



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	<u>Discussion of Strategic Plan</u>		
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other		
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating	
Policy Considerations / Key Questions:	The Board will discuss its priorities as they relate to the three policy areas or buckets.		
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint		
Synopsis:	<p>This section includes:</p> <ul style="list-style-type: none">• Biography of Mr. Raj Manhas and description of the retreat facilitation• Description of the next steps for the strategic planning process• Strategic Plan progress report• Notification that additional Strategic Plan supplementary documents can be found online<ul style="list-style-type: none">◦ Version of the Strategic Plan with elements that are required by law annotated (RCW Version)◦ Transcript of Strategic Plan submissions from five board members		



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2016 RETREAT ROADMAP: STRATEGIC PLANNING DISCUSSION

Discussion: Sept. 14, 1:15 – 5:00pm

Outcome: Clear direction to staff to amend strategic plan, reflecting guiding principles from the Board.

Facilitated by:

Raj Manhas



Manhas describes himself as “a farm boy from a small village in India.” He moved to Seattle in 1973 to pursue a master’s degree in engineering from the University of Washington. He has distinguished himself in the private, nonprofit and public sectors. His leadership roles include serving as a banker for Rainer Bank, director of operations for Seattle Public Utilities, chief operations officer and superintendent of Seattle Public Schools and superintendent of North Thurston Public Schools. As executive director of the nonprofit Seeds of Compassion, he brought the Dalai Lama to Seattle in 2008.

Staging:

- Board members sit in a circle arrangement; Raj can either sit in the circle or stand in the center of the circle.
- Post large-scale copy of strategic plan on nearby wall (with stickers Board members applied earlier in the retreat)
- Post poster-sized mission and vision statements (turned toward the wall or covered)
- Set up easels
- The three policy area “buckets” – set up and labeled,
 - Student Transitions,
 - System Transitions,
 - ESSA Implementation

Procedure: Facilitated discussion:

1. Discussion regarding priorities – Raj refers the group to the posted strategic plan and the dots. Staff note taker will work with Raj to help note observations/insights (perhaps write them on an easel,) then facilitate a discussion about overlap, look for areas of consensus and validate/celebrate those, identify any themes, etc.
2. Raj has been asked to assume objective facilitator role, but when asked by board members, will have wealth of knowledge and experience to share on the topics at end (presumptively in facilitator role, ready to offer insights when asked).
3. Raj could then state that the afternoon’s purpose is to provide staff with a few guiding principles to revise the Strategic Plan for the next 1-2 years, within the three current buckets. For our purposes, a guiding principle guides the “what,” “why,” and “how” of a topic.



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August, 31, 2016

Board Members:

I'm pleased to present our annual review of progress on the Board's strategic plan. As many of you know, over the years we have experimented with various formats for this document. We first started with a structure that created individual progress metrics, trying to represent that we were a particular percent away from full implementation at various points throughout the year (e.g. we're 85% finished with objective 1.2.b). Ultimately, we found that structure to be technically burdensome, and also found that it conveyed a degree of technical precision in how the plan is implemented and measured that could not be supported in most cases, particularly those heavy on process. When we are reporting on student outcome measures – as reflected in our [Educational System Health indicators](#) – we are able to achieve that degree of quantification, and we look forward to producing a [set of related data presentations for you in the fall.](#)

What we have ultimately landed upon is a report that members find most useful – a chart that provides brief narratives and hyperlinks to the writings, presentations, and collaborations that are most salient to that strategic objective. Our progress report is basically a web-based tool. Our primary challenge with this structure is that there is seemingly no end to the documents that we can link to, so we have held ourselves to the standard of providing a fair representation of the most important work, not necessarily a comprehensive portal to all the work that is conceivably relevant.

As an ED, I have come to rely upon this report as a mechanism to track the relationship of our work to the many individual items in the strategic plan, helping us both track successes and identify areas where our progress is underdeveloped. It's a helpful compendium of significant reports, projects, videos and other materials we've created to the relevant areas of the strategic plan. As staff, we review the document multiple times in a year and incorporate it into our deliberations. Most recently, we briefed Board Chair Isabel Muñoz-Colón on its status at a staff mini-Retreat in Renton in March.

We invite you to review the document and submit any questions you have. The annual review is provided for your reference only. Because of the Board's choice to focus on three particular topics, we will not necessarily be relying heavily on this document during the September Retreat segment, but you may find it helpful as a reference.

What's next?

At the retreat, we hope to receive a set of guiding principles from the Board. We will use those principles to revise the strategic plan between the September and November Board meetings. In addition, we will review the plan for antiquated items – issues that have been altered by changes in law or have been effectively addressed and are no longer relevant. In November, we will present to you our proposed revisions to the strategic plan.



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Highlights of the past year's work

Our review of progress showed we had some particularly strong areas over the past year.

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

- Invested time and conducted outreach with 24-credit workshops.
- Developed the set of communication tools and materials with OSPI.
- Spurred the development and advanced the use of an online high school and beyond tool with OSPI and [WSIPC](#)

We also made progress on Goal 1: Develop and support policies to close the achievement and opportunity gaps:

- 1.A.1: Developed a draft of the Opportunity to Learn Index. Presented a data spotlight on 5491 indicators and deeper disaggregation of racial and ethnic groups.
- 1.A.6: The Accountability System Workgroup studied metrics for measuring progress by English Language Learners.
- 1.A.7: Held community forums across the state, and reached out to diverse communities. Held regional panels with superintendents.

In Goal 2, Develop comprehensive accountability, recognition, and support for students, schools, and districts, we saw strong work related to ESSA:

- 2.A.3: Released the 2015 Achievement Index with clear information on participation in assessments.
- 2.A.4: Held an ESSA panel discussion shortly after enactment of the new law. Co-sponsored five Accountability System Workgroup meetings with OSPI. Advocated to USED on ESSA rules.
- 2.B.7: Co-sponsored the 2015 Washington Achievement Awards ceremony in Yakima.

Where more work is needed

Part of the value of this annual review of effort is to identify areas that are not being fully leveraged. This year, some subsections of the strategic plan were rendered inoperative over the past year by judicial decisions or changes in law, such as:

- 4.C: Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved school districts.
- 4.D: Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of charter schools.

Other areas simply warrant a greater investment of time and resources. Those include:

- 1.A.5: Advocate for expanded learning opportunities.
- 1.C.2: Research data capacity to inform student transitions at key points in the P-13 pipeline. (It is noteworthy that this is an identified focus area for the 2016 Retreat.)



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- 2.A.5: Establish adequate growth targets in the accountability system as an enhancement to year-to-year proficiency level targets (a potential focus point in our response to ESSA requirements).

Takeaways

I believe the Board can be proud of the significant work it undertook over the past 12 months. It is important to maintain a focus not only on the quality and timeliness of our process-oriented work as a policy board, but most importantly, on the student achievement outcomes for our students in the system. Given that we are not meeting our student achievement outcome goals, it is appropriate for the Board's work to avoid a sense of complacency, and maintain an overall sense of urgency. The improved experience of students in our system should be the ultimate barometer of our success as educational leaders.

As always, more remains to be done to ensure our educational system meets the expectations of the public. However, I believe this report demonstrates that the State Board of Education makes the most of its time and effort, targeting the areas that have the greatest impact for our students and following through on its goals.

A handwritten signature in black ink that reads "Ben Rauch".

Please note that this progress includes achievements that are bolded in larger text and un-bolded in smaller text. Bolded achievements in larger text are those made since the last time the Board received this progress report. Un-bolded achievements in smaller text were noted the previous time the Board received this progress report. Together, they inform you of progress on Strategic Plan action steps.

A Word version will be available online in the Strategic Plan Supplementary so that you can access the hyperlinks.

Goal 1: Develop and support policies to close the achievement and opportunity gaps.			
Strategy 1.A: Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.			
Action Step	Timeline	Measure	Achievements
1.A.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.	Annual - March	Achievement Index Results	<p>Data spotlights or analyses on the following:</p> <ul style="list-style-type: none"> Migrant education memo and presentation Special education memo and presentation Advanced Placement and advanced course-taking memo and presentation Graduation rate memo and presentation Hispanic/African American performance gap blog Foster kids memo Former- and Current-ELL report with CEE and presentation Student board member Madaleine Osmun presented on Opportunity Gaps Developed draft of the Opportunity to Learn Index Data spotlight on 5491 Indicators and deeper disaggregation of racial/ethnic student groups <p>The Seattle Times has done articles on two of our data spotlights.</p>
1.A.2 Research and promote policies to close opportunity gaps in advanced course-taking.	Annual - September	Spotlight Report on Advanced Course-Taking Data	<ul style="list-style-type: none"> Data spotlight on advanced course-taking and Advanced Placement memo and presentation
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	<ul style="list-style-type: none"> Madaleine presenting on attendance and discipline during the July board meeting Sent letter to OSPI regarding discipline rules Recommended incorporating discipline indicator in the ESSB 5491 report on educational system health Data spotlight on attendance memo and presentation
1.A.4 Advocate for increased access to early learning opportunities.	Annual - December	Legislative Priorities, 5491 Report	<ul style="list-style-type: none"> Recommended increased access to early learning opportunities as a reform in the ESSB 5491 report on educational system health
1.A.5 Advocate for expanded learning opportunities.	Annual – Legislative Session	Final ELO Council Report	<ul style="list-style-type: none"> Staff attendance at ELO Council meetings Presentation at ELO Council in Renton Staff and member attendance at ELO Council meetings

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	<ul style="list-style-type: none"> Research with the Center for Educational Effectiveness Presentation at the Council of Chief State School Officers National Conference on Student Assessment English Language Learner progress on metrics being studied by Accountability System Workgroup
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	<ul style="list-style-type: none"> Diverse communities roundtable in March in Tacoma Upcoming attendance at Tribal Leadership Conference on Education Kids at Hope visit based on a connection made at the diverse communities roundtable Community forum in May in Pasco Draft communications plan has been created for outreach to diverse communities Held community forums and reached out to diverse communities Held Superintendent regional panels

Strategy 1.B: Develop policies to promote equity in postsecondary readiness and access.

1.B.1 Advocate for expanded programs that provide career and college experiences for underrepresented students.	Annual, March 2015	Achievement Index Dual Credit and Industry Certification Data	<ul style="list-style-type: none"> Achievement Index now includes Dual Credit data Data spotlight on advanced course-taking and Advanced Placement memo and presentation Mara and Madaleine testified on bills to expand access to college in the high school CTE Course Equivalencies
1.B.2 Work with partner agencies and stakeholders to expand access for all students to postsecondary transitions.	Annual - December	5491 Report	<ul style="list-style-type: none"> Participated with SBCTC Core-to-College project and WSAC Improving Student Learning at Scale collaborative WSAC committee for Student Support
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	<ul style="list-style-type: none"> Collaborated with the Core-to-College project to use the Smarter Balanced assessment to test out of remediation Sent letter to the Core-to-College project Participation in the WSAC Improving Student Learning at Scale collaborative Sent letter to the NCAA regarding acceptance of Bridge to College coursework WSIPC HSBP tool
1.B.4 Collect and analyze data on waivers of career and college ready graduation requirements and	March through July 2015	Briefing	<ul style="list-style-type: none"> Data will be presented in September after receiving all graduation requirement waiver requests Presentations to the Board, WERA, WSSDA, Summer Counseling Institute in both Eastern and Western Washington

student course-taking.			
Strategy 1.C: 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	<ul style="list-style-type: none"> OSPI presented to the Board on the assessment alternatives that students use
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	<ul style="list-style-type: none"> Met with OSPI Student Data Information and Early Learning staff in spring 2015 to discuss student level monitoring through K-12 system. The capacity to track students exists but would require annual delivery of student-level data and approval of K-12 Data Governance Committee. Developed memos and solicited member feedback through surveys on two policy buckets for the September 2016 board retreat.
Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.			
Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.			
Action Step	Timeline	Measure	Notes
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	<ul style="list-style-type: none"> A video on the Indicators of Educational System Health was produced with Julia and TCTV A video was produced for the September 2016 board retreat that reflected on Indicators of Educational System Health Memo and presentation to the Board on Indicators of Educational System Health Presented at December 2015 WERA Going to present at December 2016 WERA Going to present at the WSAC Pave the Way Conference with co-presenters from DEL and WSAC
2.A.2 Publicly report on the Indicators of Educational System Health through an enhanced website.	Annual – December	Enhanced Website	<ul style="list-style-type: none"> Released website that reports 2014 data on the Indicators of Educational System Health Updated the website to report 2015 data
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	<ul style="list-style-type: none"> Achievement Index has been released to the public and allows for disaggregated profiles 2015 Index has been released with clear information on participation.

<p>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.</p>	July 2016	Rule Adoption	<ul style="list-style-type: none"> Awaiting reauthorization of the Elementary and Secondary Education Act ESEA was reauthorized as ESSA SBE co-sponsored Accountability System Workgroup meetings with OSPI
<p>2.A.5 Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.</p>	March 2017	Inclusion of Adequate Growth in Achievement Index	<ul style="list-style-type: none"> Awaiting multiple years of Smarter Balanced assessment data to calculate adequate growth
<p>Strategy 2.B: Develop and implement an aligned statewide system of school recognition and accountability.</p>			
<p>2.B.1 Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.</p>	March 2017	Inclusion in the Achievement Index	<ul style="list-style-type: none"> Reported Dual Credit data in the Achievement Index Achievement and Accountability Workgroup convened Reported Smarter Balanced results with clear explanation of participation rate issues Collaborated with Ready Washington to raise expectations for participation in the Smarter Balanced assessment Issued the 95 participation rate, 10 percentage point reduction of remediation rate goal to the state
<p>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.</p>	Annual – On or before March	Identification of Challenged Schools in Need of Improvement	<ul style="list-style-type: none"> AAW meeting on June 10 Board adopted an Index transition position statement Board set Achievement Index weightings
<p>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</p>	Annual - Spring	Adherence to Rule	<ul style="list-style-type: none"> Exited three districts from Required Action District status, kept one in RAD status The Board will consider Soap Lake's Required Action Plan in July Approved Soap Lake's Required Action Plan July 201 Updated the Board on Required Action Districts

considerable approval of Required Action Plans.			
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	<ul style="list-style-type: none"> Waiver request submitted Analysis of ESEA Reauthorization and panel held at March meeting Trip to D.C. with OSPI to visit Senator Murray Advocated on ESSA issues with USED Held an ESSA panel discussion Co-sponsored Accountability System Workgroup with OSPI
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	<ul style="list-style-type: none"> Recommended inclusion of discipline in the ESSB 5491 Indicators of Educational System Health
2.B.6 Partner with OSPI to advocate for the provision of adequate supports for Challenged Schools in Need of Improvement.	Ongoing	Budget	<ul style="list-style-type: none"> Staff have testified during the 2015 session Budget has increases to the provision of adequate supports to Challenged Schools
2.B.7 Publicly report school recognition through the Washington Achievement Awards as required by RCW 28A.657.110.	Annual - May	Washington Achievement Awards	<ul style="list-style-type: none"> The Washington Achievement Awards ceremony Held 2015 Washington Achievement Awards in Yakima

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

Strategy 3.A: Support district implementation of the 24-credit high school diploma framework.

Action Step	Timeline	Measure	Notes
3.A.1 Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready	Ongoing	Guidance for Counselors on Website	<ul style="list-style-type: none"> Linda presented to the Board on 24-credit graduation requirement implementation in May Upcoming Washington Educational Research Association presentation on 24-credit graduation requirement implementation Linda and Julia presenting to the Summer Counseling Institute and surveying counselors on the HSBP Linda and Parker presented to the Western Washington Summer Counseling Institute

graduation requirements.			<ul style="list-style-type: none"> • Linda presented to the Eastern Washington Summer Counseling Institute • Held 24-credit implementation workshops throughout the state • Partnered with AWSP—AWSP video (Ben featured) • NASBE Deeper Learning Grant to explore career readiness definition with partners
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	<ul style="list-style-type: none"> • Graduation requirements website with tabs by graduating class • Graduation requirement video with Linda has had nearly 2,000 hits • Media coverage of graduation requirements • Linda presented to counselors during visits to Bremerton and Sunnyside districts • Civics requirement page • 24-Credit Implementation FAQ • 24-Credit Implementation Webinar
Strategy 3.B: 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	<ul style="list-style-type: none"> • CTE Course 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	<ul style="list-style-type: none"> • Linda and Julia presented at the Counselors Summer Institute, June 23; feedback from counselors is informing the development of guidance. • 24-Credit Implementation FAQ • Linda and Parker presented to the Western Washington Summer Counseling Institute • Linda presented to the Eastern Washington Summer Counseling Institute • Held 24-credit implementation workshops throughout the state
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	<ul style="list-style-type: none"> • Information from counselors is being collected to aid the development of the guidance • Provided guidance to the field on competency-based crediting • 24-Credit Implementation FAQ
Strategy 3.C: 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	<ul style="list-style-type: none"> • Posted HSBP webpage • Collaboration with WSIPC and other stakeholders • HSBP webpage • WSIPC HSBP tool

<p>3.C.2 Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.</p>	September 2015	Guidance on Web Page, 5491 Report	<ul style="list-style-type: none"> • Guidance posted on HSBP webpage • FAQ on the HSBP updated • Ad hoc stakeholder group to discuss high quality High School and Beyond Plan, barriers to implementation, and how to address these barriers • Student board members Mara Childs and Madaleine presented to the Board and the EOGOAC on the High School and Beyond Plan
<p>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.</p>	Summer 2015	Video, Sample Plans, and District Highlights on Website	<ul style="list-style-type: none"> • Collaboration with WSIPC and other stakeholders • Posted HSBP webpage • Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC. • Partnered with OSPI Comprehensive Guidance and Counseling • Promotion of Issaquah SD video
<p>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.</p>	January to September 2015	Interview with Student Board Members	<ul style="list-style-type: none"> • Madaleine and Mara conducted original research and made a video that interviewed teachers and advisors on the HSBP. They presented this to the Board and the EOGOAC. • Student board members Mara Childs and Madaleine presented to the Board and the EOGOAC on the High School and Beyond Plan

Strategy 3.D: Support the implementation of career and college ready standards and an aligned assessment system.			
<p>3.D.1 Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment and transition assessments.</p>	August 2015	Scores Established; NGSS as Required	<ul style="list-style-type: none"> • A special board meeting will be held on August 5 to consider approval of the threshold score for graduation. • August 15, 2015 meeting materials
<p>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</p>	Annual - December	Annual Report, Legislative Priority	<ul style="list-style-type: none"> • Board approved a position statement on assessments • Conducted research on Collections of Evidence • Advocated for legislation to streamline the assessment system by eliminating the Biology EOC and promoting alternatives

system of accountability.			
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	<ul style="list-style-type: none"> Panel discussion of the implementation of the Smarter Balanced assessment at the July board meeting Achievement and Accountability Workgroup convened June 10, 2015 Examined the role of assessments in a Career- and College-Ready framework Student video on assessments Produced a Prezi video on assessments
3.D.4 Establish the scores needed for students to demonstrate proficiency on state assessments.	January 2015	Scores Established	<ul style="list-style-type: none"> Adopted SBAC suggested cut scores in January Set cut scores for new assessments aligned to the Common Core State Standards for accountability Set cut scores using on assessment alternatives

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

Strategy 4.A: Ensure compliance with all requirements for the instructional program of basic education.

Action Step	Timeline	Measure	Notes
4.A.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance	<ul style="list-style-type: none"> Will send on July 31. Will be including advisory on future graduation requirements. Staff meeting in mid-July on revision of BEA compliance report form. <u>Ensured compliance by school districts with basic education requirements</u> <u>Provided data to the Board and the field on BEA compliance and graduation requirements.</u>
4.A.2 Provide updated guidance to districts on compliance with instructional hour requirements.	September 2015	Rule Adoption, Revised FAQ	<ul style="list-style-type: none"> Staff have responded to numerous questions by phone and e-mail about instructional hour requirements effective SY 2015-16 <u>Provided an interpretive statement to the field on compliance with instructional hour requirements</u>
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.	Annual – January	Summary Documents and Data File	<ul style="list-style-type: none"> <u>Graduation requirements website</u> <u>Provided data in a presentation to the Board and a spreadsheet the field on BEA compliance and graduation requirements.</u>
4.A.4 Review and revise rules for private schools on the private school approval process.	January 2016	Feedback from Private School Advisory Council	<ul style="list-style-type: none"> Public hearing scheduled for the July board meeting on <u>proposed private school rules</u> <u>Conducted private school approval process</u> <u>Revised rules on private schools</u>

Strategy 4.B: Conduct thorough evaluations of requests for waivers of BEA requirements.

4.B.1 Review board rules and procedures for evaluation of 180-day waiver requests, and revise as found needed.	Spring 2016	Revised Board Procedures and Review of Rules	<ul style="list-style-type: none"> This action step will begin in 2016. <u>Reviewed rules on 180-day waiver requests</u>
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Strategy 4.C: Implement a high-quality process for review and approval of charter authorizer applications and execution of authorizing contracts with approved districts.

4.C.1 Disseminate information through SBE web site and make public presentations on the authorizer application process.	Annual - Summer	Materials on Web Site, Public Presentations	<ul style="list-style-type: none"> <u>Application updated and reposted</u> in May <u>Visuals posted</u> on schools that have opened and are opening Jack presentation at NACSA charter conference in Miami <u>Posted charter school FAQ to website</u>
4.C.2 Serve as a primary resource for school districts and the public for information on charter authorizing	Ongoing	Website Resources	<ul style="list-style-type: none"> <u>Charter schools website updated</u> with maps of charter school approvals and pending applications and table of charter school slots <u>Rule-making on charter school rules</u>

and the state's charter school law.			
4.C.3 Review and refine authorizer application and rubrics for evaluation of applications against criteria for approval.	Annual - May	Revised Application and Rubrics as Needed	<ul style="list-style-type: none"> Revised the charter authorizer application to make sure it is in alignment with the amended rules and revised for clarity; deleted a repetitive element Piece "describe how your charter school is different from district schools" Removed jargon Posted new charter school application post-6194
4.C.4 Make decisions on authorizer applications that ensure fidelity to the law, transparency for applicants, and high but attainable standards for approval.	Annual – February	Reviewed Applications	<ul style="list-style-type: none"> Did not receive any applications Executed new authorizing contract with Spokane Public Schools per 2016 charter school legislation
Strategy 4.D: Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.			
4.D.1 Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.	Summer 2015	Working Agreement with Spokane Public Schools	<ul style="list-style-type: none"> Phone meeting on June 12, 2015 with Spokane School District Memo to Spokane School District Meeting with OSPI Student Information and Assessment for data
4.D.2 Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.	Fall 2015	Plan for Board Review	<ul style="list-style-type: none"> Two meetings of staff and consultant on oversight Legal challenge to charter school act caused a pause in the authorizer process
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.	Fall 2015	Procedures	<ul style="list-style-type: none"> Meeting with district staff to establish procedures Legal challenge to charter school act caused a pause in the authorizer process

Strategy 4.E: Issue high-quality annual reports on the state's charter schools.

<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</p>	<p>Data Quality and Presentation in Annual Reports</p>	<ul style="list-style-type: none"> • Testimony on rules at OSPI public hearing. • Notice by August 1 • Receiving reports from Spokane and Commission by November 1 • Issued McCleary funding position statement
<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</p>	<p>Submission of Report to the Governor, Legislature and Public</p>	<ul style="list-style-type: none"> • Our report is due December 1 • Planning stakeholder meetings for July-Aug • Published annual report on the state's charter schools
<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</p>	<p>Findings and Recommendations in Annual Reports</p>	<ul style="list-style-type: none"> • Our report is due December 1. • Planning stakeholder meetings for July-Aug. • Received, reviewed, and posted authorizer annual report

Strategy 4.F: Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.

<p>4.F.1 Research practices and reforms that address indicators where the state is not meeting targets.</p>	<p>Annual, December</p>	<p>5491 Report</p>	<ul style="list-style-type: none"> • Reforms in the ESSB 5491 report • Reports with background information included in the July board packet
<p>4.F.2 Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.</p>	<p>Summer of 2015</p>	<p>Convene Achievement and Accountability Workgroup</p>	<ul style="list-style-type: none"> • AAW convened June 10. Feedback report included in July packet. • Upcoming report on Indicators of Educational System Health may identify reforms • Developed a communications plan for stakeholder engagement and reform of the educational system
<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</p>	<p>5491 Report, Convene Achievement and Accountability Workgroup</p>	<ul style="list-style-type: none"> • AAW convened June 10, 2015. Feedback report included in July packet • ESSB 5491 Indicators of Educational System Health

Strategic plan
supplementary
documents can be
found online
at www.sbe.wa.gov/materials.php