

## March 12-13, 2009 Meeting Highlights

On March 12-13, the State Board of Education (SBE) met in Tumwater at the New Market Skills Center to:

- Receive an update on Legislative Session issues and the 2009 Federal Fiscal Stimulus Package
- Receive an update on System Performance Accountability (SPA), the CORE 24 Implementation Task Force, and Meaningful High School Diploma work
- Review the Board's Tribal History and Government Resolution
- Review the Strategic Teaching Report on High School Curricular Math Menu and the Board's possible recommendations to OSPI
- Listen to a presentation from the Partnership for Learning about accelerating math and science achievement
- Review potential strategies about reducing the dropout rate
- Receive updated information on the achievement gap studies
- Receive reports on Running Start and Tech Prep from the State Board for Community and Technical Colleges
- Listen to a presentation on possibilities for coordination of statewide education planning

### STATE BOARD OF EDUCATION ACTIONS

The Board approved the following:

- Election of Steve Floyd to serve on the Executive Committee, filling the one year Board liaison position
- Acceptance of Strategic Teaching's Report to the State Board of Education on High School Math Curricular Recommendations, with an agreement to provide it to OSPI. In addition, the Board believes that the OSPI findings on content alignment were well documented and will be helpful to school districts. There is disagreement between the OSPI mathematical soundness review and that of the SBE consultant. The SBE consultant did not find any of the programs to be strong in terms of their definition of mathematical soundness. Therefore, the Board recommends that additional work be done, in conjunction with the SBE and OSPI, to reconcile the two different reviews of mathematical soundness and expand the review of mathematical soundness to all programs that OSPI ranked with a composite score of 0.755, which would require the review of three more programs. The Board suggests that this work be done before OSPI recommends three curricular programs. This work should involve an independent review and not be done by the consultants who did the existing work.
- Endorsement of May as Art Education Month
- Approval of the Tribal History and Government Resolution, dated February 25, 2009, which states that the Board will join the Tribal Leaders Congress in advocating that the legislature provide funding to support the broad implementation of the sovereignty curriculum
- Approval of Truman High School's request for a waiver from the credit-based high school graduation requirement for four years
- Approval of 180 day waiver requests for two year waivers for Seattle, Ocean Beach, Newport, Lopez Island, Methow Valley, and a one year waiver request for St. John-Endicott Cooperative School

## FEDERAL STIMULUS PACKAGE UPDATE

OSPI staff presented an overview of the potential impact of the [2009 Federal Stimulus Package](#). Washington State may receive \$1 billion, of which approximately \$819 million is designated for education. Received funds should be obligated within two years of receipt, and will likely help some districts lessen the reductions felt in current reduced revenues. Education stimulus funds are designed to:

- Maintain support for schools and colleges at the FY 2006 level
- Take actions to address the inequities in the distribution of highly qualified teachers
- Improve education data collection
- Enhance the state's academic standards and assessments
- Take actions to turn around schools identified for improvement, corrective action, or restructuring under Title I

## UPDATE ON SYSTEM PERFORMANCE ACCOUNTABILITY (SPA) WORK

At the January 2009 meeting, the Board adopted an [accountability resolution](#), emphasizing that all students deserve an excellent and equitable education, and that there is an urgent need to strengthen a system of continuous improvement in student achievement through a state and local collaborative partnership. Board staff has been visiting with superintendents across the state to discuss and receive feedback on its proposed accountability index at Educational Service District meetings. Work remains in adapting SPA for alternative schools, ELL schools/students, etc. Pete Bylsma discussed using the proposed [accountability index](#) to recognize successful schools and school districts. The Board may take action on a proposed accountability index at its May Board meeting and then work with OSPI to seek Federal approval of its index in place of the current Federal system for identifying schools that need additional help to improve student achievement. The next SPA work session will be April 21.

## CHANGES TO THE OSPI ASSESSMENT SYSTEM

The Board reviewed [changes to OSPI's assessment system](#). Major components of the Washington Assessment of Student Learning (WASL) will be redesigned into a new Washington Comprehensive Assessment Program (WCAP). The WCAP will be comprised of two separate assessment systems: the Measurements of Student Progress (MSP), covering the state's assessment of students in elementary and middle school, and the High School Proficiency Exams (HSPE), which incorporate assessments designed to ensure that high school students have met the state's standards in core content areas. More information is available on the [OSPI Web site](#).

## ACCELERATING MATH AND SCIENCE ACHIEVEMENT PRESENTATION

The Board listened to [a presentation from representatives of the Partnership for Learning](#) on proposals to increase student math and science achievement. The representatives advocated a statewide math and science achievement strategy that includes transforming teaching and learning. The group introduced three steps to this process:

1. Push out resources (competitive grants, model schools). The funding for these programs draws from industries such as Microsoft and Boeing, among others.
2. Learn from the field (take what works from platform schools, etc).
3. Inform policy and practice (based on what was learned, deepen awareness of the importance of math and science).

## STRATEGIC TEACHING REPORT ON HIGH SCHOOL CURRICULAR MATH MENU AND RECOMMENDATIONS TO OSPI.

Strategic Teaching focused its independent study on the mathematical soundness of the three programs from the [OSPI study](#): Holt: Algebra I, Geometry, and Algebra II; Discovering: Algebra, Geometry, and Advanced Algebra; Core Plus: Mathematics Courses 1, 2, and 3; and added a fourth program: Glencoe McGraw: Algebra I, Geometry, and Algebra II. [The Strategic Teaching study](#) found that Holt met minimum standards of mathematical soundness. The full report can be found [here](#).

## REVIEW OF DROPOUT POLICIES

Students who fail to graduate are at risk for lower lifetime income and are generally not prepared for post-secondary activities. The Board heard [three policy considerations](#):

1. provide specific graduation percentage targets
2. advocate for the continued development of personalized student progress monitoring data to identify students who demonstrate early warning indicators
3. consider raising the high school early leaving age from 16-18 (or completion of graduation requirements)

The Board will continue to work with the Building Bridges Task Force to develop an action plan to address key policy issues and channel this work into its System Performance Accountability and Meaningful High School Diploma work committees.

## UPDATE ON THE CORE 24 IMPLEMENTATION TASK FORCE (ITF) AND THE MEANINGFUL HIGH SCHOOL DIPLOMA (MHSD)

The Board's CORE 24 Implementation Task Force, comprised of 20 education practitioners, met for the first time on March 2. They began formulating the questions and information strategies they will pursue to address the key implementation issues identified by the Board, including:

- phase-in (What is the optimal strategy for phasing in CORE 24?)
- scheduling (What scheduling approaches assure sufficient opportunities for students to earn 24 credits?)
- flexibility (What flexibility is needed to make CORE 24 requirements work for all students?)
- career concentration (What should the career concentration requirement look like in practice?)
- middle school connections (What issues need to be considered to determine the viability of satisfying some requirements in middle school, including initiating the High School and Beyond Plan?)

The ITF will work on these issues throughout 2009, meeting again on: April 13, May 18, August 7, September 28, and November 2.

Staff is also working on several research projects that will inform the CORE 24 work, including: 1) developing a model for a cross credit equivalent CTE course to meet the Algebra II standards, 2) advancing a conversation about competency-based world language standards, and 3) exploring the postsecondary pathways of the class of 2008, including their course-taking patterns at community and technical colleges.

The MHSD work committee will continue to develop policy recommendations to clarify and strengthen CORE 24 requirements. The next MHSD work sessions are scheduled for March 24 and May 5.

## ANATOMY OF CHANGE PRESENTATION

The Superintendent of the Central Kitsap School District and the Executive Director of the Washington Association of School Administrators [presented information](#) on how the State of Washington might better implement reforms across the state through the development of a central agency/office responsible for the planning and integration of all state and federal K-12 education reform related initiatives.

**The next State Board of Education meeting will be at Yakima Valley Community College in Yakima, WA, on May 14-15, 2009.**

For additional information and Board meeting materials go to: [www.sbe.wa.gov](http://www.sbe.wa.gov)  
or call the Board office at: 360-725-6025.