

# Vashon Island School District

---

## Strategic Planning Process

---



Dr. Slade McSheehy, *Superintendent*

---

*Presented by:*      **Performance fact, Inc.**

*Lead Facilitator:*      Mutiu O. Fagbayi (*President/CEO*)

---

April 15, 2021 | *via zoom*

# Lead Facilitator

---



Mutiu O. Fagbayi  
President/CEO

*“Moo-tee-oo Fa-gb-ayee”*

*A facilitator*

is a guide. A guide does not command or control.

However, a facilitator does direct, leaving it up to you to follow.

# Washington State “Connection”

|   |   |
|---|---|
| Bethel SD ( <i>Spanaway, WA</i> )           | Federal Way PS ( <i>Federal Way, WA</i> ) |
| Highline SD ( <i>Burien, WA</i> )           | La Conner SD ( <i>La Conner, WA</i> )     |
| North Kitsap SD ( <i>Poulsbo, WA</i> )      | North Thurston SD ( <i>Lacey, WA</i> )    |
| Northshore SD ( <i>Bothell, WA</i> )        | Seattle PS ( <i>Seattle, WA</i> )         |
| Sumner-Bonney Lake SD ( <i>Sumner, WA</i> ) | Tukwila SD ( <i>Tukwila, WA</i> )         |
| Yakima SD ( <i>Yakima, WA</i> )             |   |

# The Performance Fact Premise

## Cause & Effect

“All students will learn at high levels when instruction meets their needs. What a student has not learned well *yet*, is something she/he has ***not*** been taught well ***yet***.”

Student learning, then, is an “*effect*” whose “*cause*” lies in the quality and effectiveness of educational **PRACTICES**.

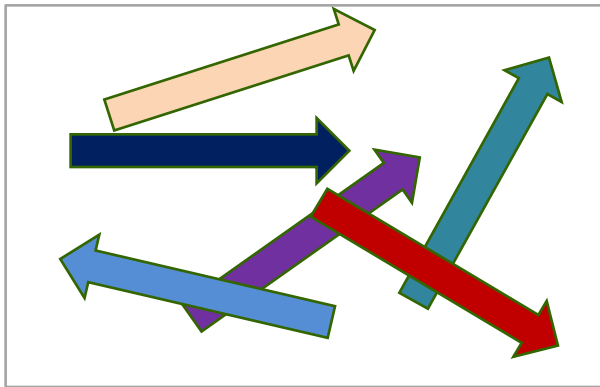
If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

Mutiu O. Fagbayi (2006)

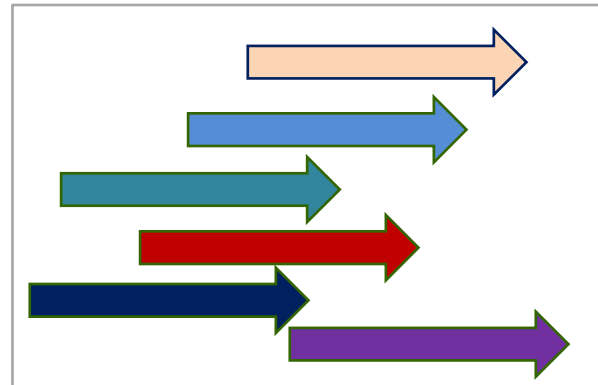
# Why Plan?

---

## Misalignment



## Alignment

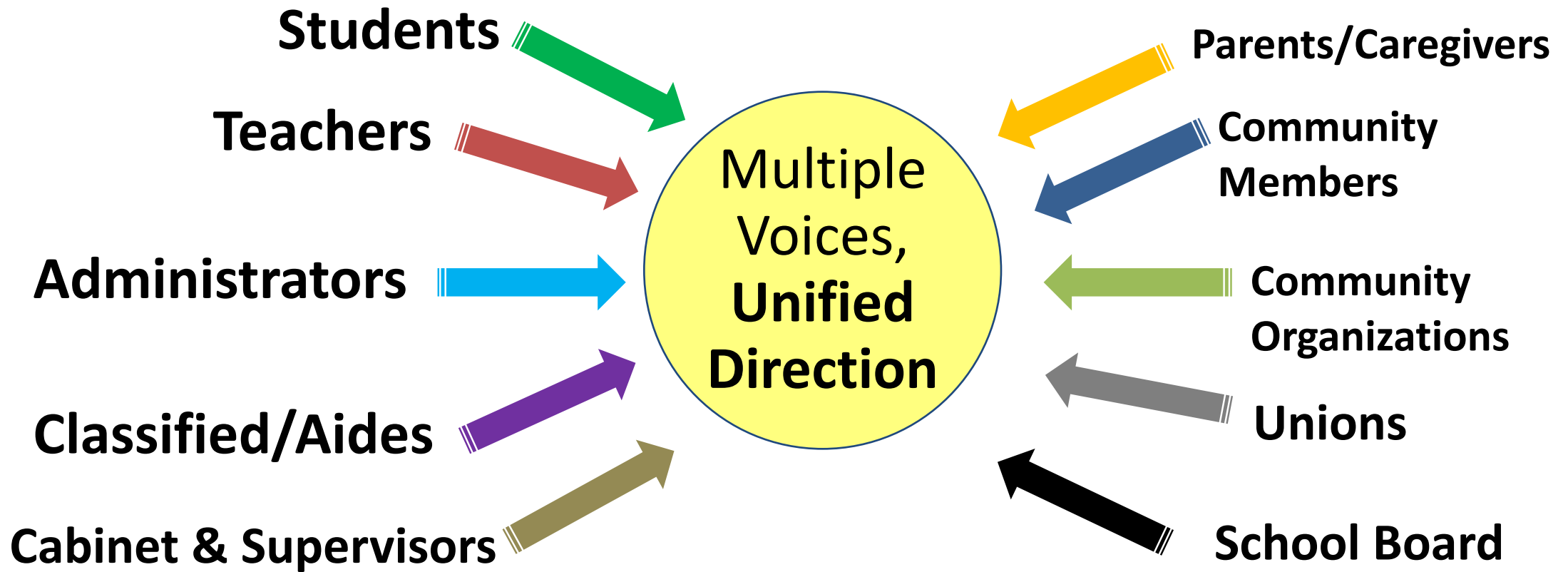


**Alignment:** *getting people, process, program and structure on the same page, going in the same direction.*

A primary aim  
of *planning*  
is unity of  
purpose, or  
*alignment*

# Embracing Diverse Voices & Perspectives

---

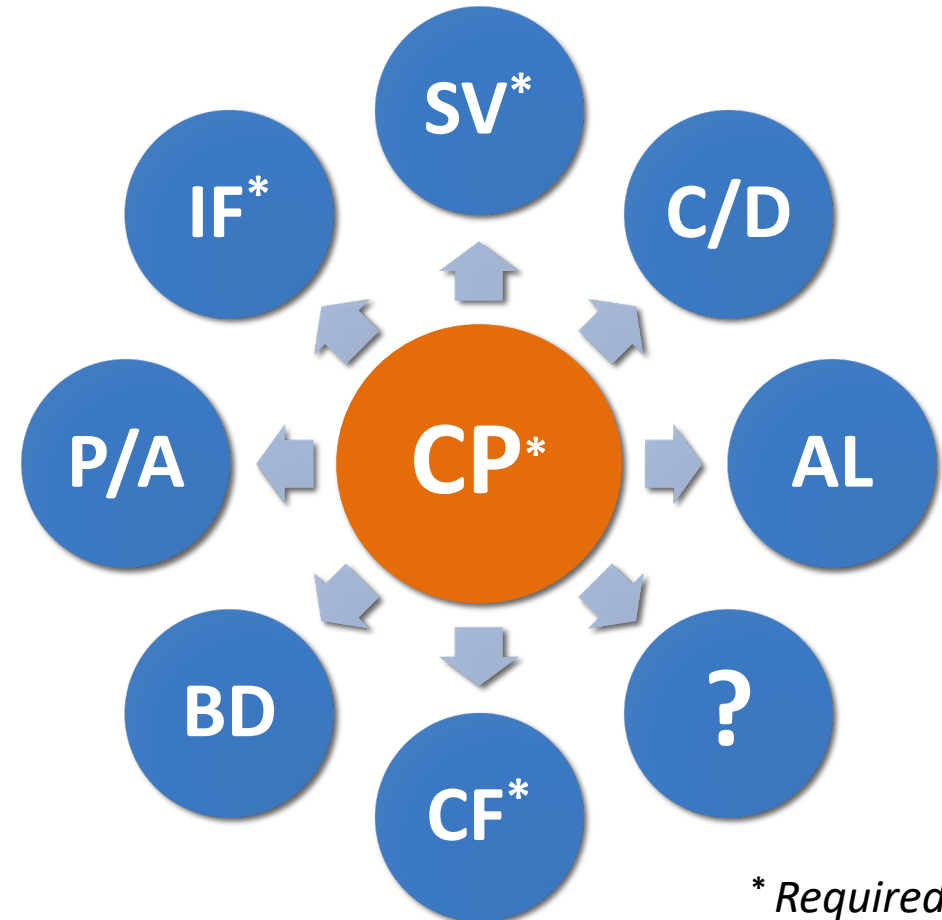


Meaningful Engagement *strengthens* understanding, appreciation and commitment.

# Embracing Diverse Voices & Perspectives

## Core Planning Team (CPT) ...

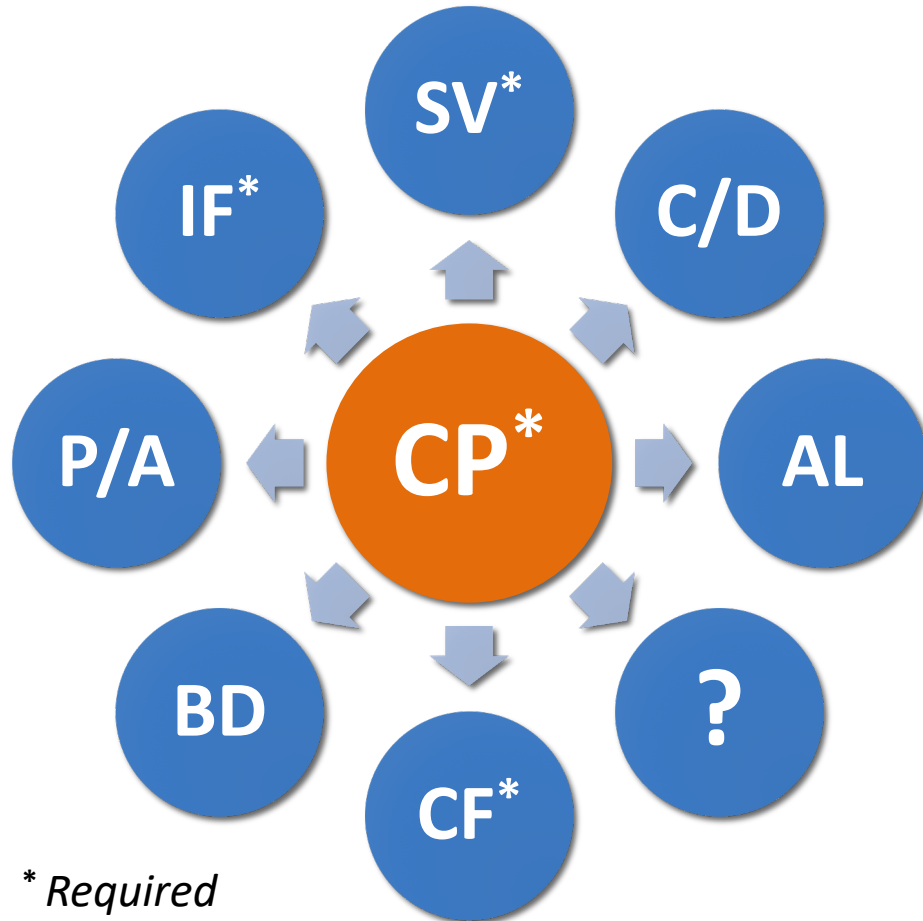
- ❑ Diverse team; includes all stakeholders
- ❑ Stewardship of the process and products
- ❑ “Integrator” of input from all perspectives
- ❑ Co-facilitator of “reality check” sessions
- ❑ 20-150 people



# Embracing Diverse Voices & Perspectives

## “Reality Check” Teams & Listening Sessions ...

- SV** = Student Voice Team
- IF** = Instructional Focus Team
- C/D** = Campus/Department Team
- P/A** = Principals/Administrators Team
- AL** = Alignment Team
- BD** = Board Review Team
- CF** = Community Forums



\* Required



# Phases of the Planning Process

---

- 1 • “Is everyone **ready** to go?” [Community mobilization]
- 2 • “Where are we **now**?” [Assessment of current state]
- 3 • “Where are we going **next**?” [Core purpose, goals, measures]
- 4 • “Is everyone **still** with us?” [Stakeholder “reality check”]
- 5 • “How are we going to get **there**?” [Building blocks: practices, strategies, structures]
- 6 • “Have we aligned **resources** with the Plan?” [Allocation of people, time, \$]
- 7 • “Do we have the **support** of our leaders and policymakers?” [Formal approval]

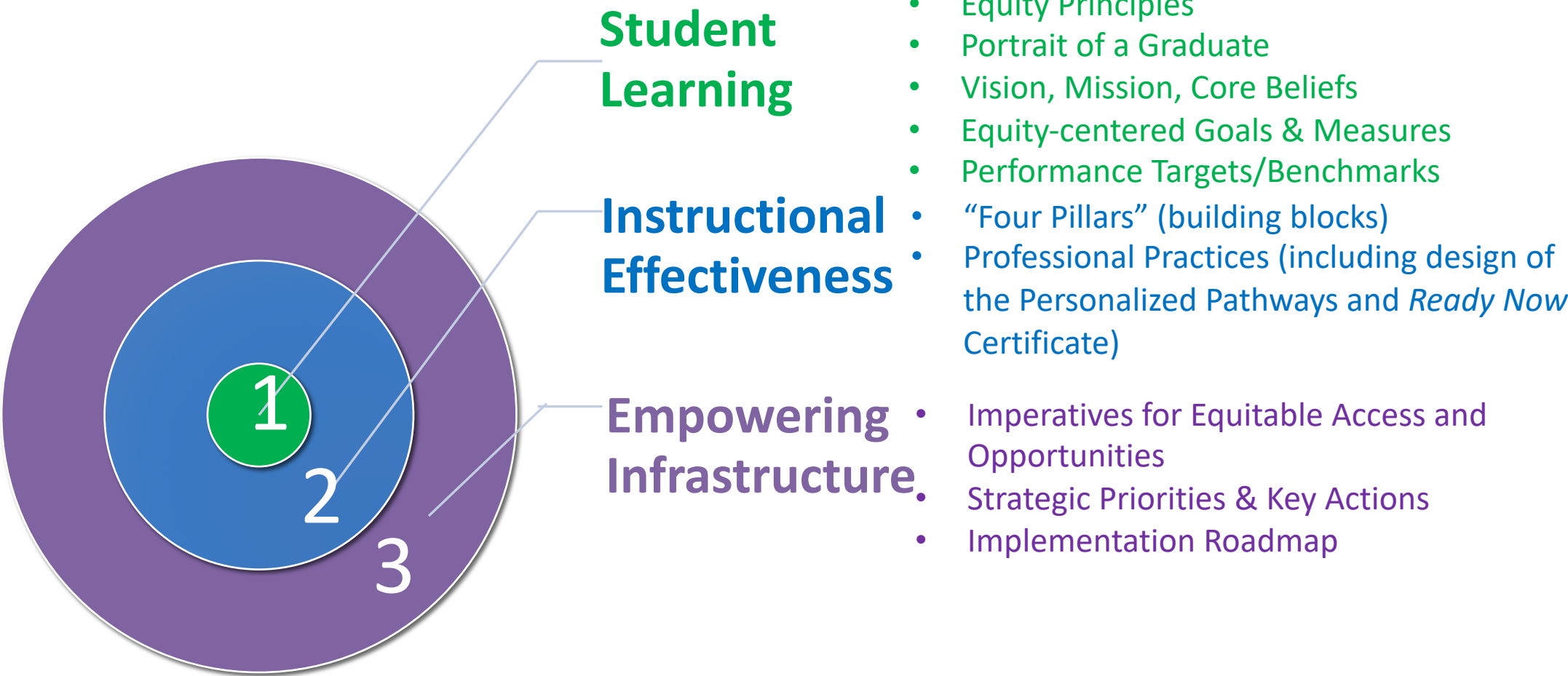
# A Data-informed Equity Audit & Strategic Planning Process



| <b>What data do we have?</b>   | <b>What does the data say?<br/><u>and</u><br/>Why does the data look that way?</b>  | <b>What are we going to do about it all?</b>   |
|--|---|--|
| <b>Student Data from multiple sources (including Equity Indicators &amp; Measures)</b> | <b>Areas of Strength and Areas of Concern of the Equity Indicators &amp; Measures</b><br><br><b>“Root causes”</b> ( <u>and</u> underlying causes) of the current state of the Equity Indicators | <ul style="list-style-type: none"><li>• Student Learning</li><li>• Instructional Effectiveness</li><li>• Empowering Infrastructure</li></ul> |

# Equity-centered Strategic Planning

*“Keeping ends and means in proper sequence.”*



# About Equity

---

Data-informed  
**EQUITY AUDIT**

# Why Equity Matters

---

*“If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”*

*Report of the Commission on Higher Education (1947)*

*[As quoted in [Monitoring Educational Equity](#) | The National Academies of Science, Engineering, and Medicine; page 13]*

# Equality vs. Equity

## Equality

Resources and supports are distributed evenly, irrespective of individual needs or assets

“Starting point” is irrelevant

## Equity

Incorporates the idea of need; distribution of resources and supports is *purposefully unequal*

“Starting point” is an important factor

# The Equity Imperative: **Equitable Access, Equal Outcomes**

---

## **Equitable access**

to resources and opportunities that guarantee fair, just, and affirming experiences and produce

## **equal outcomes**

for every student, without exception

Reference: Mutiu Fagbayi | Performance Fact, Inc. (2021)

# Purpose of Equity Indicators

---

“The purpose of [Equity] indicators is *not* to track progress toward aggregate goals, such as that all students graduate high school within 4 years of entering 9<sup>th</sup> grade, but to identify ***differences*** in progress toward that goal, ***differences*** in students’ family background and other characteristics, and ***differences*** in the conditions and structures in the education system that may affect students’ education.”

*Monitoring Educational Equity* | The National Academies of Sciences, Engineering, and Medicine (page 1)



# Two Types of Indicators in 7 Domains

---



Out-comes

*Domain A:* Kindergarten Readiness

*Domain B:* K-12 Learning and Engagement

*Domain C:* Educational Attainment

Access

*Domain D:* Extent of Racial, Ethnic, and Economic Segregation

*Domain E:* Equitable Access to High-Quality Early Learning Programs

*Domain F:* Equitable Access to High-Quality Curricular and Instruction

*Domain G:* Equitable Access to Supportive School and Classroom Environments

## 16 Indicators for Monitoring Educational Equity [Reference: National Academies of Sciences, Engineering, & Medicine; June 2019]

### *Domain A:* **KINDERGARTEN READINESS**

- Indicator 1: Disparities in Academic Readiness
- Indicator 2: Disparities in Self-Regulation and Attention Skills

### *Domain E:* **EQUITABLE ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION**

- Indicator 9: Disparities in Access to and Participation in High-Quality Early Childhood Education

### *Domain B:* **K-12 LEARNING AND ENGAGEMENT**

- Indicator 3: Disparities in Engagement in Schooling
- Indicator 4: Disparities in Performance in Coursework
- Indicator 5: Disparities in Performance on Tests

### *Domain F:* **EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION**

- Indicator 10: Disparities in Access to Effective Teaching
- Indicator 11: Disparities in Access to and Enrollment in Rigorous Coursework
- Indicator 12: Disparities in Curricular Breadth
- Indicator 13: Disparities in Access to High-Quality Academic Supports

### *Domain C:* **EDUCATIONAL ATTAINMENT**

- Indicator 6: Disparities in On-Time Graduation
- Indicator 7: Disparities in Postsecondary Readiness

### *Domain G:* **EQUITABLE ACCESS TO SUPPORTIVE SCHOOL AND CLASSROOM ENVIRONMENTS**

- Indicator 14: Disparities in School Climate
- Indicator 15: Disparities in Nonexclusionary Discipline Practices
- Indicator 16: Disparities in Nonacademic Supports for Student Success

### *Domain D:* **EXTENT OF RACIAL, ETHNIC, AND ECONOMIC SEGREGATION**

- Indicator 8: Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation