Courage to Create
Preparing our Students for a World Not Yet Invented
STRATEGIC PLANNING

Aspirational North Star

Results
Normal Operations

Time
Intent
Gap
Inertia
Thought Exchange

What are the skills our current first graders (Class of 2030) will need to be success-ready graduates?
Automation and AI will accelerate skill shifts.

Based on McKinsey Global Institute workforce skills model
United States, all sectors, 2002–30

### Evolution in skill categories

<table>
<thead>
<tr>
<th>Skill categories</th>
<th>2002¹</th>
<th>2016</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and manual skills</td>
<td>33</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>Basic cognitive skills</td>
<td>20</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Higher cognitive skills</td>
<td>21</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Social and emotional skills</td>
<td>17</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Technological skills</td>
<td>9</td>
<td>11</td>
<td>16</td>
</tr>
</tbody>
</table>

### Change in hours worked

<table>
<thead>
<tr>
<th></th>
<th>2002–16</th>
<th>2016–30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and manual skills</td>
<td>▲ 3</td>
<td>▼ 11</td>
</tr>
<tr>
<td>Basic cognitive skills</td>
<td>▲ 1</td>
<td>▼ 14</td>
</tr>
<tr>
<td>Higher cognitive skills</td>
<td>▲ 9</td>
<td>▲ 9</td>
</tr>
<tr>
<td>Social and emotional skills</td>
<td>▲ 13</td>
<td>▲ 26</td>
</tr>
<tr>
<td>Technological skills</td>
<td>▲ 27</td>
<td>▲ 60</td>
</tr>
</tbody>
</table>

¹ Calculated using the 2004 to 2016 CAGR extrapolated to a 14-year period.

NOTE: Based on difference between hours worked per skill in 2016 and modeled hours worked in 2030. Numbers may not sum due to rounding.

SOURCE: U.S. Bureau of Labor statistics; McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis
Higher cognitive skills are increasingly displacing basic cognitive skills across occupations.

Based on McKinsey Global Institute workforce skills model

United States and Western Europe
% of time spent on cognitive skills

<table>
<thead>
<tr>
<th>Basic cognitive skills</th>
<th>Higher cognitive skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Basic literacy, numeracy, and communication</td>
<td>▪ Advanced literacy and writing</td>
</tr>
<tr>
<td>▪ Basic data input and processing</td>
<td>▪ Quantitative and statistical skills</td>
</tr>
<tr>
<td></td>
<td>▪ Critical thinking and decision making</td>
</tr>
<tr>
<td></td>
<td>▪ Project management</td>
</tr>
<tr>
<td></td>
<td>▪ Complex information processing and interpretation</td>
</tr>
<tr>
<td></td>
<td>▪ Creativity</td>
</tr>
</tbody>
</table>

Example activities

- Take customer orders
- Provide basic information to customers
- Maintain operational and sales records
- Prepare sales or other contracts
- Explain technical information to customers
- Maintain and manage product inventories

NOTE: Western Europe: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, and the United Kingdom. Numbers may not sum due to rounding.

SOURCE: McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis
American Association of School Administrators
College Readiness Indicators

Academic Indicators
GPA 2.8 out of 4.0 and one or more of the following academic indicators:
• Advanced Placement Exam (3+)
• Advanced Placement Course (A, B or C)
• Dual Credit College English and/or Math (A, B or C)
• College Developmental/Remedial English and/or Math (A, B or C)
• Algebra II (A, B or C)
• International Baccalaureate Exam (4+)

Standardized Testing Benchmarks (minimum score)
• SAT Exam: Math (530) | Reading and Writing (480)
• ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
• College Readiness Placement Assessment (determined by post-secondary institution)
American Association of School Administrators
Career Ready Indicators

Career Pathway identified and two or more of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular activities
Class of 2018 Graduates - Completing Algebra II and Above

- All Graduates (N=1848): 84%
- Asian (N=57): 88%
- Black (N=139): 62%
- Hispanic (N=290): 74%
- White (N=1281): 88%
- Multi/Other (N=81): 84%

Completed Algebra 2
Students On-Track for Algebra I by 9th Grade

*On track for success in Algebra 1 by 9th grade*
Percent Minority by Age Group 2014-2060
<table>
<thead>
<tr>
<th>Region</th>
<th>U.S. News and World Report</th>
<th>Niche State / National</th>
<th>Zillow Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>East</td>
<td>Silver</td>
<td>5 / 362 (NR*)</td>
<td>8</td>
</tr>
<tr>
<td>North</td>
<td>Bronze</td>
<td>46 / 3663 (1107)</td>
<td>3</td>
</tr>
<tr>
<td>Northwest</td>
<td>Silver</td>
<td>10 / 798 (6314)</td>
<td>6</td>
</tr>
<tr>
<td>South</td>
<td>Silver</td>
<td>14 / 1030 (7398)</td>
<td>6</td>
</tr>
<tr>
<td>West</td>
<td>Bronze</td>
<td>20 / 1723 (1442)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Silver</td>
<td>19 / 934 (1424)</td>
<td>6</td>
</tr>
</tbody>
</table>

Niche
State 319
National 18,841

*Kansas 274 out of 347
**Personalized Learning**

Defined by learning (age does not determine grade (content) when time is the variable.)

**Success Ready Graduates**

- Grade 12
- Grade 11
- Grade 10
- Grade 9

When learning is the constant and time is the variable, students progress through learning levels after they’ve mastered important content (competencies).

**Traditional Time/Age Based**

Defined by time (your age determines your grade level); Learning is variable.

**College and Career Readiness**

- Grade 8
- Grade 7
- Grade 6
- Grade 5
- Grade 4
- Grade 3

**High School Course Content Readiness**

- Grade 2
- Grade 1
- Kindergarten
- Pre-Kindergarten

**Foundational Readiness**
In his research, John Hattie found that an effect size of 0.4 represents one year's growth over the course of one school year.

When educators use strategies that have high effects (greater than 0.4), they can accelerate student learning and maximise their impact.

The power of the Visible Learning research lies in helping educators understand which factors have the highest impact on student achievement so they can begin making strategic decisions based on evidence to maximise their time, energy, and resources.
TEACHER EFFECTS

ZONE OF DESIRED EFFECTS

Practices That Yield Desired Effects

<table>
<thead>
<tr>
<th>Practice</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective teacher efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Self-reported grades</td>
<td>1.33</td>
</tr>
<tr>
<td>Response to intervention</td>
<td>1.29</td>
</tr>
<tr>
<td>Piagetian programs</td>
<td>1.28</td>
</tr>
<tr>
<td>Teacher credibility</td>
<td>0.90</td>
</tr>
<tr>
<td>Classroom discussion</td>
<td>0.82</td>
</tr>
<tr>
<td>Teacher clarity</td>
<td>0.75</td>
</tr>
<tr>
<td>Feedback</td>
<td>0.70</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>0.60</td>
</tr>
<tr>
<td>Providing formative evaluation</td>
<td>0.48</td>
</tr>
</tbody>
</table>
Children are the most accurate when predicting how they will perform. This strategy involves the teacher finding out what are the student’s expectations and pushing the learner to exceed these expectations. Once the student has performed at a level that is beyond their expectations he or she gains confidence in his or her learning ability.
Strategic Plan

Beliefs

Mission

Objective
Objective
Objective

Strategies

Action Plans

Parameters

Parameters