

## **STATE EDUCATION PLAN UPDATE**

### **BACKGROUND**

Washington submitted a Race to the Top (RTTT) grant application in the second round to the U.S. Department of Education, but was not selected as a winner. Of a possible 500 points, Washington received 290.6 (58 percent of 500). The weakest areas for Washington were in teacher and leader effectiveness; lack of closing the achievement gap; no charters and few innovative schools; provisional adoption of the common core standards and making state funding for education a priority. The SBE staff recommended the following considerations for any revisions based on the feedback from the RTTT reviewers.

- Washington needs a clear, comprehensive, systematic State Education Plan in order to improve outcomes for students. Without a clear plan, Washington is unlikely to improve student outcomes.
- Every element of the Reform Plan must have meaningful timelines and clear action steps supported by specific strategies.
- The academic achievement gap and the high school dropout rates need immediate and specific attention. Implementation of research-based strategies must be a statewide focus.
- The state needs to be clear about what 'career and college ready' means and how it is measured.
- The state needs a plan for compensating, promoting, and retaining teachers and principals using student growth as a significant factor.
- The state needs a plan for removing ineffective teachers and principals.

Washington's RTTT Steering Committee (Governor, SBE Chair and SPI) agreed to revise the education plan submitted as part of the RTTT proposal. The purposes of the Washington Education Plan<sup>1</sup> would be to:

- Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress.
- Establish priorities on which investment and policy decisions will be based.
- Rally support for education reform across the state.
- Develop a common communication tool for discussing Washington's common education priorities.

The RTTT consultant was retained in early September to continue the work this fall with the Steering Committee. The chair of the Professional Educator Standards Board was added to the Steering Committee. In addition, it was decided that the Quality Education Council should be included in the review of the state education plan as that body must make recommendations to the legislature to phase in full funding for basic education over the next ten years. The latest

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<sup>1</sup> The SBE is calling the State Plan the Education Plan, others from the Steering Committee still refer to it as the Education Reform Plan.

revised plan contains the four original goals with strategies, progress indicators, and expected results. The Department of Early Learning, the Higher Education Coordinating Board, and the State Board of Community and Technical Colleges have provided input. This latest draft of the education plan will be vetted in November with various stakeholders<sup>2</sup> and a survey tool for feedback will be posted on line. These stakeholders will also be asked for their priorities. Based on the feedback, the plan will be revised and presented to the Quality Education Council (QEC) by the Steering Committee. After priorities are determined, the state education plan will be revised and action steps, measures, and timelines will be added. Next steps for the Steering Committee include finalizing the plan and developing a legislative strategy for codifying the plan.

In addition the State Board of Education developed its 2010-14 strategic plan that contains objectives to support the draft state education goals.

### **POLICY CONSIDERATIONS**

The Board shall review and provide feedback on the draft education plan strategies and expected results for each of the four goals.

- Attachment A provides an overview.
- Attachment B provides the feedback tool on the bigger picture strategies and end results.
- Attachment C provides the detailed back up on the strategies and end results.

### **EXPECTED ACTION**

Board members shall discuss the strategies and end results and fill out the survey to provide their feedback as part of the stakeholder review process.

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<sup>2</sup> Stakeholder groups include: Association of Washington Business, Coalition for Excellent Schools Now, Congressional delegation, Early Childhood Groups, Education Associations, Ethnic Commissions, Governor's Commission on Transforming the Budget, Higher Education Groups, Legislative Leaders, Major Private Funder Group, Parents, Professional Educator Standards Board, Quality Education Council, State Board of Education, OSPI STEM group, Technology Alliance, and Urban League.

# ***Washington State 2010 Education Reform Plan***

OVERVIEW

October/November 2010

# Objectives for Feedback Session

1. Clarify purposes of Education Reform Plan
2. Share overview of current draft of plan and steps to finalize it
3. Review process for securing feedback from stakeholder groups
4. Solicit your feedback on goals, strategies, and expected results: use a feedback tool

# Purposes for WA Education Reform Plan

1. Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress
2. Establish priorities on which investment and policy decisions will be based
3. Rally support for education reform across the state and among policy makers, the public, and practitioners
4. Develop a common communication tool for discussing Washington's common education priorities

# Education Reform Plan Graphic

**VISION**

*All Washington students will be prepared to succeed in the 21st century world of work, learning, and global citizenship*

**To Realize This Vision, We Will Make Sure that Students:**

Enter kindergarten prepared for success in school and life

Compete in Mathematics and Science Nationally and Internationally

Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender

Graduate Able to Succeed in College, Training, and Careers

**GOALS**

**WHAT WE WILL ACHIEVE**

# Strategies Linked to Goals

Goal	Strategies
<b><i>All Washington Students Enter Kindergarten Prepared for Success in School and Life</i></b>	<ol style="list-style-type: none"><li data-bbox="758 548 1835 651">1. Develop capacity, skill, and education levels of pre-K providers</li><li data-bbox="758 667 1822 821">2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities</li><li data-bbox="758 837 1856 1057">3. Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)</li></ol>

# Strategies Linked to Goals

Goal	Strategies
<b><i>All Washington Students Compete in Mathematics and Science Nationally and Internationally</i></b>	<ol style="list-style-type: none"><li>1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels</li><li>2. Implement a statewide K-12 math improvement model that is aligned with “Response to Intervention”</li><li>3. Create and implement a statewide K-12 science improvement model that is aligned with research</li><li>4. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education</li><li>5. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)</li><li>6. Increase the amount of instructional time in elementary school dedicated to mathematics and science</li><li>7. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools</li></ol>

# Strategies Linked to Goals

Goal	Strategies
<p><b><i>All Washington Students Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender</i></b></p>	<ol style="list-style-type: none"> <li>1. Implement Full day kindergarten in Washington’s elementary schools, starting with the lowest income districts and schools</li> <li>2. Reduce class size in the early grades in Washington’s lowest income districts and schools</li> <li>3. Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior</li> <li>4. Recruit, prepare, and retain educators -- skilled teachers and building-level leaders -- who possess skills and knowledge in language acquisition and cultural competency</li> <li>5. Partner with parents, communities, advocates, employers and post-secondary educators in educating every child</li> <li>6. Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington’s communities</li> <li>7. Deliver differentiated, personalized instruction</li> <li>8. Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities</li> <li>9. Create an accountability system that includes rewards and incentives for equity <i>and</i> excellence</li> <li>10. Generate and support innovative school models</li> </ol>

# Strategies Linked to Goals

Goal	Strategies
<p><b><i>All Washington Students Graduate Able to Succeed in College, Training, and Careers</i></b></p>	<ol style="list-style-type: none"> <li>1. Provide equitable and full educational funding to support career and college readiness</li> <li>2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards</li> <li>3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention</li> <li>4. Implement rigorous and aligned pre-school through first year of college (“P-13”) standards, curriculum and assessments</li> <li>5. Implement dropout early warning and intervention systems to support students at risk of dropping out</li> <li>6. Implement rigorous career- and college- ready graduation requirements</li> <li>7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs</li> <li>8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion (“P-20”) – to forward timely decision making, research, policy, practice, public reporting, advocacy</li> </ol>

# Process for Soliciting Feedback

- Share draft of goals, strategies, and expected results
- Engage stakeholder groups (see following page)
- Use key questions
- Identify feedback patterns; incorporate into revised plan
- Share revised reform plan and priorities with Steering Committee and QEC for reaction & decision making

# Process for Soliciting Feedback

<i>Stakeholder Groups</i>
Association of Washington Businesses
Coalition for Excellent Schools Now
Congressional delegation
Early Childhood Groups
Education Associations
Ethnic Commissions
Governor's Commission on Transforming Washington's Budget
Higher Education Groups
Legislative education leaders
Major Private Funder Groups
Parents
Professional Educator Standards Board
QEC Leadership Group
State Board of Education
OSPI STEM workgroup
Tech Alliance
Urban League

# Process for Soliciting Feedback

## *Use Key Questions:*

1. Rank the four goals – from most important to less important
2. Provide feedback on each goal, its associated strategies, and expected results as follows:
  - a. Describe in a few words what each goal means
  - b. From the list of existing strategies, prioritize the strategies that are essential to carrying out each goal
  - c. For the top three strategies you have prioritized, consider the expected results and indicate their level of importance to measuring the success of each strategy
  - d. Indicate in a few words those strategies that are missing from each particular goal area

# Timeline for Completing Plan

Date	Action
October 28	Post Survey Tool
Weeks of November 1 <sup>st</sup> & 8 <sup>th</sup>	Conduct Focus Groups; align lessons learned and needs analysis to strategies
November	Identify patterns within feedback; incorporate
Week of November 15	Share revised reform plan and feedback process with Steering Committee and QEC
Weeks of November 29 and December 6 <sup>th</sup> & 13 <sup>th</sup>	Establish baseline data and projected targets for each Expected Result; establish action plans
Weeks for December 6 <sup>th</sup> , 13 <sup>th</sup> , and 20 <sup>th</sup>	Refine Education-related Legislative Agenda, Organizational Changes, and Budgets
Week of December 13	Share revised reform plan and priorities with Steering Committee and QEC
January 2011	Write and Edit New Version of 2010 State Education Reform Plan <u>Document</u> ; and Implementation Plan
January 2011	Develop Communication and Dissemination Plan
February 2011	Disseminate
March 2011	Allocate funds to priority strategies

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

**GOALS**

*Please rank the four goals from most important to less important*

(place an "X" in the appropriate column)

Goal	Level of Importance 1=highest priority			
	1	2	3	4
All Washington Students Enter Kindergarten Prepared for Success in School and Life				
All Washington Students Compete in Mathematics and Science Nationally and Internationally				
All Washington Students Attain High Academic Standards Regardless of Race, Ethnicity, Income, or Gender				
All Washington Students Graduate Able to Succeed in College, Training, and Careers				

October 29, 2010

**STRATEGIES AND EXPECTED RESULTS**

**Goal:** *All Washington students will enter kindergarten prepared for success in school and life*

- a. Circle the two (2) most important strategies associated with achieving the kindergarten readiness goal
- b. Circle the single (1) most important expected result associated with each of the two (2) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

<b>Strategies</b>	<b>Expected Results</b>
<b>1. Develop capacity, skill, and education levels of pre-K providers</b>	<ul style="list-style-type: none"> <li>• Increases in numbers of teachers who meet <i>Early Childhood Education and Assistance Program (ECEAP)</i> professional development qualifications and requirements</li> </ul>
<b>2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities</b>	<ul style="list-style-type: none"> <li>• Reduction of students identified for special education services (K-3)</li> <li>• Increases in access to quality early learning settings</li> <li>• Increases in children who are from low income household who participate in <i>Early Childhood Education and Assistance Program (ECEAP)</i></li> <li>• Increases in accredited child care and early learning childhood providers</li> </ul>
<b>3. Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)</b>	<ul style="list-style-type: none"> <li>• Increases in early grade reading and mathematics achievement (preK-3)</li> </ul>

**Any missing strategies?** \_\_\_\_\_

**Any missing expected results?** \_\_\_\_\_

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

**Goal: *All Washington students compete in mathematics and science nationally and internationally***

- a. Circle the three (3) most important strategies associated with achieving the science and mathematics performance goal
- b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

Strategies	Expected Results
<p><b>1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels</b></p>	<ul style="list-style-type: none"> <li>• Increases in overall and disaggregated mathematics' and science performance levels on state, national, and international assessments in all tested grade levels</li> <li>• Increases in high school students performing in the top quartile of SAT and ACT mathematics and science scorers</li> <li>• Reductions in the number of students required to enroll in remedial mathematics' courses in college</li> <li>• Increases in Washington high school graduates obtaining a mathematics' and/or science related post-secondary degree or certificate</li> <li>• Increases in number of students studying STEM-related fields</li> </ul>
<p><b>2. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education</b></p>	<ul style="list-style-type: none"> <li>• Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience</li> </ul>
<p><b>3. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)</b></p>	<ul style="list-style-type: none"> <li>• Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience</li> </ul>
<p><b>4. Increase the amount of instructional time in elementary school dedicated to mathematics and science</b></p>	<ul style="list-style-type: none"> <li>• Increases in overall and disaggregated mathematics' performance levels in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade</li> <li>• Increases in overall and disaggregated science performance levels in 5<sup>th</sup> grade</li> </ul>

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

<b>Strategies</b>	<b>Expected Results</b>
<b>5. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools</b>	<ul style="list-style-type: none"><li>• Increases in the number of students, including low-income students and those from every ethnic subgroup, completing post-secondary college, certificate, apprenticeship, and other career training programs in STEM related fields</li><li>• Increases in students performing at levels 3,4, or 5 on AP STEM-related exams</li></ul>

**Any missing strategies?** \_\_\_\_\_

**Any missing expected results?** \_\_\_\_\_

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

**GOAL: All Washington students attain high academic standards regardless of race, ethnicity, income or gender**

- a. Circle the three (3) most important strategies associated with realizing the achievement gap goal
- b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

Strategies	Progress Indicators & Expected Results
1) <b>Implement Full day kindergarten in Washington’s elementary schools, starting with the lowest income districts and schools</b>	<ul style="list-style-type: none"> <li>• Increases in Washington <u>public</u> school Kindergarten students (disaggregated) participating in public funded full-day kindergarten</li> </ul>
2) <b>Reduce class size in the early grades in Washington’s lowest income districts and schools</b>	<ul style="list-style-type: none"> <li>• Increases in 3<sup>rd</sup> grade disaggregated performance (literacy, numeracy)</li> </ul>
3) <b>Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior</b> ( <i>Response to Intervention</i> includes screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed)	<ul style="list-style-type: none"> <li>• Reductions in low income students and those from every ethnic subgroup identified for special education services</li> <li>• Increases in low income students and those from every ethnic subgroup <b>declassified</b> from special education services</li> <li>• Increases in the number of students receiving learning support services (bilingual, reading, mathematics) outside of special education</li> </ul>
4) <b>Recruit, prepare, and retain educators -- skilled teachers and building-level leaders --who possess skills and knowledge in language acquisition and cultural competency</b>	<ul style="list-style-type: none"> <li>• Reductions in demographic gap between educators and the students they teach</li> <li>• Increases in education as a chosen career among the state’s highest-ranked high school graduates</li> </ul>
5) <b>Partner with parents, communities, advocates, employers and post-secondary educators in educating every child</b>	<ul style="list-style-type: none"> <li>• Increases in student attendance</li> <li>• Reductions in student suspensions</li> <li>• Numbers of students on track/off track to graduate</li> <li>• Reductions in drop out rates</li> </ul>
6) <b>Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington’s communities</b>	<ul style="list-style-type: none"> <li>• Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup*</li> </ul> <p>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White)</p>
7) <b>Deliver differentiated, personalized instruction</b>	<ul style="list-style-type: none"> <li>• Increases in overall and disaggregated performance of low income students and those from every ethnic subgroup in all subjects at all tested grade levels</li> </ul>

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

Strategies	Progress Indicators & Expected Results
<b>8) Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities</b>	<ul style="list-style-type: none"> <li>• Increases in overall achievement in all subjects and all tested grade levels</li> <li>• Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup* *(American Indian, Asian, Black, Hispanic, Pacific Islander, White)</li> </ul>
<b>9) Create an accountability system that includes rewards and incentives for equity and excellence</b>	<ul style="list-style-type: none"> <li>• Increase in students who graduate meeting college entrance requirements (HECB College Academic Distribution Requirements)</li> </ul>
<b>10)Generate and support innovative school models</b>	<ul style="list-style-type: none"> <li>• Increases in High schools making the greatest gains in reducing gaps in achievement among subgroups</li> </ul>

Any missing strategies? \_\_\_\_\_

Any missing expected results? \_\_\_\_\_

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS  
 October 29, 2010

**GOAL: *All Washington students graduate able to succeed in college, training, and careers***

- a. Circle the three (3) most important strategies associated with achieving the college readiness goal
- b. Circle the single (1) most important expected result associated with each of the three (3) most important strategies
- c. Indicate if any key strategies are missing
- d. Indicate if any expected results are missing

<b>Strategies</b>	<b>Progress Indicators &amp; Expected Results</b>
<b>1. Provide equitable and full educational funding to support career and college readiness</b>	<ul style="list-style-type: none"> <li>• Stable, dependable, and clear funding formulae</li> <li>• Levels of compensation for teachers, administrators, and classified staff that approximate state labor-market compensation rates for state-funded work groups</li> </ul>
<b>2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards</b>	<ul style="list-style-type: none"> <li>• Reductions in educator workforce projection supply and demand gap</li> </ul>
<b>3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention</b>	<ul style="list-style-type: none"> <li>• Increases in numbers of educators receiving low marks on evaluation system that are put on an improvement plan, not granted tenure, and/or that leave the profession</li> </ul>
<b>4. Implement rigorous and aligned pre-school through first year of college (“P-13”) standards, curriculum and assessments</b>	<ul style="list-style-type: none"> <li>• Increases in overall student achievement in all subjects and all tested grade levels</li> </ul>
<b>5. Implement dropout early warning and intervention systems to support students at risk of dropping out</b>	<ul style="list-style-type: none"> <li>• Reductions in cohort drop out rates</li> <li>• Increases in high school four year and extended-graduation rates</li> </ul>

FEEDBACK TOOL: GOALS, STRATEGIES, & EXPECTED RESULTS

October 29, 2010

Strategies	Progress Indicators & Expected Results
<p><b>6. Implement rigorous career- and college- ready graduation requirements</b></p>	<ul style="list-style-type: none"> <li>• Increases in students meeting new Washington Graduation Requirements – Career and College Ready</li> <li>• Increases in students performing at college entrance standards (SAT = XXX; ACT = XXX)</li> <li>• Decreases in students needing remedial/development courses in Community and Technical Colleges</li> <li>• Increases in students staying in college beyond freshman year and those with credit accumulation equivalent to 15 or more credits</li> <li>• Increases in completion rates in Community and Technical colleges</li> <li>• Increases in students completing by age 25 post-secondary college, certificate, apprenticeship, and other career training programs</li> </ul>
<p><b>7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs</b></p>	<ul style="list-style-type: none"> <li>• Increases in students taking college entrance examinations (ACT and SAT)</li> <li>• Increases in students completing dual credit courses or earning credit from college coursework while in high school</li> <li>• Increases in college bound scholarship students enrolling in a college or university</li> <li>• Increases in students enrolled in formal post-secondary programs and/or college</li> </ul>
<p><b>8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion (“P-20”) – to forward timely decision making, research, policy, practice, public reporting, advocacy</b></p>	<ul style="list-style-type: none"> <li>• Increase in customer/user satisfaction of P-20 and educator workforce dashboards</li> </ul>

Discuss your feedback

Turn in this document!

Thanks!

**GOAL #1: All Washington students will enter kindergarten prepared for success in school and life**

Strategies	Progress Indicators & Expected Results (in RED)
<p><b>1. Develop capacity, skill, and education levels of pre-K providers</b></p> <ul style="list-style-type: none"> <li>a. Implement comprehensive professional development and compensation system</li> <li>b. Enhance child care licensing requirements and policies</li> <li>c. Deliver quality early childhood education degree and certificate programming for aspiring educators; partner with Community and Technical Colleges</li> <li>d. Provide health, mental health, and social emotional consultation in early childhood settings</li> <li>e. Expand registry for early childhood professionals</li> <li>f. Provide data, information, and systems to increase quality of early childhood education (<i>Quality Rating and Improvement System</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in numbers of teachers who meet <i>Early Childhood Education and Assistance Program (ECEAP)</i> professional development qualifications and requirements</li> <li>• Improvements in assessment data from Quality Rating and Improvement System in regard to teacher quality, available resources, best practices, and professional development for teachers, and parent access and information</li> </ul>
<p><b>2. Increase the participation of young children in high-quality early childhood and pre-K programs starting with the lowest income districts and communities</b></p> <ul style="list-style-type: none"> <li>a. Expand and enhance <i>Early Childhood Education and Assistance Program (ECEAP)</i></li> <li>b. Increase access for children and their families to participate in accredited child care and early learning programs by implementing a Quality Rating and Improvement System</li> <li>c. Expand home visitation services to at risk families</li> <li>d. Expand P-20 longitudinal data system to include identification and prioritization of early learning data indicators and analyses</li> <li>e. Implement statewide parent outreach and engagement campaign; partner with Community and Technical Colleges to deliver online parent education courses</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of students identified for special education services (K-3)</li> <li>• Improvements in school readiness, including academic and social/emotional indicators on <i>Washington Kindergarten Inventory of Developing Skills'</i> (WaKIDS) kindergarten readiness assessment indicators</li> <li>• Increases in access to quality early learning settings</li> <li>• Increases in children receiving support from <i>Working Connection Child Care</i> subsidy program who receive 12 months of care without interruption</li> <li>• Increases in schools using WaKIDS' kindergarten readiness assessment</li> <li>• Increases in children who are from low income household who participate in <i>Early Childhood Education and Assistance Program (ECEAP)</i></li> <li>• Increases in accredited child care and early learning childhood providers</li> </ul>

DETAIL DOCUMENT: GOALS, STRATEGIES, & EXPECTED RESULTS  
 October 28, 2010 Meeting Materials (REV)

Strategies	Progress Indicators & Expected Results (in RED)
<p>3. <b>Ensure that what is taught, expected, and assessed in preK-grade 3 is closely coordinated (i.e., align standards, assessment, instructional, and programmatic practices)</b></p> <ul style="list-style-type: none"> <li>a. Adopt and implement <i>Washington Kindergarten Inventory of Developing Skills</i> (WaKIDS) and early learning development benchmark process               <ul style="list-style-type: none"> <li>i. Provide incentives for all schools and districts to use Kindergarten assessment process and early learning and development benchmark process</li> </ul> </li> <li>b. Implement the K-12 Reading Model and expand to include birth-5 early literacy skills</li> <li>c. Fund and facilitate implementation of the K-12 Math Improvement Framework to include birth-5 early numeracy skills</li> <li>d. Align <i>Early Learning Guidelines</i> with K-12 Learning Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Increases of incoming Kindergarteners' progress on social emotional readiness assessment in one school year (WaKIDS disaggregated developmental and formative assessment data including social-emotional, language development, cognitive, and physical)</li> <li>• <b>Increases in early grade reading and mathematics achievement (preK-3)</b></li> </ul>

***GOAL #2: All Washington students compete in mathematics and science nationally and internationally***

Strategies	Progress Indicators & Expected Results (in RED)
<p><b>1. Provide high-quality, aligned mathematics and science curriculum, materials, and assessments at the elementary, middle, and high school levels</b></p> <ul style="list-style-type: none"> <li>a. Adopt the Common Core mathematics standards</li> <li>b. Implement a statewide K-12 math improvement model that is aligned with research on Response to Intervention*</li> <li>c. Create and implement a statewide K-12 science improvement model that is aligned with research</li> <li>d. Align the College Readiness Mathematics Test to the mathematics' Common Core State Standards; administer in 11<sup>th</sup> or 12<sup>th</sup> grade*</li> <li>e. Participate in the SMARTER/Balanced Assessment Consortium to develop and implement mathematics formative and summative assessments</li> <li>f. Provide professional development for implementation of the newly revised mathematics and science standards/assessments</li> <li>g. Replace the current high school mathematics assessment with two (2) end-of-course assessments that will measure Algebra 1 and Geometry skills and knowledge</li> <li>h. Provide support to school districts in obtaining aligned mathematics and science instructional materials, including on-line materials and software to access it</li> <li>i. Provide support for WA students to participate in a state in TIMMS or PISA assessment programs (requires establishing a benchmark and performance targets for TIMMS and PISA as a result of first administration)</li> <li>j. Implement the new proposed Washington State Graduation Requirements</li> <li>k. Implement the new mathematics graduation credit and end-of-course requirements for the classes of 2013 and beyond.                      Increase student participation in dual credit course offering in mathematics and science (e.g., AP, College in the High School)</li> </ul> <p>*includes leadership, instructional materials, professional development, intervention for struggling students, and screening, diagnosis, and progress monitoring</p>	<ul style="list-style-type: none"> <li>• Increases in students completing Algebra I by 8<sup>th</sup> grade</li> <li>• Increases in students completing Algebra II or its integrated equivalent</li> <li>• <b>Increases in overall and disaggregated mathematics' and science performance levels on state, national, and international assessments in all tested grade levels</b> <ul style="list-style-type: none"> <li>○ <b>Reductions in achievement gaps in mathematics</b></li> </ul> </li> <li>• <b>Increases in high school students performing in the top quartile of SAT and ACT mathematics and science scorers</b></li> <li>• <b>Reductions in the number of students required to enroll in remedial mathematics' courses in college</b></li> <li>• <b>Increases in Washington high school graduates obtaining a mathematics' and/or science related post-secondary degree or certificate</b></li> <li>• <b>Increases in number of students studying STEM-related fields</b></li> </ul>

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Strategies	Progress Indicators & Expected Results (in RED)
<p><b>2. Recruit, prepare, and retain the most skilled mathematics, science, and STEM (Science, Technology, Mathematics, and Engineering) professionals into education</b></p> <p>a. Provide incentives for college students and talented mathematics and science professionals to pursue mathematics and science teaching careers, including providing science and mathematics professionals certification and salary recognition for work-related experience</p> <p>b. Deliver <i>Higher Education Coordinating Board</i> professional development activities directed at middle and high school (Title II funds)</p>	<ul style="list-style-type: none"> <li>• Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience</li> </ul>
<p><b>3. Increase the number of teachers with the right credentials to teach mathematics, science, and STEM (i.e., endorsements, certificates, experience)</b></p> <p>a. Increase opportunities for teachers to add mathematics and science related endorsements through programs such as conditional loans (e.g., the “retooling” program for current teachers)</p> <p>b. Create a specialty endorsement for elementary mathematics and science specialists; includes providing incentives for teachers to obtain the certificates and implementation of an equitable statewide distribution strategy</p>	<ul style="list-style-type: none"> <li>• Increases in courses taught by teachers with appropriate mathematics and science certification and endorsements, and STEM training or experience</li> </ul>
<p><b>4. Increase the amount of instructional time in elementary school dedicated to mathematics and science</b></p> <p>a. Provide professional development to teachers on math and science models (see Goal 2, Strategies 2 and 3)</p>	<ul style="list-style-type: none"> <li>• Increases in overall and disaggregated mathematics’ performance levels in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade</li> <li>• Increases in overall and disaggregated science performance levels in 5<sup>th</sup> grade</li> </ul>
<p><b>5. Expand Science, Technology, Engineering, and Mathematics (STEM) programs, courses, and schools</b></p> <p>a. Partner with business/industry, colleges and universities, organizations, and communities to provide opportunities for educators and students to engage in the application of science, technology, engineering, and mathematics</p>	<ul style="list-style-type: none"> <li>• Increases in the number of students, including low-income students and those from every ethnic subgroup, completing post-secondary college, certificate, apprenticeship, and other career training programs in STEM related fields</li> <li>• Increases in students performing at levels 3,4, or 5 on AP STEM-related exams</li> </ul>

**GOAL #3: All Washington students attain high academic standards regardless of race, ethnicity, income or gender**

Strategies	Progress Indicators & Expected Results (in RED)
1) <b>Implement Full day kindergarten in Washington’s elementary schools, starting with the lowest income districts and schools</b>	<ul style="list-style-type: none"> <li>Increases in Washington <u>public</u> school Kindergarten students (disaggregated) participating in public funded full-day kindergarten</li> </ul>
2) <b>Reduce class size in the early grades in Washington’s lowest income districts and schools</b>	<ul style="list-style-type: none"> <li>Increases in 3<sup>rd</sup> grade disaggregated performance (literacy, numeracy)</li> </ul>
3) <b>Support districts and schools in implementing comprehensive intervention systems in reading, mathematics, and behavior</b> <i>(Response to Intervention includes screening, diagnostic, progress monitoring/benchmarking, and outcome assessments; high quality initial ('core') instruction, and research-based intervention when needed)</i>	<ul style="list-style-type: none"> <li>Reductions in low income students and those from every ethnic subgroup identified for special education services</li> <li>Increases in low income students and those from every ethnic subgroup <b>declassified</b> from special education services</li> <li>Increases in the number of students receiving learning support services (bilingual, reading, mathematics) outside of special education</li> </ul>
4) <b>Recruit, prepare, and retain educators -- skilled teachers and building-level leaders --who possess skills and knowledge in language acquisition and cultural competency</b> a. Recruit high-caliber students and professionals -- from underrepresented populations -- into high demand education fields and geographic locations b. Provide models to districts and schools on effective professional development for cultural competency and language acquisition	<ul style="list-style-type: none"> <li>Reductions in demographic gap between educators and the students they teach</li> <li>Increases in education as a chosen career among the state’s highest-ranked high school graduates</li> </ul>
5) <b>Partner with parents, communities, advocates, employers and post-secondary educators in educating every child</b> a. Support the implementation of a family involvement coordinator in every school b. Ensure district leaders use data to improve and sustain their work to engage communities and families c. Support and encourage specific district leadership actions for i. family and community involvement ii. family and community outreach that involves <i>all</i> families and community demographic groups in meaningful ways	<ul style="list-style-type: none"> <li>Increases in student attendance</li> <li>Reductions in student suspensions</li> <li>Numbers of students on track/off track to graduate</li> <li>Reductions in drop out rates</li> </ul>

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Strategies	Progress Indicators & Expected Results (in RED)
<p><b>6) Provide comprehensive guidance, counseling, and academic and social-emotional support systems to meet the diverse educational needs of Washington’s communities</b></p> <ul style="list-style-type: none"> <li>a) Expand middle school and high school guidance counseling programs</li> <li>b) Provide ongoing academic support for middle and high school students to master rigorous and increased academic college and career readiness standards</li> <li>c) Implement Positive Behavior Support systems K-12</li> <li>d) Implement ‘on track to graduation’ data systems starting in middle school to identify, monitor, and support every student at risk (Dropout Early Warning Intervention Systems)</li> <li>e) Use research-based strategies to provide the support needed for students to be successful in courses needed for graduation (e.g., AVID, extended learning time, project based learning, etc.)</li> <li>f) Invest in more college credit acquisition programs for high school students from Washington’s highest needs schools and classrooms (Running Start, AP, IB, dual credit, early college programs, online programs, GEAR UP, etc.)</li> <li>g) Increase availability of credit recovery, alternative credit acquisition, and student re-engagement programs</li> <li>h) Support the full implementation of a coordinated school (and environmental) health program, ensuring that students are connected with the health (and environmental) services necessary for successful learning</li> </ul>	<ul style="list-style-type: none"> <li>• See Progress Indicators &amp; Expected Results for #5 above</li> <li>• Numbers of students with high school and beyond plans aligned with new Washington Graduation Requirements – Career and College Ready</li> <li>• <b>Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup*</b></li> <li>• Reductions in incidences of bullying at all grade levels (cyber, telecommunications, face to face) (See also #5 above)</li> </ul> <p>*(American Indian, Asian, Black, Hispanic, Pacific Islander, White</p>
<p><b>7) Deliver differentiated, personalized instruction</b></p> <ul style="list-style-type: none"> <li>a) Support equitable distribution of highly effective educators and specialty roles</li> <li>b) Provide funding for students with special needs to meet state and national standards, including those eligible for special education, English Language Learner, and additional academic support services</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increases in overall and disaggregated performance of low income students and those from every ethnic subgroup in all subjects at all tested grade levels</b></li> </ul>

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Strategies	Progress Indicators & Expected Results (in RED)
<p><b>8) Generate support and options for delivering additional evidence-based school and instructional models, starting with the lowest income and lowest performing districts and communities</b></p> <p>a. Implement district and school improvement and intervention models and process</p>	<ul style="list-style-type: none"> <li>• <b>Increases in overall achievement in all subjects and all tested grade levels</b></li> <li>• Increases in student performance among schools identified as <i>Persistently-Lowest Achieving</i> (PLA) over three years</li> <li>• <b>Increases in 4 and 5 year graduation rates of low income students and those from every ethnic subgroup</b>            *(American Indian, Asian, Black, Hispanic, Pacific Islander, White)</li> </ul>
<p><b>9) Create an accountability system that includes rewards and incentives for equity and excellence</b></p> <p>b. Incent and reward schools that demonstrate progress on equity and excellence indicators</p> <p>c. Incent and reward schools that demonstrate progress on graduating students that successfully complete WA State Board of Education graduation requirements</p> <p>d. Incent and reward low income students and those from underrepresented populations who graduate</p>	<ul style="list-style-type: none"> <li>• Reductions in state and district achievement gap component of Accountability Index (SBE/OSPI)</li> <li>• Increases in <u>High schools</u> making the greatest improvement in students successfully completing the new Washington Graduation Requirements – Career and College Ready</li> <li>• See also Goal 4, Strategy 1 (ample funding)</li> <li>• <b>Increase in students who graduate meeting college entrance requirements (HECB College Academic Distribution Requirements)</b></li> </ul>
<p><b>10) Generate and support innovative school models</b></p> <p>a. Implement transformational school models and programs in partnership with colleges, universities, not-for-profit and private partners, education management organizations and other national providers</p>	<ul style="list-style-type: none"> <li>• Numbers of districts implementing evidenced-based school models</li> <li>• <b>Increases in High schools making the greatest gains in reducing gaps in achievement among subgroups</b></li> </ul>

***GOAL #4: All Washington students graduate able to succeed in college, training, and careers***

Strategies	Progress Indicators & Expected Results (in RED)
<p>1. <b>Provide equitable and full educational funding to support career and college readiness</b></p> <ul style="list-style-type: none"> <li>a. Implement state funding necessary to support all students' basic educational needs</li> <li>b. Support the development of performance incentives that encourage performance improvement and recognize district and school performance</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in levels of funding to the level that supports delivery of sound basic education program</li> <li>• <b>Stable, dependable, and clear funding formulae</b> used to                             <ul style="list-style-type: none"> <li>○ distribute funds to schools at levels that support delivery of sound basic education program</li> <li>○ reward and recognize districts and schools for meeting student and efficiency performance standards (See also Goal 3, Strategy 9)</li> <li>○ provide appropriate financial weight to offset demographic conditions within a school or district, including (but not limited to) foster care, mobility, crime rates, poverty rates, teacher experience/performance, student achievement etc.</li> <li>○ encourage program flexibility based on performance</li> </ul> </li> <li>• <b>Levels of compensation for teachers, administrators, and classified staff that approximate state labor-market compensation rates for state-funded work groups</b></li> </ul>

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Strategies	Progress Indicators & Expected Results (in RED)
<p><b>2. Provide highly effective teachers and principals – along with the systems that support their ongoing effectiveness – who meet statewide demand and performance standards</b></p> <ul style="list-style-type: none"> <li>a. Implement high program standards that incorporate rigorous content knowledge, demonstrated instructional effectiveness, and cultural competency in professional practice.</li> <li>b. Develop and implement career development and career ladders for educators</li> <li>c. Provide comprehensive information on the state’s current educator workforce profile, and data on projected workforce need</li> <li>d. Implement embedded professional development system for both teachers and leaders</li> <li>e. Provide mentors for all beginning teachers</li> <li>f. Strengthen connections between colleges of education and higher education institutions to deliver high quality educator preparation</li> <li>g. Build capacity at the state, regional, district, school and classroom levels to implement and support reforms</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in prospective educators enrolled in educator preparation programs who performed in top XX% of all high school graduates on ACT and SAT examinations</li> <li>• <b>Reductions in educator workforce projection supply and demand gap</b></li> </ul>
<p><b>3. Implement and support statewide evaluation system that informs educator effectiveness, improved practice, professional development, assignment, tenure, dismissal, and retention</b></p> <ul style="list-style-type: none"> <li>a. Revise laws and rules on teacher/principal tenure</li> <li>b. Improve the dismissal process to ensure that every classroom has an effective teacher and every school has an effective principal</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in educators evaluated using multiple measures of teacher effectiveness (including student growth) as part of licensure, hiring, placement, tenure, and retention decisions</li> <li>• <b>Increases in numbers of educators receiving low marks on evaluation system that are put on an improvement plan, not granted tenure, and/or that leave the profession</b></li> </ul>

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Strategies	Progress Indicators & Expected Results (in RED)
<p><b>4. Implement rigorous and aligned pre-school through first year of college (“P-13”) standards, curriculum and assessments</b></p> <ul style="list-style-type: none"> <li>a. Adopt and implement Common Core Standards</li> <li>b. Implement the new State Board of Education high school requirements</li> <li>c. Provide curriculum, instructional supports, and instructional materials that are differentiated, personalized and aligned</li> <li>d. Provide curriculum material reviews to districts to inform curricular selection decisions</li> <li>e. Develop, adopt and use assessments that are consistent with state goals and standards including adopting and implementing assessments from state consortia</li> <li>f. Align all state and locally-adopted assessments into a comprehensive system including screening, progress monitoring, diagnostic assessments, and outcome assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in schools and district personnel trained in new Common Core Standards</li> <li>• <b>Increases in overall student achievement in all subjects and all tested grade levels</b></li> </ul>
<p><b>5. Implement dropout early warning and intervention systems to support students at risk of dropping out</b></p> <ul style="list-style-type: none"> <li>a. Provide rigorous, relevant instruction to better engage students and provide skills needed to graduate</li> <li>b. Provide academic support for improving student achievement for students at risk of dropping out</li> <li>c. Implement programs to help students and educators improve behavior and social skills</li> <li>d. Provide adult advocates to support students at risk of dropping out</li> </ul>	<ul style="list-style-type: none"> <li>• Reductions in student suspensions</li> <li>• Numbers of students on track/off track to graduate</li> <li>• <b>Reductions in cohort drop out rates</b></li> <li>• <b>Increases in high school four year and extended-graduation rates</b></li> </ul>

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Strategies	Progress Indicators & Expected Results (in RED)
<p><b>6. Implement rigorous career- and college- ready graduation requirements</b></p> <ul style="list-style-type: none"> <li>a. Implement State Board of Education new graduation requirements</li> <li>b. Require all middle and high school students to formulate a “high school and beyond plan” – including a trajectory that leads to career- and college-readiness</li> <li>c. Expand partnerships with colleges, universities, and training providers designed to prepare students for and educate students about post secondary certificate, apprenticeship, career training programs, and college programs and curricular demands</li> <li>d. Tie high school graduation standards to two and four year college entrance requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of students who have “high school and beyond plans” and follow them</li> <li>• Increases in students meeting and exceeding standards on high school statewide proficiency exams</li> <li>• <b>Increases in students meeting new Washington Graduation Requirements – Career and College Ready</b> <ul style="list-style-type: none"> <li>○ Increases in districts implementing high school graduation requirements (Goal: 100% by 2016)</li> </ul> </li> <li>• <b>Increases in students performing at college entrance standards (SAT = XXX; ACT = XXX)</b></li> <li>• <b>Decreases in students needing remedial/development courses in Community and Technical Colleges</b></li> <li>• <b>Increases in students staying in college beyond freshman year and those with credit accumulation equivalent to 15 or more credits</b></li> <li>• <b>Increases in completion rates in Community and Technical colleges</b></li> <li>• <b>Increases in students completing by age 25 post-secondary college, certificate, apprenticeship, and other career training programs</b></li> </ul>
<p><b>7. Increase incentives and access for students to pursue college readiness courses of study and to attend post-secondary programs</b></p> <ul style="list-style-type: none"> <li>a. Recruit more eligible 7<sup>th</sup> and 8<sup>th</sup> grade highest needs students for the College Bound Scholarships to cover college tuition at public colleges in WA</li> <li>b. Increase dual credit opportunities (IB, AP, concurrent programming, Tech Prep)</li> <li>c. Provide the opportunity for students to take, receive results from, and receive guidance based on a college readiness test in their junior year of high school</li> <li>d. Provide mentoring, tutoring, and support to potential first generation college students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increases in students taking college entrance examinations (ACT and SAT)</b></li> <li>• <b>Increases in students completing dual credit courses or earning credit from college coursework while in high school</b></li> <li>• <b>Increases in college bound scholarships awarded</b></li> <li>• <b>Increases in college bound scholarship students enrolling in a college or university</b></li> <li>• <b>Increases in students enrolled in formal post-secondary programs and/or college</b></li> </ul>

Strategies	Progress Indicators & Expected Results (in RED)
<p><b>8. Implement integrated student, educator, human resource, program and fiscal data systems – from early childhood through college completion (“P-20”) – to forward timely decision making, research, policy, practice, public reporting, advocacy</b></p> <ul style="list-style-type: none"> <li>a. Improve P-20 longitudinal data and information systems that link early learning, K-12, higher education program, and workforce data                             <ul style="list-style-type: none"> <li>i. Provide data support to classroom teachers and principals for informing classroom practice</li> <li>ii. Set clear and fair parameters for defining, measuring, and reporting on student growth, educator effectiveness, and school progress</li> <li>iii. Provide comprehensive data on the state’s current educator workforce profile, supply, and demand</li> </ul> </li> <li>b. Support public and researcher access to the P-20 longitudinal data</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in availability of user friendly, accessible, time sensitive, and instructionally relevant P-20 data</li> <li>• Increases in access to and ease-of-use associated with P-20 data system tools and repositories (data warehouse, dashboards, reports, query tools)</li> <li>• Increases in availability and accuracy of educator workforce projection data</li> <li>• <b>Increase in customer/user satisfaction of P-20 and educator workforce dashboards</b></li> </ul> <p>Facilitates tracking of Progress Indicators and Expected Results #1-7 above, among those linked to other goals</p>