



P-12 Priorities

2019-2020

September 9, 2019



Why?

- State educational policy plays a major role in creating effective and equitable educational systems
- State education policies provide guidance and direction to districts and schools regarding the vision and purpose of education
- Experience and perspective to collectively agree on policy priorities that ultimately guide the work of SED



How?

- 8 policy areas were identified that encompass the discussion focus of the Board of Regents (remembering there are already established SED P-12 work requirements and demands)
- Survey developed for members to rank each of the 8 policy areas in the order of importance (1 being the highest priority)
- Opportunity provided to identify additional policy areas and comments



Goal

Survey results, coupled with
discussion, will reveal

TOP THREE

priorities to guide the work of

P-12 Committee this year



Survey Format

Please rank the potential policy areas below in order of priority with 1 being the highest.

POLICY AREA: Grades 3-12 Exit Measures (new and in support of the Assessment Workgroup)

POLICY AREA: Culturally Responsive-Sustaining Education Framework (in progress)

POLICY AREA: Early Childhood and Early Learning (in progress)

POLICY AREA: High School Diploma & Graduation Requirements (new and in support of the Research Workgroup & Full Board)

POLICY AREA: Holistic Development of Young People (new)

POLICY AREA: Standards and Curricular Content (ongoing)

POLICY AREA: Teacher Diversity (required under 2018-19 legislation and in partnership with Higher Education)

POLICY AREA: Improving Educational Programs for Students Involved with the Justice System (probably more suited for a legislative proposal(s) than board policy; as Raise the Age becomes fully implemented, current SED regulations, i.e., seat time, serve as a disincentive)

Other Priority Area: (also please specify where you would rank this response)

Additional Comments:

Results

- *The priorities are ranked in ascending order (lowest scores rank as priorities).*

	TOTAL	PRIORITY
High School Diploma and Graduation Requirements (new and in support of the Research Workgroup & Full Board)	40	1
Early Childhood and Early Learning (in progress)	54	2
Grades 3-12 Exit Measures (new and in support of the Assessment Workgroup)	63	3
Culturally Responsive-sustaining Education Framework (in progress)	73	4
Standards and Curricular Content (ongoing)	81	5
Teacher Diversity (required under 2018-19 legislation and in partnership with Higher Education)	89	6
Holistic Development of Young People (new)	100	7
Improving Education Programs for Students Involved with the Justice System (probably more suited for a legislative proposal than board policy; as Raise the Age becomes fully implemented, current SED regulations, e.g, seat time, serve as a disincentive)	112	8

Additional Comments

- Include finishing work on the Arts Pathway to graduation.
- Add Role Playing around social issues.
- Begins in early childhood, so that is my #1; progresses naturally to Holistic Development of Young People at #2.
- Suggest each committee conduct a similar survey. Results could overburden staff; full range of priorities could frame our agenda. Once priorities are agreed upon, no new topics should be introduced unless an unforeseen emergency.
- Response assumes that Holistic Development involves/includes social/emotional development and learning; emotional/behavioral health and physical health.
- The priority order depends on where values lie and whether we build from the logical beginning (early childhood) or from the outcome basis (high school diploma and graduation) or on concepts that transcend the basics and cause us to reorder what we consider important across all levels (holistic, cultural, diversity, justice system) or do we prioritize based on progress made to date and finish that first. How many priorities the BOR juggle at once effectively? Also, is it a numbers game? Should priorities depend on how many potential students are impacted by our policy efforts in so establishing?
- Equity work by the Research Workgroup can and should continue. A plan for reengagement is being devised.

Suggested Other Priorities

- Tackle solutions to combat institutional racism.
- Response to academically, financially and governmental failing schools or districts?
- Social and emotional well being; healthy lifestyles.
- More inclusion of the mention of SWD in each of these areas where appropriate.
- Evolving the community schools model; meeting the needs of rural schools; students that are ELLs or have special needs.
- Should we consider the latest 3 year plan in so determining our current priorities?
- Full assessment of SED Charter School Portfolio in terms of student outcomes as well as projected growth. Have a real policy discussion in anticipation of charters that will request charter revision to expand configuration and student enrollment over the next 5 years. Full review and substantial revisions to Charter School Framework. Identify the Board's vision in developing and maintaining relationships with current charter school partners and that vision should be clearly and unequivocally shared with staff.
- Education of ELLs, MLLs, DLLs (including Part 154).
- Health

What's Next?

- Finalize list of policy areas and identify the **TOP THREE** which will guide P-12 Committee's work this year.
- Establish a framework for statewide in-put, data collection, informed judgement, and potential impact of recommended policies particularly on those most impacted.
- Establish policy statements for the three priority areas to present to the full board for review and approval.
- Staff will incorporate discussion and action items in a manner consistent and reflective of policy priorities while continuing to advance ongoing mission critical work.
- Develop budget and legislative considerations for each priority.

