



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Strategic Plan	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
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:		
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This section of the packet contains a summary of steps that the staff and Board have gone through during the strategic plan development process and the draft Strategic Plan that includes the proposed vision and mission statements, goals, strategies and action steps. The board will consider approval of the Strategic Plan action steps at the November 2014 board meeting and consider the entire plan for approval at the January 2015 meeting.</p> <p style="text-align: center;">Summary of the SBE Strategic Plan Process</p> <p>Board members will remember that the strategic planning process began with a staff retreat where ideas for goals, objectives and strategies were brainstormed. The Executive Committee reviewed a summary of staff suggestions at their own strategic plan retreat. A memo of the committee's discussion was included in the materials for the July board meeting. (http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/03StrategicPlan.pdf page 7)</p> <p>At the July meeting, the Board had small-group discussions about the mission, vision and strategic plan. Staff solicited input on the strategic plan from the public through an online survey.</p> <p>At the September meeting, the materials included a summary report of the Board's small group discussions from the July meeting, a summary report of the public input survey responses, and a skeleton strategic plan. (http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/01StrategicPlan2.pdf)</p> <p>In early October, staff solicited feedback from the Board on the Vision, Mission and Goals; and sent a strategic plan matrix http://www.sbe.wa.gov/documents/StratPlan/Matrix.docx, a glossary of strategic plan terms http://www.sbe.wa.gov/documents/StratPlan/Glossary.docx, and a summary of board discussion from the September meeting. http://www.sbe.wa.gov/documents/StratPlan/DiscussionSummary.docx</p> <p>In mid-October, staff solicited feedback from the Board on the Strategies.</p> <p>The strategic plan action steps were emailed to the Board for review.</p>	



Strategic Plan Terms

In response to challenges in using diverse strategic planning terms, staff have developed a set of definitions so that members and staff have a common understanding.

**Broader scope, higher-level,
visionary, strategic on a system-
wide level**

Vision: An aspiration of where you want the educational system or Board to be at the end of the Strategic Plan; what success would look like.

Mission: The work that the Board is charged with doing; the means of reaching the vision.

Goal: The result of the effort of the Board that advances the educational system towards the vision; an aim; an outcome. The goal falls within the means described in the mission statement.

Strategy: How the goal will be reached; an intentional method for reaching the goal.

Action Step: An accomplishment that is done in furtherance of the strategy; an achievable step in the strategic direction towards achieving the goal.

**Narrow scope, project-level,
detailed, tactical on a SBE
action-level**

Educational Terms

Opportunity Gap: Inputs – the unequal or inequitable distribution of resources and opportunities.¹

Achievement Gap: Outputs – the unequal or inequitable distribution of educational results or benefits.¹

¹The Glossary of Education Reform. (2013). *For journalists, parents, and community members*. Retrieved from: <http://edglossary.org/>



DRAFT SBE Strategic Plan

Vision

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

Mission

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Strategic Plan

Goal 1: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Strategies:

- **Establish, monitor, and report on ambitious student achievement goals for the K-12 system.**
 - Establish Indicators of Educational System Health including measures of student outcomes and measures of equity and access in the system.
 - Publicly report on the Indicators of Educational System Health through an enhanced website.
 - Publicly report the Achievement Index results through a user-friendly website that enables summary and disaggregated profiles.
 - Update the school improvement goal regulations established in WAC 180-105-020 to ensure consistency with Washington's federal ESEA flexibility application and other goals established in state law.
 - Establish Adequate Growth targets in the accountability system as an enhancement to year-to-year proficiency level targets.
- **Develop and implement an aligned statewide system of school recognition and accountability.**
 - Expand performance indicators in the Achievement Index to include Dual Credit, Industry Certification, and the high school Smarter Balanced assessment results.
 - 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 in the state's aligned accountability framework.
 - Monitor and evaluate Required Action District schools for exit from Required Action status or assignment to Required Action level II status.
 - Seek necessary flexibility from federal No Child Left Behind requirements to align state and federal goals-setting and accountability systems.
 - Explore the inclusion of additional indicators into the state's accountability framework that reflect student social and emotional well-being and readiness for academic success.
 - Partner with OSPI to advocate for the the provision of adequate supports for Challenged Schools in Need of Improvement.

Goal 2: Develop and support policies to close the achievement and opportunity gaps.

Strategies:

- **Research and communicate information and tools on promising practices for closing achievement and opportunity gaps.**
 - Analyze achievement and opportunity gaps through deeper disaggregation of student demographic data.
 - Research and promote policies to close opportunity gaps in advanced course-taking.
 - Research and promote policy to reduce the loss of instructional time resulting from disciplinary actions, absenteeism, disengagement and promote interventions grounded in an understanding of diverse cultures.
 - Advocate for increased access to early learning opportunities.
 - Advocate for expanded learning opportunities.
 - Study ELL student performance data to inform policymaking for ELL accountability and goals-setting regulations.
- **Develop policies to promote equity in postsecondary readiness and access.**
 - Advocate for expanded programs that provide career and college experiences for underrepresented students.
 - Work with partner agencies and stakeholders to expand access for all students to secondary and higher education transitions.
 - Partner with other education agencies to use the high school Smarter Balanced assessment to improve college placement, admissions, and course-taking outcomes.
 - Collect and analyze data on the use of basic education waivers, including those pertaining to student course-taking and instructional calendar modifications.
- **Explore research and data to promote strategies to strengthen key transition points in a student's education.**
 - With OSPI, analyze data on graduation rates and students who drop out to understand trends and underlying causes in students successfully completing a high school diploma.
 - Identify key transition points in a student's academic career that present challenges.
 - Research strategies to address the needs of students at key transition points.

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

Strategies:

- **Support district implementation of the 24-credit high school diploma framework.**
 - Partner with stakeholders to examine and address implementation issues of the 24 credit career- and college-ready graduation requirements.
 - Develop a variety of communication tools to provide guidance on implementation of the 24 credit requirements.
- **Promote expansion and use of flexible crediting and course-taking options.**
 - Partner with the Office of Superintendent of Public Instruction to develop criteria for approval of math and science equivalency standards.
 - Provide guidance to districts on implementing equivalency credit and meeting two graduation requirements with one credit.

- Provide guidance to districts on implementing personalized pathway requirements as part of the 24-credit high school diploma framework.
- **Strengthen student academic planning processes and enhance access to planning experiences.**
 - Develop tools and resources for use by students, families, schools, and districts to engage in the High School and Beyond Plan process.
 - Promote research-based practices in student personalized learning plans to encourage expanded student planning experiences.
 - Create guidance for and provide examples around Washington state of successful student planning processes to encourage meaningful, high-quality High School and Beyond Plan processes for every student.
- **Support the implementation of career and college ready standards and an aligned assessment system.**
 - Develop the high school graduation proficiency standard for the high school Smarter Balanced assessment.
 - Collaborate with the Office of Superintendent of Public Instruction on streamlining and refining the assessment system, including alternative assessments, to support an effective system of accountability.
 - Support the full implementation of Common Core State Standards and assessments for English language arts and math and Next Generation Science Standards and assessment for science.
 - Establish the scores needed for students to demonstrate proficiency on state assessments.

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

Strategies:

- **Ensure compliance with all requirements for the instructional program of basic education.**
 - Implement timely and full reporting of compliance by school districts with basic education requirements.
 - Provide clear guidance to districts on compliance with instructional hour requirements.
 - Compile and disseminate data on district high school graduation requirements in a form that is useful to school districts, policy-makers, and the public.
 - Provide clarification and guidance to private schools on the private school approval process.
- **Conduct thorough evaluations of requests for waivers of BEA requirements.**
 - Conduct ongoing review of board rules and procedures for evaluation of 180-day waiver requests, and refine as found needed to ensure rigor, equity and consistency.
- **Perform ongoing oversight of the performance of school districts approved by SBE as authorizers of public charter schools.**
 - Ensure access to school performance data and other documentation necessary for effective oversight of district authorizers.
 - Establish board procedures for special reviews of the performance of district authorizers and their portfolios of charter schools.

- Establish tools and procedures for ongoing communication with district authorizers and information-gathering that ensures the effective discharge of the Board's oversight duties while respecting the lead role of the authorizer and the autonomy of the charter school board.
- **Issue high-quality annual reports on the state's charter schools.**
 - Collaborate with the Washington Charter Schools Commission, district authorizers, and OSPI to ensure accurate and reliable data collection and reporting processes are developed.
 - Collaborate with the Washington Charter Schools Commission to develop the annual report.
 - Research practices to address areas of the charter law that are found in need of strengthening as a result of analysis of the authorizer annual reports.
- **Recommend evidence-based reforms in the report to improve performance on the Indicators of Educational System Health.**
 - Research practices and reforms that address areas where the state is not meeting targets.
 - Collaborate with stakeholders and peer agencies in identifying potential reforms for Washington's unique context.
 - Continually revise Indicators of Educational System Health to provide a richer understanding of the performance outcomes of the educational system and the challenges it faces.