



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Overview of the Role of the State Board of Education – Review for New Members	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input checked="" type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	An overview of the statutory role of the SBE for new members.
Relevant to business item:	There will be no business items related to this agenda item.
Materials included in packet:	PowerPoint presentation on overview of SBE role.
Synopsis:	As the Board has several new members, an overview of the role of the State Board of Education will be presented. The presentation will provide an overview of the statutory duties of the SBE, as well as several examples from history regarding how these authorities have come into play in making major policy decisions in Washington State. The presentation will also offer several case study examples of how State Boards of Education in other states operate, as a means of comparing and contrasting roles. Time will be allotted for questions and discussion.



State Board of Education

Overview of Structure, Roles, and Responsibilities

Ben Rarick
May 2017 Board Meeting

Goals for presentation

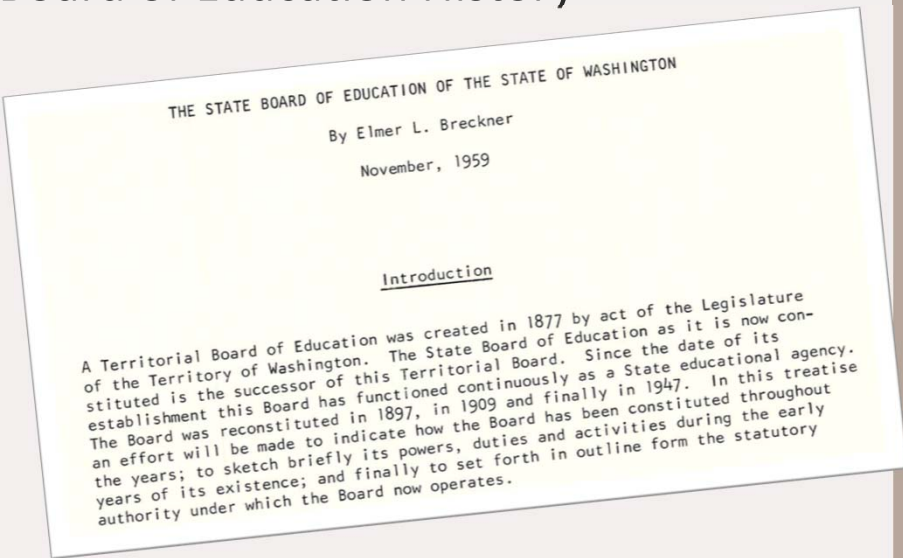
- Help provide sense of history for SBE.
- Identify the key authorities in law. What are they? How did they come about?
- Do other states do it differently? Why? How?
 - Look at some 'case study' states
- What have been some 'key moments' for SBE over the last 10 years?
- What is possibly on the horizon; 'key moments' of the future?
- Answer your questions/stimulate discussion for the Board.



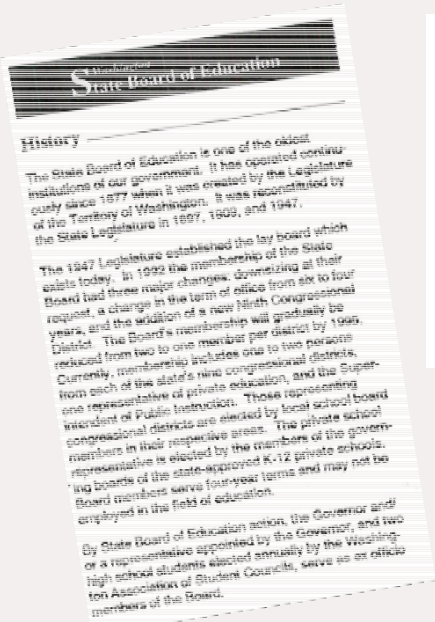
State Board of Education History



- Established by territorial legislature in 1877.
- Membership, duties reconstituted in different eras.
- Last reconstituted in 2005-2006.



State Board of Education in 1994



Duties

The State Board of Education's powers and duties are prescribed by law (Chapter 28A.305 RCW) and relate primarily to the establishment of rules, regulations, standards and guidelines for the general management and operation of the public schools from kindergarten through the twelfth year.

Some of the major areas within which the State Board of Education adopts rules and regulations include:

- approval for basic education funding
- school district organization
- school building construction
- graduation requirements
- school accreditation
- professional preparation program approval
- professional and vocational certification requirements
- private schools and educational clinics
- preschool accreditation
- code of professional conduct
- Schools for the 21st Century

Goals to Guide the Educational Process

The Goals for the Washington Public Schools are intended to be a broad framework to guide the efforts of local school districts, educational service districts, the Superintendent of Public Instruction and the State Board of Education.

The process of education should:

- Respect the rights of each learner.
- Provide increasing opportunities for individual self-direction and decision making.
- Provide learning experiences matched to each student's interests, readiness and learning style.
- Help all learners perform at their highest potential and gain satisfaction from their performance.
- Emphasize that cultural, ethnic and racial diversity contribute positively to our nation's welfare.
- Provide universal access to the district's learning opportunities.
- Extend learning opportunities beyond the school building, school day, and school year.
- Work in partnership with the entire community to amplify educational experiences.
- Re-examine goals continually with a view toward future as well as present needs.
- Provide staff development and training to improve the breadth and depth of the teaching, support staff, and administrative resources.



2005-06 Reconstitution: Membership Change

- **Previous membership:** 11 members:
 - One member from each of Congressional district (9 total), elected by local school boards;
 - The SPI;
 - One member elected by private schools.
- **New membership:** 16 members:
 - Seven members appointed by the governor
 - Five members elected by local school boards, three from western Washington, two from eastern Washington;
 - The SPI
 - One member elected by private schools.
- **How many SBE members are appointed vs. elected has always been major point of contention!**
- **WA SBE is unique in its membership composition.**

-ESSB 5732, C 497 L 05 – Read the bill summary from 2005 [here](#).



2005-06 Reconstitution: Powers and Duties

- **Educator standards**
 - SBE duties for educator preparation and certification transferred to Professional Educator Standards Board (PESB).
- **Facilities**
 - Duties for facilities planning, rule-making and allocation of funds transferred to SPI.
- **Grad requirements**
 - Duties for high school graduation requirements retained, but standardized transcripts and course equivalencies transferred to SPI.
- **Goals & standards**
 - New SBE duties to adopt performance standards, in consultation with SPI, performance improvement goals, and performance standards for the Certificate of Academic Achievement.
- **“Advocacy & Strategic Oversight”**
 - Purpose of SBE expanded to include advocacy and strategic oversight of public education and leadership in creation of a system that personalizes education for each student. ([C 497 L 05](#); [C 263 L 06](#).)

Overview of Authorizing Statute



RCW 28A.305.130

- Provide advocacy and strategic oversight of public education.
- Provide leadership in the creation of a system that personalizes education.
- Promote achievement of the goals of basic education.
- Implement a standards-based accountability framework.
 - Adopt performance goals in reading, writing, science and mathematics.
 - Identify scores students must achieve to meet standard on statewide assessments and obtain a certificate of academic achievement.
- Approve private schools.
- Articulate with early learning, higher education, workforce board to unify the work of the public school system.

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Additional Powers and Duties

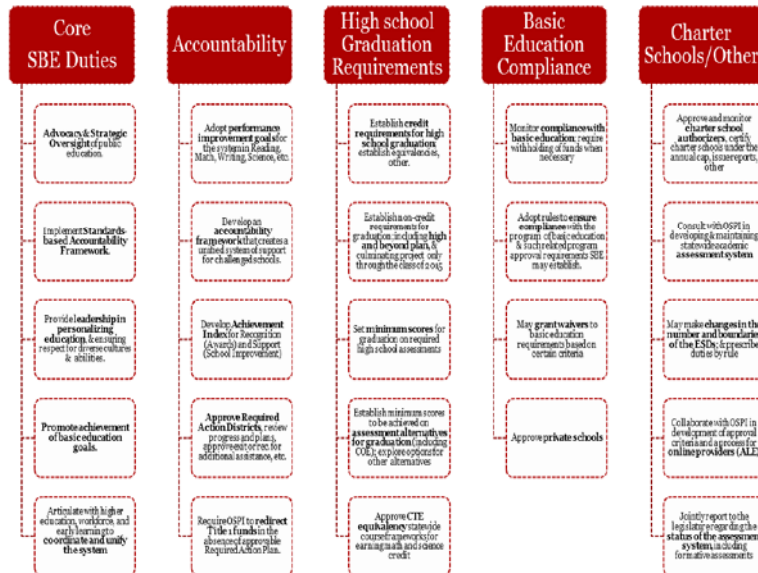


- Basic Education
 - *Program requirements and compliance – RCW 28A.150.220 and .250*
 - *Waivers – RCW 28A.305.140 and .141*
- High School Graduation Requirements
 - *RCW 28A.230.090*
- Accountability System (Achievement Index, Framework, Etc)
 - *RCW 28A.657*
- Charter Schools
 - *Approve and exercise oversight of district authorizers –RCW 28A.710.*
- Educational System Health
 - *Set goals for educational system health*
 - *Report on progress toward goals and recommend reforms.*

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Statutory Authority of the State Board of Education



SBE: Accomplishments, 2008 – 2012



2008	2009	2010	2011	2012
<ul style="list-style-type: none"> Required third credit of math for high school diploma. Developed Core 24 graduation requirements framework. 	<ul style="list-style-type: none"> New definition of basic education adopted. (HB 2261). Developed Achievement Index and made first Washington Achievement Awards. Adopted math and science standards. 	<ul style="list-style-type: none"> Established Required Action school and district accountability process (SB 6696). Completed high school transcript study. 	<ul style="list-style-type: none"> Required additional credit of English and half-credit of social studies. Established competency-based crediting and outcomes-based accountability. 	<ul style="list-style-type: none"> Developed online Achievement Index dashboard. Adopted criteria for evaluation of BEA waiver requests. Convened the Achievement and Accountability Workgroup for input on accountability framework.

SBE: Accomplishments, 2013 – 2016



2013	2014	2015	2016
<ul style="list-style-type: none"> Statewide accountability system (HB 5329) Revised Achievement Index to include student growth. Adopted charter authorizer process and approved first district authorizer (Spokane). 	<ul style="list-style-type: none"> 24-credit career and college ready diploma (SB 6552). Statewide CTE course equivalency models. (SB 6552). Achievement Index incorporated into unified accountability system. First educational system health report (HB 5291) 	<ul style="list-style-type: none"> Established first “cut scores” for Smarter Balanced Assessments. Released three districts from Required Action status. 	<ul style="list-style-type: none"> Conducted 24-credit graduation workshops across the state. Convened, with OSPI, a workgroup for accountability provisions of state plan under Every Student Succeeds Act. Received grant for policy work on deeper learning and career readiness from National Association of State Boards of Education.

**How do these powers come into play?
A few case studies...**



Case Study: 3rd Credit of Math & Revision to Math Standards



- The 2007 Legislature gave the SBE one-time responsibilities to add a third credit of mathematics to graduation requirements and prescribe the content of that credit (HB 1906)
- To implement the legislative directives, the Board:
 - Consulted with mathematics advisory panel in OSPI on the new standards.
 - Retained a national consultant to review and comment on proposed recommendations on revised math standards and curricula.
 - Conducted extensive outreach on the new standards.
 - Submitted a final report and recommendations to the SPI for implementation.
 - Adopted rules adding a third credit of math to graduation requirements and specifying the content of the three credits.

Source: <http://sbe.wa.gov/documents/BoardMeetings/2007/Nov/05Math.pdf>

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2007 memo on “Meaningful High School Diploma” & 3rd credit of math



Washington State Board of Education Meaningful High School Diploma Staff Recommendations September 6, 2007

BACKGROUND

This paper provides background to assist the Board in moving forward with its meaningful high school diploma work. It is intended to be a catalyst for discussion of three key policy questions:

1. What is the purpose of a diploma?
2. Does the purpose of a diploma apply to all students?
3. What guiding principles will shape the Board's decisions about the content of diploma requirements and the methods used to measure student performance?

One of the Board's tasks is to propose a revised definition of a diploma to the legislature by December 1, 2007. Staff is seeking preliminary agreement on answers to these questions—agreements that will provide the basis for an outreach initiative this fall to elicit input from the public. In November, the Board will have an opportunity to consider that input, and deepen and refine its perspectives before responding to the legislature.

LEGISLATION

The legislation¹ directs the Board as follows:

The State Board of Education shall develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools in Washington state. The revised definition shall address whether attainment of a high school diploma is intended to signify that a student is ready for success in college, ready for successful and gainful employment in the workplace, or some combination of these and other objectives. The revised definition shall focus on the knowledge, skills, and abilities that students are expected to demonstrate to receive a high school diploma, as well as the various methods to be used to measure student performance, rather than focusing on courses, credits, seat time, and test scores.

<http://sbe.wa.gov/documents/BoardMeetings/2007/Sep/09MeaningfulDiploma.pdf>

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Case Study: 24-Credit Graduation Requirements



- 2006 – The Legislature directs SBE to develop and propose a revised definition of the purpose and expectations of a high school diploma. (HB 3098)
- 2009 – Legislature amends the definition of basic education to include “Instruction that provides students the opportunity to complete twenty-four credits for high school graduation.” (HB 2261)
- 2010 – After extensive work and public input, the SBE adopts but does not implement 24-credit Career-and College-Ready graduation requirements, as the Legislature has made adoption contingent on explicit funding in the state budget.
- 2014 – Board revises original “Core 24” Framework with an eye toward flexibility and less emphasis on a 4-year university pathway; adopts by resolution in January of 2014.
- 2014 – Legislature passes SB 6552, directing the SBE to adopt rules to implement the new graduation requirements, with some changes. The Board adopts the rules later that year, amid some controversy.

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Case Study: Basic Education Waivers (2012)



- The Legislature originally delegated authority to the SBE in 1985 to grant waivers of basic education requirements at district request.
- As amended, the law required the SBE to adopt criteria to evaluate the need for the waiver or waivers.
- The SBE studied criteria for BEA waivers over several board meetings and considered multiple options.
- The Board received extensive input from educators and the public on rules on waivers of the 180-day school year requirement.
- The Board adopted rules on 180-day waivers in November 2012.

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Case Study: Minimum scores on state assessments



- 2011 – Legislature directs SBE to establish by the end of the 2014-15 school year the scores students must achieve on the ELA and math assessments to meet standard and earn a certificate of academic achievement. *“The scores established . . . for the purposes of earning a certificate of academic achievement may be different from the scores used for the purposes of determining a student’s career and college readiness.”* (HB 2115)
- 2014 - SBE states in rule that “The state’s graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness,” but that a transition will be needed to adapt to the increased rigor of Common Core State Standards and aligned assessments.
- 2015 – SBE establishes first “cut scores” on Smarter Balanced Assessments for graduation, taking an “equal impact” approach as the state transitions to Common Core and the standard of career and college readiness for all.

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Case Study: Achievement Index (2009 - present)



- 2009: SBE adopts by resolution an accountability framework, to include an index to identify all schools and districts for continuous improvement.
- 2009: HB 2261 requires the SBE to develop an accountability index based on student growth and multiple indicators.
- 2010: Legislature directs SBE to develop a Washington Achievement Index to identify schools and districts for recognition, continuous improvement, or additional state support. (SB 6696)
- 2012: SBE convenes an Achievement and Accountability Workgroup to inform and advise the SBE on development of the revised index.
- 2013: SBE revises Achievement Index to include student growth data.
- 2014: SBE adopts the Achievement Index for the purpose of meeting state and federal accountability requirements.
- 2015: SBE revises weightings of indicators, makes other changes related to transition to Smarter Balanced assessments.

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Do Other States Do It Differently? How? Why?

Some Case Studies

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How Does Washington's K-12 Governance System Compare?



In recent years there has been a trend in the states toward fewer elected chief state school officers and more governor- or state board of education-appointed chiefs. Most of the elected state chiefs are to be found in the West and South.

	Chief State School Officers	State Boards of Education
Elected	13	9
Appointed by Governor	14	33
Appointed by State Board of Education	22	NA
Mix of Appointed/Elected	NA	3
Appointed by Legislature	NA	2
Appointed by Governor and Legislature	NA	1
None (MN, WI)	NA	2

Data: Education Commission of the States, 2011, 2013.

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State Boards of Education: Authority and Responsibilities



	No. of States
State Board Established in Statute	22
State Board Established in Constitution	24
State Board Established in Statute and Constitution	1 (NY)
State Board Has Authority for Teacher Licensure	32
State Board Has Authority for Standards Adoption	26
No State Board	2 (MN, WI)

Source: National Association of State Boards of Education (NASBE), 2017.

State Board Key Roles (NASBE)



The National Association of State Boards of Education identifies seven common areas of jurisdiction for state boards of education. How does Washington's State Board stack up in each?

Area of Jurisdiction	WA SBE
Setting statewide curricular standards	No
Establishing high school graduation requirements	Yes
Determining qualifications for professional education personnel	No
Establishing state accountability and assessment programs	Limited role
Establishing standards for accreditation of school districts and teacher and administrator preparation standards	No
Implementing ESSA and administering federal assistance programs	No
Developing rules and regulations for administration of state programs	Limited role

<http://www.nasbe.org/about-us/state-boards-of-education/>

Case Study: Delaware

- CSSO: Statutory, Appointed
- SBE: Statutory, Appointed
- SBE Powers and Duties
 - Provide the CSSO with “advice and guidance” on policy.
 - Provide guidance on initiatives which may be proposed by the CSSO.
 - Recommend to the CSSO initiatives the Board believes would improve education.
 - Provide the CSSO with “advice and guidance” on its budget requests.
 - Provide the CSSO with guidance on implementation of the student achievement and statewide assessment program.
 - Approve certain department rules and regulations.
- **Note: Delaware was in the news this year for similar reasons – law proposed to eliminate their authority, questioning of relationship with agency, etc.**

<http://www.delawareonline.com/story/news/politics/2017/03/21/state-board-legislators/99441274/>



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Case Study: Indiana

- CSSO: Constitutional, Elected
- SBE: Statutory, Appointed, plus SPI
- SBE Powers and Duties
 - Establish the educational goals of the state, developing standards and objectives for local school districts.
 - Assess attainment of the established goals.
 - Assure compliance with established standards and objectives.
 - Coordinate with higher education and workforce agencies.
 - Make recommendations to the governor and legislature on the educational needs of the state, including financial needs.
 - Provide for reviews to ensure validity and reliability of statewide assessment program.



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Case Study: California



- CSSO: Constitutional, Elected
- SBE: Constitutional, Appointed
- SBE Powers and Duties
 - Approve statewide academic standards.
 - Adopt curriculum frameworks and instructional materials.
 - Consider requests to waive statutory and regulatory requirements.
 - Adopt tests and set policies for the statewide assessment system.
 - Authorize charter schools, and consider appeals of decisions by district authorizers to revoke a charter.
 - Oversee the state's compliance with federal laws, including ESSA.
 - **State Board is the 'State Education Agency' (SEA) for federal purposes.**
 - Study the educational needs of the state.

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Case Study: Wyoming



- CSSO: Constitutional, Elected
- SBE: Statutory, Appointed
- SBE Powers and Duties
 - Work with the Department of Education to review and approve rigorous state assessments.
 - Prescribe state content and performance standards.
 - Measure student performance and progress, including national comparisons.
 - Establish high school graduation requirements, in consultation with local districts.
 - Annually accredit K-12 schools.
 - Review and decide on charter schools appeals.
 - Review and approve requests by districts for alternative schedules.

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Case Study: New Hampshire

- CSSO: Statutory
- SBE: Statutory, Appointed
- SBE Powers and Duties
 - Regularly review all programs and activities of the Department of Education and make recommendations to the CSSO with regard to them.
 - Advise the CSSO on department goals, information gathering, and other aspects of elementary and secondary education.
 - Hear appeals on any dispute between individuals and school systems or the Department of Education.
 - Appoint members of the Professional Standards Board and other advisory bodies.



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General Observations

- Authorizing statutes for SBE's borrow from each other. You tend to see the same clauses and phrases repeated.
- Membership varies widely, and Washington is a unique outlier in this way.
- Authority spheres are similar, but powers are quite different. Some are more advisory, whereas others wield formal power.
- Some wield power with the ability to approve/reject policies brought to them; others by actually developing & setting policy themselves.
- Some write regulations (WAC) for particular sections of law. Others appear to review and approval rules for all sections of applicable law.
- Most all state board's review and approve academic standards. Except WA!
- State Boards are constantly under scrutiny nationwide! It tends to track election cycles. Arizona is [my least favorite example](#). [Delaware also](#).
- In state's where the agency chief is elected, constitutionally-created, or both, (and when the board is not) a challenge is figuring out an appropriate balance of duties where the chief is not subordinate to the Board, but the Board has meaningful role/authority.
 - How is the Chief dependent on the Board? How is the Board dependent on the Chief?
 - Figuring this out is important to avoiding fundamental 'separateness' which can foster misalignment.



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What are some 'key moments' around the corner?



- Re-setting the math cut score for the SBA graduation requirement for the Class of 2019.
- Revising the Achievement Index for the next generation of Washington accountability.
- How will the Board lead on 'career readiness'?
- How will the Board lead on 'student transitions'?
- How will the Board lead on graduation requirements?
 - Current assessment requirements are not built for the long haul. Most agree; changes are needed.

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State Board of Education sets lower bar on Common Core tests



By DONNA GORDON BLANKENSHIP - Associated Press - Wednesday, August 3, 2015

SEATTLE (AP) - The State Board of Education decided Wednesday to set a score below the college-ready level as the Washington state graduation standard on the new Common Core tests.

The people creating the tests, which are also known as the Smarter Balanced exams, say a score of 3 or 4 means students are "college and career ready."

The State Board of Education decided Wednesday afternoon to set a score in the middle of the 2 range - just above 2.5 - as the graduation level for the Common Core math and English tests in Washington.

The new English exam is replacing the state's old writing and reading exams as a graduation requirement. Passing the new math test won't be a graduation requirement for a few more years, but it will be an approved alternative for students who fail math end-of-course exams, which are required for graduation.

Board members had a long and complex debate before voting on the new graduation scores. Some of the discussion was around fairness. Other parts of the discussion were more technical, involving the difficulty of choosing the right scores and making sure everyone understood what the scores meant.



Thursday, August 06, 2015

Washington State Board of Ed Struggles with SBAC Cut Scores

Update: Here's what the BOE had to say about yesterday's meeting and its outcomes. I think BOE head, Ben Rarick, has done a very good job in explaining the Board's thinking.

The Board followed through on its **equal impact** philosophy, adopting a mid-Level 2 score requirement for the English Language Arts (ELA) portion of the Smarter Balanced (SBAC) assessment (scale score: 2548), and followed the same philosophy for the Math End-of-Course exams. The SBAC math score (2592) was set to be commensurate with the ELA requirement. These minimum scores are just a little more than half way up the Level 2 scale; about 60% of the way between Levels 0 and 3.

The Board wanted me to help explain their decision to you all, and emphasize a few points we can all work on together for the betterment of students.

First, the Board wants to emphasize that Level 3 remains the goal for all students on the new (SBAC) assessments. A Level 3 score represents a career and college-ready score for our students. The Board wishes - indeed expects - all students to eventually be able to achieve this level of proficiency. Although the board has set a **transition standard** at a rate below Level 3, this was done to ease the transition for our system and demonstrate fairness to students. It was not done to compromise or curtail our ultimate goal.

http://old.seattletimes.com/html/education/2026864836_smarterbalancedxmi.html

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End-of-course biology exam may go, but tougher standards loom

By **Christa Oates**

As Washington is about to begin integrating rigorous Common Core standards into their classrooms, the state Board of Education has made several decisions about new tests tied to those standards, and what will happen to existing state exams.

First, they want to abolish the current end-of-course exam in biology, generally taken by 10th graders.

The thinking here is that focusing on biology reinforces broader coursework in science, technology, engineering and math (the so-called **STEM** courses). The board voted unanimously on this decision, but it requires approval from the state legislature — which is pretty busy with other things, like school funding. Still, chances of 2015, most likely you'll still have to pass the test to graduate.

Looking ahead, passing scores on the much feared Smarter Balanced Assessment — the new tests based on Common Core standards — have been set.

But those exams, which will be given statewide for the first time in spring, won't affect graduation — not this year. The board will determine graduation cut-off points in August, and those will affect the class of 2019, the fall's incoming ninth graders. So, the graduation bar will be lower than the passing score, giving teachers and students time to ramp up.

Though experts around the country have proffered various opinions about linking Common Core exams to graduation, the board's two recent decisions signal what they want to see from "final exams should play a part in how the state defines a meaningful high school diploma," said Ben Rankin, executive director of the board. Pushing students to prove proficiency "adds an important message of urgency."

(Raising test standards and others in dual-enrollment programs have already demonstrated their ability to do college-level work and may be able to skip the tests, Rankin said.)

Despite the day language, graduation requirements are a highly contentious issue in a state, the board's research director, Linda Drake, attempts to sketch out testing plans and acknowledges "With all worthwhile change comes serious concerns."

Historically, those concerns have focused on the problem of creating a fairer system, where some students graduate with a diploma while others languish. But Washington's board is, in fact, proposing a two-track testing plan.

All third to eighth grade students, and 10th graders, will see whether they passed the Common Core tests, and also whether they are on schedule for moving toward (though don't work).

"I'd only do so before this is something we can do," says Rankin, "but something we must."

Washington State Board of Education approves new high school graduation requirements

At the end of two days of meetings in Tumwater, the state Board of Education approved new course requirements for a high school diploma. The minimum number of credits required will jump from 19 to 24, beginning with the class of 2016.

The state board sets minimums and most school districts already require more than 19 credits with the majority already requiring 22 or more for high school students.

Here is a **calendar** I wrote on the topic.

The new requirements will be reviewed by the Legislature and it will have to wrestle with some new funding requirements to implement them. Most of the new money will be in the area of counselors to help students develop and follow a high school and beyond plan. In later years, the state estimates it will need to expand instructional time for additional math and science credits and buy some new materials. The state estimates those additions will cost about \$67 million over the next five school years.

New law has state intervene in struggling schools

By Jerry Cornfield HeraldNet Writer

OLYMPIA — One of the first Republican-sponsored education reform bills because law Tuesday and will give the state more power to intercede in schools where student performance on basic skills tests is persistently poor.

Under the legislation signed by Gov. Jay Inslee, the superintendent of public instruction will provide technical assistance to schools that score low on reading and math assessments are consistently poor for a period of years.

If the extra attention doesn't improve student performance, the superintendent can impose a multi-year action plan on the school that prescribes such things as teaching methods and curriculum as well as how federal and state funds are spent on campus.

Superintendent of Public Instruction Randy Berni said it is a "bold bill" which will enable the state to partner with targeted schools and shift in a leading role down the line if needed.

The prime sponsor of Senate Bill 839 did not attend Tuesday's signing but issued a statement calling it "a great step toward ensuring that all children are successful."

Washington House OKs 24-Credit Diploma Bill

Senate Bill 6552 passed the House on a 93-5 vote Wednesday and heads back to the Senate for a concurrence vote before the legislative session ends Thursday. The current statewide minimum is 20 credits. The measure also would begin the process to help students earn more graduation credits for career and technical classes.

The idea for a 24-credit diploma was developed by the State Board of Education.

http://old.seattletimes.com/html/education/2026864836_smarterbalancedxml.html

<http://www.theolympian.com/news/politics-government/article25325596.html>

<http://www.seattletimes.com/education-lab/schools-improving-but-too-slowly-and-not-for-all-says-state-board/>

State school board chief: New revenue essential to McCleary

The Washington State Board of Education doesn't see a way to fully fund K-12 schools without finding new sources of state revenue, said its executive director, Ben Rankin.

By **Suzanne Pleshch**
The Columbian

Schools improving but not enough, state report says

Students in Washington have made incremental progress but failed to meet targets set for 2016, and at this rate will not make state goals for 2020, according to a new report.

By **Claudia Rowe**
Seattle Times staff reporter

School stats: Racial achievement gaps exist even in Washington's highest-performing schools

Different ranks, same gaps

Schools that rank low and high on the state's Achievement Index all have racial disparities in student performance.

Racial gaps across Achievement Index

The Achievement Index assigns a rating by combining student performance on state tests, growth on those tests and graduation rates. The numbers in this chart are averages, and do not represent every student and school in the state.

Source: Washington State Board of Education. KELLY SNEA / THE SEATTLE TIMES

As the 2017 legislative session nears and the din around school funding grows louder, a snapshot of exactly where Washington education stands relative to other states may provide useful context.

The verdict? Incremental progress overall, according to a report released last week by the state Board of Education. (And Washington students scored higher on the new Smarter Balanced exams last spring than those in almost any other state.)

<http://www.seattletimes.com/education-lab/schools-improving-but-too-slowly-and-not-for-all-says-state-board/>

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Website: www.SBE.wa.gov
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