

The Washington State Board of Education

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

STRATEGIC PLAN DASHBOARD

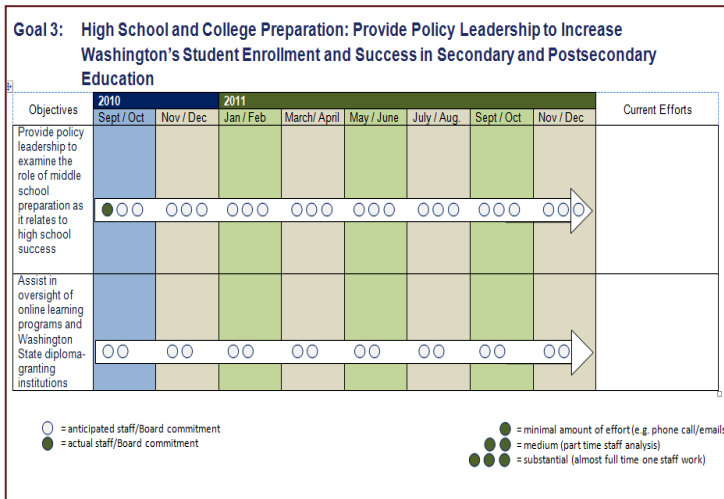
BACKGROUND

In September 2010, SBE approved the [Strategic Plan](#). To ensure that this plan continues to guide SBE work, staff created the strategic plan dashboard.

SUMMARY

The strategic plan dashboard has several components:

Part One: Goal overview and progress bar



In the example left, goal 3, row 1 shows anticipated staff commitment ○○○ and the actual staff commitment ●○○ for September/October. The far right column, Current Efforts, provides notes describing work conducted during the current, two-month period.

Key	
Top Blue	Primary goal
Left Column	Primary objectives for the goal
Colored Columns	Time progression for 2010-2011
Rows	Progress in meeting goals in two-month periods. The rows show anticipated staff commitment and actual staff commitment.
Bottom	Key. The numbers of circles in each month are representative of the anticipated staff commitment as set forth in the strategic plan.

Part Two: Objectives / Products / Results

The second page describes our specific objectives and our anticipated products and results. The progress is represented by ▲▲▲, with the number of triangles filled in reflecting the following:

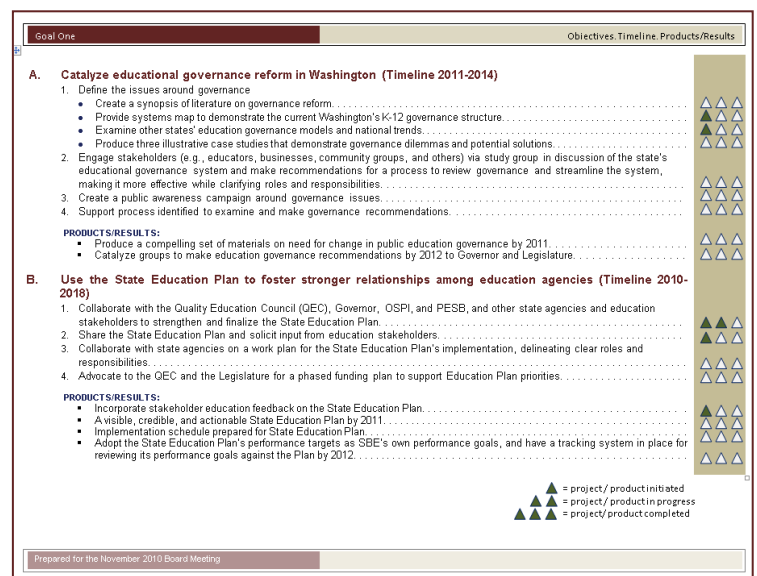
- ▲ = project/ product initiated
- ▲▲ = project/ product in progress
- ▲▲▲ = project/ product completed

POLICY CONSIDERATION

None

EXPECTED ACTION

None



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Goal 1: Governance: Advocate for an effective, accountable governance structure for public education in Washington

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Catalyze education governance reform in Washington									Correspondence ⁱ
	● ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Use the State Education Plan to foster stronger relationships among education agencies									Collaboration ⁱⁱ
	● ●	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	○ ○	

○ = anticipated staff/Board commitment
 ● = actual staff/Board commitment

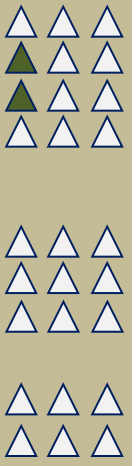
● = minimal amount of effort (e.g. phone call/emails)
 ● ● = medium (part time staff analysis)
 ● ● ● = substantial (almost full time one staff work)

A. Catalyze educational governance reform in Washington (Timeline 2011-2014)

1. Define the issues around governance
 - Create a synopsis of literature on governance reform.
 - Provide systems map to demonstrate the current Washington’s K-12 governance structure.
 - Examine other states’ education governance models and national trends.
 - Produce three illustrative case studies that demonstrate governance dilemmas and potential solutions.
2. Engage stakeholders (e.g., educators, businesses, community groups, and others) via study group in discussion of the state’s educational governance system and make recommendations for a process to review governance and streamline the system, making it more effective while clarifying roles and responsibilities.
3. Create a public awareness campaign around governance issues.
4. Support process identified to examine and make governance recommendations.

PRODUCTS/RESULTS:

- Produce a compelling set of materials on need for change in public education governance by 2011.
- Catalyze groups to make education governance recommendations by 2012 to Governor and Legislature.

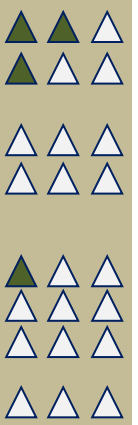





B. Use the State Education Plan to foster stronger relationships among education agencies (Timeline 2010-2018)

1. Collaborate with the Quality Education Council (QEC), Governor, OSPI, and PESB, and other state agencies and education stakeholders to strengthen and finalize the State Education Plan.
2. Share the State Education Plan and solicit input from education stakeholders.
3. Collaborate with state agencies on a work plan for the State Education Plan’s implementation, delineating clear roles and responsibilities.
4. Advocate to the QEC and the Legislature for a phased funding plan to support Education Plan priorities.

PRODUCTS/RESULTS:

- Incorporate stakeholder education feedback on the State Education Plan.
- A visible, credible, and actionable State Education Plan by 2011.
- Implementation schedule prepared for State Education Plan.
- Adopt the State Education Plan’s performance targets as SBE’s own performance goals, and have a tracking system in place for reviewing its performance goals against the Plan by 2012.



 = project / product initiated
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Goal 2: Achievement: Provide Policy Leadership for Closing the Academic Achievement Gap

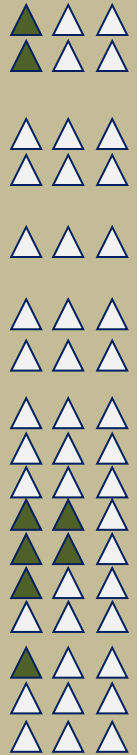
Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students of poverty, and English Language learners									Products ⁱⁱⁱ Presentations ^{iv}
	● ● ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	
Advocate for high quality early learning experiences for all children along the K-3 grade educational continuum									
	○	○	○	○	○	○	○	○	

○ = anticipated staff/Board commitment
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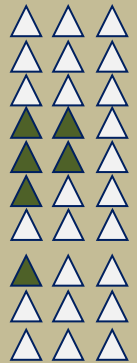
A. Focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners (2010-2014)

1. Assist in oversight of State Education Plan by monitoring the progress on performance measures as related to the achievement gap.
2. Together with OSPI, implement the Required Action process for lowest achieving schools.
3. Create recognition awards for schools that close the achievement gap and showcase best practices using the SBE Accountability Index.
4. Work with stakeholders to assess the school improvement planning rules.
5. Use student achievement data to monitor how Required Action and the Merit school process are working in closing the achievement gap, and identify improvements needed.
6. Invite students of diverse cultures, abilities, and learning styles and their parents to share their perspectives and educational needs with SBE.



PRODUCTS/RESULTS:

- Use data to turn the spotlight on schools that are closing the achievement gap.
- Adopt Required Action (RA) rules, designate RA districts, approve RA plans, and monitor school progress in 2010-2011.
- In partnership with stakeholders, develop state models for the bottom five percent of lowest achieving schools by 2012.
- Create new awards for the achievement gap in the 2010 Washington Achievement Awards program.
- Create district and state level data on SBE Accountability Index.
- Work with stakeholders on creating performance measures on college and career readiness.
- Revise school improvement plan rules.
- Develop an annual dashboard summary to show student performance on college and career-readiness measures (including sub group analysis). Note: this work also pertains to SBE Goal #3.
- Incorporate lessons learned from the OSPI evaluation of Merit schools and Required Action Districts in future SBE decisions.
- Incorporate stakeholders' perspectives on their educational experiences in SBE decisions.



B. Advocate for high quality early learning experiences for all children along the K through 3rd grade educational continuum (2010-2018)

1. Advocate to the Legislature for state funding of all-day Kindergarten and reduced class sizes.
2. Promote early prevention and intervention for K-3 grade students at risk for academic difficulties.



PRODUCTS/RESULTS:

- SBE will support bills that increase access to high quality early learning experiences.
- Create case studies of schools that succeed in closing academic achievement gaps in grades K-3.



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Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

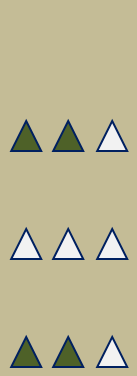
Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide leadership for state-prescribed graduation requirements that prepare students for postsecondary education, the 21 st century world of work, and citizenship									Presentations ^v
	●●●	○○○	○○○	○○○	○○○	○○○	○○○	○○○	
Create a statewide advocacy strategy to increase postsecondary attainment									Meetings ^{vi} Products ^{vii}
	●○	○○	○○	○○	○○	○○	○○	○○	

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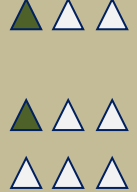
A. Provide leadership for state-prescribed graduation requirements that prepare students for post-secondary education, the 21st Century world of work, and citizenship (2010-2018)

1. Revise the Core 24 graduation requirements framework based on input received, create a phased plan, and advocate for funding to implement the new graduation requirements.
2. Advocate for system funding investments, including comprehensive guidance and counseling beginning in middle school to increase the high school and beyond plan; increased instructional time; support for struggling students; and curriculum and materials.
3. Work closely with OSPI, Washington State School Directors' Association (WSSDA), the Higher Education Coordinating Board (HECB), and others to publicize and disseminate sample policies/procedures to earn world language credit, and seek feedback on the adoption and implementation of district policies.



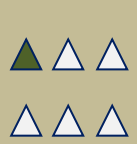
PRODUCTS/RESULTS:

- Adopt new rules and related policies for the revised graduation requirements by 2011-12.
- Solicit and share information about system funding investments, including comprehensive guidance and counseling beginning in middle school; increased instructional time; support for struggling students; curriculum and materials; and culminating project support.
- Disseminate case studies of districts that have adopted world language proficiency-based credit policies and procedures through the SBE newsletter.



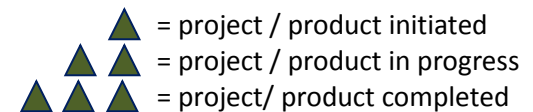
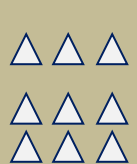
B. Create a statewide advocacy strategy to increase post-secondary attainment (2010-2014)

1. In partnership with stakeholders, 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.
2. Collaborate with the HECB to examine the impact of college incentive programs on student course taking and participation in higher education.



PRODUCTS/RESULTS:

- Develop a "road map" of state strategies for improving Washington students' chance for participation and success in post-secondary education; document progress annually.
- Develop annual dashboards summary to show student performance on college and career-readiness measures. Note: this work also pertains to SBE Goal #2.
- Conduct a transcript study of course-taking patterns of students enrolled in college incentive programs.



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Goal 3: High School and College Preparation: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Provide policy leadership to examine the role of middle school preparation as it relates to high school success									
Assist in oversight of online learning programs and Washington State diploma-granting institutions									

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C. Provide policy leadership to examine the role of middle school preparation as it relates to high school success (2011-2013)

- 1. Advocate for resources that will support the comprehensive counseling and guidance system needed to initiate a high school and beyond planning process in middle school.
- 2. Convene an advisory group to study and make policy recommendations for ways to increase the number of middle school students who are prepared for high school.



PRODUCTS/RESULTS:

- Conduct a baseline survey of current middle school practices to provide students with focused exploration of options and interests that the High School and Beyond Plan will require.
- Develop middle school policy recommendations to SBE via advisory group by 2012.



D. Assist in oversight of online learning programs and Washington State diploma-granting institutions (2011-2012)




- 1. Examine policy issues related to the oversight of online learning for high school credits.
- 2. Determine role of SBE in approval of online private schools, and work with OSPI to make the rule changes needed to clarify the role and develop appropriate criteria.



PRODUCTS/RESULTS:

- Clarify state policy toward approval of online private schools and make any needed SBE rule changes in 2012.
- Synthesize current policies related to oversight of online learning and high school credit, with recommendations for any needed changes prepared by 2011.



 = project / product initiated
 = project / product in progress
 = project/ product completed

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Goal 4: Math & Science: Provide Policy Leadership to Increase Washington's Student Enrollment and Success in Secondary and Postsecondary Education

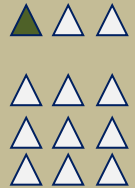
Objectives	2010		2011					Current Efforts	
	Sept / Oct	Nov / Dec	Jan / Feb	March / April	May / June	July / Aug	Sept / Oct		Nov / Dec
Provide system oversight for math and science achievement									Changed Math Rule Presentations ^{viii} Collaboration ^{ix}
	● ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○	○ ○ ○ ○	
Strengthen science high school graduation requirements									Provisional Graduation Requirements
	●	○	○	○	○	○	○	○	

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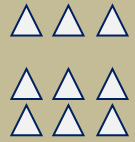
A. Provide system oversight for math and science achievement (2010-2012)

1. Advocate for meeting the State Education Plan goals for improved math and science achievement.
2. Research and communicate effective policy strategies within Washington and in other states that have seen improvements in math and science achievement.
3. Monitor and report trends in Washington students' math and science performance relative to other states and countries.
4. Establish performance improvement goals in science and mathematics on the state assessments.



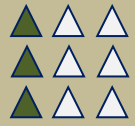
PRODUCTS/RESULTS:

- Produce brief(s) on effective state policy strategies for improving math and science achievement and advocate for any needed policy changes in Washington.
- Create an annual "Dashboard" summary of Washington students' math and science performance relative to state performance goals and other states and countries.
- Adopt performance goals and a timetable for improving achievement in math and science assessments.



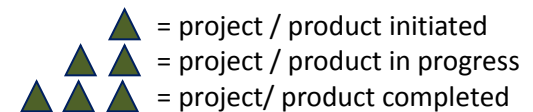
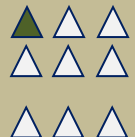
B. Strengthen science high school graduation requirements (2010-2015)

1. Increase high school science graduation requirements from two to three science credits.
2. Work with the HECB in requiring three science credits for four-year college admissions requirements.
3. Consult with OSPI on the development of state science end-of-course assessments.



PRODUCTS/RESULTS:

- Add third credit in science rule change for Class of 2018; with alignment to the HECB by 2011.
- Request funding as phase-in for new science graduation requirements by 2013-15 biennium.
- Provide input in the development of science end-of-course assessments, particularly in the biology EOC assessment required by statute to be implemented statewide in the 2011-2012 school year.



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Goal 5: Effective Teaching: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation

Objectives	2010		2011						Current Efforts
	Sept / Oct	Nov / Dec	Jan / Feb	March/ April	May / June	July / Aug	Sept / Oct	Nov / Dec	
Review state and local efforts to improve quality teaching and education leadership for all students									Joint report with PESB Research*
	●	○	○	○	○	○	○	○	
Promote policies and incentives for teacher and leader quality in areas of mutual interest, and in improving district policies on effective and quality teaching									Joint report with PESB
	●	○	○	○	○	○	○	○	

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A. Review state and local efforts to improve quality teaching and educational leadership for all students (2010-2018)

- 1. Provide a forum for reporting on teacher and principal evaluation pilot programs.
- 2. Support the QEC and legislative action to restore and increase Learning Improvement Days (LID) funding for five professional days.



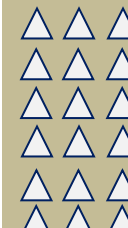
PRODUCTS/RESULTS:

- Hold joint Board meetings with the PESB to review progress and make recommendations on teacher and leader pilot and Merit school evaluations in 2011 and 2012.
- Discontinue 180 day waivers by 2015 (contingent on state funding)



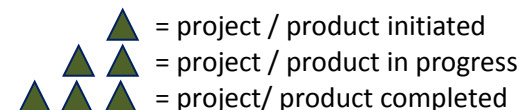
B. Promote policies and incentives for teacher and leader quality in areas of mutual interest, in improving district policies on effective and quality teaching (2010-2014)

- 1. Examine issues and develop recommendations on state policies related to:
 - Effective models of teacher compensation.
 - Equitable distribution of highly effective teachers, including those from diverse backgrounds.
 - Effective new teacher induction systems.
 - Effective evaluation systems.
 - Reduction in out-of-endorsement teaching.
 - Effective math and science teachers.



PRODUCTS/RESULTS:

- Advocate for new state policies to assist districts in enhancing their teacher and leader quality that will improve student performance in the 2011 and 2012 legislative sessions.



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- ⁱ Correspondence with the University of Washington Evans School, School of Education
 - ⁱⁱ Meetings with PESB, DEL, Governor's office, and OSPI
 - ⁱⁱⁱ Continued Education reform development
 - ^{iv} Presentation to the Race and Pedagogy conference
 - ^v Presentations: Youth Academy, QEC, AWSP Board, AWSP Rep. Council, WASA, Excellent Schools Now Coalition, King County Vocation Administrators, WSSDA regional meeting (Yakima), WSSDA Leg. Conference
 - ^{vi} Met with the Higher Education Coordinating Board
 - ^{vii} Continued work on the Education Reform Plan
 - ^{viii} Math presentation in the September Board meeting
 - ^{ix} Staff participation in STEM plan meetings (September and October)
 - ^x Completed a research summary on getting more students college bound, the Crownhill Elementary case study, and the Mercer Middle School case study