

2019 ANNUAL REPORT



Vision

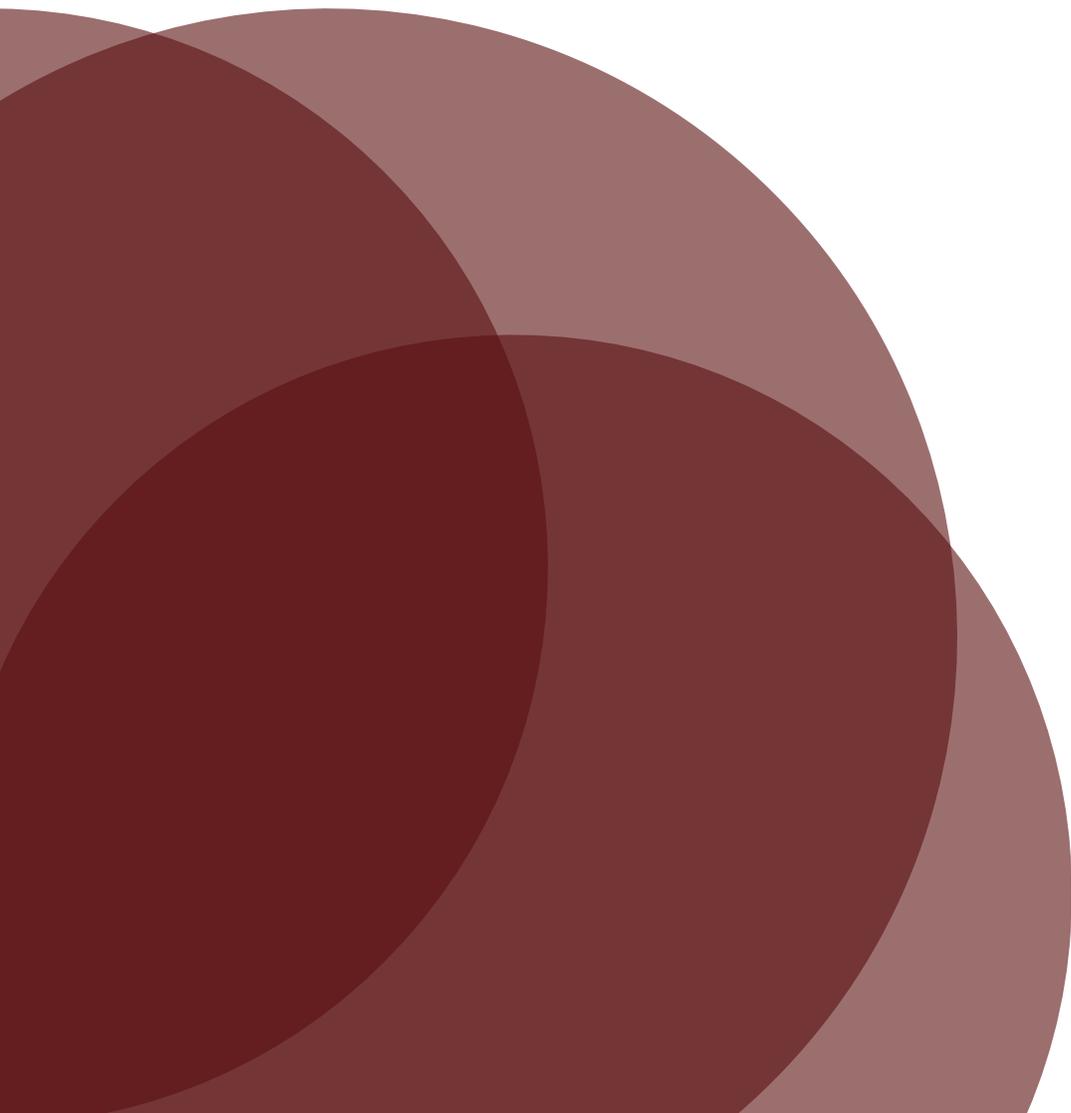
The Washington State Board of Education (SBE) envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission

The mission of the State Board of Education is to 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.

Equity Statement of Intent

The Washington State Board of Education uses equity as a guiding principle in carrying out its statutory charges, strategic planning, and policymaking. The Board believes that the state's school system exists to empower all students and assure they are ready to become productive, caring, and civically engaged community members.



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The Washington State Board of Education

The 2019 – 2023 Strategic Plan establishes five priority areas for the Board and our education system. The intent of the strategic plan is to focus the work of the Board and the agency staff on key priorities within the Board’s scope of responsibility, which includes advocacy and strategic oversight of public education. The actions and priorities outlined in the plan were established following an extensive public engagement process and are grounded in a set of values adopted by the Board. The priorities are intended to achieve the Board’s 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 Board recognizes that the persistent challenges we face as a state and nation in our education system cannot be addressed without partnership and collaboration with other agencies and organizations who share the responsibility to develop equitable policies and programs, and deliver on the promise of an education system that is designed to meet the individual needs of the students we serve. There is a great deal of synergy among educational partners in Washington, and SBE’s plan calls out a number of actions and initiatives that are being developed and led by other organizations.

This annual report identifies examples of progress since the Board adopted the plan in November 2018. This is not intended to be a comprehensive catalog of all the great work occurring throughout our system. Rather, this report is an opportunity to highlight a few bright spots as well as signal areas that need further attention and share some of the ongoing or emerging work that will occur over the next year.

Finally, the report includes a brief discussion on how SBE will deploy its resources over the next fiscal year to make progress on our strategic plan and agency responsibilities.

Special thanks to 2019 SBE Board Members:

Sincerely,

A handwritten signature in black ink, appearing to read "Randy Spaulding". The signature is fluid and cursive, with a large loop at the end.

Randy Spaulding
Executive Director
Washington State Board of Education

- Margarita Amezcua
- MJ Bolt
- Ryan Brault
- Jeff Estes
- Judy Jennings
- Bill Kallappa II
- Holly Koon
- Kevin Laverty
- Pater Maier
- Harium Martin-Morris
- Dr. Paul Pitre
- Ricardo Sanchez
- Dr. Susana Reyes
- Autymn Wilde

Student Well-being

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



Indicators

- The average percentage of students experiencing at least one exclusionary disciplinary event decreased by .7 percent from the 2017 school year to the 2018 school year.
- The exclusionary discipline rate declined for 62 of 223 (28 percent) school districts.

However,

- From 2008 to 2018, the percentage of 10th grade students considering attempting suicide increased from 17 to 23 percent in Washington.
- After declining over an eight-year period, the percentage of 6th grade students who do not feel safe at school increased from 10 to 15 percent.

Key Initiatives

Progress was made in a number of areas including passage of comprehensive school safety legislation (2SHB 1216) which addresses regional safety centers, threat assessment, codifies the School Safety Center and School Safety and Student Wellbeing Advisory Committee, and includes a range of accountability and oversight mechanisms. Other legislation in 2019 addressed training requirements for school resource officers, emergency notification for public and private schools, natural disaster and resiliency, harassment, intimidation, and bullying, and social emotional learning.

Work Ahead

- SBE supports the collection and use of school climate and culture data primarily for school improvement and, in collaboration with OSPI and EOGOAC will be exploring other uses in school recognition and accountability.
- The agency will participate in the Social Emotional Learning Work group established in SB 5082.
- The Board is working with partner agencies through the Learning First Alliance to develop shared resources to address the need for mental health awareness for students, educators, and families. This work is drawn from a student-led effort and resolution passed by the Board in March 2019.



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.



Indicators

- For the class of 2018, the graduation rate for all student groups improved by nearly 6 percent from the previous year.
- Eight of 11 student groups are now on pace to meet statewide goals for their graduation rate.
- 329 of 468 high schools (70 percent) improved on the four-year graduation rate.
- However, only 213 of 2016 schools (11 percent) improved on the regular attendance rate.

Progress

The Board, in partnership with other organizations and agencies, developed and distributed materials to support implementation of the Washington State Science Learning Standards as well as materials to clarify and promote the flexibility built into the state requirements for a high school diploma. The Governor's Career Connect Washington initiative made great progress in developing a plan that will enable all students in our K-12 system to engage in authentic learning and career exploration opportunities. The Office of Superintendent of Public Instruction (OSPI) is working towards adoption of learning standards for ethnic studies by September of 2020 that address the knowledge students need for success in a global society, with appreciation of the contributions of diverse cultures. In addition to these standards, OSPI will also make available materials and resources for use in grades 7-12 and, with assistance from an advisory committee, develop a framework for teaching ethnic studies in grades 7-12. The Legislature also provided greater supports for foster youth through SSB 5324, which requires schools to identify a point of contact for homeless students at each school building to better serve unaccompanied youth.

Work Ahead

- SBE has been in the process of writing rules in response to a number of changes to the high school graduation requirements. Following that process, the Board will work with partners to ensure clear and consistent communication about the revised requirements.
- A key part of the revised graduation requirements is a series of graduation pathway options aligned to a student's High School and Beyond Plan. The Board is actively working with partners to implement these pathway options. In addition, the Board is charged with evaluating the graduation pathway options and then making recommendations for improvements to address unintended consequences and concerns about equitable student access to all of the pathway options.
- The Board is continuing to collaborate with partners on encouraging science, technology, engineering, and mathematics (STEM) education and sustainable implementation of the Washington State Science Learning Standards.
- SBE is participating on the Governor's Career Connect Washington Government and Education Work group to assist with the further development and implementation of the Career Connect Washington framework.



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 to fully participate in the world beyond the classroom.



Indicators

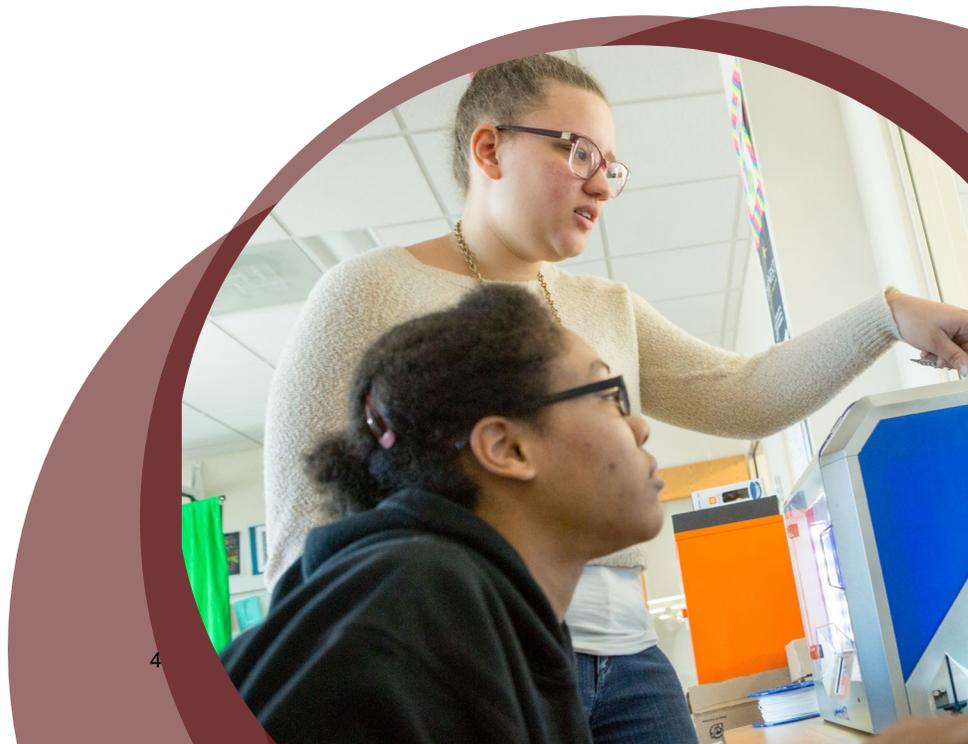
- 77 percent of white students are taught by experienced teachers while only 71 percent of black students are taught by experienced teachers.

Progress

There is a great deal of work underway both at the state and the local level to rethink how we better meet the needs of our students, how we can deliver personalized learning opportunities to help students achieve their goals, and what educators can do to provide a more relevant educational experience. The Board is providing staff support of the Mastery-based Learning Work Group authorized in HB 1599 that will provide recommendations to support an alternative to the credit-based graduation requirements. E2SHB 1139 incentivizes the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, by expanding the current and future educator workforce supply through evidence-based strategies with a comprehensive set of strategies focused on recruitment, financial incentives and supports, retention strategies, and professional development. In addition, SHB 1621 removes a testing barrier for students entering teacher education programs to expand the pool of students who can engage in teacher education programs.

Work Ahead

- The Board has already made some changes to the Basic Education survey to capture more information about Mastery-based Learning practices, availability of graduation pathways, delivery of the High School and Beyond Plan, and other priorities. We will continue to refine the survey to be sure it aligns with changes in the state requirements.
- Transition of responsibilities for private school approval are complete and now staff are looking at ways to improve and streamline the application process.



Courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action

Student Transitions & Diploma

Goal: 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.



Indicators

- In the past three years, the percentage of children who met standard on all six domains of the WaKIDS has remained relatively steady at approximately 46 percent.
- 261 of 405 schools (64 percent) showed an improvement on the rate of 9th graders on-track.
- 273 of 485 schools (56 percent) improved on the dual credit participation rate.
- The number of high school graduates successfully transitioning to post-secondary educational opportunities increased for six of seven reported race/ethnicity student groups. The overall increase was 1983 additional students moving on to further education. Of those:
 - 45 percent identified as Latinx, and
 - 69 percent participated in the Free or Reduced Price Lunch program.

Progress

A key priority for the Board this year was a set of changes to the diploma requirements to improve flexibility and support successful student transitions. Legislation passed in 2019 (HB 1599) addressed the following issues:

- Elimination of the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.
- Extending the expedited appeal through the Class of 2020, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.
- Automatically granting high school credit for high school courses taken in middle school (a student's family may choose to opt out of the credit).
- Changing language from "unusual circumstances" to "student circumstances" to clarify the use of the 2-credit (non-core) waiver for students whose personal circumstances warrant it, so more students can stay on-track to earning a diploma.
- Creation of a Mastery-based Learning Work Group to recommend a framework for a mastery-based diploma pathway, and additional options to earn credit outside of a traditional "seat-time" model.
- Enhancements to the High School and Beyond Plan.

In addition, the legislature provided additional support for early learning including \$20M to expand the Early Childhood and Assistance Program (ECEAP) and \$23M for the Early Achievers program.

The Workforce Education Investment Act (E2SHB 2158) creates a dedicated revenue source for higher education. The revenue, totaling \$373.8M for the 2019-21 biennium, may be used on higher education operations, compensation, programs, and student aid. The bill also made significant changes to eligibility requirements for state student aid, making state financial aid more predictable and raising the income eligibility threshold.

Work Ahead

The Board received funding to support the work of the Mastery-based Learning Work group. Over the next year and a half, Board staff will be engaging with a diverse work group to craft a set of recommendations that likely will result in a policy framework to support an alternative to the credit-based graduation requirements, instead recognizing an individual student's mastery of the state learning standards through authentic learning opportunities.

The Board is seeking funding to allow local districts to develop and share models for a credit-bearing course that support a student's development of High School and Beyond Plan and that integrates the Financial Education standards along with other life skills curricula to allow students to earn credit as they develop and refine their High School and Beyond Plan.



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.



Indicators

- 962 of 1924 schools (50 percent) improved on the Washington School Improvement Framework (WSIF) from the winter of 2018 to the winter of 2019.
- Two-thirds of Comprehensive support schools improved on ELA and math growth (Student Growth Percentiles, or SGPs).
- 50 to 60 percent of Tier 2 Targeted (3+ groups) support schools improved on ELA and math growth (SGPs).
- Approximately 45 percent of Tier 1 Targeted (1-2 groups) support schools improved on ELA and math growth (SGPs).
- A large percentage of schools declined on the English Learners (EL) Progress, Regular Attendance and Dual Credit WSIF measures. For the “comprehensive” support schools, 87 percent declined on the EL Progress measure, 88 percent declined on the Regular Attendance measure, and 60 percent declined on the Dual Credit measure.

Progress

- The Board and OSPI worked together to revise rules for Required Action Districts to better align with current state and federal law, the state accountability system, and OSPI’s delivery model for school support.
- The Board has also been working closely with the EOGOAC and OSPI to develop a new school recognition system. The new system is being developed and phased in over three years: last spring was the first phase and the state recognized 216 schools for closing gaps, student growth, and achievement.
- The Legislature raised the limits for local levy authority, so that local districts would have greater flexibility to provide for enhancements to basic education with local dollars.
- The Legislature provided \$77M in additional funding to support students receiving special education services and an additional \$48.7M in Special Education safety net funding. The legislature also provided \$84M for increased professional development for classroom teachers, supporting inclusionary practices for students with an IEP.

Work Ahead

- The Board continues to collaborate with EOGOAC and OSPI on the development of the school recognition system. The second phase will include revisions to the methodology as well as outreach to local districts and ESDs to help identify local practices and initiatives that are contributing to school success.
- The Board will also engage with OSPI and partners to get feedback on the accountability framework and consider whether changes might be necessary. In particular, there is a need for further discussion on the inclusion or piloting of measures on school climate, access to effective educators, and disproportionate discipline.
- The Board participates on OSPI’s Staff Enrichment Work Group which is exploring changes to the prototypical school model, with a goal of reducing the opportunity gap, assisting struggling students, and enhancing the education outcomes for all students.
- Staff are collaborating with the Educational Research and Data Center (ERDC) and the Washington Student

Achievement Council (WSAC) to identify opportunities to align metrics used to track the state's progress in achieving the goals of our education system beyond K-12.

- The Board recognizes the additional investments in special education fall short of what is needed locally and will continue to advocate for increases in special education funding.



Reports

2019

Charter School Report

Assessment Report (with OSPI)

Mastery-based Learning Work Group Interim Report

Graduation Pathway Options Report

Annual Report/SP Progress Report

2020

Charter School Report

Assessment Report (with OSPI)

Mastery-based Learning Work Group Interim Report

Graduation Pathway Options Interim Report

Annual Report/SP Progress Report

PESB/SBE Joint Report

System Health Report

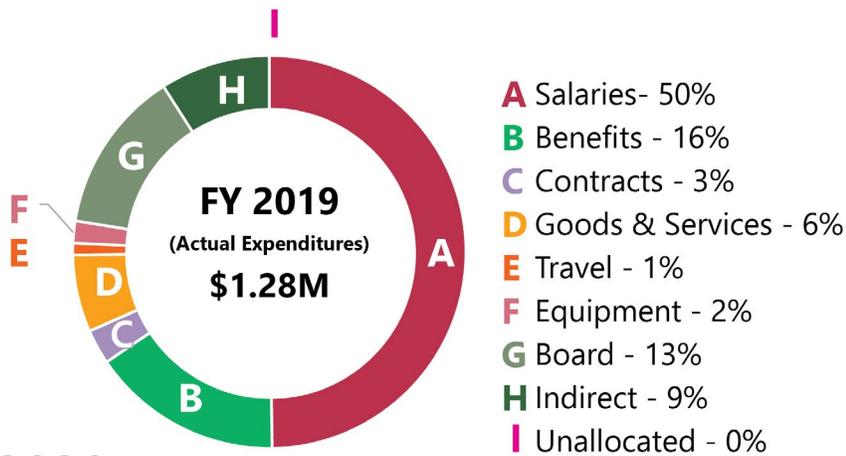


Agency Resources

Budget

Fiscal Year 2019

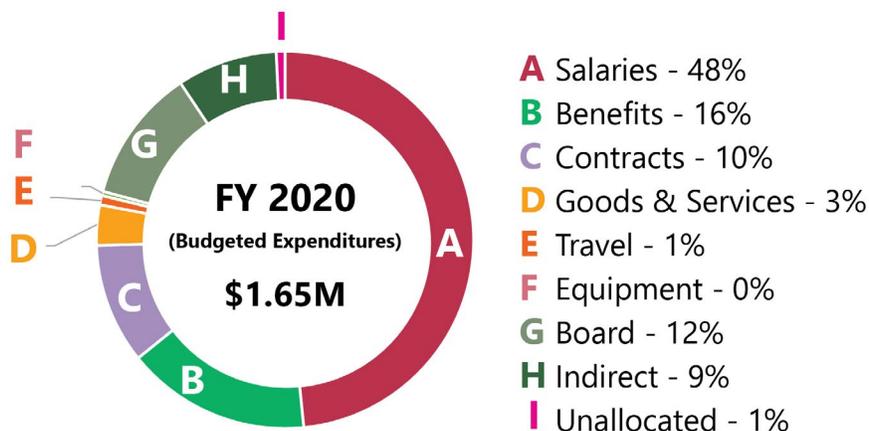
The Board adopted a \$1.33M fiscal year (FY) 2019 budget that included a mix of state general fund, education legacy trust fund, and private fund sources. In addition, the Board received \$50,000 for ADA accessibility in the state FY 2019 supplemental budget. However, due to timing, the agency was only able to expend \$20,000 by June 30, 2019. Staff are working on a request to carry over the remaining \$30,000 for FY 2020. Sources of additional savings in FY 2019 include a shift in National Association of State Boards (NASBE) dues timing and new hiring timing. As a result, the agency is closed the year with actual expenditures four percent below budget.



Fiscal Year 2020

Budgeted expenditures for 2019-20 total \$1.65M, and the agency budget has been restructured to reflect section 502 of ESHB 1109. The biennial appropriation includes \$1,514,000 for FY 2020. In addition, the OFM IT Pool includes \$133,000 to support website ADA-compliance. The budget also includes \$7,610 from NASBE.

Staff costs represent roughly 64 percent of the agency budget, down slightly from FY 2019 due to an increase in anticipated contract costs to address ADA remediation, captioning, and survey costs associated with HB1599. Overall the proposed budget includes 8.4 FTE permanent staff positions and 0.6 FTE part-time or temporary staff. This includes an increase of 1.4 FTE effective July 1 to support work for the agency outlined in 2ESHB1599 and to better reflect the personnel needs of the organization within budget constraints.



Staffing

Staff resources have expanded due to funding associated with HB 1599. The agency has created two new positions. A Policy Manager of Career and College Readiness has been added to provide support for the implementation of HB 1599 – with particular focus on the Mastery-based Learning Work Group and the analysis of the diploma pathways. The second position is a part-time Operations Manager to provide support for the Board budgeting and contracting processes.

Randy Spaulding, Executive Director

Randy joined SBE in 2018. Previously he served as the Director of Academic Affairs and Policy at the Washington Student Achievement Council (WSAC) and Higher Education Coordinating Board (HECB). His research and policy work have been focused on issues of equity and human capital development.



Mark Bergeson, Manager Operations

Mark Bergeson joined SBE in 2019. Previously he served as an Associate Director of Academic Affairs and Policy at the Washington Student Achievement Council (WSAC) and Higher Education Coordinating Board (HECB). His work focused on equity, grant administration, and degree program approval.



Linda Drake, Director Career and College Readiness

Linda Drake joined SBE in 2012. For over 10 years she worked at Pierce County Careers Connection as a project manager and as director. She led initiatives supporting college-readiness and the successful transition of high school students to post-secondary education and careers.



Alissa Muller, Manager Career and College Readiness

Alissa joined SBE in 2017 as communications manager. Prior, she worked in communications positions in several Texas nonprofits, as an event planner, and as a campaign manager. Alissa holds her B.S. degree in Public Relations from the University of Texas and her Master of Public Administration degree from the Evans School (UW).



Andrew Parr, Director Research

Andrew joined SBE in 2013. He moved to Olympia from Nevada where he taught middle school math and science and later worked in the Department of Education's Assessment and Accountability division while earning his Ph.D. in Educational Leadership. Andrew plays a key role in a variety of projects and research connected to education reporting, accountability, and educational equity.



Stephanie Davidsmeyer, Manager Communications

Stephanie Liden Davidsmeyer is a Communications professional with seven years experience in nonprofit, corporate, and government outreach and media relations. She's passionate about digital media strategy, public relations, social media management, public engagement, and brand integrity assurance.



Parker Teed, Manager Basic Education

Parker joined SBE in 2013. He holds a Master of Public Administration (MPA) with a concentration in Public Policy. His work consists of basic education compliance, private school approval, rules coordination, student voice, and business item coordination.



Tamara Jensen, Executive Assistant

Tamara joined SBE in 2012. Tamara attended Washington State University and earned an Associates of Arts Degree from South Puget Sound Community College. Tamara has been a Licensed Practical Nurse since 1999 and enjoys volunteering for local charities.



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