

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	Governance	
As Related To:	<input checked="" type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The Board will consider one approach to developing an Education Plan for the state.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>In the governance portion of the agenda, the Executive Director will provide a brief history of the Board's deliberations to date on reviewing effective governance models. The presentation will draw upon this background to propose a structure for the development of a new Education Reform Plan. This new structure would be the primary means by which the State Board of Education provides "strategic oversight" to the education system. A central premise of the approach would be that developing good "governance" models is a necessary first step to understanding what "government" models best fit the System's needs. In otherwords, the goals of the education system should inform the structure of that system.</p>	

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Title: Governance - A Plan for Moving Ahead

BACKGROUND

During the spring and summer of 2010, the State Board of Education refined its operational strategic plan and included as a goal to “advocate for an effective, accountable governance structure for public education in Washington.” During the same time period, various entities in the state collaborated on a State Education Plan, which was to become the basis for the state’s application for *Race to the Top* funding made available by the Obama administration and the federal ARRA legislation. Washington’s application for these funds was unsuccessful, and the Education Reform Plan never became operational or received the explicit backing of all the key stakeholders in the system.

During the 2011 Legislative Session, Governor Gregoire proposed a new education governance system for Washington, which would have established a Secretary of Education to oversee all aspects of the system. Senate Bill 5639, the legislative vehicle for these proposals, was amended and passed out of the Senate Early Learning and K-12 Education Committee, but never passed out of the Ways and Means Committee. The House companion bill, HB 1973, never received a hearing.

During the spring and summer of 2011, the State Board conducted analyses of different governance structures across states, looking in detail at three states (Massachusetts, Maryland, and Colorado). In July, the State Board focused on governance at its retreat. Emerging from the retreat were the following key points:

- “Government” (structure, implementation, and administration) emerges from “governance” (strategic oversight, policy design, evaluation). The Board expressed an interest in working on *governance* as a precursor to helping shape *government* structures.
- A necessary component of good *governance* is a meaningful system-wide strategic planning process for the preschool through high education system, referred to as “P-13.”
- Such a system must involve continuous and broad stakeholder input, and incorporate goals, strategies, and measurable indicators of student success.
- The Board identified seven goals as a preliminary launching point for such a plan. Those goals included three of the four State Education Plan goals, plus four state basic education goals as specified in statute.
- The Board established a goal of developing governance recommendations for consideration by the new governor to take office in January, 2013.

POLICY CONSIDERATION

During the September meeting, the Board will consider the outline of a plan to begin a strategic planning process for the education system. The plan will become the mechanism by which the State Board executes its “strategic oversight” of the system, and will incorporate the following concepts:

- A stakeholder input strategy and schedule.

- Goals - The seven preliminary goals outlined at the Board retreat, and consideration of some refinements.
- A strategy for establishing meaningful progress indicators:
 - Process indicators – “Are we doing the necessary things – coordination, analysis, etc. -- to enable system progress?”
 - Performance indicators – “Are the results revealing student success? What is success?”
 - Choosing data points that “tell a story.” Break away from the mold of the standard performance measures we see regularly.
- A ‘cycle of inquiry’ model which incorporates the following concepts:
 - Accountability – how do agencies, councils, or the Legislature engage the plan and accept ownership of its results?
 - How are results reported? What type of “report card” structure is most fitting?
 - Periodic re-visitation of strategies (and perhaps also goals) based on results.
- A communications and engagement strategy:
 - How to frame the strategic plan not as a *document*, but as a *process*.
 - How do stakeholders interact with the process?
 - Web-enablement? Can stakeholders critique the plan or otherwise engage the product?

The September meeting will provide an opportunity for the Board to engage with the new Executive Director for the first time on the concept of an Education Plan and expected next steps. The goal is to receive preliminary feedback from the Board towards the development of a more formal action plan in November.

EXPECTED ACTION

None

Strategic Planning as Effective P-20 System Governance

A Vision for How the State Board of Education
can Fulfill its Statutory Duty to Provide
Strategic Oversight to the Education System

Ben Rarick
Executive Director

Stakeholder Engagement

Presentation meant to be detailed enough to guide a formative conversation, but conceptual enough to acknowledge the reality that not all of the key stakeholders and potential partners have been consulted in the development of the outline.

Factors: Three weeks into executive director transition, and first conversation with Board on the topic.

Presentation Roadmap

1. Where we've been – Review SBE discussions to date on the governance question.
2. Where we're going – Discuss potential models for an effective strategic planning process.
3. How we'll get there – Discuss considerations, key stakeholders/partnerships, resource issues, timelines, etc.

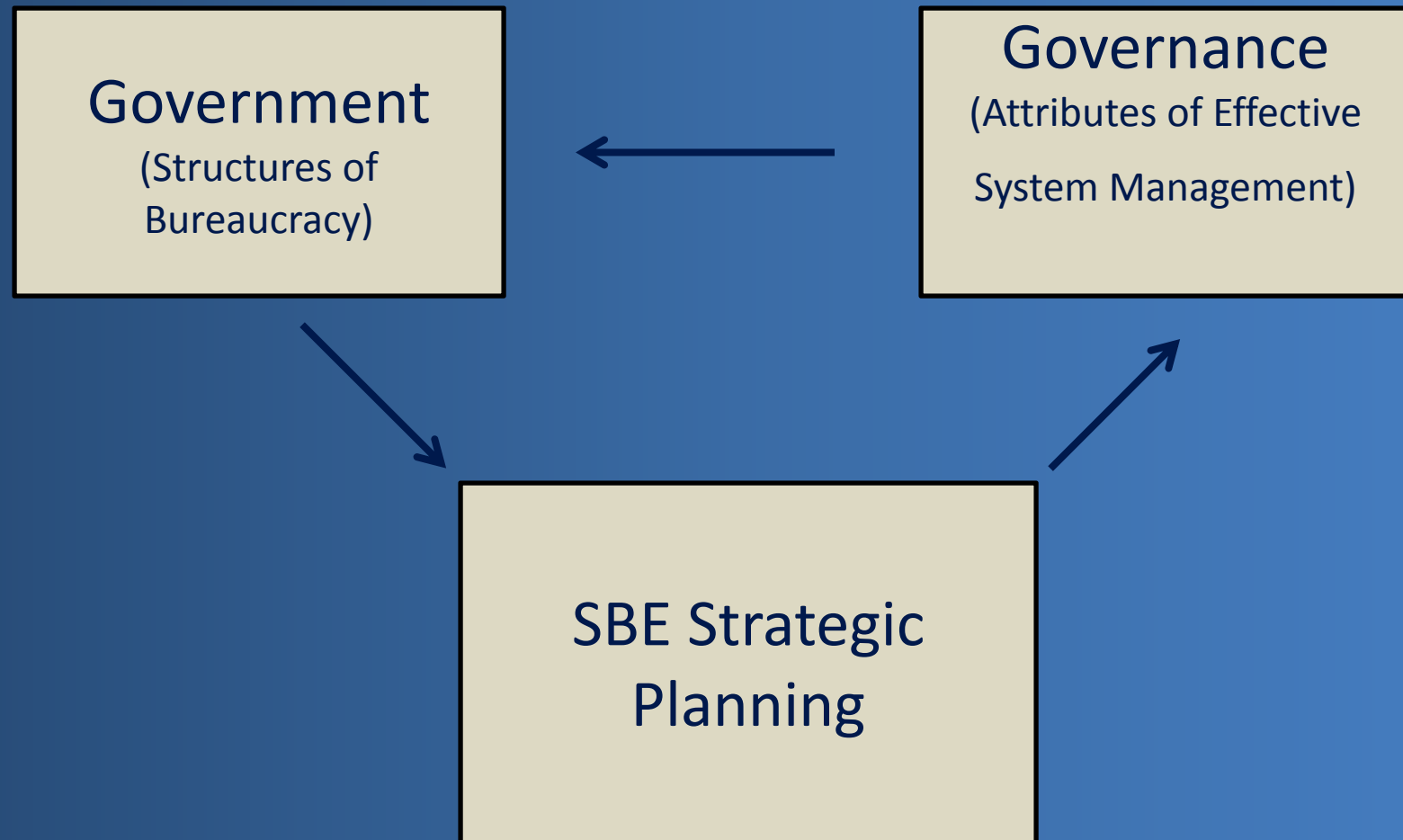
1. Where We've Been

2011 Legislative Session Governance Proposals

July Board Retreat

- Government vs. Governance
- Governance: Effective Strategic Planning for P-13 System
 - Build off 4 Basic Education Goals and 3 of 4 from State Education Plan Draft
- January 2012 Recommendations to New Governor on 'Government'
- Executive Director: Action Plan for New Process

Governance vs. Government



2. Where We're Going - Potential Plan Structure

Goals

- Start with Education Reform Plan and Basic Education Goals.

Strategies

- Specific enough to convey a priority.
- Can someone reasonably disagree with this strategy?

Indicators

- Outcome indicators (are key student outcomes improving?)
- Process indicators (are we planning/coordinating toward improved student outcomes?)

Reporting Structure

- “Report Card” and On-going Stakeholder Engagement Strategy.

Key Framing Considerations

1. *“Just another Strategic Plan”*

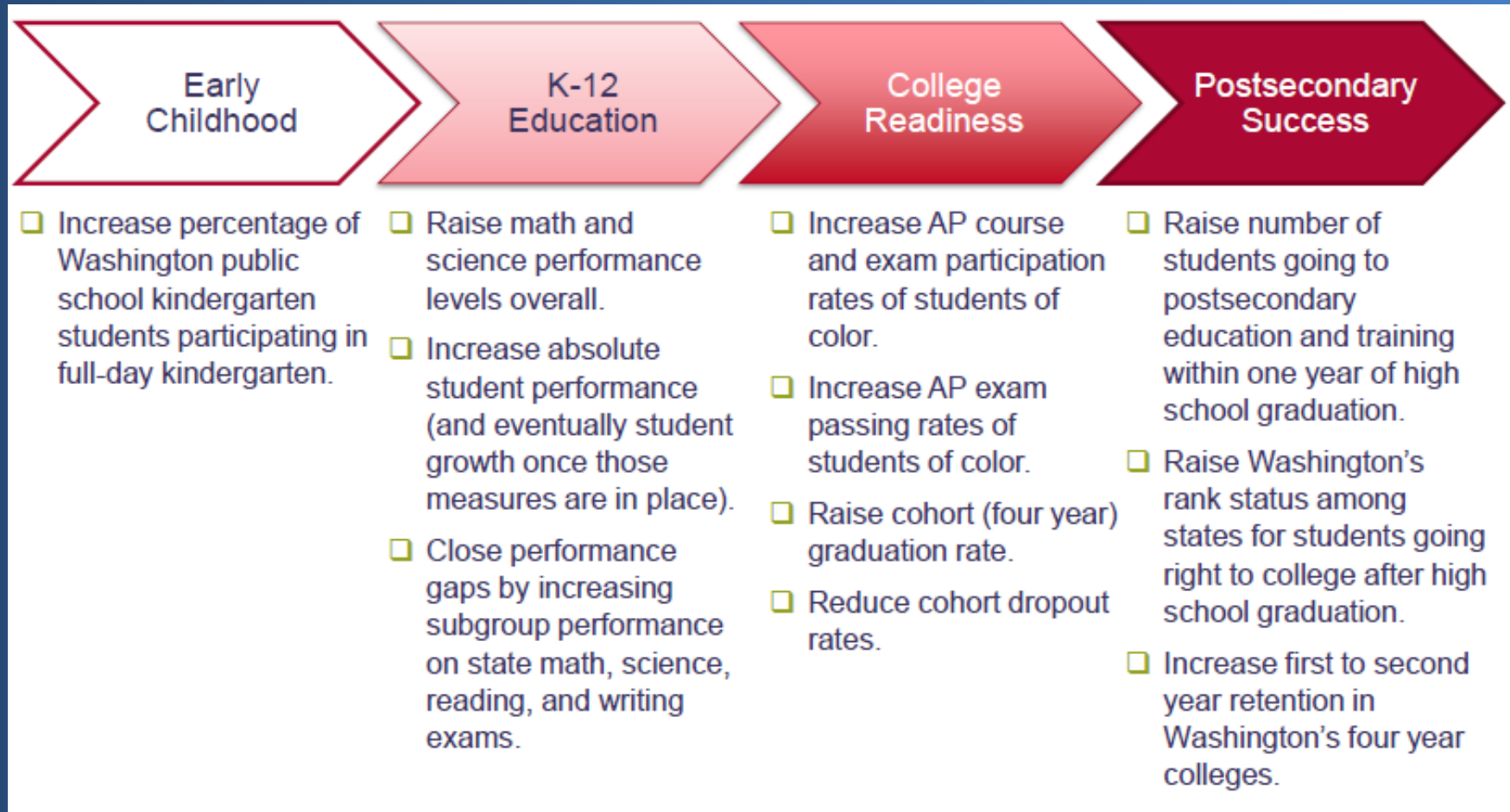
- The world of education is littered with strategic plans. How will this effort be different? How will it change anybody’s behavior?

2. Form and Structure is just as important as Substance. In fact, form and structure is substance.

- Why? Interaction breeds behavior change and understanding.
- How people participate in the plan is an extremely important design decision.

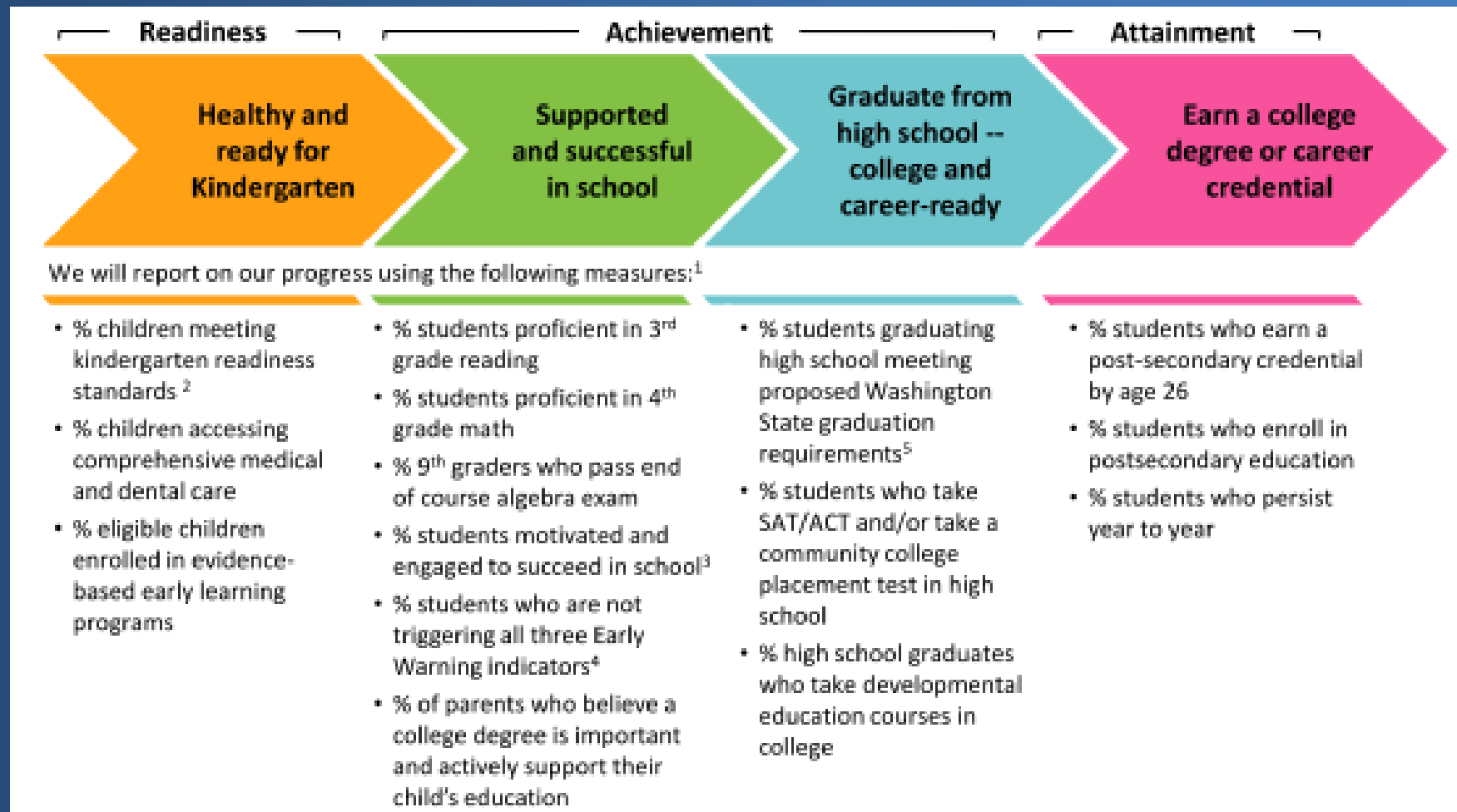
Existing Models to Build From?

(One Example: The People's Plan – ESN Network)



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Strategic Plan as Process:

Web-enablement through interactive report card / dashboard structure.

Video vignettes by key leadership stakeholders to highlight the story that the data tells.

- Engage ‘key communicators’ network.
- Stakeholders post comments, suggest refinements.
- Stakeholders as ‘co-owners’; attribution & credit.

Resources are major obstacle to achieving the refined web-enablement model.

Potential Key Stakeholder Partners

- Agencies: OSPI, HECB, SBCTC, DEL, others
- Advocacy Networks (Excellent Schools Now, others)
- Labor Associations, School Directors Assoc, Etc
- Legislature, Governor/OFM
 - Ed Research & Data Center
 - Engage Priorities of Government (POG) Process
- Academia (UW, WSIPP, Others)
- Philanthropy
- National Partner: Achieve? ECS?

Potential Annual Planning Cycle

- September - October – **Data Analysis.** Much of the Annual Data Becomes Available for Indicators.
- November - December – **Reporting Results.** Issue ‘Report Card’ on Success Indicators.
- January - April – **Advocacy.** Legislative Session to Be Informed by Results. Make the Plan Actionable.
- May – August – **Investigation & Reflection.** Site Visits, Revisit Goals/Strategies with Stakeholder Partners as part of “Cycle of Inquiry”

Strategic Plan: Process Considerations?

- Option A: Long Development Timeline
 - Working through key goal areas one month at a time with broad stakeholder list. Theme the Board meetings according to goals.
- Option B: Shorter Development Timeline
 - Assuming stakeholder input from Race to Top Application/State Education Plan/Basic Ed legislation. Establish initial framework of goals and strategies relatively quickly, then work more deliberately through indicators and progress monitoring.

Other Considerations

1. Attempt to establish process in statute via a bill?
2. Need separate strategic plan for agency and for system?
3. Partnerships with stakeholders – where is the line blurred?

Potential Action Plan

Short and Mid-Term Action Steps:

Approach Key Stakeholder Partners with Concept –
October & November

Detailed Plan Blueprint For Board– November
Discussion & January Consideration

Identifying “Launching Point” for the Plan – March?

- Legislative and/or QEC role?
- Accompanying bill request?

Concluding Thoughts

- I think of this not as an interesting project, but as an essential requirement of a system that takes itself seriously.
- Resource limitations are and will be a major obstacle, but that can't be an excuse for not making some progress on effective governance.

To access the QEC meeting recording go to:
www.sbe.wa.gov
Homepage Carousel Images
Click #3

The Washington State Board of Education

State Board of Education

Future Opportunities to Work with the QEC

Jeff Vincent, Chair

Ben Rarick, Executive Director

Presentation to the Quality Education Council

August 24, 2011

The Washington State Board of Education

Statutory Responsibilities

- Strategic oversight of public education system
- Advocacy role
- Promote achievement of basic education goals

Wednesday, August 24

7

How does the statutory role translate operationally?

"Strong policy leadership"

- Thought leadership
 - Forum for forward-thinking policy discussion
 - Example – how will kids' needs change in 5 years? 10? How can we get there first?
- Provide the broad policy leadership that no individual agency is well-suited to provide
 - Vertical articulation through the system
 - Key pathways (early learning to K-12 to higher ed)

How does the statutory role translate operationally? (continued)

Making strategic planning meaningful

- Goals that can't be reasonably disagreed with are less meaningful.
 - "Improve student achievement"
- Well crafted goals & strategies necessarily force priority-setting, which in turn force difficult choices.

Making data meaningful

- How do we know if the system is successful? Where is our 'report card'? What would a meaningful report card look like?

Relationship between SBE & QEC

How can the puzzle pieces fit together in the system?

Contribute to the goals-setting responsibilities of the QEC.

- "Identify measurable goals and priorities for the educational system in Washington state for a ten-year time period" (Chapter 548, Laws of 2009)
- "Inform future educational policy and funding decisions of the legislature and governor" (ibid)

SBE offers a venue for broad-based stakeholder input into the goals-setting & priority-setting process.

The QEC/SBE Relationship:

Potential areas for collaboration

Being thoughtful well in advance on policy issues before the QEC in furtherance of SBE strategic plan goals.

Examples:

- Pending English Language Learner Formula Changes
- Alternative Learning Experience Funding Policy
- Continued 2776 Basic Ed Implementation

Final thoughts

State Board is uniquely positioned to aid the work of the QEC

- Statutory charge to engage in system oversight and strategic goals-setting
- Broad-based representation on the Board (practitioners, advocates, parents, students)
- "The System's connection to the field (schools, districts, school boards, etc)"