



Audio Transcript

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00:00:03.149 --> 00:00:12.389

Arik Korman: Hello, I'm Arik Korman, Communications Director at League of Education Voters and the parent of a sixth-grade son in the public school system, who needs special education services.

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00:00:13.049 --> 00:00:20.280

Arik Korman: This webinar features closed captions. To access captioning just click on the closed caption button at the bottom of your screen.

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00:00:21.030 --> 00:00:30.060

Arik Korman: Spanish interpretation is also available. To access this webinar in Spanish, in your webinar controls at the bottom of your screen, click interpretation

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00:00:30.420 --> 00:00:39.990

Arik Korman: which is the icon that looks like a globe and then click Spanish. And if you want to hear only Spanish without the original English in the background, click mute original audio.

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00:00:40.500 --> 00:00:49.770

Arik Korman: Special thanks to Claudia A'zar who is our interpreter. If you have any technical issues, feel free to use the chat function, which I will monitor throughout the webinar.

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00:00:50.640 --> 00:00:55.320

Arik Korman: In case you're not familiar with us, League of Education Voters is a statewide

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Arik Korman: nonprofit working with families, educators and leaders to build a brighter future for every Washington student. Our website is educationvoters.org

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00:01:07.260 --> 00:01:16.080

Arik Korman: We believe that education is a tool for justice. One of the systems that perpetrate racial injustice experienced by communities of color is our schools.

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00:01:16.590 --> 00:01:22.920

Arik Korman: We believe every child deserves an excellent public education that provides an equal opportunity for success.

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00:01:23.580 --> 00:01:30.450

Arik Korman: In order to achieve this, we must pursue radical change in our school systems for equity, justice, and liberation.

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00:01:30.990 --> 00:01:39.870

Arik Korman: We must build schools and systems that honor the humanity in every student. Welcome to our free online webinar series, lunchtime LEVinars.

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00:01:40.290 --> 00:01:54.030

Arik Korman: We started this series seven years ago to share information and build knowledge on important and timely issues. Today's LEVinar features Washington state Superintendent of Public Instruction Chris Reykdal on state assessments during the

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00:01:55.080 --> 00:01:55.740

Arik Korman: 2021 school year.

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Arik Korman: As the school year approaches its final quarter, school districts across Washington state traditionally begin administering the federally mandated Smarter Balanced assessments (SBA)

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00:02:08.160 --> 00:02:20.430

Arik Korman: in English Language Arts and mathematics to all students in grades three through eight and once in high school. As well as administering the science SBA to students in grades four, seven, and once in high school.

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00:02:21.540 --> 00:02:30.210

Arik Korman: In this webinar state Superintendent Reykdal will outline this historic and challenging year's requirements for state testing and will answer your questions.

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00:02:30.930 --> 00:02:39.570

Arik Korman: Today's LEVinar is meant to be a forum and an opportunity for discussion, questions, and understanding about an issue that will affect many families this spring.

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00:02:40.110 --> 00:02:48.210

Arik Korman: Our goal is to support families and better understanding what to expect regarding statewide assessments. A couple of housekeeping items before we begin.

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00:02:48.780 --> 00:02:55.110

Arik Korman: You'll notice a Q&A function at the bottom of your screen. This is a space for you to submit questions to us.

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00:02:55.710 --> 00:03:05.010

Arik Korman: As always feel free to send any feedback about the webinar quality to us on the chat function or at info@educationvoters.org

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00:03:06.000 --> 00:03:10.800

Arik Korman: As someone who believes his path in life is largely owed to the public education he received,

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Arik Korman: Superintendent Chris Reykdal has dedicated his career to ensuring all learners have equitable opportunities for a high quality public education.

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00:03:20.490 --> 00:03:31.650

Arik Korman: Since taking office in January 2017, after serving three terms in the Washington state House of Representatives, Chris has centered OSPI's work on equity and supporting the whole child,

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00:03:32.160 --> 00:03:39.300

Arik Korman: reinvigorated career and technical education pathways for students, and strengthen the agency's partnership with the legislature.

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Arik Korman: In addition, under Chris's leadership, the legislature provided the first increase to the funding model for serving students with disabilities in nearly 25 years.

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Arik Korman: Chris will continue advocating for enhanced funding until school districts no longer rely on local funds to provide these essential services.

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Arik Korman: Chris and his wife Kim live in historic Tumwater with their two smart, talented, and hilarious children Carter and Kennedy. Welcome Superintendent Reykdal.

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00:04:09.240 --> 00:04:10.200

Chris Reykdal: Thank you for having me.

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00:04:11.520 --> 00:04:27.720

Arik Korman: You bet. I know that this is an unusual time, especially the year being what it is and that there are requirements coming from the state, make that the US Department of Education on statewide assessments. What do you know about those requirements right now?

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00:04:29.160 --> 00:04:40.860

Chris Reykdal: Yeah you know, a year ago, at this time, all the school systems in the country shut down 53 million students who are out of their classrooms and the Federal Government offered a kind of a blanket waiver for all states last year on assessments.

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00:04:41.250 --> 00:04:49.530

Chris Reykdal: Speeded up here a year and a presidential election occurred and we've been kind of waiting for a new US Secretary of Education to be seated. He's there now.

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00:04:50.550 --> 00:04:57.060

Chris Reykdal: And just before he got approval from the US Senate, the department put out information that said "Okay, we now kind of are grounded, we know what we're doing."

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00:04:57.540 --> 00:05:02.940

Chris Reykdal: They're offering waivers to the accountability portion of the test, so the stuff that would cause us to

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00:05:03.450 --> 00:05:14.250

Chris Reykdal: score districts or in some states they tie teacher compensation to test scores. Those kinds of things will be almost automatically removed, but the presumption is that we're going to test students.

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00:05:14.970 --> 00:05:24.870

Chris Reykdal: And right now, all students is sort of the default unless we make an application for something that we think makes more sense but that's no certainty at all.

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00:05:25.770 --> 00:05:42.360

Arik Korman: Yeah, that makes perfect sense. Well, we have a number of questions from parents and students, educators, community based organizations... are you ready to go for it? Every time we have you on with our LEVinars, there's always a ton of questions.

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00:05:42.390 --> 00:05:43.350

Chris Reykdal: Awesome, awesome. Let's go for it.

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00:05:43.680 --> 00:05:52.050

Arik Korman: Okay, great. Well if you have a question for Superintendent Reykdal, you'll notice a Q&A function at the bottom of your screen. No question is too basic.

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00:05:52.770 --> 00:06:02.070

Arik Korman: The first question I have is about guidelines from the US Department of Education and from there, I believe it's from their website... this was submitted to us...

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00:06:02.460 --> 00:06:13.380

Arik Korman: It says that there's some flexibility available to states and some of that flexibility includes extending the testing window and moving assessments to the summer or fall,

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00:06:13.920 --> 00:06:26.790

Arik Korman: giving the assessment remotely where feasible, shortening the state assessment to make testing more feasible to implement and prioritize in person learning time... the question is which of these options did you consider for Washington state?

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Chris Reykdal: Yeah, you know really all of them and they're still being considered. So as we think about our waiver approach,

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00:06:33.810 --> 00:06:41.310

Chris Reykdal: the first thing we were able to learn is that Smarter Balanced, that's a consortium space that we use for our test in the state. Not all states use it, but we do.

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Chris Reykdal: They've already shrunk the length of that test by approximately 30% for math and ELA. It sounds like science is pretty consistent, though, from where it was a couple years ago.

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Chris Reykdal: So there's already perhaps an opportunity here to be on a slightly shorter timeline on the test itself.

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Chris Reykdal: The department recognize that there are some things we should consider like they didn't drive anyone that direction, and one of the things they've said is consider maybe testing this summer over next fall.

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00:07:07.050 --> 00:07:13.470

Chris Reykdal: There's a lot of question about that. We know it's an option they've sort of thrown out there. We don't know of any state yet that's gotten approval for that.

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00:07:13.830 --> 00:07:20.940

Chris Reykdal: And there are big questions. Would we test in the fall and then turn around and test 700,000 students again in the spring six months later? So

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Chris Reykdal: it's still sort of in the contemplation if our primary way that we're seeking doesn't get approved, and we have to test all of our students this year.

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Chris Reykdal: Again 700,000 students in a rapidly shrinking testing window... we'll consider some of those other things for sure.

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Chris Reykdal: And then the remote one again, there are states trying to think of all kinds of creative ways to get students assessed. A lot of states like ours, who still

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00:07:44.070 --> 00:07:51.960

Chris Reykdal: have students at home... we are required by law to have a what we call attack a tactical advisory committee. These are psychometrician and PhDs in assessment.

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00:07:52.320 --> 00:08:00.780

Chris Reykdal: They have not only told us they strongly dissuade us from offering remote exams due to the lack of validity and reliability and consistency

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00:08:00.960 --> 00:08:06.540

Chris Reykdal: and a lack of accommodations for students with disabilities in many cases. They've actually written a letter to the US Department of Education.

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Chris Reykdal: That is essentially said “we think that's a bad idea.” So we don't think it's a good idea to do formal summative statewide assessments with huge percentages of those students taking it from home,

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00:08:19.350 --> 00:08:24.660

Chris Reykdal: others in their classroom or school environments so we're trying to produce something more consistent than that.

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00:08:25.980 --> 00:08:37.830

Arik Korman: Got it, yeah. Because one of the questions was: Is there any way for students to do remote testing since many students are remote school right now? And it sounds like the answer is no?

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Chris Reykdal: Well, we think other states are going to try it but they don't use Smarter Balanced. We're kind of nervous about that. Smarter has a reputation for being one of the better ones for accommodating students with disabilities.

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Chris Reykdal: But mostly because of the supports we have in our buildings.

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Chris Reykdal: So we run into some equity issues testing from home. I mean they're experts who say you really need a camera on students when they're doing it... you start to get into some interesting privacy stuff that, quite frankly, we don't have high confidence we would do well.

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Chris Reykdal: And it is a somewhat artificial environment So how do you control the reliability of those results when some students are being proctored and overseen in schools

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00:09:13.800 --> 00:09:17.550

Chris Reykdal: and some students are sitting at home by themselves or with a parent right next to them? So

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Chris Reykdal: It can be done, we understand. It's not something we're very interested in this state because if we're going to have to assess students

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Chris Reykdal: and we do think there's a better way to do it, hopefully we'll get into that...

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Chris Reykdal: We want to be reliable and valid and we want to be able to tell powerfully the story of what has happened over the last year, specifically around student groups who have likely been disproportionately impacted.

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00:09:41.340 --> 00:09:51.510

Arik Korman: Yeah, yeah that makes sense. I got a question here about federal funding and that question is: Is funding tied to how many students at any given sites take state testing?

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Chris Reykdal: It's not. So the state's get some money from the federal government

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Chris Reykdal: that rolls through our legislature to us for assessments and generally speaking, the cost of this is significantly more than the federal government provides.

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00:10:05.130 --> 00:10:14.400

Chris Reykdal: Because generally they send us an amount to purchase the test, work on the test banks, and score them. But all the cost of administering the test locally is born by local school districts.

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00:10:14.760 --> 00:10:29.520

Chris Reykdal: So we have kind of a fixed contract and whether we assess you know 50 or hundred thousand students or 700,000 students it's pretty much the same fixed costs. Although there is some per student scoring costs where you can save a little bit of money by not testing everybody.

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Arik Korman: That makes sense. So here's a question about the data. How will the data gathered from this year's assessments be used and how will it better support students in Washington state?

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Chris Reykdal: Yeah, I think that's a good time to talk a little bit about the waiver we're seeking here. So, what we're trying to do is recognize that on one hand

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Chris Reykdal: assessments are about learning students... where students are. And this year we have a separate instrument to try to assess social emotional impacts

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Chris Reykdal: because we think they're so profound. This is really a conversation about the academic part of this—math, science, ELA, as you indicated in your introduction. Normally we would test 700,000 students. Some students would experience all of those exams because they're elementary or middle.

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00:11:09.360 --> 00:11:19.440

Chris Reykdal: And typically we would test somewhere between four and a half to 5 million hours in our state across 700,000 students grades three through eight and then the ones in high school that you mentioned.

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00:11:20.130 --> 00:11:32.220

Chris Reykdal: What we're what we're actually seeking to do is tell the federal government that we want local educators in all subject areas, particularly the three that are required by the feds to have a local assessment that tells them how students are measuring

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00:11:32.730 --> 00:11:37.590

Chris Reykdal: in that content area in the classroom and for this year, let that drive the instructional

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Chris Reykdal: interventions... how do you bring additional support? But that's not enough. The other reason we have historically tested is we want statewide accountability. How does our state do year over year?

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00:11:48.780 --> 00:11:54.030

Chris Reykdal: How are student groups disproportionately impacted? And to do that, you need a really valid and reliable system.

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Chris Reykdal: Typically that's test 700,000 students every year in those subject areas. It's a controlled environment in the schools. This year, with so many students remote, some in hybrid, some in person...

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Chris Reykdal: We don't think that's a wise choice. So we have proposed, or will be proposing that we actually do a sample it's the most robust sample in the country.

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Chris Reykdal: 50,000 students would be in it. Researchers at the University of Washington are helping to design that and what we'll be able to do if we can be successful at this

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Chris Reykdal: is test any one student in only one content area. So we'll still get huge sample sizes for math science and ELA, but no student would be there for all of them.

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Chris Reykdal: Shrink that window to maybe three hours for students who were asked to come in and assess.

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Chris Reykdal: And we think what it would allow us to do is say with incredibly high confidence and fidelity how impactful this has been for student groups.

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00:12:41.730 --> 00:12:49.470

Chris Reykdal: We won't have you know that 1234 score that has been historically there for all students, it would be the sample. But this year,

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00:12:49.950 --> 00:13:00.150

Chris Reykdal: if there is ever a year, it's we need to understand how how impactful this was, how to drive state resources and supports, and understand this from a lens of race, disability...

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00:13:00.960 --> 00:13:09.900

Chris Reykdal: to look at this geographically and by modality. Students who had an in person experience have a different assessment results than students who are primarily remote all year.

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00:13:10.380 --> 00:13:19.080

Chris Reykdal: This is the year to do this but, but if we just open this up to 700,000 students, we think enormous WASA families will say I'm not interested now.

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Chris Reykdal: And then we get these incredibly skewed results where maybe the students who are in person are taking it, but most families who are remote will not take it.

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Chris Reykdal: We're really trying to create a controlled environment that makes sense, saves time money costs, but does have those students who are selected in the sample, come into the buildings where we can support them,

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00:13:37.650 --> 00:13:43.380

Chris Reykdal: transport them, feed them, and kind of create that stable condition. That's the idea of the waiver and the sample method.

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00:13:43.950 --> 00:13:55.110

Arik Korman: Got it. And I do have a question about about the finances regarding that waiver. Will Washington state save money if the waiver is approved and, if so, how will that money be reallocated?

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00:13:56.250 --> 00:14:08.130

Chris Reykdal: Yeah, a little bit. Again one portion of our assessment budget is a per student scoring budget so there's a little bit of money to be saved by scoring 50,000 assessments, instead of you know, the the normal

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00:14:08.670 --> 00:14:13.530

Chris Reykdal: 700,000 student assessment system here. So, it'll be a couple million dollars for sure.

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00:14:13.860 --> 00:14:23.490

Chris Reykdal: That's on a base of 15 or \$16 billion, so this doesn't even show up in multiple zeros after the decimal point but it's but it's enough real money that it will allow us to

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00:14:24.480 --> 00:14:38.100

Chris Reykdal: be a lot more informative of districts of how the impact is gone. It would help us drive a little more resources, particularly, I think, early literacy where we're going to see some some real interesting challenges there. Um, we already have

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00:14:38.580 --> 00:14:43.650

Chris Reykdal: two and a half billion dollars coming from the federal government in aid, you know response aid,

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00:14:45.090 --> 00:14:52.260

Chris Reykdal: to learning recovery, and learning acceleration so these few million dollars would kind of go on top of that. It wouldn't be significant, but a little bit of savings there.

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00:14:52.590 --> 00:15:00.090

Arik Korman: Great and I've got a question here about timeline. What is the timeline for the state's waiver application to be accepted or rejected?

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Chris Reykdal: We sure wish we knew that. That's one of the mysteries we can't get out of the US Department of Ed.

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Chris Reykdal: We're actually in our testing window in the state of Washington, right now, so there is an urgency to this. We just got a template a week and a half or so ago from the feds on this thing so

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Chris Reykdal: everything is kind of late. We've already said whether we get the waiver or not the testing window will be pushed out

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Chris Reykdal: from early April to the end of the traditional school year, middle of June.

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Chris Reykdal: So that's our assessment window, but when will we know from the feds whether it's a go or no go on our sampling method?

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Chris Reykdal: We don't know. We hear they are in talks with other states who have submitted, but this is kind of a one state at a time process and they don't they don't indicate any timeline. We obviously are pressing to get an answer very soon. We'd like to submit our application tomorrow.

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00:15:44.370 --> 00:15:56.970

Arik Korman: Okay, thank you. So I've got a question here about the way that the the sampling will be done. What is the selection criteria for the sample population and when will schools be notified if they've been selected?

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Chris Reykdal: Yeah, so again these research teams at the University of Washington have helped us out here. They're doing what's called a stratified

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Chris Reykdal: random sample so they're going to grab a set of school districts randomly but proportional in each region.

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Chris Reykdal: So it isn't that you would get disproportionate representation from Spokane or from Vancouver or Seattle. They'll grab districts

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Chris Reykdal: randomly within the nine regions, and then they will randomly grab elementary schools for a grade band, so you know Emerson Elementary School in Snohomish district might randomly get selected.

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00:16:32.130 --> 00:16:42.630

Chris Reykdal: Fourth graders are taking one of the content areas there, so it truly is random. It is stratified in that we get balanced and we don't oversample a region in that regard.

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00:16:42.990 --> 00:16:50.580

Chris Reykdal: And there's an oversampling that occurs because even in something that we can really effectively communicate, there will be families who say I'm not interested in assessing and

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00:16:50.850 --> 00:17:01.440

Chris Reykdal: they always have the right to opt-out. We can get as far more manageable with 50,000 you know, on the sample that we can communicate with and tell the value of instead of just sort of opening it up to 700,000.

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00:17:03.540 --> 00:17:17.940

Arik Korman: So I have a question here about mental health and the question is: How will these assessments help support students mental health, especially if the main push for returning to in person learning is for the mental health of students.

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Chris Reykdal: Yeah, I think this is why we are trying to figure out a middle ground right. On one hand, the federal government saying they're not likely to waive assessments, they--

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Chris Reykdal: Their their default is that every student should come in, again in our state and I can't speak for others that's about four and a half a million hours of test time.

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00:17:35.100 --> 00:17:41.730

Chris Reykdal: We don't think this is the year to do that, that is the opinion of your state superintendent and people can certainly disagree with that.

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Chris Reykdal: On the other hand, we owe them something that really demonstrates statewide accountability and understanding of how student groups, and so this is the methodology we think makes the most sense.

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00:17:51.570 --> 00:17:58.320

Chris Reykdal: But, but clearly bringing students into our buildings for the limited time we have this spring and then dedicating three of those hours to testing.

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Chris Reykdal: Maybe additional hardship for students, some might really want that we know there are families and parents and districts, who say we really want to assess, we really want to know this, and so they'll build a positive environment but

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00:18:10.050 --> 00:18:24.600

Chris Reykdal: it certainly cuts both ways and that's why we just think it makes more sense to go this route than everyone come in, do the multiple batteries of exams, we would then be dedicating 7, 8, 9 hours per student testing. We're trying to find a middle ground here.

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00:18:24.900 --> 00:18:33.120

Arik Korman: Mhm, yeah. Yeah so the next question I have is about the digital divide, and it sounds like there won't be much of an impact

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00:18:33.900 --> 00:18:45.630

Arik Korman: of the digital divide on this since the testing will be in person. But could there be impacts from the digital divide in terms of outreach to students and families to ask them to come in?

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Chris Reykdal: You know there's always that risk. We've

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Chris Reykdal: deployed more than 300,000 devices since the pandemic started making more than 50,000 internet connections and some districts have gone well beyond those numbers that we were able to be a part of in any way.

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00:18:59.970 --> 00:19:09.840

Chris Reykdal: We're pretty confident districts can reach families in high high percentages, but there is still some connectivity challenge for sure so multiple methodologies would be involved here.

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00:19:10.350 --> 00:19:21.480

Chris Reykdal: Digital outreach, paper outreach, phone calls if necessary, visits. Again if you're sampling you really want to be just relentless about that sample so it means something at the end.

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00:19:23.190 --> 00:19:26.850

Chris Reykdal: And that would be something we partnered with school districts to communicate. Why are we doing this,

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00:19:26.880 --> 00:19:35.820

Chris Reykdal: what is the requirement, why is there value in doing this, what will it tell us, and what will we know when we're done with it? This is the kind of stuff we have to communicate effectively.

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00:19:35.910 --> 00:19:46.470

Arik Korman: Yeah so, I've got a question here about high school graduation requirements and testing: To be fair don't high school students need access to state testing in order to graduate from Washington state?

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Chris Reykdal: Yeah, we have a pathway approach to graduation now. You have to demonstrate proficiency in one of multiple sort of ways. Most of those ways

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Chris Reykdal: require a standardized exam either the Smarter Balanced or, then you kind of go grab an SAT or an ACT or something like that.

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Chris Reykdal: But we also have pathways through course taking a particularly CT pathways.

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Chris Reykdal: So this year is going to be another interesting year. The State Board of Education by by virtue of the legislature has the ability and and now an adopted framework for waiving some credits

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Chris Reykdal: for graduation this year and waving those pathways with some conditions so

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00:20:26.550 --> 00:20:32.700

Chris Reykdal: testing this year won't be nearly as implicated as it is the most years for that ability, but, but after this year

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00:20:32.970 --> 00:20:40.380

Chris Reykdal: you know, again we have to revisit that. Are we back to Smarter Balanced next year with so many colleges and universities, not using the SAT/ACT

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00:20:41.010 --> 00:20:52.230

Chris Reykdal: as predominantly anymore. There are fewer and fewer testing windows for students, so we continue to believe we've got to create more pathways that are that are focused on students taking rigorous courses with meaning.

140

00:20:52.980 --> 00:20:58.140

Chris Reykdal: Just side note. WSU was the latest university to drop the SAT requirement and in their own research they found

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00:20:58.530 --> 00:21:04.200

Chris Reykdal: that student course taking in GPA was a much better predictor of their first year college success than the SAT.

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00:21:04.890 --> 00:21:12.480

Chris Reykdal: So we've known this forever that there's a place for assessment and it's meaningful and we've got to do it there's also a place where it becomes more barrier than an

143

00:21:13.170 --> 00:21:25.800

Chris Reykdal: uplift and I think that's what's being questioned all across the country right now when it comes to graduation. Should graduations really be tied to a single exam or should we create multiple ways to do it? The state does have multiple ways.

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00:21:26.820 --> 00:21:29.370

Chris Reykdal: It's something we've got to keep exploring got it.

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00:21:29.400 --> 00:21:40.080

Arik Korman: Yeah, because I have a follow up question which basically says: If not all high school students are tested and in both math and ELA. What will this do to the class of 2023's graduation pathways?

146

00:21:41.550 --> 00:21:53.130

Chris Reykdal: Yeah 2023 so you're talking about students two years from now, or sophomores right now, who would normally be taking the Smarter Balanced again. It's just one avenue for them, those same students would get access to SAT/ACT.

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00:21:53.580 --> 00:22:02.310

Chris Reykdal: Or maybe Smarter Balanced retakes and content areas, the ASFAB, which is a military sort of readiness assessment.

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00:22:03.030 --> 00:22:10.800

Chris Reykdal: Our sophomores today will have their junior, senior year to kind of re-engage multiple pathways. I think some of the bigger concern from districts, right now, are today's juniors

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00:22:11.370 --> 00:22:20.580

Chris Reykdal: because they didn't take the test as 10th graders last year. They won't be in the sample or the regular test this year, even if we're required to test everybody.

150

00:22:20.910 --> 00:22:34.980

Chris Reykdal: And so it's our juniors that we're most concerned about because they haven't had access to the assessments, particularly and they don't get the same graduation flexibility to the seniors this year do so we've got a heavy focus right now on juniors.

151

00:22:35.430 --> 00:22:49.170

Arik Korman: Yeah, thanks. Now this question is about comparison between this year and other years: How are you going to gauge how well students are doing using these tests from this year if they're not necessarily comparable to previous years?

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00:22:49.860 --> 00:22:55.860

Chris Reykdal: Yeah, it is the same assessment so it's the Smarter Balanced. And then they condensed in a little bite by eliminating a few questions.

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00:22:57.060 --> 00:23:01.920

Chris Reykdal: But I think it's really comparable. We're not picking a different instrument; we're trying to come up with a better sample here.

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00:23:02.280 --> 00:23:06.930

Chris Reykdal: I think it's a really good question that's asked, because everyone, I think, still confuses this question.

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00:23:07.440 --> 00:23:13.080

Chris Reykdal: Typically, what what we do with standardized assessments is we compare a group. Let's say fourth graders.

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00:23:13.560 --> 00:23:20.370

Chris Reykdal: Get the fourth grade assessments and mostly what happens is people compare a fourth grader's to last year's fourth graders who are now fifth graders.

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00:23:20.850 --> 00:23:26.340

Chris Reykdal: So we get this interesting idea whether fourth graders in general are improving achievement.

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00:23:26.940 --> 00:23:34.740

Chris Reykdal: But we very rarely scale the scores, in a way to tell you meaningfully whether your fourth grader got better as a fifth grader.

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00:23:35.130 --> 00:23:46.380

Chris Reykdal: That's what parents really want to know. Did my student get a year's worth of learning? And almost nothing out there right now tells them that. It's part of what I want to keep exploring which is let's stop the sort of

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00:23:47.280 --> 00:23:56.340

Chris Reykdal: age of grade cohort comparison and instead find something that's a pre-test post-test within the year to tell families and parents and community,

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00:23:56.610 --> 00:24:07.590

Chris Reykdal: hey we either did or didn't have as much success as we needed to in a year's worth of learning that was expected that year. The current regime just doesn't really do that and no state has figured this out very well.

162

00:24:08.070 --> 00:24:17.160

Chris Reykdal: That isn't to say we don't need standardized exams. Again, I think in the sample forum to talk about statewide accountability, but it's not really informing parents very much.

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00:24:17.820 --> 00:24:27.900

Arik Korman: Mhm, yeah. And here's a question about parents who do want to be informed who might necessarily be part of the sample. Will families be provided the opportunity for their students to be assessed voluntarily?

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00:24:28.980 --> 00:24:36.090

Chris Reykdal: Yeah, what what again if we get that permission from the feds, what we will tell districts is they can certainly offer this broader to families who wanted...

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00:24:36.870 --> 00:24:46.590

Chris Reykdal: Some districts have been in person since day one. A lot of our small very small rural districts have been able to get older students in it... had the physical space with that six foot rule.

166

00:24:47.400 --> 00:25:01.800

Chris Reykdal: And some of them have indicated, they want to assess all their students and they certainly can. What we'll be careful to do if we're approved for this is make clear from the back end data systems who's in the sample and who isn't so that we don't get a skew as a result of that.

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00:25:01.860 --> 00:25:08.640

Arik Korman: Got it, yeah. And then this is kind of a follow up question which is: Will you be sharing which school districts and schools were selected for the test?

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00:25:08.940 --> 00:25:13.710

Chris Reykdal: Oh yeah. Yeah, yeah. That'll all be very, very public and again those districts will be notified we hope

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00:25:14.070 --> 00:25:27.270

Chris Reykdal: within a couple weeks of hearing from the feds on this if we are approved, and then there'll be a very public process for that, because they have to inform families about it, and of course our state every state really families have the right to decide to stay in it, or opt out of it.

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00:25:27.720 --> 00:25:40.230

Arik Korman: Got it. I've got a process question here about the Department of Education's waiver process. Is there anything you wish that the Department of Education had included or excluded in the waiver process?

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00:25:42.330 --> 00:25:52.020

Chris Reykdal: Yeah, I wish they would have been more clear around what they want to achieve this year in assessments. I'm going to hopefully be clear about this.

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00:25:52.560 --> 00:26:05.910

Chris Reykdal: On one hand they're abundantly clear that they're going to de-link all the accountability from the tests and on the other hand, they're almost insisting that we test everybody. So across the country, you know, they want us to spend you know, the equivalent of

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00:26:06.930 --> 00:26:19.890

Chris Reykdal: maybe a billion dollars or more on it on exams with an explicit belief that they're not going to hold any states accountable to the results. And I don't think that's going to be the best outcome. I want to know whether students have been disproportionately impacted.

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00:26:21.300 --> 00:26:25.230

Chris Reykdal: Lots of lenses and I think we have a method to do that that's more robust

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00:26:25.680 --> 00:26:34.050

Chris Reykdal: than what we might get by assessing every one of them having huge geographic squats or certain modalities opt out of that. I wish they would have been really clear about

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00:26:34.560 --> 00:26:42.180

Chris Reykdal: what exactly they want us to achieve this year and then we could have gotten creative saying we want to be successful, and we want to achieve what your interest is.

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00:26:42.480 --> 00:26:48.450

Chris Reykdal: It almost feels like they're saying on one hand we don't want anyone to count and on the other hand, we really want to just keep testing everybody.

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00:26:49.080 --> 00:26:54.240

Chris Reykdal: And I, and that is hard to reconcile right now and part of it is that the guidance came out for the secretary seated.

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00:26:54.930 --> 00:27:01.260

Chris Reykdal: And we know Congress is still playing a very outsized role in some of these decisions. And maybe it's for another

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00:27:01.740 --> 00:27:08.460

Chris Reykdal: LEVinar, but I have real concerns right now with how big the US Department of Education has become with respect to testing

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00:27:09.240 --> 00:27:24.720

Chris Reykdal: n general, but also just the details of it. I think they should be accountable for civil rights, race, students with disabilities, other protections-- telling us how to test, when to test, who the test, what to tie it to... that is just out of scope, in my opinion.

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00:27:25.440 --> 00:27:28.500

Arik Korman: Do you think the new education Secretary will pull back?

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00:27:30.030 --> 00:27:39.480

Chris Reykdal: I don't know. He he's been a part of an association that I've been a part of. By virtue of being in this role, he's he's relatively new to it, his state role before he was selected to this...

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00:27:40.200 --> 00:27:46.500

Chris Reykdal: He's he's outstanding from everything we understand and and had some brief conversation over zoom with him.

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00:27:46.830 --> 00:27:56.520

Chris Reykdal: I don't know and I don't know how much freedom he gets from the White House on this or, quite frankly, how much control Congress and the Senate, in particular, wants to claim to.

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00:27:56.850 --> 00:28:08.970

Chris Reykdal: And this entire question is a fascinating debate for any PhD candidates out there who want to write an incredible case study on policy area assessments and who's really deciding that in DC right now.

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00:28:09.390 --> 00:28:15.900

Arik Korman: Yeah and I got to follow the question about that which is: What do you know about Dr. Jill Biden's position on assessments?

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00:28:17.010 --> 00:28:20.580

Chris Reykdal: You know, not much. I was at the community technical college system when she was

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00:28:21.450 --> 00:28:30.300

Chris Reykdal: at first close to the White House, as the second lady, and we were super excited. She's just an amazing individual, continues to be an educator within the CTC system.

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00:28:30.600 --> 00:28:42.810

Chris Reykdal: I don't have a very tight read on her approach to standardized assessments. There's very little of it by way of student evaluation in higher ed. There's a ton of it in K-12. Most of her experience has been in higher ed so I don't know.

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00:28:43.320 --> 00:28:57.270

Arik Korman: Okay yeah, thanks for that. So here's a question about just analysis in general versus remote and in person. What type of analysis are you planning to put together about performance of students who spent most of the year in person versus remote?

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00:28:58.350 --> 00:29:07.470

Chris Reykdal: Yeah, we've been collecting data for quite a long time now on a weekly basis for how much in person instruction districts are providing, what grade band, so we continue to collect that data.

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00:29:07.860 --> 00:29:14.790

Chris Reykdal: So sort of on the back end of this we can attach the student, you know when they're randomly selected their district, and then their grade band and...

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00:29:15.090 --> 00:29:22.410

Chris Reykdal: in that fourth grade classes selected, we have a pretty good sense of how much instructional time they've had in person, and we can attach it go to that so

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00:29:22.680 --> 00:29:34.350

Chris Reykdal: we intend to do that. We really want to know whether in person, hybrid, or fully remote for most of the year, has a meaningful impact on how students are doing this year. That's part of the reason we want to control this sample so tight.

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00:29:34.920 --> 00:29:49.890

Arik Korman: Got it, okay. And here's a question about how this data will be used: Based on the assessments of remote versus in person and hybrid learning what will be done to close the gap between what should have been learned and what was learned during the school year?

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00:29:51.540 --> 00:29:59.580

Chris Reykdal: This is where that local assessment in the classroom that will tell you a lot about the individual student or child right, I want to know how my individual student is doing.

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00:30:00.240 --> 00:30:11.640

Chris Reykdal: Where that means this larger question of the state being able to perhaps say hey elementary students were really disproportionately in early math or early reading or maybe it's middle school students in in one of the content areas.

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00:30:12.210 --> 00:30:17.490

Chris Reykdal: We're then able to take a lot of federal money that's coming in, for recovery acceleration and a little state money

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00:30:17.850 --> 00:30:24.660

Chris Reykdal: and we can put emphasis and priority on that. We can say to districts, we want you to use your... we have an indication from our statewide results

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00:30:25.050 --> 00:30:32.430

Chris Reykdal: that middle school students struggle profoundly in mathematics this year. I'm making this up. We're going to get a social emotional indicator from a student

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00:30:33.360 --> 00:30:46.260

Chris Reykdal: student led student filled out SEL survey and we can say to districts, "We think there's a particular trend here that you need, in part, to pay attention to... you're getting resources to address learning recovery and acceleration.

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00:30:46.650 --> 00:30:56.220

Chris Reykdal: Go into that classroom based assessment and see if your local data affirms what we're seeing at the statewide level and then drive your resources there." So we can be really intentional about this

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00:30:56.550 --> 00:31:01.440

Chris Reykdal: with the caveat that you and I have talked about now for so long, which is, at the end of the day, each school district

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00:31:01.830 --> 00:31:16.050

Chris Reykdal: gets those federal dollars. They bypass the state on 90% of the money and it's by formula straight to the school districts, so at the end of the day, you still got to know your local school board, your local superintendent teacher, and make sure that there's a plan. But we can inform a lot.

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00:31:16.920 --> 00:31:27.330

Arik Korman: Great yeah and here's a question about those local assessments, which is a very simple one: What are the rules or guidance for the local assessments as teachers work to create those?

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00:31:28.530 --> 00:31:36.270

Chris Reykdal: Most districts have them already virtually every classroom does already, especially in early literacy (ELA) and early math. This is common to schools.

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00:31:36.600 --> 00:31:47.070

Chris Reykdal: You used to get as a parent a lot of this feedback, but instead over the years that sort of waned on the feedback from those because instead you're getting a letter home every year on a more formal Smarter Balanced.

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00:31:48.120 --> 00:31:58.590

Chris Reykdal: Districts already use these. They are not universal in terms of what they use, so we have some districts, using a different instrument for math and another that's one of those longer term questions that we want to ask ourselves.

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00:31:58.950 --> 00:32:06.990

Chris Reykdal: If we really got better and more transparent around classroom based assessments that more effectively inform families about performance of students,

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00:32:07.320 --> 00:32:16.440

Chris Reykdal: we could make that instrument a lot more common and I think build a lot of confidence in those but they've got them already they know how to use them, they use them real time to intervene with students.

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00:32:16.800 --> 00:32:21.750

Chris Reykdal: And now it's a matter of challenging districts in there. They've got a June 1st

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00:32:22.470 --> 00:32:26.040

Chris Reykdal: form they owe us on how they're going to use these federal dollars for for

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00:32:26.370 --> 00:32:38.790

Chris Reykdal: acceleration & accountability and we're going to task them to say how well do you communicate with families when you make these local assessments and you determine that a student needs additional support. So we're building a pretty good framework here for moving forward.

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00:32:39.240 --> 00:32:48.120

Arik Korman: That's good. So I have a question here about the impact of assessments and the intersectionality of assessments on students who need special education services.

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00:32:48.900 --> 00:32:53.010

Arik Korman: For high school seniors who have an individualized educational program an (IEP),

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00:32:53.550 --> 00:33:05.430

Arik Korman: would there be an option to participate in an off grade level testing in order to meet graduation requirements. The class of 2021 still has access to the certificate of individual achievement, the CIA diploma.

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00:33:05.790 --> 00:33:09.840

Arik Korman: And some students would benefit from being able to take the off grade level tests.

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00:33:11.430 --> 00:33:27.570

Chris Reykdal: Yeah, I've written that down because I want to follow up a little bit, but not overstate my knowledge of this. The IEP is the driver here, so the family and school and educator and student determination of this is really key. There are multiple ways to demonstrate

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00:33:29.430 --> 00:33:35.160

Chris Reykdal: that CIA that's a terrible term we should all clarify, certificate of individual achievement....

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00:33:36.270 --> 00:33:46.710

Chris Reykdal: So I think so, is my answer, but I really want to check with our team here in a little to talk a little bit around that option for families. What we're going to try to make clear is anyone who wants to take assessment still can.

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00:33:47.520 --> 00:33:58.800

Chris Reykdal: In the case of students with disabilities, that IEP really drives a lot of it, and then you probably well know there's a small fraction maybe 1% of students who take an assessment with profound

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00:33:59.700 --> 00:34:07.470

Chris Reykdal: cognitive or developmental disabilities that the federal government allows us. They've been taking their assessment... they've been taking that for a while.

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00:34:07.740 --> 00:34:19.860

Chris Reykdal: There will not be any flexibility right aim for WA-AIM or for English language learners. And that's coming from the feds, so I think so is the answer, and I owe you a response back on how much opportunity families would have if their

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00:34:20.280 --> 00:34:31.380

Chris Reykdal: student's a senior and wants to do that. I would suggest that the waiver process coming from the state board of ed is probably more viable and yeah stay tuned I'll get back to you on that one.

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00:34:32.130 --> 00:34:40.140

Arik Korman: Alright, I appreciate that. So here's another question about the waiver itself the federal waiver. What happens if the federal waiver is not granted?

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00:34:42.030 --> 00:34:48.030

Chris Reykdal: Then we open up our testing window and every single student grades three through eight and 10th grade.

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00:34:48.390 --> 00:34:55.620

Chris Reykdal: And I think 11th grade science will all be expected to come in and take standardized exams. That will be the expectation of the feds.

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00:34:56.250 --> 00:35:05.940

Chris Reykdal: That's what we will be held accountable to offering, and I say that carefully, because they seem so clear that they're going to decouple all of that test taking from accountability.

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00:35:07.410 --> 00:35:13.680

Chris Reykdal: And almost there urging not even just the states so so that's what we'd be prepared to do.

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00:35:14.820 --> 00:35:18.810

Chris Reykdal: I can't imagine that will make a ton of sense for a lot of families.

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00:35:20.070 --> 00:35:28.350

Chris Reykdal: But I also want to respect the fact that if that's the determination of the US Department of Education as influenced it sounds like by members of Congress

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00:35:29.190 --> 00:35:44.610

Chris Reykdal: which is, which is something we should explore, but if that's the determination then we have to proceed with that and we're ready to. It's just logistically going to be exponentially more complicated than a controlled environment of 50,000 students.

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00:35:44.820 --> 00:35:48.150

Arik Korman: Got it, yeah. So it'd be much better for everyone if that waiver is approved.

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00:35:49.200 --> 00:36:02.220

Chris Reykdal: It'd certainly give us, I think, more reliable results and shrink the intensity of this, but not everyone agrees with that I want to be respectful of those who think we should be testing all students this year. There's plenty of folks who believe that.

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00:36:02.580 --> 00:36:11.460

Arik Korman: Mhmm and for the families that don't believe in testing, is there a mechanism for them to opt out? A number of people have been asking about that.

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00:36:12.270 --> 00:36:26.130

Chris Reykdal: Yeah yeah that that is a right of families, of course, always you know. Your children are your children and you have that right. Typically every state is required to do their best to get above a 95% test participation rate.

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00:36:27.300 --> 00:36:34.350

Chris Reykdal: I think this year that'll be incredibly challenging. The feds are prepared to waive that so either way families do have a right to opt out.

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00:36:34.890 --> 00:36:39.990

Arik Korman: Got it and would that be at the district level or would that be at the State level to do that?

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00:36:40.320 --> 00:36:42.990

Chris Reykdal: At the district level.

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00:36:43.260 --> 00:36:54.900

Arik Korman: Okay, great. Thanks. So I have a question about the CDC guidelines. Does the latest CDC guideline release per the three foot rule change anything, as far as assessments go? Does this mean that we can get more kids back in school to test?

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00:36:56.520 --> 00:37:08.790

Chris Reykdal: I don't know because this is a determination of our local Department of Health, that is a cabinet agency, so the governor's playing a role in this right now we know that reviewing the CDC guidance. It was way more nuanced than was recorded.

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00:37:09.240 --> 00:37:17.220

Chris Reykdal: Elementary school seems to have quite a bit of flexibility. There are still tremendous limitations on secondary middle and high school students.

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00:37:17.610 --> 00:37:23.970

Chris Reykdal: The epidemiology of older students is a lot more like adults... their mobility patterns, their cases, their

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00:37:24.840 --> 00:37:27.300

Chris Reykdal: ability to shed virus and infect others so.

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00:37:27.720 --> 00:37:40.260

Chris Reykdal: It was still very much tied to community spread, attempting to cohort. There were lots of other kind of conditions around that that's what I know DOH is pouring through right now to understand. So I would not expect a dramatic change

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00:37:40.890 --> 00:37:48.270

Chris Reykdal: in terms of who can come to school right away. But I know they're looking at that. We want an answer for this fall. We want certainty

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00:37:48.870 --> 00:37:53.250

Chris Reykdal: with recommendation from the governor or guidance this spring like soon

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00:37:53.820 --> 00:38:02.430

Chris Reykdal: to give high confidence this fall that our students are coming back, and I believe they will, with the exception being if we have a variant or something that really

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00:38:03.090 --> 00:38:12.330

Chris Reykdal: starts to allude to the vaccine and obviously we'd be back into a pretty serious situation next fall, but at this point my expectation is we'll be in really good shape by then.

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00:38:12.810 --> 00:38:22.380

Chris Reykdal: But we got to do our part... got to keep our cases down, got to get vaccinated. That's looking good... this spring I wouldn't expect a big statewide transformation around that.

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00:38:22.620 --> 00:38:36.600

Arik Korman: Okay, great. Thank you. So here's a question about the seal of bi-literacy and the Smarter Balanced assessments. Will we be able to award students the seal of bi-literacy if they haven't taken the Smarter Balanced English language Arts test?

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00:38:38.190 --> 00:38:38.790

Chris Reykdal: That

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00:38:40.020 --> 00:38:48.030

Chris Reykdal: is an awesome question, so I will get back to focus on that as well. But it's been growing every year. It's a powerful powerful tool. We want lots more of that.

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00:38:48.570 --> 00:38:59.460

Chris Reykdal: So I'm going to figure out what assessments students can use to achieve that and that's another one I owe you and, hopefully, you have a way to post that or get it back out to participants.

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00:38:59.610 --> 00:39:07.680

Arik Korman: Oh, I definitely do. Yeah, I definitely do. In fact, I'll I'll loop back with everyone who is registered for this webinar and I'll I'll give them the answers to that.

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00:39:08.160 --> 00:39:15.750

Arik Korman: So here's a question about the social emotional learning survey that you referred to earlier: Can you tell us more about that SEL survey?

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00:39:16.620 --> 00:39:25.920

Chris Reykdal: Yeah, it's for students grades six through 12. Districts registered for it and then they communicate the opportunity for students. Students fill it out themselves.

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00:39:27.300 --> 00:39:36.630

Chris Reykdal: We have had something called the Health Youth Survey, for years, this is a combination of how students feel about the climate of their school, their social emotional well being...

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00:39:37.590 --> 00:39:51.210

Chris Reykdal: Lots of factors health factors in that. This one was on top of it, so it didn't replace it but it was a real focus on COVID-19 you know learning modalities, the mental health challenges of students, their perception of supports are lacking around.

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00:39:52.350 --> 00:40:04.920

Chris Reykdal: It's in the field now and maybe closing very near closing right now. We will collect that data. The good news is it's anonymous by student, but we get enough information demographically to tell you again

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00:40:05.520 --> 00:40:13.860

Chris Reykdal: disproportionality by race by elementary, middle, high again at six through 12 so there isn't a lot of elementary there but, but we can certainly

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00:40:14.130 --> 00:40:18.840

Chris Reykdal: make some really powerful inferences around how impactful this last year has been for our young people.

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00:40:19.380 --> 00:40:31.050

Chris Reykdal: And by all evidence of professionals and pediatricians in this space it's been quite impactful for some students. We wanted a little bigger sense directly filled out my students so that's what that's about.

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00:40:32.610 --> 00:40:38.010

Arik Korman: All right, thank you very much for that. So I have a question here about communications lessons during this time.

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00:40:38.580 --> 00:40:46.830

Arik Korman: COVID-19 has provided many valuable lessons about what works and doesn't for getting important information from OSPI to families and students

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00:40:47.190 --> 00:40:55.290

Arik Korman: especially those who are most impacted. What lessons about communication are you applying in regards to getting this information out about state assessments?

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00:40:56.940 --> 00:41:07.230

Chris Reykdal: Yeah, this is obviously as complicated as it gets because we're a State Agency that sets some tone for policy and partnership with the legislature, the governor's office, other regulatory agencies...

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00:41:07.650 --> 00:41:16.380

Chris Reykdal: And then all those deployment decisions are at the local level. So some of what we learned is just how relentless we have to be around multiple communication channels,

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00:41:16.650 --> 00:41:24.360

Chris Reykdal: bringing this to as many languages as we can, and a ton of our guidance this year we put in multiple languages to try to give families access to it.

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00:41:24.690 --> 00:41:30.720

Chris Reykdal: But again, it wasn't always informative because it's often sort of statewide policy targeted at a school district.

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00:41:31.080 --> 00:41:37.170

Chris Reykdal: And then they still had to follow up with her district to say “Okay, are we going to do that or not? You've been given the option, whether it's grading practices or.

273

00:41:37.530 --> 00:41:47.160

Chris Reykdal: you know attendance issues.” So we know multiple channels, multiple languages with as timely of information as we can get, and then always challenging school districts

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00:41:47.580 --> 00:41:56.280

Chris Reykdal: to do the same and directly communicate to families. OSPI does not have a database of the 1.1 million students and their families, so we do not directly communicate

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00:41:56.820 --> 00:42:07.230

Chris Reykdal: with students or families here. Our communication is broad public on our website and other media channels and directly to districts and then they have that direct family communication.

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00:42:07.560 --> 00:42:20.160

Arik Korman: Got it, great. Thank you. I have a couple of more questions about the SEL survey. The first one is: Will the SEL survey results be shared in a similar fashion to the HYS? And and what is the HYS for people who don't know?

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00:42:20.610 --> 00:42:31.380

Chris Reykdal: Yeah, that's that annual Health Youth Survey. I guess it's a every two year health survey. The answer is yes, with protection of student privacy, of course, we will have this rolled up into categories

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00:42:32.400 --> 00:42:41.340

Chris Reykdal: and groupings that make a ton of sense. By question... we have partners in this Department of Health and the health care authority, so there will be some time taken with researchers

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00:42:41.850 --> 00:42:53.160

Chris Reykdal: to make sure that the results we get are meaningful and we can tell you the significance of those. But yeah, that will be very public. We hope to get those kind of wrapped up in the summer, but going into this fall, I think we're going to be able to tell a

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00:42:54.240 --> 00:42:57.060

Chris Reykdal: very powerful story about this last year.

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00:42:57.150 --> 00:43:03.870

Arik Korman: And, are there any plans underway to create an assessment for SEL for elementary school students?

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00:43:04.950 --> 00:43:14.820

Chris Reykdal: Not for this particular instrument, but districts do have access to that. Either things they created themselves or there are other providers out there who do elementary grade level SEL

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00:43:15.450 --> 00:43:21.750

Chris Reykdal: screeners is what we typically call those. We have tasked districts with guidance suggesting to them

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00:43:22.110 --> 00:43:32.040

Chris Reykdal: that they need to make that a framework for their reopening... not just know the academic impacts, but also the SEL impacts and they have various instruments they use for that, but nothing in the contemplation right now

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00:43:32.790 --> 00:43:41.460

Chris Reykdal: because as you get to the younger grades... asking students those questions really needs to be informed often with a trusted adult next to them or a parent or guardian.

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00:43:42.360 --> 00:43:48.840

Chris Reykdal: And so, this one is six through 12 only and we wouldn't expect to K-5 instrument like that this year.

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00:43:49.200 --> 00:43:59.550

Arik Korman: Okay, great Thank you. And so, my last question is: Do you have anything you would like to say to students and caregivers as we enter the fourth quarter of this historic and challenging school year?

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00:44:00.600 --> 00:44:06.000

Chris Reykdal: Yeah, just a thank you mostly. This has been a stunningly complicated year in all of our lives.

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00:44:07.650 --> 00:44:17.910

Chris Reykdal: And as we sort of emerged, I look at the parallel to the weather right? It's getting sunnier and it's getting nicer and there is this sense of renewed spring. There's an opportunity coming out of this for sure.

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00:44:18.690 --> 00:44:28.740

Chris Reykdal: But it is a virus that has killed over half a million Americans and it's still with us. Vaccination rate, you know for double dose in this country is less than 15%. We have ways to go here.

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00:44:29.430 --> 00:44:36.240

Chris Reykdal: And so we keep trying to create opportunities for districts to serve more students in-person with safety protocols.

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00:44:36.870 --> 00:44:43.410

Chris Reykdal: So, mostly I just want to say thank you. Continue to stay close to your local district on options and opportunities.

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00:44:44.010 --> 00:44:51.960

Chris Reykdal: Look for those plans from school districts in June that's going to describe how they're using those federal resources to create summer learning opportunities, additional engagement,

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00:44:52.350 --> 00:44:57.180

Chris Reykdal: community based partnerships for additional learning and supports, and then their plan for next year and beyond.

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00:44:57.720 --> 00:45:05.010

Chris Reykdal: We are not out of this by any stretch and folks should not sort of think we turned the ultimate corner. We are turning the corner, which is great.

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00:45:05.340 --> 00:45:10.890

Chris Reykdal: But there's a lot still here and our students both academically and especially from a mental health standpoint...

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00:45:11.310 --> 00:45:19.860

Chris Reykdal: They need us to keep wrapping our arms around them and kind of slowly walking out of this thing, and at no point saying hey we're good to go on our behaviors

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00:45:20.100 --> 00:45:33.750

Chris Reykdal: unfortunately, can set us back and and right now we need the hope of continuous improvement on this. Major setbacks, I think, will not be healthy for us from every aspect mentally, emotionally, economically. We need to be slow and steady.

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00:45:34.350 --> 00:45:40.590

Chris Reykdal: Not race too far out, get ahead of ourselves, and unfortunately take a big step back. We don't want that fourth peak.

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00:45:41.220 --> 00:45:53.160

Arik Korman: Great. Well, thank you so much Superintendent Reykdal. I really appreciate your insight, appreciate the information that you've shared, and making yourself available to students and families and and people within the education community in Washington state.

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00:45:53.850 --> 00:46:06.000

Arik Korman: And thank you for everyone who submitted questions. I'm sorry we're unable to get to each and every one of them, but if your question wasn't answered, Superintendent Reykdal, can people contact you at superintendent@k12.wa.us?

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00:46:06.510 --> 00:46:14.490

Chris Reykdal: Yeah, that is exactly right. And we get lots of email, so we can get to all of it. Sometimes it takes us a little while, but please use that email address that's great.

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00:46:14.970 --> 00:46:23.580

Arik Korman: Great, great. Again, thank you so much for all you do for Washington students. We really appreciate it, and I know you got to go, so I'll go ahead and wrap up the webinar.

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00:46:24.690 --> 00:46:35.820

Arik Korman: And feel free to go on to your your next commitment. On Thursday, April 1st at 7pm, we are presenting a special virtual event on restorative justice in schools.

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00:46:36.480 --> 00:46:41.520

Arik Korman: In this zoom meeting, we will focus on a healing approach to student behavior versus a penal approach.

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00:46:41.880 --> 00:46:48.810

Arik Korman: Our panelists will discuss what brought them to the work, what their programs, do their philosophy, and where they can be found.

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00:46:49.290 --> 00:46:55.050

Arik Korman: They will also discuss ways to expand these programs throughout Washington state and answer your questions.

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00:46:55.500 --> 00:47:03.510

Arik Korman: Featured participants are Toyia Taylor, the Executive Director and Founder of WeAPP, Sean Goode, the Executive Director of Choose180,

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00:47:03.900 --> 00:47:11.460

Arik Korman: Saroeum Phoung, Executive Director of Peacemaking Academy, and Dion Schell, Director of Education at Community Passageways.

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00:47:11.910 --> 00:47:22.350

Arik Korman: The registration link is on our website educationvoters.org. Just click on the events page and I will also include the information in the follow up email, which you will receive in about 24 hours.

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00:47:23.070 --> 00:47:37.470

Arik Korman: Our next LEVinar is tentatively scheduled for Thursday, April 8 at 12:30pm. We will discuss the role of K-12 schools in addressing racially motivated violence. As soon as we have the panelists confirmed, I'll send out the information.

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00:47:38.790 --> 00:47:48.960

Arik Korman: And on our next LEVinar on April 15, Washington state teachers of the year, Brooke Brown from 2021, Amy Campbell from 2020, Robert Hand from 2019,

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00:47:50.340 --> 00:47:59.730

Arik Korman: Mandy Manning from 2018, who was also the 2018 national teacher of the year, Camille Jones from 2017, Nate Bowling from 2016,

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00:48:00.120 --> 00:48:06.810

Arik Korman: and Lyon Terry from 2015, will share what they're hearing from students, families, and colleagues in the community

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00:48:07.200 --> 00:48:15.780

Arik Korman: on how the 2020-2021 school year is going, how they recommend reimagining education based on what they've learned from teaching during the COVID pandemic,

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00:48:16.320 --> 00:48:28.620

Arik Korman: and will answer your questions. The registration info is also on our LEVinar page which you go to at our website educationvoters.org, click on events, then lunchtime webinars and I'll also share it in the follow up email.

317

00:48:29.820 --> 00:48:39.690

Arik Korman: Thank you to each of you for joining us today. I'm going to include the chat log and the log of the questions that have been submitted to Superintendent Reykdal and I will forward them to him.

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00:48:40.200 --> 00:48:48.030

Arik Korman: If you have any additional questions or comments, please send them to me at Arik, spelled arik@educationvoters.org.

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00:48:48.570 --> 00:48:56.130

Arik Korman: A recording of today's presentation will be available on our website educationvoters.org and will be sent to you in the follow up email.

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00:48:56.490 --> 00:49:07.110

Arik Korman: Please feel free to share the recording with your friends and colleagues. If you'd like to learn more about League of Education Voters or support our work, please visit our website educationvoters.org.

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00:49:07.860 --> 00:49:21.330

Arik Korman: Thank you again for attending. Each one of us has the right to feel safe and valued. Together, we will fight for a world in which true educational and economic equity exists. We look forward to seeing you in future webinars.