

# Goal 1: Develop and support policies to close the achievement and opportunity gaps.



## Outreach and Engagement

**Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps.**

| Action Step  | Timeline | Measure   |
|--|----------|---|
| <b>1.A.1</b> Engage and collaborate with racially, ethnically, and economically diverse communities and organizations to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps. | Ongoing  | Engagement and collaboration occur with the EOGOAC and targeted engagement of community-based organizations for input |
| <b>1.A.2</b> Integrate a policy decision-making framework rooted in equity in opportunity for all students.  | 2017     | Equity Tool for Policy Decisions  |
| <b>1.A.3</b> Participate in training and other experiences to deepen cultural competence.  | 2017     | Personal Growth of Board and Staff  |
| <b>1.A.4</b> Utilize the perspective and experiences of our high school student representatives to shape board policymaking to identify and address opportunity gaps.  | Ongoing  | Student Input   |

## Analysis and Promotion of Policies

**Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.**

|  |                    |                            |
|--|--------------------|----------------------------|
| <b>1.B.1</b> Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities. | Annual - March     | Achievement Index Results  |
| <b>1.B.2</b> Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.            | Annual - September | 5491 Additional Indicators |

## Postsecondary Transitions

**Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.**

|  |                   |                 |
|--|-------------------|-----------------|
| <b>1.C.1</b> Work with partner agencies and stakeholders to strengthen the transition from high school to college and career by promoting coherent state-wide transition policies. | Annual - December | 5491 Report     |
| <b>1.C.2</b> Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.        | Ongoing           | Policy Proposal |

## Transitions within K-12

**Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.**

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|--|------------------|--|
| <b>1.D.1</b> With OSPI, analyze data to understand trends and underlying causes in students who are and who are not successfully completing a high school diploma.   | Annual - January | Data Analysis and OSPI Report on Practices |
| <b>1.D.2</b> Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy. | 2017             | Completion of Analysis and Policy Proposal |

## Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



### Index and School Improvement

**Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.**

| Action Step  | Timeline                    | Measure   |
|--|-----------------------------|---|
| <b>2.A.1</b> Publicly report the Achievement Index results through a website that enables summary and disaggregated data.  | Annual – On or before March | Enhanced Website                                  |
| <b>2.A.2</b> Revise and implement ambitious yet achievable school improvement goals to ensure alignment with state and federal law.  | July 2017                   | Rule Adoption                                     |
| <b>2.A.3</b> Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.   | March 2018                  | Inclusion of Adequate Growth in Achievement Index |
| <b>2.A.4</b> In partnership with OSPI, implement additional measures and indicators in the state Achievement Index in order to meet the federal requirements for a school quality and student success indicator. | 2017                        | ESSA Consolidated Plan Approval                   |

### Development and Implementation of State Accountability

**Framework Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.**

|   |                             |   |
|---|-----------------------------|---|
| <b>2.B.1</b> 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.                              | Annual – On or before March | Identification of Challenged Schools in Need of Improvement |
| <b>2.B.2</b> Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consideration of approval of Required Action Plans. | Annual - Spring             | Adherence to Rule   |
| <b>2.B.3</b> Publicly recognize schools through the Washington Achievement Awards.  | Annual - May                | Washington Achievement Awards                               |

### Indicators of Educational System Health

**Strategy 2.C: Recommend evidence-based reforms to the Legislature to improve performance on the Indicators of Educational System Health.**

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|--|---|--|
| <b>2.C.1</b> Collaborate with stakeholders and peer agencies in identifying reforms for Washington's unique context.   | Biennial - October                                | Convene Achievement and Accountability Workgroup |
| <b>2.C.2</b> Review and revise Indicators of Educational System Health to include measures of student outcomes, and measures of equity and access in the system.         | Annual – December, Biennial Report to Legislature | 5491 Report                                      |
| <b>2.C.3</b> Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board. | 2017  | Restructured Data Spotlight Format               |

## Goal 3: Ensure that every student has the opportunity to meet career- and college-ready standards.



### Graduation Requirements

Strategy 3.A: Support district implementation of the 24-credit graduation requirements.

| Action Step   | Timeline | Measure                                       |
|---|----------|---|
| 3.A.1 With OSPI, partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements. | Ongoing  | School Counselor Conferences and ESD Outreach |
| 3.A.2 With OSPI, develop guidance on competency-based crediting for use by guidance counselors and administrators.  | 2017     | Guidance on Website                           |

### Career Readiness

Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.

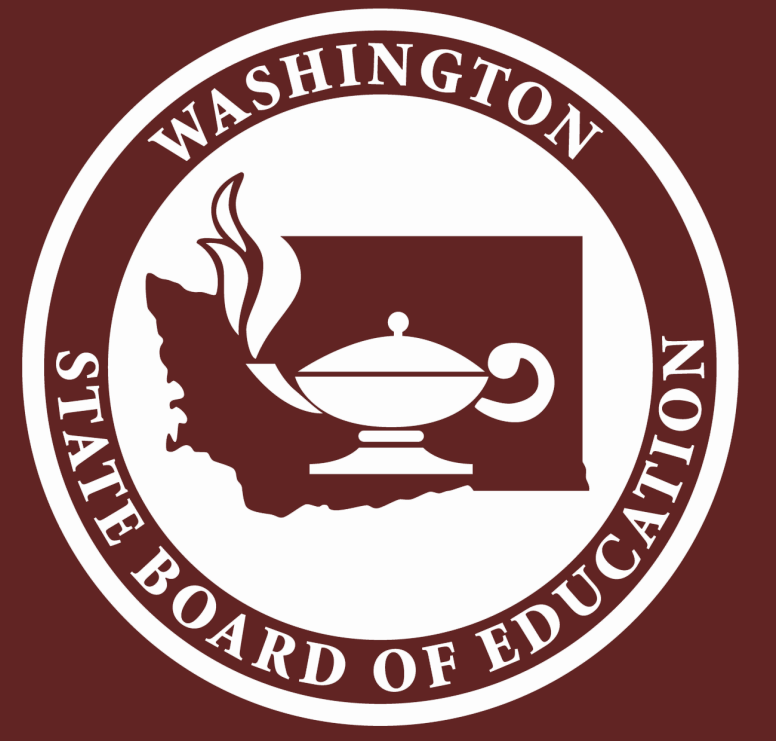
|  |         |   |
|--|---------|---|
| 3.B.1 In partnership with OSPI, promote research-based practices in student personalized planning experiences.   | Ongoing | Guidance on Web Page, 5491 Report                                   |
| 3.B.2 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards in accordance with the NASBE Deeper Learning grant. | 2017    | Definition of Career Readiness, Career readiness Learning Standards |
| 3.B.3 In partnership with OSPI, explore the development of a model High School and Beyond course.  | 2017    | Model High School and Beyond Course                                 |

### Aligned Assessment System

Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.

|  |                   |                                      |
|--|-------------------|--------------------------------------|
| 3.C.1 Establish the scores needed for students to demonstrate proficiency on state assessments, including the graduation score for the high school Smarter Balanced Assessment.  | As needed         | Scores Established; NGSS as Required |
| 3.C.2 Collaborate with the Office of Superintendent of Public Instruction on supporting an effective assessment system that includes alternative assessments and assessment developed for Next Generation Science Standards. | Annual - December | Annual Report, Legislative Priority  |

## Goal 4: Provide effective oversight of the K-12 system.



### Ample Provision

**Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.**

| Action Step  | Timeline     | Measure         |
|--|--------------|-----------------|
| <b>4.A.1</b> Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education | 2017 session | Ample Provision |

### Basic Education Compliance and Waivers

**Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.**

|   |                           |                               |
|---|---------------------------|-------------------------------|
| <b>4.B.1</b> Implement timely and full reporting of compliance by school districts with basic education requirements.           | Annual – July to November | 100% Compliance               |
| <b>4.B.2</b> Provide quality review and approval of private schools as recommended by the Superintendent of Public Instruction. | Annual – Spring           | Private Schools Approval List |
| <b>4.B.3</b> Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.                          | As needed                 | Waiver Request Summaries      |

### Charter Schools

**Strategy 4.C Assist in ensuring a quality charter school system by fulfilling statutory duties.**

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|--|--|---|
| <b>4.C.1</b> Serve as a primary resource for school districts for information on charter authorizing and the state's charter school law.   | Ongoing                                  | Materials on Website, Public Presentations  |
| <b>4.C.2</b> Implement quality review and approval process for charter authorizer applications based on appropriate criteria.  | Annual – February                        | Reviewed Applications   |
| <b>4.C.3</b> Perform ongoing oversight, including representing SBE Chair on the WA Charter Schools Commission, as well as issuing annual reports and special authorizer performance reviews. | Annually (12/1)<br>Ongoing and as needed | Annual reports (to Governor, Legislature)<br>Special Performance Reviews if Necessary |