THE WASHINGTON STATE BOARD OF EDUCATION

Governance I Accountability I Achievement I Oversight I Career & College Readiness
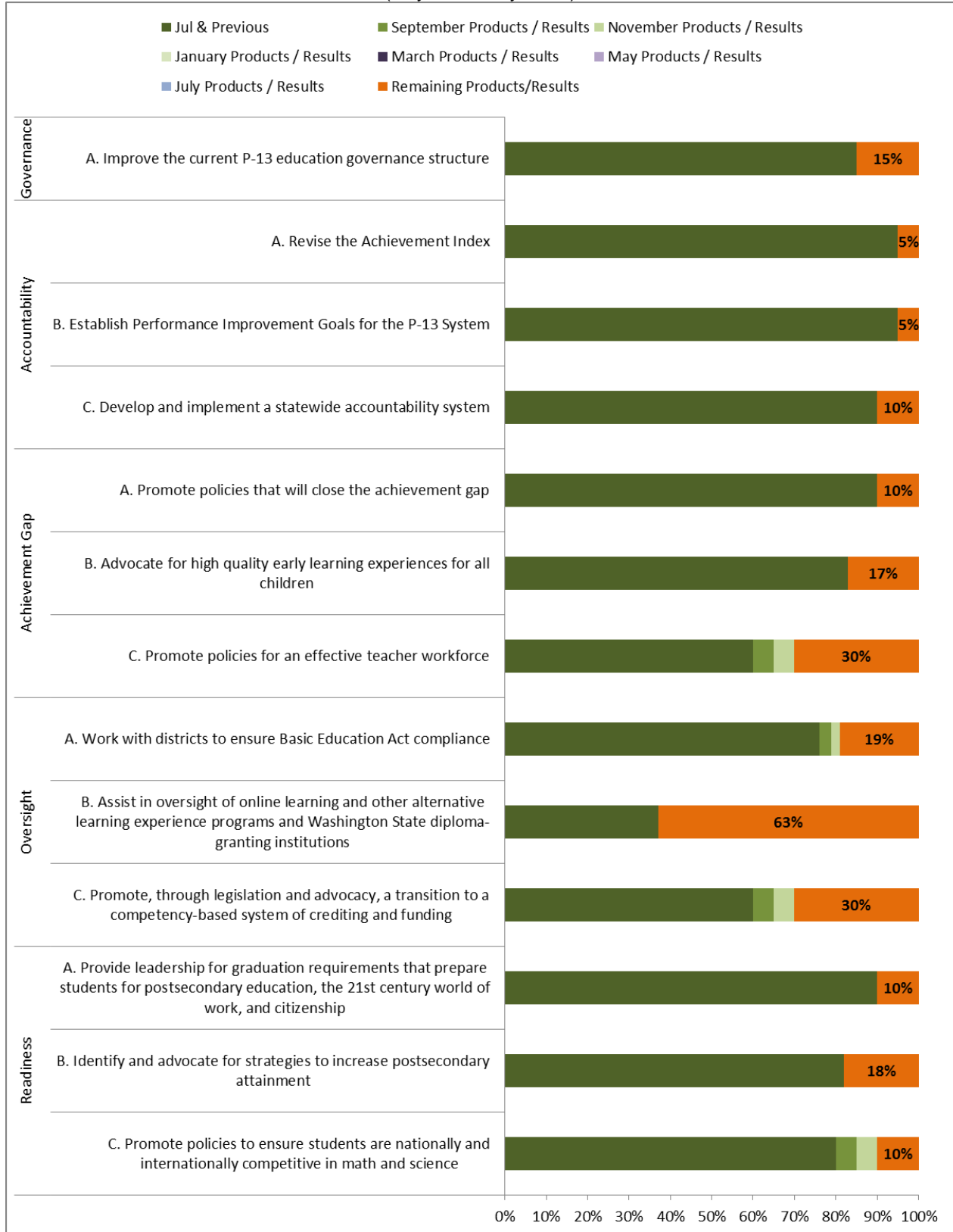
Title:	**Strategic Plan Review**
As Related To:	☒ Goal One: Effective and accountable P-13 governance. ☒ Goal Four: Strategic oversight of the K-12 system. ☒ Goal Two: Comprehensive statewide K-12 accountability. ☒ Goal Five: Career and college readiness for all students. ☒ Goal Three: Closing achievement gap. ☐ Other
Relevant To Board Roles:	☒ Policy Leadership ☒ Communication ☒ System Oversight ☒ Convening and Facilitating ☒ Advocacy
Policy Considerations / Key Questions:	Does the proposed 2013-2014 revised Strategic Plan accurately represent the board's current work, anticipated projects, legislative assignments, and statutory responsibilities?
Possible Board Action:	☒ Review ☐ Adopt ☒ Approve ☐ Other
Materials Included in Packet:	☐ Memo ☒ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint
Synopsis:	Board members will review the current work related to the board's 2011-2014 Strategic plan and the draft 2013-2014 revised Strategic Plan for possible approval.

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

Legend:
- Jul & Previous
- September Products / Results
- November Products / Results
- January Products / Results
- March Products / Results
- May Products / Results
- July Products / Results
- Remaining Products/Results

Governance

A. Improve the current P-13 education governance structure — 15%

Accountability

A. Revise the Achievement Index — 5%

B. Establish Performance Improvement Goals for the P-13 System — 5%

C. Develop and implement a statewide accountability system — 10%

Achievement Gap

A. Promote policies that will close the achievement gap — 10%

B. Advocate for high quality early learning experiences for all children — 17%

C. Promote policies for an effective teacher workforce — 30%

Oversight

A. Work with districts to ensure Basic Education Act compliance — 19%

B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions — 63%

C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding — 30%

Readiness

A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship — 10%

B. Identify and advocate for strategies to increase postsecondary attainment — 18%

C. Promote policies to ensure students are nationally and internationally competitive in math and science — 10%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Strategic Plan Two-Month Executive Summary
(September & October 2013)

Goal	Recent Work
Effective and accountable P-13 governance	• Invited representatives from OSPI, WTECB, WSAC, EOGOAC, QEC, DEL, and the ethnic commissions to participate in the October AAW webinar to discuss SB 5491 goals. • Convened a cross-section of AAW representatives to discuss the data limitations of SB 5491 indicators. • Participated with WSAC in the National Governors Association's Site Visit for Improving Learning Scale.
	Outreach[i, ii, iii, iv, v]
Comprehensive statewide K-12 recognition and accountability	• Prepared amendment to ESEA Flexibility application submitted to U.S. Department of Education. • Held the October AAW webinar to discuss SB 5329 accountability framework. • Drafted rules for SB 5329.
	Outreach[vi, vii, viii, ix]
Closing the achievement gap	• Developed further policy options for targeted subgroups, including ELL and Two or More Races. • Suggested a few schools for KCTS to recognize for their efforts to close the achievement gap. • Discussion of a legislative proposal around extended learning opportunities.
	Outreach[x, xi]
Strategic oversight of the K-12 system	• Approved Spokane School District to be a charter school authorizer. • Signed a Charter School Authorizing Contract with Spokane School District. • Basic Education compliance process completed. • Public hearing on proposed rules on charter authorizer annual reports. • Researched charter authorizer oversight processes for rule-making. • Economy and efficiency (Option 2) waiver analysis.
	Outreach[xii]
Career and college readiness for all students	• Next Generation Science Standards adopted. • Meetings with Legislature to encourage the implementation of the career- and college-ready requirements within fully-funded basic education. • Isabel participated in a CTE Taskforce/Workgroup. • Work on cross-crediting continues.
	Outreach[xiii]

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[i] Learning First Alliance

[ii] Quality Education Council

[iii] SB 5491 update and discussion with agency heads

[iv] Excellent Schools Now

[v] Blog: Stop Bullying Now: A Safe Learning Environment for All Students

[vi] Educational Service District 113 Superintendents

[vii] Association of Washington State Principals Board Meeting

[viii] League of Education Voters

[ix] Parent Teacher Association Legislative Assembly

[x] Blog: A budget cut by any other name . . .

[xi] Special Education Legislative Taskforce

[xii] Met with Charter School Commission's new Executive Director

[xiii] Developed new career and college readiness graduation requirements materials

2012-2013 Minimum Basic Education Requirements Compliance

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE shall require the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.

2. Kindergarten total instructional hour offering.

3. Grades 1-12 minimum 180-day school year.

4. Grades 1-12 total instructional hour offering.

5. State high school graduation minimum requirements.

On July 30, 2013 the SBE launched the basic education compliance reports through OSPI's I-Grants system. On July 31, 2013 the SBE notified all districts that they must complete and submit the online report by September 13, 2013. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports. As of October 18, 2013 compliance reports had been submitted by all 295 districts and approved by SBE staff.

STATE BOARD OF EDUCATION

2013-2014 — Minimum Basic Education Requirement Compliance

Please Check One		
In Compliance	NOT in Compliance	
○	○	**Kindergarten Minimum 180-Day School Year** (RCW 28A.150.220. RCW 28A.150.203) The kindergarten program consists of no less than 180 half days or equivalent (450 hours) per school year.
○	○	**Kindergarten Total Instructional Hour Offering** (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in kindergarten at least a total instructional offering of 450 hours.
○	○	**Grades 1-12 Minimum 180-Day School Year** (RCW 28A.150.220. RCW 28A.150.203) The school year is accessible to all legally eligible students and consists of at least 180 school days for students in grades 1-12, inclusive of any 180-day waivers granted by the State Board of Education.
○	○	**Grades 1-12 Total Instructional Hour Offering** (RCW 28A.150.220. RCW 28A.150.205. WAC 180-16-200) The district makes available to students enrolled in grades 1-12 at least a district-wide, annual average total instructional hour offering of 1,000 hours.
	K-12 Districts Only **State High School Graduation Minimum Requirements** (RCW 28A.230.090. WAC 180-51-066)	
○	○	All subject areas are aligned with the state's high school learning standards and essential academic learning requirements, and at a minimum meet grades 9-10 grade level expectations. District high schools meet or exceed all state minimum graduation requirements.

If your district is NOT in compliance, please explain why.

Note: A district that has been granted a waiver of the minimum 180-day school year requirement is in compliance with RCW 28A.150.220.

CERTIFICATION OF COMPLIANCE

The following persons named below certify that the information stated herein is true and correct and that **Office of Superintendent of Public Instruction** meets the basic education program requirements contained in RCW 28A.150.220 and the minimum high school graduation requirements set forth in WAC 180-51-066 for students entering the ninth grade on or after July 1, 2009 through June 30, 2012 and WAC 180-51-067 for students entering the ninth grade on or after July 1, 2012.

The undersigned further acknowledge that a copy of this document has been provided to the district's Board of Directors and that the district has maintained records in its possession supporting this certification for auditing purposes.

	Date
School District Superintendent	**Date**
Board President or Chair	**Date**

District Graduation Credit Requirements

Districts are also asked to provide the following information, so the SBE database accurately reflects district requirements.

K-12 Districts Only **Indicate your district's graduation requirements in the table below.**	
S U B J E C T	**District Graduation Credit Requirements for Class of 2014**
English	
Math	
Social Studies	
Science (at least one lab)	
Arts	
Occupational Education/CTE	
Health and Fitness	
World Languages	
Culminating Project*	
High School and Beyond Plan*	
Electives	
Other District Requirement for Credit (specify):	
TOTAL	**0.0**

The Culminating Project and High School and Beyond Plan are non-credit state requirements. Some districts may choose to award credit for these experiences.

What non-credit district graduation requirements do you have?
Does your district award competency-based credit? If Yes, in what subjects?
Does your district have Career and Technical Education course equivalencies; that is, Career and Technical Education courses that your high school(s) or district have determined to be equivalent to academic core courses and are accepted as meeting core graduation requirements? ○ Yes ○ No

Strategic Plan
Products and Assignments

Goal One: P-13 Governance

A. Improve the current P-13 education governance structure. ~~Commitment~~Staff Resources: ●	Comments	Staff	Due	Progress
I. ~~Seek avenues for collaboration between~~Collaborate with SBE, WTECB, ~~OSA~~WSAC, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.	ESSB 5491 requires SBE to work with OSPI, WFTECB, QEC, WA Student Achievement Council, and EOGOAC to establish and report performance goals for statewide indicators of educational health.	Ben / Sarah	Ongoing	▲ ▲ △
II. Engage the ~~Office of~~Washington Student Achievement Council to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.	Ben has met with Gene and spent time at the WSAC retreat. Linda has been on Roadmap committee for alignment. Probably need some board-to-board communication.	Ben	Ongoing	▲ ▲ △

Commented [SL1]: There seems to be a current proliferation of organizations working on student achievement goals and accountability issues. Since we were charged with setting statewide indicators of educational health under ESSB 5491, this gives us more credibility and responsibility to coordinate roles and responsibilities. Let's be more aggressive and specific in this goal.
~ Connie Fletcher

Goal Two: Accountability

A. Revise the Achievement Index. ~~Commitment~~Staff Resources: ● ● ●	Comments	Staff	Due	Progress
I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.	Certainly has been a focus. Work with AAW shifting from revised Index to accountability system.	Ben / Linda / Sarah	~~2013.06~~ 2013.12	▲ ▲ △
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.	The goal remains securing federal approval, particularly with regards to employing an Ever ELL approach. Ben spoke to USED representatives at CCSSO conference August 21, 22. A telephone call with USED representatives is scheduled for August 27.	Ben / Linda	2013.09	▲ ▲ △

Commented [SL2]: Add a specific goal for implementation of the revised Achievement Index.
~ Peter Maier

Commented [SL3]: We're mostly done with this work. Yea!
~ Connie Fletcher

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Commented [SL4]: Given the amount of updating on everything, am not sure where we are on this and if two triangles are an accurate reflection.
~ Kevin Laverty

▲ ▲

B.	Establish performance improvement goals for the P-13 system.				
	~~Commitment~~Staff Resources: ●●				
	I. Assist in the development of revised Annual Measurable Objectives (AMOs) that align with the revised Achievement Index.	This work is embedded in the flexibility application, but the work on the ELL AMAOs represents real progress. Linda attends regular meetings with OSPI staff on AMOs.	Ben / Linda	~~2013.09~~ 2014.07	▲ ▲ △
	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.	Major work on this with Emily last year. ESSB 5491 moves this along to a higher level conversation.	Ben / Linda	Ongoing	▲ ▲ △
C.	Develop and implement a statewide accountability system.				
	~~Commitment~~Staff Resources: ●●				
	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.	Major movement on this item with E2SSB 5329. Implementation remains a key consideration as we move into the 2014-15 school year.	Ben / Linda	Ongoing	▲ ▲ △
	II. Advocate for legislation and funding to support a robust and student-focused accountability system.	Again, major movement here. $10 million from the legislature.	Ben / Jack	Ongoing	▲ ▲ ▲

	Goal Three: Achievement Gap				
A.	Promote policies that will close the achievement gap.	Comments	Staff	Due	Progress
	~~Commitment~~Staff Resources: ●				
	I. ~~Promote and support best practices that will close the achievement gap.~~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.	This could probably use a little more definition.	Ben / Linda	Ongoing	▲ ▲ △
	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.	We did this well last year at our retreat, and 5491 will hopefully create the opportunity to institutionalize a set of metrics on this.	Ben / Linda / TBD	Ongoing	▲ ▲ △
B.	Advocate for high quality early learning experiences for all children.				
	~~Commitment~~Staff Resources: ●				
	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.	Major movement on this via the 2013 budget. $ billion in policy adds for McCleary. $90m for FDK.	Ben / Jack	~~2013.01~~ 2014.05	▲ ▲ △

Commented [SL5]: Use ESSB 5491 for this purpose ~ Connie Fletcher

Commented [SL6]: Done! ~ Connie Fletcher

Commented [SL7]: Never done! ~ Connie Fletcher

Commented [SL8]: Do we need to use the words "write draft legislation," or is that too much of a reach toward tactics? ~ Kevin Laverty

Commented [SL9]: Again, never done! We're making strides with this with our achievement index and accountability measures.
~ Connie Fletcher

Commented [SL10]: While I recognize that the SBE has a full plate at the moment, longer term I would like the Board to place more emphasis on advocating for expanded pre-K access. A widespread consensus is emerging that pre-K is one of the best ways (possibly the single most effective way) to boost educational achievement for all. In this state, however, no other governmental group is actively pushing this concept. I suggest something like "Develop potential frameworks for greatly expanded access to pre-K." ~ Peter Maier

	Comments	Staff	Due	Progress
II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.	We were advocates on the 3rd grade reading bill this session. Ben was consulted on the final draft and helped make it less burdensome on districts.	Ben	Ongoing	▲ ▲ △
C. Promote policies for an effective teacher workforce. ~~Commitment~~*Staff Resources*: ⬤				
I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.	This seems relegated to the annual November meeting. We should probably take a fresh look at this concept.	Ben / Linda	Nov. (annually)	▲ ▲ △
II. ~~Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance.~~Provide a forum for discussion and analysis of professional development and communication needs as transition to Common Core.		Ben / Linda	Ongoing	△ △ △
III. Advocate for dedicated state funding for professional development.		Ben / Jack	Ongoing	△ △ △

Goal Four: Oversight

A. Work with districts to ensure Basic Education Act Compliance ~~Commitment~~*Staff Resources*: ⬤	Comments	Staff	Due	Progress
I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.	Jack has done a nice job on this all around – our process is much tighter and districts know how to get their questions answered. We still, however, have only districts' word as to compliance. At minimum, we might provide support for the funded JLARC study on use of school days and instructional time. We might also continue to advocate for defining school day in terms of instructional hours.	Jack / Staff	~~2013.06~~ 2014.06	▲ ▲ △
II. Put into rule clear and effective criteria for waivers from the 180-day school year.	We did accomplish this. They are now being utilized. Some member interest in revisiting.	Jack / Staff	2013.11	▲ ▲ ▲

Comments:

Commented [SL11]: I believe we need more direct involvement in encouraging communities to provide more high quality day care and early learning opportunities for all low and middle income kids. Seattle is considering this now. ~ Connie Fletcher

Commented [SL12]: Please remind me again of our action in this arena; apologize if I'm having senior moments. Are we talking reduced class sizes, additional teachers, specialized programs? ~ Kevin Laverty

Commented [SL13]: What can/should we do to promote the effective implementation of TPEP? ~ Connie Fletcher

Commented [SL14]: Let's look at a new model based on competency. On-line learning will be changing how we do education dramatically. The old models of 180 days and 1000 hours may not make sense in the near future. On the other hand, how do we change this without shortchanging kids who need more time? ~ Connie Fletcher

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Commented [SL15]: Replace this goal with "Analyze possible different approaches to waivers, including potential legislation". ~ Peter Maier

Commented [SL16]: Here we have a chance to expand or modify this. Am not sure if we are talking advocacy via the WASA/WSSDA letter or beyond. While the criteria piece is completed, I think there are still some concerns about how the waivers are presented to us at meetings – i.e., recommendations based on criteria, the use of a spreadsheet with a series of checkoffs, etc. ~ Kevin Laverty

B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions. ~~Commitment~~Staff Resources: ●					
I. ~~Examine policy issues related to the oversight of online learning for high school credits.~~Examine policy issues related to awarding competency-based crediting.	I spent a little time on this and I think additional time is warranted generally on the topic of competency based crediting.	Linda	~~2013.02~~	▲ ▲ △	
II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.	The online private school bill was the subject of legislation this year. This issue has resolved itself – now private schools can be online.	Linda	2014.01	▲ ▲ ▲	
C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding. ~~Commitment~~Staff Resources: ●					
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.	There was new legislation that clarified the categories used for ALE, and restored funding to prior (full) 100% levels.	Ben / Jack	2013.02	▲ ▲ ▲	
D. Charter Schools Staff Resources: ●					
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.		Jack	2014.07	△ △ △	
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.		Jack	Ongoing	△ △ △	
III. Conduct effective, ongoing oversight of the performance of district authorizers of charter schools.		Jack	Ongoing	△ △ △	
IV. Annually, report, in collaboration with Washington Charter School Commission, on the performance of the state's charter schools.		Jack	Dec. (annually)	△ △ △	

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Goal Five: Career and College Readiness				
A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21st century world of work, and citizenship.	Comments	Staff	Due	Progress
~~Commitment~~Staff Resources: ● ●				
I. Advocate for the implementation of Washington career and college-ready graduation requirements.	Tremendous amount of work here, but to no avail. Next step is meeting with key legislators and understanding the next step. WA Student Achievement Council Roadmap aligns with career and college-ready graduation requirements—Linda is on the alignment committee for development of the Roadmap.	Linda / Jack	~~2013.06.01~~ 2014.05	▲ ▲ △
II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.	Major investment of staff time, which produced some success in 2013 session.	Ben	Ongoing	▲ ▲ △
B. Identify and advocate for strategies to increase postsecondary attainment and citizenship.				
~~Commitment~~Staff Resources: ●				
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.	Our work on cross-crediting fits here, as does our look at post-secondary remediation. Board members Tre' Maxie and Cindy McMullen will present at WSSDA conference on CTE cross-crediting.	Linda	Ongoing	▲ ▲ △
II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.	We invested major work here in November and January of this year and produced a set of recommendations that ultimately are close to what the legislature did. Future work will involve the transition to CC assessments. CCSSO conference in August will be on this topic—Linda and Ben will be joining a team from OSPI.	Ben / Linda		▲ ▲ △
III. Develop strategies to improve senior-year course taking to reduce remediation rates and increase postsecondary attainment.		Ben / Linda		

Commented [SL17]: Hold firm ~ Connie Fletcher

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Commented [SL18]: We will need to be more involved in the Career side of Career and College Readiness. Kids are being priced out of college, and career and tech education may be better options. ~ Connie Fletcher

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Strategic Assignments	Objectives, Timeline, Achievements			

C. Promote policies to ensure students are nationally and internationally competitive in math and science.				
~~Commitment~~*Staff Resources*: ●				
I. ~~Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.~~Advocate for adoption of Next Generation Science Standards and analysis of assessment and professional development needs for effective implementation.	We've made some investment on this in next generation science standards, and pursuing the third credit of lab science. That math angle to this has been less recent.	Linda	~~2013.06~~ 2014.09	▲ △ △
II. Develop ~~phase in plan~~ a timeline and advocacy for a third credit of science as a graduation requirement.~~s for Legislature's consideration.~~	Major investment on this, but the plan did not materialize	Ben / Jack	Ongoing	▲ ▲ △
D. Setting Graduation Standards for Assessments				
I. Develop minimum proficiency standards for SBAC assessment as required under HB 1450.	The bill requires a review of WA student's experience on the SBAC and review of scores of other states that use the SBAC or an 11th grade assessment required for graduation	Ben / Linda	2015.06	△ △ △

Staff Resources

● = minimal amount of effort (e.g. phone call/emails)

●● = medium (part time staff analysis)

●●● = substantial (full time one staff equivalent)

Total staff resources available = 18

Progress

▲ = project / product initiated

▲ ▲ = project / product in progress

▲ ▲ ▲ = project/ product completed

Board Norms for the Washington State Board of Education
Adopted by the Board, _____ 2013

- Board meetings will focus on the Board's goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.

- At Board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.

- Every board member should play a meaningful role in the Board's overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.

- The purpose of Board meetings, above all else, is to discuss policies for helping all students to succeed and to graduate college and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.

- Board meetings should include the following procedures:

  o Board meetings should start on time and end on time.

  o Materials for the meeting should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.

  o Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).

  o Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.

  o Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until a designated "pause" for questions.

- Each Board member expects of the others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.

- Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.

- When considering policy proposals, each Board member expects of others an opportunity for advance review. The Board agrees to a "no surprises" mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.

- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.

- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose. Members will avoid letting their affiliations or backgrounds define their contributions or policy positions.

- Board members will maintain the confidentiality of executive sessions.

- In their communications with the public, individual Board members should support the majority decisions of the Board while maintaining the right to express their own personal views (see Bylaw Article III, section 3).

Title:	**Strategic Communications Plan**	
As Related To:	☐ Goal One: Effective and accountable P-13 governance. ☐ Goal Two: Comprehensive statewide K-12 accountability. ☐ Goal Three: Closing achievement gap.	☐ Goal Four: Strategic oversight of the K-12 system. ☐ Goal Five: Career and college readiness for all students. ☒ Other
Relevant To Board Roles:	☐ Policy Leadership ☐ System Oversight ☐ Advocacy	☒ Communication ☐ Convening and Facilitating
Policy Considerations / Key Questions:	We are tyring to do more concentrated stakeholder outreach, leverage digital media and eleveate the board's brand.	
Possible Board Action:	☒ Review ☐ Adopt ☐ Approve ☐ Other	
Materials Included in Packet:	☐ Memo ☐ Graphs / Graphics ☐ Third-Party Materials ☐ PowerPoint	
Synopsis:	Board members will review the Strategic Communications Plan.	

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Strategic Communications Plan

Objective: The strategic communications plan will help staff communicate more <u>effectively</u> and <u>proactively</u> with the board, media, Legislature, stakeholder groups, and citizens to ensure they are aware of what the board is working on, and how it will improve outcomes for students in Washington.

Vision:

1. SBE will be recognized as the leader in career and college readiness reform in Washington.
2. The public will:
   a. Know who the board is and what it does,
   b. Get information about the board from the board, and
   c. Understand how the board's work improves outcomes for kids.
3. SBE is known to solicit and value stakeholder input.
4. SBE is known to be accessible, transparent and thoughtful.
5. SBE must be innovative and strategic in its communications given its small size.

We plan to accomplish this through branding, high-quality written materials, increased media presence, and concentrated stakeholder outreach.

1. STAFF/BOARD COMMUNICATION

Objective: Foster ongoing high-quality communication between staff and board members.

Vision: A free flow of information between staff and board where everyone is informed, up-to-date and engaged.

Action Items:
- Use new SharePoint to allow board members to provide feedback on documents.
- Created Board Meeting Preview videos featuring the Executive Director.
- Alert members of potential articles/blog posts about them.
- Share articles/blog posts about the board with board members/staff.
- Ask members to let us know when they are scheduled to give presentations to stakeholder groups.
- Provide materials (handouts, PowerPoints, graphics) for members to give presentations.
- Work with members to feature one in each newsletter.
- When appropriate (geography, timing) pitch member profile pieces to media.

Measure: Add a communication question to the board meeting survey and track responses and feedback.

2. STAKEHOLDER OUTREACH & EDUCATION

Objective: Foster collaborative relationships with stakeholder groups by sharing SBE information with them and gathering feedback and input both in-person and electronically.

Vision: Stakeholder groups see the SBE as accessible and communicative, helping them understand complex board work areas.

Action Items:
- Identify key stakeholder groups (both generally and topic-specific).
- Keep stakeholders up-to-date on board work by sending news releases, blog posts, meeting agendas, meeting highlights, newsletters, annual report.
- Inform stakeholders of opportunities to provide input and/or public comment.
- Staff/board members accept invitations to speak to stakeholder groups, send thank you note after for the opportunity to address group.
- Publicize member/staff presentations (when open to the public) on website, Facebook and Twitter with date/time/location.
- Post photos of member/staff presentations on Facebook and Twitter.
- Identify new stakeholder groups (i.e. Black Education Roundtable), check with other minority commissions to see if they have education groups.
- Reach out to stakeholder groups and offer to speak at events, provide content for newsletters, share materials, and answer questions.
- When speaking to stakeholder groups hand out a survey related to the topic of discussion and use a sign-up sheet to collect contact information of audience members.
- Meet monthly with OSPI communications team for collaboration.
- Participate in the South Sound Education Communicators meetings to discuss upcoming board work and collect feedback.
- Meet with regional legislators and superintendents at board meetings locations.
- Hold stakeholder meetings on specific topics when necessary.
- Hold webinars on specific topics when in-person meetings aren't advantageous.
- Review stakeholders' publications, blogs and social media sites for mentions of the board/board work, and to find out what topics are important to the group.
- Keep ongoing list of outreach efforts.

Materials:
- Bimonthly electronic newsletter, feature a board member, explain SBE projects, and highlight recent accomplishments/milestones, publish 5-6 times a year.
- Create a one-pager explaining who the board is and what the board does, current work, and recent achievements.
- Create one-pagers for SBE requested/supported legislation, explaining the problem to be solved, the background of the situation, how the legislation solves the problem (or makes progress toward a solution), and who else supports the bill.

- Develop graphics to visually explain complex ideas (changing graduation requirements, revised index, index tier labels, etc.).
- Create an annual report – include: mission, vision, board members, accomplishments, areas of work, student data, photos, graphics.
- Post materials on website and social media.
- Include materials in press releases and blog posts when appropriate.
- Develop one-pagers for areas of SBE work (charter schools, revised index, etc.).
- Create videos to share new board work, progress on goals, accomplishments, explain complex topics.

Measure: Track number of presentations, feedback from surveys, positive mentions about the board in stakeholder newsletters, blogs and tweets, and requests for our materials.

3. ISSUED-BASED COMMUNICATION PLANS

Objective: Proactively prepare for the communication needs of SBE work areas by collaborating with staff subject matter experts to develop individual communication plans.

Vision: The field, public, Legislature, and stakeholder groups better understand SBE work area, how it affects them, how it will improve outcomes for children, and when it will be implemented.

CHARTER SCHOOLS COMMUNICATIONS PLAN

Objective: Work with Jack and Julia to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders and public are well informed of the role SBE plays in implementing the charter school law, where we are in the process, the basis for board actions, whom to contact with concerns/questions, and the next steps.

Key Stakeholders:
- Washington Charter School Commission
- School districts
- WSSDA
- Washington State Charter Schools Association (LEV, Stand for Children, Partnership for Learning, and Democrats for Education Reform)
- Small group of legislators
- Small group of media

Key Messages:
- Quality charter schools begin with quality charter authorizers.
- It is better that charter schools be done well than done quickly.

- Looking for high-quality applications closely aligned with the goals of the law from districts that are thoughtful, deliberate, and committed to being quality authorizer.
- We employ a rigorous review and evaluation process.
- Emphasis is on serving at-risk populations through quality schools.

Action Items:

Rule-making:
- Email draft rules to ListServ and stakeholders, post on website and social media asking for feedback.
- Email notice of public hearing dates/times/locations to ListServ and stakeholders, post on website and social media.
- Post adopted rules on charters webpage, highlight in the newsletter.
- Meet with regional legislators and superintendents at board meeting locations to discuss progress and solicit feedback.

Notices of Intent:
- Email deadline reminder to ListServ and stakeholders, post on website and social media.
- Post notices of intent on the website as they are received.
- Prepare talking points for possible media inquiries.
- Send news release on Oct. 2 (if any school districts submit notices).

Applications:
- Email deadline reminder to schools who submitted notices of intent.
- Post applications on the website as they are received.
- Prepare talking points for possible media inquiries.
- Send news release on Jan. 2 (if any school districts submit applications).

Deny/Approve: (only applies if applications are received)**:**
- Prepare talking points for possible media inquiries.
- Send news release day of board's decision by April 1 (possibly not if applications are denied).

Materials:
- One-pager
- Webpage
- PowerPoint
- Annual Report to Legislature, Governor and public
- News Releases
- Video

Timeline:
- Oct. 1 – Notices of Intent due

- Dec. 31 – Applications due
- April 1 – Approve or deny applications

REVISED INDEX COMMUNICATIONS PLAN

Objective: Work with Linda and Andrew to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders and public are well informed of the development of the revised Achievement Index and its uses (RAD, awards), where we are in the process and the next steps, whom to contact with concerns/questions, and feel their input was sought and valued.

Key Stakeholders:
- OSPI
- U.S. ED
- ESD superintendents
- Small group of district superintendents
- District Assessment Coordinators (Greg Lobdell)
- WSSDA
- WEA
- EOGOAC and ethnic commissions
- LEV
- AAW
- Washington Policy Center
- Small group of Legislators
- Small group of media

Key Messages:
- Part of ESEA waiver from No Child Left Behind Act.
- Aligns state and federal accountability into one processRevised index is transparent and robust, and incorporates federally required elements.
- In addition to proficiency, tracks student growth percentiles and career and college readiness.
- OSPI selected a Student Growth Percentile Model.
- Growth is good.
- The Index is for school accountability—is not and will never be for teacher evaluation.
- All schools and students have room to grow.
- Adequate growth is growth to standard.
- Focused on closing the achievement gap (half the Index rating).
- Transitioning from normative standards to criterion-referenced standards after Common Core State Standards re-baseline.

- Not an A-F rating system, rating tiers are: exemplary, very good, good, fair, underperforming, priority – lowest 5%.
- Revised Index will be used for Achievement Awards and identifying schools for extra support.

Action Items:
- Invite representatives from stakeholder groups and ethnic commissions to participate in the AAW meetings/webinars.
- Seek input from AAW and other stakeholders on development of revised Index and its uses (RAD, awards) through meetings, webinars, videos, and electronic feedback mechanisms.
- Meet with regional legislators and superintendents at board meetings locations to discuss progress and solicit feedback.
- Develop materials to explain revised Index rating system, tier categories and timeline.
- Work with OSPI on materials to explain SGP.
- Develop materials to explain RAD I and RADII timelines.
- Post materials on website and social media sites**,** provide to staff/board members for presentations to public/stakeholders.
- Work with contractor to develop an interactive online tool to display, compare and track revised Index ratings (integrate with report card and peers comparison).
- Prepare talking points for possible media inquiries.
- Send news release when revised Index is approved by USED.
- Send news release when Achievement Award winners are announced.
- Send news release if SBE identifies any RAD II districts.

Materials:
- One-pager
- Webpage
- PowerPoint
- News Release
- Blogs
- Videos
- Webinars
- Visuals/graphics

Timeline:
- November 1 – solicit feedback on 5329 draft rules
- December? – revised Index approved by USED
- Mid-February? – revised Index ratings released
- Mid-Fegruary - Respond to queries from stakeholds on Index
- End of April – Achievement Awards
- January - RAD II announced

Strategic Communications Plan

GRADUATION REQUIREMENTS COMMUNICATIONS PLAN

Objective: Work with Linda to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders and legislators are well informed of the importance and flexibility of a career and college ready diploma, whom to contact with concerns/questions, and feel their input was sought and valued.

Key Stakeholders:
- Legislators
- CTE/Skill Center communities
- Guidance Counselors
- Parents
- ESD superintendents
- WSSDA
- WEA
- Small group of media

Key Messages:
- Career and college readiness for all students.
- 24 credit framework is rigorous, flexible and meaningful.
- Many personalized pathways to career and college.
- Keeps all postsecondary options open.
- Adds a lab science, three electives (based on the High School & Beyond Plan).
- Many schools already offer 24 credits.
- Up to two credits may be waived locally for students who have attempted 24.
- Everyone needs math and science.

Action Items:
- Gather input from CTE communities.
- Develop materials to explain the proposed credit changes and flexibility.
- Create one-pager for legislators.
- Write blog post(s) and create video highlighting the benefits, flexibility and importance of 24 credit framework, post on website, social media; email to ListServ and stakeholders.
- Track legislation progress and list dates/times/locations of hearings on SBE Legislative Priorities webpage, Facebook and Twitter.
- Prepare talking points for possible media inquiries.
- Send news release when(if) bill is passed.

Materials:
- One-pager

- Webpage
- Blogs
- Videos
- Visuals/graphics

Timeline:
- Nov-Dec – Prepare for Leg session
- Jan – March – Legislative Session
- 2014-2015 School Year – 24 credits available (if passed in 2014 Leg. session)
- Class of 2018 – 24 credits required to graduate (if passed in 2014 Leg. session)

5491 GOALS COMMUNICATIONS PLAN

Objective: Work with Linda and Andrew to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Stakeholders feel their input was sought and valued. Legislators see value in the goals set by the board (and partners) for evaluating the health of the statewide educational system.

Key Stakeholders:
- OSPI
- WTECB
- SBCTC
- WSAC
- EOGOAC
- QEC
- DEL
- Ethnic commissions
- AAW
- Legislators

Key Messages:
- The data provides a snapshot of the overall health of the statewide educational system.
- The goals focus on closing the achievement gap.
- The goals are a means to evaluate progress in the educational system.
- Tracking the data will help us understand whether reform efforts and investments are making positive progress.
- The goals are realistic but challenging.
- The goals are set on a biennial basis, and may only be adjusted upward.
- Trying to align the goals with other systems (Roadmap, Results Washington).

Action Items:
- Invite representatives from stakeholder groups and ethnic commissions to participate in the AAW meetings/webinars.
- Seek input from AAW and other stakeholders on data availability and development of goals through meetings, webinars, videos, and electronic feedback mechanisms.
- Create a webpage listing the indicators and goals, and ways to provide feedback.
- Work with a contractor to develop an interactive online tool to display, compare and track goals.
- Write blog post(s) and create video explaining the goals, post on website, social media; email to ListServ and stakeholders.
- Develop one-pager listing the goals and explaining how they measure the closing of the achievement gap.
- Prepare talking points for possible media inquiries.
- Send news release when report is sent to the Legislature.
- Pitch TVW a discussion of the statewide goals for either The Impact or Inside Olympia.

Materials:
- Webpage
- One-pager
- Blogs
- Videos
- Visuals/graphics
- News Release

Timeline:
- Dec. 1 – Report Due to Legislature (2013 and every even numbered year)

LEGISLATIVE PRIORITIES COMMUNICATIONS PLAN

Objective: Work with Ben, Jack and Julia to identify key stakeholders, key messaging, major dates, possible opposition and responses, and preferred communication methods.

Vision: Legislators are well informed of the importance and benefits of the bills and budget actions proposed or supported by the board, and know whom to contact with concerns/questions.

Key Stakeholders:
- All legislators
- Key legislators
- Small group of media

Key Messages:
- Will depend on the specific bill or budget item.

Action Items:
- Create one-pagers for legislators.
- Write blog posts and create videos highlighting the importance and benefits of the bill, post on website, social media; email to ListServ, legislators and stakeholders.
- Hold an open house for legislators during Legislative Committee Days, give a presentation on who the board is, what it does, introduce SBE bills, and provide contact information.
- Track legislation progress and list dates/times/locations of hearings on SBE Legislative Priorities webpage, Facebook and Twitter.
- Notify members of opportunities to testify on key bills.
- Prepare talking points for possible media inquiries.
- Send news release if bill is passed.

Materials:
- One-pagers
- Webpage
- Blogs
- Videos
- Visuals/graphics
- Op-eds
- News release

Timeline:
- Nov – Dec – Prepare for Legislative Session
- Nov 21-22 – Legislative Committee Days
- Jan – March – Legislative Session

4. MEDIA

Objective: Increase the amount of positive media coverage for the board by fostering relationships with reporters and providing them with timely, relevant information.

Vision: The board would be the source of media information about the board and its work, and media coverage would be positive and accurate.

Action Items:
- Update SBE media list.
- Add each reporter who contacts the office to the media list.

- Send news releases to the media list announcing meetings, new board members, and major accomplishments/milestones.
- Send meeting highlights to media list after meetings.
- Send newsletter to media list.
- Respond quickly to media requests.
- Prepare talking points when expecting media interest so we can respond quickly and stay on message.
- Be as helpful as possible, direct reporter to correct source if not SBE.
- Reach out to media in board meeting location. Let them know we have a meeting soon in their area and invite them to attend. Try to schedule time with Executive Director and a local board member or the Chair to meet with local media to explain who the board is and what we are working on.
- Ask local media/bloggers if they would publish a notice on their website/social media accounts with the date/location of the upcoming board meeting in their area.
- Proactively reach out to reporters we know are interested in a particular subject when there is change or progress in that area (i.e. – Chris Ingalls – waivers).
- Send draft agenda to TVW, highlighting the key portions of the meeting.
- Pitch board-related topics/interview with Executive Director for TVW's Inside Olympia and The Impact.
- Track articles, blogs posts, and radio and television spots that mention the board or specific members. If negative or inaccurate, decide whether a response is necessary and if so, what type (i.e. press release, blog post, call to reporter to correct misinformation).

Measure: Track the number of articles, blogs, and radio and television spots that favorably mention the board.

5. DIGITAL COMMUNICATIONS

Objective: Leverage technology to increase engagement by reaching out to and interacting with stakeholder groups through a user-friendly website, social media sites, and compelling and informative videos.

Vision: SBE web and social media sites would be recognized as the authority on board work and known to be informative, up-to-date and engaging.

Website:
- Meetings: Post dates/locations of board and workgroup meetings, agendas and materials, highlights, video/audio. Work to complete posting of archived materials from past meetings.
- FAQs: Convert FAQ PDFs to webpages. Make FAQ menu a drop down list instead of a page. Post links to FAQs on related responsibilities pages.

- News: Convert news release PDFs to webpages. Post news releases on News tab and add headline and link on the homepage. Create a photo gallery of high-resolution photos for use by media.
- Achievements: Create 2013 achievements page and update old achievement pages.
- Responsibilities: Break up each topic page into multiple subpages with an index on the main topic page.
- Materials: Post handouts, PowerPoints and graphics on the materials page and the related responsibilities pages as they are developed.
- Legislative Priorities: Create a page for SBE-supported legislation and legislation that affects SBE. Track progress of legislation. List dates/times/locations of hearings.
- Blog: Post regularly (3-5 times a month – have a data spotlight once a month). Add link to new posts on homepage and post to social media. Send posts to board members, ListServ, Legislature, and stakeholders. Monitor comments – approve/disapprove within 3-days.
- Usability Testing: Identify top five "user personas" of website (i.e. teachers, parents, superintendents, ed reform groups). Identify top user tasks of website (i.e. find waiver info, contact the board, when is the next meeting). Find two volunteers from each persona, watch and record volunteers performing tasks, make changes to website to increase ease of performing top tasks. Run usability testing every 12-18 months.

Social Media:
- Post regularly on Facebook and Twitter – SBE press releases, blog posts, newsletters, favorable media coverage, upcoming meeting dates/locations, meeting agendas and materials, meeting highlights, video of meetings, movement of SBE-supported legislation, legislative hearing dates/times/locations, job openings, opportunities for public comment, new materials (handouts, videos, graphics), and photos.
- Post/retweet articles and blogs about the board or board-related topics (i.e. graduation requirements, Common Core, Next Gen Science, charter schools, achievement index, waivers).
- Post photos of board meetings, board/staff presentations, meetings with groups, and site visits.
- Monitor interactions and mentions, delete any inappropriate comments. Respond to at replies, comments and direct messages within 3 days.
- Live tweet agenda items and actions at board meetings.
- Use relevant twitter hashtags to increase searchability of SBE tweets (i.e. #waedu #ngss #charterschools).
- Follow stakeholder groups on Twitter. Follow back those who follow SBE on Twitter (except those with inappropriate photos/content).
- Keep up with new tools; decide if a good fit for SBE use.

Video:
- Move all videos to one SBE YouTube account, delete the extra account.
- Convert YouTube account to a government branded channel, allows for longer videos and eliminates advertisements.
- Monitor YouTube comments, respond within 3 days.
- Post videos on YouTube, Twitter and Facebook.
- Create videos of Executive Director preparing board members for what to expect at next board meeting, send link to board members.
- Create video of board members explaining why they serve on the board, what they hope to do for Washington students.
- Create videos as needed to explain board work (i.e. student growth percentiles, achievement index, charter schools, waivers, graduation requirements).

Measure: Use Google analytics to measure number of website visitors. Track number of social media fans and number of interactions with fans. Track number of YouTube views, solicit feedback from board members on usefulness of board preview videos.

6. BRANDING

Objective: Consistently use SBE logo, acronym and colors.

Vision: SBE materials and resources are easily identifiable as belonging to or coming from the board.

Action Items:
- Use SBE logo on business cards, handouts, website, blog, Facebook, Twitter, YouTube, videos, PowerPoints, and materials.
- Develop and use templates with SBE logo, header and colors:
    - Letterhead
    - PowerPoints
    - Handouts
    - News releases
    - Memos
    - Cover Sheets
    - Agendas
    - Fax Coversheets
    - Meeting Highlights
    - Meeting Minutes

Measure: Track the number of SBE branded materials being used by staff/board and stakeholders versus non-branded materials.