

Washington State Board of Education: Continuous Improvement and Recognition System Reenvisioning Process

The Washington State Board of Education has begun to explore options for a more equitable and informative continuous improvement and recognition system. Key considerations include a desire to capture more robust metrics that address inputs, outputs, and outcomes aligned to the [state goals](#) for basic education.

To inform development of a more equitable continuous improvement and recognition system, the Board is also reviewing the relationship between the system and the Board's various roles and duties.

Related Board Responsibilities and Authorities

Washington's Statewide K-12 Accountability

The State Board of Education is responsible for implementing a standards-based accountability system of support for schools in order to improve student achievement ([RCW 28A.305.130](#)). The Board is also responsible for the school improvement framework, the state school recognition system, the education system health, the performance improvement goals and school district improvement plans, an annual report on the assessment system, and an annual report on the provision of basic education, as well as for setting threshold scores for statewide assessments.

Key Partners

The Board works in partnership with other institutions that have responsibility for and oversight of key elements of the accountability system. These include:

- The [Office of Superintendent of Public Instruction](#) (OSPI), which is responsible for overseeing k-12 education in the state by allocating funding and providing tools, resources, and technical assistance to provide every student in Washington with a high-quality public education. OSPI is specifically charged with “developing and implementing the accountability tools to build district capacity and working within federal and state guidelines,” including identifying schools and districts in need of additional support ([RCW 28A.657.005](#), [RCW 28A.657.020](#), [RCW 28A.657.030](#)). OSPI publishes the [Washington School Report Card](#) to share information about the state's k-12 schools.

- The [Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#), which is a statutorily established committee responsible for addressing achievement gaps in Washington state by synthesizing findings, creating implementation plans, and providing recommended policies and strategies to OSPI, the Professional Educator Standards Board, and the State Board of Education to close the achievement gap ([RCW 28A.300.136](#)).

Reenvisioning a More Equitable Continuous Improvement and Recognition System

Washington's goals for basic education are defined in statute [RCW 28A.150.210](#) and are reflected in the forthcoming Profile of a Graduate. To meet these goals, the new system will consist of:

- A proposed **reenvisioned continuous improvement and recognition system** that will result in information that supports both continuous improvement and meaningful, empowering, and relevant learning experiences for all students, every day. This system will be built through significant input from stakeholders across the state.
- A **reciprocal accountability system** that will more accurately distribute accountability across the many k–12 policymakers and leaders at the state and local levels, and support processes in which indicators of opportunities as well as outcomes are used in schools, districts, and systemwide to inform policy, programs, practices, and partnerships.

The state currently collects a wide variety of data about its education system, some of which are used for federal accountability, the state's report card, the Education Research and Data Center, and the state's *Annual Data Book*. The potential indicators proposed below can leverage already-collected data and may also provide the state with an opportunity to pilot innovative approaches, such as through a school climate and culture survey that can help the state better understand all students' opportunity to learn. Additionally, to ensure equity remains at the forefront of continuous improvement, indicators' metrics should be capable of being disaggregated by subgroups to the greatest extent possible.

Table of Contents

An Effective and Equitable Education System in Washington: A Theory of Action to Achieve State Goals5

Together, Washington state policies and key documents point to a **theory of action** about achieving an effective and equitable education system in Washington. The theory identifies, at a high level, the components necessary to achieve the state’s statutory, long-term goals for students: (1) the critical **inputs** (resources and support) provided by the state and district, (2) key **implementation strategies** and **observable outputs** at schools, and (3) the short- and medium-term impacts that build toward long-term benefits for graduates and Washington state. Together, these components of the theory of action, when executed well, create a path for Washington to achieve its state goals for all students, which are detailed in statute [RCW 28A.150.210](#). The foundation supporting the theory of action is Washington’s vision for an equitable education system that provides all students with an opportunity to learn.

Key Elements and Indicators of an Effective, Equity-Centered K–12 Education System in Washington6

The theory of action reveals six cross-cutting dimensions of the education system (key **elements**) about which all stakeholders—from state leaders to school and district staff to families, caregivers, and community partners—need information to understand and spur progress toward the state’s education goals.

To aid stakeholder understanding of the elements, a map of key elements poses essential questions that future disaggregated indicators—and aligned metrics—could answer about the effectiveness and equity of the education system.

- **Indicators:** Data points or trends that signal the extent to which goals are being met.
- **Metrics:** Specific data collected to answer a question about the education system.

Indicators and metrics should reflect the key components of the theory of action to the extent possible, since achievement test scores or other outcome indicators are insufficient by themselves to reveal the conditions of learning. Indicators of key system elements must be:

- **Evidence-based:** Does education research confirm that these indicators are linked to the outcomes the system seeks to achieve?
- **Valid and reliable:** Do the indicators capture accurate and trustworthy information consistently?

- **Feasible and usable:** Does the state already collect this data in a usable form? Does the state have the capacity to develop new measures that could generate sufficient information? Will data be useful to policymakers and other stakeholders in making critical decisions about students and the education system? Can the data be linked directly to strategies for continuous improvement?

Potential Continuous Improvement Elements and Indicators7

Well-chosen indicators can provide critical information about the health of key elements of the education system and reveal progress of the system toward its goals for all students. Potential indicators and the elements they represent are reflected in this table, as well as the state’s education goals in full.

An Effective and Equitable Education System in Washington

A Theory of Action to Achieve State Goals

INPUTS		IMPLEMENTATION		RESULTS		
Resources and support from the state and district		Strategies (What policymakers & educators can do)	Outputs (What can be observed)	Short-term benefits for students & schools	Medium-term impacts for students & schools	Long-term impacts for graduates & Washington
State <ul style="list-style-type: none"> • Ample and equitably distributed funding • Universal access to high-quality early childhood education • Sufficient supply of well-prepared educators • Meeting of national standards in the supply and provision of support staff—e.g., counselors and mental health and social workers • Goals and standards for deep and meaningful learning • Standards-aligned instructional supports and assessment tools • Shared accountability system to support improvement 	District <ul style="list-style-type: none"> • Adequate and equitably distributed funding • Sufficient supply and equitable distribution of well-prepared, supported educators • Instructional support—curriculum, materials, professional development, and assessment tools • Supportive program evaluation and continuous improvement processes • Positive community involvement in local policymaking 	School <ul style="list-style-type: none"> • Curriculum, instruction, and assessment designs that support meaningful learning • Strategies for improving school climate and culture • Collaboration and professional learning that offer educator support • Strategies for improving family, caregiver, and community engagement 	School <ul style="list-style-type: none"> • Curriculum, instruction, and assessment that provide robust support for students to grow cognitively, socially, and emotionally • Activities that promote positive school climate and culture and safe, inclusive environments • Educators and students who are committed and positively engaged • Families, caregivers, and community who are welcome and engaged in children's education 	Students and schools <ul style="list-style-type: none"> • Overall increases in student engagement through inclusion and participation, with a focus on reducing gaps in students' opportunities to learn • Positive school climate and culture and safe, inclusive environments • Educators who feel supported and engaged and stay in the profession • Active family, caregiver, and community engagement 	Students and schools <ul style="list-style-type: none"> • Overall increases and reduced gaps in progress toward meeting Washington's basic education and learning goals • Overall increases and reduced gaps in on-track progression toward graduation • Overall increases in the numbers of students completing personalized pathways and reduced gaps in access to advanced learning opportunities • Overall increases and reduced gaps in post-secondary participation and persistence 	Statewide <ul style="list-style-type: none"> • Graduates meet Washington's Education Goals (see below) • Graduates become responsible and respectful global citizens • Graduates contribute to their own economic well-being and that of their families and communities • Graduates explore and understand different perspectives • Graduates enjoy productive and satisfying lives • An effective and equitable k-12 system • A better Washington

Washington's Education Goals

All students develop the knowledge and skills essential to:

- read with comprehension, write effectively, and communicate successfully;
- know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

The public education system evolves and adapts, holds all students to high expectations, and provides all students with the opportunity to:

- achieve personal and academic success;
- become responsible and respectful global citizens;
- contribute to their economic well-being and that of their families and communities;
- explore and understand different perspectives; and
- enjoy productive and satisfying lives.

Equity is a primary consideration for the [Washington State Board of Education](#), the [Washington Office of Superintendent of Public Instruction](#), and the [Educational Opportunity Gap Oversight and Accountability Committee](#) in policymaking, initiatives, actions, and interactions. As a part of working toward an effective and equitable education system in Washington, all stakeholders actively seek to identify and remove barriers that inhibit equitable access to high-quality learning opportunities.

Key Elements and Indicators of an Effective, Equity-Centered K–12 Education System in Washington

Ample and equitably distributed resources

- Are sufficient resources available for all students, including those furthest from opportunity, to achieve the state's goals?
- Do students, families, caregivers, and community partners in need receive resources, staff, and programming to address in-school and out-of-school learning barriers?
- Do all students learn with appropriate materials, with fully prepared educators, and in facilities that allow them to fully engage in the curriculum?

Positive, supportive, and enriching learning environments

- Do students, educators, families, caregivers, and community partners experience a positive school culture and climate?
- Do schools and districts provide integrated student supports—including mental and physical health services and social services?
- Do students participate in expanded and enriched learning time and opportunities, with individualized after-school, weekend, extracurricular, and summer programs?

Well-prepared, diverse, and stable education workforce

- Do all educators receive high-quality preparation and ongoing support for the courses and students they teach?
- Do school leaders and staff represent diverse communities and backgrounds?
- Are school staff and leaders supported to stay and grow in their careers?

Student-Centered Equity

Active engagement

- Are students deeply engaged in learning?
- Do educators build a culture of professional learning, collective trust, and shared responsibility?
- Are families, caregivers, and community partners engaged in and equipped to support student learning and contribute to school decision-making?

Opportunities for powerful and meaningful learning

- Do students experience challenging, well-rounded subject matter?
- Do students experience instruction and assessment that supports meaningful social, emotional, and academic learning?
- Do students experience culturally affirming and linguistically responsive instruction?

College, career, and civic readiness

- Do students complete high-quality college-preparatory and/or career and technical coursework?
- Do students successfully transition to and graduate from high school meeting the state's education goals?
- Are students gainfully employed or continuing postsecondary studies after high school graduation?

Potential Continuous Improvement Elements and Indicators

System Goals	<i>For Consideration: Potential Elements of the Education System</i>	<i>For Consideration: Potential Indicators of the Education System</i>
<p>All students have the knowledge and skills essential for postsecondary education, gainful employment, and citizenship.</p> <p>All students develop the knowledge and skills essential to:</p> <ul style="list-style-type: none"> • read with comprehension, write effectively, and communicate successfully; • know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness; • think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and • understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities. 	<p>Ample and equitably distributed resources</p>	<ul style="list-style-type: none"> • Ample funding to meet the needs of all students, including those furthest from opportunity¹ • Resources, staff, and programming to address learning barriers for students² • Appropriate materials, staff, and facilities for learning³
	<p>Well-prepared, diverse, and stable education workforce</p>	<ul style="list-style-type: none"> • Well-prepared and supported educators⁴ • Diverse, culturally responsive educators⁵ • Stable, experienced educators⁶
	<p>Opportunities for powerful and meaningful learning</p>	<ul style="list-style-type: none"> • A rich curriculum in a broad course of study (e.g., math, English language arts, science, civics and history, world languages, visual and performing arts, physical education, etc.)⁷ • Social, emotional, and academic learning in instruction and assessment⁸ • Culturally affirming and linguistically responsive instruction⁹
	<p>Positive, supportive, and enriching learning environments</p>	<ul style="list-style-type: none"> • Positive school culture and climate¹⁰ • Integrated student supports¹¹ • Expanded and enriched learning time and opportunities¹²
	<p>Active engagement</p>	<ul style="list-style-type: none"> • Student engagement, inclusion, and participation in learning¹³ • Educator engagement¹⁴ • Family, caregiver, and community partner engagement¹⁵
	<p>College, career, and civic readiness</p>	<ul style="list-style-type: none"> • College, career, and civic readiness¹⁶ • Extended-year graduation rates¹⁷ • Postsecondary persistence into employment or education after high school

Endnotes

1. *McCleary et al. v. State of Washington*, Supreme Court Case No. 84362-7, January 5, 2012. www.courts.wa.gov/opinions/pdf/843627.opn.pdf; *McCleary et al. v. State of Washington*. Supreme Court Order No. 84362-7, June 7, 2018. <https://www.courts.wa.gov/content/publicUpload/McCleary/843627PublicOrderOther06072018.pdf>; Washington State Board of Education. (2018). 2019–2023 SBE strategic plan. <https://www.sbe.wa.gov/about-us/strategic-plan>; Washington State Board of Education. (2019). Annual report. <https://www.sbe.wa.gov/materials/legislative-reports>; Jackson, C. K., Johnson, R. C., & Persico, C. (2016). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. *Quarterly Journal of Economics*, 131(1), 157–218. <https://doi.org/10.1093/qje/qjv036>; Darling-Hammond, L. (2019). *Investing for student success: Lessons from state school finance reforms*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/investing-student-success-school-finance-reforms-brief>; Baker, B. D. (2017). *How money matters for schools*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/how-money-matters-report>.
2. *McCleary et al. v. State of Washington*, Supreme Court Case No. 84362-7, January 5, 2012, at www.courts.wa.gov/opinions/pdf/843627.opn.pdf; *McCleary et al. v. State of Washington*. Supreme Court Order No. 84362-7, June 7, 2018. <https://www.courts.wa.gov/content/publicUpload/McCleary/843627PublicOrderOther06072018.pdf>; Washington State Board of Education. (2018). 2019–2023 SBE strategic plan. <https://www.sbe.wa.gov/about-us/strategic-plan>; Jackson, C. K., Johnson, R. C., & Persico, C. (2016). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. *Quarterly Journal of Economics*, 131(1), 157–218. <https://doi.org/10.1093/qje/qjv036>; Darling-Hammond, L. (2019). *Investing for student success: Lessons from state school finance reforms*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/investing-student-success-school-finance-reforms-brief>; Baker, B. D. (2017). *How money matters for schools*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/how-money-matters-report>.
3. Steiner, D. (2018). Materials matter. *The Learning Professional*, 39(6), 24–28. <https://learningforward.org/wp-content/uploads/2018/12/materials-matter.pdf>; Eitland, E., Klingensmith, L., MacNaughton, P., Laurent, J. C., Spengler, J., Bernstein, A., & Allen, J. G. (2019). *Schools for health: Foundations for student success*. Harvard T.H. Chan School of Public Health. https://schools.forhealth.org/wp-content/uploads/2020/02/Schools_ForHealth_UpdatedJan21.pdf.
4. Washington State Legislature. (n.d.). RCW 28A.300.136. *Educational Opportunity Gap Oversight and Accountability Committee—Policy and strategy recommendations*. <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.300.136>; Washington State Board of Education. (2021). *Draft Opportunity to Learn Index—Version 2*.
5. Washington State Legislature. (n.d.). RCW 28A.300.136. *Educational Opportunity Gap Oversight and Accountability Committee—Policy and strategy recommendations*. <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.300.136>; Washington State Board of Education. (2021). *Draft Opportunity to Learn Index—Version 2*; Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105–119. <https://doi.org/10.1016/j.jpubeco.2015.02.008>; Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*, 52, 209–224. <https://doi.org/10.1016/j.econedurev.2016.03.002>; Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>; Villegas, A. M., & Lucas, T. (2001). *Educating Culturally Responsive Teachers: A Coherent Approach*. SUNY Press; Carter, P., & Darling-Hammond, L. (2016). “Teaching Diverse Learners” in Gitomer, D. H., & Bell, C. A. (Eds.). *Handbook of Research on Teaching* (5th ed.) (pp. 593–638). American Educational Research Association.
6. Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36. <https://doi.org/10.3102%2F0002831212463813>; Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/does-teaching-experience-increase-teacher-effectiveness-review-research>; Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105–119. <https://doi.org/10.1016/j.jpubeco.2015.02.008>.
7. National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. National Academies Press. <https://doi.org/10.17226/13398>; Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B. & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>.
8. Fronius, T., Persson, H., Guckenburg, S., Hurley, N., & Petrosino, A. (2016). *Restorative justice in U.S. schools: A research review*. WestEd; DePaoli, J. L., Hernández, L. E., Furger, R. C., & Darling-Hammond, L. (2021). *A restorative approach for equitable education*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/wce-restorative-approach-equitable-education-brief>; Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B. & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>.
9. Washington State Legislature. (n.d.). RCW 28A.655.070. *State learning standards—Duties of the superintendent of public instruction*. <https://app.leg.wa.gov/RCW/default.aspx?cite=28A.655.070>. Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). (2021). *Two pandemics: Addressing the experience of racial violence and the COVID-19 pandemic for students and families of color*. <https://www.k12.wa.us/sites/default/files/public/workgroups/eogoac/pubdocs/EOGOAC%202021%20Annual%20Report.pdf>; Shepard, L., Hannaway, J., & Baker, E. (Eds.). (2009). *Standards, assessments, and accountability* [Education Policy Whitepaper]. National Academy of Education.

10. Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/educating-whole-child-report>; Kostyo, S., Cardichon, J., & Darling-Hammond, L. (2018). *Making ESSA's equity promise real: State strategies to close the opportunity gap*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/essa-equity-promise-report>.
11. Washington State Board of Education. (2020). *Statewide indicators of education system health: 2020 summary report and recommendations*. <https://www.sbe.wa.gov/our-work/education-system-health>. (p. 11); Cobb, A., & Schmitz, K. (2017). *Washington Integrated Student Supports Protocol (WISSP)*. Center for the Improvement of Student Learning. <https://www.k12.wa.us/multi-tiered-system-supports-mtss/washington-integrated-student-supports-protocol-wissp>; Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>; Moore, K. A., & Emig, C. (2014). *Integrated student supports: A summary of the evidence base for policymakers* [Whitepaper #2014-05]. Child Trends.
12. Maier, A., Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>; Bransford, J. D., & Donovan, M. S. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom* (pp. 397–420). National Academies Press; National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. National Academies Press. <https://doi.org/10.17226/24783>. See, for example: Cohen, D., Raudenbush, S., & Ball, D. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119–142. <https://doi.org/10.3102%2F01623737025002119>; Hattie, J. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge; Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing Schools for Improvement: Lessons From Chicago*. University of Chicago Press; Duncan, G. J., & Murnane, R. J. (2014). *Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education*. Harvard Education Press.
13. Balfanz, R., & Byrnes, V. (2012). *Chronic absenteeism: Summarizing what we know from nationally available data*. Johns Hopkins University Center for Social Organization of Schools; National Research Council. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom*. National Academies Press. <https://doi.org/10.17226/10126>; National Academies of Sciences, Engineering, and Medicine. (2018). *How People Learn II: Learners, Contexts, and Cultures*. National Academies Press. <https://doi.org/10.17226/24783>; Kostyo, S., Cardichon, J., & Darling-Hammond, L. (2018). *Making ESSA's equity promise real: State strategies to close the opportunity gap*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/essa-equity-promise-report>; Losen, D. J., & Martinez, P. (2020). *Lost opportunities: How disparate school discipline continues to drive differences in the opportunity to learn*. Learning Policy Institute, Center for Civil Rights Remedies at the Civil Rights Project, UCLA. <https://learningpolicyinstitute.org/product/crdc-school-discipline-report>.
14. Maier, A., Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>; Bryk, A. S., Sebring, P. B., Allensworth, E., Easton, J. Q., & Luppescu, S. (2010). *Organizing Schools for Improvement: Lessons From Chicago*. University of Chicago Press; Conley, S. & Cooper, B. (2013). *Moving From Teacher Isolation to Collaboration: Enhancing Professionalism and School Quality*. Rowman & Littlefield; Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24(1), 80–91. <https://doi.org/10.1016/j.tate.2007.01.004>.
15. Sheldon, S. B., & Jung, S. B. (2018). *Student outcomes and parent teacher home visits*. Johns Hopkins University Center on School, Family & Community Partnerships. <http://www.pthvp.org/wp-content/uploads/2018/12/18-11-30-Student-Outcomes-and-PTHV-Report-FINAL.pdf> (accessed 08/18/20); Maier, A., Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report>; Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing Schools for Improvement: Lessons From Chicago*. University of Chicago Press.
16. This could include, for example, access to high-quality curriculum for college and career pathways, pass rates on AP tests and IB tests, dual credit completion rates, work-based learning opportunities, industry-recognized credentials, or Seal of Biliteracy. See Kostyo, S., Cardichon, J., & Darling-Hammond, L. (2018). *Making ESSA's equity promise real: State strategies to close the opportunity gap*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/essa-equity-promise-report>.
17. Kostyo, S., Cardichon, J., & Darling-Hammond, L. (2018). *Making ESSA's equity promise real: State strategies to close the opportunity gap*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/essa-equity-promise-report>.