The Washington State
BOARD OF EDUCATION

System Health and School Climate

December 1, 2022

Conversation Today

System health update and redesign

- A review of the status of the indicators specified in the authorizing legislation
- A review of the revised model and an implementation plan (timeline) for the system health revision.

School climate survey

- An update on the UW final report with recommendations on the statewide collection of school climate survey information.

School Recognition

- Planned Activities

Focus of the 2022 Recommendations

The SBE is statutorily tasked with three broad areas of work encompassing:

- Accountability,
- Recognition, and
- Educational System Health

All rely almost entirely upon traditional educational outcome measures.

The recommendation in the 2022 report focuses on developing a revised system that pulls these three currently siloed tasks under the single umbrella of educational system health and embraces key elements collectively describe conditions for learning.
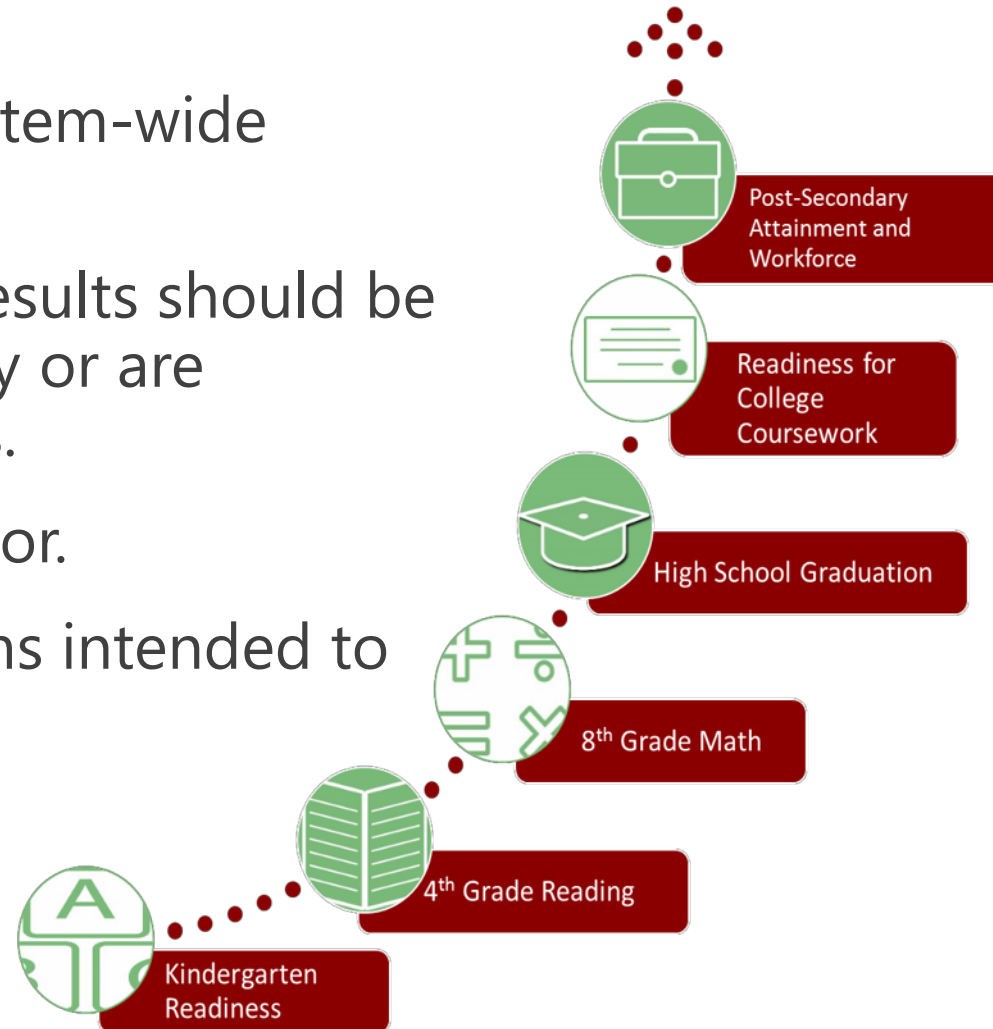
Statewide Indicators of System Health
RCW 28A.150.550

Identify realistic but challenging system-wide performance goals.

Washington student achievement results should be within the top ten percent nationally or are comparable to results of peer states.

Report on the status of each indicator.

Recommend evidence-based reforms intended to improve student achievement.

- Post-Secondary Attainment and Workforce
- Readiness for College Coursework
- High School Graduation
- 8th Grade Math
- 4th Grade Reading
- Kindergarten Readiness

Summary of the Status of the Statewide Indicators

Small improvements over time are evident, but the improvements are generally insufficient to meet annual targets.

The attenuation of learning is manifested by the 4th grade reading and 8th grade math indicators.

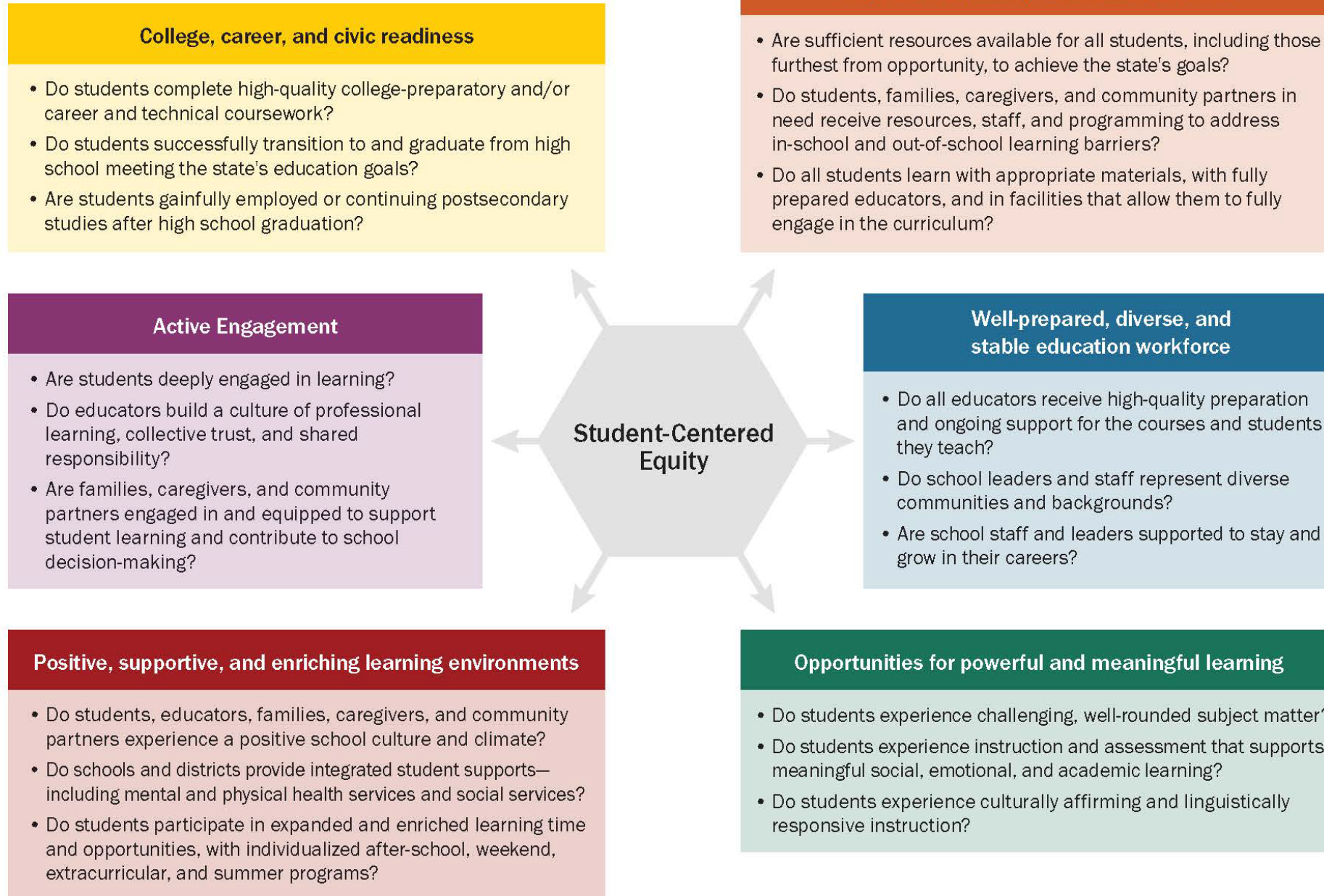| Indicator	Most Recent School Year	Change in pp from the 2018-19 SY*	Met the 2019-20 Target
Kindergarten Readiness	50.8	4.1	No
4th Grade Reading	46.5	-10.4	No
8th Grade Math	26.0	-19.8	No
High School Graduation	82.5	1.6	Yes
Readiness for College Coursework	85.9	2.1	Yes
Postsecondary Engagement and Workforce	80.1	-0.4	No

*Note: change is shown as percentage points (pp).

FUNDING & ACCOUNTABILITY

- The accountability and recognition system should address **more than test scores**, and recognize schools that are overcoming barriers and improving equity in opportunities for students.

- The Board has been engaged in an analysis of the characteristics of schools that are demonstrating success overcoming barriers to establish a new, more equitable, school recognition system in partnership with OSPI and the EOGOAC.

- Through this process we are exploring potential revisions to the School Improvement Framework, including additional school quality indicators to address school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline.

- The Board is working with partners and national experts to design a framework for "System Health" that:
  - Is focused on goals of basic education and the purpose of the diploma as defined in statute
  - Addresses resources and inputs, strategies, outputs, and long-term outcomes and impacts.
  - Recognizes the need to incorporate data and information that is not currently available at the state level.

Key Elements and Indicators of an Effective, Equity-Centered K–12 Education System in Washington

College, career, and civic readiness

- Do students complete high-quality college-preparatory and/or career and technical coursework?
- Do students successfully transition to and graduate from high school meeting the state's education goals?
- Are students gainfully employed or continuing postsecondary studies after high school graduation?

Ample and equitably distributed resources

- Are sufficient resources available for all students, including those furthest from opportunity, to achieve the state's goals?
- Do students, families, caregivers, and community partners in need receive resources, staff, and programming to address in-school and out-of-school learning barriers?
- Do all students learn with appropriate materials, with fully prepared educators, and in facilities that allow them to fully engage in the curriculum?

Active Engagement

- Are students deeply engaged in learning?
- Do educators build a culture of professional learning, collective trust, and shared responsibility?
- Are families, caregivers, and community partners engaged in and equipped to support student learning and contribute to school decision-making?

Student-Centered Equity

Well-prepared, diverse, and stable education workforce

- Do all educators receive high-quality preparation and ongoing support for the courses and students they teach?
- Do school leaders and staff represent diverse communities and backgrounds?
- Are school staff and leaders supported to stay and grow in their careers?

Positive, supportive, and enriching learning environments

- Do students, educators, families, caregivers, and community partners experience a positive school culture and climate?
- Do schools and districts provide integrated student supports—including mental and physical health services and social services?
- Do students participate in expanded and enriched learning time and opportunities, with individualized after-school, weekend, extracurricular, and summer programs?

Opportunities for powerful and meaningful learning

- Do students experience challenging, well-rounded subject matter?
- Do students experience instruction and assessment that supports meaningful social, emotional, and academic learning?
- Do students experience culturally affirming and linguistically responsive instruction?

School Climate Surveys

The UW report asserts that properly measuring school climate would be of significant benefit to students, could enhance student learning, and assist schools to meet the challenges of providing an equitable learning environment for every student.

1. A positive school climate is where students feel a sense of safety and belonging and where relational trust prevails.

2. A positive school climate improves academic achievement, test scores, grades, and engagement and helps reduce the negative effects of poverty on academic achievement.

3. In fall 2022, approximately 80 percent of school districts reported the administration a school climate survey.
   - Developed, provided, and supported by third-party vendors
   - Developed by district staff
   - Collaboration between district staff and third-party vendors

Development of the School Climate Survey

- Center for the Study of Health & Risk Behaviors (CSHRB) led the work with support from the College of Education both at the University of Washington

- On October 31, the UW delivered the final report with recommendations regarding next steps.

The report concludes implementation of an ongoing statewide assessment of school climate would, if done in accordance with best practices, be of **significant benefit to students.**

Key Considerations and Recommendations

- **Learn from Current Users**: connect with current users to learn what is most appreciated and useful so that a statewide effort can incorporate those features.

- **Maximize Participation**: requiring *vs.* incentivizing districts to participate to ensure representative data collection.

- **Validity and Reliability**: select and use psychometrically sound measures.

- **Annual Administration of** : Best practices suggest conducting surveys annually in the spring.

- **Many Grade Levels:** administer school climate surveys to students from grade 3 to grade 12.

- **Additional Participants**: Develop a family, teacher and school staff, and survey and explore the possibility of surveying of community organizations.

- **Survey Flexibility:** developing a core survey and explore options for enhancing a statewide effort by offering additional optional survey components.

- **Fully Inclusive:** at a minimum, school climate surveys be made available to all students in their primary language.

- **Outreach**: Efforts must be made to reach school administrations who are reluctant or opposed to participation to ensure equitable access.

- **Data Management**: All data be managed by a research team in accordance with all IRB best practices to protect respondents.

UW Final Report - Next Steps
Develop a "Pilot Effort"

- **Phase 1**
  - Creation of survey content (survey domains, item bank, survey design) using an 'expert panel'
  - Website design (procedural flow and technical specifications) allowing for both data collection and administrative processing.
  - Implementation procedures (timing, recruitment, training, outreach)

- **Phase 2**
  - Build the website and include internal troubleshooting and focus group testing

- **Phase 3**
  - Conduct the pilot survey with sample of students, analyze data
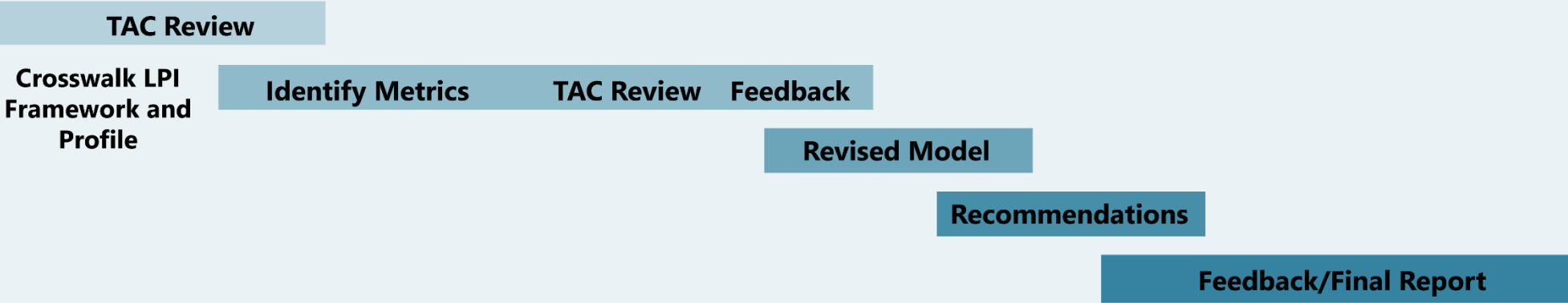 - Develop report templates

Phase 1 of the Pilot Effort

- Phase1 should focus on the creation of survey content and the development of a website, including the following.
  - Development of a core item bank of measures and items to be administered to all participants, identification and development of supplemental measures and items for participating districts.
  - Design the procedural flow and technical specifications for the website that allows for both data collection and administrative processing and reporting.
  - Development of implementation procedures, such as timeline for survey administration (e.g., winter or spring), administration frequency (e.g., annual or biennial), recruitment for the pilot effort, public engagement and outreach, and trainings for school and school district administrators.
  - A decision on whether to incentivize or require participation will also be necessary.

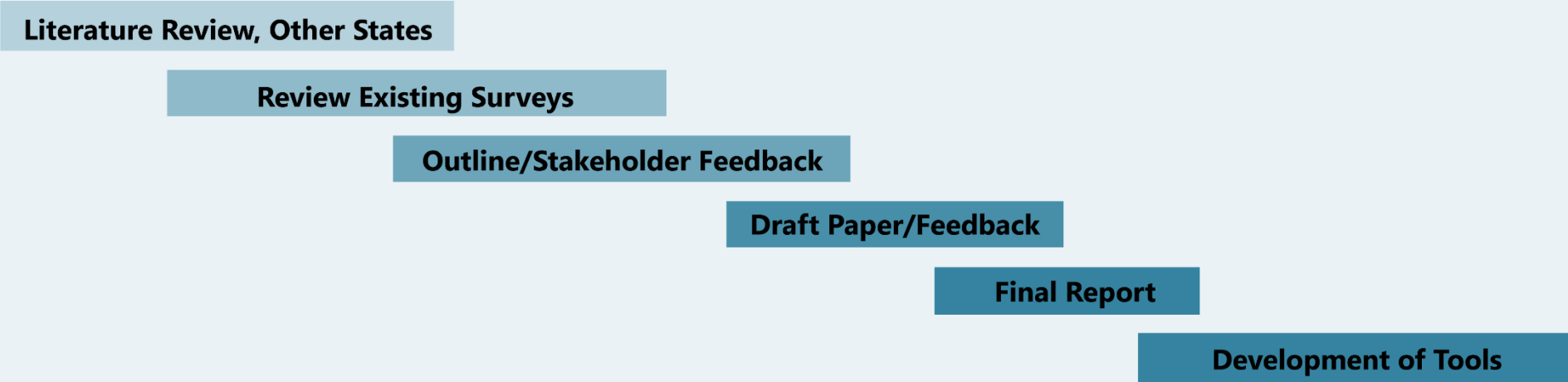# Indicators of System Health & Climate Survey Timelines

2022   **April**   **May**   **June**   **July**   **Aug.**   **Sept.**   **Oct.**   **Nov.**   **Dec.**

System Health

- TAC Review
- Crosswalk LPI Framework and Profile
- Identify Metrics
- TAC Review
- Feedback
- Revised Model
- Recommendations
- Feedback/Final Report

Climate Survey

- Literature Review, Other States
- Review Existing Surveys
- Outline/Stakeholder Feedback
- Draft Paper/Feedback
- Final Report
- Development of Tools

Achievement
High performance in multiple measures

- 9th Graders On-track
- English Language Arts
- Math
- Graduation Rate
- Dual Credit
- Regular Attendance

WASHINGTON SCHOOL RECOGNITION PROGRAM
SBE ★ EOGOAC ★ OSPI

Closing Gaps
Best improvement among schools receiving support

Student goups
- WSIF* Change
- Graduation Rate
- English Learner Progress

All students
- WSIF* Change

*The Washington School Improvement Framework (WSIF) uses academic indicators English Language Arts and Math proficiency and growth, graduation, English learner progress, regular attendance, 9th-graders on-track, and dual credit.

Growth
School progress one year to the next or high student growth

Proficiency & Growth
- English Language Arts
- Math

- Graduation Rate

Extended Graduation Rate
- Regular Attendance
- Dual Credit
- 9th Graders On-track
- English Learner Progress
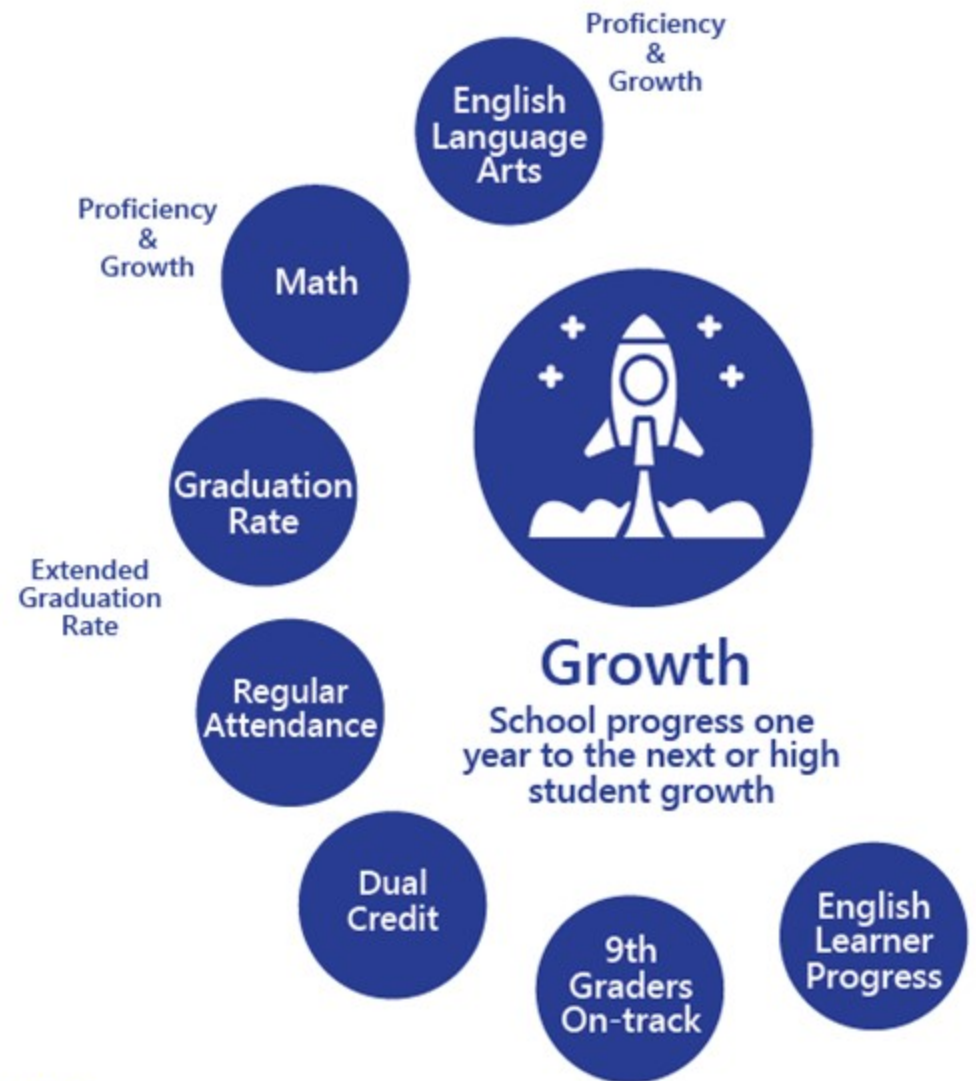
Growth is measured by all student groups, and disaggregated student groups*, with the exception of English Learner Progress.

*Disaggregated student groups:
The breaking down of student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnic group.

School Recognition

- Suspension of School Recognition for the 2020-21 school year

- Explore options for School Recognition for the 2021-22 school year

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