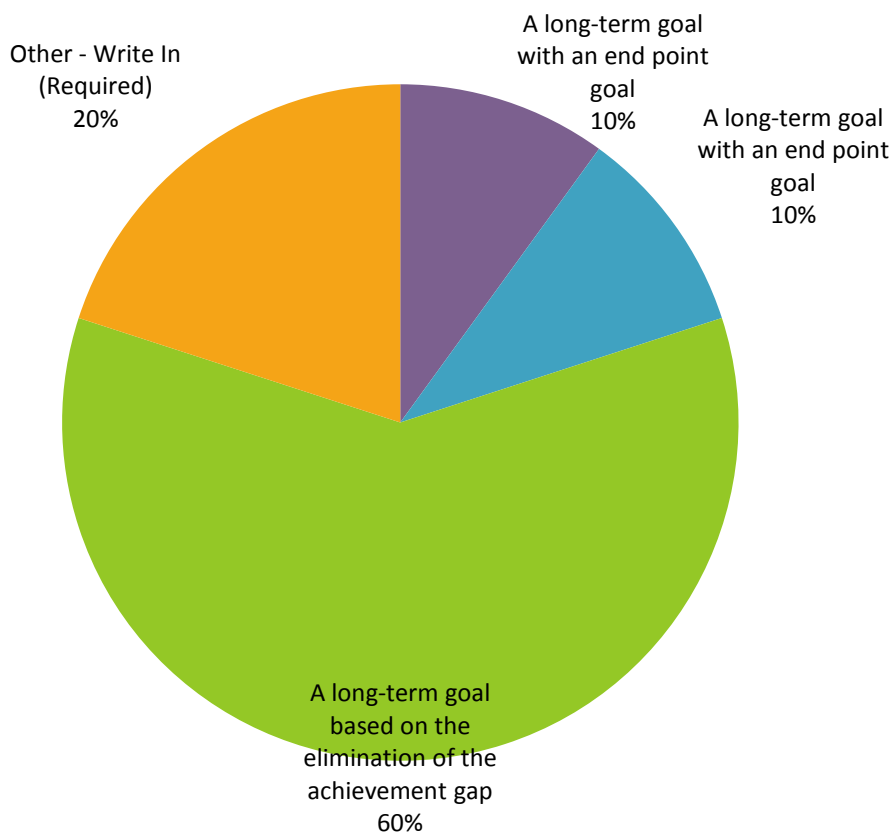
Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

SBE ESSA Survey Report

Survey Response Rate

	Count	*Percent*
Complete	9	90
Partial	1	10
Total	10	

Q: For the design of long-term goals, which do you most prefer?

Other - Write In (Required) 20%

A long-term goal with an end point goal 10%

A long-term goal with an end point goal 10%

A long-term goal based on the elimination of the achievement gap 60%
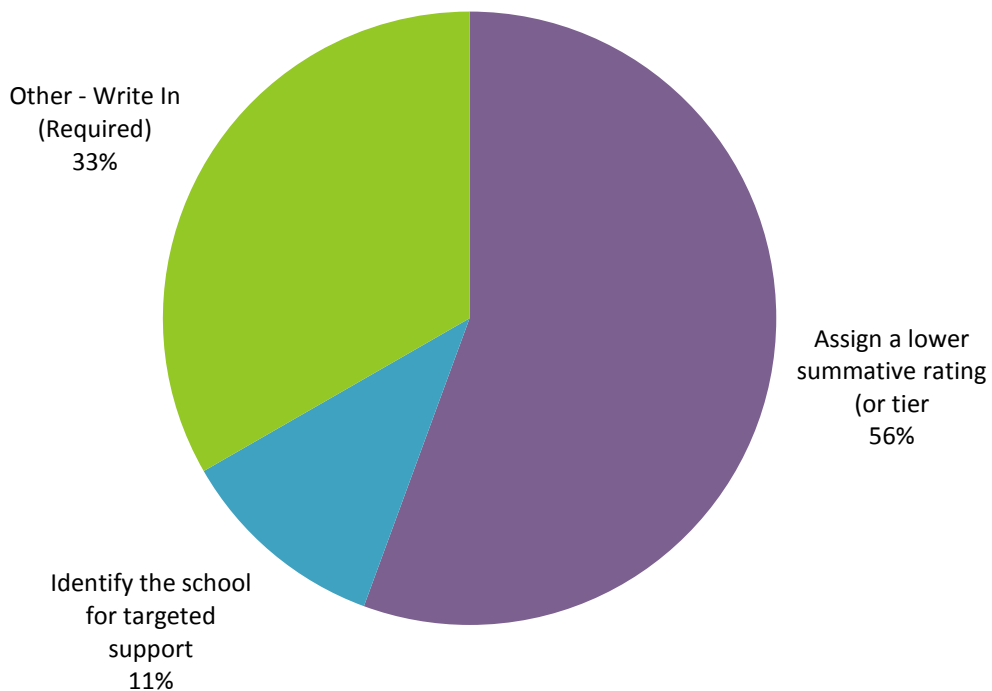
Write In Responses
Elimination of the achievement gap, AND 2-something like this (copied from Colorado\'s goals) Ensure every student attains proficiency in reading by third grade by increasing proficiency on the state assessment to 80% in 2016, with the goal of 85% by 2018 AND/OR Ensure that all students are proficient or advanced in state summative assessments by increasing the percentage of students scoring at proficient or above in reading, writing, mathematics and science by one percent overall from 2014 to 2016 and five percent by 2018.

> The first option, which is our long-term goal, but with interim, reasonably achieveable goals. The interim goals could be based on past rates of improvement, but made more ambitious, e.g. annual increases in graduation rates that are twice or three times the present rate of increase. Same with closing achievement gaps.

For Annual Meaningful Differentiation, which do you most prefer?

	Percent	Vote Count
A. Basic School Achievement Index that uses the minimally required indicators (proficiency, growth, graduation, ELL progress, and another indicator of student success or school quality).	50.0%	5
B. An enhanced School Achievement Index that uses indicators beyond those required by the ESSA. (An enhanced Index might include multiple indicators of student success, school quality, and attendance for example.)	50.0%	5
	Total	10

Q: When a school fails to meet the 95 percent participation threshold, which of the following actions would you prefer to be taken?

Other - Write In (Required) 33%

Identify the school for targeted support 11%

Assign a lower summative rating (or tier 56%

Write In Responses
Of the three options, C is most pallatable. Low ratings based on participation will reduce the meaning of the ratings and cause cynicism in those school communities. Good, broad, consistent marketing is needed to engage students and families in assessment.
Require 95% of the SBAC based statewide test, but allow high school students to use a nationally recognized career and college ready test, rather than the SBAC. (Need to explore this further)
This could be a multi-year process, with the first year of below 95% resulting in a warning letter and a required action plan to be submitted by the school. Then lower tier the next year if 95% was not reached.

Q: For the accountability indicators, which do you most prefer?

	Vote Count
Start with using the measures that are currently collected (like in A) and add the measures (like those in B) when they become available for widespread use in accountability.	8
Use only the measures that are currently collected, like attendance, dual credit participation, and dual credit attainment for example.	1

Q: What additional information would you like to review before discussing the Every Student Succeeds Act at the September SBE Meeting?

	Vote Count
None	2
Yes , I need more information - Write In (Required)	6

Write In Responses
High level research summaries of impact of proposed additional measures identified in #4 - and for discipline.
I need to spend more time reviewing the work of the work group.

I think we should take a strong look & evaluate some other states\' Accountability Index like Massachusetts, Ohio or other high performing states. Dropout rates would be an additional indicator I would like to see discussed.

I\'m not sure I\'d say this is \"must have,\" but if we are going to consider additional measures - the ones most commonly mentioned are discipline and attendance rates, then we should have at the ready a briefing on each potential add-on. While we have explored discipline rates in the past, a summarization of existing research or data might be included. If there isn\'t a consensus on attendance rates, then a simple overview piece on how that is or may fare elsewhere and here. Beyond this, I would like a summary of ESSA and its requirements available in advance.