



Wide Hollow Elementary School, Yakima



2019–2023

STRATEGIC PLAN

CONNECTING STUDENTS WITH OPPORTUNITY

Opportunity & Imperative

Ensuring all students have the opportunity to gain the knowledge and skills they need

The Washington State Board of Education (SBE) provides oversight of the Washington K–12 education system to ensure that all students have the opportunity to gain the knowledge and skills they need to be become lifelong learners, take advantage of their choice of post-secondary training and education, support themselves and their families, live satisfying, healthy and productive lives, and exercise their civic responsibilities.

Washington State is experiencing tremendous change in career opportunities, access to information, transportation, and mobility. Likewise, the demographics of our residents and our students are changing rapidly. While the pace of these changes appears to be accelerating, our schools have struggled to keep pace and meet the needs of our students and their families, communities, and employers in this vibrant and growing economy.



- ✦ Over the past 10 years, we have seen a 57 percent increase in the number of English Learners enrolled in public K–12 schools.¹
- ✦ We have also seen increased diversity with students of color now making up 46 percent of the student population compared to 34 percent a decade ago.² However, the diversity of educators falls well short of the student percentage, as only 10 percent of teachers report a race other than “white.”
- ✦ The rate of low-income students, as measured by the percent of youth receiving Free or Reduced Price Lunch, has risen modestly over the past decade. However, we have seen a marked increase in the share of students experiencing housing insecurity as demonstrated by a 34 percent increase in the share of students who report they have experienced homelessness in just the last five years.³

Gaps in opportunities for all students to fully realize their potential in their education, career, and life pathways are apparent and result in performance or achievement gaps. For example, grade-level measures of science, math, and English skills; enrollment in dual credit programs; and high school graduation are all lower for students of color, students with disabilities, and students qualifying for free or reduced price lunch.

- ✦ On the 3rd-grade English Language Arts assessment in 2018, 63.6 percent of white students demonstrated proficiency while 37.2 percent of Hispanic students demonstrated proficiency — a difference of more than 25 percentage points.
- ✦ On the 5th-grade science assessment in 2018, 23 percent of students with disabilities scored proficient while 60 percent of students who do not report a disability met the benchmark, a performance gap of 37 percentage points.
- ✦ The black-white achievement gap for Washington students from low socioeconomic homes as measured on the 8th grade NAEP math assessment grew at the second highest rate in the nation between 2011 and 2017, resulting in a gap for 2017 that is the fifth largest in the nation.

- ★ The class of 2017 four-year graduation rate for students qualifying for the Free and Reduced Price Lunch program (70.0 percent) is nearly 20 percentage points lower than for students not qualifying for the Free and Reduced Price Lunch program (89.5 percent).

In addition, while the diversity of the student population in Washington State has changed, the diversity amongst teachers and the school staff has not mirrored that change. This has led to disparities in strong connections to diverse communities, full understanding of students’ cultures, identities, and social and emotional needs, and in bilingual instruction. Students and families believe that teachers and other educator role models “who look like them” are essential to creating strong, trusting relationships necessary for engagement and student success.

It is imperative to bridge these opportunity gaps, remove barriers to student success, and implement new ways of providing flexibility and student-focused education to meet the needs of individual students in a rapidly changing economy. This will take more than individual teachers and counselors working to do their very best to serve all students. It will take an entire system that works — as a system — to serve all students. We can no longer tinker around the edges and expect to make marked improvement in closing opportunity gaps. This is the time to make changes in the structures of the system itself through addressing the school environment we provide, the way students are engaged in their learning, flexibility in how students demonstrate mastery and preparation for life after high school, and a funding model that directs resources where they are needed most. From the classroom level to the national level, leaders have voiced their support for these kinds of changes and the state has taken steps to establish the conditions for the changes needed in our system including:

- ★ Substantial state investments in our P–12 education system.
- ★ Systemic reform in the how the state organizes work to support children and families with the creation of the Department of Children, Youth, and Families.
- ★ A system of accountability designed to identify and support schools based on need.
- ★ Consensus among policy makers, educators, and stakeholders about the urgent need to address systemic challenges that lead to inequitable outcomes for our students.

We can no longer tinker around the edges and expect to make marked improvement in closing opportunity gaps.

- ★ The College Bound Scholarship program demonstrates that early commitment to the State Need Grant to provide financial assistance for post-secondary education can lead to greater success in K–12 and greater likelihood of college attendance.
- ★ We have also seen promising work connecting to careers through “Grow Our Own” programs to encourage students of color to become teachers and programs like CorePlus that link high school students directly to career pathways.

¹ Increase in the number of English Learners between the 2007–08 school year and the 2017–18 school year.

² Students of color = 33.8% in 2007–08 and 45.6% in 2017–18

³ FRL rate was 37.9% in 2007–08 and was 42.4% in 2017–18 (Last 10 years). 30,366 students reported they were homeless in 2012–13 compared to 40,950 in 2016–17 a 34% increase in 2016–17 from 2012–13.

OVERVIEW

Vision *The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, post-secondary education, and lifelong learning.*

Mission

Provide transparent leadership in K–12 education policy-making; effective oversight of schools serving Washington K–12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

Values

Equity

Equity is a primary consideration in our policy-making, initiatives, actions, and interactions. The Board has adopted an Equity Statement of Intent (<https://sbe.wa.gov/about-us/equity>) and we actively seek to identify and remove barriers that inhibit equitable access to high-quality learning opportunities.

Student-Focused Education

Provide educational, social, emotional, and mental health supports for the whole child. Enact policies that benefit our students, and modify or eliminate policies that are not beneficial. Create meaningful opportunities to hear from and respect diverse student voices. Build authentic,

caring relationships with students. Empower students to lead their own learning and provide personalized learning that is relevant to students.

Strategic Action

Enact impactful, sustainable, research-based initiatives to fulfill our mission and vision. Support an innovative and adaptive system that meets the needs of individual students.

Dynamic and Future-Focused Innovation

Think, plan, and lead proactively. Anticipate the needs of our students and society. Employ research-based strategies. Encourage schools to innovatively cultivate student achievement and develop transferable skills for a changing workplace. Recognize the changes in our students' needs and change the system accordingly.

Collaboration, Caring, and Inclusion

Engage and collaborate with partners to achieve shared goals. Value, listen, and learn from all voices. Intentionally seek the wisdom of students, families, and communities, particularly those historically marginalized by the educational system, to inform policies and practices.

Integrity

Act with honesty, professionalism, and transparency. Fulfill our commitments in a fair and ethical manner.

GOALS

The overarching goal for our education system, as expressed in our Vision Statement, is to ensure students are engaged in personalized education pathways that prepare them for civic engagement, careers, post-secondary education, and lifelong learning.

The strategic plan also lays out a set of goals connected to the priorities identified by the Board.

These include:



All students feel safe at school, and have the supports necessary to thrive.



Students successfully transition into, through, and out of the P–12 system.



All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.



Students graduate from Washington State high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.



School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.



Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

The Board monitors educational system progress toward meeting aspirational and achievable, system-wide performance goals. The educational system monitoring allows the Board to annually determine whether or not the state is on track to meet the Educational System Health goals⁴ aligned with Washington's ESSA consolidated state plan, and make recommendations to target areas for improvement.

System progress is evaluated based on indicators articulated in the Education System Health report, developed in collaboration with other state education agencies. The six primary indicators (Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, High School Graduation, Remedial Course-taking, and Post-secondary Engagement)

provide an annual snapshot of the Washington education system beginning in kindergarten and extending into higher education and work. The indicators are intended to provide a state level look at key trends; however, they are not comprehensive. The OSPI Report Card provides detailed information down to the school building level. In addition, the state has recently adopted a new assessment in Science. While not every discipline has a state test, educators assess student progress toward the state standards in 14 subjects.⁵

⁴ <http://sbe.wa.gov/education-system-health>

⁵ <http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>

PRIORITIES

The Board has identified a set of five priorities (see page 7) to guide our work over the next five years. State-wide goals will not be attained by agencies, organizations, and other entities working independently. All of this work must be approached from a viewpoint of system collaboration, leading to collective impact for the benefit of the students we serve. To this end, there is work that the State Board of Education leads, and work that the State Board of Education advocates for or otherwise supports. Our comprehensive strategic planning process drew on the work of the Educational Opportunity Gap Oversight and Accountability Committee; Expanded Learning Opportunities Council; Career Connect Washington; Office of Superintendent of Public Instruction; Professional Educator Standards Board; Center for the Improvement of Student Learning; Washington Student Achievement Council; Washington State School Directors' Association; Department of Children, Youth, and Families; Workforce Training and Education Coordinating Board; and others, entailed extensive input from and collaboration with partners, input via a public survey and community forums, and in-depth Board and staff dialogue. The State Board of Education is committing to actions and

advocacy in five priority areas for this strategic plan. For each of these areas, there are clear goals, indicators of progress toward the goals, actions the Board encourages and supports that may be led by partner organizations, and actions the Board will initiate. To implement this plan the Board will develop specific initiatives and statements of support through agency budget requests, legislative requests, and an annual legislative agenda.

Ongoing outreach to and engagement with education partners including agencies, organizations, communities, families, and students will be essential to ensure that systemic changes are equitable and meet the needs of students. Success will be assessed through a number of indicators designed to measure the degree to which:

- ★ Young children are prepared to learn as they transition into the K–12 system.
- ★ Students have access to quality schools and programs.
- ★ Students receive the opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, post-secondary education, and lifelong learning.



Photo courtesy of AWSP

INDICATORS



STUDENT WELL-BEING

INDICATORS:

- ★ Students, parents, educators, and administrators report improvements in well-being, school climate, and culture.
- ★ Schools report implementation of proven approaches to increase engagement and improve school climate.
- ★ Exclusionary discipline, including expulsion and suspension, rates decline and exclusionary discipline disproportionality decreases.
- ★ Chronic absenteeism decreases and attendance rates increase.
- ★ The graduation rate will increase at a pace to meet statewide goals.



LEARNING ENVIRONMENTS

INDICATORS:

- ★ Reduction in absenteeism and chronic absenteeism.
- ★ Increase in the four-year graduation rate.
- ★ Increase in engagement in post-secondary education, training, or careers identified in a student's High School and Beyond Plan.



SYSTEM DESIGN

INDICATORS:

- ★ Opportunity gaps among various student groups are eliminated (e.g. equitable access to quality schools and expanded learning opportunities).
- ★ Students have more ways to reach graduation, including competency-based education.



STUDENT TRANSITIONS & DIPLOMA

INDICATORS:

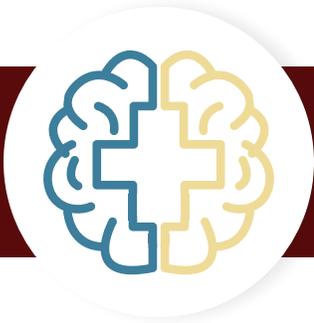
- ★ The percentage of children entering kindergarten who are kindergarten-ready increases.
- ★ The number of students successful in all 9th-grade courses increases.
- ★ The graduation rate will increase at a pace to meet statewide goals.
- ★ An increasing share of students meet the Career Connect Washington career awareness goal.
- ★ The number of students who successfully transition to post-secondary training, education, and work increases.



FUNDING & ACCOUNTABILITY

INDICATORS:

- ★ Improving scores in the Washington School Improvement Framework (WSIF).
- ★ Improving student growth in schools identified for Comprehensive Support and in districts identified for Required Action.
- ★ Improvement in funding equity, prioritized to those districts most in need.



STUDENT WELL-BEING

GOAL: *All students feel safe at school, and have the supports necessary to thrive.*

SBE recognizes the right of all students and staff to attend physically and emotionally safe schools. Safe schools create the conditions necessary to foster academic achievement and the health of Washington’s K–12 system. Unless students are safe and have “felt safety,” both physically and emotionally, they are at a greater risk of not fulfilling their potential within the educational system. In order to support the positive mental health and self-actualization of our students, schools must value the diverse cultures, abilities and learning styles of students and tend to each student’s basic needs, including the need to have healthy, connected relationships.

Board Initiatives

- ★ To promote student well-being the Board believes it is essential to understand more about the environment students are exposed to at school. To this end the Board intends to convene a workgroup to examine options for a statewide survey of school climate and culture. Using the workgroup recommendations, the Board will determine how student well-being would be reflected in the System Health report or in the School Improvement Framework.

The Board Supports

- ★ Developing a statewide framework for school safety and mental health to provide all schools with access to mental health professionals in schools with links to community-based mental health and other health-care providers, wrap-around supports for students,⁶ professional development to support mental health, social emotional learning, trauma-informed instruction, positive behavioral interventions and support (PBIS), and emergency preparedness for all educators and other school staff.

10TH GRADERS IN WASHINGTON



Seriously considered suicide



Attempted suicide



Have no adult to turn to when sad/hopeless⁷

- ★ Shifting the focus of discipline to an integrated student supports system that keeps youth engaged in school and out of the juvenile justice system.⁸
- ★ Strengthening current high school health learning standards to include information on mental health relevant to students and improve mental health instruction in K–12.
- ★ Broadening efforts to support the emotional well-being of our teachers.
- ★ Expanding efforts to ensure students have agency and input in their learning environments.

⁶ For example: *Washington Integrated Student Supports Protocol (WISSP)*

⁷ *2016 Healthy Students Survey Analytic Report*

⁸ *Closing The Opportunity Gap In Washington’s Public Education System, Educational Opportunity Gap Oversight and Accountability Committee 2018 Annual Report. http://www.k12.wa.us/Workgroups/EOGOAC/pubdocs/EOGOAC-2018_LegislativeReport.pdf*



LEARNING ENVIRONMENTS

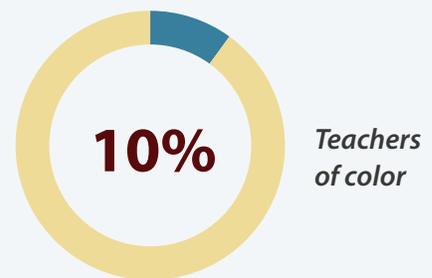
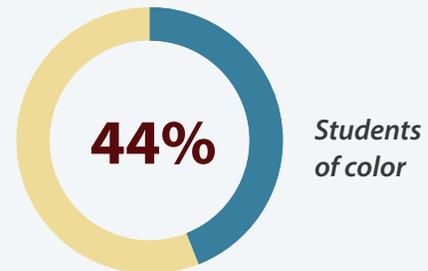
GOAL: *All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.*

The SBE promotes policies and innovations that support a positive learning environment, to create the conditions for the success of every student. We believe learning should be relevant, effective, engaging, and grounded in a research-based approach to how students learn best. Students need to feel safe, valued, celebrated, and respected in their schools. Students need to be empowered to pursue their own individualized education pathways, including career-connected learning opportunities, with the guidance and support of educators. Learning environments should reflect the values of our students and their communities, as well as those of the teachers and staff. Multicultural perspectives and multiple ways of teaching, learning, and assessing what students know and can do are necessary to meet the needs of students.

Board Initiatives

- ★ The Board is working with partners to support more effective communication with students, parents, and educators about information supporting multiple pathways to post-secondary options, flexibility of graduation requirements, and the shift to authentic learning and assessment with the implementation of the Washington State Science Learning Standards (WSSLS).
- ★ Collaboration with partners in support of implementing state standards, including efforts around the Washington State Science Learning Standards, to communicate the importance of implementing our new science standards with fidelity, with a special emphasis on equity.

STUDENTS AND TEACHERS OF COLOR IN WASHINGTON, 2015–16



The Board Supports

- ★ Promoting programs and policies that enable and encourage meaningful family and community engagement at every level of the education system to ensure schools are responsive to the needs of communities.
- ★ Expanding use of personalized learning strategies and project-based and career-connected learning opportunities, including credit for competencies acquired in the workplace, through volunteer work, or other extracurricular activities.
- ★ Implementation of emerging and effective practices in the teaching and learning of math.
- ★ Scaling these efforts and sharing effective practices to implement continual curriculum improvement using research-based models to improve teaching and learning.
- ★ Ensuring relevancy and personalization for students is valued.



SYSTEM DESIGN

GOAL: *School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.*

The State Board of Education supports a more flexible school system — a system more responsive to the needs of students, while maintaining oversight and ensuring that students have the opportunity to learn. The Board promotes innovation and flexibility that supports personalized pathways to learning. The Board supports structures, policies, and practices which support all students, and eliminate systemic bias, barriers, and inequities in education opportunities. Strong school leadership is essential for improving outcomes, eliminating performance gaps, and ensuring students successfully transition to their next phase in their education journey.

Board Initiatives

- ★ Ensure the accountability and recognition system employed by the Board reflects the values of the Board and support improvements that will reduce opportunity and achievement gaps.
- ★ Evaluate how the basic education compliance process may be used to ensure students have equitable opportunities within the program of basic education. Integrate private school approval and support. Serve as a resource for public charter school authorizers and conduct thorough monitoring and reporting. Ensure effective regulation of private schools while respecting the autonomy of private schools.

LEARNING OPPORTUNITIES BEYOND THE SCHOOL DAY



+ 6,000 HOURS

By 6th grade, non-low-income students have 6,000 more hours of learning opportunities beyond the school day than low-income students⁹

- ★ Intentionally engage students in policy work through the targeted gathering of student perspectives, with students in an advisory role.

The Board Supports

- ★ Investments to expand high-quality, publicly funded learning opportunities including extended day, summer learning opportunities and extracurricular activities as well as transportation and other supports necessary to ensure equitable access.
- ★ Increasing investments and professional development to address the needs of diverse learners, including expansion of dual language and immersion programs beginning in elementary school and continuing through high school.
- ★ Encouraging intentional consideration of culturally-responsive, flexible calendars and scheduling and alternatives to the traditional 180-day calendar.
- ★ Recruiting and retaining educators and administrators who represent the diversity of the students served, and innovative educational leaders who are committed to eliminating biases, barriers, and opportunity gaps.
- ★ Providing additional professional development opportunities for educators and administrators.

⁹ *ExpandED Schools, 2013: The 6,000-Hour Learning Gap*



STUDENT TRANSITIONS & DIPLOMA

GOALS: *Students successfully transition into, through, and out of the P–12 system, and graduate from Washington State high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.*

The State Board of Education supports an integrated preschool through post-secondary education, training, and career-readiness system. Within that system, the K–12 sector promotes successful student transitions and individualized pathways to a Washington State high school diploma. The Board encourages and supports student voices, and individualized education and career pathways. We actively seek to identify and eliminate biases and barriers to student success. To advance these goals, the Board has initiated a portfolio of related actions to address diploma flexibility and transitions.

Board Initiatives

- ★ Inform and engage districts, students, and parents about flexibilities within the current graduation requirement framework.
- ★ Engage partners to develop a framework for a competency-based diploma pathway and additional options for competency-based credit.
- ★ Examine and highlight options to improve the impact of the High School and Beyond Plan as a means to support student agency and voice, advance the goals of Career Connect Washington, transition to earlier

MATHEMATICS IN WASHINGTON



Graduation requirements in math have increased from 2 credits to 3, starting with the Class of 2013



Percentage of recent high school graduates who enrolled in pre-college-level math at a community or technical college has decreased

engagement on the plan, and development of a framework for a credit-bearing High School and Beyond Plan that integrates the Financial Education standards.

- ★ Study math pathways aligned to specific post-secondary and career pathways.
- ★ Collect information and convene experts to share effective practices in student transitions from pre-K to post-secondary.

The Board Supports

- ★ Improving early learning and transitions within the K–12 continuum.
- ★ Expanding the availability of graduation specialists and career specialists in high school.
- ★ Maintaining the state commitment to rigorous standards and assessment while eliminating the proficiency requirement on assessments to earn a diploma.
- ★ Increasing equity in access to accelerated learning opportunities, including dual credit programs.

¹⁰ Measured by the Washington Kindergarten Inventory of Developing Skills.



FUNDING & ACCOUNTABILITY

GOAL: *Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.*

The Board believes the education system requires additional funding, especially to reduce gaps, and to ensure an equitable funding system across the state, prioritized to those most in need. The Board believes in holding schools accountable for more than test scores, and recognizing schools that are overcoming barriers and improving equity in opportunities for students.

Board Initiatives

- ★ Analyze the characteristics of schools that are demonstrating success overcoming barriers and establish a new, more equitable school recognition system in partnership with OSPI and the EOGOAC.
- ★ Develop and implement a new model to support Required Action Districts, in partnership with OSPI.
- ★ Reconstitute the Achievement and Accountability Workgroup to examine potential revisions to the School Improvement Framework, including additional school quality indicators to address school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline.

The Board Supports

- ★ Targeted funding to schools and students who need it most, including support for increased access to mental health services, wrap-around supports, Special Education, and English Language Learners.

SCHOOL DISTRICT BONDS



Over the previous 5 years, more than 1 in 3 local school district bonds were supported by the majority of voters but failed to reach the 60% approval rate required to pass

- ★ Fully funding dual credit programs in all subject areas to eliminate disparities related to cost.
- ★ Revising the prototypical school funding model to better reflect needs of the students schools serve; to include a specific student to mental health professional ratio, and to increase the ratio of instructional staff to students (reduce class size).
- ★ Increasing funding for professional development to strengthen, develop, and retain strong, sustainable, diverse school leadership at every level.
- ★ Providing funding to recruit and retain teachers, staff, and school leaders, to reflect the diversity of the school and community.
- ★ Providing adequate state funding for school and district facilities and changing the capital funding threshold to require a simple majority for passage of bonds.

CONCLUSION

Measuring Progress and Updates

This strategic plan serves as a foundation for Board actions and efforts for the period of 2019 through 2023. During this time period, progress will be measured on an annual basis using the indicators of system health. In addition, the plan will be reviewed and the legislative priorities will be updated annually beginning in September of each year. A full review of the strategic plan will be completed by the fall of 2023.

The monitoring of the Statewide Indicators of the Educational System Health centers on three primary framing questions:

- ★ Are young children prepared to learn as they transition into the K–12 system?
- ★ Do students have access to quality schools and programs?
- ★ Are students provided an opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, post-secondary education, and lifelong learning?

Are Young Children Prepared to Learn as They Transition Into the K–12 System?

Participation on the Washington Kindergarten Inventory of Developmental Skills (WaKIDS) has increased steadily from 2011 and is currently at 96.4 percent. However, the percentage of students who are kindergarten ready has remained between 44 and 47 percent over the last three administrations. The percentage of three- and four-year olds attending early childhood education programs is on the increase, which would be expected to bolster the kindergarten readiness measure in the coming years.

- ★ In the fall 2018, approximately 47 percent of young children were deemed kindergarten-ready by meeting all six readiness domains on the WaKIDS.¹¹

Readiness to learn should not necessarily be restricted to kindergarten readiness, as the transitions from elementary to middle school and middle school to high school can be challenging to many children and adolescents. The statewide indicators do not focus in on the former but perhaps should. The TAC sees some merit in continuing to report on the 8th grade high school readiness indicator. For the start of the 2017–18 school year, approximately 40 percent of first time 9th graders were ready for the increased rigor of high school coursework.

Access to Quality Schools and Programs

The statutorily required indicators are not particularly well suited to address a qualitative question such as this, but the SBE monitors some measures that shed light on the question. The Washington School Improvement Framework includes indicators for School Quality and Student Success. Presently the indicators are limited to attendance in grades 3–8. For high school, dual credit enrollment and 9th grade success are added. Three additional metrics have been identified for consideration in the School Improvement Framework that could also be considered in the Education System Health indicators: school climate and culture, access to effective, experienced, and appropriately credentialed educators, and disproportionate discipline. The Board recommends that a workgroup be established and funded to develop the best options for Washington to collect school climate and culture data from students, parents, and educators to ensure that every student has access to a quality school and programs. Students of color, students receiving special education services, and those qualifying for the Free and Reduced Price Lunch program continue to have less access to experienced educators and face exclusionary discipline at disproportionately high rates, which severely limits access to quality education programs. The Board seeks ideas on the suitability of educator quality measures for possible inclusion in the statewide indicator monitoring.

¹¹ <http://www.k12.wa.us/wakids>

CONCLUSION *(continued)*

Opportunity to Develop the Knowledge and Skills Needed for Post-secondary Success

Approximately 57 percent of 4th grade students demonstrated proficiency on the statewide ELA assessment and approximately 48 percent of 8th grade students demonstrated proficiency on the statewide math assessment in 2018. Disparities in traditional measures of student progress persist between students of color, students receiving special education services, students in bilingual education, and those qualifying for the Free and Reduced Price Lunch program compared to white, non-Free and Reduced Price Lunch-eligible students. The fact that these measures are essentially unchanged in recent years reveals that the existing system is simply not meeting the needs of students

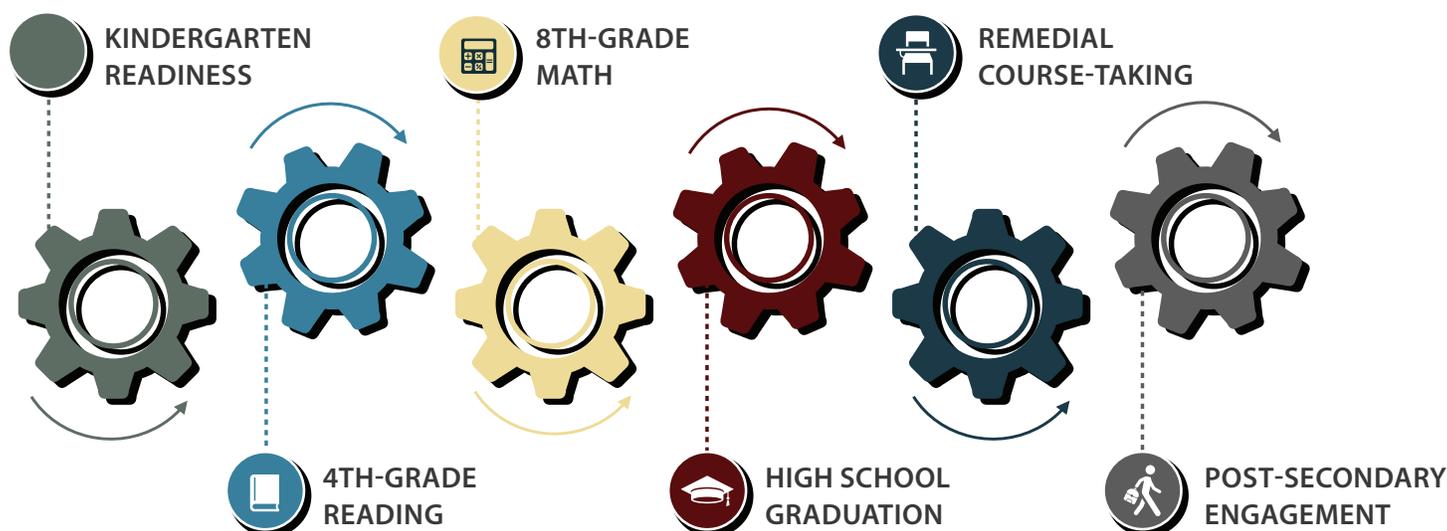
of color, students whose first language is not English, students with special education needs, and students from families with low-income.

The four-year graduation rate (79.3 percent for the class of 2017) is 1.2 percentage points better than the corresponding rate for the class of 2015, but at least one of every four students of color is not graduating high school in four years. Of all students graduating in four years, about one-half enroll in higher education and approximately one of every five high school graduates enrolling in higher education also enroll in a non-credit-bearing English or math course because they are not prepared for college coursework. The statewide indicator monitoring makes it clear that not all students are acquiring the knowledge and skills required for post-secondary success.



Photo courtesy AWSP

CONCLUSION *(continued)*



A Systemic View of Washington K–12 Education

The Statewide Indicators of the Educational System Health are a measurement of system quality. However, no single indicator is sufficient to characterize the system quality; multiple measures must be viewed simultaneously to make such a characterization. Even then, the picture of the Washington educational system is blurred by differential outcomes, sporadic success, and stagnating results. Real progress will require a different approach to addressing the challenges in ensuring that each student is engaged in his or her personalized education pathway that is preparing each and every student for civic engagement, a career, post-secondary education, and lifelong learning.

¹¹ <http://www.k12.wa.us/wakids>

Working Together

Washington faces a real opportunity to address persistent challenges in our education system. There is a great deal of alignment and energy among partners in the Washington state education system. Many of our partners have established goals and initiated actions that align with the SBE vision of an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, post-secondary education, and lifelong learning. The State Board of Education is committed to working with partners in education to attain our common goals.



Photo courtesy of AWSP

ABOUT THE BOARD

The State Board of Education (SBE) is charged with advocacy and oversight of Washington’s education system, provides leadership for a system that personalizes education based on each student’s needs, develops policies and structures designed to create an accountability system to improve student achievement, and promotes the achievement of state goals for basic education. The Board is comprised of sixteen members, including two student members, the Superintendent of Public Instruction, one member elected by the private schools, five members elected by local school boards, and seven members appointed by the Governor. The Board holds six regularly scheduled public meetings each year. Specific responsibilities of the SBE include:

Advocacy and strategic oversight of public education: The Board provides a public forum to develop policies and provide advocacy to support a system of education that responds to individual student goals and community needs.

Basic Education Compliance: The Board adopts rules and monitors compliance with a standards-based program of basic education, approves private schools operating in Washington, and approves and monitors districts wishing to authorize charter schools.

High School Graduation Requirements: The Board establishes credit and non-credit requirements for high school graduation, determines threshold scores for assessments, and alternatives to meet graduation requirements.

Accountability and Improvement: The Board adopts goals for the system, consults with OSPI to develop, maintain, and report on the state assessment system, establishes the index for system accountability and metrics for system health, and identifies criteria and approves districts for recognition and improvement.

Board Members

- ✱ Kevin Laverty, *Chair*
- ✱ Peter Maier J.D., *Vice Chair*
- ✱ MJ Bolt
- ✱ Jeff Estes
- ✱ Patty Wood
- ✱ Ryan Brault
- ✱ Dr. Alan Burke
- ✱ Connie Fletcher
- ✱ Holly Koon
- ✱ Harium Martin-Morris
- ✱ Dr. Paul Pitre
- ✱ Ricardo Sanchez
- ✱ Chris Reykdal, *Superintendent of Public Instruction*
- ✱ Judy Jennings, *Private Schools Representative*
- ✱ Joe Hofman, *Student [Cascade HS]*
- ✱ Autymn Wilde, *Student [Central Valley HS]*

About the Plan

The Washington State Board of Education (SBE) began the strategic planning process in January 2018, building on prior work to shape key priorities, including the development of the Board’s Equity Statement of Intent. The Board conducted extensive outreach to gather information to support the development of the plan and the priorities. This included regional community forums, outreach at partner meetings, presentations to the State Board, and a public survey that reached 2,690 participants. Half of the survey participants identified as parents, while other affiliations included representatives of state agencies, community groups, students, educators, and school and college administrators. The Board drew on this feedback and developed a set of priorities during their September Retreat. A draft of the plan was available for comment in early October. The final report was approved by the Board on November 8, 2018.