

The Washington State Board of Education

Governance | Achievement | Transitions | Math & Science | Effective Workforce

Title:	Achievement Index Communications Plan and Work Group Work Plan	
As Related To:	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input checked="" type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Do the Achievement and Accountability Charter, Resolution, and the communications plan support the Board in its development of a revised Achievement Index and new statewide accountability framework?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>The Washington SBE and OSPI, through collaboration with state and local policy makers, educators, parents, and citizens, will develop:</p> <ol style="list-style-type: none"> 1. A revised Achievement Index to enable a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. This Index will identify high-performing schools for recognition and low-performing schools for support and intervention. 2. A statewide accountability framework designed to improve student achievement and school performance, close achievement/opportunity gaps, and increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups. <p>The rationale for this work is outlined in the Achievement and Accountability Resolution.</p> <p>To better inform the work and encourage broad-based stakeholder feedback, SBE and OSPI will convene an Achievement and Accountability Workgroup (AAW). The role of the AAW is outlined in the AAW Charter. Comprised of up to 17 appointed members, the workgroup will play an instrumental role in supporting SBE and OSPI in the Achievement Index and accountability framework's design.</p> <p>The AAW communications plan identifies key publics, targeted objectives for those publics, and strategies/tactics necessary to successfully meet those objectives. Communications will be essential in successful direction to and facilitation of AAW, coordination with OSPI and the steering committee, outreach to key publics through direct and indirect channels, and feedback to SBE.</p>	

ACHIEVEMENT AND ACCOUNTABILITY RESOLUTION, CHARTER, AND COMMUNICATIONS PLAN

Policy Consideration

Staff is proposing the following documents for Board consideration:

- Achievement and Accountability Charter
- Resolution

Summary

The Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI), through collaboration with state and local policy makers, educators, parents, and citizens, will develop:

1. A revised Achievement Index to enable a unified system of support for challenged schools that:
 - Aligns with basic education.
 - Increases the level of support based upon the magnitude of need.
 - Uses data for decisions.

This Index will identify high-performing schools for recognition and low-performing schools for support and intervention.

2. A statewide accountability framework designed to:
 - Improve student achievement and school performance.
 - Close achievement/opportunity gaps.
 - Increase the quality of instruction for all students, including students with disabilities, English language learners, and students from historically underserved subgroups.

Achievement and Accountability Workgroup (AAW)

To better inform the work and encourage broad-based stakeholder feedback, SBE and OSPI will convene an Achievement and Accountability Workgroup (AAW). The Achievement and Accountability Charter (Appendix B) outlines the purpose, background, and proposed leadership structure for this project. SBE will invite representatives from 17 stakeholder organizations to participate. The AAW will play an instrumental role in supporting SBE and OSPI in the development of a revised Achievement Index and accountability framework.

The following stakeholder organizations will be invited to appoint a representative to the AAW:

- Association of Washington School Principals *
- Bilingual Education Advisory Committee
- Department of Early Learning
- Education Opportunity Gap Oversight and Accountability Committee
- Educational Service Districts
- Higher Education Coordinating Board / Washington Student Achievement Council
- League of Education Voters

- Office of the Governor
- Partnership for Learning
- Special Education Advisory Committee
- Stand for Children
- State Board for Community and Technical Colleges *
- Washington Association of School Administrators *
- Washington Education Association *
- Washington State School Directors' Association *
- Workforce Training and Education Coordinating Board *
- Washington State Parent Teacher Association

* The appointed members should currently be working in the field.

The AAW work plan includes eight workgroup sessions, scheduled in the months between SBE meetings. The Board will provide direction to and receive feedback from AAW, beginning with the first meeting in October 2012. The ultimate design of the Index and the accountability framework is the responsibility of both SBE and OSPI, and the role of AAW is to provide stakeholder perspective on key design and framework features.

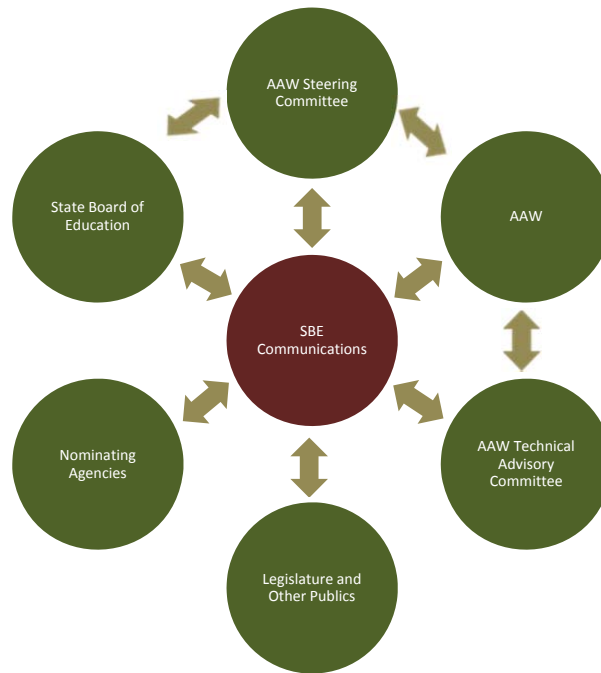
Communications Plan

The AAW communications plan is designed to support the Index and accountability framework's development.

Essential to the plan is the identification of key publics and objectives, which include but are not limited to, the following:

Sample Key Publics	Example Communications Tactics
SBE/OSPI Staff	Determine workgroup composition, develop scope, sequence, and nomination forms for appointees, and facilitate communications between the contractor and members.
Members	Members use staff materials to move towards approving and adopting a revised Achievement Index and accountability framework.
Legislature	Staff informs Legislature of Board's work, final product, and possible revisions to statute.
Achievement and Accountability Workgroup	Staff creates charter, facilitates meetings, coordinates agenda, and develops final report to Board on workgroup's recommendations. AAW will make recommendations on key design features to the Board.
Stakeholders (nominating agencies) and other publics	Publics have the option to participate in surveys, scheduled meetings, one-on-one conversations, and potentially a tele-townhall in 2013.

Communications will be essential in successful direction to and facilitation of AAW, coordination with OSPI and the steering committee, outreach to key publics through direct and indirect channels, and feedback to SBE.



Copies of the communications plan will be provided by request.

Timeline

The table below provides an overview timeline of key SBE decision points, culminating in September 2013 with adoption of a Revised Index. If the ESEA Flexibility application is approved, the new Index will be implemented as the unifying tool to both recognize high achieving schools and identify low-achieving schools for support and intervention.

Board Meeting	Topic/Decision	Discussion	Decision
July 2012	Purpose and Theory of Action	X	
	Index Principles	X	
	Resolution		X
	Charter		X
November 2012	Performance Indicators		X
January 2013	Sub-Indicators		X
	Prototype Index		X
March 2013	Targets/Goals; Tiers	X	
May 2013	Revised Index Review	X	
July 2013	Revised Index Approval		X
September 2013	Revised Index Adoption		X

Background

The Achievement Index

The Washington State Board of Education developed the first Achievement Index in response to the 2009 state legislation (ESHB 2261), a bill which charged SBE to develop a user-friendly school evaluation tool that would do the following:

- Identify schools for state recognition.
- Identify schools that may need additional state support.
- Utilize fair, consistent, and transparent criteria.
- Measure student performance on statewide assessments.
- Track graduation rates.

SBE staff, with the assistance of a contractor and a stakeholder workgroup, developed the current Achievement Index to meet these requirements.

Since 2010, SBE and OSPI have used the Achievement Index to recognize the state's highest-achieving schools. The Legislature identifies this as "Phase I" of a statewide accountability system (via the 2010 state legislation E2SSB 6696).

Phase II calls for further development of the school accountability framework.

Phase II began with the March 2012 Washington State application for a flexibility waiver from the federal requirements of the Elementary and Secondary Education Act (or No Child Left Behind). The application includes a request to use a next-generation version of the Achievement Index for statewide accountability.

The flexibility requirements call for significant changes to the Achievement Index. These changes include adding student growth data and removing the peers rating. The SBE has an opportunity to take a fresh look at the elements of the Index and will discuss other changes, in addition to those that are required, such as adding post-secondary and career readiness indicators. The flexibility request will inform the recommendations made by the Achievement and Accountability Workgroup.

Statewide Accountability Framework

The 2010 Washington State Legislature called for developing a statewide accountability framework. This framework will use the Achievement Index to identify schools in need of improvement and use state funds to support those schools through local and state intervention models.

OSPI and SBE subsequently implemented a program of Required Action for the state's persistently lowest-achieving schools. This was an extension of the existing voluntary school improvement program (School Improvement Grant). Both programs heavily relied on federal funds and were tied to the implementation of federal school intervention models (transformation, restart, closure, or turnaround).

With the 2012 ESEA flexibility waiver, SBE and OSPI now have an opportunity to develop a statewide school accountability framework to replace the accountability framework currently required by ESEA.

Connection to SBE's Strategic Plan Goals

The Board's mission is to lead the development of state policy, provide system oversight, and advocate for student success. A robust Achievement Index and an effective statewide accountability system directly support SBE's mission by providing comprehensive and clear data to create policy and an accountability system designed to support student achievement.

A robust Achievement Index and accountability framework is essential to three Strategic Plan Goals:

- Goal Two: Provide policy leadership for closing the achievement gap.
- Goal Three: Provide policy leadership for strengthening students' transitions within the P-13 system.
- Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science.

Action

The Board is expected to approve the Achievement and Accountability Charter and Accountability Resolution.

Achievement and Accountability

A review of the Achievement and Accountability Resolution,
Charter, Work Plan, and Communications Plan

Sarah Rich, Policy Director
Aaron Wyatt, Communications Director

Two Goals

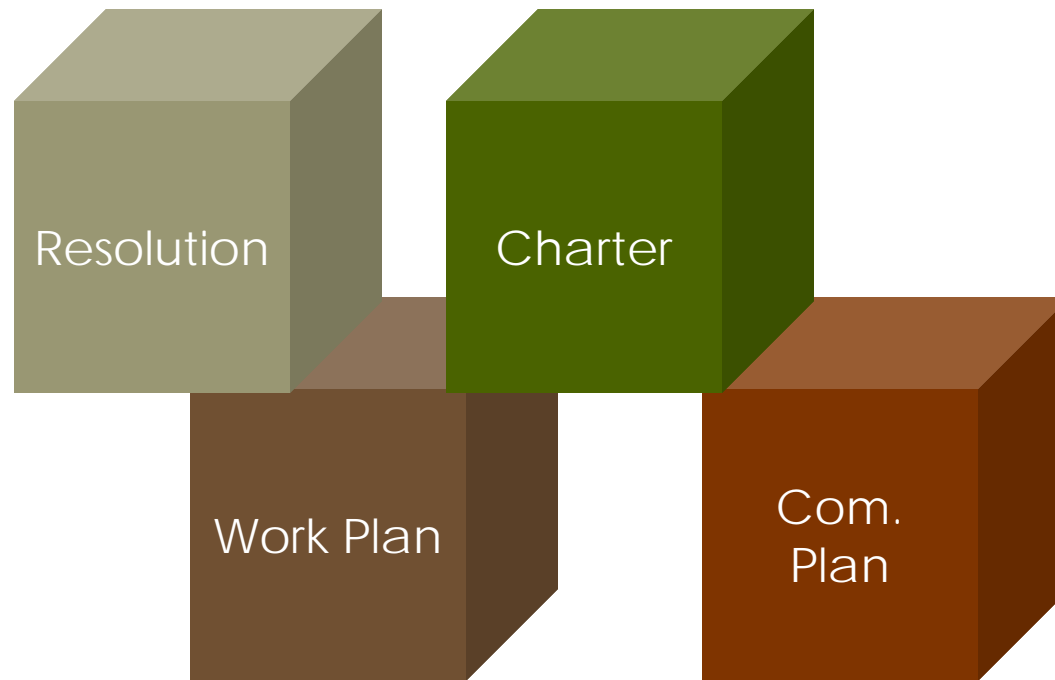


Revised Achievement Index



Accountability Framework

Four Foundation Documents

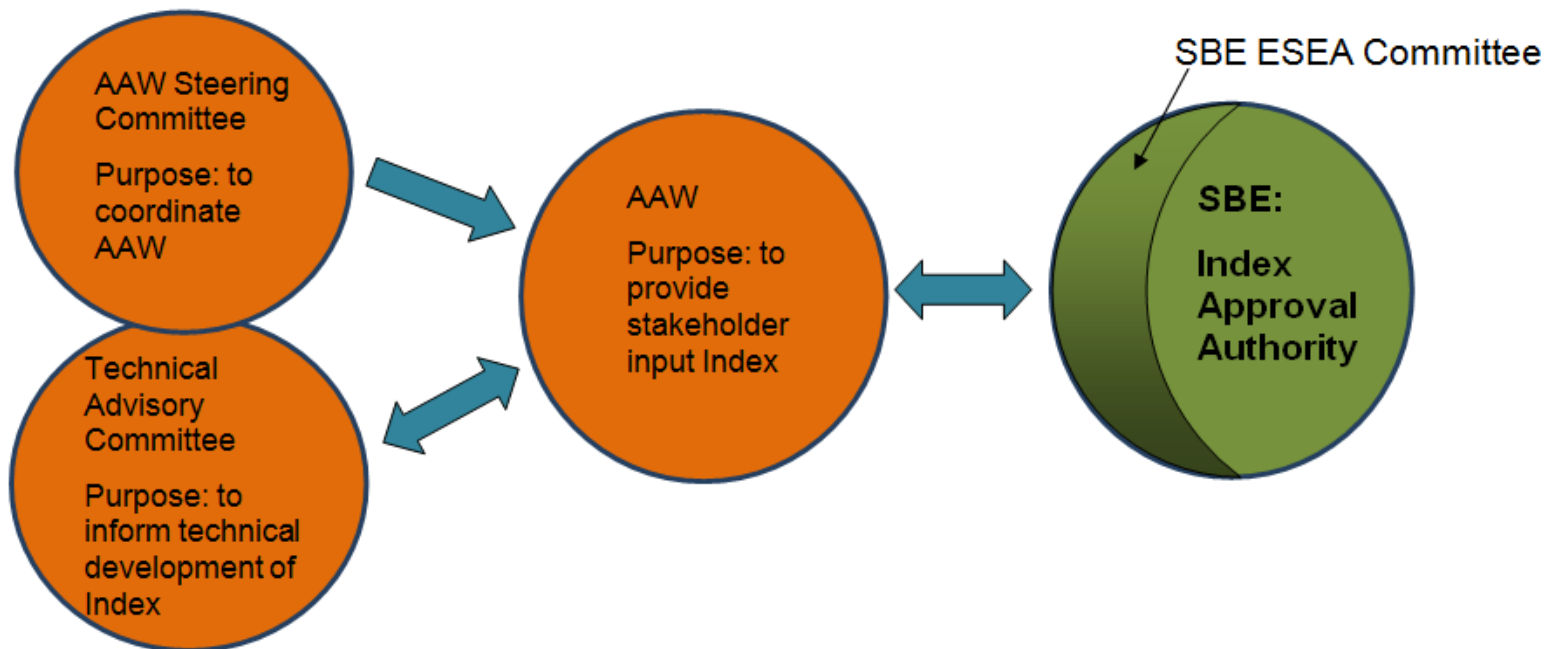


AAW Composition

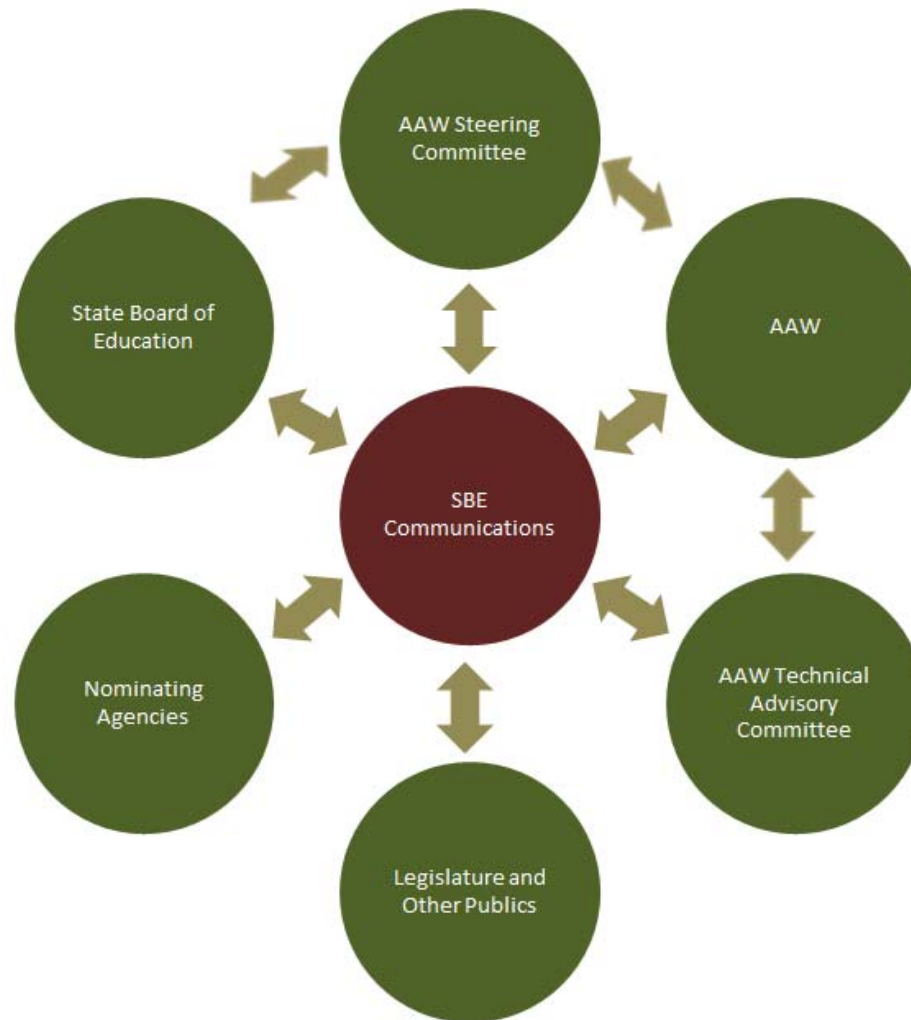
* The appointed members should be working in the field

AWSP *	WASA *	WSSDA *
WEA *	PTA	P4L
GOIA	CAAA	CHA
LEV	Stand	WTECB *
SBCTC *	ESDs	HECB
BEAC	EOGOAC	SEAC
GOV	DEL	APAA

AAW Input Process



AAW Communications



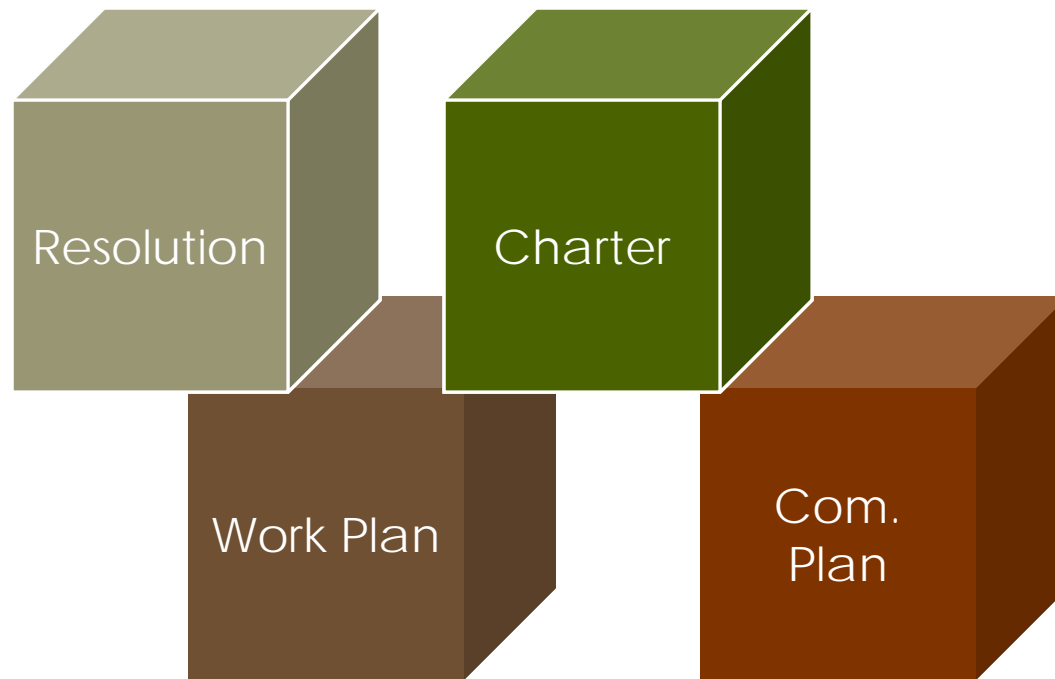


Example

		2012				
		July	Aug	Sept	Oct	Nov
Board Meetings	Index Principles, Theory of Action Products: 1. Charter 2. Resolution	Special Bd Mtg	Discuss Performance Indicators		Discuss Sub-indicators	
Achievement & Accountability Work Group (AAW)		Webinar or conference call			Feedback on Performance Indicators Product: Meeting summary	
Joint Select Committee			Interim Report			



Document Highlights





SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn

Old Capitol Building • PO Box 47200 • Olympia, WA 98504-7200 • www.k12.wa.us



STATE BOARD OF EDUCATION

Jeff Vincent, Chair

Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • www.sbe.wa.gov

Achievement and Accountability Charter

Project Purpose:

The Washington State Board of Education (SBE) and the Office of Superintendent of Public Instruction (OSPI), through collaboration with state and local policy makers, educators, parents, and citizens, will develop:

1. A revised Achievement Index to enable a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. This Index will identify high-performing schools for recognition and low-performing schools for support and intervention.
2. A statewide accountability framework designed to ensure students are career and college ready by improving student achievement and closing achievement/opportunity gaps.

Background:

The Achievement Index

The Washington State Board of Education developed the first Achievement Index in response to the 2009 state legislation (ESHB 2261), a bill which charged SBE to develop a user-friendly school assessment tool that would do the following:

- Identify Reward schools for recognition and Priority, Focus, and Emerging schools for support and intervention.
- Utilize fair, consistent, and transparent criteria.
- Measure student performance on statewide assessments.
- Track graduation rates.

SBE staff, with the assistance of a contractor and a stakeholder workgroup, developed the current Achievement Index to meet these requirements.

Since 2010, SBE and OSPI have used the Achievement Index to recognize the state's highest-achieving schools. The Legislature identifies this as "Phase I" of a statewide accountability system (via the 2010 state legislation E2SSB 6696). "Phase II" calls for further development of the school accountability framework.

Phase II began with the March 2012 Washington State application for a flexibility waiver from the federal requirements of the Elementary and Secondary Education Act (or No Child Left Behind). The application includes a request to use a next-generation version of the Achievement Index for statewide accountability.

The flexibility requirements call for significant changes to the Achievement Index. These changes include adding student growth data, removing the peers rating, and more. The flexibility request will inform the development of the efforts of the Achievement and Accountability Workgroup.

Connection to Board's Mission and Strategic Plan Goals

The SBE's mission is to lead the development of state policy, provide system oversight, and advocate for student success. A robust Achievement Index and an effective statewide accountability system directly supports SBE's mission, providing comprehensive and clear data to create policy and an accountability system designed to support student achievement.

A robust Achievement Index and accountability framework is essential to three Strategic Plan Goals:

- Goal Two: Provide policy leadership for closing the achievement gap.
- Goal Three: Provide policy leadership for strengthening students' transitions within the P-13 system.
- Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science

SBE Role

The SBE has statutory authority to develop an accountability index and to partner with OSPI to propose that index as an alternative to federal accountability. Regular SBE meetings between May 2012 and September 2013 will focus on development of a revised Index. The SBE's work will focus on underlying principles, performance indicators, a prototype index, and a final revised Index.

ESEA Committee of the SBE

The ESEA Committee of the SBE will serve as the primary communication conduit to the AAW. The Committee will analyze the feedback provided by the AAW and bring recommendations to the full Board as to the development of interim and final Index products. They will also take initial responsibility for drafting guidance to the AAW, indicating the particular areas of stakeholder feedback that the full Board seeks in the development of the revised Index.

Achievement and Accountability Workgroup (AAW)

A group of stakeholders will be convened to inform and advise the SBE on development of the revised index. This group will respond to SBE policy questions and provide stakeholder perspectives.

The Achievement and Accountability Workgroup will meet bi-monthly through December of 2013. The meetings will occur in two phases. Phase one will focus on the development of a revised Achievement Index, beginning in October 2012 and ending in April 2013. Phase two will begin in June of 2013. We encourage workgroup members to commit to both phases, but anticipate some attrition. SBE staff is responsible for synthesizing and presenting AAW feedback to the SBE.

The workgroup will convene in the months between the regularly scheduled SBE meetings to better inform the work of SBE.

Phase One

The SBE anticipates adopting a September resolution directing the AAW to respond to specific questions, including:

- What do stakeholders (including parents, school staff, district staff, board members, and community members) want and need from a revised Achievement Index, and what is the basis for those needs?
- What model policies or best practices have other states employed in their next generation accountability systems?
- What Key Performance Indicators (e.g. achievement, growth, growth gaps, and career readiness) should be included in the revised Index?
- How should various indicators be disaggregated to measure achievement/opportunity gaps?
- How should the Index be designed in order to plan for a smooth transition to assessments from the Smarter Balanced Assessment Consortium?
- How should various indicators be weighted, and what targets should be set?
- What tier labels should be used (e.g. A – F or Exemplary – Struggling)?

Phase Two

Workgroup members will explore the following key questions:

- What programs do other states employ to address persistently low-achieving schools?
- What is the future of Required Action in light of the new Index?
- What state and local models for intervention could be developed, as required in E2SSB 6696?

Steering Committee

OSPI and SBE staff will participate in regular Steering Committee meetings to ensure that the efforts of both agencies are aligned.

Technical Advisory Committee

A technical advisory committee will provide technical expertise during the development of the Index. The purpose of the Technical Advisory Committee is to ensure that the developing Index will align with current data systems and meet the federal expectations of the ESEA Flexibility request.

Communications Plan

The Achievement and Accountability communications plan includes selection and coordination of workgroup meetings, materials, and development of deliverables to the Board. Key publics will also be aware of the workgroups progress.

Executive Sponsors:

Ben Rarick
SBE Executive Director

Alan Burke
OSPI Deputy Superintendent

2012-2013 Achievement Index and Accountability Framework Communications Plan

Aaron Wyatt
Director of Communications and Partnerships
The Washington State Board of Education

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Internal Situational Analysis

The State Board of Education - Mission

The Washington State Board of Education's (SBE) role in education is to provide strategic oversight to the K-12 system (see [mission statement](#)). In the last five years, that role has been expanded by the Legislature to include the development of math and science standards and curricular menu recommendations, graduation requirements, the development of a system of intervention for some of the state's persistently lowest achieving schools, the development of a new achievement index to monitor schools' performance, and more.

The State Board of Education's mission is to provide an excellent and equitable education for every Washington student. Our efforts to meet this mission require close collaboration with all education stakeholders.

The State Board of Education – Members and Staff

The Washington State Board of Education is comprised of 16 members (see [member roster](#)). Of the 16 members, five are elected, seven are appointed by the governor, two serve as student representatives, and one serves as a private school representative. The Superintendent of Public Instruction is also a member of SBE.

Of the five elected representatives to SBE, two are from Eastern Washington, and three are from Western Washington. The length of a candidate's term with SBE is four years, and no elected candidate other than the Superintendent of Public Instruction can serve more than two consecutive four-year terms.¹ The terms are staggered so that no more than two of the positions are open for election in a year, unless a person has resigned.

Initial governor appointments to SBE occurred in staggered terms of one to four years in length. When a term expires (on the second Monday of January of the fourth year), the governor appoints or reappoints a representative for a new four-year term.²

Student representatives serve two-year terms with SBE and are elected from the Washington Association of Student Councils. The annual election rotation ensures equal representation from Eastern and Western Washington and that one junior and one senior fill SBE positions. Each spring, a sophomore is elected to serve. Students from Eastern Washington are selected in even-numbered years, with Western Washington offering the nominee in odd-numbered years.³

SBE appoints an executive director, who then hires supporting staff as necessary and within the constraints of the budget (see [staff roster](#)). The current support staff of the Board includes the following positions:

¹ [RCW 28A.305.021](#)

² [RCW 28A.195.011 \(2\)](#)

³ [Association of Washington School Principals – SBE Information](#)

Executive Director:

Works with Board members to implement the Board's strategic plan, identifies education trends and policy priorities, sets Board meeting agendas, supervises staff, and makes legislative and other recommendations for improving the education of students in Washington State.

Policy Director

Responsible for policy development for SBE initiatives resulting legislative proposals and/or proposed rule changes, including the development of an accountability framework and supporting Index, basic education compliance and waivers, and high school graduation requirements.

Communications Director:

Develops and implements annual and comprehensive public relations and communications strategies around pivotal educational issues and the State Board of Education's (SBE) Strategic Plan. Responsible for SBE website maintenance and design, stakeholder partnerships, representation to partners on SBE work, and management of the SBE strategic plan.

Senior Policy Analyst:

First point of contact regarding the Board's work on high school graduation requirements, private school approvals, standards, assessments, and SBE-related research.

Senior Policy Analyst:

Policy analysis and research relating to SBE's duty to develop and refine an accountability framework. First point of contact for questions about 180-day waivers and basic education compliance. Lead on legislative work and rulemaking.

Research Analyst:

First point of contact for questions about the SBE Achievement Index. Responsible for data and research project, as well as a variety of administrative support duties.

Executive Assistant

Provides primary administrative support to the executive director, including the director's calendar, arranging travel plans, arranging Board meetings, and serving as a liaison for the director. The executive assistant also supports office staff with special projects and daily activities, including contracts, personnel, and budgets. Supports 16 Board members.

As we are a small agency, there is tremendous shared responsibility and accountability. We are also a nimble agency, able to address problems quickly and efficiently. For most of our work, the executive director will delegate assignments to the research or policy director. The communications and legislative director will often work closely with all directors on a myriad of projects, be it publications, presentation, strategic planning, and more.

Policies and Procedures Related to the Achievement Index

RCW 28A.657.110 requires the State Board of Education (SBE) to utilize an Index for measuring schools. The purpose of this Index is to provide feedback to schools and districts to self-assess their progress and to identify schools with exemplary student performance.

School districts submit Index data directly to OSPI through CEDARS. OSPI provides a window each year when the data can be uploaded or revised. The Washington Achievement Awards are provided based on data received by a given date. Incorrect data may result in a

school's omission from the award ceremony. SBE staff does not have the manpower and resources to award schools retroactively, so it is important for each district to check their data carefully.

The Index was also designed as a potential replacement for Adequate Yearly Progress (AYP) measures currently required by the U.S. Department of Education.

In 2012, SBE and the Office of Superintendent of Public Instruction (OSPI) applied for a waiver from the current Elementary and Secondary Education Act (ESEA) requirements. The application will include a commitment to use the Achievement Index in the place of the current AYP metric.

If approved, the Index will be an essential piece to an accountability system that will include the following elements:

- Set annual targets for individual schools to reduce proficiency gaps for students of color, low income students, English language learners, and student with disabilities by 50 percent by 2017.
- Reward schools for high achievement and high graduation rates using a modified version of the existing SBE recognition system.
- Reward high progress schools for improving the performance of the “all students” category in achievement, or graduation rates, or reductions in educational opportunity gaps—all through the use of a modified version of the existing SBE recognition system.
- Identify “priority” schools (lowest 5 percent of Title I and Title I-eligible secondary schools with less than a 60 percent graduation rate) using the calculations currently used to determine the State’s persistently lowest achieving schools (PLAs). Schools currently served with School Improvement Grants will qualify as priority schools. Additional schools will be identified using the PLA calculations; their districts would earmark up to 20 percent of district’s Title I, Part A funds to support the priority school to implement meaningful interventions aligned with USED-published turnaround principles.
- Identify at least 10 percent of Title I schools with the lowest subgroup achievement and biggest gaps among subgroups as “focus” schools. This also includes Title I high schools with graduation rates less than 60 percent over a number of years that are not identified as a priority school. Districts with focus schools would earmark 20 percent of district’s Title I, Part A funds to support the implementation of focus school improvement plans to address the identified achievement gaps, low subgroup performance, etc.

External Situational Analysis

Media Coverage

2011 included several stories related to the Index, but most all the stories stemmed from releases from the Washington Policy Center.

SBE was not proactive in publicizing the tool; though we were reactive to the WPC's releases.

- Seattle Times: October 5, 2011: "Refine No Child Left Behind with Flexibility for States to Move Forward."
- Federal Way Mirror: March 22, 2011: "Index Ranks Most Federal Way Schools as Fair."
- Tacoma News Tribune: March 7, 2011: "Accountability Index a Sore Subject for Struggling Schools."
- The Daily News: February 21, 2011: "Few Area Schools Rank High In New Report."
- Wenatchee World: February 8, 2011: "They Are Rating Schools again."
- Seattle Times: January 14, 2011: "Washington State Determines that 50 Schools are Low Achieving."

Key Media

Washington State:

- Print and online newspapers

Key Publics - Annotated

Group	ED	EA	Communications	Notes
The Washington State Board of Education	Ben Rarick	Janet Culik / Loy McColm	Aaron Wyatt	Board Members: Many of the Board members served during the development of the Index and Required Action. Others were not part of the Board during their development. Staff must ensure that Board members maintain an understanding of the current Index, possible revisions, and implications of changes to facilitate members' decision-making process. Staff Responsible for the development and maintenance of the Index, development of revision alternatives, staffing the workgroup, serving as a conduit between the workgroup and the Board, and providing answers to publics as questions arise.
Contractor				Will require clear communications and expectations from staff, beginning with his role in the July Board meeting
OSPI	Randy Dorn	Karen Conway	Nathan Olson	OSPI is the vital partner in this work. Representatives of OSPI will be attuned to the work via the steering committee, but we will need to work directly with OSPI communications to ensure that the agency on a whole is informed of the work's progress.
AAW Steering Committee	Ben Rarick / Alan Burke	Janet Culik	Aaron Wyatt	The steering committee, comprised of OSPI and SBE staff, will set direction for the AAW workgroup. The will require materials to help guide discussion (such as a workgroup composition and scope and sequence document) and will provide insights into developing communications needs.
AAW Technical Advisory Committee		Janet Culik	Aaron Wyatt	The AAW technical advisory committee will provide technical oversight to the work of the AAW and will also attend meetings. There will need to be direct communications channels through the AAW and the TAC.
AAW Reps and	EOGOAC	Andrew Kelly	Donna Hanson	The AAW will meet bi monthly beginning in October 23. Their work will hinge on successful delivery of communications from the Board, steering committee, the technical advisory committee, and others. The AAW will
	BEAC	Helen	Terri Beckman	

Group	ED	EA	Communications	Notes	
Orgs.	Malagon			require memos, minutes, highlights, and established feedback loops. SBE staff will work use consistent direct communications with AAW representatives and their organizations. Staff will also actively seek opportunities to employ indirect communication channels to share AAW's work with agency constituents.	
	AWSP	Gary Kipp	Susan Davis		Linda Farmer
	WASA	Paul Rosier	Marilee Jensen		Mack Armstrong & Rachelle Underwood
	WSSDA	Jonelle Adams	Marie Sullivan		Michael Wilson
	WEA	John Okamoto	David Phelps		Wendy Rader
	WAPTA	Bill Williams	Ramona Hattendorf		Karen Fisker-Anderson
	P4L	Jana Carlisle	Kim Martinez		Anne Luce and Chris Barron
	League of Education Voters	Chris Korsmo	Heather Cope		Jen Olson
	Stand for Children	Shannon Champion	Dave Powell		Anne Martens
	WTECB	Ellen Papadakis	Karla Thomas		Marina Parr
	GOIA	Craig Bill			
	CHA	Uriel Iñiguez			
	CAA	Ed Prince			
	APAA	K. Yamaguchi			
	SBCTC	Charles Earl	Beth Gordon		Laura McDowell
	ESDs				
WSAC / HECB	Don Bennett	Gary Larson	Bob Burdick		
DEL	Betty Hyde		Amy Blondin		

Group		ED	EA	Communications	Notes
	SEAC	Doug Gill			
	GOV				
				Key legislative staff and legislators should be invited to the AAW meetings and receive updates on the work of AAW, SBE, and OSPI	
Legislators and Staff					We will draft releases and advisories for SBE action, including the formation of the workgroup, approval and adoption of an Index, etc.
Print Media					Staff will conduct outreach to publics not currently affiliated with the agencies above through teleconference
					Staff will conduct outreach to publics not currently affiliated with the agencies above through teleconference

SWOC Analysis

Not completed

Surveys and Opinion Polls

Staff will do a needs assessments analysis in anticipation for the October 2012 AAW meeting. Surveys may be employed as the work progresses.

Relevant Regulations/Legislation

- [RCW 28A.305.130](#)
- [RCW 28A.655.005](#)
- [RCW 28A.655.110](#)
- [RCW 28A.657.110](#)

Current Research and Reports

See ESEA Waiver application

Goals

1. A revised Achievement Index, approved by the U.S. Department of Education
2. A statewide accountability framework
3. Formation and maintenance of a workgroup to facilitate the process

Objectives, Strategies, Tactics, and Evaluation

Objectives	Strategies	Tactics	Evaluation
Action: Staff submits the Index portion of the application for the NCLB waiver	Create an application that meets the U.S. Department of Education standards for an acceptable accountability measure	Work with OSPI and U.S. representatives to understand the requirements for the application	Sarah attended conferences in Dallas and Sacramento and worked closely with OSPI to develop the application
		Seek input from a variety of stakeholders	Key publics were provided an opportunity give feedback.

Objectives	Strategies	Tactics	Evaluation
<i>Action:</i> In 2012, Contractor develops a web-based Achievement Index tool that meets staff standards	Collaborate develop the Index tool	Staff and OSPI will develop RFP, screen proposals, and select contractor	Contractor Selected
		Staff will meet with contractor to frame expectations	Meeting completed and expectations clarified
		Staff will meeting contractor on a regular basis to ensure work is on schedule	Ongoing
		Staff will share the website internally with Board members to as a quality control test	July 5
		Contractor will instruct staff and OSPI on requirements for maintenance and upkeep of the site.	
<i>Awareness:</i> Key Publics are made aware of the 2012 Achievement Index Tool	Disseminate information about the site to key publics	Staff will draft and distribute a press-release announcing the creation of the web-based tool	When new data is released
		Staff will draft a press release about our WERA award	Completed
		Staff will create/modify a flyer that explains the tool	
		Staff highlights the new index in the August Newsletter, posts links to website	
		Staff highlights newsletter in October	
		Members will distribute the flyer and notify key publics of the tool during the fall 2012 outreach	
		OSPI and SBE staff will provide links to the tool on their website	
		SBE will provide monthly links to the site through Twitter for a three month period	
		Staff will ensure links to the site are provided in formal announcements for the 2012 Washington Achievement Awards	
		Draft two Achievement Index articles for the 2012 newsletters, potentially highlighting how some districts are using the Index	
Seek staff opportunities to share the new tool with key publics (e.g. conferences).			

Objectives	Strategies	Tactics	Evaluation
<i>Action: School Districts utilize the Achievement Index tool to identify and assess goals.</i>	Maintain and update the Index	Staff will set up a maintenance schedule for the new Index	
		Staff will send an announcement to districts when major updates are completed	
	Assess usage and needs	Develop a web traffic analysis system and monitor traffic on a monthly basis	
		Create a survey to assess district's use of the tool	
		Distribute a survey to 20 districts annually	
		Summarize survey findings and share with staff and Board members	
		Revise the tool where appropriate to make the tool more useful to districts	
<i>Action: Achievement and Accountability Workgroup Formed</i>	Develop foundation documents	Workgroup composition document	Completed June 2012
		Scope and sequence document	Completed June 1
		Nomination form for participating agents	Completed June 1
		Work plan	Ongoing
		Charter	Completed June 20
		Roster form	Completed June 1
	Approval completed for AAW	Share documents with executive committee	Completed June 7 2012

Objectives	Strategies	Tactics	Evaluation
		Share documents with AAW steering committee	Completed June 13, 2012
	Members appointed	Assemble contact list for participating agents	Completed June 15
		Email executive directors, executive assistants, and communications directors packet for nomination	Completed July 2
		Assemble contact information for appointees	Completed July 15
		Email confirmation to appointees	Completed July 15
		Create distribution and shipping lists for AAW members and supporting committees	Completed by July 29
<i>Action:</i> Communications fully support the work of the AAW	Seek feedback from AAW members	Send members an introductory email and host webinars providing background information	Letter September 4, and background webinar September 18 and 20.
		Provide a meeting assessment document for attendees at AAW meetings	Emily assigned
	Provide clear and comprehensive materials to AAW members in anticipation of meetings	Work with steering committee to determine communications needs for meetings	Ongoing
		Develop memos and presentations for members, in adequate time for meeting	Ongoing
		Email and send packets	Ongoing
	Share the work of the AAW	Send meeting minutes to DL of nominating agents	Bimonthly
		Work with steering committee to determine content of Board updates	Bimonthly
		Share the work of the AAW through the SBE newsletter, website, and social media and directly to Board members	Bimonthly

Objectives	Strategies	Tactics	Evaluation	
		Develop a paper to the Board summarizing AAW's final recommendations for a revised Index		
		Develop a paper to the Board summarizing AAW's final recommendations for a state accountability system.		
		Present an update on the AAW to the Select Committee on Education Accountability		
		Contact Donna Blankinship and/or Lynn Varner with an update on the AAW		
	Solicit broad based feedback on achievement index	Work with contractor to set up a tele-townhall. Example: http://www.newpartners.com/ Our contact is: marygrace@newpartners.com	March 2013	
		Disseminate information about conference through direct and indirect channels with/of key publics		
		Partner with ESDs to send information to schools – through newsletters – to parents		
		Arrange presenters and organize materials for meeting		
	<i>Action:</i> Board adopts a revised Achievement Index	Publicize the adoption of the Index	Write media advisories/releases relating to the Index	2013
			Provide updates on our website and social networks	
Encourage indirect coverage through partner agencies				
Share the Index through partnership meetings across the state				
Create supporting documents for public consumption		Create a rationale paper for the Index (similar to waivers)		
		Create a one page Indesign overview of the new system		

Objectives	Strategies	Tactics	Evaluation
		Create a web tutorial for the new Index	
<i>Action:</i> Board adopts a statewide accountability framework	Publicize the adoption of the Index	Write media advisories/releases relating to the framework	2013
		Provide updates on our website and social networks	
		Encourage indirect coverage through partner agencies	
		Share the framework through partnership meetings across the state	
	Create supporting documents for public consumption	Create a rationale paper for the framework (similar to waivers)	
		Develop graphics as needed	
<i>Action:</i> Board seeks legislative action to support the framework, if necessary	Share the need for legislative action	Utilize direct communications channels with key publics to share the intent for legislative action	
		Utilize indirect communications to share the intent for legislative action	
		Communicate legislative intent with legislative staff	
		Seek sponsorship and write bill language	

Timeline:

Tactics	Evaluation
Work with OSPI and U.S. representatives to understand the requirements for the application	Sarah attended conferences in Dallas and Sacramento and worked closely with OSPI to develop the application
Seek input from a variety of stakeholders	Key publics were provided an opportunity give feedback.
Staff and OSPI will develop RFP, screen proposals, and select contractor	Contractor Selected
Staff will meet with contractor to frame expectations	Meeting completed and expectations clarified
Staff will meeting contractor on a regular basis to ensure work is on schedule	Ongoing
Staff will share the website internally with Board members to as a quality control test	
Contractor will instruct staff and OSPI on requirements for maintenance and upkeep of the site.	
Staff will draft and distribute a press-release announcing the creation of the web-based tool	
Staff will draft a press release about our WERA award	Completed
Staff will create/modify a flyer that explains the tool	
Members will distribute the flyer and notify key publics of the tool during the fall 2012 outreach	
OSPI and SBE staff will provide links to the tool on their website	
SBE will provide monthly links to the site through Twitter for a three month period	
Staff will ensure links to the site are provided in formal announcements for the 2012 Washington Achievement Awards	
Draft two Achievement Index articles for the 2012 newsletters, potentially highlighting how some districts are using the Index	
Seek staff opportunities to share the new tool with key publics (e.g. conferences).	
Staff will set up a maintenance schedule for the new Index	
Staff will send an announcement to districts when major updates are completed	
Develop a web traffic analysis system and monitor traffic on a monthly basis	
Create a survey to assess district's use of the tool	
Distribute a survey to 20 districts annually	
Summarize survey findings and share with staff and Board members	
Revise the tool where appropriate to make the tool	

Tactics	Evaluation
more useful to districts	
Workgroup composition document	Completed June 2012
Scope and sequence document	Completed June 1
Nomination form for participating agents	Completed June 1
Work plan	Ongoing
Charter	Completed June 20
Roster form	Completed June 1
Share documents with executive committee	Completed June 7 2012
Share documents with AAW steering committee	Completed June 13, 2012
Assemble contact list for participating agents	Completed June 15
Email executive directors, executive assistants, and communications directors packet for nomination	Completed July 2
Assemble contact information for appointees	Completed July 15
Email confirmation to appointees	Completed July 15
Create distribution and shipping lists for AAW members and supporting committees	Completed by July 29
Create a needs assessment / pre-assessment of members in anticipation of October meeting	August
Provide a meeting assessment document for attendees at AAW meetings	
Work with steering committee to determine communications needs for meetings	Ongoing
Develop memos and presentations for members, in adequate time for meeting	Ongoing
Email and send packets	Ongoing
Send meeting minutes to DL of nominating agents	Bimonthly
Work with steering committee to determine content of Board updates	Bimonthly
Share the work of the AAW through the SBE newsletter, website, and social media	Bimonthly
Develop a paper to the Board summarizing AAW's final recommendations for a revised Index	
Develop a paper to the Board summarizing AAW's final recommendations for a state accountability system.	
Work with contractor to set up a tele-townhall	March 2013
Disseminate information about conference through direct and indirect channels with/of key publics	
Partner with ESDs to send information to schools – through newsletters – to parents	
Arrange presenters and organize materials for meeting	
Write media advisories/releases relating to the Index	2013
Provide updates on our website and social networks	
Encourage indirect coverage through partner agencies	
Share the Index through partnership meetings across the state	
Create a rationale paper for the Index (similar to	

Tactics	Evaluation
waivers)	
Create a one page Indesign overview of the new system	
Create a web tutorial for the new Index	
Write media advisories/releases relating to the framework	2013
Provide updates on our website and social networks	
Encourage indirect coverage through partner agencies	
Share the framework through partnership meetings across the state	
Create a rationale paper for the framework (similar to waivers)	
Develop graphics as needed	
Utilize direct communications channels with key publics to share the intent for legislative action	
Utilize indirect communications to share the intent for legislative action	
Communicate legislative intent with legislative staff	
Seek sponsorship and write bill language	



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn

Old Capitol Building • PO Box 47200 • Olympia, WA 98504-7200 • www.k12.wa.us



STATE BOARD OF EDUCATION

Jeff Vincent, Chair

Old Capitol Building • PO Box 47206 • Olympia, WA 98504 • www.sbe.wa.gov

AAW Composition and Roster

Association of Washington School Principals (AWSP) *	Washington Association of School Administrators (WASA) *	Washington State School Directors Association (WSSDA) *
Washington Education Association (WEA) *	Washington State Parent-Teacher Association (PTA)	Partnership for Learning
The Governor's Office on Indian Affairs	The Washington State Commission on African American Affairs	The Washington State Commission on Hispanic Affairs
League of Education Voters	Stand for Children	Workforce Training and Education Coordinating Board (WTECB) *
State Board for Community and Technical Colleges (SBCTC) *	Educational Service Districts	Washington Student Achievement Council (WSAC)
Bilingual Education Advisory Committee	Educational Opportunity Gap Oversight Accountability Committee	Special Education Advisory Committee
Department of Early Learning	Governor's Office Representative	The Washington State Commission on Asian Pacific American Affairs

Accountability System Resolution - Washington State Board of Education

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Washington State Legislature has established as the primary goal of our educational system the provision of instruction of sufficient quality and quantity to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship; and

WHEREAS, the Washington State Legislature assigned the State Board of Education responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, increases the level of support based upon the magnitude of need, and uses data for decisions; and

WHEREAS, the Achievement Index developed by the State Board of Education in 2009 was intended to be the foundation of the new accountability system and has since been used for school recognition purposes only due to constraints contained within the federal No Child Left Behind legislation; and

WHEREAS, the Elementary and Secondary Education Act flexibility waiver process presents the opportunity to reform Washington's accountability framework to utilize one unified methodology for recognizing schools and identifying schools in need of assistance; and

WHEREAS, the State Board of Education recognizes the persistent achievement and opportunity gaps among English Language Learners, students of color, students with disabilities, and students in poverty; and

WHEREAS, the incorporation of student growth data into the Index will support a fair and equitable approach to measuring the state's progress toward the paramount goal of the educational system; and

THEREFORE, BE IT RESOLVED that the State Board of Education will begin development and implementation of "Phase II" of the accountability system established under RCW 28A.657, will focus on revising the Achievement Index to incorporate student growth, and will establish a unified system for evaluating school and district performance in Washington State; and

FURTHER, BE IT RESOLVED that the State Board of Education is hereby adopting the following principles and statements of belief to guide its revision of the Index:

- The key performance indicators utilized in the revised Index will be aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship.
- The incorporation of student growth data will establish a fair and equitable means of evaluating school and district performance over time.
- Aggregate assessment results mask large achievement and growth gaps impacting our most vulnerable student populations. Disaggregation by subgroup is a necessary feature of any revised Index.

- The revised Index will be transparent and will support both external accountability and internal improvement purposes.
- The revised Index will incorporate both school and district level achievement data in recognition of the unique roles of each in an accountability framework.

FURTHER, BE IT RESOLVED that the State Board of Education hereby establishes a stakeholder workgroup with broad-based representation to provide focused and constructive input relating to the key design features of a revised Index, and system changes necessary to implement "Phase II" of the accountability system envisioned under RCW 28A.657; and

FURTHER, BE IT RESOLVED that the State Board of Education establishes a goal of developing a revised Achievement Index prototype by February of 2013, and a final Achievement Index for the beginning of the 2013-14 school year.