



THE WASHINGTON STATE BOARD OF EDUCATION

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

COVER: EXECUTIVE DIRECTOR REPORT

Prepared for the September 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

- Goal Three:** Ensure that every student has the opportunity to meet career and college ready standards.
- Goal Four:** Provide effective oversight of the K-12 system.
- Other**

Relevant to Board roles:

- Policy Leadership
- System Oversight
- Advocacy
- Communication
- Convening and facilitating

Policy considerations/Key questions:

- What are the key accomplishments for fiscal year 2018?
- How will resources be deployed for fiscal year 2019?
- Do the applications for waiver of minimum requirements of the program of basic education provide the information and documentation required by law?

Relevant to business item:

1. Approval of Core Budget
2. Approval of Temporary Waiver from Implementation of Career- and College-Ready Graduation Requirements for Lower Columbia College
3. Approval of Waiver for Substantial Lack of Classroom Space for Port Townsend School District

Materials included in packet:

- Annual Report
- Proposed Core Budget
- Waiver Memo
- Waiver Applications and Resolutions in Externally-Produced Materials on Website

Synopsis:

Board staff will provide an overview of key accomplishments for fiscal year 2018 and discuss how resources will be deployed for 2019 including a review of the Core FY19 Budget.

In addition, staff will review business items that include a temporary waiver from implementation of Career- and College-Ready graduation requirements and waiver for substantial lack of classroom space.



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2017-18 ANNUAL REPORT AND FISCAL YEAR 2019 PROPOSED BUDGET

Prepared for the September 2018 Board meeting

2017-18 Annual Report

The statutory role of the Board is to advocate on behalf of the education system, promote the goals of basic education, and ensure accountability to the standards. To meet this commitment the Board is actively engaged in a strategic planning process to identify a set of strategies and initiatives that will address challenges in our system and improve the student experience in school and increase opportunities as they transition beyond the K-12 system.

Vision

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

Mission

The mission of the State Board of Education is to lead the development of state policy for K-12 education, provide effective oversight of public schools, and advocate for student success.

Equity Statement of Intent (Adopted 1/11/18)

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.

Strategic Priorities 2015 - 2018

- Develop and support policies to close the achievement and opportunity gaps.
- Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
- Ensure that every student has the opportunity to meet career- and college-ready standards.
- Provide effective oversight of the K-12 system.

Key accomplishments: July 1, 2017 – June 30, 2018

- Crafted the Board’s envisioned long-term “legacy:” *Increased/high achievement for all of Washington’s students and elimination of opportunity and achievement gaps* and identified the chief vehicles through which to accomplish this vision of *educational equity*:
 - Partnership
 - Communication
 - Board Function
- Established standing and ad hoc committees for deeper discussion, reflection and making recommendations to the whole Board:
 - Equity Committee
 - Legislative Committee
 - RAD 3.0 Task Force
 - SBE-OSPI Roles and Responsibilities Task Force (now sunset) - successful
- Adopted an *Equity Statement* and created an *Equity Lens* for the Board’s policy-making work.
- Successful advocacy, in collaboration with OSPI, for changes in the relative roles of SBE and OSPI to better align work to the roles of each organization (ESSHB 2824).
- Provided leadership and oversight of the state’s school accountability system (Washington State Improvement Framework), approved components of the state’s new federal accountability system under the Every Student Succeeds Act related to the Board’s statutory duties.
- Hired a new Executive Director for the agency.

- Extensive and authentic community engagement through Board community forums, public meetings, and site visits.
- Meaningful engagement with key partner entities via formal and informal joint meetings, joint board resolutions, and presentations to the Board regarding priorities and other input.
- Successful completion of the NASBE Career Readiness project culminating in two webinars featuring seven states (including Washington), with 116 registrants for day one and 75 registrants for day two.
- Joint engagement with Department of Children, Youth and Family Services in NASBE supported work on early learning (ongoing).
- Successful collaboration with a wide range of stakeholders to support outreach and marketing efforts related to the Next Generation Science Standards (ongoing).

Looking Ahead

The Board is developing a new strategic plan to establish goals and priorities for the next five years. While the planning process is ongoing the Board has committed to several new initiatives beginning in fiscal year 2019 including:

- Continued promotion of the Next Generation Science Standards.
- Continued engagement in NASBE supported efforts in Early Learning and Social Emotional Learning.
- Active participation in Career Connect Washington.
- Outreach and engagement through community forums, presentations at partner meetings and conferences, and other outreach.
- Analysis and recommendations to support expansion of Competency Based Education models in Washington.
- Collaboration with key partners to assess the efficacy of a statewide school climate survey.

See the Board Duties memo included with the September meeting materials for a more detailed description of required and planned activities.

Fiscal Year 2018 Budget Review

Attached please find projected expenditures for 2017-18 fiscal year. Final budget numbers are still pending.

Overall expenditures amounted to 93% of budgeted funds due primarily to savings associated with forgoing school recognition and awards.

Expenditures in the core budget were 97% of budgeted funds. Within that budget are Board expenses for professional development that were significantly higher than budgeted. In addition, NASBE dues were higher than budgeted.

As indicated the primary source of savings in 2017-18 was due to forgoing school district recognition and awards. Expenditures were 60% of the budgeted amount. As we design a new model for recognition, we anticipate that this is a one-time savings.

Private funds included \$21,500 in expenditures associated with NASBE grants and \$6,400 from our Gates grant to support contract work associated with the strategic planning process.

Fiscal Year 2019 Proposed Budget Narrative

Proposed expenditure levels for 2018-19 total \$1,326,000. The projected expenditures include the following assumptions:

STAFFING AND COMPENSATION

Permanent staff would remain at current levels through next year with 7 permanent staff. Estimates also assume cost of living increases consistent with the biennial budget and other compensation adjustments. In addition to the permanent staff, the budget also assumes roughly \$16,000 to support additional part-time or temporary assistance including: additional clerical support for Board meetings to assist with logistics and recording meeting minutes; a work study position to provide additional project and clerical support; and a legislative intern position to assist with bill tracking and analysis, research, and other activities during legislative session.

USE OF GRANT FUNDS

The NASBE Early Childhood Education Workforce initiative stipend (\$14,000) provides support to partner with Department of Children, Youth, and Families (DCYF) and other key stakeholders and inform development of an instructional leadership framework for early learning program/school leaders that is recognized across systems. Of that amount, \$5,000 would pass through to DCYF to support their work under the project.

Up to \$17,000 from carry over grant funds will be dedicated to supporting strategic planning costs including: analysis of public survey results and consulting fees to assist with facilitation and writing.

Up to \$10,000 from carry over grant funds would be used to develop communication tools to highlight the flexibility and pathway options provided in the 24 credit graduation requirements.

OTHER CHANGES

In general, estimated expenditures are based on current year expenditures. Two percent of budgeted funds are set aside for reserve (shown as “unallocated”). NASBE dues (estimated at \$30,000) are moved from the “Core Office Functions” section of the budget to the “Board” section of the budget. In addition, Board member professional development and meeting travel expenditures are adjusted to more closely reflect actuals from fiscal year 2018. Finally, \$15,000 is set aside in the 6696 budget to support research and analysis to support a revised approach for recognition and awards. This work will be completed jointly with OSPI and EOGOAC.

Budget Requests

SBE will be seeking additional funding to support work in three areas outlined below. These costs are in addition to costs for current and planned work in related areas described above.

Request Item	FY19	FY20	FY21	Total
<p>Assessment of School Climate and Culture. Funding to engage experts and convene workgroup to explore options to develop a statewide approach to support assessment of school climate and culture. In addition, the workgroup will explore the efficacy of including climate and culture in the accountability framework and/or indicators of system health. The analysis will include evaluation of different assessment tools and options for state level implementation and analysis.</p>		40,000	40,000	\$80,000
<p>Developing a competency based diploma and a robust high school planning framework. Requested funding would ensure students have access to relevant and robust pathways aligned to their personal goals for career and further study by supporting:</p> <ul style="list-style-type: none"> development of a framework for a competency based diploma and additional options to meet credit based graduation requirements through demonstrated competency. analysis and dissemination of information regarding effective practices for a credit bearing high school and beyond planning option aligned with the career exploration goals outlined in CCW. 		62,000	62,000	\$124,000
<p>Addressing ADA accessibility of the SBE website and posted materials. The Federal Office of Civil Rights (OCR) requires SBE to comply with a corrective action plan to ensure our website meets accessibility requirements. Within existing resources the SBE launched a new ADA accessible website on May 7, 2018 and all staff have received training to ensure future documents produced for publication are accessible. However, two key areas remain to meet the OCR requirements that are beyond the SBE's current capacity. First is remediation of at least 500 documents (OCR dependent) posted on the website since July 2016. Second, is the need to add captioning to our Board meeting video-stream.</p>	98,000	98,000	28,000	\$224,000

2018-19 Draft Budget

8/20/2019

Total Budget 2018-19 (excludes grant funds)

Total FY19 Budget	2017-18 Budget	2017-18 (Actual)	2018-19 (Proposed)	Comments
Salary	668,695	651,678	682,378	
Benefits	217,227	201,756	214,328	
Contract	21,500	-	62,500	Includes planned grant expenditures
Goods and Services	77,000	80,723	74,000	
PD and Travel	115,000	114,061	122,000	
Equipment	8,607	8,375	11,200	
Indirect	133,921	119,064	135,049	
Unallocated	28,050	-	24,545	2% of Annual Budget (except grants)
Total	\$ 1,270,000	\$ 1,175,657	\$ 1,326,000	

FY18 Proviso 071, CU0, 011 Budget

Core Office Functions	2017-18 Budget	2017-18 (Actual)	2018-19 (Proposed)	Comments
Salary	565,154	562,036	569,820	Includes Salary Adjustments, Intern and Work-study
Benefits	188,673	176,491	184,052	
Contract	5,000	-	5,000	
Goods and Services	45,000	60,252	15,000	Move NASBE dues to Board expenses
Travel	5,000	3,635	7,000	
Equipment	4,000	8,375	8,700	
Indirect	114,850	107,565	116,361	
Unallocated	23,223		20,967	
Subtotal	\$ 950,900	\$ 918,355	\$ 926,900	

Board	2017-18 Budget	2017-18 (Actual)	2018-19 (Proposed)	Comments
Stipend	25,200	17,500	25,200	
Benefits	2,400	1,584	2,400	
Contract	1,500	-	1,500	
Goods and Services	12,000	20,471	46,000	Includes \$30K for NASBE dues
Member Professional Development and Travel	30,000	53,425	50,000	
Board Meeting Travel	70,000	57,000	55,000	
Indirect			-	
Subtotal	\$ 141,100	\$ 149,980	\$ 180,100	

2018-19 Draft Budget (page 2 of 2)

6/20/2019

Budget 2018-19 (page 2)

FY18 Proviso RJ1 (6696)

FY18 Proviso RJ1 (6696)	2017-18 Budget	2017-18 (Actual)	2018-19 (Proposed)	Comments
Salary	78,341	72,142	87,358	Anticipate more staff time on accountability
Benefits	26,154	23,681	27,876	
Contract	15,000	-	15,000	Study Recognition Models (need description in report)
Goods and Services	20,000	-	13,000	Resume Awards
Travel	10,000	-	10,000	Resume Awards
Equipment	4,607	-	2,500	
Indirect	19,071	11,499	18,688	
Unallocated	4,827	-	3,578	2% of Annual Budget
Subtotal	\$ 178,000	\$ 107,322	\$ 178,000	

Private Funds

Anticipated FY19 Expenditures included in roll-up (on contracts line).

Private Funds	2017-18 Available	2017-18 (Actual)	2018-19 (Proposed)	Comments
Partnership for Learning (no end date)	50,000	-	10,000	S360 Contract; \$50K total available
Gates Grant (no end date)	86,060	6,399	17,000	WWU Survey Analysis; \$79K Available
NASBE Grants				
Deeper Learning	23,595	21,503		Completed
SEL				Travel Only
ECE			14,000	\$5,000 to DCYF
Total	\$ 159,655	\$ 27,903	\$ 41,000	



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MEMO ON WAIVERS OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Prepared for the September 2018 Board Meeting

Policy Considerations

Do the applications for waiver of minimum requirements of the program of basic education provide the information and documentation required by law?

Overview of Waivers

- Temporary Waiver from Career- and College-Ready Graduation Requirements
 1. Lower Columbia College requests a temporary waiver for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.
- Waiver from 180-Day Requirement Due to Substantial Lack of Classroom Space
 1. Port Townsend School District requests a waiver from the 180-day requirement because of substantial lack of classroom space due to a construction worker strike that has caused the elementary school to be unable to open at the start of the school year.

Temporary Waiver from Career- and College-Ready Graduation Requirements

Does the application by Lower Columbia College for temporary waiver of graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the Career- and College-ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. Furthermore, WAC 180-51-015 states that references to school districts within Chapter 180-51 WAC shall apply to community colleges and private schools.

Lower Columbia College requests a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. The Lower Columbia College Career Education Options educational recovery program offers high school diplomas to students from feeder school districts that offer either 20-credit requirements under WAC 180-51-067 or 24-credit requirements under WAC 180-51-068. Lower Columbia College states that the college would like to better align to the regional high school district partners' curriculum and facilitate high school completion for students, thereby offering either a 20-credit or a 24-credit option depending on the needs of each district. The college is able to offer courses that fully meet Career- and College-Ready graduation requirements but wants to make sure that the college can serve feeder districts that have received a temporary waiver from Career- and

College-Ready graduation requirements. The district submitted all of the required documentation for this waiver request, including the application and signed resolution.

Waiver from 180-Day Requirement for Substantial Lack of Classroom Space

Does the application by Port Townsend School District for waiver from the 180-day requirement because of substantial lack of classroom space provide the information and documentation required by WAC 180-16-225?

WAC 180-16-225 describes the grounds and procedure required for a waiver due to a school district's failure to comply with basic education allocation entitlement requirements because of substantial lack of classroom space. In particular, conditions for this waiver include the district demonstrating that school facilities do not contain enough classroom space or other space that can reasonably be converted into classroom space and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the entitlement requirements.

Port Townsend requests waiver of five days from the 180-day requirement for the 2018-2019 school year at only the elementary and kindergarten level due to a delay in completion of the construction of the elementary school. A construction trade workers' union strike caused the delay. The district provided an explanation and evidence that they cannot reasonably convert other space, or lease or rent, in order to provide classroom space for the students. The district provided an application that addresses the documentation that meets the requirements of WAC 180-16-225. Port Townsend School District states that they will meet and exceed the minimum instructional hour requirements. The district will hold a meeting of its school board of directors on August 6 and the signed resolution will be available in the additional materials folder at the board meeting. Due to the late-breaking nature and urgency of this request, flexibility around the requirement of submitting the application 30 days before a SBE meeting was granted to the school district.

Action

The Board will consider whether to approve the request for a temporary waiver of Career- and College-Ready graduation requirements presented in the application by Lower Columbia College.

The Board will consider whether to approve the request for a waiver from the 180-day requirement due to substantial lack of classroom space presented in the application by Port Townsend School District.

If you have questions regarding this memo, please contact [Parker Teed](#).