Introduction to Recommended Evidence-Based Reforms

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The State Board of Education shall…

- Identify realistic but challenging performance goals
- Submit an initial and biennial report on the status of each indicator

Work with state agencies and other entities including: OSPI, WFTECB, EOGOAC, WSAC.
Previous Work Under ESSB 5491

As required under ESSB 5491, the SBE submitted the initial report on December 1, 2013 describing:

- The status of each indicator specified in ESSB 5491,
- The goals for each indicator, and
- Recommended revised indicators
ESSB 5491 Recommended Reforms

- If the educational system is not on target…or
- If not in the top 10 percent nationally…or
- If not comparable to Peer States…the SBE must

Recommend evidence-based reforms intended to improve student achievement in that area.
How is our academic stature nationally and in comparison to the Global Challenge (Peer) States?

- Colorado
- Connecticut (5)
- Maryland (8)
- Massachusetts (1)
- Minnesota (6)
- New Jersey (2)
- North Carolina
- Virginia (10)
Statewide Indicators of Educational System Health Report

- Due December 1, 2014.
- Draft report reviewed by the Achievement and Accountability Workgroup.
- The workgroup met on October 23, 2014, and provided input.
- Input from today will be incorporated into the final report.
ESSB 5491:

NOT the intent of the legislature:
• to curtail efforts of any group, but to help focus these efforts.

IS the intent of the legislature:
• to understand whether reform efforts and investments are making positive progress in the overall education of students and whether adjustments are necessary.
• to align the education reform efforts of each state education agency in order to hold each part of the system – statewide leaders, school personnel, and students – accountable to the same definitions of success.
Recommended Reforms

- Expand access to high quality early childhood education.
  - Kindergarten readiness and 3rd grade literacy
- Expand and fully fund high quality professional learning.
  - Kindergarten readiness, 3rd grade literacy, 8th grade high school readiness, and high school graduation
- Increase access to high quality expanded learning opportunities.
  - 3rd grade literacy, 8th grade high school readiness, and high school graduation.
- Post secondary readiness and planning.
  - High school graduation and post-secondary readiness and attainment.
Early Childhood Education

- Expand access to ECEAP.
- Additional slots overall.
- Additional full-day slots.
- Enhance participation in Department of Early Learning’s Early Achievers program.
- Fund the Washington Preschool Expansion and Development Grant if not Federally funded.
Professional Learning

- Fund 10 professional learning days apart from the 180 day school calendar.
- Effective and evidence-based.
  - Active Learning – ongoing with feedback.
  - Connected to school/district goals.
  - Focused on pedagogy and content knowledge.
  - Individualized and data driven.
- Create an incentive-based professional learning initiative for teachers to acquire advanced skills.
Expanded Learning Opportunities

- Support the Expanded Learning Opportunities Council established under SB 6163 in 2014.
- Tasked with developing a statewide and comprehensive ELO system.
  - Reduce summer learning loss.
  - Increase student achievement.
- Request that the Legislature fund ELOs on a programmatic or per pupil in need basis?
High School and Beyond Planning

- Not meant to replace other programs in place.
  - JWGs, Gear-Up, Microsoft ITA, etc.

- Develop an online tool:
  - Provides uniform access, consistency, and tracking.
  - If districts are already using a tool that meets their needs they will not be required to change.

- Outreach and professional development.
  - Staff and leadership support.
  - Dedication of resources.
Reforms are NOT:

- Meant to reduce or strip away local control of staffing decisions, budgeting, curriculum, and other district/school management responsibilities.
- A mandate to require early childhood education at a licensed facility.
- A directive to implement any specific program.
- Meant to add unfunded mandates or tasks to district and school staff.
- A requirement to replace any successful program currently in operation.
- Meant to be an endorsement or critique of current programs.
Reforms ARE Meant to:

- Guide and align statewide educational reform.
- Focus the efforts of agencies as they develop strategic plans.
- Inform state policy-makers about areas of reform that could yield significant benefit to the state’s children.
- Enhance existing commitments of the state.