

# The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

<b>Title:</b>	<b>Strategic Plan Dashboard and 2011-2014 Strategic Plan Revision</b>	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	Does the 2013-2014 revised Strategic Plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Board members will review the current work related to the Board's 2011-2014 Strategic plan. Staff will also present a revised strategic plan for the Board's consideration. The materials for this agenda item will include:</p> <ul style="list-style-type: none"> <li>• The annual progress chart for the strategic plan.</li> <li>• A dashboard executive summary highlighting Board work on the strategic plan goals.</li> <li>• The 2012-2014 strategic plan.</li> <li>• Staff revisions and board comments on the revised 2013-2014 strategic plan.</li> <li>• Data PowerPoint.</li> </ul>	

## STATE BOARD OF EDUCATION – STRATEGIC PLAN DISCUSSION

### Policy Consideration

The Board will dedicate a portion of its discussion during its Retreat (Tuesday, September 10<sup>th</sup>) to reviewing the Strategic Plan – both in terms of reviewing past performance, and considering modifications for the future.

### Summary

The September Retreat offers an opportunity to annually revisit our strategic plan. Included in the packet are a few summary materials to aid you in this review, most of which have been previously sent to you. Our goal was to provide these materials well in advance of the packet to allow for sufficient time to formulate your comments about the Plan.

Because we have a full range of issues to cover during our Retreat, I would encourage the membership to do their thinking in advance regarding the Plan and communicate with a member of the Executive Committee so that the Retreat day can be properly planned around issues of common concern.

As part of the packet, staff has prepared documents that represent both prospective and retrospective looks at the Plan. The strategic plan draft uses the ‘striking and underlying’ convention to reflect staff recommendations prospectively, and also includes ‘call-out’ dialogue boxes to reflect comments that Board members have submitted prior to the compilation and mailing of the packet. I would encourage the members to focus on this document as we talk about possible modifications.

A couple of other documents are included for information purposes. In the same way that we include monthly ‘dashboard’ documents to summarize activities and progress towards our strategic goals in between meetings, we have included an annual dashboard document which summarizes our annual progress on a ‘July-to-July’ basis. This will help you remember how we have dedicated our time and resources over the past year, as context for how we might make mid-course corrections in the final year.

As you undertake your review, consider that we are essentially at the end of year 3 in what was originally conceived as a 4-year strategic plan (through January 2015). For that reason, the suggested changes I am offering are mostly incremental – designed to update the plan to reflect up-to-date events and legislation impacting the accountability system, the achievement index, and most particularly, our new charter school responsibilities in statute.

In addition to the strategic plan, we also review our SBE agency budget at this meeting. The budget will be included as an action item in the business items discussion portion of the meeting. The size of our budget is entirely a function of what is appropriated by the Legislature. However, this past session, we were fortunate to receive an appropriation increase, reflecting our work on accountability systems and charter school authorizer approval, and perhaps also the legislature’s faith in the work you do on behalf of the children of Washington State.

The budget that SBE approves will follow the same two-year budgeting cycle utilized by the state legislature, reflecting activities in the 2013-15 biennium. Included in your packet is the proposed budget, as well as a recap of fiscal year 2013 activities. As you will see, the Board stayed well within its means and ended the year with a fund balance.

## **Background**

Among the Board's many priorities, this past year has reflected a major strategic focus on revamping the state's accountability system. The effort has focused on:

- Alignment of federal and state accountability systems.
- Use of the Washington Achievement Index for accountability purposes.
- Utilizing student growth as a primary means of evaluating school effectiveness, and school needs.
- Enacting changes in state statute that empower the Superintendent of Public Instruction to intercede in chronically underperforming schools, working collaboratively with local school boards to ensure that children are getting what they need to succeed and meet academic standard.
- Shaping the school accountability debate to emphasize school empowerment, rather than punitive approaches to accountability.
- Development of state education system 'health indicators' as a means to hold state agencies and the state legislature accountable for intentionality in the improvement of educational outcomes through sustained funding and planning, and aligned governance structures.

Additional major investments have included:

- A significant analysis of the state assessment system, graduation requirements, and thoughtful approaches to transitioning to Common Core state standards.
- Advocacy for the adoption of Next Generation Science Standards.
- Development and implementation of a high-quality charter authorizer review process.
- Development of guidelines for the evaluation of basic education (180 day) waivers.
- Rethinking state policy approaches to supporting English language learners, and holding them accountable. This has included an analysis of ELL funding structures, recommendation of incorporation of an 'Ever ELL' approach to the assessment student achievement in the Index, and suggested revisions to the AMAO federal goals-setting structure for ELL language acquisition.

## **Action**

SBE will be asked to consider revisions to the SBE Strategic Plan at this meeting. The Strategic plan has initially been included on the list of business items for meeting; however, if the Board feels that it needs additional time to deliberate, plan approval can be deferred until November. The Chair can make this determination on the basis of conversations that occur on the first day of the Retreat.

The Board will also be asked to approve the SBE Budget for the 2013-15 Budget Cycle.



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## 2012-2014 Strategic Plan

### Goal One: Effective and Accountable P-13 Governance

#### A. Improve the current P-13 education governance structure.

- I. Seek avenues for collaboration between SBE, WTECB, OSA, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.
- II. Engage the Office of Student Achievement to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.

### Goal Two: Comprehensive Statewide K-12 Accountability

#### A. Revise the Achievement Index.

- I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.
- II. Develop an Achievement Index that includes student growth data and meets with approval by the USED.

#### B. Establish performance improvement goals for the P-13 system.

- I. Assist in the development of revised Annual Measurable Objectives (AMO's) that align with the revised Achievement Index.
- II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan.

#### C. Develop and implement a statewide accountability system.

- I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.
- II. Advocate for legislation and funding to support a robust and student-focused accountability system.

### Goal Three: Closing Achievement Gap

#### A. Promote policies that will close the achievement gap.

- I. Promote and support best practices that will close the achievement gap.
- II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.

#### B. Advocate for high quality early learning experiences for all children.

- I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.
- II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.

#### C. Promote policies for an effective teacher workforce.

- I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.
- II. Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance.

**Goal Four: Strategic Oversight of the K-12 System****A. Work with districts to ensure Basic Education Act Compliance**

I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.

II. Put into rule clear and effective criteria for waivers from the 180-day school year.

**B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions.**

I. Examine policy issues related to the oversight of online learning for high school credits.

II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.

**C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.**

I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.

**Goal Five: Career and College Readiness for All Students****A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21<sup>st</sup> century world of work, and citizenship.**

I. Advocate for the implementation of Washington career and college-ready graduation requirements.

II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.

**B. Identify and advocate for strategies to increase postsecondary attainment and citizenship.**

I. In partnership with stakeholders, assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.

II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.

**C. Promote policies to ensure students are nationally and internationally competitive in math and science.**

I. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.

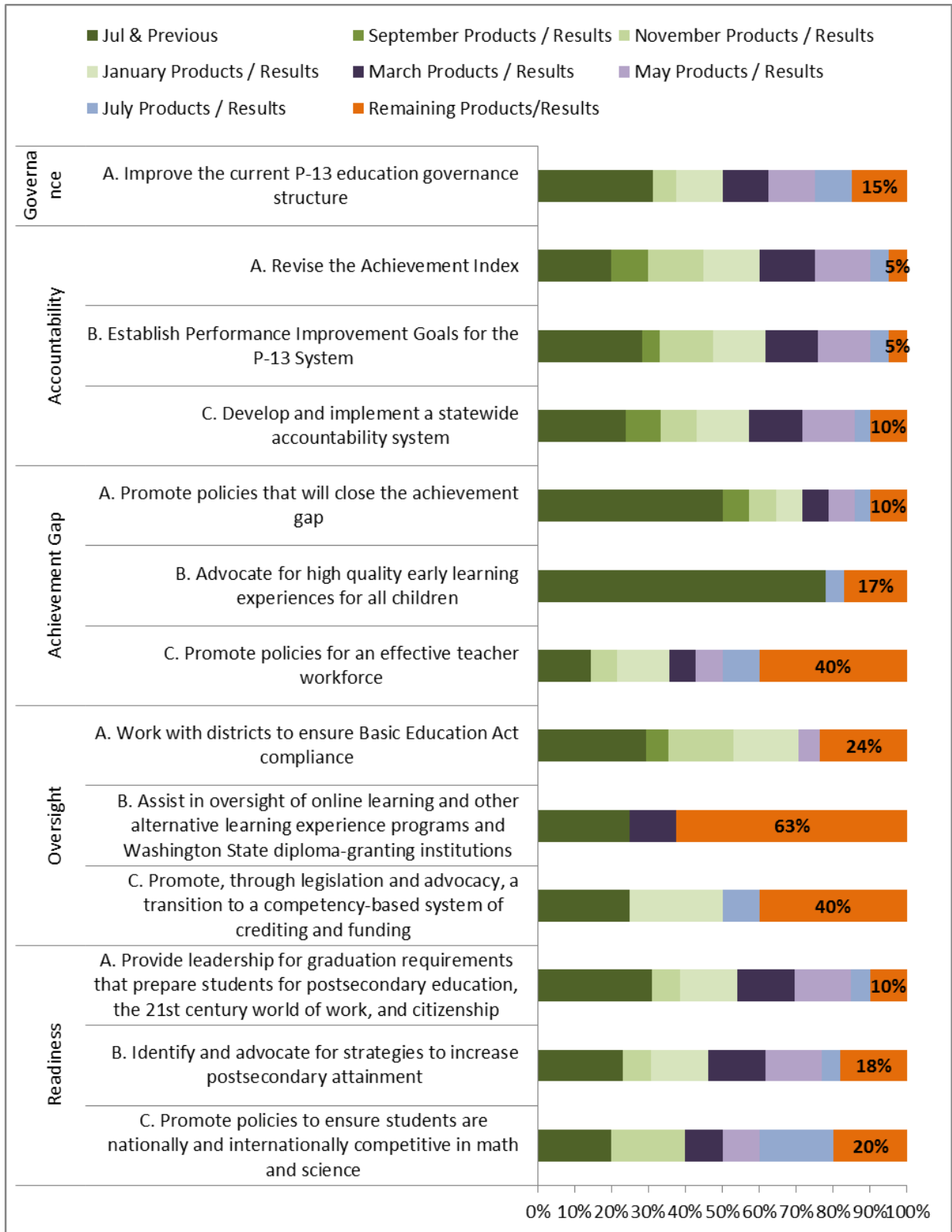
II. Develop phase-in plan of science graduation requirements for Legislature's consideration.



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Annual Chart (July 2012-July 2013)





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## Dashboard Two-Month Executive Summary

Goal	Recent Work
Effective and accountable P-13 governance	<ul style="list-style-type: none"> <li>Invited representatives from OSPI, WTECB, WSAC, EOGOAC, QEC, and DEL to attend the August AAW meeting to discuss implementation of SB 5491.</li> <li>Worked with cross-section of representatives on the Achievement and Accountability Workgroup on the accountability framework required per SB 5329 and system goals-setting required pursuant to SB 5491.</li> <li>Hired contractor to begin work on SB 5491 report.</li> </ul>
	Past: Presentations <sup>i</sup> , Correspondence <sup>ii iii iv</sup> ; Research <sup>v vi vii viii ix x xi</sup>
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> <li>Preparation and implementation of the August AAW meeting.</li> <li>Revised Achievement Index submitted to U.S. Dept. of Education (ED).</li> <li>Created video explaining changes to revised Achievement Index.</li> <li>Created handout explaining changes to revised Achievement Index.</li> <li>Had preliminary discussion with ED representatives about revised Achievement Index.</li> <li>Held first conference call with ED regarding revised Achievement Index.</li> <li>Worked with OSPI on AMOs.</li> </ul>
	Past: Presentations <sup>xii</sup> , Correspondence; Research
Closing the achievement gap	<ul style="list-style-type: none"> <li>Collaboration with KCTS and partners on public recognition strategies for schools closing the achievement gap.</li> <li>Proposed an 'Ever ELL' subgroup in the revised Achievement Index.</li> </ul>
	Past: Presentations <sup>xiii xiv xv xvi</sup> ; Research <sup>xvii</sup> , Publications <sup>xviii</sup>
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> <li>Evaluated Spokane School District's application to be charter school authorizer.</li> <li>Interviewed Spokane School District staff about their application to be charter school authorizer.</li> <li>Attended the Council of Chief State School Officers meeting on transitioning to new assessments.</li> <li>Basic Education compliance process initiated.</li> </ul>
	Past: Collaboration <sup>xix</sup> ; Research <sup>xx</sup>
Career and college readiness for all students	<ul style="list-style-type: none"> <li>Recommended OSPI adopt Next Generation Science Standards.</li> <li>Meetings with Legislature to encourage the implementation of the college- and career-ready requirements within fully-funded basic education.</li> </ul>
	Past: Collaboration <sup>xxi</sup> ; Presentations <sup>xxii xxiii xxiv xxv xxvi xxvii xxviii</sup>

- <sup>i</sup> 2012.12: Presentations to the QEC, the Joint Task Force on Funding, Task Force on Accountability, (the Achievement Index)
- <sup>i</sup> 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- <sup>ii</sup> 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- <sup>i</sup> 2010.09-10: Selected University of Washington graduation student to conduct literature reviews and case studies.
- <sup>iii</sup> 2010.09-10: Correspondence with the University of Washington Evans School, School of Education.
- <sup>iv</sup> 2013.01.03: Letter to the Washington Student Achievement Council
- <sup>vi</sup> 2011.02.23 Research Brief for Governance Work Session.
- <sup>vii</sup> 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- <sup>ix</sup> 2011.02.23 Research Brief for Governance Work Session.
- <sup>x</sup> 2011.04.20. Structural Barriers Report, Ideas for Governance Options, Jesse's Case Studies
- <sup>xi</sup> 2010.11-12: Completed Education Plans and Incorporated Feedback.
- <sup>xii</sup> 2012.12.15: Presentations to WSSDA, AESDS, and WERA on the Achievement Index.
- <sup>xiii</sup> 2010.09-10: Presentation to the Race and Pedagogy conference.
- <sup>xiv</sup> 2012.03.15 Presentations from Required Action Schools
- <sup>xv</sup> 2010.09-10: Presentations: Youth Academy, QEC, AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
- <sup>xvi</sup> 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- <sup>xvii</sup> 2010.09-10: Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study.
- <sup>xviii</sup> 2012.09 Native American Mascot Resolution
- <sup>xix</sup> 2010.09-10: Meetings with PESB, DEL, Governor's office, QEC, OSPI, HECB, Stakeholders.
- <sup>xx</sup> 2010.11-12: Completed Education Plans and Incorporated Feedback.
- <sup>xxi</sup> 2010.09-10: Staff participation in STEM plan meetings.
- <sup>xxii</sup> 2010.09-10: Presentations: Youth Academy, QEC, AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference, WSSDA State Conference.
- <sup>xxiii</sup> 2011.04.19: Presentations to the PTA and the Regional Curriculum Leaders Consortium in Bremerton.
- <sup>xxiv</sup> 2012.05.10 Common Core Standards Assessments Presentations during the May meeting
- <sup>xxv</sup> 2012.01.10 Green River CC math transcript system
- <sup>xxvi</sup> 2012.06.15: Bar Association Presentation on Graduation Requirements
- <sup>xxvii</sup> 2010.09-10: Math presentation in the September Board meeting.
- <sup>xxviii</sup> 2012.03.10 STEM Presentation to SBE



### Strategic Plan Products and Assignments

Goal One: P-13 Governance					
A.	Improve the current P-13 education governance structure. <i>Commitment</i> <i>Staff Resources:</i> ●	Comments	Staff	Due	Progress
I.	<del>Seek avenues for collaboration between</del> <u>Collaborate with</u> SBE, WTECB, <del>OSA</del> <u>WSAC</u> , OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	ESSB 5491 requires SBE to work with OSPI, WFTECB, QEC, WA Student Achievement Council, and EOGOAC to establish and report performance goals for statewide indicators of educational health.	Ben / Sarah	Ongoing	▲▲△
II.	Engage the <del>Office of</del> <u>Washington</u> Student Achievement <u>Council</u> to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben has met with Gene and spent time at the WSAC retreat. Linda has been on Roadmap committee for alignment. Probably need some board-to-board communication.	Ben	Ongoing	▲▲△

**Comment [SL1]:** There seems to be a current proliferation of organizations working on student achievement goals and accountability issues. Since we were charged with setting statewide indicators of educational health under ESSB 5491, this gives us more credibility and responsibility to coordinate roles and responsibilities. Let's be more aggressive and specific in this goal.  
~ Connie Fletcher

Goal Two: Accountability					
A.	Revise the Achievement Index. <i>Commitment</i> <i>Staff Resources:</i> ●●●	Comments	Staff	Due	Progress
I.	Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Certainly has been a focus. Work with AAW shifting from revised Index to accountability system.	Ben / Linda / Sarah	<del>2013.06</del> <u>2013.12</u>	▲▲△
II.	Develop an Achievement Index that includes student growth data and meets with approval by the USED. <u>Plan phase-in of adequate growth and additional college- and career-ready indicators.</u>	The goal remains securing federal approval, particularly with regards to employing an Ever ELL approach. Ben spoke to USED representatives at CCSSO conference August 21, 22. A telephone call with USED representatives is scheduled for August 27.	Ben / Linda	2013.09	▲▲△

**Comment [SL2]:** Add a specific goal for implementation of the revised Achievement Index.  
~ Peter Maier

**Comment [SL3]:** We're mostly done with this work. Yea! ~ Connie Fletcher

**Comment [SL4]:** Given the amount of updating on everything, am not sure where we are on this and if two triangles are an accurate reflection.  
~ Kevin Laverty

Strategic Assignments

Objectives, Timeline, Achievements

B.	Establish performance improvement goals for the P-13 system. <i>Commitment</i> <i>Staff Resources:</i> ●●				
I.	Assist in the development of revised Annual Measurable Objectives (AMOs) that align with the revised Achievement Index.	This work is embedded in the flexibility application, but the work on the ELL AMAOs represents real progress. Linda attends regular meetings with OSPI staff on AMOs.	Ben / Linda	<del>2013-09</del> 2014.07	▲▲▲△
II.	Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan. <a href="#">Align statewide system health indicators with the SBE Strategic Plan, as required ESSB 5491.</a>	Major work on this with Emily last year. ESSB 5491 moves this along to a higher level conversation.	Ben / Linda	Ongoing	▲▲▲△
C.	Develop and implement a statewide accountability system. <i>Commitment</i> <i>Staff Resources:</i> ●●				
I.	Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.	Major movement on this item with E2SSB 5329. Implementation remains a key consideration as we move into the 2014-15 school year.	Ben / Linda	Ongoing	▲▲▲△
II.	Advocate for legislation and funding to support a robust and student-focused accountability system.	Again, major movement here. \$10 million from the legislature.	Ben / Jack	Ongoing	▲▲▲▲

**Comment [SL5]:** Use ESSB 5491 for this purpose ~ Connie Fletcher

**Comment [SL6]:** Done! ~ Connie Fletcher

**Comment [SL7]:** Never done! ~ Connie Fletcher

**Comment [SL8]:** Do we need to use the words "write draft legislation," or is that too much of a reach toward tactics? ~ Kevin Laverty

**Comment [SL9]:** Again, never done! We're making strides with this with our achievement index and accountability measures. ~ Connie Fletcher

Goal Three: Achievement Gap					
A.	Promote policies that will close the achievement gap. <i>Commitment</i> <i>Staff Resources:</i> ●	Comments	Staff	Due	Progress
I.	<del>Promote and support best practices that will close the achievement gap.</del> <a href="#">Provide a forum for the discussion and analysis of promising practices relating to closing the achievement gap, and identify policies for achieving goals outlined in SB 5491.</a>	This could probably use a little more definition.	Ben / Linda	Ongoing	▲▲▲△
II.	Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.	We did this well last year at our retreat, and 5491 will hopefully create the opportunity to institutionalize a set of metrics on this.	Ben / Linda / TBD	Ongoing	▲▲▲△
B.	Advocate for high quality early learning experiences for all children. <i>Commitment</i> <i>Staff Resources:</i> ●				
I.	Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.	Major movement on this via the 2013 budget. \$ billion in policy adds for McCleary. \$90m for FDK.	Ben / Jack	<del>2013-01</del> 2014.05	▲▲▲△

**Comment [SL10]:** While I recognize that the SBE has a full plate at the moment, longer term I would like the Board to place more emphasis on advocating for expanded pre-K access. A widespread consensus is emerging that pre-K is one of the best ways (possibly the single most effective way) to boost educational achievement for all. In this state, however, no other governmental group is actively pushing this concept. I suggest something like "Develop potential frameworks for greatly expanded access to pre-K." ~ Peter Maier

Strategic Assignments

Objectives, Timeline, Achievements

II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.	We were advocates on the 3 <sup>rd</sup> grade reading bill this session. Ben was consulted on the final draft and helped make it less burdensome on districts.	Ben	Ongoing	▲▲▲
C. Promote policies for an effective teacher workforce. <i>Commitment</i> <i>Staff Resources:</i> ●				
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.	This seems relegated to the annual November meeting. We should probably take a fresh look at this concept.	Ben / Linda	Nov. (annually)	▲▲▲
II. <del>Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance.</del> Provide a forum for discussion and analysis of professional development and communication needs as transition to Common Core.		Ben / Linda	Ongoing	▲▲▲
III. Advocate for dedicated state funding for professional development.		Ben / Jack	Ongoing	▲▲▲

**Comment [SL11]:** I believe we need more direct involvement in encouraging communities to provide more high quality day care and early learning opportunities for all low and middle income kids. Seattle is considering this now. ~ Connie Fletcher

**Comment [SL12]:** Please remind me again of our action in this arena; apologize if I'm having senior moments. Are we talking reduced class sizes, additional teachers, specialized programs? ~ Kevin Laverty

**Comment [SL13]:** What can/should we do to promote the effective implementation of TPEP? ~ Connie Fletcher

Goal Four: Oversight				
A. Work with districts to ensure Basic Education Act Compliance <i>Commitment</i> <i>Staff Resources:</i> ●	Comments	Staff	Due	Progress
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack has done a nice job on this all around – our process is much tighter and districts know how to get their questions answered. We still, however, have only districts' word as to compliance. At minimum, we might provide support for the funded JLARC study on use of school days and instructional time. We might also continue to advocate for defining school day in terms of instructional hours.	Jack / Staff	<del>2013.06</del> 2014.06	▲▲▲
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	We did accomplish this. They are now being utilized. Some member interest in revisiting.	Jack / Staff	2013.11	▲▲▲

**Comment [SL14]:** Let's look at a new model based on competency. On-line learning will be changing how we do education dramatically. The old models of 180 days and 1000 hours may not make sense in the near future. On the other hand, how do we change this without shortchanging kids who need more time? ~ Connie Fletcher

**Comment [SL15]:** Replace this goal with "Analyze possible different approaches to waivers, including potential legislation". ~ Peter Maier

**Comment [SL16]:** Here we have a chance to expand or modify this. Am not sure if we are talking advocacy via the WASA/WSSDA letter or beyond. While the criteria piece is completed, I think there are still some concerns about how the waivers are presented to us at meetings – i.e., recommendations based on criteria, the use of a spreadsheet with a series of checkoffs, etc. ~ Kevin Laverty

## Strategic Assignments

## Objectives, Timeline, Achievements

<p>B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions.</p> <p><del>Commitment</del> <i>Staff Resources:</i> ●</p>				
<p>I. <del>Examine policy issues related to the oversight of online learning for high school credits.</del> <u>Examine policy issues related to awarding competency-based crediting.</u></p>	<p>I spent a little time on this and I think additional time is warranted generally on the topic of competency based crediting.</p>	<p>Linda</p>	<p>2013.02</p>	<p>▲▲▲△</p>
<p>II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.</p>	<p>The online private school bill was the subject of legislation this year. This issue has resolved itself – now private schools can be online.</p>	<p>Linda</p>	<p>2014.01</p>	<p>▲▲▲</p>
<p>C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.</p> <p><del>Commitment</del> <i>Staff Resources:</i> ●</p>				
<p>I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.</p>	<p>There was new legislation that clarified the categories used for ALE, and restored funding to prior (full) 100% levels.</p>	<p>Ben / Jack</p>	<p>2013.02</p>	<p>▲▲▲</p>
<p><u>D. Charter Schools</u></p> <p><i>Staff Resources:</i> ●</p>				
<p><u>I. Adopt rules to support implementation of the charter schools law, including rules on oversight of school district authorizers, charter school termination or dissolution. Review adopted rules after first approval cycle for possible amendment.</u></p>		<p>Jack</p>	<p>2014.07</p>	<p>△△△</p>
<p><u>II. Develop and implement quality based process for approval of school districts as authorizers of charter schools in a way that promotes a high standard of quality for charter school authorizing.</u></p>		<p>Jack</p>	<p>Ongoing</p>	<p>△△△</p>
<p><u>III. Conduct effective, ongoing oversight of the performance of district authorizers of charter schools.</u></p>		<p>Jack</p>	<p>Ongoing</p>	<p>△△△</p>
<p><u>IV. Annually, report, in collaboration with Washington Charter School Commission, on the performance of the state's charter schools.</u></p>		<p>Jack</p>	<p>Dec. (annually)</p>	<p>△△△</p>

Goal Five: Career and College Readiness					
A.	Provide leadership for graduation requirements that prepare students for postsecondary education, the 21 <sup>st</sup> century world of work, and citizenship. <i>Commitment</i> <i>Staff Resources:</i> ●●	Comments	Staff	Due	Progress
I.	Advocate for the implementation of Washington career and college-ready graduation requirements.	Tremendous amount of work here, but to no avail. Next step is meeting with key legislators and understanding the next step. WA Student Achievement Council Roadmap aligns with career and college-ready graduation requirements—Linda is on the alignment committee for development of the Roadmap.	Linda / Jack	<del>2013.06.0</del> ± <a href="#">2014.05</a>	▲▲▲△
II.	Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.	Major investment of staff time, which produced some success in 2013 session.	Ben	Ongoing	▲▲▲△
B.	Identify and advocate for strategies to increase postsecondary attainment and citizenship. <i>Commitment</i> <i>Staff Resources:</i> ●				
I.	In partnership with stakeholders (including WSAC), assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.	Our work on cross-crediting fits here, as does our look at post-secondary remediation. Board members Tre' Maxie and Cindy McMullen will present at WSSDA conference on CTE cross-crediting.	Linda	Ongoing	▲▲▲△
II.	Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	We invested major work here in November and January of this year and produced a set of recommendations that ultimately are close to what the legislature did. Future work will involve the transition to CC assessments. CCSSO conference in August will be on this topic—Linda and Ben will be joining a team from OSPI.	Ben / Linda		▲▲▲△

**Comment [SL17]:** Hold firm ~ Connie Fletcher

**Comment [SL18]:** We will need to be more involved in the Career side of Career and College Readiness. Kids are being priced out of college, and career and tech education may be better options. ~ Connie Fletcher

Strategic Assignments

Objectives, Timeline, Achievements

<p>C. Promote policies to ensure students are nationally and internationally competitive in math and science.</p> <p><del>Commitment</del> Staff Resources: ●</p>				
<p>I. <del>Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.</del> Advocate for adoption of Next Generation Science Standards and analysis of assessment and professional development needs for effective implementation.</p>	<p>We've made some investment on this in next generation science standards, and pursuing the third credit of lab science. That math angle to this has been less recent.</p>	<p>Linda</p>	<p>2013.06 2014.09</p>	<p>▲ ▲ ▲</p>
<p>II. Develop <del>phase-in plan a timeline and advocacy for a third credit</del> of science <del>as a graduation requirement,</del>s for Legislature's consideration.</p>	<p>Major investment on this, but the plan did not materialize</p>	<p>Ben / Jack</p>	<p>Ongoing</p>	<p>▲ ▲ ▲</p>
<p><u>D. Setting Graduation Standards for Assessments</u></p>				
<p><u>I. Develop minimum proficiency standards for SBAC assessment as required under HB 1450.</u></p>	<p>The bill requires a review of WA student's experience on the SBAC and review of scores of other states that use the SBAC or an 11th grade assessment required for graduation</p>	<p>Ben / Linda</p>	<p>2015.06</p>	<p>▲ ▲ ▲</p>

**Comment [SL19]:** Common Core and Next Gen Science standards will dominate our work in this area. It should be pretty clear what needs to be done to improve learning in these important areas. - Connie Fletcher

Staff Resources

Progress

- = minimal amount of effort (e.g. phone call/emails)
  - ● = medium (part time staff analysis)
  - ● ● = substantial (full time one staff equivalent)
- Total staff resources available = 18

- ▲ = project / product initiated
- ▲ ▲ = project / product in progress
- ▲ ▲ ▲ = project/ product completed



## BOARD ACHIEVEMENTS

JULY 2012 – JULY 2013

### ✓ Revised Achievement Index

SBE developed a revised Achievement Index that streamlines both federal and state accountability into one process. The revised Index will:

- Identify high-performing schools for recognition and low-performing schools for support and intervention.
- Enable a unified system of support for low-achieving schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions.
- Support an accountability framework that focuses on closing achievement gaps and increasing the quality of instruction for all students, including those with disabilities, English Language Learners, and historically underserved students.

### ✓ Added Student Growth

SBE incorporated Student Growth Percentiles (SGP) into the revised Index. The Index now focuses not only on proficiency rates, but also on the rate of learning. The only way to close the achievement gap is to reverse the gaps in growth rates of our most at-risk students. SGP measures how much learning schools impart to students each year and how quickly students will achieve proficiency.

### ✓ Re-Evaluated ELL Accountability

SBE replaced the English Language Learner 'ELL' group with an 'Ever ELL' group in the revised Achievement Index. Tracking current AND former ELLs provides a better measure of how well Transitional Bilingual Instruction Programs (TBIP) prepare students to transition out of the program and achieve both English proficiency and academic competency. The goal is to better track the long-term success, and career and college readiness of ELL students. The board also established annual performance targets that are tailored to the English language proficiency of individual students.



## Implemented State's New Charter School Law

SBE:

- Adopted rules to implement the charter school law, ensuring high-quality public school options.
- Established an annual application and rigorous approval process for school district applications to be charter school authorizers.
- Developed evaluation rubrics to determine whether the application submitted meets criteria for approval.
- Evaluated application and interviewed first school district to apply to be a charter school authorizer.



## Advocated for New Accountability System

Starting with the Commission on Student Learning in 1993, Washington state has tried to pass a meaningful accountability bill. This year, with the help of SBE, Engrossed Second Substitute Senate Bill 5329, assisting persistently lowest-achieving schools to become more accountable, was passed by the Legislature and signed into law by the Governor.

This accountability framework becomes the basis for the Superintendent of Public Instruction to implement a comprehensive system of recognition, support, assistance, and, as necessary, intervention. The bill also:

- Eliminates Title-eligibility as the state criterion for services.
- Establishes a Level II in the Required Action process.
- Extends school improvement models beyond the required federal models.



## Recommended State Science Standards

SBE recommended the Superintendent of Public Instruction adopted Next Generation Science Standards for Washington state. These standards help prepare our students for the STEM workforce.



## **SBE 2013 Accomplishments (January – August)**

- Applied newly adopted criteria for 180-day waivers
- Ensured Basic Education Compliance
- Submitted a model of the revised Achievement Index for federal approval:
  - Added Student Growth Percentiles, weight growth over proficiency for K-8
  - Adopted Ever ELL Approach
  - Revised Tier Labels
- Recommended OSPI adopt Next Generation Science Standards
- Continued to implement charter school law through rule-making
- Developed charter school evaluation process and timeline
- Evaluated and interviewed first school district to apply to be a charter school authorizer
- SB 5329 - Assisting persistently lowest-achieving schools to become more accountable, signed into law
- Initiated work with OSPI and AAW to develop statewide accountability framework phase II
- SB 5491 – Establishing statewide indicators of educational health, signed into law
- Initiated work with OSPI, DEL, QEC, WASAC, WTECB, EOGOAC, AAW to set system goals for each 5491 indicator
- Worked with Student Achievement Council on the 10-year Roadmap
- Collaborated with several agencies, including Employment Security, on strategies for improving system-wide workforce development in high schools around the state