

Indiana State Board of Education Strategic Plan and Balanced Scorecard

As Amended: February 4, 2015



INDIANA STATE BOARD OF EDUCATION

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ABOUT THE BOARD

The Indiana State Board of Education (“Board”) has been charged by the Indiana General Assembly to serve as the state’s K-12 education policymaking body. The Board is comprised of eleven members, including the Superintendent of Public Instruction, who serves by state law as the chairperson of the Board. The remaining ten members are appointed by the Governor to represent each of the nine congressional districts and one at-large. No more than six of the members may be from the same political party, and four of the members must be licensed educators currently employed in an Indiana school. Appointed members serve staggered, four-year terms, which ensure policymaking continuity. The Board chooses from among its members a Secretary to maintain the Board’s records and minutes.

The Board works closely with the Indiana Department of Education (“Department”), which is led by the Superintendent of Public Instruction. The Department is responsible for implementing state statutes and regulations, as well as other K-12 policies, at the direction of the Board. The Superintendent of Public Instruction helps create a link between the Department and the Board through the dual role of head of the Department and Chair of the Board.

As set forth in state statute, the Board has the following responsibilities:

- Establish the educational goals of the state, developing standards and objectives for local school corporations;
- Assess attainment of the established goals;
- Assure compliance with established standards and objectives;
- Make recommendations to the Governor and General Assembly concerning the educational needs of the state; and
- Provide for reviews to ensure the validity and reliability of assessments.

Board staff assists the Board members in fulfilling their governing body duties and obligations, including the promulgation of rules, drafting Board resolutions, conducting research, assessing compliance with state statutes and regulations, and facilitating the implementation of key strategic initiatives.

In adopting this strategic plan, the Board has outlined its vision for K-12 education in Indiana. This living document will guide the Board’s decisions and policymaking actions through 2016. The Board engaged constituencies to receive input from stakeholders across the state. The Balanced Scorecard that follows outlines the ways in which the Board will monitor Indiana’s progress and measure success over time.

MEMBERS

Glenda Ritz

Superintendent of Public Instruction, Chair

Troy Albert

9th Congressional District

Dr. David Freitas

2nd Congressional District

Andrea Neal

5th Congressional District

Dr. Brad Oliver

6th Congressional District

B.J. Watts

8th Congressional District

Daniel Elsener

7th Congressional District, Secretary

Gordon Hendry

At-Large

Sarah O'Brien

4th Congressional District

Tony Walker

1st Congressional District

Cari Whicker

3rd Congressional District

STRATEGIC PLANNING COMMITTEE

The State Board formed a Strategic Planning Committee in September 2013 with the charge to establish clear K-12 educational goals for Indiana's education system, establish objective indicators and metrics to support the implementation of these goals, and create a balanced scorecard by which the SBOE, IDOE and members of the general public will be able to assess progress toward these goals through 2016. The Committee met regularly with the assistance of strategic planning consultants from CELT Corporation, who shared their expertise and vision for statewide education. This strategic plan promotes the Board's core values of achievement, accessibility and accountability.

Daniel Elsener

Strategic Planning Committee Chair

Dr. David Freitas

Member

Dr. Brad Oliver

Member

B.J. Watts

Member

Sarah O'Brien

Member

Superintendent Glenda Ritz

Member

ACKNOWLEDGEMENTS

This strategic plan is the product of hours of work from multiple staff from the State Board of Education and the Indiana Department of Education. Special thanks to State Board of Education staff members Claire Fiddian-Green, Anne Davis, and Dr. Michelle Gough McKeown for their assistance and continued direction. The Board also acknowledges and appreciates the work of CELT Corporation in facilitating the strategic planning process and helping the Board to develop a clear set of goals and objectives.

PURPOSE OF A STRATEGIC PLAN

Organizations, like organisms, exist in an environmental context; their success depends on accurate perception of the environment, good, quick decision-making and effective implementation of those decisions. The most important role of the senior leadership in any organization lies in understanding the environment and assuring adaptation – changing what needs to be changed and strengthening that which does not. This is the essence of strategic planning.

The process of strategic planning is ongoing; a strategic plan is not a static thing. Creating a strategic plan should combine leadership with the best knowledge and thinking of the organization and the stakeholders the organization serves. The strategic plan:

- gives a clear record of the organization's ideas and plans as well as the measures used to assess progress
- indicates to everyone in the organization what is important and what they can do to contribute to overall success
- communicates to stakeholders what they can expect and how they can participate
- provides a scorecard for evaluating organizational performance.

The ultimate goal of strategic planning must be improved organizational performance - adapting the work of the organization to provide more effective services to stakeholders and customers. The strategic plan provides an agenda for success, but that success is only realized through effective implementation.

A strategic plan begins a process of focusing effort on the work necessary to make the organization succeed. The plan needs not only to define success, it also needs to define the specific steps that will be taken and how the effectiveness of those actions will be assessed. The organization must be able to use the plan to manage day-to-day progress toward improved performance.

A good strategic plan is never finished; it grows and changes along with the organization. It embodies the organization's sense of itself and aspirations as well as the plan to realize those aspirations. The purpose of a strategic plan is to provide scaffolding for the construction of a better future.

THE BALANCED SCORECARD PROCESS

The Balanced Scorecard (BSC) Process is a dynamic approach to strategic planning that can be applied to any organization. Developed initially in the private sector¹, the approach has been adapted for education and successfully applied in many public learning organizations. The ultimate aim of this process is to help educational organizations achieve success in accomplishing their vision to improve learning and achievement for all students.

Most organizations have a vision of some desired future different from the present and would consider achieving that vision to be success. Those that focus their efforts on the right things are likely to get where they want to go sooner than those that rely on good luck and hard work alone. The question is: how does one determine what those right things are?

The BSC Process can be viewed as a series of questions; the answers to which help define those right things:

Why do we exist?	↔	Mission
What do we want our future to look like?	↔	Vision
What do we need to focus on?	↔	Goals
What do we need to accomplish?	↔	Objectives
Did we reach our Objectives?	↔	Lagging Indicators
How will we accomplish our Objectives?	↔	Strategies
How will we implement our Strategies?	↔	Projects
How will we know our Strategies are working?	↔	Leading Indicators
What changes should we make along the way?	↔	Adjust Strategies and Objectives

Together, the answers to these questions form the contents of a complete and well-written scorecard and the foundation for the BSC Process.

The Balanced Scorecard Process moves beyond most strategic plans with its focus on implementation. Strategies are plans of action to accomplish the objectives, and these are measured by a set of leading indicators that assess effectiveness of the strategies and predict outcomes. The organization uses this portion of the BSC to focus effort on completing the work that will allow improved performance. Leading indicators inform day-to-day management decisions that lead toward accomplishing the objectives. A good strategic planning and balanced scorecard process moves from strategic thinking to tactical and operational implementation (see figure below).

¹ Kaplan, Robert S; Norton, D. P. (1992). "The Balanced Scorecard - Measures That Drive Performance". Harvard Business Review (January–February): 71–79.

<http://balancedscorecard.org/>

<http://www.thepalladiumgroup.com/>

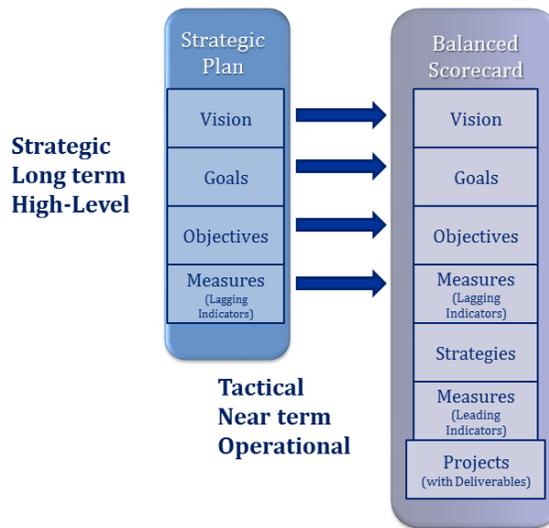


Figure 1: Moving from strategic thinking to tactical and operational implementation

In 2013, the Board formed a Strategic Planning Sub-committee to engage in a balanced scorecard strategic planning process. This group participated in monthly day-long workshops to produce draft elements of the balanced scorecard. The results were regularly shared with the full Board. Stakeholder groups from across the state were engaged in focus sessions to share ideas and help shape the strategic direction. The Board also convened teams of Indiana Department of Education leaders in the form of goal teams to provide expertise and advice on implementation of the strategic goals. The resulting balanced scorecard strategic plan represents the first iteration (e.g., version 1.0) of a plan to achieve the bold vision for prosperity in Indiana that is endorsed by every member of the Indiana State Board of Education. The following sections cover in detail the components of the first iteration of the strategic plan and balanced scorecard.

THE STATE BOARD OF EDUCATION'S STRATEGIC PLAN AND BALANCED SCORECARD

Indiana...prosperity driven by excellence in educational achievement and innovation.

Education is a tool for shaping the future. To thrive, Indiana will need young people who are prepared to carry the State forward and keep it a great place to live. Indiana's future and prosperity are tied to the success of ensuring that every Hoosier student achieves greatness.

The State Board of Education's core values center on achievement, accessibility, accountability.

The ultimate measure of any education system has to be the achievement of the students it serves. Every student should gain what they need to achieve success in life since their success will shape the future. Students are not uniform – each child's needs are different and success looks different for each child. To be effective, the education system must work to make every child bloom.

Access to opportunity is not enough - every student needs access to achievement and success as well. Ultimately, the future of Indiana will be written by what the students achieve, not what they had the opportunity to achieve. Responsible leaders need to go the extra distance by setting high expectations, providing support and encouragement along the way, and assuring that every student achieves his or her full potential as a valuable citizen of the State of Indiana.

Going the extra distance is not easy. It will take all Hoosiers pulling together to build a better future for Indiana. Accountability is the essence of teamwork. To ensure success, every team member needs to know his or her role and play it reliably – every team member has to take responsibility for doing the job. When this happens, the organization performs well and there is no need for blame.

Mission

The mission of pre-K to 12 education in Indiana is to provide high quality educational experiences in every school, on every day, to fully develop the talents in each Hoosier student, resulting in graduates who are capable, civic-minded individuals with the knowledge, skills, and character to be successful in their chosen life pathway.

Pre-K through 12 education in Indiana is a system that connects everyone and everything in the State. It is no longer useful to think of schools separately from the institutions that surround them. High quality educational experiences are increasingly likely to include connections beyond the school itself. To realize the full potential of Indiana's future, the approach needs to be comprehensive and inclusive.

Education should develop the best Hoosiers possible – people who can be trusted to innovate and develop a better future for Indiana. Students will need knowledge and ability, and the strength of character to go with it. Every day, in every school, in every classroom, Indiana's educators dedicate themselves to this essential work.

Vision

Indiana will be the national educational leader in academic achievement and college and career readiness through a relentless commitment to innovation in teaching and learning, where students are equipped to make significant contributions in the diverse communities and global marketplace where they live and work.

The vision is for Indiana to be known for the contributions that Hoosiers make throughout the State and across the globe. This can only happen if schools make every student ready to succeed wherever they go in life. The quality of Indiana's schools today will be judged by the next generation of Hoosiers.

The future will make new demands on publicly funded K-12 education. Responding to these demands will require Hoosiers to work together in new ways to help Indiana's students achieve. Commitment to cooperation, innovation, continuous improvement, and the celebration of excellence will become business as usual.

Goals

Goals indicate the Board's primary areas of strategic focus. These goals are further defined by the objectives and lagging indicators. Together these three elements of the Balanced Scorecard define the Board's desired strategic outcomes.

1. Ensure that all students in Indiana learn.
2. Maximize the potential of human talent.
3. Increase the involvement and support of all Indiana stakeholders.

The Indiana State Board of Education is responsible for assuring that every student in the state receives a high quality education by establishing goals, standards and objectives, assuring compliance with these, and monitoring educational outcomes. All of the Board's work should contribute to student success, and the Board's effectiveness should be judged by what each Hoosier student learns.

Early reading proficiency is essential to success in school and a foundational element for achievement and graduation. Indiana's students should compare well to those in other States, and an emphasis needs to be placed on expectations for low performing students. No group of Hoosiers should be denied the opportunity to succeed for any reason.

The most important elements in Indiana's education system are the educators who serve the students. Every person who participates in the enormous task of providing a high quality education to every child has an influence on what those children learn. The Board will focus on supporting school systems in recruiting, developing, and retaining the most effective people in order to make the State a national model of excellence.

Indiana's education system does not operate in a vacuum. Families and students exist in social contexts, graduates go on to colleges and careers, colleges and universities train many of our educators, and the private sector provides increasingly valuable resources in addition to employment opportunities. Every Hoosier is a stakeholder in the State's education system.

The Board will focus effort on supporting school systems to develop healthy relationships with the families they serve and strong partnerships with the community around them, and on providing stakeholder groups in the State access and opportunity to participate in assuring success for every child. Educating the children who will build the future of Indiana is every Hoosier's responsibility and doing it well will benefit all.

These three areas require focused effort in order for the Board's vision to be realized. Every student in Indiana should learn what they need to achieve success, every educator that serves Hoosier students should be highly effective, and every Hoosier has a role to play in making the educational system succeed. The Board will focus its efforts on increasing achievement for all students, fostering excellence among educators, and uniting stakeholders in support of Indiana's future.

The sections below list the detailed objectives, lagging indicators, strategies, and leading indicators for each of the BSC goals. The objectives and lagging indicators describe the Board's expectations for improvement in each area. The strategies describe the work that the Board will undertake to accomplish the expectations, and the leading indicators are the metrics that will be used to assess the strategies. The strategies listed below will form the agenda for future strategic work.

Goal 1: *Ensure that all students in Indiana learn.*

Objective 1.1 Indiana students will demonstrate an increase in achievement results with a decrease in the percentage of non-proficient students in all subgroups.

Lagging Indicators:

- A. % of 3rd grade students passing the IREAD-3 assessment
- B. 3rd grade summative assessment results for students who participated in Pre-K as compared to the general population of Indiana students
- C. % of students passing the ISTEP+ assessment
- D. % of students passing the End of Course assessments (with grade level designation)
- E. % of students graduating without a waiver
- F. National ranking of Indiana students' achievement-level percentages from the National Assessment of Educational Progress (NAEP), SAT, ACT, PSAT and national content exams (e.g., National Latin Exam)
- G. Measure of district and school adoption of Character and Citizenship strategies (TBD)

(Range between sub-groups calculated for all Lagging Indicators. Include urban, suburban and rural subgroup breakdowns to the academic lagging indicators.)

Strategies & Leading Indicators

- 1.1.1 The Board will ask the Department to provide a detailed plan of the process and schedule for communicating and delivering support to educators on the new State standards.

- % of districts with curriculum aligned to new Indiana Standards

(Request that the Department validate or revise this leading indicator as they produce the plan and also recommend a process for determining district alignment.)

- 1.1.2 The Board will ask the Department to provide a detailed plan of the process and schedule for communicating and delivering support (e.g., technical support, training and implementation assistance) to educators on the new State assessments.

- % of Local Educational Agencies ("LEAs") that report they have received adequate support from the Department to implement the new State assessments

(Request that the Department validate or revise this leading indicator as they produce the plan.)

- 1.1.3 Ensure the school monitoring system through the Department's Office of Outreach is used to monitor improvement of all Indiana schools and to identify and share proven strategies for improving school performance.

- % of Priority and Focus schools deemed to be "on track" with their planned implementation of interventions

- 1.1.4 Assemble a taskforce to develop recommendations for the implementation of a statewide data and instructional support system to assist Indiana's educators, students, and stakeholders. The taskforce will recommend a high-level future-state architecture that defines the role that the state plays in assisting school districts to provide applications and data that can be used to inform and improve student learning. Model examples include the work done in North Carolina, Massachusetts, Kentucky and Arizona.
- 1.1.5 Establish assumptions and guidelines for the use of data and technology at the state level, and utilize pilot programs to test the recommendations.
- 1.1.6 The long-term focus of the Board will be to make technology accessible as an important instructional tool in the life-long learning process. Indiana will become the preeminent state for innovative instructional practices through full and meaningful technology integration in all learning environments.
- *(TBD)*
- 1.1.7 Coordinate with the Center for Education & Career Innovation taskforces on Career and Technical Education (“CTE”) and Science Technology Engineering & Math (“STEM”) to increase opportunities for Indiana students in these areas. Explore the addition of the Arts to the scope of these taskforces.
- % increase in enrollment in CTE pathways
 - Number of students enrolled in CTE pathways receiving program certification
 - Number of students gaining employment within CTE career after graduation
- 1.1.8 Establish recommended guidelines and practices for Character and Citizenship programs for districts and schools.
- *Measure of district and school adoption of Character and Citizenship strategies (TBD)*
- 1.1.9 Encourage districts to increase the number of students in middle and high school participating in higher-level courses.
- % of 8th grade students enrolled in Algebra I
 - % of graduating students completing at least one AP/IB course
 - % of students participating in dual credit programs
- 1.1.10 Encourage schools to increase the number of graduates that are college and career ready.
- % of graduates that score a level 3 or higher on AP exams
 - % of graduates that score a level 4 or higher on IB exams

- % of graduates that earn at least 3 hours of dual credit
- % of graduates that earn an industry recognized professional certificate/license
- % of graduates that need remediation at the postsecondary level

1.1.11 100,000 more students enrolled in A or B schools by 2020

- Total number of students enrolled in A and B schools each year.

These strategies can be viewed below aligned to their leading indicators and the projects that will put the strategies into effect:

No.	Strategy	Leading Indicators	Project
1.1.1	The Board will ask the Department to provide a detailed plan of the process and schedule for communicating and delivering support to educators on the new State standards.	% of districts with curriculum aligned to new Indiana Standards <i>(Request that the Department validate or revise this leading indicator as they produce the plan and also recommend a process for determining district alignment.)</i>	State Standard Implementation Project
1.1.2	The Board will ask the Department to provide a detailed plan of the process and schedule for communicating and delivering support (e.g., technical support, training and implementation assistance) to educators on the new State assessments.	% of Local Educational Agencies (“LEAs”) that report they have received adequate support from the Department to implement the new State assessments <i>(Request that the Department validate or revise this leading indicator as they produce the plan.)</i>	State Assessment Project
1.1.3	Ensure the school monitoring system through the Department’s Office of Outreach is used to monitor improvement of all Indiana schools and to identify and share proven strategies for improving school performance.	% of priority and focus schools deemed to be "on track" with their planned implementation of interventions	N/A
1.1.4	Assemble a taskforce to develop recommendations for the implementation of a statewide data and instructional support system to assist Indiana’s educators, students, and stakeholders.		Taskforce for a State-wide Data and Learning Management System
1.1.5	Establish assumptions and guidelines for the use of data and technology at the		Taskforce for a State-wide Data and Learning Management System

No.	Strategy	Leading Indicators	Project
	state level, and utilize pilot programs to test the recommendations.		
1.1.6	The long-term focus of the Board will be to make technology accessible as an important instructional tool in the life-long learning process. Indiana will become the preeminent state for innovative instructional practices through full and meaningful technology integration in all learning environments.		Taskforce for a State-wide Data and Learning Management System
1.1.7	Coordinate with the Center for Education & Career Innovation taskforces on Career and Technical Education (“CTE”) and Science Technology Engineering & Math (“STEM”) to increase opportunities for Indiana students in these areas. Explore the addition of the Arts to the scope of these taskforces.	<ul style="list-style-type: none"> • % increase in enrollment in CTE pathways • Number of students enrolled in CTE pathways receiving program certification • Number of students gaining employment with in CTE career after graduation 	N/A
1.1.8	Establish recommended guidelines and practices for Character and Citizenship programs for districts and schools.	Measure of district and school adoption of Character and Citizenship strategies (TBD)	Character and Citizenship Project
1.1.9	Encourage districts to increase the number of students in middle and high school participating in higher-level courses.	<ul style="list-style-type: none"> • % of 8th grade students enrolled in Algebra I • % of graduating students completing at least one AP/IB course • % of students participating in dual credit programs 	N/A
1.1.10	Encourage schools to increase the number of graduates that are college and career ready.	<ul style="list-style-type: none"> • % of graduates that score a level 3 or higher on AP exams • % of graduates that score a level 4 or higher on IB exams • % of graduates that earn at least 3 hours of dual credit • % of graduates that earn an industry recognized professional certificate/license • % of graduates that need remediation at the post-secondary level 	

No.	Strategy	Leading Indicators	Project
1.1.11	100,000 more students enrolled in A or B schools by 2020.	<ul style="list-style-type: none">• Total number of students enrolled in A and B schools each year	

Goal 2: *Maximize the potential of human talent.*

Objective 2.1 **Indiana will recruit, develop, and retain highly effective educational leaders.**

Lagging Indicators:

- A. % of teachers determined to be highly effective, needs improvement and ineffective by Board-approved teacher performance evaluation systems
- B. % of principals determined to be highly effective, needs improvement and ineffective by Board-approved principal performance evaluation systems
- C. % of schools within each district with grades of A or B (Superintendents)
- D. % of schools within each district with grades of A or B (Boards of Education)
- E. Measure of effectiveness for teacher preparation schools and programs (TBD)

Strategies & Leading Indicators

- 2.1.1 Collect data on teacher and principal performance and retention. Ensure consistent application of legal requirements. Examine data to identify the factors that are associated with highly-effective educators in Indiana. Investigate the correlation between teacher ratings and school grades.

Correlate teacher evaluation data to:

- Average number of years of teacher experience
- Teachers with national board certification
- Teachers with content-area degrees in their area of teaching
- Teachers with advanced content-area degrees in their area of teaching
- Teachers with advanced degrees from colleges of education
- First year teachers
- Teachers with experience over 5 years
- Correlate teachers' performance and principals' performance with A-F school grades
- Correlation of district-level performance (as measured by the A-F system) and teacher and administrator evaluation ratings

(Request that the Department validate or revise these leading indicators as they produce the report.)

- 2.1.2 Establish teams to interview representatives from the Indiana colleges of education, business colleges, successful corporate HR department representatives and highly rated superintendents and school principals. Identify the most innovative and demonstrably successful practices for recruiting and retaining talented teachers, principals, superintendents and local school boards, including alternative pathways and continuing education.

- Retention rates of teachers and principals
- Correlation between models of compensation and retention rates

(Request that the teams recommend leading indicators as they produce their report.)

- 2.1.3 Coordinate with the Indiana Commission for Higher Education to improve quality and diversity of educators graduating from schools of education and alternate educator preparation programs in Indiana.
- Teacher and principal ratings correlated to universities and alternate educator preparation programs (first, second and third-year teachers)
- 2.1.4 Establish teams to research and Identify best practices in professional development of teachers, principals, superintendents, and Boards of Education. Articulate assumptions and guidelines at the state level, and implement pilot programs to test the recommendations.
- (Request that the teams recommend leading indicators as they produce their report.)*
- 2.1.5 Increase the number of STEM certified teachers in Indiana schools. Utilize the STEM Teacher Recruitment Grant Fund established during the 2013 legislative session and the 2014 legislation on STEM recruitment managed through the Indiana Commission for Higher Education to help meet this strategy.
- Number of STEM certified teachers
- 2.1.6 Foster support for districts to equitably distribute talent (e.g., teachers and principals) to high-need schools and students.
- Correlation of teacher ratings to Title 1 or high-need schools.
- 2.1.7 Initiate a positive messaging campaign from the Governor’s Office around the value of the teaching profession.

These strategies can be viewed below aligned to their leading indicators and the projects that will put the strategies into effect:

No.	Strategy	Leading Indicators	Project
2.1.1	Collect data on teacher and principal performance and retention. Ensure consistent application of legal requirements. Examine data to identify the factors that are associated with highly-effective educators in Indiana. Investigate the correlation between teacher ratings and school grades.	Correlate teacher evaluation data to: <ul style="list-style-type: none"> • Average number of years of teacher experience • Teachers with national board certification • Teachers with content-area degrees in their area of teaching • Teachers with advanced content-area degrees in their area of teaching 	Review of the teacher and principal evaluation rules and guidelines

No.	Strategy	Leading Indicators	Project
		<ul style="list-style-type: none"> • Teachers with advanced degrees from colleges of education • First year teachers • Teachers with experience over 5 years • Correlate teachers' performance and principals' performance with A-F school grades • Correlation of district-level performance (as measured by the A-F system) and teacher and administrator evaluation ratings <p><i>(Request that the Department validate or revise these leading indicators as they produce the report.)</i></p>	
2.1.2	<p>Establish teams to interview representatives from the Indiana colleges of education, business colleges, successful corporate HR department representatives and highly rated superintendents and school principals.</p> <p>Identify the most innovative and demonstrably successful practices for recruiting and retaining talented teachers, principals, superintendents and local school boards, including alternative pathways and continuing education.</p>	<ul style="list-style-type: none"> • Retention rates of teachers and principals • Correlation between models of compensation and retention rates <p><i>(Request that the teams recommend leading indicators as they produce their report.)</i></p>	N/A
2.1.3	<p>Coordinate with the Indiana Commission for Higher Education to improve quality and diversity of educators graduating from schools of education and alternate educator preparation programs in Indiana.</p>	<p>Teacher and principal ratings correlated to universities and alternate educator preparation programs (first, second and third-year teachers)</p>	N/A
2.1.4	<p>Establish teams to research and identify best practices in professional development of teachers, principals, superintendents, and Boards of Education. Articulate assumptions and guidelines at the state level, and implement pilot programs to test the recommendations.</p>	<p><i>(Request that the teams recommend leading indicators as they produce their report.)</i></p>	N/A
2.1.5	<p>Increase the number of STEM certified teachers in Indiana schools. Utilize the</p>	<p>Number of STEM certified teachers</p>	N/A

No.	Strategy	Leading Indicators	Project
	STEM Teacher Recruitment Grant Fund established during the 2013 legislative session and the 2014 legislation on STEM recruitment managed through the Indiana Commission for Higher Education to help meet this strategy.		
2.1.6	Foster support for districts to equitably distribute talent (e.g., teachers and principals) to high-need schools and students.	Correlation of teacher ratings to Title 1 or high-need schools	N/A
2.1.7	Initiate a positive messaging campaign from the Governor’s Office around the value of the teaching profession.		N/A

Goal 3: *Increase the involvement and support of all Indiana stakeholders.*

Objective 3.1 Indiana will develop healthy family-school relationships.

Lagging Indicator:

- Results of survey to measure family attitudes toward the schools their children attend

Objective 3.2 Indiana will develop strong partnerships between schools and the communities they serve.

Lagging Indicator:

- Results of survey to measure community attitudes toward the schools their children attend

Objective 3.3 Indiana will develop strong partnerships at the state level with stakeholder organizations.

Lagging Indicator:

- Results from surveys of key state-level stakeholders

Strategies & Leading Indicators

3.1.1 Design a scientifically valid survey to measure family and community attitudes toward their schools.

- % of positive results on family and community surveys regarding attitudes toward their schools

(Request that the Department validate or revise the leading indicator as they produce their report.)

3.1.2 Implement a robust, ongoing, two-way communication process with stakeholder organizations throughout Indiana: institute quarterly stakeholder group sessions (across the state); solicit input on important issues and strategies; enlist stakeholder groups to support Indiana education; develop metrics and processes to assess strength of statewide stakeholder group involvement.

- (TBD)

3.1.3 Coordinate strategic efforts with other Indiana stakeholder groups (e.g., Center for Education & Career Innovation, Commission for Higher Education, Department of Workforce Development) to improve educational outcomes.

- (TBD)

3.1.4 Establish a Parent's Advice / Advocacy Center to assist families in navigating the K-12 education system and helping their children succeed. Utilize technology but also other means of reaching the families in greatest need. Explore existing options such as www.greatschools.org.

- Number of parents participating in the Parent's Advice/ Advocacy Center

These strategies can be viewed below aligned to their leading indicators and the projects that will put the strategies into effect:

No.	Strategy	Leading Indicators	Project
3.1.1	Design a scientifically valid survey to measure family and community attitudes toward their schools.	% of positive results on family and community surveys regarding attitudes toward their schools <i>(Request that the Department validate or revise the leading indicator as they produce their report.)</i>	Family and community survey
3.1.2	Implement a robust, ongoing, two-way communication process with stakeholder organizations throughout Indiana: institute quarterly stakeholder group sessions (across the state); solicit input on important issues and strategies; enlist stakeholder groups to support Indiana education; develop metrics and processes to assess strength of statewide stakeholder group involvement.	<i>(TBD)</i>	Stakeholder Communication Project
3.1.3	Coordinate strategic efforts with other Indiana stakeholder groups (e.g., Center for Education & Career Innovation, Commission for Higher Education, Department of Workforce Development) to improve educational outcomes.	<i>(TBD)</i>	N/A
3.1.4	Establish a Parent's Advice / Advocacy Center to assist families in navigating the K-12 education system and helping their children succeed. Utilize technology but also other means of reaching the families in greatest need. Explore existing options such as www.greatschools.org .	Number of parents participating in the Parent's Advice/ Advocacy Center	Parent Advice/ Advocacy Project

BASELINE DATA AND TARGETS

Baseline data describes where each lagging indicator is at the beginning point of the BSC process. It is important to measure progress on indicators from such a baseline, so that an accurate picture of progress can be determined. Targets are set for each indicator based on the baseline. Where no baseline data is available, it is necessary to collect such data and establish a baseline before setting targets for an indicator. Appendix A has the balanced scorecard vision, mission, goals, objectives and lagging indicators together with their baseline data (where available) and targets.

ACHIEVING THE GOALS – NEXT STEPS

The balanced scorecard at this point is through its first iteration. But it is never complete. The strategies defined in the balanced scorecard must be turned into projects that put the strategies in place and these projects and the leading and lagging indicators must regularly be monitored and adjusted until the vision, goals and objectives are achieved. The Board's Strategic Planning Committee should remain in place in some form and take on the role of overseeing and coordinating implementation of the plan. It is important that the leaders that developed the strategies and measures stay involved to be in a position to inform the implementers as to the original intent and discussion involved in creating the balanced scorecard. This role is one of a plan management oversight committee (or PMOC).

The PMOC's next steps are to prioritize and clarify ownership (e.g., assign sponsors and a project manager) for the projects required to implement the strategies successfully. They should create a list of projects that are to be activated, as well as a list of projects waiting to be started and maintain a list of completed projects. Appendix B has the list of projects from this first iteration of the BSC process. The goal is to implement as many strategies as quickly as possible by completing the projects on the list. The PMOC should meet regularly (at least monthly) to launch projects (e.g., approve the project plan created by the sponsor and project manager), receive project status updates for those projects that are already in progress, and review data on the leading indicators. Appendix C has a sample project plan that can serve as a reference point for creating other plans.

The goal teams may remain active to help staff the projects and oversee the implementation of the strategies, under the direction of the PMOC. The PMOC should help find additional resources to ensure the success of the goal teams by seeking assistance from other education agencies, non-profit agencies and/or the business community.

APPENDIX A: BALANCED SCORECARD

APPENDIX B: INDIANA BOARD OF EDUCATION PROJECT DESCRIPTIONS

No.	Project Name	Description	Project Sponsor	Project Manager
1	State Standard Implementation Project			
2	State Assessment Project			
3	Character and Citizenship Project			
4	Taskforce for a State-wide Data and Learning Management System			
5	Review of the teacher and principal evaluation rules and guidelines			
6	Establish teams to review best practices for recruiting, developing, and retaining talent			

No.	Project Name	Description	Project Sponsor	Project Manager
7	Establish teams to review best practices for professional development			
8	Family and community survey			
9	Stakeholder Communication Project			
10	Parent Advice/ Advocacy Project			

APPENDIX C: PROJECT CHARTER FOR
TEACHER/PRINCIPAL EVALUATION PROJECT

Indiana State Board of Education

Study of the Teacher/Principal Evaluation Process

Project Charter

[Insert Date]

This project supports the following

Strategic Goals:

(Check all that apply)

- Goal 1**
- Goal 2**
- Goal 3**

Strategic Plan Performance Measure(s) Addressed:

% of teachers determined to be highly effective, needs improvement and ineffective by Board-approved teacher performance evaluation systems

% of principals determined to be highly effective, needs improvement and ineffective by Board-approved principal performance evaluation systems

Introduction:

(Provide background and a brief description of the project, including information on the need/problem.)

The Indiana State Board of Education wants to ensure that the teacher and principal evaluation methods and strategies used by local education agencies are effective, conform to state legislation, and provide helpful data that can be used to develop and retain talented teachers and principals. This project is to collect data on teacher and principal performance and retention. The data will be examined to identify the factors (e.g., advanced degrees, degrees in their area of teaching, national board certification, etc.) that are associated with highly-effective educators in Indiana and the degree to which the effective teachers are retained. The data will also be used to investigate the correlation between teacher ratings and school grades.

Desired Results

(Insert 3-5 sentences that succinctly state what is to be accomplished with the end in mind – how will things be better or different?)

1	The Indiana State Board of Education will have data to show the relative effectiveness of the teacher and principal evaluation processes used in the local education agencies.
2	The data on the effectiveness of the evaluation processes will be available and used to inform and improve state policy.
3	Local education agencies will have access to the data and best practices used across the state for improving their evaluation processes.

Deliverables

(The deliverables should be nouns and should be sufficient to bring about the Desired Results described above):

1	<p>Comprehensive database of information on teacher and principal evaluation information, to include (but not limited to):</p> <ul style="list-style-type: none"> ▪ individual teacher and principal ratings to include its component parts (e.g., student achievement and growth data), person(s) who performed each rating/observation, course and school assignments, years in service, degrees, certifications, years with the LEA, compensation and benefits increases ▪ rating rubrics and standards tied to each evaluation (should align to LEA's rubrics and standards) ▪ categorization of rubrics and standards for each LEA's evaluation process ▪ alignment of evaluation systems with state and federal requirements
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	<ul style="list-style-type: none">■ Optimal methods to collect data on evaluation systems and ensure alignment with state and federal requirements■ School grades
2	Compilation of evaluation practices, rubrics, standards and tools used by a significant sampling of LEAs, to include rural, urban, low income, high income, high performing and low performing LEA's.
3	Correlation of practice to performance, retention and school grades to discern (to the degree plausible) promising practices.
4	Conclusions, recommendations and observations that will help inform policy and practice, both at the state and LEA level.

Project Organization

Role	Description	Assignment
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope and deliverables.	
Project Manager	Develops and maintains project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	
Project Team	Is responsible for performing the activities necessary for implementation of the project.	
Key Stakeholders	Provides expert understanding of their organization, and represents area for which the project is intended to support/serve.	

Project Scope and Schedule Summary

The table below is to be used for all PMOC projects as follows:

- **Step I – Project Plan (see table 1 below)**
 - Identify one project’s deliverable (noun) in the row that is highlighted in each table. You can add additional rows to accommodate all of the project’s deliverables. The rows beneath each deliverable are for the detailed tasks.
 - Identify the detailed Action Steps to produce each deliverable in the rows beneath the deliverable.
 - For ***each*** Action Step, indicate a date when the work will begin and when the work will be finished. Additional rows can be added as necessary.
- **Step II –Monthly Status Report (see table 2 below)**
 - Indicate the status for each activity and the actual completion date.
 - Identify any issues that the project is dealing with in the rows at the bottom of the table.
 - The monthly report is to be submitted to the Sponsor and will reflect work completed in the previous month.

[DATE]

<i>Project Schedule/Status Report</i>						
<Insert Project Name>				Submitted by: <insert name>		
Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
1.0	Comprehensive database of information on teacher and principal evaluation information					
1.1	[insert Action Step]					
1.2	[insert Action Step]					
1.3	[insert Action Step]					
1.4	[insert Action Step]					
1.5	[insert Action Step]					
1.6	[insert Action Step]					
1.7	[insert Action Step]					
1.8	[insert Action Step]					
1.9	[insert Action Step]					

*Insert
Logo*

XXX (Name of District of Learning Organization)

Name of the Project - Project Charter

Action Step #	Issue(s)	Date Presented	Resolution	<i>Date Resolved</i>

Table 1

[DATE]

<i>Project Schedule/Status Report</i>						
<Insert Project Name>				Submitted by: <insert name>		
Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
2.0	Compilation of evaluation practices, rubrics, standards and tools used by a significant sampling of LEAs					
2.1	[insert Action Step]					
2.2	[insert Action Step]					
2.3	[insert Action Step]					
2.4	[insert Action Step]					
2.5	[insert Action Step]					
2.6	[insert Action Step]					
2.7	[insert Action Step]					
2.8	[insert Action Step]					
2.9	[insert Action Step]					

Insert
Logo

XXX (Name of District of Learning Organization)

Name of the Project - Project Charter

Action Step #	Issue(s)	Date Presented	Resolution	<i>Date Resolved</i>

Table 2

[DATE]

Project Schedule/Status Report

<Insert Project Name>

Submitted by: <insert name>

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
3.0	Correlation of practice to performance, retention and school grades					
3.1	[insert Action Step]					
3.2	[insert Action Step]					
3.3	[insert Action Step]					
3.4	[insert Action Step]					
3.5	[insert Action Step]					
3.6	[insert Action Step]					
3.7	[insert Action Step]					
3.8	[insert Action Step]					
3.9	[insert Action Step]					

Insert
Logo

XXX (Name of District of Learning Organization)

Name of the Project - Project Charter

Action Step #	Issue(s)	Date Presented	Resolution	<i>Date Resolved</i>

Table 3

Project Schedule/Status Report

<Insert Project Name>		Submitted by: <insert name>				
Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
4.0	Conclusions, recommendations and observations that will help inform policy and practice, both at the state and LEA level					
4.1	[insert Action Step]					
4.2	[insert Action Step]					
4.3	[insert Action Step]					
4.4	[insert Action Step]					
4.5	[insert Action Step]					
4.6	[insert Action Step]					
4.7	[insert Action Step]					
4.8	[insert Action Step]					
4.9	[insert Action Step]					

Insert
Logo

XXX (Name of District of Learning Organization)

Name of the Project - Project Charter

Action Step #	Issue(s)	Date Presented	Resolution	<i>Date Resolved</i>

Table 4

Project Dependencies and Assumptions

Identify other project dependencies and/or efforts that are related to, that affect, or may be affected by, the project being planned. Also, identify any assumptions that could significantly affect the project depending on their outcome. Indicate a Degree of Impact of “High”, “Medium” or “Low”. (Examples: staff availability, another project that must be done prior to launch, etc.)

Dependency/Assumption (brief description)	Degree of Impact

Project Budget Summary

[The budget and costs reflected in the Project Plan should account for all resource labor, hardware, software, facilities, etc. required to achieve the stated scope and objectives.]

Project Budget Summary			
Budget Categories	Amount	Amount [funding source]	Amount [funding source]
Internal Resource Labor <i>(estimate the number of hours that will be required to complete the project)</i>	_____ hours		
External (Contract) Resource Costs *List provider(s) / amount(s) Ex: Transcend / \$35,000	\$ XXX (total contract costs)		
Materials and Supplies <i>(please list)</i>	\$ XXX		
Employee Expenses <i>(i.e., travel, registration fees, etc.)</i>	\$ XXX		
Training <i>(please list)</i>	\$ XXX		
Other <i>(please list)</i>	\$ XXX		
TOTAL <i>(sum rows b-f)</i>	\$ XXX	\$ XXX	\$ XXX

Approved by PMOC: _____ **Date:** _____



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Indiana State Board of Education

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