

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ACTION

DATE: AUGUST 24, 2006

SUBJECT: **STATE BOARD OF EDUCATION STRATEGIC PLAN**

SERVICE UNIT: Edie Harding
 Executive Director, State Board of Education

PRESENTER: Mary Campbell
 Strategic Planning Consultant

BACKGROUND:

Based on the discussion and feedback from the July meeting, a subcommittee of the board -- working with the consultant and SBE staff --prepared the attached revised Strategic Plan for the board's review and approval. As you will note, significant changes were made from the version discussed at the meeting in July.

Version 16
DRAFT ELEMENTS OF A STRATEGIC PLAN FOR THE SBE
August 16, 2006

VISION

The State Board envisions a K-12 system that is accountable for the individual growth of every student, so that students are equipped to succeed in a competitive global economy and in life.

The K-12 system that we envision is one which:

- Provides all students with opportunities to learn
- Graduates students with the knowledge, skills and abilities needed to thrive in a dynamic environment
- Prepares all students for the workforce or for future studies
- Instills in students a love of learning
- Is accountable for its results as well as its use of resources
- Uses performance data as a means of guiding continuous improvement
- Puts the interest of the students first in developing policy
- Provides and supports quality teaching and counseling at all levels
- Provides the resources necessary to support learning and teaching
- Is nimble and innovative, focused on supporting learning at all grade levels

GOALS for the K-12 SYSTEM AS A WHOLE:

To achieve this vision for the K-12 system, there are four areas on which all components of the system - SBE, as well as OSPI, PESB, schools, districts, teachers, administrators and staff - must focus:

GOAL 1. Improve **student achievement** in both cognitive and affective dimensions.

This means that the system must focus on improving students' academic growth and preparation for learning and work beyond high school. All students, regardless of demographic group, should leave the system with ample preparation for life, work and life-long learning. Some of the ways we will measure our progress toward this goal are:

- Percent of students reading at grade level standard as measured by the WASL
- Percent of students meeting math at grade level standards as measured by the WASL
- Percent of students meeting science at grade level standards as measured by the WASL
- Percent of high school students' with individualized high school and beyond plans
- Percent of students graduating from high school
- *Placeholder for some measures of student achievement in art, science, etc.*

To ensure that all students have equal opportunity to learn, we will disaggregate these measures by grade level and demographic group, and use that information to determine progress in closing the achievement gap between demographic groups.

GOAL 2. Improve the **accountability** for results, as well as accountability for making best use of resources. To meet this goal, we must clearly establish performance expectations and standards for all organizations within K-12 – OSPI, PESB, schools, districts, teachers, etc. The state board will have oversight responsibility, and all parties will use data intentionally to judge the progress of students and the effectiveness of each part of the system. We will measure progress toward this goal by:

- Existence of agreed upon standards for all members of the system (SBE, OSPI, PESB, school boards, schools, districts, teachers)
- Percent of schools meeting improvement goals,
- Percent of schools needing intervention or focused assistance
- Retention rate for education professionals
- Alignment of resources with educational priorities (*this is a bit foggy, but we can put a placeholder here*)

GOAL 3. Improve **coordination** within the K-12 system, and between the early learning, K-12, and post-secondary systems, so that students experience a seamless transition within the K-12 system and from one system to another. Organizations within the K-12 system must work in concert with each other to ensure that students are supported grade to grade. Organizations in the larger P-20 system must work together to leverage resources and support students through transitions. We will measure progress toward this goal by:

- Increase in percent of students entering K-12 who are kindergarten ready (*need a measure for this*)
- Attendance rate in elementary, middle and high school
- Decrease in percent of students dropping out at 9th, 10th, 11th and 12th grade
- Increase in percent of students who go on to college or career technical training
- Decrease in percent of students requiring remedial work on college entrance

GOAL 4. Improve the **quality of education** provided to our students. To equip our students to succeed in a dynamic world economy, they need more than the “Basic education” that sufficed in the 1970’s. Our education resources must be invested in the curriculum, methodology and teacher preparation that provides students with the skills and abilities that are essential to the 21st-century – we must redefine ‘basic’ education to that end. We will measure progress toward this goal by:

- Percent of teachers with a major in their primary teaching area
- Average hours of art, music, social studies, studied per student per week
- Percent of education professionals meeting development goals for the year.”

These are ambitious goals, goals that must be shared by all participants in the K-12 system. The Board will be working with its K-12 partners to align our collective efforts with these goals.

BOARD MISSION

The State Board's role in the K-12 system is to lead the development of state policy, provide rigorous system oversight and advocate for student interests. This means that:

1. The Board holds all organizations in the system accountable for using the resources available to achieve the best results for students.
2. The Board advocates for the resources needed to prepare students for work, life and future learning in a global economy.
3. The Board convenes relevant stakeholders in developing policies to improve the effectiveness and accountability of the K-12 system

BOARD OBJECTIVES and ACTIVITIES

By July 31, 2009, the board intends to have met the following five objectives:

OBJECTIVE 1. Develop accountability mechanisms to improve the performance of the K-12 system. To do this, we must strengthen the linkage between the SBE and local school boards so that the SBE has clear authority over school districts, and local boards are more accountable to the SBE. Local districts must be able to see that the SBE supports them as they strive to meet their statutory obligations to students.
Measure of success: accountability system developed and in rule by June 30, 2009

The activities that the board will engage in to do this are:

- o Survey accountability systems in other states to identify effective practices in accountability
- o Engage the various organizations within the system in identifying necessary changes to the accountability system
- o Develop legislative packages to recommend necessary changes in the authorities granted to various entities in the K-12 system, so that oversight is authority is clearly established and understood across the system
- o Develop effective interventions to support struggling schools and districts
- o Develop incentive systems that recognize schools and districts with significant improvement in performance on standards and /or graduation rates
- o Coordinate the requirements of the state's approach to accountability with those of No Child Left Behind, and make necessary recommendations to the federal DOE.

OBJECTIVE 2. Recommend a new statutory definition of Basic Education that reflects the skill demands of the global economy, and the standards established in the new definition of Basic Education. Urge the Legislature to appropriate sufficient funding to support the new definition. Measure of success: funds appropriated for newly defined Basic Education per child.

To achieve this objective, the board will:

- Convene and lead the conversation to redefine basic education and associated graduation requirements.
- Engage legislators and other key stakeholders in support of the effort
- Develop and champion the legislative packages required to enact a new definition and provide adequate funding to put it in practice

OBJECTIVE 3. Target public and private resources on proven practices that will achieve the standards-based student achievement goals. Resources include human capital, facilities, classroom time. To make best use of the state resources, and resources provided by private funding, the board must ensure that resources are allocated to the strategies and practices that are most likely to ensure good student outcomes. Measure: the Board and its K-12 partners have information about where funding is going, and performance data on how effectively resources are being used.

To achieve this objective, the board will:

- Identify research and data needed to boost student achievement and provide adequate management feedback. Convene conversations across K-12 to develop and share that information
- Identify the factors, based on evidence, that contribute the most to student achievement (ex: teacher preparation, counseling, rigorous curriculum, etc.)
- Identify the strategies and activities that support those factors.
- Assess the level of funding currently allocated to each strategy, and a system for monitoring performance
- With stakeholders, develop an approach to resource allocation that ensures best use of available resources.
- Link information gleaned about best practices with the performance expectations in the accountability system – once a methodology is proven effective, the accountability process must support and reinforce its adoption across the system
- Build relationships with legislators to bring adequate funding to education
- Seek grant funding and other outside resources to gather evidence on effective practices, and pilot promising methodologies
- Enable the introduction of more innovative and personalized models for teaching
- *Note to education professionals – this one needs a lot more fleshing out,*

OBJECTIVE 4. Align K-12 organizations and their partners around educational methodologies and curriculum that are proven to improve student outcomes and transitions. Link the accountability system to the expectation that all K-12 partners will be using the methodologies and curriculum that are proven effective. Measure: K-12 partners are working collaboratively to address and implement effective strategies to improve student outcomes. Based on their role in K-12, partners will be aligning in different ways, but all must be seen to be moving in concert toward shared curriculum, better teaching, etc.

- Convene conversations across the P-20 continuum to develop and/or improve connections within K-12 and between K-1, Early Learning, Vocational Education and Higher Education
- Engage higher education in alignment of graduation requirements and college entrance requirements.

OBJECTIVE 5. The State Board – as a board - has higher visibility and credibility among stakeholders and the general public. The State Board needs the support of many constituencies outside of the K-12 system. To engage others in this effort and enlist their support, we must be able to articulate a clear, compelling, consistent vision. Measure: number of times that the board is referenced and sought as a spokesperson for education

- Develop a communication plan for the board
- Develop messaging and target audiences
- Carry out the communication plan