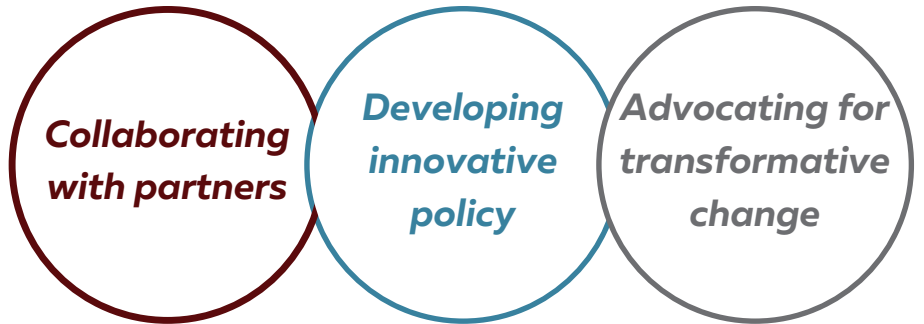




We shape policies and advocate for the state's K-12 public education system.

Our **MISSION** is to cultivate **an equitable and inclusive K-12 education system** that fulfills our **VISION** of **every student being empowered with the knowledge and skills they need to thrive in a changing world.**

We work toward **realizing our vision** through



APPROACH

We are committed to engaging with students, families, and communities across the state in shaping education policy, with a special emphasis on centering the voices of those who haven't been well served by the education system. We are moving toward a collaborative approach where policies are designed in partnership with the communities we serve.

We are a 16-member policy board supported by a staff of 12. Our members include two students, the Superintendent of Public Instruction, a private schools representative, five members elected by school board directors, and seven members appointed by the Governor.

Officers



Bill Kallappa
Chair



Mary Fertakis
Vice Chair



Harium Martin-Morris



Dr. Dana Riley Black



Patty Wood

Students



Donalda Brantley



Castulo Gonzalez



Chris Reykdal
Superintendent of
Public Instruction



Ryan Brault



Brooke Brown



Jan Brown



Dr. Angela Griffin



Ron Mabry



Paul Pitre



Dr. Susana Reyes



Kevin Wang

***All Board Members as of 6/2024**



- **Champion Inclusive and Equitable Education**
Ensure every student receives the opportunity and support they need to grow and thrive.
- **Honor the Brilliance of Each Student**
Value the diverse strengths and unique backgrounds of every student.
- **Create Learning Environments Focused on Relationships**
Foster mutual respect, belonging, and joy.
- **Personalize Learning for Every Student**
Challenge and support each student to develop critical thinking and problem-solving skills.
- **Build Strong Relationships and Community Connections**
Partner with families and communities to create new opportunities that incorporate diverse histories, identities, and experiences.
- **Support Holistic Development**
Nurture students' well-being and academic growth.
- **Reflect Diverse Identities in Education**
Ensure curriculum is inclusive and culturally responsive, empowering students to address societal challenges.
- **Promote Relevant and Engaging Learning**
Make learning hands-on and applicable to real-world contexts.



In honor of our commitment to collaborating with communities, our strategic plan takes a different path from conventional approaches. Instead of focusing on predetermined outcomes, we prioritize authentic engagement, presenting questions and initiatives for exploration alongside our partners. This approach ensures that our efforts address the diverse needs of our educational community, focusing specifically on what we can do within our areas of authority. Through strategic focus and authentic engagement, we aspire to cultivate an equitable and inclusive K-12 education system where every student is empowered with the knowledge and skills they need to thrive in a changing world.

Advocacy and Strategic Oversight of Public Education

Goal: Champion educational equity

Strategy: Craft rules and advocate for legislative priorities

Our agenda for 2024 – 2028 includes:

- **Continue advocating for foundational priorities:** Promote educational equity where each student receives the support they need. | Allocate funding based on student needs. | Fully fund special education and support inclusionary practices. | Invest in evidence-based strategies for learning recovery. | Promote student well-being and a supportive learning environment. | Provide equitable access to relevant and engaging learning opportunities.
- **Develop an annual legislative platform:** Elevate key priorities for legislative consideration, fostering community engagement in platform development.



High School Graduation and Learning Standards

Goal: Empower students with essential knowledge and skills

Strategy: Improve graduation requirements and inform revisions to state learning standards

Our agenda for 2024 – 2028 includes:

- **Design the FutureReady graduation requirements framework:** Take a comprehensive approach to



developing a streamlined and enhanced framework of graduation requirements that empowers students with essential knowledge and skills. [Sep. 2024 Budget Request, Dec. 2025 Report, Sep. 2026 Legislative Request]

- **Create more opportunities for Culturally Responsive and Sustaining Mastery-based Learning (also called Competency-based Education):** Foster transformative educational approaches, support demonstration projects, and develop resources for statewide implementation. [December 2025 Legislative Report]
- **Improve the High School and Beyond Plan:** Enhance personalized planning, support student choice, and facilitate readiness for postsecondary pathways. [August 2025 Legislative Report]

Basic Education

Goal: Support achievement of the Goals of Basic Education

Strategy: Ensure school districts meet minimum instructional requirements

Our agenda for 2024 –2028 includes:

- **Enable schools to provide education in different ways to support student needs:** Identify barriers, incentivize innovations, and promote student-centered learning models.



Educational System Health, Accountability, and Recognition

Goal: Support the overall health of the education system

Strategy: Set and monitor accountability goals and recognize achievements.

Our agenda for 2024 – 2028 includes:

- **Broaden the school and district accountability system to include the conditions for learning:** Collect data on resources, school climate, and other conditions to better describe the quality of our learning environments and support continuous improvement in K-12 education. [Dec. 2024 and 2026 Legislative Reports]
- **Develop a more equitable school and district recognition system:** Revise recognition criteria, incorporate community feedback, and share best practices for equitable education.





In line with our vision for all students to learn the knowledge and skills they need to thrive in a changing world, the Washington State Board of Education is thrilled to adopt the Washington State Profile of a Graduate as an integral part of our 2024–2028 strategic plan.

Developed by the Mastery-based Learning Work Group, with support from the Board and valuable input from community stakeholders, **the Profile of a Graduate outlines the essential knowledge, skills, and abilities our students should develop over the course of their K-12 educational journey.**

The Profile builds on the foundation of core subject-based knowledge and enhances it by highlighting the development of essential crosscutting skills such as critical thinking, communication, collaboration, problem-solving, creativity, and empathy. The Profile serves as a guide and tool for improving the overall quality of education, ensuring that our students develop not only the knowledge they need, but also the abilities to adapt, collaborate, and excel in a rapidly changing world.

The Board’s 2024–2028 strategic plan solidifies our commitment to using the Profile in our efforts to improve the education system, alongside our vision and values. Our aim is to make sure that every part of our education system, from what students learn to how we measure their progress and engage with our communities, lines up with what we believe is crucial for students to thrive in the future.

Profile of a Graduate



Goals of Basic Education:

- Effective communication in multiple modes & to multiple audiences
- Interdisciplinary application of core academic concepts & principles
- Critical & creative reasoning & problem-solving
- Navigation & exercise of life & civic responsibilities

(See RCW 28A.150.210)

Cultivates Personal Growth & Knowledge



*Shows confidence
Applies learning
Sets personally meaning goals*

Sustains Wellness



*Cultivates physical & emotional well-being
Fosters empathy
Builds relationships*

Solves Problems



*Thinks critically
Demonstrates resilience
Embraces creativity*

Embraces Differences /Diversity



*Participates in community
Promotes global responsibility
Shows cultural competency*

Communicates Effectively



*Works on a team
Collaborates
Navigates conflict*

Masters Life Skills/Self-Agency



*Takes initiative
Understands financial & digital literacy
Accesses resources*



Purpose of the Diploma:

Students are ready for success in:

- Postsecondary education
- Gainful employment
- Civic engagement

And are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)

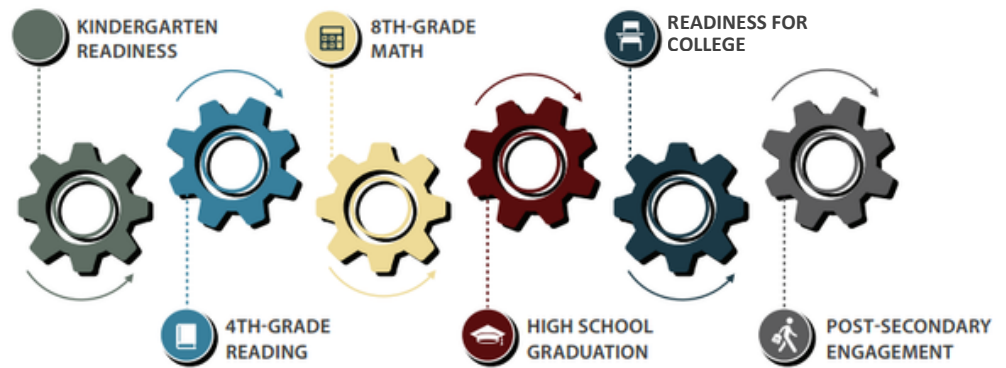


In service of our 2024-2028 strategic plan, the State Board of Education is committed to monitoring, reporting on, and responding to two types of metrics: 1) metrics that fulfill our legal obligation to monitor statewide system health and 2) progress monitoring metrics that hold the Board accountable for advancing our strategic initiatives.

Indicators of Educational System Health

The State Board of Education is responsible for implementing a “standards-based accountability framework” that supports schools to improve student academic achievement (RCW 28A.305.130).

As part of our mandate, we monitor the “indicators of educational system health” which are laid out in state law (RCW 28A.150.550). These indicators provide a snapshot of our education system’s overall health, assessing progress toward predefined outcomes.



Indicator	How it's measured	Most Recent Data	Percent
Kindergarten Readiness	Percentage of students who demonstrate the characteristics of entering kindergarteners in all six domains of the WA Kindergarten Inventory of Developing Skills (WA KIDS)	2024	52.5%
4th Grade Reading	Percentage of students Meeting or Exceeding standard on the 4th Grade statewide reading assessment	2023	49.0%
8th Grade Math	Percentage of students Meeting or Exceeding standard on the 8th Grade statewide math assessment	2023	32.3%
High School Graduation Rate	The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR)	Class of 2023	83.6%
Readiness for College Coursework	The percentage of high school graduates who enroll in public post-secondary institutions and are not required to take precollege or remedial courses in English or math	Class of 2021	92.0% (4-year) 78.0% (2-year)
Post-Secondary Engagement	Percentage of high school graduates who are enrolled in postsecondary education, training or are employed in the 2nd and 4th quarters after graduation	Class of 2019	78.7%

The 2029 Target for each indicator is 90%

Future direction

As part of our 2024-2028 strategic plan, the Board is exploring ways to enhance the accountability framework by expanding the scope of system health indicators to include conditions for learning, such as resources and school climate. The aim is to provide a clearer picture of our learning environments and support continuous improvement in K-12 education.



Metrics for Monitoring the Board's Progress

In alignment with our strategic plan's focus on shifting toward authentic community engagement and collaborative policy design, the following metrics are designed to capture the process and efforts invested in fostering this engagement.

Community Engagement and Communication

Where appropriate, these metrics will be disaggregated by race/ethnicity, income, role, and/or region

- **Reach:** Events held, communication channels used, and audiences reached.
- **Participation:** Number of engaged community members.
- **Perception:** Post-engagement surveys to gather feedback from community members on the Board's engagement efforts.

Progress and Completion

- **Responsiveness:** Timely and complete response to inquiries.
- **Project benchmarks:** Meeting milestones for strategic plan initiatives.
- **Board responsibilities:** Timely completion of mandated tasks.

Board Priorities and Use of Resources

- **Agenda time:** Number of agenda items devoted to each priority.
- **Perception of priorities:** Post-meeting surveys and annual Board self-assessment of board effectiveness and alignment with values.
- **Budget priorities:** Board resources aligned with strategic plan priorities.