



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

2018-23 SBE STRATEGIC PLAN

Opportunity and Imperative

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 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 changes 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% 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 just the last five years in the share of students who report they have experienced homelessness.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 and 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.

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.

- 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.

The College Bound Scholarship program demonstrates that early commitment of financial help for postsecondary education can lead to greater success in K-12 and 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. However, more needs to be done to link and to scale these efforts to achieve the greatest impact for students.

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, which may require changes to the prototypical school funding model. From the classroom level to the national level, leaders have voiced their support for these changes. A few examples of progress to date include:

- Substantial state investments in our P-12 education system over the past several biennia.
- 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 philosophical change in our system of accountability and support from “shame and blame” under No Child Left Behind (NCLB) to a model of “identify and support” under the Every Student Succeeds Act (ESSA) and state systems of support.
- Consensus among policy makers, educators, and stakeholders about the urgent need to address systemic challenges that lead to inequitable outcomes for our students.

Goals

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

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

Readiness, 4th Grade Reading, 8th Grade Math, High School Graduation, Remedial Course-taking, and Postsecondary Engagement) provide an annual snapshot of the Washington education system beginning in kindergarten and extending into higher education. 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 and educators assess student progress toward the state standards in 14 subjects.⁵

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

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

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.

Vision, Mission, and Values

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, 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.

VALUES

We, the Board members and staff of the Washington State Board of Education, value:

EQUITY. Equity is a primary consideration in our policy-making, initiatives, actions, and interactions. We actively seek to identify and remove barriers that inhibit equitable access to 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 transferrable 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 to inform policies and practices, particularly those historically marginalized by the educational system.

Equity

STATEMENT OF INTENT

The Washington State Board of Education has committed to using equity as a guiding principle in its decision-making related to its statutory charges, strategic planning, and in developing annual policy proposals for consideration by the Washington State Legislature and Governor.

The Washington State Board of Education is committed to successful academic attainment for all students. Accomplishing this will require narrowing academic achievement gaps between the highest and lowest performing students, as well as eliminating the predictability and disproportionality in student achievement outcomes by race, ethnicity, and adverse socioeconomic conditions.

The Board acknowledges that historical and ongoing institutional policies, programs, and practices have contributed to disparate and statistically predictable educational outcomes. To address persistent inequities within our educational system the Board will work collaboratively with educational and community partners to:

- Ensure that educational equity is a shared priority and is viewed as a process to identify, understand, and eliminate institutional policies, practices, and barriers that reinforce and contribute to disparate and predictable educational outcomes;
- With transparency and humility, honor and actively engage Washington's underserved communities as partners in developing and advocating for equitable educational policies, opportunities, and resources for marginalized students; and,
- Using equity as a lens, engage in a continuous, collective process of policymaking to ensure Washington's education system can meet the needs of all students today and into the future.

Priorities

Through a comprehensive strategic planning process, in-depth and time-intensive Board and staff dialogue, collaboration with partners, input from a public survey, and community forums, 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 will take, and actions the Board encourages and supports that may be led by partner organizations. 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.

Board priorities:

1. Student well-being
2. Learning environments
3. System design
4. Student transitions and diploma
5. Funding and accountability

Statewide 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 will lead, and work that the State Board of Education will advocate for or support. 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, postsecondary education, and lifelong learning.

STUDENT WELL-BEING

SBE supports the right of all students and staff to attend safe schools that ensure both physical and emotional safety. 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, students are at a greater risk of not fulfilling their individual potential within the educational system. In order to ensure the positive mental health and self-actualization of our students, schools must tend to each student’s basic needs, including the need to be valued and have healthy, connected relationships.

GOAL:

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

INDICATORS:

- Students, parents, and educators report improvements in well-being, school climate, and culture.
- Schools report implementation of proven approaches to increase engagement and improve school climate.
- Exclusionary discipline rates decline and exclusionary discipline disproportionality decreases.
- Chronic absenteeism decreases and attendance rates increase.

DATA HIGHLIGHT:

The mental, emotional, and social health of our students is lamentably low in far too many communities, as indicated by the prevalence of anxiety and depression, maladaptive behavior (harassment/intimidation/bullying of peers or adults, truancy, substance use, violence, etc.), and suicide data. For example, 21 percent of 10th graders seriously considered suicide and 10 percent attempted suicide. Fifteen percent of 10th graders reported that they had no adult to turn to when they were sad or hopeless.⁶

BOARD INITIATIVES:

- Examine options for a statewide assessment of school climate and culture.
- Add student well-being as an indicator in the System Health report or to the School Improvement Framework.

THE BOARD SUPPORTS EFFORTS TO:

- Advocate for a statewide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system:
 - Increase the number of mental health professionals in schools.
 - Wrap around supports for students – using the Washington Integrated Student Supports Protocol (WISSP) and linking to community-based mental health and other healthcare providers.
 - 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.
 - Improve mental health instruction in K-12 and update current high school health learning standards to include more information on mental health and ensure relevancy.
- Establish a comprehensive statewide school safety system⁷ expanding the current ESD pilot to all ESDs with regional coordination and secure sustainable funding.

⁶ [2016 Healthy Students Survey Analytic Report](#)

⁷ [SBE statement on school safety](#)

- Link schools and students with regional health system and community-based health and human services sectors.
- Expand efforts to support the emotional well-being of our teachers.
- Change the focus of discipline to an integrated student supports system that keeps youth engaged in school and out of the juvenile justice system.⁸

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

A positive learning environment is critical to 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. Learning environments should offer relevant instruction with career-connected learning opportunities. Students need to feel safe, valued, celebrated, and respected in their schools. Students need to be empowered to pursue their own individualized education pathways 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.

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:

- 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.

DATA HIGHLIGHT:

The students most in need of excellent teachers are the least likely to receive teachers with the most training and experience. In Washington, students of color and students from families with low-income are more likely to be served by teachers with fewer years of teaching experience and lower percentages of teachers with advanced degrees. In addition, students from diverse backgrounds are unlikely to be exposed to educators who share that background. In the 2015-16 school year, Washington's enrollment of students of color was approximately 44 percent while only 10 percent of teachers report a race other than white.

BOARD INITIATIVES:

- Improve communication with students, parents, and educators about:
 - Multiple pathways to post-secondary options.
 - Flexibility of graduation requirements.
 - Washington State Science Learning Standards (WSSLS).
- Collaboration with partners on communication efforts around the WSSLS is specifically intended to communicate the importance of implementing our new science standards with fidelity, with a special emphasis on equity.

THE BOARD SUPPORTS EFFORTS TO:

- Promote policies that ensure meaningful family and community engagement at every level of the education system.
- Increase career-connected learning opportunities, including credit for competencies acquired in the workplace, through volunteer work, or other extracurricular activities.
- Provide opportunities for problem-based learning that connects knowledge and skills to students' career and other interests.
- Encourage differentiated instruction, flexibility on pace of advancement in coursework, including mixed-grade classrooms, and Universal Design for Learning principles to address diverse ways of learning and expressing what is learned.
- Share effective practices to implement continual curriculum improvement using research-based, models to improve teaching and learning.

SYSTEM DESIGN

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.

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.

INDICATORS:

- Opportunity gaps within and among districts are eliminated.
- Students have more ways to reach graduation, including competency-based education.

DATA HIGHLIGHT:

The gap in learning time between low-income and non-low-income students grows due to differences in access to education and enrichment opportunities that extend beyond the school day. This gap accumulates, resulting in a 6,000 hour learning gap by 6th grade.⁹

BOARD INITIATIVES:

- Integrate private school approval and support. Ensure effective regulation of private schools while respecting the autonomy of private schools.
- Serve as a resource for public charter school authorizers and conduct thorough monitoring and reporting.
- Evaluate how the basic education compliance process may be used to ensure students have equitable opportunities within the program of basic education.

THE BOARD SUPPORTS EFFORTS TO:

- Expand learning opportunities, transportation, and other supports to ensure equitable access to extended day, summer learning opportunities and extracurricular activities.
- Increase access to dual language and immersion programs beginning in elementary school and continuing through high school.
- Encourage consideration of culturally-responsive, flexible calendars and scheduling and explore alternatives to the traditional 180-day calendar.
- Recruit and retain 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.
- Increase professional development opportunities.

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

STUDENT TRANSITIONS AND DIPLOMA

The State Board of Education supports an integrated preschool through postsecondary 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.

GOAL:

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

INDICATORS:

- The percentage of children entering kindergarten who are kindergarten-ready increases.¹⁰
- The number of students successful in all ninth grade courses increases.
- The graduation rate will increase more rapidly than is currently occurring.
- The number of students who transition to post-secondary training, education, and work increases.
- Recent high school graduates are prepared for post-secondary coursework. The percentage of recent high school graduates enrolling in postsecondary remediation courses in English and math declines.

DATA HIGHLIGHT:

Increasing graduation requirements in math from two credits to three credits starting with the Class of 2013 led to more students earning three credits or more in math. This increasing trend corresponds to a decreasing trend in the percentage of recent high school graduates who enrolled in pre-college level math at a community or technical college.

BOARD INITIATIVES:

- Inform districts, students, and parents about flexibilities within the current graduation requirement framework.
- Request legislation and evaluate rules to add flexibility to the credit-based graduation requirements.
- Engage partners to develop a framework for a competency-based diploma and additional options for competency-based credit.
- Develop a framework for a credit-bearing High School and Beyond Plan to align with career exploration goals and integrate financial education.
- Study math pathways aligned to specific postsecondary and career pathways.
- Collect information and convene experts to share effective practices in student transitions from pre-K to post-secondary.

THE BOARD SUPPORTS EFFORTS TO:

- Improve early learning and transitions within the K-12 continuum.
- Implement best practices in the teaching and learning of middle school math.
- Expand the College Bound Scholarship program.
- Increase consistent and robust use of High School and Beyond Plans, beginning in middle school, in an electronic format that is portable for use after high school.

¹⁰ Measured by the Washington Kindergarten Inventory of Developmental Skills.

- Implement the recommendations of the Governor’s Career Connect Washington Initiative.
- Expand the availability of graduation specialists and career specialists in high school.
- De-link high school assessment scores from the diploma requirements.
- Increase equity in access to accelerated learning opportunities, including dual credit programs.

FUNDING AND ACCOUNTABILITY

The Board believes the education system requires additional funding, especially to reduce gaps, and to ensure an equitable 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.

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:

- 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.

DATA HIGHLIGHT

Capital investments are not keeping up with growth in our schools. Nearly two-thirds of Washington students attend a school utilizing at least one portable classroom.

BOARD INITIATIVES:

- Analyze the characteristics of schools that are demonstrating success overcoming barriers.
- Modify the school recognition system and implement a framework to value schools that are improving.
- Include student well-being (school climate survey results) in the Statewide Indicators of the Education System Health.
- Develop and implement a new model to support Required Action Districts, in partnership with OSPI.
- Reexamine the prototypical school model to determine what, if any, updates are needed to meet the needs of students.

THE BOARD SUPPORTS EFFORTS TO:

- Target funding to schools and students who need it most.
- Fully fund dual credit programs in all subject areas to eliminate disparities related to cost.
- Redesign of the prototypical school funding model to:
 - Add multipliers for specific student characteristics (e.g. EL, low-income, foster care).
 - Include a specific student to mental health professional ratio.
 - Increase funding to schools that serve higher percentages of students with specific support needs.
 - Increase ratio of instructional staff to students (reduce class size).
- Expand funding for:
 - Special Education and English Language Learner services.
 - Districts to provide and connect students to wraparound services.
- Increase funding for professional development to strengthen, develop, and retain strong, sustainable, diverse school leadership at every level.
- Provide funding to recruit and retain teachers, staff, and school leaders to reflect the diversity of the school and community.
- Provide adequate state funding for school and district facilities.
- Change capital funding threshold to require vote of 50 percent plus 1 for passage of bonds.

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 should be measured and goals should be reassessed on an annual basis, with a full review of the strategic plan to be completed in 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, postsecondary education, and lifelong learning?

READINESS TO LEARN

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 Board recommends that a workgroup be established and funded to develop the best options for Washington to collect school climate 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 experience 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.

OPPORTUNITY TO DEVELOP THE KNOWLEDGE AND SKILLS NEEDED FOR POSTSECONDARY 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

¹¹ <http://www.k12.wa.us/wakids/>

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 postsecondary success.

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 simultaneously viewed 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, postsecondary education, and lifelong learning.

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, postsecondary education, and lifelong learning. The State Board of Education is committed to working with partners in education to attain our common goals.