

EOGOAC

May 21, 2019

9:00 a.m. – 4:00 p.m.

Renton Technical College

Theme/Goal: Joint Work Session – Recognition System

EOGOAC Members: Bill Kallappa, Governor’s Office of Indian Affairs
Carrie Basas, Office of Education Ombuds
Fiasili Savusa, Commission on Asian Pacific American Affairs
Frieda Takamura, Commission on Asian Pacific American Affairs
Dr. James Smith, alternate for Dr. Wanda Billingsly
Jamila Thomas, alternate for Chris Reykdal
Senator John McCoy, Senate
Julie Kang, alternate for Frieda Takamura
Julieta Altamirano-Crosby Ph.D., alternate for Alex Ybarra
Sean Heans, Alternate for Carrie Basas
Representative Sharon Tomiko Santos, House of Representatives

SBE Members: Harium Martin-Morris
Jeff Estes
MJ Bolt
Patty Wood
Paul Pitre
Peter Maier
Ryan Brault

OSPI Staff: Andrea Cobbs
Deb Came
Dixie Grunenfelder
Emily Rang
Lance Sisco
Michaela Miller
Tennille Jeffries-Simmons

Staff and Public Attendees: Heather Rees, Office of Superintendent of Public Instruction
Maria Flores, Office of Superintendent of Public Instruction
Andrew Parr, State Board of Education
Randy Spaulding, State Board of Education

Amelia Moore, Washington Student Achievement Council
Helene Paroff, Washington Association of School Administrators
Joe Lynn, Bates Technical College

Linda Drake, State Board of Education
Mark Bergeson, Washington Student Achievement Council
Roz Thompson, Association of Washington School Principals
Steve Smith, Black Education Strategy Roundtable
Tricia Lubach, Washington State School Directors' Association

Minutes

Agenda item: Introductions, review of norm agreements, process and protocols

Facilitators: Dr. Randy Spaulding, Dr. Michaela Miller, Ms. Maria Flores

Discussion:

- The meeting was called to order at 9:10 a.m.
 - President of Renton Technical College, Dr. Kevin McCarthy, gave an introduction to the group and welcomed them.
 - Reducing opportunity gaps is a big part of our mission
 - Serve immigrant and refugee populations with ELA
 - RTC is 63% students of color
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Agenda item: Small group activity – Share your “why” and summarize themes for large group report out

Questions: Define your “why” for redesigning the school recognition system
What do we need the system to do?

Facilitator: Maria Flores, Director, Title II, Part A, OSPI

Discussion:

- Individuals shared their answers in small, mixed groups
- Group summaries:
 - To recognize progress, barriers and challenges and to look below the surface for the positive things going on
 - The need for this work to be centered around race because the system perpetuates racism
 - Considered growth and the need for equitable access to high quality education
 - Acknowledge that there are lots of different ways that schools can be successful
 - Want to use stories to direct the data instead of using data to tell stories
- Review of the timeline:

- The purpose of the second phase is to link it back to the local level quantitative and qualitative data and best practices
- State level data is broad and can lag behind
- Table of measures:
 - Green items are indicators that are already in improvement framework
 - Grey items are what we said we would consider for the second part of ESSA to add as SQSS measures
 - Plus a list of qualitative measures that could be included
- Going to need to make a decisions of where the measures fit
- Right now we are just learning and thinking about our context and learning about other states, countries
- Goal: identifying options for the redesigned recognitions system
- Hoping to have four more meetings before next spring
- Legislature directed that OSPI, SBE and EOGOAC work together to rework the recognition system

Norms and agreements:

- Focus on common goals
- Honor past work and moving forward, do better together
- Centering race
- Listen openly and intently
- Assume positive intent
- Appreciate perspectives of each person
- Relationships and trust
- Honor the inherit knowledge the people of color bring to the space around their cultures and experiences
- Enjoy our learning

Agenda item: Research review – Promising national and international recognition systems

Presenter: Pedro A. Noguera, PhD., Center for the Transformation of Schools, UCLA

Presentation:

- The challenge:
 - Inequality is what makes this work so hard
 - Kids come to school without their basic needs met
 - How do we deliver high quality education to those students?
 - How do we turn around underperforming schools?
 - Districts don't have capacity – rural small districts
 - Move to capacity building – moving away from compliance driven approach
- It's not good enough to tell people, "You are failing and need to do better."
- The state needs to provide assistance

- How do we learn from successful schools?
- Why are some making more progress than others?
- What can be replicated at other schools?
- Requires a major shift in how we have been doing things
- We are accustomed to doing it a certain way
 - Using pressure to force accountability
 - Shame them
- Kids got testable skills, not deep learning
- Punitive discipline affects the ones who have the most needs
 - Punishing the same kids over and over again
- We used to encourage competition amongst schools which prevents collaboration
- Teachers are also not working together, not learning from each other
- Need a broader approach – focus on the conditions of learning
- Have to get the conditions right – what are they?
 - Focus on the whole child – social emotional connected to academic needs
 - Assessment to assess needs to provide interventions early, guide instruction and find strengths to build on
 - Hold all stakeholders accountable.
 - Had in the past top down accountability
 - Those at the top are held the least accountable
 - Treat parents as partners
 - Discipline to develop character.
 - Focus on development not punishment
 - Encourage cooperation
- We spend more money wealthy kids than poor kids
- Money matters for quality; we don't have unlimited resources
- Need to target resources
- How do we not punish schools for serving high needs kids and give them guidance for serving them well?
 - Also, hold them accountable, not use it as an excuse
- Focus on outcomes, look for evidence – not just academics

Example of Toronto:

- Not just what to do but how to do it – procedural knowledge
- Culture of professional collaboration
 - Key ingredient of trust
 - People can come in distrustful, trust must be built and earned
 - Small number of ambitious goals
 - Make incremental progress
 - Build confidence
 - Capacity building, guidance, leadership
 - Build the skills of the teachers. Send experts to guide them as needed
 - Transparency – have a right to know

- What doesn't work:
 - Punitive approach
 - Just raising standards
 - Compliance driven focus
 - Silver bullet, quick fix
 - View that teachers cannot change
 - No feedback to teachers
 - Competition with only a few winners
- What about community and parent involvement?
 - Parent councils at the site level
- Do they have something like a PTA that can raise funds for the schools that perpetuates inequality in funding?
 - There is still inequity. The Ministry tries to level the playing field by allocating resources where they are needed the most
- Are there barriers for immigrant children?
 - Use assessment to diagnose what children need
 - Organize around the specific goals
- What about assessments?
 - Have summative and formative assessments at the provincial level
- What is their diversity of educators and admin like?
 - About the same as here. Have some more awareness of diversity
- Is the focus on 9th grade math and 3rd grade reading being translated into "silver bullets?"
 - High leverage vs silver bullet strategy is usually selling something. High leverage is a goal that is related to academic performance and research shows that it works; a benchmark with long term implications. That's the importance of messaging.
- Does using the language of "high needs" dismiss the role of adults?
 - Need to recognize the needs of student but not use deficit language. How we frame is important.

California example:

- Allocation of funding for high needs students
- Do they know what to do with the extra money?
 - The role of the state it to monitor the use of funds
- Equity is the focus
- Invest in local decision makers
- State indicators shown on online public dashboard
- Cycle of continuous improvement
- What about the challenge of measuring districts with high mobility?
 - Massachusetts deals with transient students and high mobility by looking at the data of student who have been there for several years; still accountable for all students

Small group conversation – What should be the focus of Washington’s accountability system?

Small group share out:

- The balance between local control/autonomy and state support and accountability
- Community involvement – specifically change the perspective to one where diverse communities are a positive piece. There could be amazing things happening in a school that never makes the recognition list. It may never get there but the school culture needs to recognize and lift up.
- If there is diversity training the person of color gets sent
- Problem of the factory model of the schools
- Not allowing creativity
- Need to help kids grow. No kid is in the same place. Students bring different sets of values and skills. Schools are not in the mode of recognizing that and helping them grow.
- Valuing transferable skills, work-based learning,
- Important to put the student’s individual identity first

Have we learned from NCLB what didn’t work?

- We knew we needed evidence of learning
- Lots of learning is not on the test; teachers focused on what is on the test
- What does local leadership say their schools need?
- When we tell people that they now have the freedom, they don’t know what to do
- Expand the horizons of what is possible

Agenda item: Working Lunch: Equity-centered approach to system improvement

Presenter: Dr. Pedro Noguera

Capacity building

- How do our kids learn?
 - We expect them to learn the way we teach
- We need a coherent strategy around guidance, professional learning communities collaborating
- Internal accountability (to each other) vs external accountability
- Development of professional capacity of faculty
- We give our novice teachers the toughest classrooms; comes down to local bargaining
- What about the effects of the teacher shortage?
 - Strategy to provide the support they need and grow them
- Differentiated support for teachers
- Strong parent-community ties
 - Schools need to recognize that is part of the work

- Teachers need training on how to build relationships with parents
- Cultural context and history of the community
- What are the specific needs of the school?
- Student centered climate; climate matters
- High performing schools have high morale
- How do we change the culture?
 - It's about buy-in; include parents and community as well
 - Leadership that drives change and is shared

Small group discussions

Whole group discussion:

- I'm not sure that the way we are preparing teachers is what we need in 2019. We need to communicate with higher education.
- We are seeing that the best teacher prep programs are residency programs.
- We need a conversation between higher ed. and k-12 about what is important for that level of education.
- What do our kids really need to know to be ready for college?
- Are colleges ready for them? Focus on good teaching in college.
- Coaching in the change process would be a good investment but we underspend on capacity building.
- New York has leadership academies with mentors.
- We should be treating teachers like professionals. Give them other small tools such as micro credentials.
- What are the obstacles to this kind of mastery approach?
- We are not strategic and systemic about professional development
- It's a process not an event
- Kids and communities are changing. Schools have to change too
- Is there an opportunity to use the recognition system to feed back into the higher education system?

Instruments to measure:

- School climate surveys
- Parent surveys
- School quality reviews
 - Could be triggered by performance
- Student evaluations of teachers
- Having to build trust coming out of NCLB
- We've found that some teachers are using some sort of informal evaluation
- We need to build out how to incorporate student voice, focus groups

How do we identify schools that are improving?

- Objective scan

- Districts that were making the difference were teachers who were highly skilled in the subjects that they taught
- Retention=higher student achievement

Example of community schools: Harlem Kids Zone

- Support students, birth through college
- Bring in resources so schools don't have to do everything (social work, health care)
- Providing services does not always equal academic success

ELOs after school and summer - gaps between the wealthy and not

- More learning time is not an intervention; more of bad is not better
- Enhance learning, not remediation
- After school programs can engage students and make them more interested in school

Collaborative problem solving

- Measurable problems = measurable success
- Connecting what we know to practice
- The problem isn't the kids
- Be careful to not confuse symptoms with problems
- Why 24 credits? What is the vision behind that? What is the problem that was trying to be solved? Whose problem? We can continue to hurt our kids because we won't have the conversation.
- Social promotion - holding them back also does not address the cause and increases the likelihood of dropping out
- 1599 has changed pathways; going to have to figure that out
- More time is not a high leverage intervention
- Board members: WASSDA helps, trains and is working with WASA to work with superintendents

Identify measureable problems

- Start with the issues
 - Discipline
 - Special education
- Symptom or a cause?
 - Concrete plan
 - Monitor progress
 - We struggle with the willingness to stick with solutions, to give it long enough
 - Evaluate why it isn't working. Was it implemented correctly?

College Board adversity index – Watched a news report on the topic

Discussion:

- Some parents don't even know about the test
- Poverty is easier to talk about than race

- Does not measure generational poverty and racism
- Is the College Board preempting a conversation that higher ed. is having?
- The admissions process takes a long time and schools want low admission costs and low admission rates.
- We are compartmentalizing how we oppress students. We have to start talking about how we address this as a collective. Are we learning something and shifting the culture?
- What problem are they trying to solve? Not clear about the “why.”
- The “why” is to hold on to the market share and to stay in business.
- How do we get to the set of variables that matter for what we want to measure?
- The idea is trying to recognize the starting point not just the finishing point
- They are trying to figure out how to account for inequities. Higher education is viewed as a scarce resource. We accept the fact that we have to compete.
- The tests are perpetuating the myth that most schools are selective, and they aren’t.
- ACES and protective factors - if you talk about it as a barrier, it is a deficit framing and lowering the bar vs. the realities of the situation.
- How do we capture the resilience, resourcefulness and growth of students?

Child development

- Teachers aren’t getting taught enough of that
- We know that kids can learn through play but we cut recess
- Context and age
- Neuroscience
 - Growth mindset
 - Challenge, stimulate

Relationships

- Hard to teach
- Cultural competence comes from an openness of working across the differences
- I have not seen a cultural competency training that resulted in positive change
- Was empathy a part of the decision making process during NCLB? It wasn’t explicit.
- It doesn’t change practice. What do I do differently in the classroom?
- Can’t be abstract
- Can’t be forced
- No silver bullets!
- Many kids are relational learners
- People do not appreciate how complex and high skilled we have to be to be a good teacher
- Play seems to be different now (screens). Higher income parents can pay for organized play.
- Screens are limiting types of play and relationship building. Private schools are focusing on play.

- Kindergarten used to be more about SEL in preparation for “real” school and we have pushed that further and further back. We expect kids to come to kindergarten reading and counting.

Public/private partnerships

- How do you keep business from dictating practice: “the tail wagging the dog”?
- Everyone is struggling with that
- We know it won’t work but we need the money
- What gives you hope?
- Encouraged about some of the conversations in New Mexico about building capacity; increasing Native teachers
- They won’t be able to get Native teachers because the tests are designed to keep them out.

Agenda item: Public Comment

No public comments.

Agenda item: Develop workplan and future research needs

Facilitator: Maria Flores, Director, Title II, Part A, OSPI

Discussion:

High priority research needs: what do we need? What do we need at our next meeting?

- Small group work
- Group share out

Group 1

- How do we increase diversity of the workforce and its cultural competency?
- How is a new family and student integrated into the school system?
- How do we define school climate?
- What does family or community engagement look like?
 - What models are there?
 - Results?
 - What does a dedicated family engagement model look like?
- How are teachers embracing/acknowledging issues of systemic racism?
 - Implementation of culturally responsive curriculum and instruction
 - Embedding training into practice
- How do we take into account schools with high transitory populations?
 - How do we take mobility into account?
 - Intersectionality; could be in multiple groups
 - Looking at cohorts

- Currently WISFF counts students continuously enrolled 150 calendar days, 5 months

Group 2

- Recruiting, retaining and supporting teachers so that all students have equitable access to effective educators
- State recognition systems that incorporate ways to spread best/successful practices
- Change process/implementation (policy levers that cause desired change)
- Research about/around efforts that seek to align policy, programs, practices and partnerships to specific purpose, theory of action
- What is the intent of the recognition system and how will the data influence teaching and learning?
- More about SQSS measures
- Who is responsible for the data analysis and advocating for equity? (Whose stories?)
- Implications and definition of:
 - school climate,
 - engagement and
 - student feedback
- New Mexico model

Group 3

- How to demonstrate that assessments are used as diagnostic tools in schools?
- How do we demonstrate there is a collaborative learning environment?
- How do we measure genuine parent-family-community engagement?
- Equity definition alignment (need for this work)
- More information on student experience
 - Student and teacher evaluations
 - School climate
- Coherence strategy of instruction (Cohen reference)
 - How to document this
 - What does it look like
 - How are we sharing?
- What is a high quality teacher?
- Sharing successful models
- “Harvard Tri-pod model”
- PESB educator standards
- Prep programs – more info on WA state including entry requirements
- What are the ways that we can measure and identify deeper learning?
- P20 indicators
 - How to recognize success from elementary to high school
 - Assumption that results at the high school level are the result of cumulative success/learning from elementary to middle to high school
 - Investment in high quality pre-k leads to increased grad rates in high school
- Leadership indicators – how do we know when someone is a good leader?
- Levels of success (middle school affecting high school graduation rates)

- Celebrating local successes

For next meeting (definitions, examples)

- School climate: Who, how, definitions
 - Family and community engagement
 - Cultural responsiveness, practices
 - Case studies Neah Bay – Cape Flattery
 - Washington specific
 - Harvard tripod model
 - Homework, reading and data in-between
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Agenda item: What does effective stakeholder engagement look like to you? Developing a stakeholder engagement plan

Facilitator: Maria Flores, Director, Title II, Part A, OSPI

Discussion:

Who and how?

- WASA
 - WASSDA
 - WEA
 - AWSP
 - Student voice
 - Teacher voice
 - Family
 - Foster care, DCYF
 - GATE
 - Groups that address highly mobile students
 - Native groups: GOIA, Indian Ed
 - Ethnic commissions
 - PTSA
 - PTA
 - Visit existing meetings
 - Research universities that can research
 - Will need time for feedback on phase one and then for development of phase two
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Agenda item: Closing activity

- Everyone shared out their personal take-away
- Meeting concluded at 3:50

Minutes Taken By: Heather Rees