



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<b>SBE Strategic Plan – Dashboard and Process for Development of 2015-2019 Plan</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 checked="" type="checkbox"/> Other - Discuss	
<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>	<p>Board members will review current work related to the Board's 2013–2014 Strategic Plan. Staff will share major board accomplishments from the last seven years, and outline the process for development of the 2015-2019 Strategic Plan. The materials for this agenda item include:</p> <ul style="list-style-type: none"> <li>• Annual progress chart for the strategic plan</li> <li>• Dashboard executive summary highlighting board work on the strategic plan goals</li> <li>• Selected Accomplishments one-pager</li> <li>• Memo summarizing the Executive Committee's strategic plan discussion from the Executive Committee retreat</li> <li>• Key questions for strategic plan discussion</li> <li>• Key questions for 2015 legislative priorities</li> <li>• Discussion roadmap</li> <li>• SBE 2013-2014 Strategic Plan</li> </ul>	

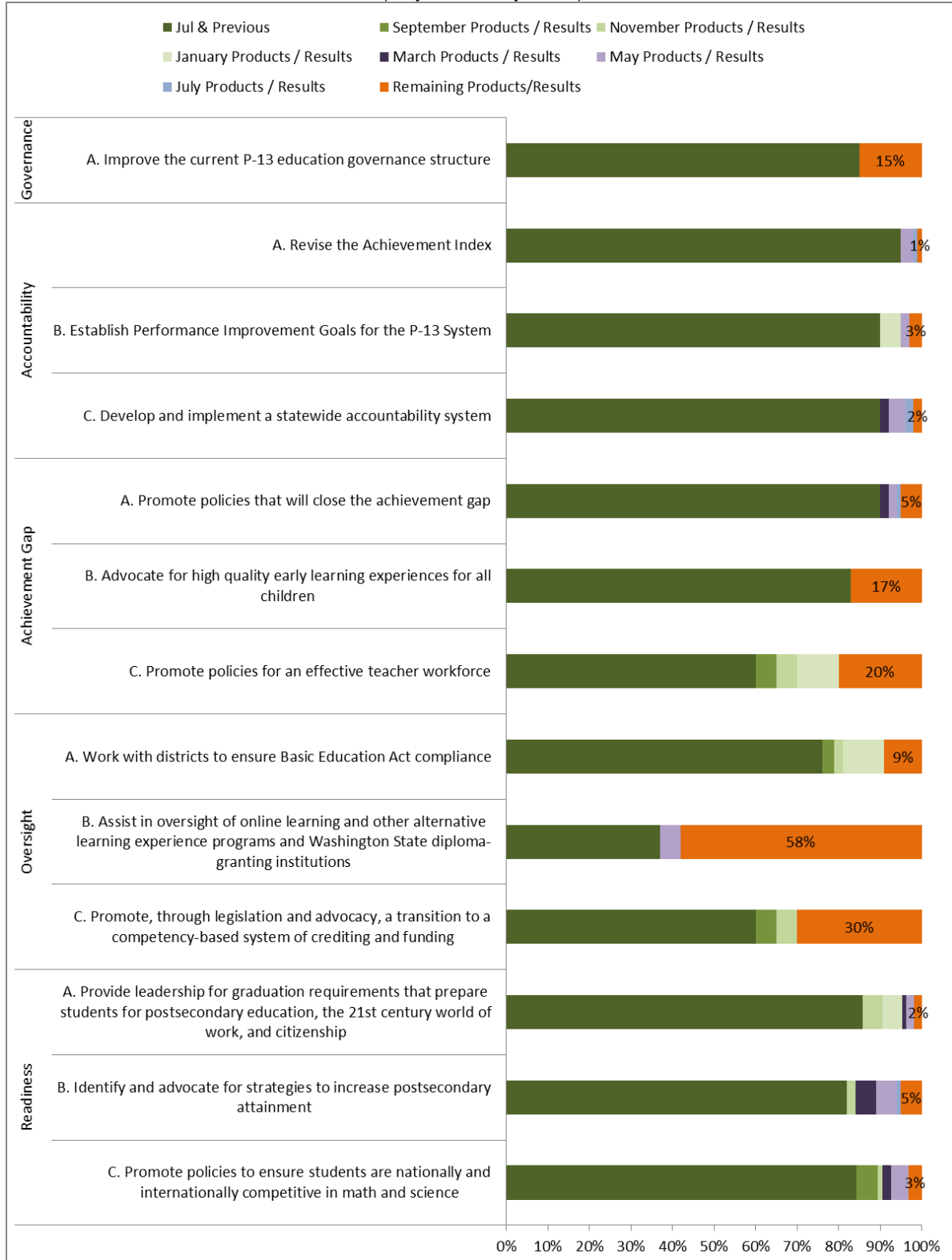


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## Strategic Plan Annual Progress Dashboard

(July 2013-July 2014)



## 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>Worked with Governor's Office on Results Washington Goal Council</li> </ul>
	Outreach <sup>i, ii, iii, iv, v, vi, vii</sup>
Comprehensive statewide K-12 recognition and accountability	<ul style="list-style-type: none"> <li>Publicly released the revised Achievement Index and website.</li> <li>Visited Required Action District (RAD) school in Tacoma.</li> <li>Reviewed Required Action Plans.</li> <li>Held Achievement and Accountability Workgroup meeting on Index next steps.</li> <li>Held special board meeting for Indistar orientation.</li> <li>Worked with Office of the Superintendent of Public Instruction (OSPI) on adding adequate growth and dual-credit/certification to the Index.</li> <li>Worked with the Education Research and Data Center on data governance issues.</li> </ul>
	Outreach <sup>viii, ix</sup>
Closing the achievement gap	<ul style="list-style-type: none"> <li>Completed data analysis of Former ELL performance on Index.</li> </ul>
	Outreach <sup>x</sup>
Strategic oversight of the K-12 system	<ul style="list-style-type: none"> <li>Worked with OSPI, the Charter School Commission and the Attorney General's Office on the applicability of state accountability provisions to charter schools.</li> <li>Drafted potential amendments to charter school rules.</li> <li>Met with Charter School Commission Executive Director.</li> </ul>
	Outreach <sup>xi, xii</sup>
Career and college readiness for all students	<ul style="list-style-type: none"> <li>Met with legislators on school funding and proposed rules for implementation of SB 6552.</li> <li>Held several collaborative High School and Beyond Plan meetings.</li> <li>Solicited feedback on proposed rules for implementation of SB 6552, including a community forum.</li> </ul>
	Outreach <sup>xiii, xiv, xv, xvi, xvii, xviii, xix, xx, xxi, xxii</sup>

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

<sup>ii</sup> Educational Service District (ESD) 112 Superintendents meeting

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

<sup>iv</sup> Association of Washington School Principals (AWSP) board meeting

<sup>v</sup> Washington Student Achievement Council (WSAC) Committee for Academic Affairs and Policy

<sup>vi</sup> Network for Transforming Educator Preparation policymaker conference

<sup>vii</sup> AWSP/Washington Association of School Administrators summer conference

<sup>viii</sup> Learning First Alliance meeting

<sup>ix</sup> The Council of Chief State School Officers' National Student Assessment conference

<sup>x</sup> Visited several schools that use the Positive Behavioral Intervention and Supports discipline model

<sup>xi</sup> First Annual Washington State Charter School conference

<sup>xii</sup> National Charter School conference

<sup>xiii</sup> WSAC Improving Student Learning at Scale team meeting

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

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

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

<sup>xvii</sup> Career Education Task Force

<sup>xviii</sup> GATE Advisory Committee

<sup>xix</sup> Washington Association of Vocational Administrators

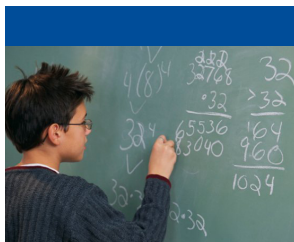
<sup>xx</sup> Washington School Counselors conference

<sup>xxi</sup> League of Education Voters LEVinar

<sup>xxii</sup> Washington Council on Graduation Requirements



# State Board of Education Select Accomplishments

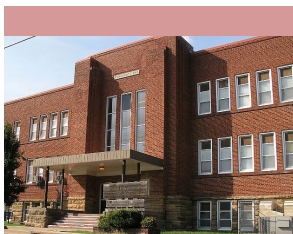


## 2008

- Required third credit of math
- Developed Core 24 graduation requirements framework

## 2009

- New definition of Basic Education adopted (HB 2261)
- Developed Achievement Index and held first Washington Achievement Awards
- Adopted math and science standards



## 2010

- Established Required Action school and district accountability process (SB 6696)
- Completed high school transcript study

## 2011

- Required additional credit of English and a half credit of social studies
- Established competency-based credits and outcomes-based accountability

## 2012

- Developed online Achievement Index dashboard
- Convened the Achievement and Accountability Workgroup for input on accountability framework



## 2013

- Statewide Accountability System (SB 5329)
- Revised Achievement Index to include student growth
- Approved first charter school authorizer (Spokane)



## 2014

- 24 credit career and college-ready diploma (SB 6552)
- Statewide CTE course equivalency models (SB 6552)
- Index incorporated into unified accountability system



TIER	INDEX RANGE
Exemplary	5.50-7.00
Very Good	5.00-5.49
Good	4.00-4.99
Fair	2.50-3.99
Struggling	1.00-2.49



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## Outline of Day 1 Discussion:

Sarah Lane –

- Overview of packet documents pertaining to strategic plan review, and overview of accomplishments to date via the updated SBE dashboard.

Ben Rarick –

- Establish a goal for the meeting regarding the Strategic Plan
- Presentation on the deliberations and preliminary recommendations of the Executive Committee (See Included Memo)
  - Calendar of strategic leadership decisions for 2014
  - Presentation on key Strategic Plan considerations (mission/vision/goals)

## Outline of Day 2 Discussion:

Board will treat this section as a work session. The Board will be asked to work in three stations, and will cycle through until each group has had dialogue on each question.

*Note:*

- Please take notes that can be handed-in and used by staff.
- One page briefing papers will be available to guide each break out session.
- One member of the Executive Committee will lead each small group discussion, as follows:
  - Judy Jennings – Strategic Plan
  - Deborah Wilds – Legislative Priorities
  - Kevin Laverty – Communications/Engagement

### Strategic Plan (20 minutes)

*Note: Current mission, vision statements, as well as the five strategic goals, are included in separate document.*

- What changes, if any, do you believe need to be made to the mission and vision statements of the Board?\*
- How could or should the Board modify its goals and strategies to help the education system deliver on the promises of recently enacted reforms (accountability system, graduation requirements, etc)?
- What one verifiable achievement would you like to be able to claim two years from now?

### Legislative Priorities (20 minutes)

- What key policy objectives of the Board require statutory changes or legislative agreement? Which of these priorities would rise to the level of a 'Top 3' list for the 2015 Legislative Session?
- What unique and specific role should the SBE play in securing ample school funding for public schools?

### Communications & Engagement (20 minutes)

- Whom do you see as the primary 'clients' and/or 'audiences' of the State Board of Education's work?
- Of those audiences, how does the Board wish to engage these clients? What strengths does the Board have to build on in this area? What new methods of engagement or communication ought the Board initiate?
- How do you view the role of SBE members in stakeholder engagement and communications?
- What results do you wish to see, and what are some concrete ways to measure the effectiveness of our communications and engagement strategies going forward?

### Reconvene for Full Board Discussion (45 minutes)

*Led by Chair Mayer*

- Group Report Out/Reflections (15-20 minutes) -- Each group should have one team lead report out on themes from each of the three small group discussion (example – a discussion leader may take 5 minutes to reflect on themes from the discussions in her group for each of the three topical areas. Two others, reporting from their respective groups, requires a total of 15 minutes for this block).
  - Staff will take notes on the overhead during this section.
- General discussion (15 minutes)
- Look ahead to July (10 minutes)
  - Chair will discuss plans for the September Retreat and how today's input will help shape those deliberations.
  - Topics: Use of consultant? Structure of discussions? Reflections on last year's retreat.

### Goal for the Meeting:

- Achieve general agreement on mission/vision statements, even if exact wording is not yet agreed to by end of meeting.
- Build greater understanding of potential changes to major goals and strategies of the SBE strategic plan, setting the stage for productive July work session. Ideally, the Board would agree to a 'tentative outline'
- Discuss members' needs regarding the September retreat.

\*In order to plan for the meeting, the Chair asks that you submit initial thoughts on changes to the mission/vision statements by 7/5. This allows her to understand how divergent and far-ranging opinions are (or aren't) prior to structuring the full Board discussion.



# THE WASHINGTON STATE BOARD OF EDUCATION

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Dear Members of the Board –

The executive committee held a retreat on June 10<sup>th</sup> at the Puget Sound Educational Service District to discuss planning issues for the Board moving forward. The Committee discussed strategic planning issues – including revisiting the mission and vision of the Board – as well as logistical planning issues for this summer and fall. Based on that meeting, we would like to recommend the following schedule of activities going forward.

## **Planning Schedule**

- **Electing Leadership:** To adhere to the by-laws, the Board would need to take nominations for leadership in July, which would enable elections to occur at the September planning meeting (Retreat). Note that the current chair, Dr. Mayer, is term limited beyond this January and will be unable to serve on the executive committee beyond this date.
- **Legislative priorities:** Last year, the Board adopted its legislative priorities in November. Ideally, this process would happen a little earlier to facilitate opportunities for advocacy of these positions in the fall months (September, October, November). A robust discussion in July could put the Board in a position to adopt in September at the Planning Retreat.
- **Strategic Plan:** The Board's current strategic plan is due to expire at the end of this calendar year. In many respects it makes sense to think about the new strategic plan in the same planning cycle as our legislative priorities. If that is the goal, then discussion in July, followed by adoption of a foundational framework at the Retreat (mission/vision, high-level goals) would allow the staff to work on detailed objectives and strategies once the Board has settled the fundamental structure. This would put us on course for final adoption at the end of the calendar year, at perhaps the November or January meeting.

## **Strategic Plan & Legislative Priorities**

The Committee had a lengthy discussion about the existing plan and possible refinements to it. The Committee came to some agreement on the following items:

### **Strategic Plan**

There was a shared belief that the current mission statement was still appropriate and probably didn't need major changes, if any change at all. However, there was discussion that the vision statement could perhaps be "streamlined" in a manner that conveys a similar message but does so in bolder language that is more closely tied to the Board's focus on career and college-readiness.

With regards to the five major goals of the Board, there was some thought that goals two and four could potentially be combined. It was also suggested that goal 1 on governance could be thought of as more of a strategy than a goal unto itself.



Several other themes emerged. There was a conviction that the system goals work required under Senate Bill 5491 would need to become a centerpiece of the Board's work going forward, particularly given the direct tie that work has to the funding conversations currently occurring in the context of the *McCleary* court case. This type of work lends itself to the 'strategic oversight' role that the statute gives the SBE, in contrast to some of the detailed policy work SBE has undertaken at the legislature's direction in recent months.

The Committee also discussed a desire to be more proactive in its communications to key audiences about broad concepts of education funding, preparing students for college and career-readiness, and addressing opportunity gaps in our state. It was thought that the SBE communications plan could be modified to tap into these audiences on key K-12 policy issues, and provide a larger role to members in the delivery of that message. Indeed, the Committee thought that communications could potentially be a goal rather than simply a strategy. One of the strengths of the Board in this regard is the prominence and diversity of the membership in relationship to these key audiences.

### Legislative Priorities

The Executive Committee discussed the following possibilities for Legislative priorities (the final item listed was a late addition and was not discussed at the Retreat).

- **Ample Provision/Funding of Public Schools (McCleary)** – The Board would take a position to support ample provision of public schools, but not at the expense of basic social services to Washington citizens.
- **Statewide Professional Development Funding Framework** – The Board would advocate for the establishment of a statewide framework for funding high quality professional development. This would include introducing the concept of professional development as part of basic education. The Board would ask for commensurate limits on basic education waiver days for the purpose of PD, once funded by the Legislature.
- **Elimination of NCLB/Seek ESEA Waiver Flexibility** – The Board would advocate for legislation which would allow Washington State to get a waiver from the requirements of NCLB, including elimination of annual AYP targets, use of current persistently lowest achieving (PLA) methodology based solely on proficiency, and current restrictions on use of title set-aside funds for supplemental service providers, and transportation. This would involve, at a minimum, legislation to strengthen the requirement of educator evaluations to incorporate, in some way, the growth data from state assessments.
- **Modify Assessment Requirements for Meaningful High School Diploma – Adjust to Reflect New Common Core Standards and Next Generation Standards** – The Board has effectively advocated for strengthened course-taking requirements for the high school diploma. Yet, the assessment requirements for the new diploma remain unresolved. How will the new end of course science assessment be modified in light of the adoption of Next Generation Science Standards? What impact will the new 11<sup>th</sup> grade high-stakes assessments have on student testing alternatives, including collections of evidence? Assessment requirements pertaining to the class of 2019 will likely need to be resolved this legislative session, as that cohort enters high school in September of 2015.



Included in the packet is a list of key questions to frame the Board's discussion on Thursday regarding these issues.

NOTE: Chair Mayer invites your comments on these issues prior to the meeting, so that she can effectively plan for the discussion. You can email her questions and suggestions directly; she asks that you do so prior to July 5<sup>th</sup>.



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### Potential Modifications to the SBE Strategic Plan

#### Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight, and advocate for student success.

**Commented [BR1]:** Exec. Committee saw no need to change the mission statement.

#### Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

**Commented [BR2]:** Exec. Committee wanted something more succinct and declarative. See one example below.

~~The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.~~ All students graduate prepared for career, college, and life.

#### Strategic Plan

- ~~1. Effective and accountable P-13 governance.~~
- ~~2. Comprehensive statewide accountability.~~
3. Closing opportunity gap.
- ~~4. Strategic oversight of the K-12 system.~~
5. Career and college readiness for all students

**Commented [BR3]:** Exec. Committee thought of effective governance as a strategy rather than a goal.

**Commented [BR4]:** Exec. Committee thought that goals 2 & 4 could possibly be combined.

One alternative option with three major goals (formulated by Executive Committee)

1. Comprehensive accountability, recognition, and supports for students, schools, and districts.
  - Establish ambitious student achievement goals for K-12 system
  - Develop an aligned statewide system of school recognition and accountability
  - Support development and oversight of charter school authorizers
2. Close the opportunity gap.
  - Strategic oversight of basic education programs and compliance
  - Promote policies and best practices to close the achievement gap
  - Close gaps in readiness and access (early learning, post-secondary access)
3. Career and college readiness for all students.
  - Support implementation of Common Core and 24 Credit Framework
  - Support and expand competency-based crediting options
  - Strengthen high school and beyond planning



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## 2013-2014 Strategic Plan

### Goal One: P-13 Governance

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

- I. Collaborate with SBE, WTECB, WSAC, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.
- II. Engage the Washington Student Achievement Council to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.

### Goal Two: 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. Plan phase-in of adequate growth and additional college- and career-ready indicators.

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

- I. Assist in the development of revised Annual Measurable Objectives (AMOs) 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. Align statewide system health indicators with the SBE Strategic Plan, as required ESSB 5491.

#### 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: Achievement Gap

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

- I. 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.
- 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. Provide a forum for discussion and analysis of professional development and communication needs as transition to Common Core.
- III. Advocate for dedicated state funding for professional development.

<b>Goal Four: Oversight</b>	
<b>A. Work with districts to ensure Basic Education Act Compliance</b>	
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>B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions.</b>	
I.	Examine policy issues related to awarding competency-based crediting.
II.	Clarify state policy toward approval of online private schools and make any needed SBE rule changes.
<b>C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.</b>	
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.
<b>D. Charter Schools</b>	
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.
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.
III.	Conduct effective, ongoing oversight of the performance of district authorizers of charter schools.
IV.	Annually, report, in collaboration with Washington Charter School Commission, on the performance of the state's charter schools.

<b>Goal Five: Career and College Readiness</b>	
<b>A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21<sup>st</sup> century world of work, and citizenship.</b>	
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>B. Identify and advocate for strategies to increase postsecondary attainment and citizenship.</b>	
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.
II.	Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.
III.	Develop strategies to improve senior-year course taking to reduce remediation rates and increase postsecondary attainment.
<b>C. Promote policies to ensure students are nationally and internationally competitive in math and science.</b>	
I.	Advocate for adoption of Next Generation Science Standards and analysis of assessment and professional development needs for effective implementation.
II.	Develop a timeline and advocacy for a third credit of science as a graduation requirement.
<b>D. Setting Graduation Standards for Assessments</b>	
I.	Develop minimum proficiency standards for SBAC assessment as required under HB 1450.



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## Break-out Session -- 1 Page Briefing Sheet on Legislative Priorities

### Legislative Priorities

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### Legislative Priorities Key Questions (20 minutes)

- What key policy objectives of the Board require statutory changes or legislative agreement? Which of these priorities would rise to the level of a 'Top 3' list for the 2015 Legislative Session?
- What unique and specific role should the SBE play in securing ample school funding for public schools?

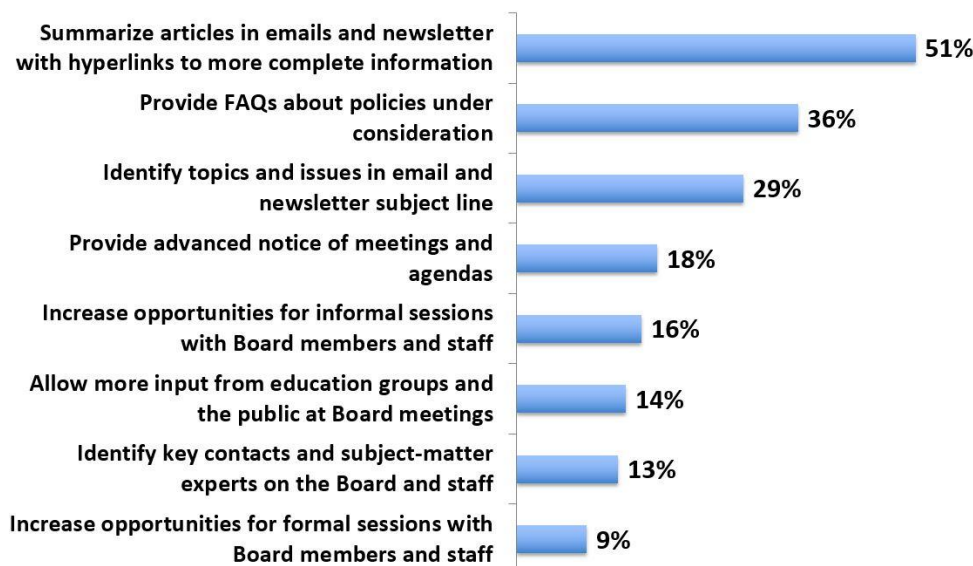


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## Break-out Session -- 1 Page Briefing Sheet on Communications

### In what ways can the Washington State Board of Education improve communication with you?



### Stakeholder Opinions of the Washington State Board of Education (from stakeholder survey results)

- Opinions of the Board were generally positive.
  - Many perceive the Board is now more active, thoughtful and willing to engage stakeholders.
  - Improved communications and engagement efforts have had a positive impact on opinions.
  - As a rule, stakeholders who have frequent contact with and access to board members have more favorable opinions
  - However, lack of clarity on SBE role - responsibilities for education policy overlap several agencies and cause confusion.
  - Others complain the Board is out of touch with education practitioners.
  - Some from all groups have difficulty getting information, including the media.

### Guiding Questions for Communications and Engagement Discussion

- Whom do you see as the primary 'clients' and/or 'audiences' of the State Board of Education's work?
- Of those audiences, how does the Board wish to engage these clients? What strengths does the Board have to build on in this area? What new methods of engagement or communication ought the Board initiate?
- How do you view the role of SBE members in stakeholder engagement and communications?
- What results do you wish to see, and what are some concrete ways to measure the effectiveness of our communications and engagement strategies going forward?



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### Break-out Session -- 1 Page Briefing Sheet on Strategic Plan

#### Strategic Plan (20 minutes)

- What changes, if any, do you believe need to be made to the mission and vision statements of the Board?\*
- How could or should the Board modify its goals and strategies to help the education system deliver on the promises of recently enacted reforms (accountability system, graduation requirements, etc)?
- What one verifiable achievement would you like to be able to claim two years from now?

#### Current mission statement

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

**Commented [BR1]:** Exec. Committee wanted something more succinct and declarative. See one example below.

#### Current vision statement

~~The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.~~ All students graduate prepared for career, college, and life.

#### Current major goals

1. ~~Effective and accountable P-13 governance.~~
2. ~~Comprehensive statewide accountability.~~
3. Closing opportunity gap.
4. ~~Strategic oversight of the K-12 system.~~
5. Career and college readiness for all students

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  - Close gaps in readiness and access (early learning, post-secondary access)
3. Career and college readiness for all students.
  - Support implementation of Common Core and 24 Credit Framework
  - Support and expand competency-based crediting options
  - Strengthen high school and beyond planning