



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: SBE Strategic Planning and Theories of Action	
As related to:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<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
Policy considerations / Key questions:	What is the Board's theory of how each Strategic Plan goal creates change in the education system? How do the activities of the Board change the outcomes of kids? How can that change be measured and evaluated?
Relevant to business item:	Approval of Theories of Action
Materials included in packet:	<ul style="list-style-type: none">• A memo summarizing what a theory of action is, showing next steps, and providing resources to dig deeper into theory of action research.• Blank templates for board members to develop draft theories of action during small workgroups.• A copy of the revised Strategic Plan as approved at the January 2017 board meeting.
Synopsis:	<p>The Board has received primers on theory of action at the November 2016 and January 2017 board meetings. This board packet also offers a brief description of a theory of action. Although there are in-depth and comprehensive processes out there, staff have approached the Board's theory of action work as a simple, thought-provoking exercise of pondering "How does our policy work actually change the education system? How can we measure its success?"</p> <p>During small group deliberations, board members are asked to think about the underlying logic of the Board's key strategic goals: "If we do this, then this happens to the system, and it is evident in this result". The Board will work iteratively over a period of time to develop theories of actions that convey those assumptions about change to the education system.</p>



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STRATEGIC PLAN AND THEORIES OF ACTION

During the September Retreat, and to a lesser extent the November 2016 and January 2017 board meetings, the Board has expressed an interest in incorporating a theory of action into its strategic plan framework, and undertaking some collaborative work in this area. Accordingly, the March agenda includes a 2-hour work session to provide time for board members to work in small groups to discuss the underlying assumptions of the Board's current strategic plan, and how theories of action could be constructed for the four major goal areas contained in the revised plan.

The November and January packets included primers on what a theory of action is, why it is useful to strategic planning, and what the next steps could be for developing theories of action. At this meeting, board members will work in small groups to develop a theory of action for each of the four goals in the revised 2015-18 Strategic Plan. This section of the board packet includes a template for developing your own ideas on the strategic plan.

The purpose and structure of this segment incorporates the input of Member Janis Avery, who agreed to help staff think through a development process that would be most enriching and beneficial to the membership.

Goal for Meeting

Originally, the staff planned on finalizing theories of action by the end of the March meeting. That goal was amended to target finality by the next planning retreat in September, with some work occurring in iterative steps over the ensuing meetings. This change was made to allow members (many of whom are new) an opportunity to engage in these deeper discussions without feeling the pressure of having to immediately resolve issues that may require further thought, research, and discussion.

What is a theory of action?

"It is a set of underlying assumptions about how we will move our organization from its current state to its desired future." – Dr. Judy Skupa, Assistant Superintendent, Performance Improvement, Cherry Creek Schools, Colorado

Essentially, a theory of action challenges the Board to consider, in detail:

If we do X...

Then Y will happen...

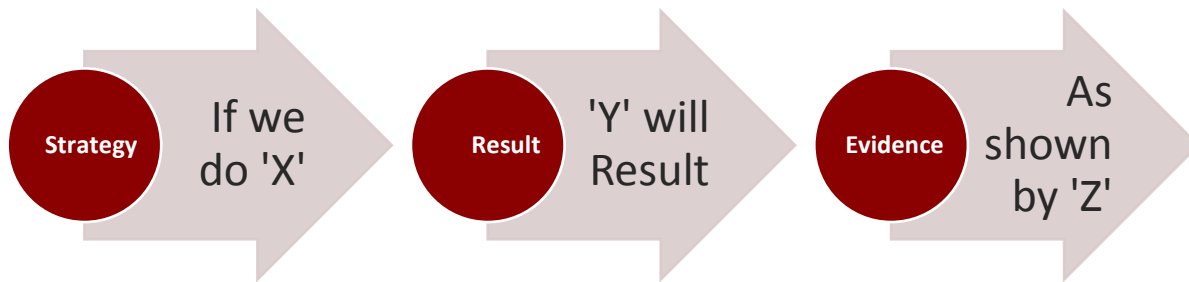
Then Y will be evident in Z result.

What will the Board do during the Strategic Plan and Theories of Action discussion on day one?

After an introduction to this work from Member Avery and staff, board members will break into four workgroups. Each workgroup will focus on one of the four goals in the Strategic Plan and will be assigned a staff person. Board members will be asked to rotate after about 20 minutes at each

workgroup and members will be asked to engage in each of the workgroups, thus working on a draft theory of action for each of the four goals in the Strategic Plan.

At each workgroup, board members will be asked to develop a theory of action using the following formula:



Formula: “if we do X, then Y will happen, then Y will be evident in Z result” on the theory of action matrix (included later in this section). Goals and the subordinate strategies are on the matrix.

The theory of action matrix allows board members to examine the logic of the Board’s strategic plan activities. At the end of the time dedicated to each “station,” each board member should turn in a filled-in theory of action template (found later in this section of the packet) to the staff or board member lead for that group.

Staff will analyze the templates that have been filled out by board members and work with Member Avery to further develop the draft theories of action. The Board leadership is comfortable with an open-ended goal at this meeting. Accordingly, next steps in this project will be dictated by the degree of progress during our work session, and the expressed needs of the membership going forward.

Resources

The following websites and articles describe the process of developing a theory of action and the usefulness of a theory of action. “Theory of change” is used interchangeably with “theory of action” in literature.

- Center for Theory of Change. Description: Provides basic explanation of what a theory of change is, examples of theories of change, and resources for digging deeper into the subject.
URL: <http://www.theoryofchange.org/>
- Harvard Family Research Project – An Introduction to Theory of Change. Description: Differentiates theory of change from logic model and describes their use.
URL: <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/an-introduction-to-theory-of-change>
- Annie E. Casey Foundation – Theory of Change: A Practical Tool for Action, Results, and Learning. Description: Provides overview of mapping types of changes, how to develop a community-based theory of change, and advice on using a theory of change.
URL: <http://www.aecf.org/m/resourcedoc/aecf-theoryofchange-2004.pdf>
- Theory of Change Basics: A Primer on Theory of Change. Description: Walks the reader through a process for creating a theory of change and subordinate steps to planning.
- ActKnowledge – Theory of Change Technical Papers. Description: Offers basic and in-depth information about creating a theory of change, characteristics of a high quality theory, and how to monitor and evaluate a theory of change over time.
URL: <http://www.actknowledge.org/resources/documents/ToC-Tech-Papers.pdf>
- Ascendant Strategy Management Group – Theory of Change Blog Archives. Description: Differentiates theory of change from logic models and strategy maps.

URL: <http://www.ascendantsmg.com/blog/index.cfm/2008/10/20/Theory-of-Change-Logic-Models-and-Strategy-Maps-Oh-My>

Action

No action is planned for the March meeting.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us.

Your Name _____

Goal 1: Develop and support policies to close the achievement and opportunity gaps.		
If SBE does [X]...	Then [Y] happens.... (please fill in below)	Then [Y] will be evident in [Z] result....
Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps. Strategic Plan Already Adopted (Do not fill out this column)		
Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.		
Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.		
Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.		

Your Name _____

Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

If SBE does [X]...	Then [Y] happens.... (please fill in below)	Then [Y] will be evident in [Z] result....
<p>Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.</p> <p>Strategic Plan Already Adopted (Do not fill out this column)</p>		
<p>Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.</p>		
<p>Strategy 2.C: Recommend evidence-based reforms to the Legislature to improve performance on the Indicators of Educational System Health.</p>		

Your Name _____

Goal 3: Ensure that every student has the opportunity to meet career- and college-ready standards.

If SBE does [X]...	Then [Y] happens.... (please fill in below)	Then [Y] will be evident in [Z] result....
<p>Strategy 3.A: Support district implementation of the 24-credit graduation requirements.</p> <p>Strategic Plan Already Adopted (Do not fill out this column)</p>		
<p>Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.</p>		
<p>Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.</p>		

Your Name _____

Goal 4: Provide effective oversight of the K-12 system.

If SBE does [X]...	Then [Y] happens.... (please fill in below)	Then [Y] will be evident in [Z] result....
<p>Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.</p> <p>Strategic Plan Already Adopted (Do not fill out this column)</p>		
<p>Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.</p>		
<p>Strategy 3.C: Assist in ensuring a quality charter school system by fulfilling statutory duties.</p>		

Goal 1: Develop and support policies to close the achievement and opportunity gaps.



Outreach and Engagement

Strategy 1.A: Engage diverse stakeholders to advance our understanding of achievement and opportunity gaps.

Action Step	Timeline	Measure
1.A.1 Engage and collaborate with racially, ethnically, and economically diverse communities and organizations to gather input, build relationships and develop policies related to closing the opportunity and achievement gaps.	Ongoing	Engagement and collaboration occur with the EOGOAC and targeted engagement of community-based organizations for input
1.A.2 Integrate a policy decision-making framework rooted in equity in opportunity for all students.	2017	Equity Tool for Policy Decisions
1.A.3 Participate in training and other experiences to deepen cultural competence.	2017	Personal Growth of Board and Staff
1.A.4 Utilize the perspective and experiences of our high school student representatives to shape board policymaking to identify and address opportunity gaps.	Ongoing	Student Input

Analysis and Promotion of Policies

Strategy 1.B Analyze data and promote policies for closing achievement and opportunity gaps.

1.B.1 Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data with intentional connection to policy opportunities.	Annual - March	Achievement Index Results
1.B.2 Research and promote policy to reduce the loss of instructional time resulting from exclusionary discipline, absenteeism, and disengagement.	Annual - September	5491 Additional Indicators

Postsecondary Transitions

Strategy 1.C: Develop policies to promote equity in postsecondary readiness, access, and transitions.

1.C.1 Work with partner agencies and stakeholders to strengthen the transition from high school to college and career by promoting coherent state-wide transition policies.	Annual - December	5491 Report
1.C.2 Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.	Ongoing	Policy Proposal

Transitions within K-12

Strategy 1.D: Promote strategies to strengthen key transition points within a student's K-12 experience.

1.D.1 With OSPI, analyze data to understand trends and underlying causes in students who are and who are not successfully completing a high school diploma.	Annual - January	Data Analysis and OSPI Report on Practices
1.D.2 Analyze and address non-normative school transitions for traditionally underserved student populations and students with special educational needs through analysis of data and identification of gaps in policy.	2017	Completion of Analysis and Policy Proposal

Goal 2: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.



Index and School Improvement

Strategy 2.A: Establish, monitor, and report on ambitious student achievement goals for the K-12 system.

Action Step	Timeline	Measure
2.A.1 Publicly report the Achievement Index results through a website that enables summary and disaggregated data.	Annual – On or before March	Enhanced Website
2.A.2 Revise and implement ambitious yet achievable school improvement goals to ensure alignment with state and federal law.	July 2017	Rule Adoption
2.A.3 Establish Adequate Growth targets to be incorporated into the Achievement Index and the state accountability framework.	March 2018	Inclusion of Adequate Growth in Achievement Index
2.A.4 In partnership with OSPI, implement additional measures and indicators in the state Achievement Index in order to meet the federal requirements for a school quality and student success indicator.	2017	ESSA Consolidated Plan Approval

Development and Implementation of State Accountability

Framework Strategy 2.B: Develop and implement an aligned statewide system of school recognition and support.

2.B.1 Partner with the Office of Superintendent of Public Instruction to ensure alignment of the Achievement Index for the identification of Challenged Schools in Need of Improvement.	Annual – On or before March	Identification of Challenged Schools in Need of Improvement
2.B.2 Monitor and evaluate Required Action District schools for entry to or exit from Required Action status, assignment to Required Action level II status, and consideration of approval of Required Action Plans.	Annual - Spring	Adherence to Rule
2.B.3 Publicly recognize schools through the Washington Achievement Awards.	Annual - May	Washington Achievement Awards

Indicators of Educational System Health

Strategy 2.C: Recommend evidence-based reforms to the Legislature to improve performance on the Indicators of Educational System Health.

2.C.1 Collaborate with stakeholders and peer agencies in identifying reforms for Washington's unique context.	Biennial - October	Convene Achievement and Accountability Workgroup
2.C.2 Review and revise Indicators of Educational System Health to include measures of student outcomes, and measures of equity and access in the system.	Annual – December, Biennial Report to Legislature	5491 Report
2.C.3 Engage in a process of inquiry to design explicit connections between data analysis projects and opportunities for policymaking and advocacy for the Board.	2017	Restructured Data Spotlight Format

Goal 3: Ensure that every student has the opportunity to meet career- and college-ready standards.



Graduation Requirements

Strategy 3.A: Support district implementation of the 24-credit graduation requirements.

Action Step	Timeline	Measure
3.A.1 With OSPI, partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.	Ongoing	School Counselor Conferences and ESD Outreach
3.A.2 With OSPI, develop guidance on competency-based crediting for use by guidance counselors and administrators.	2017	Guidance on Website

Career Readiness

Strategy 3.B: Strengthen career readiness through effective High School and Beyond Planning.

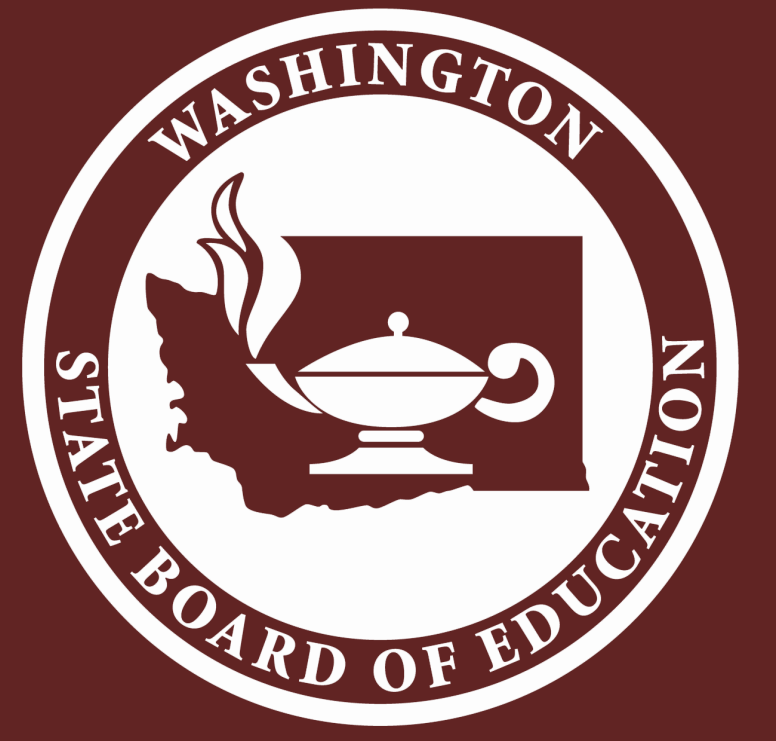
3.B.1 In partnership with OSPI, promote research-based practices in student personalized planning experiences.	Ongoing	Guidance on Web Page, 5491 Report
3.B.2 In partnership with OSPI and the Workforce Training Board, explore definitions of career readiness and adopting and implementing career readiness learning standards in accordance with the NASBE Deeper Learning grant.	2017	Definition of Career Readiness, Career readiness Learning Standards
3.B.3 In partnership with OSPI, explore the development of a model High School and Beyond course.	2017	Model High School and Beyond Course

Aligned Assessment System

Strategy 3.C: Support the implementation of career and college ready standards and an aligned assessment system.

3.C.1 Establish the scores needed for students to demonstrate proficiency on state assessments, including the graduation score for the high school Smarter Balanced Assessment.	As needed	Scores Established; NGSS as Required
3.C.2 Collaborate with the Office of Superintendent of Public Instruction on supporting an effective assessment system that includes alternative assessments and assessment developed for Next Generation Science Standards.	Annual - December	Annual Report, Legislative Priority

Goal 4: Provide effective oversight of the K-12 system.



Ample Provision

Strategy 4.A Advocate for ample state funding for a high quality education system that prepares all students for career, college, and life.

Action Step	Timeline	Measure
4.A.1 Work closely with the Legislature, agencies, and other partners to ensure ample provision of resources for the program of basic education	2017 session	Ample Provision

Basic Education Compliance and Waivers

Strategy 4.B Ensure compliance with all requirements for the instructional program of basic education.

4.B.1 Implement timely and full reporting of compliance by school districts with basic education requirements.	Annual – July to November	100% Compliance
4.B.2 Provide quality review and approval of private schools as recommended by the Superintendent of Public Instruction.	Annual – Spring	Private Schools Approval List
4.B.3 Conduct thorough evaluations of requests for waivers of Basic Education Act requirements.	As needed	Waiver Request Summaries

Charter Schools

Strategy 4.C Assist in ensuring a quality charter school system by fulfilling statutory duties.

4.C.1 Serve as a primary resource for school districts for information on charter authorizing and the state's charter school law.	Ongoing	Materials on Website, Public Presentations
4.C.2 Implement quality review and approval process for charter authorizer applications based on appropriate criteria.	Annual – February	Reviewed Applications
4.C.3 Perform ongoing oversight, including representing SBE Chair on the WA Charter Schools Commission, as well as issuing annual reports and special authorizer performance reviews.	Annually (12/1) Ongoing and as needed	Annual reports (to Governor, Legislature) Special Performance Reviews if Necessary