

Goal 1: Gap Closure

Develop and support policies to close the achievement and opportunity gaps.



1.A: Achievement and Opportunity Gap Research and Promising Practices

Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.

1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.

Annual - March
Achievement Index Results

1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.

Annual - September
Spotlight Report on Advanced Course-Taking Data

1.A.3 Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.

Annual - September
5491 Additional Indicators

1.A.4 Advocate increased access to early learning opportunities.

Annual - December
Legislative Priorities, 5491 Report

1.A.5 Advocate expanded learning opportunities.

Annual – Legislative Session
Final ELO Council Report

1.A.6 Study English Language Learner student performance data to inform policymaking for ELL accountability and goals-setting regulations.

January 2016
Commissioned Research, Revised AMAOs

1.A.7 Identify strategies and develop a plan for effective outreach to diverse communities in order to gather input, build partnerships and develop policies around specific issues related to closing the opportunity and achievement gaps.

Ongoing
Have a Plan, Track Plan Completion

1.B: Postsecondary Readiness and Access

Develop policies to promote equity in postsecondary readiness and access.

1.B.1 Advocate expanded programs that provide career and college experiences for underrepresented students.

Annual, March 2015
Achievement Index Dual Credit and
Industry Certification Data

1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.

Annual - December
5491 Report

1.B.3 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.

September 2015
Legislative Priority

1.B.4 Collect and analyze data on waivers of career- and college-ready graduation requirements and student course-taking.

March through July 2015
Briefing

1.C: P-13 Transition Points

Promote strategies to strengthen key transition points in a student's education.

1.C.1 With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.

Annual - January starting in 2016
Data Analysis Report

1.C.2 Research data capacity to inform student transitions at key points in the P-13 pipeline.

July 2015
Briefing on P-13 Pipeline and 5491 Report

Goal 2: Accountability

Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



2.A: K-12 System Goals

Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

2.A.1 Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.

Annual – December
Biennial Report to Legislature, 5491 Report

2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.

Annual – December
Enhanced Website

2.A.3 Publicly report the Achievement Index results through a website that enables summary and disaggregated profiles.

Annual – On or before March
Enhanced Website

2.A.4 Update the school improvement goal rules established in WAC 180-105-020 to ensure consistency with Washington’s federal ESEA flexibility application and other goals established in state law.

July 2016
Rule Adoption

2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.

March 2017
Inclusion of Adequate Growth in Achievement Index

2.B: Aligned Accountability System

Develop and implement an aligned statewide system of school recognition and accountability.

2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.

March 2017
Inclusion in the Achievement Index

2.B.2 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement in the state’s aligned accountability framework.

Annual – On or before March
Identification of Challenged Schools in Need of Improvement

2.B.3 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consider approval of Required Action Plans.

Annual - Spring
Adherence to Rule

2.B.4 Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.

2015 Legislative Session
ESEA Flexibility Waiver

2.B.5 Explore the inclusion of additional indicators into the state’s accountability framework that reflect student social and emotional well-being and readiness for academic success.

Annual – December 5491
5491 Report

2.B.6 Partner with OSPI to advocate the provision of adequate supports for Challenged Schools in Need of Improvement.

Ongoing
Budget

2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.

Annual - May
Washington Achievement Awards

Goal 3: Career- and College-Readiness

Ensure that every student has the opportunity to meet career and college ready standards.



3.A: 24-Credit Diploma

Support district implementation of the 24-credit high school diploma framework.

3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.

Ongoing
Guidance for Counselors on Website

3.A.2 Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.

July 2015
Video and Summary Materials

3.C: Academic Planning

Strengthen student academic planning processes and enhance access to planning experiences.

3.C.1 In partnership with OSPI, develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.

Summer 2015
HSBP Web Page

3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.

September 2015
Guidance on Web Page, 5491 Report

3.C.3 Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.

Summer 2015
Video, Sample Plans, and District Highlights on Website

3.C.4 Utilize the perspective and experiences of our high school student representatives to inform board policymaking and guidance on High School and Beyond plan Implementation.

January to September 2015
Interview with Student Board Members

3.B: Flexible Crediting and Course-Taking

Promote expansion and use of flexible crediting and course-taking options.

3.B.1 Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency courses.

May 2015
Approved State Equivalencies

3.B.2 Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.

July 2015
Guidance on Web Page

3.B.3 Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.

July 2015
Guidance on Web Page

3.D: Aligned Assessment System

Support the implementation of career and college ready standards and an aligned assessment system.

3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.

August 2015
Scores Established; NGSS as Required

3.D.2 Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.

Annual - December
Annual Report, Legislative Priority

3.D.3 Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.

Ongoing
Guidance on Web Page

3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.

January 2015
Scores Established

Goal 4: Strategic Oversight

Provide effective oversight of the K-12 system.



4.A: Basic Education Compliance	4.B: BEA Waivers	4.C: Charter Authorizer Application Review	4.D: Oversight of Charter District Authorizer	4.E: Charter Annual Reports	4.F: Statewide System Health Reports
<p>Ensure compliance with all requirements for the instructional program of basic education.</p>	<p>Conduct thorough evaluations of requests for waivers of BEA requirements.</p>	<p>Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.</p>	<p>Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.</p>	<p>Issue high-quality annual reports on the state's charter schools.</p>	<p>Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.</p>
<p>4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.</p> <p>Annual – July to November 100% Compliance</p>	<p>4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.</p> <p>Spring 2016 Revised Board Procedures and Review of Rules</p>	<p>4.C.1 Disseminate information through SBE website and make public presentations on the authorizer application process.</p> <p>Annual - Summer Materials on Website, Public Presentations</p>	<p>4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.</p> <p>Summer 2015 Working Agreement with Spokane Public Schools</p>	<p>4.E.1 Collaborate with the Washington State Charter School Commission, district authorizers, and OSPI to ensure timely and accurate data collection and reporting.</p> <p>Ongoing Data Quality and Presentation in Annual Reports</p>	<p>4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.</p> <p>Annual, December 5491 Report</p>
<p>4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.</p> <p>September 2015 Rule Adoption, Revised FAQ</p>		<p>4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing and the state's charter school law.</p> <p>Ongoing Website Resources</p>	<p>4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.</p> <p>Fall 2015 Plan for Board Review</p>	<p>4.E.2 Collaborate with the Washington Charter Schools Commission to develop annual reports on the state's charter schools for the preceding school year.</p> <p>Annual – December 1 Submission of Report to the Governor, Legislature and Public</p>	<p>4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.</p> <p>Summer of 2015 Convene Achievement and Accountability Workgroup</p>
<p>4.A.3 Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.</p> <p>Annual – January Summary Documents and Data File</p>		<p>4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.</p> <p>Annual - May Revised Application and Rubrics as Needed</p>	<p>4.D.3 Establish procedures for ongoing communication with district authorizers that ensure the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.</p> <p>Fall 2015 Procedures</p>	<p>4.E.3 Analyze authorizer annual reports and research best practices to identify areas for improvement in meeting the purposes of the state's charter school laws.</p> <p>Ongoing Findings and Recommendations in Annual Reports</p>	<p>4.F.3 Review and revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.</p> <p>Annual - December 5491 Report, Convene Achievement and Accountability Workgroup</p>
<p>4.A.4 Review and revise rules for private schools on the private school approval process.</p> <p>January 2016 Feedback from Private School Advisory Council</p>		<p>4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.</p> <p>Annual – February Reviewed Applications</p>			