



INSTRUCTION

Accountability Goals

Aligned with a vision to help ALL students achieve at high levels, the district will engage in a variety of activities as part of a comprehensive school improvement process. This process involves activities at both the district and the building levels and includes efforts to set, work toward and achieve improvement goals for academic achievement.

In this context, the district will engage in efforts to improve student achievement, including the establishment of accountability goals for high school graduation and in the areas of reading and mathematics.

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington school improvement framework.
2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The district and each school in the district will establish English language arts and mathematics improvement goals using the requirements of the Elementary and Secondary Education Act (the "ESEA") to determine the increase in requirements described above for all students and for each of the groups required by the ESEA.

The district and each school will establish annual performance improvement goals in accordance with the following:

1. As a starting point for determining annual performance improvement goals, the district and each school will use the most recently available results of the school improvement framework
2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:
 - a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.
 - b. The graduation rate for all students and each of the groups required by the ESEA will not be less than ninety percent.

c. Performance improvement goals using the requirements of the ESEA to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework.

3. The district and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups required by the ESEA.

Reporting Progress

Annually, the board will report the following information at a public meeting and in writing:

1. The district's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the district will report the district's progress toward meeting the district and building goals in a news release to local media.

In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Legal References:	RCW 28A.655.100	Performance goals----	Reporting
	RCW 28A.655.110		Annual school performance report
	WAC 180-105-020		performance improvement goals
	WAC 180-105-040		Definitions
	WAC 180-105-060		Establish goals

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