



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<b>Strategic Plan Review</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 checked="" type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	None	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input 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 type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	Board members will review current work related to the board's 2013–2014 Strategic Plan Goals, and the website for sharing strategies/practices of the English Language Acquisition Award-winners.	



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April 25, 2014

Dear Board members:

There are a number of major issues that will come into consideration in the summer and fall for the Board that deserve some initial consideration at our May meeting.

As many of you know, the SBE is in its final year of a 4-year strategic plan, set to expire at the end of this calendar year. This year our September meeting in Wenatchee will serve as our annual retreat. At that retreat, I hope to structure a discussion about adopting a new strategic plan for the next three years. In order to structure this discussion effectively, we need to begin this discussion at the May meeting, have a robust exchange at the July meeting, and come to the September meeting prepared to have impactful discussions and make meaningful decisions about our direction as a Board over the next planning period.

Additionally, we have a number of significant reports that come due in the fall. The first is our report under SB 5491, which discusses the establishment of indicators of educational system health. This legislation also calls on the Board to make policy recommendations based on whether the system is on track to meet its stated goals.

Another is our report completed jointly with the Professional Educator Standards Board. The completion of this report may provide an opportunity to revisit our strategic relationship with this Board, and also consider expanding the scope of our joint meeting in November to include other Boards with similar charges.

As we reflect on the advances we have made on our existing strategic plan, the results are significant and undeniable. The adoption of a 24-credit framework for high school graduation was a major policy initiative of the Board that took nearly seven years to complete. The development of a revised statewide accountability system that establishes common metrics and supports for our Title and non-Title schools alike, and establishes a more clear state role in supporting chronically underachieving schools (known in statute as Level II Required Action status), was a major policy advance that has been under discussion for over 14 years. Indeed, such a structure was originally discussed, but never implemented, by several committees and task forces, including the A+ Commission and the Commission on Student Learning.

The incorporation of the State Achievement Index into the statewide accountability system is a milestone in the evolution of the state's system of accountability and supports for schools. The Board also successfully advocated for over \$10 million in supports for struggling schools – the first such investment by the state in many years. The incorporation of student growth percentiles into the accountability system adds a new and positive dimension that places an appropriate emphasis on rates of learning produced by schools, regardless of the learning levels at which students enter their schools. Increased scrutiny to policies impacting English language learners, including recommending a revised framework for AMAO goals associated with the WLPA language acquisition assessment and the

incorporation of an achievement award for districts in the top 5% of language gains, brings increased prominence to these issues. And the development of a thorough regulatory framework for charter school authorizers has created a body of work that other states continue to pay close attention to.

Many other achievements – including advocating for more sensitive school mascots, sensible school discipline policies, and advances in school funding, etc. – round out an impressive list of accomplishments attributable in part or in whole to the Board over the past five years.

As the Board looks ahead to the policy challenges of the next four years, and how its new strategic plan will address them, members should consider the following issues:

- Several of these major initiatives of the Board have been adopted but not yet fully implemented. What is the appropriate role of a policy board in implementation? How can the Board monitor and shape implementation without clouding its central role of focusing on policy?
- While our system of academic standards appears to have long-term stability by virtue of adopting Common Core and Next Generation Science standards, the Board will need to make a series of important recommendations regarding the implementation of the new Common Core standards and the associated battery of assessments (SBAC). These policy decisions are either directly within the statutory purview of the Board (setting the minimum cut score for high school graduation) or something the Board is to be consulted on per statute. Aligning science assessment practices and end-of-course policies to the new testing system will be key considerations moving forward. How can the Board help be a policy leader on assessment policy issues?
- The system of K-12 education has undergone significant changes in the area of education reform, much of which the Board has helped drive. As the implementation timelines for full funding under the *McCleary* order come due, the Board will need to continue to increase its profile on issues of funding analysis and advocacy. How might board members construe their role going forward?

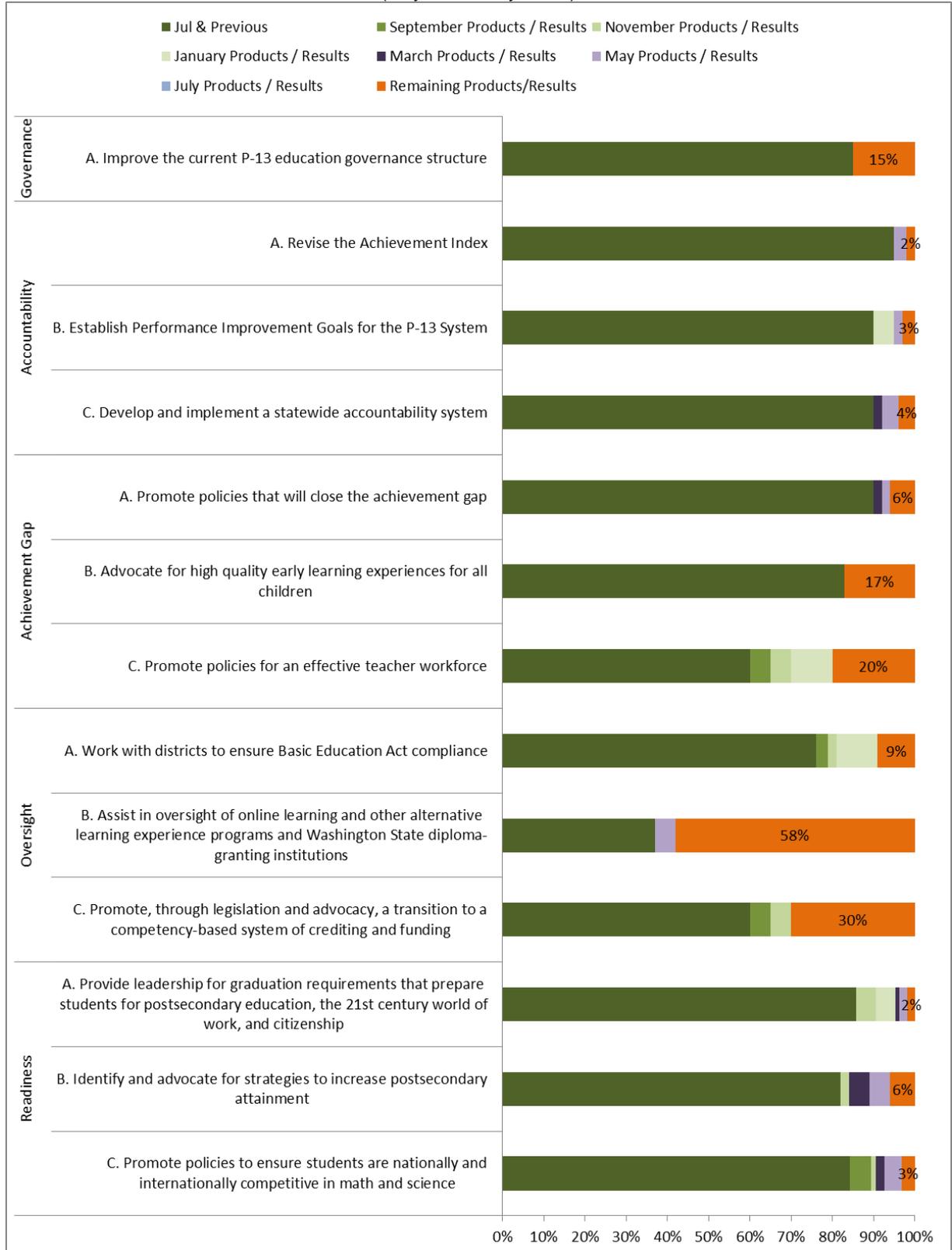
I look forward to engaging the members of the Board on these issues as we prepare for in-depth and meaningful strategic planning discussions at our September Retreat.



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## Strategic Plan Annual Progress Dashboard (July 2013-July 2014)





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## Strategic Plan Two-Month Executive Summary (March & April 2014)

Goal	Recent Work
Effective and accountable P-13 governance	<ul style="list-style-type: none"> <li>Collaborated with the Office of the Superintendent of Public Instruction on the Washington Achievement Awards ceremony.</li> </ul>
	Outreach <sup>i, ii</sup>
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> <li>Developed revised Achievement Index website.</li> <li>Visited Required Action District (RAD) school in Yakima.</li> <li>Reviewed RAD Academic Performance Audit Findings.</li> <li>Adopted Elementary and Secondary Education Act (ESEA) Waiver Resolution.</li> </ul>
	Outreach <sup>iii, iv, v</sup>
Closing the achievement gap	<ul style="list-style-type: none"> <li>SB 6163, Summer Learning Loss, signed into law.</li> <li>Developed English Language Acquisition Award strategy-sharing website.</li> <li>Adopted School Discipline Resolution.</li> </ul>
	Outreach <sup>vi</sup>
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> <li>Revised waiver application.</li> <li>Responded to online diploma mills.</li> <li>Met with Charter School Commission Executive Director.</li> </ul>
	Outreach <sup>vii, viii</sup>
Career and college readiness for all students	<ul style="list-style-type: none"> <li>SB 6552, Graduation Requirements and Course Equivalencies, signed into law.</li> <li>Worked on High School and Beyond Plan, called other states to find out what career and academic planning tools they use.</li> <li>Worked on draft rules for implementation of the career and college ready graduation requirements.</li> </ul>
	Outreach <sup>ix, x, xi, xii, xiii, xiv, xv, xvi, xvii, xviii, xix, xx, xxi, xxii</sup>

<sup>i</sup> SBE Spotlight April 2014 Newsletter

<sup>ii</sup> Educational Service District (ESD) 105 Superintendents meeting

<sup>iii</sup> Educational Opportunity Gap Oversight and Accountability Committee meeting

<sup>iv</sup> Washington Association of School Administrators meeting

<sup>v</sup> ESEA Waiver blog post

<sup>vi</sup> Sent discipline letter and resolution to superintendents

<sup>vii</sup> Private School Council meeting

<sup>viii</sup> Charter School Federal Compliance Training

<sup>ix</sup> Washington State School Directors Association regional spring meetings

<sup>x</sup> McCleary Article IX Litigation Joint Select Committee meeting

<sup>xi</sup> River Ridge High School Principal

<sup>xii</sup> Washington Student Achievement Council (WSAC) ISLS team meeting

<sup>xiii</sup> WSAC Committee for Academic Achievement

<sup>xiv</sup> WSAC Dual Credit Task Force

<sup>xv</sup> State Board for Community and Technical Colleges board meeting

<sup>xvi</sup> ESD 113 Superintendents meeting

<sup>xvii</sup> Core to College Steering Committee

<sup>xviii</sup> Stakeholder work on SB 6552 draft rules

<sup>xix</sup> Legislator outreach

<sup>xx</sup> McCleary Article IX Report blog post

<sup>xxi</sup> Dropout Rate blog post

<sup>xxii</sup> Career Guidance Award of Excellence ceremony