



THE WASHINGTON STATE BOARD OF EDUCATION

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

August 9, 2018 MEETING AGENDA

Old Capitol Building, Brouillet Room, 600 Washington Street SE
Olympia, WA 98504

Thursday, August 9

1:00-1:10 pm

Call to Order
Roll Call of Members Present
Agenda Overview

1:10-2:10

Approval of Threshold Scores for the Washington Comprehensive Assessment of Science
Approval of Threshold Scores for the Washington Access to Instruction and Measurement (WA-AIM) in Science, Tenth Grade English Language Arts and Math

Ms. Linda Drake, Director of Career- and College-Readiness Initiatives
Dr. Deb Came, Assistant Superintendent, Student Information, OSPI
Mr. Anton Jackson, Director of Assessment Development, OSPI
Ms. Dawn Cope, Science Assessment Lead, OSPI
Mr. Michael Middleton, Director of Select Assessments, OSPI
Dr. Gary Phillips, American Institutes for Research (AIR)

2:10-2:25

Public Comment

2:25-2:45

Other Business and Discussion

- Approval of Temporary Waiver from 24-Credit Graduation Requirements for Kent School District
- Review of Proposed Rules for Civics and the High School and Beyond Plan
- Provisional Approval of Fusion Academy for the 2018-19 School Year Based on its Amended Application

2:45-3:15

Business Items (Action Required)

1. Adoption of Threshold Scores for Washington Comprehensive Assessment of Science
2. Adoption of Threshold Scores for the Washington Access to Instruction and Measurement (WA-AIM) in Science
3. Adoption of Threshold Scores for the Washington Access to Instruction and Measurement (WA-AIM) in Tenth Grade English Language Arts and Math
4. Approval of Temporary Waiver from 24-Credit Graduation Requirements for Kent School District
5. Adoption of proposed rules for WAC 180-51-067, WAC 180-51-068, WAC 180-51-075 and a New Section of WAC to Update Rules for Civics and the High School and Beyond Plan

6. Provisional Approval of Fusion Academy for the 2018-19 School Year
Based on its Amended Application

3:15-4:30

Review Strategic Plan Feedback

Dr. Randy Spaulding, Executive Director

4:30 pm

Adjourn



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APPROVAL OF SCORES FOR THE WASHINGTON COMPREHENSIVE ASSESSMENT OF SCIENCE (WCAS) AND THE WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Prepared for the August 2018 special Board meeting

Policy Considerations

The State Board of Education (SBE) is required under [RCW 28A.305.130\(4\)\(b\)](#) to identify the scores students must achieve to meet standard on statewide assessments, and the scores high school students must achieve to earn a Certificate of Academic Achievement. At the August 2018 special Board meeting, Deb Came, Assistant Superintendent; Anton Jackson, Director of Assessment Development; and Dawn Cope, Science Assessment Lead, with the Office of the Superintendent of Public Instruction (OSPI), as well as Gary Phillips with AIR, consultant to OSPI, will present recommended threshold scores, defining four achievement levels (Levels 1, 2, 3, and 4), for:

- Washington Comprehensive Assessment of Science (WCAS)
- Washington Access to Instruction and Measurement (WA-AIM) for science
- WA-AIM tenth grade English Language Arts and Math

Key questions may include:

- Do the recommended scores, and the process for determining them, seem reasonable and fair to students?
- How will the recommended scores affect students and the system? Will more or fewer students meet standards than in the past? Are there processes and supports in place that are sufficient to address students who do not meet standard?
- Does the process and the resulting score appropriately reflect the standards and grade level expectations?

This memo provides background information on the WCAS and WA-AIM. In addition, included in the packet is a summary of responses from the ESD Science Coordinators/LASER (Leadership and Assistance for Science Education Reform). Other key question concerning the system are:

- Have the standards been implemented with fidelity across the state so that students have an equitable opportunity to learn the content and demonstrate their knowledge on the assessment?
- What role might the Board have in supporting the system for standards implementation?

Background

WASHINGTON COMPREHENSIVE ASSESSMENT OF SCIENCE (WCAS)

OSPI [presented](#) on WCAS and the processes for developing recommended threshold score at the January 2018 Board meeting. Members may wish to review the OSPI presentation from that meeting segment to re-familiarize themselves with the score-setting process.

WCAS is aligned to Next Generation Science Standards and was developed by the state. Multi-state consortia for developing assessments, such as the Smarter Balanced Consortium or the Partnership for the Assessment of Readiness for College and Career (PARCC) that developed assessments aligned with the Common Core State Standards, do not exist for the Next Generation Science Standards. Washington is among the first states to develop and implement a new assessment aligned to Next Generation Science Standards.

Development of the assessment started in Spring of 2015. A limited pilot was conducted in 2016. An embedded field test, with items from the new assessment included in the old assessment, the Measurements of Student Progress (MSP), was conducted in fifth and eighth grades in 2017. Also in 2017, high school field testing was conducted on a voluntary basis.

The assessment was administrated to fifth, eighth, and eleventh graders in the first full implementation in Spring 2018.

Features of the WCAS include:

- Online testing using the same online engine as the Smarter Balanced assessments. (The WCAS is not computer adaptive, unlike the Smarter Balanced assessments.)
- Will take approximately the same amount of time as previous science tests, which may be given in multiple sessions.
 - Grade 5: 90 minutes
 - Grade 8: 110 minutes
 - Grade 11: 120 minutes
- Item types include selected response, technology enhanced (drag and drop, drop-down, simulations, graphing), constructed response (equations, short answers).

More information on the development and implementation of WCAS may be found in OSPI's WCAS [Frequently Asked Questions](#), and [January 24, 2018 webinar presentation](#) slides about the Test Design & Item Specifications Release.

At the August 2018 special Board meeting, the Board will consider approving a set of scores for the WCAS: three scores defining four achievement levels (Levels 1, 2, 3, and 4) for each tested grade. Student who score a Level 3 or higher will be considered to have met standard. Next Generation Science Standards are intended to identify the science all K-12 students should know, so a Level 3 or higher is intended to indicate proficiency in the science content all K-12 students should know.

Students in the Class of 2021, eleventh graders in the Spring of 2020, will be first class who will need to meet standard, or pass an alternative, as a requirement for graduation.

WASHINGTON ACCESS TO INSTRUCTION AND MEASUREMENT (WA-AIM)

Under RCW 28A.155.045, students who are not appropriately assessed by the regular high school assessment system, even with accommodations, may earn a certificate of individual achievement (CIA). The certificate may be earned using multiple ways to demonstrate skills and abilities corresponding to

students' individual education programs (IEPs). The student's IEP team makes the determination of whether the state's high school assessment system is appropriate for the student based on the student's learning plan, post-secondary goals, and previous testing history. WA-AIM is an alternate assessment based on alternate achievement standards aligned to Common Core and Next Generation Science Standards for students with significant cognitive challenges.

Legislation in 2017 (ESHB 2224) established that the year that most high school students will take statewide ELA and math assessments will be tenth grade, rather than eleventh grade. Since WA-AIM is the high school state assessment for some students, scores on WA-AIM 10th grade assessments in ELA and Math need to be identified and approved by the Board. In addition, a new WA-AIM science assessment has been developed, so WA-AIM science threshold scores will also need to be identified and approved by the Board.

Threshold and exit exam scores were last approved by the Board for WA-AIM in August 2015. WA-AIM may be used by some students as a graduation alternative for a Certificate of Individual Achievement. Preliminary information from OSPI suggests that the exit exam score for WA-AIM will not need to be adjusted. More information about WA-AIM and the standard-setting process may be found in the August 2015 Board meeting [memo](#) and a [video](#) created by OSPI to describe the standard-setting process in 2015.

Action

At the August 2018 special Board meeting the Board will consider threshold scores on WCAS, and threshold and graduation scores on WA-AIM for approval.

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



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SUMMARY OF RESPONSES FOR THE STATE BOARD OF EDUCATION FROM EDUCATIONAL SERVICE DISTRICT SCIENCE COORDINATORS AND LASER DIRECTORS

Compiled by Member Jeff Estes, August 2018

IF the Washington State Science Learning Standards (WSSLS) are to be implemented with fidelity, including a strong emphasis on equity, **THEN** this implementation must include the alignment of key components of our education system in ways that support the vision of ***A Framework for K-12 Science Education*** (National Research Council) and the ***Next Generation Science Standards/NGSS*** (National Research Council, National Science Teachers Association, American Association for the Advancement of Science and 26 lead author states, including WA State), with fidelity to the intent described in the 13 appendices of NGSS. These system components include 1) purpose, 2) policies, 3) programs, 4) practices and 5) partnerships.

Outreach Efforts

In addition to NGSS & Communication “subject matter expert” presentations at its January (Ellen Ebert and Phil Bell), March (Puget Sound area Science Fellows and Ingrid Stegemoeller, Ready Washington) and May (Mike Brown, Mark Cheney & Jackson Jamieson, ESD 105) meetings, an outreach effort, via e-mail, was conducted in June 2018. This outreach was a focus group effort involving those engaged in regional WSSLS/NGSS implementation. The e-mail was sent to nine LASER (Leadership and Assistance for Science Education Reform) leaders. These leaders, serving nine regions of Washington beyond the south central region represented at our May meeting (i.e., Mountain to Harbor/Capital LASER, NC LASER, NE LASER, NW LASER, North Sound LASER, Olympic Peninsula LASER, SE LASER, South Sound LASER and SW LASER) were asked to respond to the same questions to which Mark, Mike and Jamieson responded at our Yakima meeting.

Themes Taken From LASER Director Responses (includes expert testimony from the May SBE meeting in Yakima)

1. **Purpose** - Despite adoption by Washington State of the WSSLS/NGSS standards in 2013, implementation is uneven, even spotty, making the opportunity to learn science well an unrealized goal for many students. Emphasis on ELA and math have robbed time for science from the elementary school day, while the state assessments kept high school efforts in science for all students largely focused on WA’s 2009 science standards (i.e. biology) until recently. Whether an issue of time or programmatic focus, the WSSLS/NGSS commitment to “All Standards for All Students” remains an unrealized equity-focused outcome nearly five years after adoption of these science standards. Due to uneven

emphasis on and resource commitment to science, it continues to be a “step child” to ELA and math implementation when it comes to curriculum, professional development, materials & equipment, administrative support and community support (particularly at the elementary level). Given the nature and challenge of three-dimensional learning articulated in *The Framework* and *NGSS* documents, attainment of the standards and [SBE’s] commitment to equity within science is at risk. One respondent framed this as a civil right that is not being met.

2. **Policy** – There are examples of local and regional policy decisions/work that enable and help drive the implementation of the science standards with equity, but they are largely individually driven (either by school or district) and have not taken hold across the state system. Some regions (e.g. south central and southwest WA) seem to be making greater inroads, but even they cite implementation problems, particularly at the high school level. Resources (i.e. grants, etc.) seem to be an enabling factor locally/regionally, but more targeted resources are needed to reach scale, whether it be at a local, regional or state scale. Policy work designed to drive equity seems to be still at early stages focusing more on curricular issues (i.e., materials adoption, course pathways, etc.) with efforts to address equity in deeper ways within science (and school institutions) still to be addressed. Many of these respondents clearly identify the lack of policy efforts addressing time and quality of science instruction at the elementary level as a large barrier to WSSLS/NGSS implementation. Others point to existing culture within high schools that are slowing implementation and may require policy levers to accelerate transition to the WSSLS/NGSS. Emphasized in the feedback were the challenges faced by small, poor and rural and remote districts in accessing the knowledge and developing local and/or regional capacity/capabilities to respond to the new emphasis for science learning/teaching represented by the standards.
3. **Programs** – The consensus of feedback indicates there is an asset base upon which to build. That is, there are historical efforts in curriculum, professional learning, materials & equipment, and administrative and community support upon which to build. Comments would suggest that some LASER Alliance Directors are more optimistic about the ability of these assets to enable the implementation of the new science standards with fidelity, including equity, than others. The nuances in the responses point toward other components of this aligned system as being key to program implementation, namely 1) the establishment of policies driving change, 2) efforts to change educator practice, 3) science and STEM leadership among administrators, and 4) strategies that successfully include partners around a commonly held vision for K-12 science. There are efforts that are very basic to the challenge of WSSLS implementation as well as those that clearly are engaged in more advanced efforts. Since programmatic efforts are at the heart of what schools deliver, finding ways to increase the robustness of this asset base is key to WSSLS implementation at scale.
4. **Practices & Partners** – Themes that seem to emerge here deal with such issues as 1) teacher/principal leadership, 2) change fatigue and/or resistance to change, 3) relationship management between the education and business communities, and 4) educator and stakeholder knowledge and beliefs about science learning and teaching. There are examples of education-driven (i.e., Science Fellows) and business/community-drive (STEM Networks) efforts related to WSSLS/NGSS implementation. Some regions seem to have

established stronger relationships between such efforts which suggests that there may be some need for cross-training/facilitation (or communications about best practices) around the desirability of aligning their efforts for impact. Do they share a similar vision? Are their missions compatible? Are goals, strategies and actions working toward shared outcomes? Who is responsible for what? How do they make all this work so that the “All Students/All Standards” goal is achieved?

5. **Recommended SBE Actions** – Responses indicate desired SBE actions in its policy, oversight and advocacy roles. From a policy perspective, it is clear that these respondents are asking for a remedy to the lack of instructional time for science at the elementary. All see the focus on ELA and math as a major reason for lack of time for elementary science. Some even go so far as to suggest that there should be a mandate for minutes of elementary science instruction. Responses also show a strong interest in marrying WSSLS/NGSS implementation to two high-level interests of the SBE (i.e., equity and competency-based learning). In other words, they encourage us to connect science to those SBE efforts that transcend a single subject area, suggesting equity and competency-based learning could be demonstrated by concrete examples in science. Can we explicitly connect science to our equity and competency-based programs/crediting agenda? Regarding our oversight responsibilities, one respondent encouraged SBE to be very active in its efforts: “...take up is the absolute necessity for all districts to engage ALL STUDENTS in science and STEM education... [and conduct] outreach to those districts that choose to not focus time and effort on NGSS implementation and implore them from an equity and civil rights perspective!” Most often mentioned in the responses was a request for SBE advocacy for science as it relates to things like time, funding, ESSA accountability measures, Legislative support, improved professional development for administrators and teachers (including the recruitment and preparation of individuals into science/STEM teaching), and communications with the public about the importance of science learning for all students (i.e., Science and its relationship to WA jobs/economic growth, citizenship and personal decision making).

PRELIMINARY SLIDES. FINAL PRESENTATION TO BE DISTRIBUTED ON AUGUST 9

Setting Achievement Levels:

Washington Comprehensive Assessment of Science
&
Washington Access to Instruction & Measurement
(Science, HS Math, and HS ELA)

STATE BOARD OF EDUCATION

AUGUST 9, 2018, 1–4:30 P.M.

OSPI BROUILLET CONFERENCE ROOM, OLYMPIA, WA



Presenters

Deb Came, Ph.D., Assistant Superintendent of Assessment and Student Information, OSPI

Anton Jackson, Director of Assessment Development, OSPI

Dawn Cope, Science Assessment Lead, OSPI

Michael Middleton, Director of Select Assessments, OSPI

Gary Phillips, Ph.D., American Institutes for Research (AIR)



Agenda

- Achievement level setting approval process
- Description of achievement level setting events
 - Composition of panel
 - Achievement level setting activities
- Recommendations from achievement level setting panels
- OSPI recommendation to the Board
- Board action



Role of State Board

RCW 28A.305.130 Powers and duties—Purpose

(4) For purposes of statewide accountability:

(b)(i) Identify the scores students must achieve in order to meet the standard on the statewide student assessment. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose;



Achievement Level Setting Approval Process: Purpose of Today's Action by the Board

- The Office of Superintendent of Public Instruction is recommending “cut scores” for:
 - Washington Comprehensive Assessment of Science (WCAS) in grades 5, 8, and 11.
 - Washington Access to Instruction & Measurement (WA-AIM) Science in grades 5, 8, and 11.
 - WA-AIM Mathematics & ELA in High School (grade 10).
- Each assessment has three cut scores, separating four levels of student performance:
 - The cut between Level 1 and Level 2
 - The cut between Level 2 and Level 3 (the “proficient” cut)
 - The cut between Level 3 and Level 4
- The Boards’ cut scores will be used to report the 2018 results, and will be used in future years until such time as standards are revised or revisited.



Achievement Level Setting Approval Process: Approval of the Procedures

- The new Achievement Level Setting process in science began in October 2013 when the Next Generation Science Standards (NGSS) were adopted as the new science learning standards.
- The State Board and the Superintendent's national technical advisory committee on assessments (NTAC) reviewed and approved the process to be used for the 2018 WCAS Achievement Level Setting.
- The WA-AIM methodology was reviewed and approved by NTAC and follows the same process used in 2015 and 2016 for previous ELA, Math, and Science cut-score setting.
- New assessments aligned to the new learning standards (WCAS and WA-AIM) were given to students this spring.



Achievement Level Setting Approval Process: WCAS Approval of the Procedures

Date	Event
October 2013	NGSS Adopted
2013–15	NGSS began to be phased in to classrooms state-wide
September 2017	NTAC reviewed & approved Achievement Level Setting plan
November 2017	SBE briefed on WCAS & Achievement Level Setting plan
November 2017	Draft Achievement Level Descriptors (ALDs) developed by science educators from around the state.
January 2018	SBE approved Achievement Level Setting plan



Achievement Level Setting Approval Process: WCAS Approval of the Procedures

Date	Event
Spring 2018	Students in grades 5, 8, & 11 took the WCAS assessments for the first time.
July 2018	Alignment Study
August 2018	Achievement Level Setting <ul style="list-style-type: none">• Grade-level panels• Articulation panel• Office of Superintendent of Public Instruction recommendation
August 2018	SBE sets the cut scores
September 2018	Scores released



Achievement Level Setting Approval Process: WA-AIM Approval of the Procedures

Date	Event
October 2013	NGSS Adopted
September 2017	NTAC reviewed & approved Achievement Level Setting plan
February 2018	Alternate Achievement Level Descriptors (AALDs) Draft
July 2018	Achievement Level Setting <ul style="list-style-type: none"> • Grade-level panels • Articulation panel • Office of Superintendent of Public Instruction recommendation
July 2018	Alignment Study
August 2018	SBE sets the cut scores
September 2018	Scores released



WCAS Achievement Level Setting: Recommendations from multiple sources

Contrasting Groups Study (n=84 teachers; 4,472 students)

- Individual ratings of students by their science teacher before the test

Grade-level panels (n=30 per grade)

- Implemented Achievement Level Setting activities across three days, resulting in a set of recommended cut scores

Articulation panel (n=___ participants from across the grade-level panels)

- Reviewed grade-level panel recommendations, resulting in a recommendation of

“ ___ ”



WCAS Achievement Level Setting: Composition of grade-level panels

Category	Grade 5	Grade 8	Grade 11
Total number	30	30	30
Classroom teachers			
District level or ESD staff			
Specialized training for working with students with disabilities and/or English learners			
% west of Cascades			
% from districts w/student population at or above the state percentage of white students			
% from districts at or above the state average Free/Reduced meals			

Data forthcoming on the actual participants of the Achievement Level Setting



WA-AIM Science Achievement Level Setting: Composition of grade-level panels

	Grade 5	Grade 8	Grade 11
Total number	11	21	10
Classroom teachers	11	21	10
Specialized training for working with students with disabilities and/or English learners	11	20	9
% west of Cascades	64%	67%	70%
% from districts w/student population at or above the state percentage of white students	64%	67%	70%
% from districts at or above the state average Free/Reduced meals	27%	43%	55%



WA-AIM ELA and Math Achievement Level Setting: Composition of grade-level panels

	HS ELA	HS Math
Total number	8	7
Classroom teachers	8	7
Specialized training for working with students with disabilities and/or English learners	7	6
% west of Cascades	63%	57%
% from districts w/student population at or above the state percentage of white students	75%	86%
% from districts at or above the state average Free/Reduced meals	86%	86%



WCAS Achievement Level Setting: Summary of Activities August 6–8

Orientation to test development and achievement level setting process

Taking the online WCAS

Examining the Achievement Level Descriptors (ALDs)

Ratings using an Ordered Item Booklet (OIB)

- Round 1 (Data from Contrasting Groups study)
- Round 2 (Impact data: state percent at each item)
- Round 3 (Item difficulty values)

Articulation Panel



WA-AIM Achievement Level Setting: Summary of Activities July 24-26

Orientation to test development and achievement level setting process

Overview of WA-AIM administration

Examining the Alternate Achievement Level Descriptors (AALDs)

Ratings using Profile Sorting Method

- Round 1 (Impact data)
- Round 2 (Contrasting Group Study Data and new Impact Data)
- Synthesis

Articulation Panel

Alternate Achievement Level Descriptor Refinement



WCAS Summary of recommendations from grade-level & articulation panels: Levels 3 and 4

Placeholder for graphics of recommendations for % of students in Levels 3 and 4



WA-AIM Summary of recommendations from grade-level & articulation panels: Levels 3 and 4

Placeholder for graphics of recommendations for % of students in Levels 3 and 4



Summary of recommendations from grade-level & articulation panels: **all four levels**

Placeholder for graphics of recommendations for % of students in Levels 1 through 4



Proposed Cut Scores

Insert Proposed Scores



Board Action

Questions

Discussion

Cut score decision

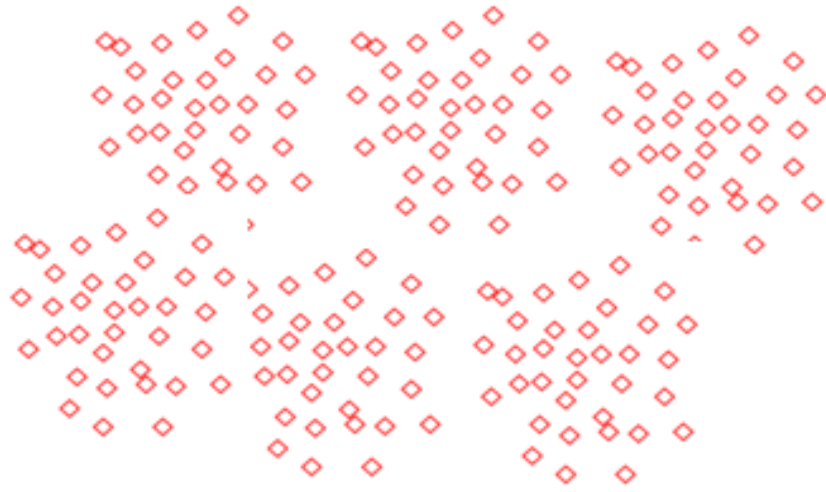


Additional Slides



Contrasting Groups Study Example: Students are put into two groups

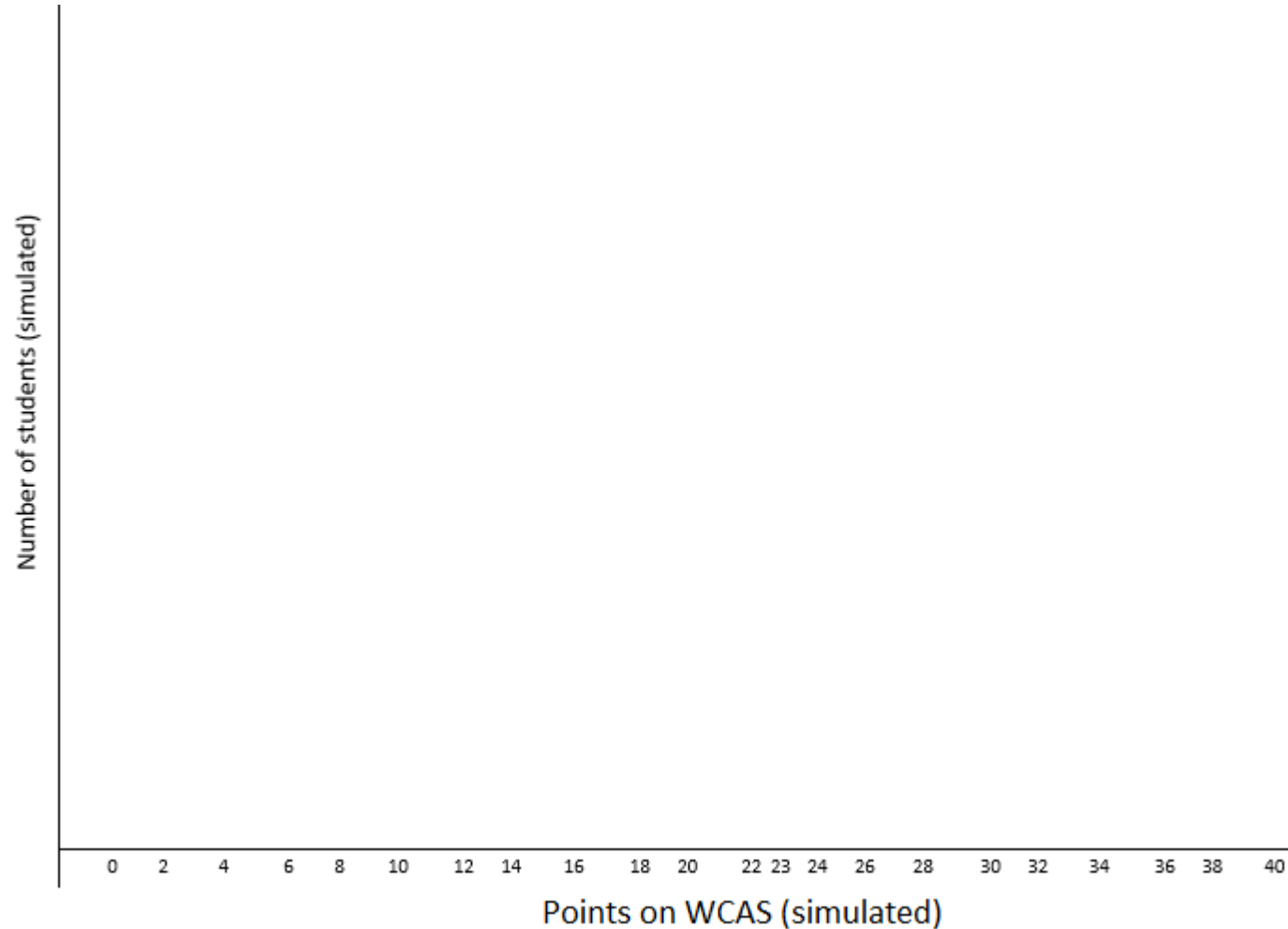
Predicted to be Level 2 or below



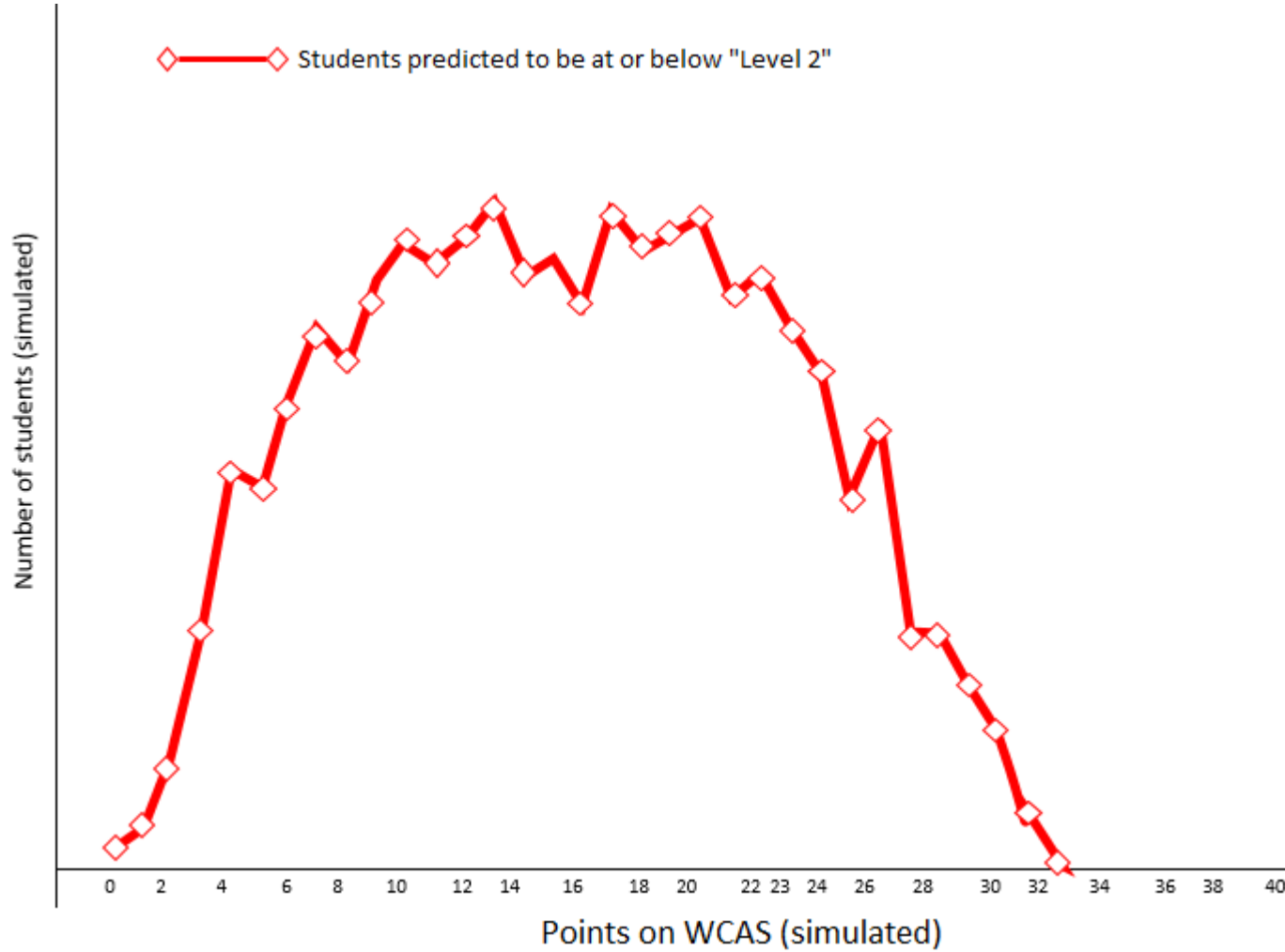
Predicted to be Level 3 or above



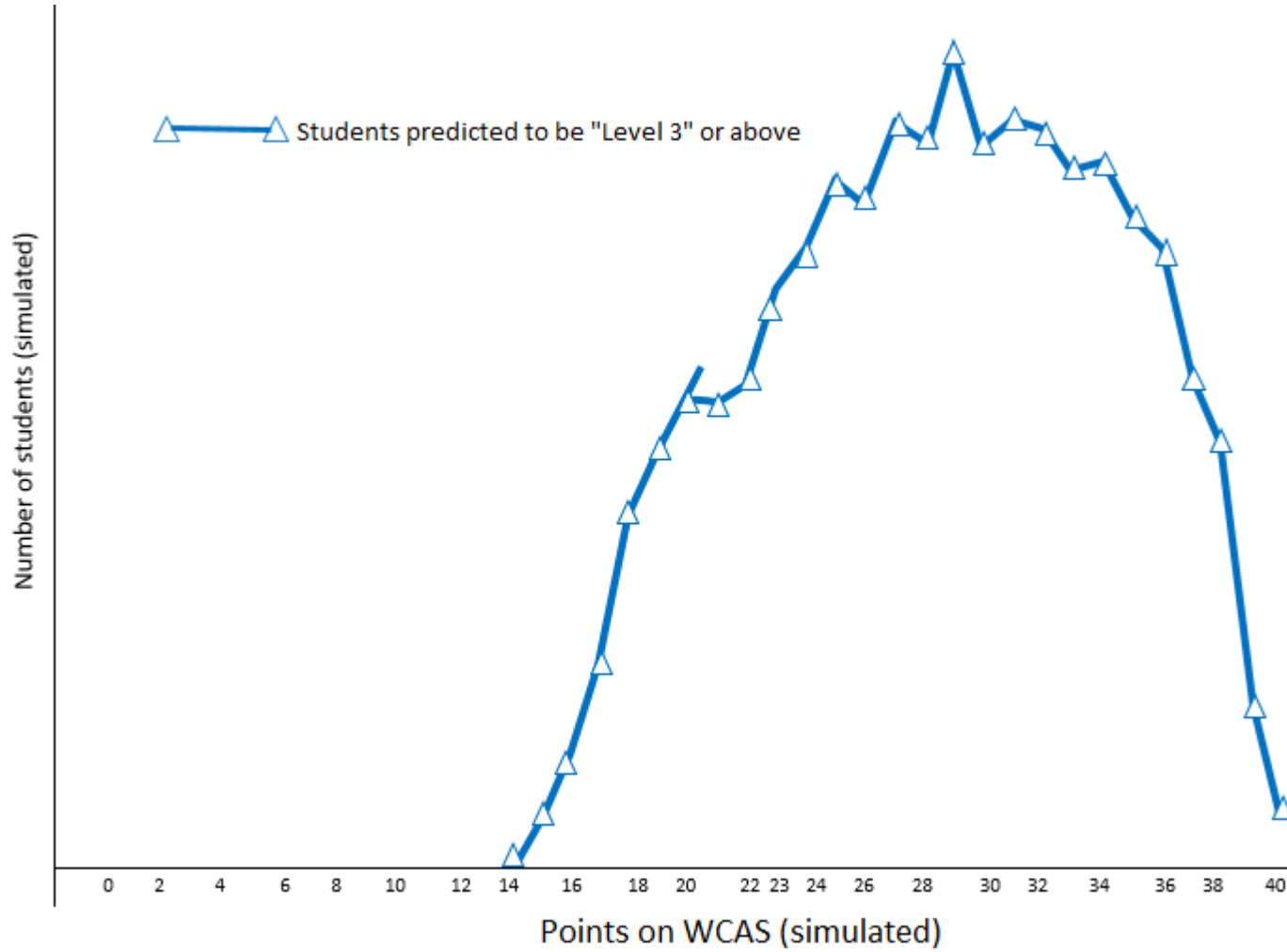
Contrasting Groups Study: Students matched to the raw points on the WCAS



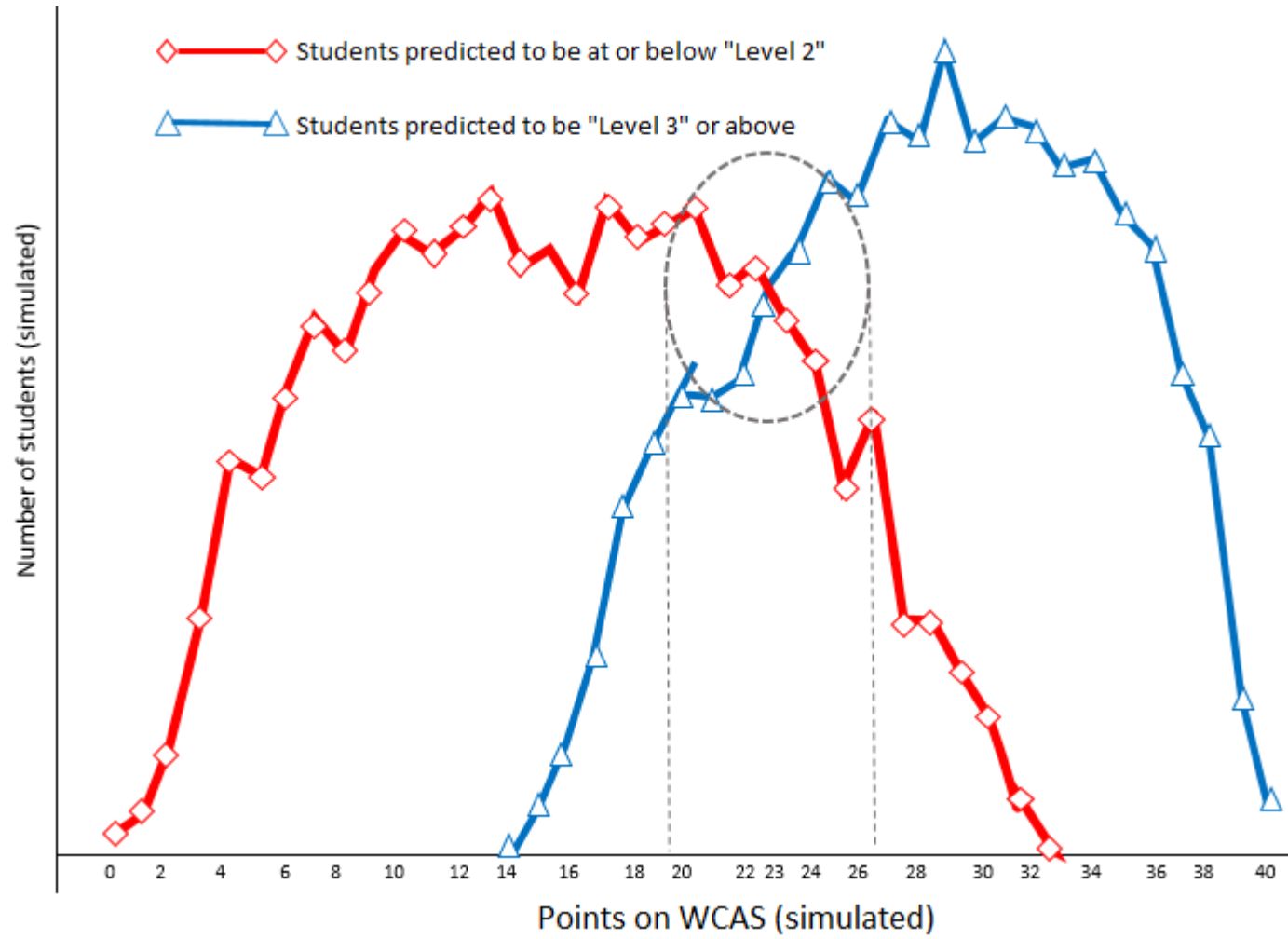
Contrasting Groups Study: Students predicted to be Level 2 or below



Contrasting Groups Study: Students predicted to be Level 3 or above



Contrasting Groups Study: Intersection where Level 2 separates from Level 3



Contrasting Groups Study: Results and use

The place where the two distributions merge represents a possible separation point between “Level 2” and “Level 3” (the “proficient” cut)

The range indicated by the real study results was given to the Grade-level Panels in terms of a page-range in the OIB before they made their Round 1 ratings.



3 Rounds of Ratings

Round 1: panel had Contrasting Groups range

Round 2: panel had impact data information

Round 3: panel had item difficulty information





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COVER: STRATEGIC PLAN FEEDBACK AND NEXT STEPS

Prepared for the August 2018 Special Board Meeting

As related to:

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

Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.

Goal Four: Provide effective oversight of the K-12 system.

Other

Relevant to Board roles:

- Policy Leadership
- System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

As we transition from information gathering to synthesis and prioritization, this agenda item will primarily be a report out on feedback we have received to support the development of the Board's next strategic plan.

Materials included in packet:

- Strategic Plan Feedback Update PowerPoint
- Summary of Emerging Themes from the Public Survey (included in PowerPoint)
- Summary of Community Forums
- Summary of Spokane Forum
- Summary of the Yakima and Seattle Forums are available online at:
 - [Yakima](#)
 - [Seattle](#)

Synopsis:

The update will include a brief summary of activities to gather feedback for the Strategic Plan; a summary of the feedback received so far and emerging themes; and next steps including planning for the September retreat.



Strategic Plan Feedback and Next Steps

Washington State Board of Education
August 9, 2018

Conversation today

- Review Plan Timeline
- Present feedback received during information gathering stage
- Discuss next steps to prepare for the September retreat





Statutory Purpose

The purpose of the state board of education is to:

- Provide advocacy and strategic oversight of public education;
- Implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement;
- Provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and
- Promote achievement of the state goals for basic education (RCW 28A.150.210).



Vision and Mission

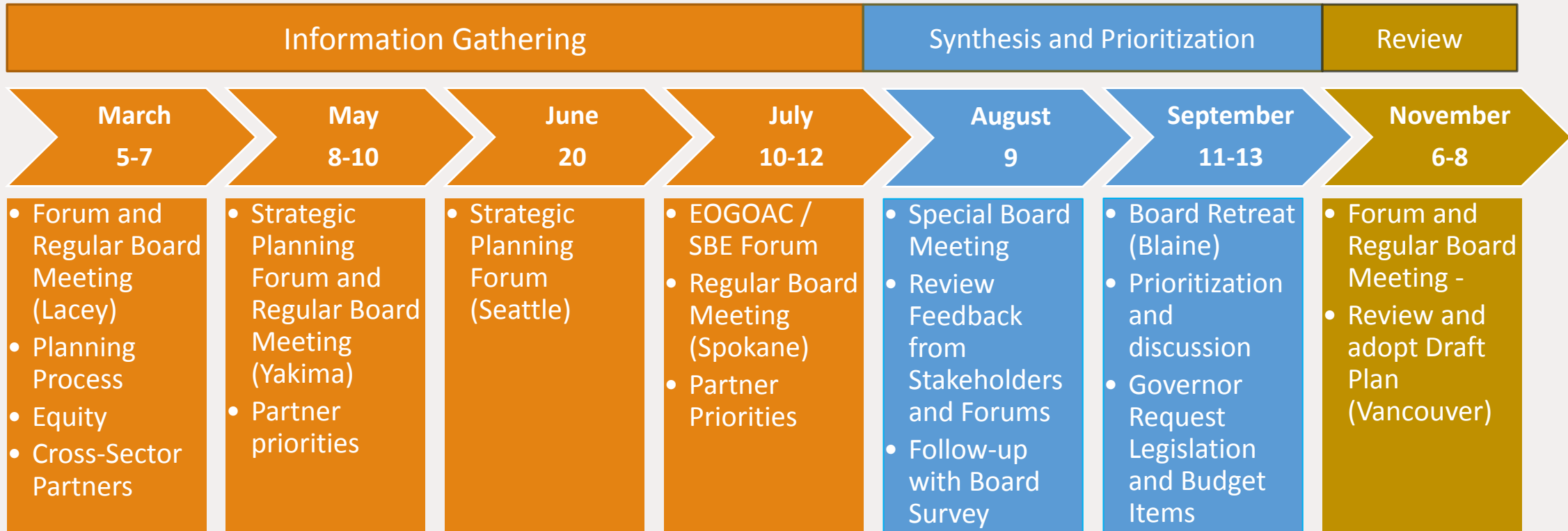
Vision

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

Mission

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Strategic Planning Timeline



Translation to the Strategic Plan Structure



Report Outline:

- Opportunity / Imperative
- Goals
- Vision, Mission, Values
- Priorities
- Strategies and Initiatives
- Measuring Progress



Equity Foundational in Strategic Planning

Strategies to keep equity foundational in SBE's strategic planning process:

1. Embed equity in all elements of our strategic plan, not as a stand-alone.
2. Ask “how will this initiative contribute to eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions?”
3. Use our Equity Lens tool – the questions in it – to drive our formulation of the new strategic plan, not as a check once strategies are developed.
4. Agree in advance that each Board member will speak up if they see the Board veer off track from our equity statement and/or lens.
5. Stay focused on input that affects the output. Opportunity gap. vs. Achievement gap.
6. Be explicit about how we will choose what to operationalize in our strategic plan.
7. Be aware of how intentionality of policy may get lost in implementation. Ask “How this impacts?” the organizations that implement policy and law.
8. “Confront the brutal facts.”

SBE Equity Statement of Intent: <https://www.sbe.wa.gov/about-us/equity>

SBE Equity Lens:

https://www.sbe.wa.gov/sites/default/files/public/documents/Equity/Equity%20Lens_5-7-18.pdf

Community Forums

What are our hopes and dreams for our students; barriers they face; and strategies to address those barriers?

Three Forums in Yakima, Seattle, and Spokane

- 103 Participants representing school districts, tribal leadership, higher education, advocacy groups, community organizations, partner organizations, as well as parents, students, and citizens



Broad Themes

- Student well-being
- Communication and connections between schools, families, and communities
- Learning environments and cultural competency
 - Teacher Professional Development
 - Curriculum and Learning Environment
- Systems, structures and policies
- Early learning and pre-kindergarten
- Grade-level and graduation requirements, and transitions beyond high school
- Funding



Student Well-Being

- Students need:
 - individualized guidance
 - sense of belonging in the school community, to include:
 - their voices heard.
 - opportunity to become community leaders, especially within their schools and districts.
 - learning environments that are safe and supportive, both physically and psychologically.
 - increased access to staff and community providers who can specifically address their mental health issues and other challenges.
- Staff and educators need training to support all students.
- Students and families need support beyond that which a classroom teacher typically can provide.

Student Well-Being

A few examples of participant suggestions for improving student well-being include:

- *"Mentors/advocate for students to help them navigate school, career options, social emotional development. Help kids on different paths – 4-year, 2-year, vocational, etc."*
- *"School climate surveys and use of data to improve practice."*
- *"Integrated student support. Mental health, ACIS [Assessment and Crisis Intervention Service], MTSS [Multi-tiered System of Support], nurses, teacher training and support, and more."*
- *"Social emotional 'soft skills' in early elementary."*
- *"Teaching students to intervene, and advocate for other students."*
- *"Have the school environment be warm, friendly, and especially safe."*
- *"More counselors, more community engagement coordinators, more nurses, more social workers."*



Communication and connections between schools, families, and communities

- Intentional strategies to support students through family, schools, social and cultural communities, and employers.
- Students and families need clear communication to make informed decisions about education and career pathways.
- Students, families, cultural communities, and educators from the classroom and administrative levels all have a role in communicating expectations, questions, and support for student success.
- School administrators and state leaders need to understand the needs of the students and families across the state to enact policies to meet those needs.
- Educators must meet with students and families in their communities and welcome parental and family involvement in the school.
- Culturally-relevant communications and policies are essential.
- Multilingual communications are required in many communities.

Communication and connections between schools, families, and communities

A few examples of participant suggestions for improving communications and connections include:

- *"Family and community engagement that meets them where they are (tribes, churches, community centers, events)."*
- *"Descriptive, skills-based report cards."*
- *"Natural leaders' programs for parent engagement."*
- *"Bring the knowledge of life possibilities to rural and isolated communities."*
- *"Encourage volunteerism."*
- *"Add parental outreach coordinators or develop natural leaders from the community to serve as interface for families with schools."*
- *"Whole spectrum schools. Gender-safe, LGBTQ, cultural competence, accurate history of US."*



Learning environments and cultural competency: Teacher preparation and professional development

- Students need teachers who are prepared to meet the needs of the students in their community.
- Teachers need innovative pre-service training, mentoring, and career-long professional development to deliver culturally, academically, and developmentally-appropriate instruction and support without bias.
- Need for teachers with bilingual skills and skills in teaching English Language Learners.
- Need for skills in identifying resources for students with specific needs such as language-based disabilities (an example is dyslexia).
- Teachers and staff need ongoing preparation and support to create innovative, contextualized learning environments that incorporate technology and up-to-date research on assessment, teaching and learning methods.
- Students who have an interest in education as a career should have a clear pathway that includes advising, support, and career-connected learning opportunities in K-12.



Learning environments and cultural competency: Teacher preparation and professional development

A few examples of participant suggestions for improving teacher preparation and professional development include:

- *"Promote teaching as a career earlier in the school system."*
- *"Mentorship for teachers."*
- *"Serious, intentional strategies to recruit and retain teachers of color."*
- *"Develop capacity for students to graduate from HS fluent in two languages, which means dramatically increasing the number of trained, bilingual teachers."*
- *"Improve teacher prep to include cultural competency and teaching in diverse classrooms."*
- *"Educator prep programs teach culturally explicit methods."*

Learning environments and cultural competency: Curriculum and learning environment

- Students need individualized instruction and support to meet their academic and social-emotional needs.
- Students should advance in each subject at a pace appropriate for the individual student. That is, the student may advance more quickly in some subjects than others, resulting in multi-age classes.
- Students need problem-based learning environments that connect knowledge and skills to the students' career and other interests.
- Students should be actively engaged in discussions of how their education is benefiting them, and should also have opportunities to voice their experiences of barriers that are inhibiting their success.

Learning environments and cultural competency: Curriculum and learning environment

A few examples of participant suggestions for improvement include:

- *"Study and success skills for all students - elementary, MS, & HS, so they can be more successful as they advance."*
- *"Active project learning. More arts. Create, perform, present, respond. Meaningful, transferable, engaging, students are stars!"*
- *"Teach civics. Make it part of education process."*
- *"Interweaving (interdisciplinary) classes/grade levels (so student could be in 3rd grade math and 7th grade reading). Open classrooms to work as fast/as slow as you need to."*
- *"Integrate career-related information and exposure into high schools so young people have clearer understanding of possible careers and what's required in those different career fields."*
- *"Shift in language around CTE: 'raise the trades'."*
- *"Encourage students to find their passions, as well as career path; and bolster their path."*
- *"More internship and work-based learning. More hands on experiences."*

Systems, structures, and policies

- Students need systemic support and education - without bias.
- Structures, policies, and practices must support all students, eliminating systemic bias, barriers and inequities in education opportunities.
- A structure which assumes a loss of momentum and a need for re-learning - at every grade - is not optimal. Examining the current structure of the annual school calendar, the daily schedule, and the way achievement is measured (competency versus hours of attendance) through a lens of equity and an eye for college, career, and life requirements is required.
- Other structures, including transportation schedules and limitations, should meet student needs to be fully involved in their school-community, including extracurricular activities.

Systems, structures, and policies

A few examples of participant suggestions for improving systems, structures and policies include:

- *"Examine systemic institutional barriers that lead to racial inequity."*
- *"Blow-up – figuratively! "Common School" model. Research and implement successful models."*
- *"Study effects/impact of "local control." Is it working or not?"*
- *"More balanced use of the calendar year to minimize learning loss."*
- *"Transportation options that go beyond getting kids to/from school. For instance, support for getting to appointments and flexible bus systems for mobile students."*
- *"Stop using "WA is a local control state" as an excuse! We have to have some state sponsored systems to combat inequality in small to large district opportunities."*
- *"Through state policy, deregulate schools to allow a district to devise a school structure and plan to meet students' needs in today's and tomorrow's technology driven economy."*

Early learning and pre-kindergarten

- Support for parents and children in the pre-kindergarten years is important to give each child the greatest opportunity for success in school.
- Outreach to children and their families should begin early on, with home visits and early learning access in local neighborhoods.
- High-quality preschool should be available to all students. Access to pre-K education should not be limited by income or location.

A few examples of participant suggestions for improving early learning include:

- *“Home visiting programs for all families with young children.”*
- *“Early interventions. ECAEP. Early mental health identification.”*
- *“Access to early childhood education for ALL students - provide transportation.”*
- *“Improve quality of preschool.”*



Grade-level and graduation requirements, and transitions beyond high school

- State policies which allow for flexibility in assessing a student has met standards - such as awarding credits for demonstrated competence to meet grade-level and graduation requirements - should be expanded.
- Graduation requirements – including all alternate pathways – should be communicated clearly to students and families.
- Students and families need to understand why the 24 credit graduation requirements are important, and how the required coursework relates to the student's career and post-secondary plans.
- Dual credit opportunities or other post-secondary transition opportunities should be available to all students.
- Student pathways toward their chosen careers should be clear of barriers at the transition from high school to colleges, technical training, or jobs.
- The High School and Beyond Plan (HSBP) has potential to be an effective tool to guide the student's in their individual pathways to success.



Grade-level and graduation requirements, and transitions beyond high school

Examples of participant suggestions for improvement include:

- *“Standards based promotion vs. “grade level” promotion (promote when they are ready).”*
- *“Re-evaluate the 24-credit diploma. Can there be options. Medical issues/trauma, etc.”*
- *“Look at articulation of credits to higher ed – why does the transition have to be so difficult and different at our state institutions?”*
- *“Graduate requirements need to match post-secondary success.”*
- *“Better identify and clarify options and support for meeting graduation requirements.”*
- *“Consistent, quality implementation of the HS & Beyond Plan. Connect it to families, higher ed, employers, other stakeholders.”*
- *“‘Running Start’ type pathway for transition-eligible students with disabilities. Or, ability to use Running Start dollars for college-based transition programs.”*
- *“State-level policy and oversight to ensure HSBP is an effective student tool.”*
- *“Robust guidance for students and their post-high school plans.”*

Funding

- Students need adequately funded systems of support.
- Funding should be needs-based to accommodate differences in individual students, schools, and districts.
- Funds should be used to provide equitable opportunities for students to participate in accelerated learning programs, arts, ELL and special education programs, among other programs.
- Mental health issues and other trauma-related issues that affect a student's ability to learn require a commitment of additional funding for staff and training.
- Students' access to education opportunities and support should not be determined by the location of their residence.

Funding

A few examples of participant suggestions for improving funding for K-12 education include:

- "Pay teachers well."
- "Fund the arts."
- "Advocate legislature for a true student needs-based funding system."
- "Equitable funding. Equitable resource distribution."
- "Re-vamp school funding to disconnect it from "seat time" (proficiency)."
- "Increase funding through collaborative grants between school districts and other entities w/same missions like CIS [Communities in Schools]."

Hopes and dreams for our students

Hopes and dreams for our students; barriers they face; and strategies to address those barriers.

Online Survey

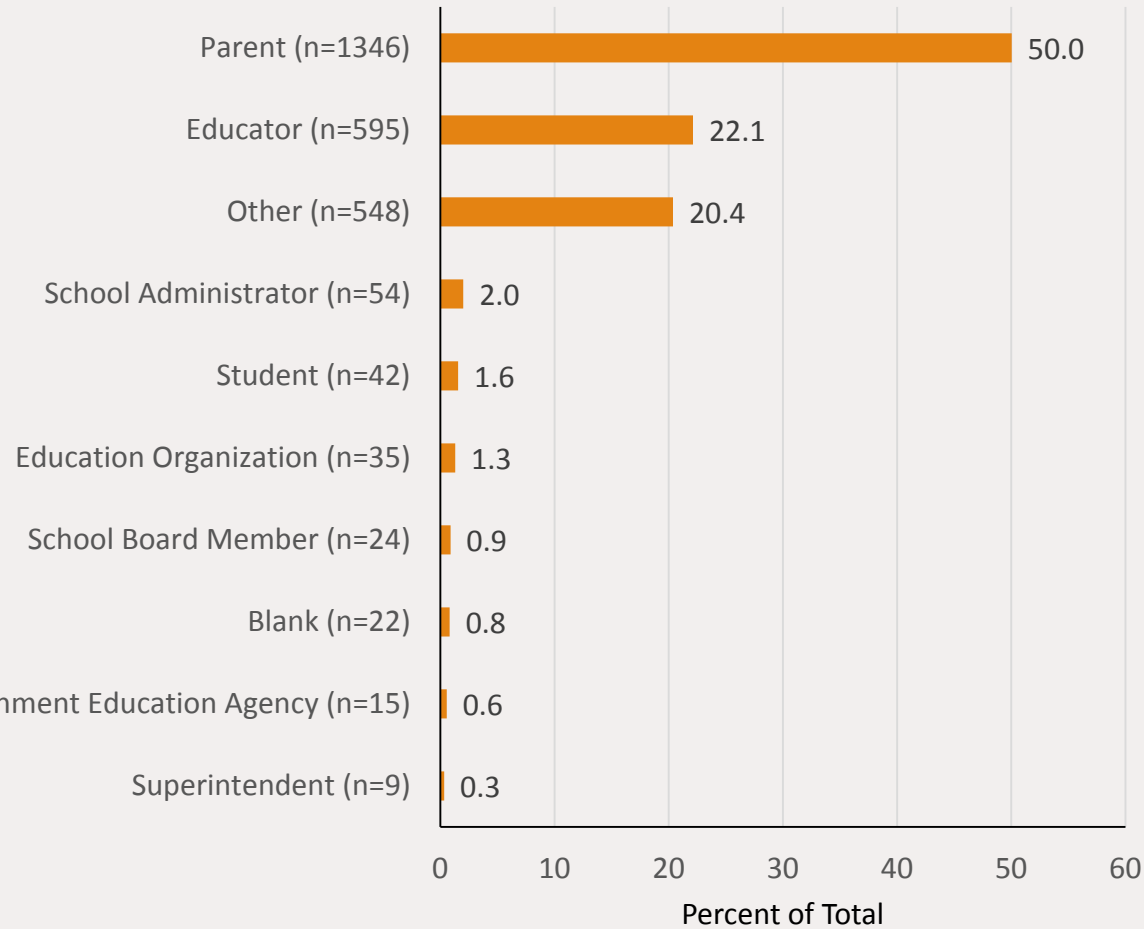
- 2690 Participants representing parents, educators, school administrators and district board members, community members, and others
- Survey was open from May 8-July 30, 2018
- Promoted via:
 - SBE listserv (~12,000)
 - Social media (Facebook post about our survey was seen by 39,075 people and was reshared 225 times)
 - WSPTA and AWSP listservs
 - WSSDA (Daily eClippings) had a link to the survey in for a month
 - Handouts distributed at WSSDA regional meetings and other stakeholder meetings



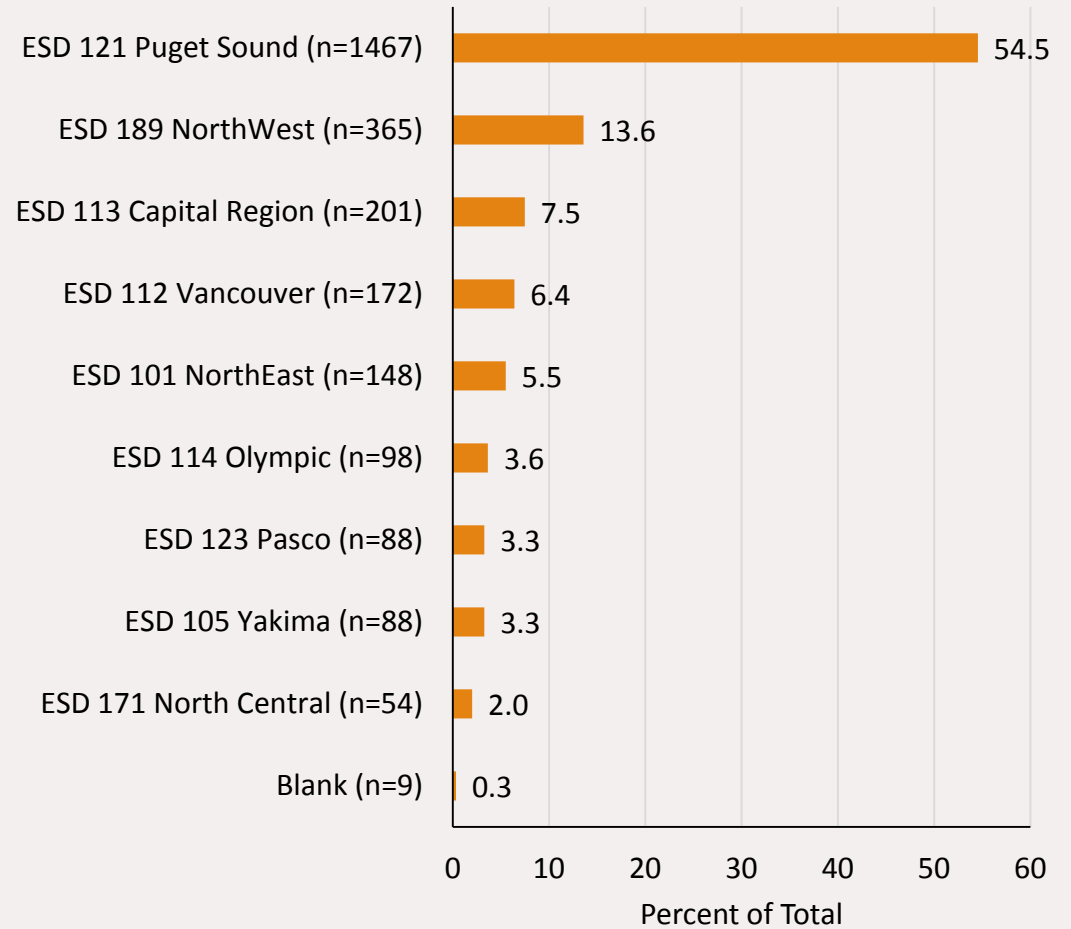


Online Survey

Percent of Respondents by Affiliation



Percent of Respondents by ESD



Emerging Survey Top Themes: Hopes & Aspirations

1. Quality education: rigor, excellent teachers, critical thinking, civics, strong basics, individualized, small classes, love of learning.

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

2. Career and life readiness, productive citizenship, career connected learning, work-integrated learning, career guidance and exploration.

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

3. Grade-level and graduation requirements and transitions beyond high school.

“Support needs to be in place for major transitions between grades (ex: 8th to 9th, 6th to 7th). These transitions are not being met, and curriculum that should be the norm has to be repeated. This also goes for post-high school transition - whether they choose to go to college or in the workforce, one of the major feedback points is that the students were not prepared with the correct information.”

Emerging Survey Top Themes: Hopes & Aspirations

4. Student Well-Being (Physical and psychological safety, social-emotional learning, ACES and trauma, mental health)

“Mental health support, statewide support for social emotional development, decreased caseload sizes of specialists to increase 1:1 intervention opportunities. Better tier 2 support at the local level which increases specialized support -currently, our model is not sufficient in giving students the appropriate intervention.”

5. No educational opportunity gaps

“Real programming and financial support towards real equity for students and their families of color.”

Emerging Survey Top Themes: Barriers

1. Outdated mindsets and systems (Antiquated school calendar, division of student classes by grade/age rather than ability)

“Remove current age based system. If there was more fluidity between lesson advancement students could progress at their own speed without holding back students more advanced, but also not rushing them before the individual is able to move on.”

2. Student Well-Being

“Students need mental health resources on an ongoing and crisis level, to address their mental health needs before they can even think about their academics.”

3. Bias / inequities

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

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

Emerging Survey Top Themes: Barriers

4. Funding (higher and more stable funding for teachers, facilities and other essential costs)
“Increase intentional access to STEM curriculum and assist in procuring funding to rural and lower income areas for parity with technology (comparing to more affluent communities).”
“Special education programs in school are ran on very tight caseloads. There is never enough staff to do a complete job and honor these students. Smaller teacher to student ratios would mean that we can implement an iep with fidelity and actually see growth.”
5. Testing (e.g. over emphasis, too much time, linked to graduation)
“The State Mandated test as a graduation requirement should be eliminated. The standardized tests take away our educators precious classroom time teaching our students and getting them ready for college, community college, trade schools or right into the workforce.”
6. Structures (other than funding) to ensure only high-quality teachers stay in the profession long-term
“We should start compensating teachers based on their performance instead of seniority. Great teachers must be retained, and poorly-performing teachers must have incentives to improve, or face the possibility of getting fired.”



Emerging Survey Top Themes: What should we do more of?

1. Learning environments and school climate (e.g. small class sized, individualized learning, PBL)

“Model general education after “gifted” education. Help ALL students investigate and learn how to think. Emphasize thinking and exploring, not memorizing.”

2. Funding (e.g. more funding for small class sizes or more teaching assistants, more access to STEM and other programs, etc.)

“Equitable funding so that there is not a huge gap in funding between neighboring districts, offering social services to children and families through schools, supporting implementation of rigorous standards.”

3. Student Well-Being (e.g. more mental health supports and counselors)

“Focus more on the whole child - especially with students who have experienced or are living in trauma. Train teachers on how to deal with this, and also on self-care so they don't get so burned out.”

4. Grade-level and graduation requirements, and transitions beyond high school

“Re-imagining college readiness by eliminating some graduation requirements to open up space for electives, promote community partnerships inside classrooms, increase prep time for teachers to provide room for teachers to develop community partnerships and tailor curriculum more to student interests and unique contexts.”



Emerging Survey Top Themes: What should we do more of?

5. Career and life readiness

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

6. Communication and connections between schools, families, and communities

"Apprenticeship training facilities in each school district. Youth and Parent Advisory Board made up of diverse students and learners."

7. Teachers should have more respect and be more included more in policy decisions

"Allow teachers to inform policy at state level."

8. School day and year structure (longer day, year-round school, etc.)

" Why can't elementary and middle school students engage in a full online curriculum over the summer? The state could develop programs like this for fractions of a cent per student."

9. STEM/STEAM

"Basic fundamental education for every child. Prepare students for life , not college. Broad curriculum spectrum including social/emotional/empathy, arts, and stem. Offer different "tracks" for final years of high school such as Workforce, University, Comm College."

Emerging Survey Top Themes: What should we do less of?

1. Funding (fix McCleary regionalization)

“Stopping adding new requirements and new programs until what we already have is fully funded. Stop thinking that schools can address every social and family issue in our society.”

2. Student Well-Being

“Focus more on the whole child - especially with students who have experienced or are living in trauma. Train teachers on how to deal with this, and also on self-care so they don't get so burned out.”

3. Career and Life Readiness

“Some schools have a strong emphasis on testing/progress monitoring scores-reward score improvement rather than an emphasis on growth and what learners are actually learning and how they are demonstrating that learning in authentic, meaningful ways. We have to provide opportunities for learners to notice wonder, explore, collaborate, be creative, persevere, problem solve, have meaningful discourse, explain their thinking and challenge themselves and others.”

4. Teachers should have more respect and be more included more in policy decisions

“Stop filling classrooms so full. Stop asking the moon of teachers and then treating them with very little respect.”

Emerging Survey Top Themes: What should we do less of?

5. Less Testing*

“Testing students in every grade every year. A system of alternating grades or school districts would allow for more engaging teaching methods and less pressure on students and teachers while still collecting data to assess learning around the state.”

“Too much mandated testing from all levels - federal, state, and school district. Not only does this use up teaching time and resources, but it creates stress for the students, teachers, and places too much weight on subjects that are tested, resulting in a lot of teaching to the test.”

6. Learning Environments and school climate

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

7. Grade Level and Graduation Requirements and Transitions Beyond High School

“Allow or create a second set of graduation requirements for vocational students. Allow vocational courses to have the same weight as academic courses for graduation requirements. Improved vocational training opportunities so that they are more rigorous and relevant to the career choice of the student.”

*“Less Testing” was a theme in both “...do more of” and “...do less of”



Partner Agencies and Organizations: Partner Board Presentations

- [Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#) (see pages 16-35, [2018 Report](#), and [Cultural Competence Training & Family and Community Engagement Needs for Community Truancy Boards](#));
- [WSAC Presentation](#), and [2017 Roadmap Report](#);
- [Workforce Training Board Presentation](#) and [Talent and Prosperity for All Report](#);
- [CISL](#)
- [Career Connect Washington](#)
- Educator Panel Presentation [One](#) and [Two](#); Washington Education Association
- [Commission on Hispanic Affairs](#)
- [Governor's Office of Indian Affairs](#)
- [Office of the Superintendent of Public Instruction](#)



Partner Agencies and Organizations: Partner Board Presentations

- [Private Schools \(WA Federation of Independent Schools\)](#);
- [School Safety Panels](#): Washington State School Directors Association / [ESD 105](#) / Office of the Education Ombuds (school safety); ESD 101 / North Central High School (safety); [OSPI](#)
- [South Central STEM Network ESD 105](#) / [South Central Washington STEM Network \(NGSS\)](#);
- [Department of Children, Youth and Families \(DCYF\)](#)
- [Spokane Public Schools Charter Schools](#); [Charter School Commission](#);
- [Professional Education Standards Board](#); [Paraeducator Standards Board](#);
- [Expanded Learning Opportunities Council](#)



Partner Agencies and Organizations: Partner Outreach

WSSDA Regional Meetings; WASA Meetings; AWSP; Legislators and Staff, Governor's office, OSPI, PESB, EOGOAC, Career Connect Washington; STEM Alliance; Learning First Alliance; WSPTA; WEA; State School Safety Council; Charter School Commission; Partner Agency meetings; ESD and District Meetings; First Robotics; Postsecondary Education Partners; Washington Council for High School College Relations; Counselors at the Spokane and Olympia Summer Counseling Conferences; and many others...



Key Themes Emerging from Partner Feedback

- Direct resources to students with the most need
- Support policies, programs, and systems that will close the opportunity and achievement gaps by addressing inequity, bias, and systemic racism
 - Student Discipline policies
 - Recruiting and training a more diverse pool of teachers and administrators that better reflect the communities they serve
 - Improved training and ongoing professional development in cultural competency
 - Encourage innovation in breaking down entrenched and archaic educational structures contributing to institutional racial inequities.
- Standards, Assessment, Course Requirements
 - Maintain commitment to rigorous standards and courses that prepare students for college and career
 - Add flexibility to support pathways that would allow students to focus on their personal, career, and academic goals and aspirations
 - Provide greater opportunities and alternative approaches for students to demonstrate what they know and are able to do (e.g. competency based models; work integrated learning, etc.)
 - Ensure equitable opportunities for students access to accelerated coursework; preparation for STEM; and authentic experiential learning opportunities
 - Encourage culturally relevant curriculum and assessment opportunities

Key Themes Emerging from Partner Feedback

- Support student well-being by promoting safe schools; mental health supports; social-emotional learning; equitable discipline policies.
 - Encourage and support school structures contributing to “wraparound services” as a means to diminish racial and socioeconomic inequities.
- Educator quality is essential to student success
 - Grow-your-own models can be effective approach to recruiting a more diverse teaching force
 - Need for intentional induction and ongoing professional development

Preparing for September

- Board Member Survey – Available no later than August 13, 2018; closes on August 20, 2018
 - Rank Issues for the Board to Address
 - Add issues you would like considered during the retreat
- Retreat Activities:
 - Affirm Mission and Vision
 - Explore Board Values
 - Establish Goals
 - Apply Equity Lens to priorities
 - Connect priorities to areas of responsibility
 - Define Board Actions and Initiatives
- Resources:
 - Feedback Summary
 - Priority Vignettes
 - Initiative Briefings and Menus



What to expect during the retreat

- Facilitated small group discussions
 - Mission, Vision, Values
 - Application of Equity Lens
 - Connection to Board Responsibilities
 - Each Board member will be asked to be a “table captain” for a particular topic
 - Staff will provide brief orientation on the role of the table captain – essentially you will act as the table facilitator. Staff will also be present to take notes and offer clarification, expertise, or other assistance.
 - Table captains will remain at the table with the designated staff person.
 - Other Board members will rotate between tables and topics every 15 minutes. Members will not be on the same rotation so the same group should not be at the seated together in subsequent rounds.
- Full Board discussions
 - Debrief of small group sessions
 - Establishing Goals
 - Defining Board Actions



Preparing for September

Agenda - September 11

- Board Member Roles
 - Duties
 - Norms
- Vision, Mission, Values
- Student Presentation
- Data Review – Indicators of System Health
- Strategic Plan Goals

Agenda - September 12

- Development of Board Action Items
 - Accountability and Support System (RAD)
 - Diploma Requirements
- Discussion of Priorities
 - Stakeholder Feedback
 - Discussion of Priorities
 - Connection to Board Duties
 - Potential Legislation

Agenda - September 13

- Strategic Plan wrap up and next steps
- Other business items

Outcomes for the retreat

- Board affirms or modifies the mission and vision,
- Board establishes agreed upon values, and
- Board provides staff sufficient direction on strategies and priorities to prepare a draft of the strategic plan.



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THE WASHINGTON STATE BOARD OF EDUCATION

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

SUMMARY OF THE YAKIMA, SEATTLE, AND SPOKANE COMMUNITY FORUMS

Prepared for the August 2018 Board meeting

Overview

In spring and summer of 2018, the Washington State Board of Education (SBE) hosted a series of community forums to solicit input on the highest priority issues to be addressed in the SBE 2018 strategic plan. The forums were held in Yakima (May), Seattle (June), and Spokane (July). The Spokane forum was co-hosted by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). Board members and staff participated in the forum discussions, and served as facilitators and notetakers at each roundtable discussion.

One hundred and three participants, plus SBE members and staff, attended the forums. The July forum was also attended by EOGOAC members and staff. Participants were encouraged to share their perspectives on hopes and aspirations for students, as well as broad barriers to success. The bulk of the forum time was devoted to discussions of the participants' suggestions for state and district-level strategies to overcome barriers and to increase success for all students. These strategies were included (verbatim) in individual summaries of each forum.

The suggested strategies for improvement from all three forums are summarized below. The following broad themes emerged across the three forums:

1. Student well-being
2. Communication and connections between schools, families, and communities
3. Learning environments and cultural competency
4. Systems, structures and policies
5. Early learning and pre-kindergarten
6. Grade-level and graduation requirements, and transitions beyond high school
7. Funding

Across all the forums participants shared concerns and suggestions for change which would afford all students the same opportunities to be safe, to be engaged in learning, to achieve high educational standards, to be taught by culturally-competent and well-trained educators, to achieve the students' self-defined educational success, and to be prepared for a pathway beyond high school, regardless of which school they attend.

Themes

1. Student well-being

Students need individualized guidance, as well as instruction, to achieve their goals for high school graduation and beyond. They need to have a sense of belonging in the school community, to include having their voices heard in parent/teacher/student conferences and in school climate surveys. Students need an opportunity to become community leaders, especially within their schools and districts.

Students need learning environments that are safe and supportive, both physically and psychologically. Many students are struggling with trauma and stressors such as bullying, violence in their neighborhoods or homes, inadequate housing and food, drug abuse, suicide, and poverty. Students need increased access to staff and community providers who can specifically address these challenges, as well as mental health issues. Staff and educators need training to support all students. Students and families need support beyond that which a classroom teacher typically can provide.

A few examples of participant suggestions for improving student well-being include:

- "Mentors/advocate for students to help them navigate school, career options, social emotional development. Help kids on different paths – 4-year, 2-year, vocational, etc."
- "School climate surveys and use of data to improve practice."
- "Integrated student support. Mental health, ACIS [Assessment and Crisis Intervention Service], MTSS [Multi-tiered System of Support], nurses, teacher training and support, and more."
- "Social emotional 'soft skills' in early elementary."
- "Teaching students to intervene, and advocate for other students."
- "Have the school environment be warm, friendly, and especially safe."
- "More counselors, more community engagement coordinators, more nurses, more social workers."

2. Communication and connections between schools, families, and communities

Students need a cohesive education system, with coordinated efforts and support from family, schools, social and cultural communities, and employers. This requires development of intentional strategies to engage all parties.

Students and families need clear communication to make informed decisions about education and career pathways. Likewise, school administrators and state leaders need to understand the needs of the students and families across the state to enact policies and support processes meeting those needs. Students, families, cultural communities, and educators from the classroom and administrative levels all have a role in communicating expectations, questions, and support for student success.

Moving beyond communication to collaboration requires relationship building. To develop connections beyond communication of expectations and requirements, and further strengthen support systems, educators must meet with students and families in their communities, as well as welcoming parental and family involvement in the school. Developing strong connections amongst these various contributors to the conversation requires consideration of language and cultural differences, as well as awareness of and appreciation for the unique demographics of each district.

Each district will have distinct needs regarding culturally-relevant communications and policies. Multilingual communications are required in many communities. Schools should be specific in

communications about who to contact for specific information or assistance, and what parental involvement is encouraged and supported.

A few examples of participant suggestions for improving communications and connections include:

- "Family and community engagement that meets them where they are (tribes, churches, community centers, events)."
- "Descriptive, skills-based report cards."
- "'Natural leaders' programs for parent engagement."
- "Bring the knowledge of life possibilities to rural and isolated communities."
- "Encourage volunteerism."
- "Add parental outreach coordinators or develop natural leaders from the community to serve as interface for families with schools."
- "Whole spectrum schools. Gender-safe, LGBTQ, cultural competence, accurate history of US."

3. Learning environments and cultural competency

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Students need teachers who are prepared to teach all of their students, using culturally, academically, and developmentally-appropriate methods, without bias. Teachers need innovative pre-service training, mentoring, and career-long professional development to continue to meet the needs of the changing demographics of their students – and to prepare students for the changing world in which they will be learning and working, beyond high school. Educators and staff must be culturally competent.

Students need teachers who are well-prepared for the highly diverse needs of their students. This may include bilingual skills and skills in teaching English Language Learners, as well as broader skills in identifying resources for students with specific needs such as language-based disabilities (an example is dyslexia).

Teachers and staff need ongoing preparation and support to create innovative, contextualized learning environments that incorporate technology and up-to-date research on assessment, teaching and learning methods. Facilitating learning and assessing student achievement using multiple methods (such as Universal Design for Learning) to meet students' needs requires flexibility, time, and expertise; teachers and staff need training from career preparation and throughout their careers to provide this type of learning environment.

Students who have an interest in education as a career should have a clear pathway, from advising and support from career-connected learning in K-12 to entry into pre-service programs. The phrase "growing our own" was heard in reference to encouraging the pathways of our students who want to become educators in their own communities.

A few examples of participant suggestions for improving teacher preparation and professional development include:

- "Promote teaching as a career earlier in the school system."
- "Mentorship for teachers."
- "Serious, intentional strategies to recruit and retain teachers of color."

- "Develop capacity for students to graduate from HS fluent in two languages, which means dramatically increasing the number of trained, bilingual teachers.
- "Improve teacher prep to include cultural competency and teaching in diverse classrooms."
- "Educator prep programs teach culturally explicit methods."

CURRICULUM AND LEARNING ENVIRONMENT

Students need individualized instruction and support to meet their academic and social-emotional needs. A well-educated student needs a broad range of courses, taught in a manner that is suited for the student's individual learning preferences and abilities. Students should advance in each subject at a pace appropriate for the individual student. That is, the student may advance more quickly in some subjects than others, resulting in multi-age classes.

Students need problem-based learning environments that connect knowledge and skills to the students' career and other interests. Curriculum should include contextualized learning, including projects, civics, and study skills.

Students should be actively engaged in discussions of how their education is benefiting them, and should also have opportunities to voice their experiences of barriers that are inhibiting their success. Students should be active participants in planning, understanding, and taking ownership of their educational pathways.

A few examples of participant suggestions for improvement include:

- "Study and success skills for all students - elementary, MS, & HS, so they can be more successful as they advance."
- "Active project learning. More arts. Create, perform, present, respond. Meaningful, transferable, engaging, students are stars!"
- "Teach civics. Make it part of education process."
- "Interweaving (interdisciplinary) classes/grade levels (so student could be in 3rd grade math and 7th grade reading). Open classrooms to work as fast/as slow as you need to."
- "Integrate career-related information and exposure into high schools so young people have clearer understanding of possible careers and what's required in those different career fields."
- "Shift in language around CTE: 'raise the trades'."
- "Encourage students to find their passions, as well as career path; and bolster their path."
- "More internship and work-based learning. More hands on experiences."

4. Systems, structures, and policies

Students need systemic support and education - without bias. Structures, policies and practices must support all students, eliminating systemic bias, barriers and inequities in education opportunities. Students in all districts and all classrooms should have educational opportunities to meet their needs.

A structure which assumes a loss of momentum and a need for re-learning - at every grade - is not optimal. Examining the current structure of the annual school calendar, the daily schedule, and the way achievement is measured (competency versus hours of attendance) through a lens of equity and an eye for college, career, and life requirements is required. In addition, other structures, including

transportation schedules and limitations, should meet student needs to be fully involved in their school-community, including extracurricular activities.

A few examples of participant suggestions for improving systems, structures and policies include:

- "Examine systemic institutional barriers that lead to racial inequity."
- "Blow-up – figuratively! "Common School" model. Research and implement successful models."
- "Study effects/impact of "local control." Is it working or not?"
- "More balanced use of the calendar year to minimize learning loss."
- "Transportation options that go beyond getting kids to/from school. For instance, support for getting to appointments and flexible bus systems for mobile students."
- "Stop using "WA is a local control state" as an excuse! We have to have some state sponsored systems to combat inequality in small to large district opportunities."
- "Through state policy, deregulate schools to allow a district to devise a school structure and plan to meet students' needs in today's and tomorrow's technology driven economy."

5. Early learning and pre-kindergarten

Families are the first teachers. Developing habits of lifelong learning begins at home. Support for parents and children in the pre-kindergarten years is important to give each child the greatest opportunity for success in school. Outreach to children and their families should begin early on, with home visits and early learning access in local neighborhoods.

Students need to begin school with every opportunity for success. High-quality preschool should be available to all students. Access to pre-K education should not be limited by income or location.

A few examples of participant suggestions for improving early learning include:

- "Home visiting programs for all families with young children."
- "Early interventions. ECAEP. Early mental health identification."
- "Access to early childhood education for ALL students - provide transportation."
- "Improve quality of preschool."

6. Grade-level and graduation requirements, and transitions beyond high school

Students can show what they know and what they can do through a variety of means. State policies which allow for flexibility in assessing a student has met standards - such as awarding credits for demonstrated competence to meet grade-level and graduation requirements - should be expanded.

Graduation requirements – including all alternate pathways – should be communicated clearly to students and families. Students and families need to understand why the 24 credit graduation requirements are important, and how the required coursework relates to the student's career and post-secondary plans. Dual credit opportunities or other post-secondary transition opportunities should be available to all students.

Student pathways toward their chosen careers should be clear of barriers at the transition from high school to colleges, technical training, or jobs. The High School and Beyond Plan (HSBP) can be an effective tool to guide the student's course and curricular activities planning. The HSBP should be

incorporated into student planning at an earlier point and be used as a guiding document to support a successful transition to a student's next steps after graduation. The HSBP should be electronic and portable to actually be used after high school, for college and career purposes. High School and Beyond Plans can be strong tools for planning and supporting students' success in their individual pathways. All students should be supported in taking ownership of their dynamic High School and Beyond Plan and using it as an ongoing guide and expression of their personal aspirations.

Examples of participant suggestions for improvement include:

- "Standards based promotion vs. "grade level" promotion (promote when they are ready)."
- "Re-evaluate the 24-credit diploma. Can there be options. Medical issues/trauma, etc."
- "Look at articulation of credits to higher ed – why does the transition have to be so difficult and different at our state institutions?"
- "Graduate requirements need to match post-secondary success."
- "Better identify and clarify options and support for meeting graduation requirements."
- "Consistent, quality implementation of the HS & Beyond Plan. Connect it to families, higher ed, employers, other stakeholders."
- "'Running Start' type pathway for transition-eligible students with disabilities. Or, ability to use Running Start dollars for college-based transition programs."
- "State-level policy and oversight to ensure HSBP is an effective student tool."
- "Robust guidance for students and their post-high school plans."

7. Funding

Students need adequately funded systems of support. Funding should be needs-based to accommodate differences in individual students, schools, and districts. Funds should be used to provide equitable opportunities for students to participate in accelerated learning programs, arts, ELL and special education programs, among other programs. Additionally, the mental health issues and other trauma-related issues that affect a student's ability to learn require a commitment of additional funding for staff and training. Needs-based funding may provide for teacher professional development, education support staff, social workers, counselors, nurses and others who are critical to supporting student success.

Students' access to education opportunities and support should not be determined by the location of their residence. Small, rural and low-income schools struggle to meet the needs of their students with the funding they are allotted.

A few examples of participant suggestions for improving funding for K-12 education include:

- "Pay teachers well."
- "Fund the arts."
- "Advocate legislature for a true student needs-based funding system."
- "Equitable funding. Equitable resource distribution."
- "Re-vamp school funding to disconnect it from "seat time" (proficiency)."
- "Increase funding through collaborative grants between school districts and other entities w/same missions like CIS [Communities in Schools]."



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SUMMARY OF THE SPOKANE COMMUNITY FORUM

Prepared for the August 2018 Board meeting

Overview

The Washington State Board of Education (SBE) and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) co-hosted a community forum on July 10, 2018, in Spokane, to solicit input on highest priority issues to be addressed in the SBE 2018 strategic plan. Thirty-four participants attended the forum, plus SBE and EOGOAC members and staff.

SBE and EOGOAC board chairs opened the meeting. Board members and staff participated in the small group and full group discussions, serving as facilitators and notetakers at each roundtable discussion.

Participants were encouraged to share their perspectives on hopes and aspirations for students, as well as broad barriers to success. They were also asked to share their suggestions for state and district-level policies and strategies to overcome the barriers they identified.

The following themes regarding strategies to overcome barriers were noted in the discussions, staff notes, and participant-written suggestions:

1. Teacher preparation and professional development
2. Curriculum and learning environment
3. Early learning
4. Graduation and transitions beyond high school
5. Systems, structures and policies
6. Family, student and community engagement

Themes

TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Students need teachers who are prepared to teach all of their students, using culturally, academically, and developmentally-appropriate methods, without bias. Teachers need innovative pre-service training, mentoring, and career-long professional development to continue to meet the needs of the changing demographics of their students – and to prepare students for the changing world in which they will be learning and working, beyond high school. Students who have an interest in education as a career should have a clear pathway, through advising and support through entry to pre-service programs.

Examples of strategies provided by participants include:

- “Promote teaching as a career earlier in the school system.”
- “Mentorship for teachers.”
- “Serious, intentional strategies to recruit and retain teachers of color.”
- “Required PD on anti-bias”

CURRICULUM AND LEARNING ENVIRONMENT

Students need individualized instruction and support to meet their academic and social-emotional needs. A well-educated student needs a broad range of courses, taught in a manner that is suited for the student's individual learning style. Students and families need more support beyond that which a classroom teacher provides.

Examples of strategies provided by participants include:

- "Encourage students to find their passions, as well as career path; and bolster their path."
- "More counselors, more community engagement coordinators, more nurses, more social workers."
- "Break mold of white privilege, institutional racism, teacher diversity"
- "Have the school environment be warm, friendly, and especially safe."

EARLY LEARNING

Students need to begin school with every opportunity for success. High-quality preschool should be available to all students.

- "Pre-K education opportunities for all students. Start them all w/same skills."
- "Full access for all students to early education."
- "Improve quality of preschool."

GRADUATION AND TRANSITIONS BEYOND HIGH SCHOOL

Students can show what they know and what they can do through a variety of means. Flexibility is needed in graduation requirements. Student pathways toward their chosen careers should be clear of barriers at the transition from high school to colleges, technical training, or jobs. Graduation requirements – including all alternate pathways – should be communicated clearly to students and families.

- "Shift in language around CTE: "raise the trades.""
- "Re-evaluate the 24-credit diploma. Can there be options. Medical issues/trauma, etc."
- "Look at articulation of credits to higher ed – why does the transition have to be so difficult and different at our state institutions?"

SYSTEMS, STRUCTURES AND POLICIES

Students need systemic support and education - without bias. Structures, policies and practices must support all students, eliminating systemic bias, barriers and inequities in education opportunities. Students in all districts and all classrooms should have educational opportunities to meet their needs.

- "Examine systemic institutional barriers that lead to racial inequity."
- "Blow-up – figuratively! "Common School" model. Research and implement successful models."
- "Study effects/impact of "local control." Is it working or not?"

FAMILY, STUDENT AND COMMUNITY ENGAGEMENT

Students, families, and schools must work together to support student success. Communication and connections between schools and families require intentional strategies and consideration of language and cultural differences in the community.

- “Bring the knowledge of life possibilities to rural and isolated communities.”
- “Find ways to engage parents – outreach and activities.”
- “Encourage volunteerism.”

DRAFT

Appendix A

Table facilitator notes

Notes provided by SBE and EOGOAC members and staff, summarizing small group discussions.

TABLE 1

Hopes and Dreams

- Appropriate education – match student needs
- Options – prepared for choice (pathways)
- Hopes and dreams honored/not diminished/supported
- Challenge of high stakes assessment – percent too low, how to help
- Connect to students' experience
- Contextualize student learning to standards
- Other needs/besides academics (cultural context) that influence academic success

Barriers

- Obsession w/test scorers (test that prevents grad.)
- Teacher quality /experience/time/assignments
- Individuals' bias (institutional bias?)
- Funding w/equity in mind
- Punishments that are inappropriate/unfair (zero tolerance)
- Grad/mindset - rite of passage
- Adult decision – fixed mindset
- Inadequate funding - \$ directed to what end?
- Self-policing, by institutions (best interest of kids?)

Strategies

- Delinking assessment from graduation
- Strategies for family engagement must be contextual, but based on knowledge/belief (best practices)
- Pre-service teacher ed includes "tools" - P.D. know/use with fidelity
- Multiple pathways
- Encourage innovation...idea implementation continuous improvement
- Find what kids/parents care about/connect with
- Recipe for success
- Attendance penalties
- Community engagement
- Structural support for broader engagement
- Formalize volunteer programs (e.g. city govt) with schools
- Stay the course...
- Shift admin focus to CIA from bargaining
- Quality research/integrity in data collection – translate into implementation

Other notes

- Diverse communities
- Increase clarity of common vision

- Purpose – policy – program – practices – partners
- Awareness – desire – knowledge (know) - ability (do) - reinforce
- Be patient with ourselves as we grow from our collective expertise

TABLE 2

Hopes and Dreams

- Meaningful choices for graduates - opportunity to explore and realize full potential --options and choices
- Equal opportunity to
 - Explore passion and interest in high school
 - Kids need to develop confidence to know what path to take
 - Kids supported by schools - schools have the power to be a place that supports kids -- not happening for all kids.
 - Addressing learning challenges - need to get kid to 10th grade
 - Need a chance to explore and work on things they are good at -- play to strengths
 - Restructure the way schools work - learning environments that meet the needs of kids (e.g. kids that learn hands-on).
 - Put technical education programs back in schools
 - Every child can have pre-k education -- every child should have pre-school
 - [question - where does the funding come from for local pre-k programs?]
 - Opposition to head start in Spokane SD
 - Gap between how teachers are prepared in COE and what is needed in schools - more communication between higher ed and schools.
 - Mentoring
 - Learning practice
- Teachers and parents on the same page about student experience
- Requires more PD -- intentional focus
 - Need to look at ED TPA - teacher candidates complete the same time they are doing student teaching -- not reasonable to do those concurrently.
 - Classroom Aid for teachers -
 - How to capture wisdom from senior teachers
 - Teacher aid / teacher academy program

Barriers

- Need better transition between K12 and higher education -- more cooperative talking between the two. Higher ed requirements may add barriers
- Consistency in AP
- 2 vs 3 years world language
- Dual CTE requirements - how to educate higher education on those requirements

Strategies

- Longer student teaching exposure; need more recognition of PD and time that teachers spend working with students

- \$\$ / credits for student learning
 - Schools focused on shoving all kids to college -- need to give teacher and students opportunities for hands on training -- counselors attend career events in the trades
- Better pre-screening process to connect kids to career events
- Skills center good resource - but not getting teachers from academic areas or counselors
- Some barriers with employers - need to change the perception in the industry
- Need to be smart to be in the industry
- Teach work ethic; importance of being on-time; work every day
- Reevaluate the 24 credit diploma
 - Fail one class
 - Long-term suspended
 - Education piece for parents / PP
- Alternative learning experiences - what do we do for the kids who are behind? - alternative course not equivalent.
 - After school / summer -- punish the kid with school - creates a negative association
- Funding focused on performance -- leads to more focus on what can be measured... should emphasize what we value not simply what we measure
- 24 credit as "next testing barrier"
- Change structure of school so you're not limiting their options / interests
- Schools could function better without just focusing on tests
- Move language back to middle school (starting in 6th or earlier)
 - High school level to meet requirements
- More access to early learning - learn through play etc...Enrichment that occurs outside of the classroom important to the whole person development... tends to be local responsibility
 - Funding model need to look at enrichment in addition to basic education

TABLE 3

Hopes and Dreams

- Giving all students choices – opportunity to explore so they know they have choices – passions and interests
- All develop confidence to know what they want to do
- Every child could have opportunity to attend preschool
- Every child has a well-prepared teacher
- Seamless cooperative transition K-12 and higher ed

Barriers

- Lack of soft skills being taught – on time, chronic absenteeism
- Unequal opportunities
- Unaddressed learning problems
- Recognition that "it's not about trying harder"
- School space issue
- Convincing parents of the need to make structural changes in program K-6, K-5
- Disconnect between school and home in making changes
- Graduation requirements are different at each
- Public colleges

- Honor time of mentor teachers \$
- All schools need to do the same level of HSBP
- All programs seem to be "deficit" types of activities

Strategies

- Bring trades back into schools
- Early interventions in learning disabilities
- Restructuring the ways schools teach
- Professional development for teachers to learn how to work with a variety of learning styles
- Impact teacher preparation programs. Look at ED-TPA
- H.S. need to quit pushing college for all
- Revisit all of the requirements made for teachers
- Mandate counselors attend career/skills events – making job too cumbersome
- More paraprofessionals in classrooms
- Develop teaching academy program
- Re-evaluate 24 credit
- Skilled trades need mentorship protege
- Need to change perception of the trades
- Parents need to understand personal pathways, 24 credit...it's all very confusing.
- Provide alternative learning experiences for students when they are [phrase ends]
- Place emphasis on what we value, rather than on what we measure and have the funding follow it

TABLE 4

Hopes and Dreams

- Learn to trust and rise above
- Learn to work through abuse issues
- Disrupt school to prison pipeline, discipline/opportunity
- Background knowledge to thrive in day-to-day life, understand different view
- Break mold of white privilege, institutional racism, teacher diversity
- Equity, opportunity to succeed, civics education, connecting/identifying.

Barriers

- No Native American role models, children do not see themselves in the school.
- Lack of opportunity, not knowing what is possible
- Superintendents/boards not educated in 21st century needs, not a priority
- Institutional resistance to change, not exposed to options
- Not teaching curricula
- Top down cultural competency training/should be bottom up
- Not knowing what is possible, not exposed to options, top down system with district/school leaders educated in outdated system.

Strategies

- Teach curriculum appropriately
- Flexible learning opportunities/flexible grad requirements/3 day class 2 day internships and other
- Educational audit – Native American history (e.g.) - auditor exception

- Discipline rates down but much disproportionality (shared responsibility by school/community/etc)
- Student advocates – get students what they need
- Early enrichment
- High school and beyond planning

TABLE 5

Hopes and Dreams

- Career opps & economic success
- Safety (shootings, culture, bullying)
- Equitable academic/enrichment opportunities – exposure
- Confident thinkers & self-assured. Know their worth.
- To experience "why" things happen. Learning and repeating the processes. Critical innovative thinkers.
- Learn to ask probing Qs
- A person's disability doesn't define them
- Graduate equipped to thrive in our tech-advanced world
- Feel valued and respected
- Fulfill individual potential
- Capable and competent to give back to the community
- Staying healthy (mental, physical)
- Develop kindness and compassion surrounded by supportive educators who are supported themselves
- Develop creativity; arts and STEM nurtured
- Joy
- Academic foundation of skills for ongoing development
- Be happy and secure in their skin
- Able to identify and achieve personal definition of success

Barriers

- Adult biases in system include artificial stresses
- Poverty
- Lack of adults in system who represent students of color
- Curriculum not relevant to students of color
- Burnt-out educators

Strategies

- Required PD on anti-bias
- More/multiple pathways to succeed
- More resources: \$
- Recruit, prepare and hire more POC
- Reform pedagogy and COEd, including Birth to 8
- Integrate program silos and resources
- No excuses!

TABLE 6

Hopes and Dreams

- Meet kids where they are and advance them no matter if gifted or not
- Options provided and prepared and not just 1 path. Give them choices
- Hopes and dreams honored and not diminished
- Not let down by teachers/staff
- Succeed (w/hope and love) pushed to succeed
- Math education
- Grad rates – kids pushed through w/o doing well on assessments
- Provide environment where experiences are integrated
- Curriculum where they see themselves and better educate teachers and prepare for changing demographics
- Place – align w/standards and what they need to learn. Students need emotional support and academic support.
- Social emotional learning – things are coming up. Cultural education. Looks at indicators.
- Kids leave and still want to learn/not having bad experiences
- Confident, creativity, kindness, joy, academics
- More individual attention
- Teaching life skills
- Meeting needs of students w/special needs, undiagnosed
- Equity and opportunity to connect and identify in schools
- Safe classrooms
- Inclusion environment for students to connect with each other
- Access to quality education – including special needs
- Greater personalization
- Supporting students in going to college or career
- Create multiple pathways for students and those who have barriers

Barriers

- Obsession w/test scores
- Find solutions so kids can learn – discover
- More investigation into barriers – find root causes
- More student learning sensitivity
- Making adult centered instead of child-centered
- Humiliating children – not letting them walk through graduation
- Not having a sense of urgency to fix problems
- Fixed mindset – that there's only one way to teach or show competency
- Inadequate funding
- In-house attorneys – self-policing – self policed state agencies
- Not knowing what's possible
- Top down system of school and district leaders
- School safety issues – bullying
- Relationship building
- Difference in local control
- Parents having to move

- College Career Paradigm is a problem
- State funded but locally controlled obsession takes additional resources

Strategies

- More speech pathologists and training for teachers in grades 1 and 2 to recognize unidentified communication difficulties in children and "at-risk" students
- Stop allowing self-policing – look at who school attorneys are – should be AG.
- Access to community college
- Flexible work hours
- College Bound Scholarships

TABLE 7

Hopes and Dreams

- Teachers can reach out to all kids. Meet each student's needs before a behavior happens. Each child is cared for and given equal opportunity for education. (Inclusion for all students/teach the individuals, not the class. PD is needed. Her youngest deals with bullying.)
- Each child leaves school with tools for a meaningful life: part of community/has friends/has a job. This falls into education for the staff.
- Accept every child and put a child in general education if appropriate (law says: least restrictive environment.) Need to teach grade level material modified to meet their needs.
- Look at all my classmates and know everyone's getting the help they need/that we can support each other. /Support system/Building relationships/Building time into the day
- Overhaul so that SROs and counselors are available to students who need them.

Barriers

- Getting away from the person/teaching the person
- Students don't know how to communicate with each other/don't have the time to do so
- Lack of PD for educators (still doing things how we did them 50 years ago down to the bells)
- SD policy and procedures and barriers – boilerplate IEPs/meetings
- Fear – not feeling safe in schools
- Parent/school communication, lack of relationships
- Community should be included in education

Strategies

- Teaching SEL
- One dedicated full-time person to be available to help students with their emotional needs
- Open coffee for parents/guardians with a principal at Starbuck's once a month
- Interweaving (interdisciplinary) classes/grade levels (so student could be in 3rd grade math and 7th grade reading). Open classrooms to work as fast/as slow as you need to.
- In WA, to become a teacher, you take one class in special needs. Need to take more.
- Utilizing peer support in the classroom. Teaching teachers how to modify (and keep the rigor). Giving teachers the tools they need to be successful. More PD. Time for teachers to collaborate.
- Praising kids at the time they make good choices.
- Teach your students, not the class (have schools individualize education)

Appendix B

PARTICIPANT SUGGESTIONS

Transcription of suggestions offered by participants, grouped into common themes.

Teacher preparation and professional development

- Look at CTE: funding the requirements for CTE programs. All require CTSOs and the funding of these becomes very challenging.
- Promote teaching as a career earlier in the school system.
- Required PD for school staff (anti-bias, anti-racist)
- Professional development appropriate for their certificate.
- Mentorship for teachers.
- Train teachers in developmentally appropriate practice.
- More teacher training for gen-ed teachers on learning disabilities!
- Stop letting Pearson decide who will become a teacher – less focus on EDTPA and more on building skills.
- Serious, intentional strategies to recruit and retain teachers of color.
- Remove clock hour and replace w/true professional development.
- Not enough focus on innovation. Teach staff about bias and retaliation. Strategize.
- Cultural competency training for teachers, staff, and administrators.
- Provide additional professional learning days.
- Teacher training for ACES (trauma) soc/emotional.
- Professionalize teacher – time for collaboration – year 'round school.
- Equity-based teacher ed, curriculum, teaching strategies, school management. * cultural relevancy and context.
- Preservice education programs content/outcomes/performance expectations
 - Coordination among all higher ed institutions involved in teacher preparation in Washington State
 - Pre-service
 - 5-year guided internship/mentoring once teachers hired in school districts.
 - Continuing, focused teacher education (after 5 years)
 - Fundamentals of teacher preparation.
 - Content knowledge
 - Pedagogical content knowledge
 - Diagnostic, formative, summative assessment practices
 - Lesson design practices
 - Classroom management
 - Research applications from cognitive science and learning sciences

Curriculum and learning environment

- Smaller class sizes, especially for new teachers, and mentor teachers to work with them.
- Teaching to meet the students' needs.
- Increased personalization or customization of education.
- Encourage students to find their passions, as well as career path; and bolster their path.

- Include life skills. Financial, resume, interview skills (I could go on and on). This class instead of a fine arts class.
- Teach civics. Make it part of education process.
- Teach what value really is.
- Don't forget or eliminate the arts and sports! Kids enjoy both.
- Contextualize math etc.
- Funding for enrichment programs could also be evaluated. Is this something that could be done at a state level.
- Fluidity in the correlation between common core and grade/age.
- More speech path at 1-2 grades.
- Improve 3-8 services and care.
- Meeting the needs of the whole child is a teaching strategy that does not depend on color/race, gender, econ status, location, life experiences, health.
- Protect and celebrate whole child through relationships.
- Measure soc/emotional as vigorously as academics with interventions for both.
- Apply inclusive pedagogy/culturally responsive pedagogy in classes.
- Note – inclusion is not just a "special ed" thing.
- Teaching and implementing inclusion - (not a place) meet the needs of each student – socially, emotionally and academically.
- Assessment problem – change that. Diversify teaching method – at university level.
- Have the school environment be warm friendly and especially safe.
- (student) I have had a hard time finding a program that has higher level work like general ed work and has a special ed setting. Also I have a hard time feeling safe in the school setting because I have disabilities that are misunderstood and are thought of as a bad thing. I would like there to be multiple assemblies to help the students with disabilities feel safe by presenting information about disabilities and ways they can help students feel safe and welcomed to talk or participate in school activities. So disabilities are understood and thought as a normal thing.
- Family support workers in every school.
- More counselors, more community engagement coordinators, more nurses, more social workers.

Early learning

- Pre-K education opportunities for all students. Start them all w/same skills.
- Early learning Pre-K.
- Full access of all students to early education.
- Improve quality of preschool.

Graduation and transitions beyond HS

- No cost strategy: Identify HS alumni who can be highlighted for post HS success.
- Shift in language around CTE "raise the trades."
- I counted college the word 20 times how about "technical school?"
- Re-evaluate the 24-credit diploma. Can there be options. Medical issues/trauma, etc.
- Look at articulation of credits to higher ed – why does the transition have to be so difficult and different at our state institutions?

Systems, structures and policies

- Examine systemic institutional barriers that lead to racial inequity.
- Require all districts to draft/implement an equity policy.
- Recruit and retain teachers of color.
- Blow-up – figuratively! "Common School" model. Research and implement successful models.
- Useable data for frontline educators to influence/improve practice.
- Study effects/impact of "local control." Is it working or not?
- Eliminate public employee unions.
- Change our system from the one devised in the 19th century to one fit for the 21st century – schools aren't factories.
- Before students can be ready to learn, their basic needs must be met. Braid existing funding used for needs assessments with local and statewide efforts.
- Be consistent in approach to teaching – not changing all the time.
- Useable data for teachers.
- Need data about access to internet or computers/printers.
- Be specific and consistent in data collection by admin.
- Invest in infrastructure. Get workgroups to strategize how to do this.
- Legislators fight for a state tax! If we want services we need to pay for them!

Family, student and community engagement

- Use and expand upon student advocates toward a community health worker model to address social determinant of health needs.
- Bring the knowledge of life possibilities to rural and isolated communities.
- Engage immigrant parents who might not have a clear understanding of the U.S. education system.
- Language barriers fed \$ for migrant population.
- Find ways to engage parents – outreach and activities.
- Encourage volunteerism.



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MEMO ON TEMPORARY WAIVER FROM 24-CREDIT GRADUATION REQUIREMENTS

Prepared for the August 2018 Board Meeting

Policy Considerations

Does the application for temporary waiver from 24-credit graduation requirements provide the information and documentation required by law?

Overview of Waivers

- Temporary Waiver from 24-Credit Graduation Requirements
 1. Kent School District requests a temporary waiver for the Class of 2019 and 2020, thereby requiring implementation for the Class of 2021.

Temporary Waiver from 24-Credit Graduation Requirements

Does the application by Kent School District for temporary waiver of graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.

Kent School District requests a temporary waiver from 24-credit graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. Kent School District notes that it is on a six-period day, currently requires 23.5 credits for graduation but not in the same subject areas as the 24-credit requirements, and has a need for additional opportunities for students to earn credit. The largest impediment to implementation is the district's uncertain financial situation. The district will review data on course enrollment, grades, and credit recovery to identify patterns in course failure. The district will then identify bell schedule options to implement the 24-credit requirements. The district also plans to develop credit recovery, summer school, and dual credit options. The district's Executive Cabinet will discuss bell schedule options including financial considerations such as a staffing, transportation, professional development, and contractual obligations. The district submitted all of the required documentation for this waiver request.

Action

The Board will consider whether to approve the request for an extension of the temporary waiver of 24-credit graduation requirements presented in the application by Kent School District.

If you have questions regarding this memo, please contact [Parker Teed](#).



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REVIEW OF PROPOSED RULES TO UPDATE THE HIGH SCHOOL AND BEYOND PLAN AND THE CIVICS GRADUATION REQUIREMENT

Prepared for the August 2018 special Board meeting

Policy Considerations

The Board will consider approval of proposed rules to update existing rules to implement legislation concerning the High School and Beyond Plan and civics as a social studies graduation requirement. Following Board approval of the proposed rules staff will file with the code revisers office, open the public comment period, and schedule a hearing for the rules.

Background

The State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) have been working collaboratively for at least the past five years to identify [high quality elements](#) of the High School and Beyond Plan. The High School and Beyond Plan became a graduation requirement for the Class of 2008 and following classes, but the content and delivery of the plan was locally controlled and had varied throughout the state. Legislation in 2017 ([ESHB 2224](#), Chapter 31, laws of 2017) enacted required elements of the High School and Beyond Plan (HSBP). Legislation in 2018 ([SHB 2686](#), Chapter 229, laws of 2018) further defined the content of the HSBP.

Also in 2018, legislation ([SSHB 1896](#), Chapter 127, laws of 2018) was enacted that directed that civics be a stand-alone course. A half credit of civics has been a graduation requirement since the Class of 2016 and following classes, but it was permitted for the civics content to be embedded in other courses such as in a United State History course. During the 2018 session, it was discussed whether a student should be required to pass the stand-alone civics course to be able to graduate, but the bill that passed was not explicit on this issue. The draft rules included in this packet present civics as a mandatory course similar to U.S. History and Contemporary World History, Geography and Problems.

Draft rules to implement the legislation of 2017 and 2018 that included changes to the HSBP and civics are included in this Board packet. The rules amended are WAC 180-51-067, WAC 180-51-068, WAC 180-51-075 (which is repealed), and a new rule, WAC-51-069, is proposed to implement civics as a graduation requirement. Since SSHB 1896 directs that districts must teach civics through a stand-alone course by the 2020-2021 academic year, the new rule would implement civics as a stand-alone course as a graduation requirement for the graduating Class of 2024 and subsequent classes.

Table 1 summarizes the updates to both the HSBP and the civics requirements that are in the draft rules included in this special board meeting packet.

Table 1: Summary of updates made in the draft rules

Page Numbers	Comment
1-28	The same changes updating the HSBP are made to both WAC 180-51-067 and WAC 180-51-068—this draft includes both rules with identical changes.
28-42	A new rule is added, WAC 180-51-069. This rule is for the graduating class of 2024 and beyond, which will have a stand-alone civics course as a graduation requirement. The rule includes both updated language for the HSBP and language to implement civics as a stand-alone course.
9-12, 21-25, 38-41	In WAC 180-51-067, WAC 180-51-068, and the new proposed WAC 180-51-069. The new components of the HSBP are listed: initiation in the 7th or 8th Grade, Identification of career goals, aided by a skills and career interest inventory assessment, identification of educational goals, a four-year plan for course-taking plan, etc.
12, 25, 41	New language is added to clarify that individual education programs for students receiving special education services should support the HSBP, while providing that all federal, state, and local requirements are met.
42-45	WAC 180-51-075 is repealed. The rule is redundant, as information on social studies graduation requirements are included in the previous rules.
34-35	The social studies graduation requirements are described, with civic as a stand-alone course. The required content of civics is listed: government organization, Washington and U.S. Constitution, current issues, etc.
43	A definition of “stand-alone course” is added.

Action

The Board will consider approving proposed rules to implement updates to the HSBP and civics as a social studies graduation requirement.

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



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PRIVATE SCHOOL APPROVAL FOR FUSION ACADEMY

Prepared for the August 2018 special Board meeting

Background

Fusion Academy received provisional approval as a new private school at the May 2018 Board meeting for the 2018-2019 school year. Approval was provisional to give the school time to correct two major deviations identified by the Office of the Superintendent of Public Instruction (OSPI). The school facility, located in Seattle, Washington, did not yet have a health and fire inspection, and the school did not yet employ a Washington state certified teacher. The Board's provisional approval was based on the school reporting on a plan and progress towards correcting the deviations to the Board no later than November 1, 2018.

The school would like to open a satellite campus in Bellevue in addition to the school in Seattle. The school plans to submit an amended application that includes both campuses. OSPI will review the amended application, and if it is complete and appears accurate, recommend provisional approval. Health and fire inspections will need to be conducted on both school facilities.

Although not specified in current rule, it has been the practice of OSPI, based on a discussion by the Private School Advisory Committee, to ask schools that have satellite campuses in different cities to submit separate applications for each location. Fusion Academy indicated in a letter to SBE they were not aware of this practice until after their provisional approval and would not be able to submit a separate application in time for classes starting in the fall. In the future, the Board may wish to clarify in rule a policy regarding applications from schools with satellite campuses.

Action

At the August 2018 special Board meeting the Board will consider provisional approval of the amended application from Fusion Academy. As in May, provisional approval should be based on the school reporting back to the Board on progress toward correcting the deviations no later than November 1, 2018.

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