



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

BOARD'S STRATEGIC PLAN, WORK PLAN AND BIENNIEUL BUDGET REQUEST FOR 2009-11

BACKGROUND:

In May 2008 the Board approved a draft Strategic Plan for submission to the Office of Financial Management (OFM) in June. A new goal of improving graduation rates was added. Staff has prepared a work plan (and monthly schedule) for our meetings that incorporate all the work we are doing now and anticipate working on for the next year to meet our goals and legislative requirements. Our ongoing major projects include: the implementation considerations of CORE 24, joint work on the science and math action plans, system performance accountability with a focus on the academic index, Innovation Zone and ultimate management and governance consequences for schools and districts that do not improve. We will also work on legislative and stakeholder strategy for all of these for 2009 and beyond. Under policy consideration, below are some staff ideas about how to address improving graduation rates. In addition, there are four documents for Board consideration that incorporate these ideas: 1) a revised strategic plan, 2) a work plan, 3) a board monthly planner and 4) the draft budget submission document.

POLICY CONSIDERATION:

To address our new goal of improving graduation rates, staff has drafted a work plan and 2009-11 biennial budget request around the theme of Leadership to Enhance Personalized Education for High School Students or "Stop the Drop(out) Rate." We would like the Board to review this new package, as well as a supplemental budget request for a science curricular menu review, which staff has submitted in draft form to OFM to meet their September 2 deadline. Below is the justification for both budget requests:

FY 09 Supplemental Request: To complete this biennium's work, the Board requests \$150,000 to conduct a review of the science curricular menu that the Office of the Superintendent of Public Instruction will recommend to the Board. While the legislature provided a specific appropriation for the Board to conduct its review of math and science standards and curriculum, there are no funds left for the science curricular

menu review. The math review of curricular menu materials is \$150,000 and we are requesting the same amount for the science curricular menu review.

FY 09-11 Budget Enhancement Decision Package: The Board is also requesting an enhancement to its current funding to address its new strategic plan goal to improve graduation rates. To do this work, the Board has proposed a decision package of \$820,000 to Personalize Education for High School Students to “Stop the Drop(out) Rate.” The Board is charged by the legislature “to provide leadership in the creation of a system that personalizes education for all students and respects diverse culture, abilities and learning styles and promotes the achievement of the basic education goals,” (RCW 28A.305.130). With the Board’s adoption of the CORE 24 framework, it wants to make sure that the additional requirements do not cause more students to drop out of school. During the upcoming biennium, the Board hopes to focus on “why students drop out and what are we going to do about it?” through its new goal of improving graduation rates. The Board believes that an investigation of strategies to make learning more personal for high school students can make a difference and stop the “falling through the cracks” syndrome. The Board also anticipates receiving information on the achievement gap from the various commissions charged with this review and wants to incorporate issues they identify in its strategies outlined below.

The Board proposes creating strategies to improve graduation rates by exploring these issues:

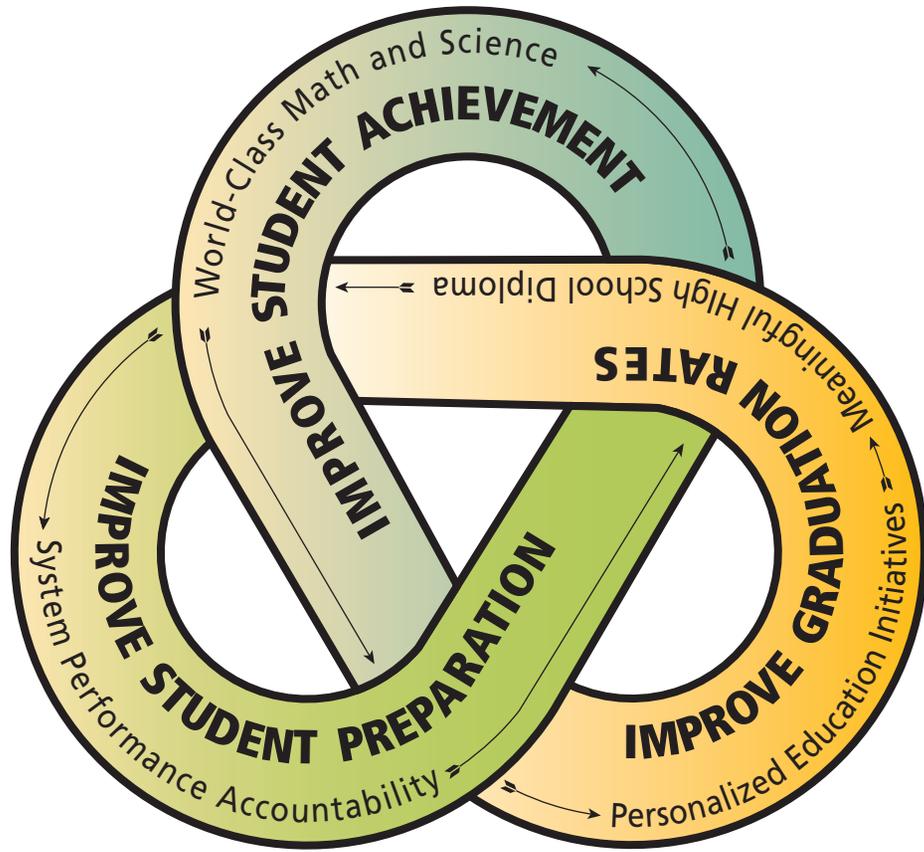
- A) Define the reasons students drop out of high school now, by reviewing the current literature and ongoing projects in Washington State as well as to conduct a study on barriers perceived by students and their parents.
- B) Determine how to operationalize competencies for high school credits.
- C) Examine ways to create a model of how alternative education could be strengthened for students.
- D) Examine the current status of online learning in Washington, and nationally, to determine what policies should be put in place to ensure the quality of online learning opportunities.

The Board anticipates hiring consultants to conduct the work and through the findings, develop policies and practices to reduce the dropout rate of high school students and improve graduation rates. We will assume all the rest of the work under our current budget. If this funding for the Personalized Education package is not approved by the legislature, we will need to explore other avenues of funding or delay the work.

Staff is working with OSPI on funding for CORE 24, math and science fundamentals, professional development to eliminate the 180 day waivers and accountability. If these costs are completed by our September Board meeting, we will share them with you.

EXPECTED ACTION:

The Board will approve (with any modifications needed) the draft strategic plan, work plan, and SBE budget request for the supplemental budget and 2009-11 budget request.





Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Strategic Plan 2009-2015

Submitted to the Office of Financial Management
June 13, 2008 with revisions for September 24-25 Board meeting

by

Mary Jean Ryan, Chair
Edie Harding, Executive Director

www.sbe.wa.gov

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WASHINGTON STATE BOARD of EDUCATION STRATEGIC PLAN 2009-2015

Introduction

The world is a more competitive place than it used to be, and our children must be much better prepared than graduates of 20 years ago. The vast majority of decent-paying jobs now require some kind of training or education after high school. Business leaders report they can't find qualified employees who can read operating manuals, write coherent memos and compute sales prices. There are significant differences in achievement among student populations, and too many of our students are still struggling with the basics.

In our fast-moving, high-tech, global economy, we need people who have strong skills in mathematics, science and communication. To succeed in life, whether buying a home, reading the newspaper, or applying for and keeping a job, people must be able to think critically and solve problems creatively. In recognition of this imperative, the legislature passed the Basic Education Act, in order to:

...provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives. Additionally, the state of Washington intends to provide for a public school system that is able to evolve and adapt in order to better focus on strengthening the educational achievement of all students, which includes high expectations for all students and gives all students the opportunity to achieve personal and academic success. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for every student to develop the knowledge and skills essential to:

- (1) Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;*
- (2) Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;*

(3) Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

(4) Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.¹

The legislature recognizes that our schools should not only prepare all students to read, write and do mathematics, but also to understand scientific findings, reflect critically on contemporary issues, and appreciate the diversity of cultural and artistic contributions. Our children need these abilities in order to succeed personally and professionally in an increasingly global and competitive economy.

But for decades, we haven't reached all students – only some of them. We can no longer afford to let any student "fall through the cracks" of our education system. If students leave high school without the skills they need to succeed in life, they will struggle personally and professionally, because their choices will be limited. And they will have difficulty making informed decisions about everything from managing their money to electing local, state and national leaders.

For our children's sake, we must improve our schools and improve student results.

¹ RCW 28A.150.210 Basic education act – Goal

Vision for Washington's K-12 Education System

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

The K-12 system that we envision is one which:

- Provides all students with opportunities to learn
- Provides multiple pathways for satisfying graduation requirements
- Graduates students with the knowledge, skills and abilities needed to thrive in the workforce, succeed in future studies and serve as responsible citizens
- Is accountable for its results as well as its use of resources
- Uses performance data to guide continuous improvement and provides an early warning system to guide interventions
- Puts the education of the students first in developing policy
- Provides and supports quality teaching and counseling at all levels
- Provides the resources to support learning and teachers
- Is nimble and innovative, focused on supporting learning at all grade levels
- Shares responsibility and collaboration across the system
- Has the capacity – systems, infrastructure, technology – to support learning
- Provides seamless connections between preschool, kindergarten, elementary, middle and high schools and postsecondary education
- Makes effective use of compulsory and supplementary learning time
- Supports students in making good choices for their lives beyond K-12.

Authority and Mandates

RCW 28A.305.130 authorizes the State Board of Education to “provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promotes achievement of the goals of RCW 28A.150.210 .”

The State Board of Education has several specific responsibilities related to the establishment of standards for student achievement and attendance, graduation from high school, and the accountability of schools and districts. These and other administrative responsibilities of the Board are detailed in Appendix A.

It should be noted that in 2005, the legislature significantly changed the role of the State Board of Education. Before that time, the Board had focused largely on administrative issues, such as school district boundary adjustments and oversight of school construction and accreditation. The new Board retains some administrative duties, but it is now mandated to provide a broad leadership role in strategic oversight and policy for K-12 education.

The Governor and the Legislature have set high expectations for the Board. We welcome that responsibility, but we know that progress will only come from collaboration. The quality of our work will depend on listening and learning from educators and others across the state. For this reason, the Board's statute also mandates it to work closely with the institutions of higher education, workforce development representatives, and early learning policymakers and providers, to coordinate and unify the work of the public school system.

Board Membership

The State Board of Education is composed of sixteen Washington state citizens: five who are elected by school district school board members (three from western Washington and two from eastern Washington), seven appointed by the Governor, the Superintendent of Public Instruction, a representative of private schools elected at-large by the members of the boards of directors of all accredited private schools, and two students. Appointees of the governor must be individuals who have demonstrated interest in public schools and are supportive of educational improvement, have a positive record of service, and who will devote sufficient time to the responsibilities of the Board. The Board is staffed by an Executive Director and five additional staff.

The members of the board are:

- Mary Jean Ryan, Seattle, Chair
- Warren T. Smith Sr., Spanaway, Vice Chair
- Dr. Bernal Baca, Des Moines
- Dr. Kristina L. Mayer Ed.D., Port Townsend
- Dr. Terry Bergeson, Superintendent of Public Instruction
- Amy Bragdon, Newman Lake
- Dr. Steve Dal Porto Ed.D., Quincy
- Steven Floyd, Gig Harbor
- Dr. Sheila Fox, Bellingham
- Phyllis Bunker Frank, Yakima
- Linda W. Lamb, Olympia
- Eric Liu, Seattle
- John C. Schuster, Ocean Shores
- Jeff Vincent, Bainbridge Island

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- Lorilyn Roller, Renton
 - Austianna Quick, Oroville

Environmental Scan

Upon taking office in 2005, Governor Gregoire and the Legislature commissioned the Washington Learns initiative, requiring a comprehensive review of the state of education in Washington State. According to the Washington Learns final report,

“Right now, in Washington:

- *Less than 50 percent of children enter kindergarten ready to learn.*
- *Only 70 percent of ninth graders graduate from high school with their peers.*
- *Only 60 percent of black and Hispanic students graduate from high school with their peers.*
- *One-third of the adult population has only a high school diploma or less.*
- *The younger working age population is less educated than their older counterparts.*
- *51 percent of employers report difficulty finding qualified job applicants with occupation-specific skills.*
- *32 percent of Washington students who go to college must take remedial math classes before taking college level classes”.*
- *Washington’s rate of high school graduates going directly to college is the lowest in the nation.”²*

This data does not bode well for the future of the Washington’s employers or their employees.

Washington Learns estimates that sixty percent of today’s jobs require some form of post secondary education or job training; by 2014 that percent will increase to 76 percent. However, in 2007, Washington ranked last in advanced degrees per thousand. At the current rate, only 19 out of 100 students in the ninth grade will earn an associates’ degree or higher. For the first time in US history, we are falling behind other developed or developing countries in the percent of 24-35 year olds with an associate degree or higher.³

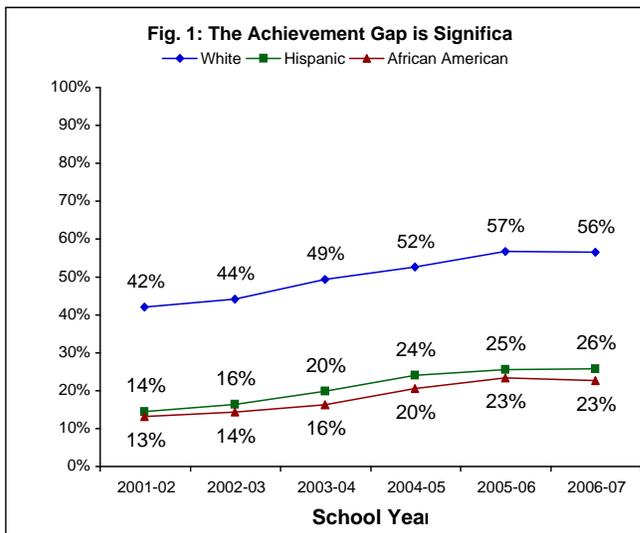
² Washington Learns, November 2006

³ Higher Education Coordinating Board “2008 Master Plan for Higher Education in Washington”

In addition, although the economy and labor market into which we send our graduates has dramatically changed, credit requirements have not changed since 1985. In fact, Washington requires a full credit less than the median for all other states in Math, English and Science, and a ½ credit less in Social Studies.⁴ To meet the need for skilled workers, we have been importing educated workers from other states and nations to fill our best jobs, leaving the less stable and lower paying jobs for people educated in Washington.⁵

Employers are not the only beneficiaries of a strong education system. Since the mid-1980s, earnings of people with baccalaureate and graduate degrees have been growing relative to those with only a high school diploma: in 2004, people with baccalaureate degrees earned 1.8 times what high school graduates earned, while advanced degree holders earned 2.7 times what high school graduates earned. Even one additional year of school beyond high school, especially if it results in a workforce certificate or credential, brings a significantly higher paycheck.⁶

Yet, our children are graduating from high school poorly prepared for higher learning. A recent study ascertained that 52% of community and technical college students who graduated from high school in 2006 required remedial classes in math, English or reading.



The impact of the skill gap is amplified for students in poverty and students of color, who continue to show significant achievement gaps in reading, writing, math and science (Fig 1).

Students of color are vastly underrepresented in postsecondary education, even though, by 2030, 37 percent of Washington’s K-12 students will be people of color. Yet, a study commissioned by the U.S. Department of Education

indicates that a more rigorous K-12 curriculum actually benefits students from lower socio-economic situations: low-income students with a rigorous high

⁴ Education Commission of the States, August 2006

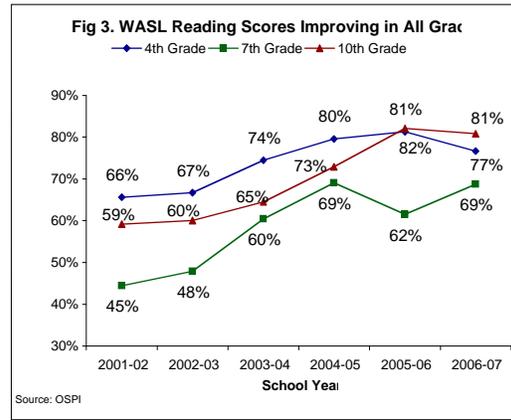
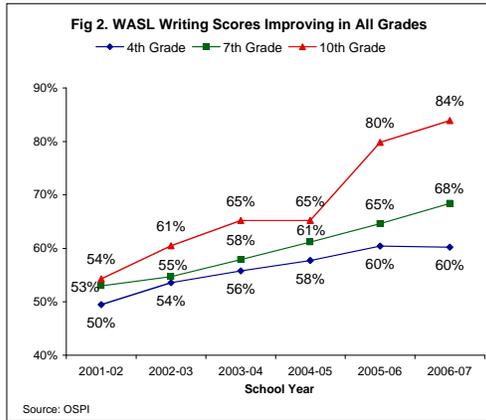
⁵ Washington Learns

⁶ *ibid*

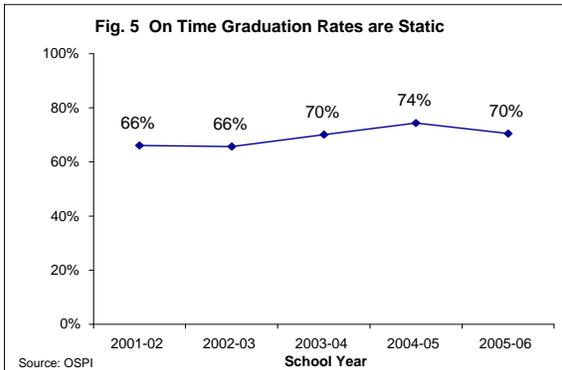
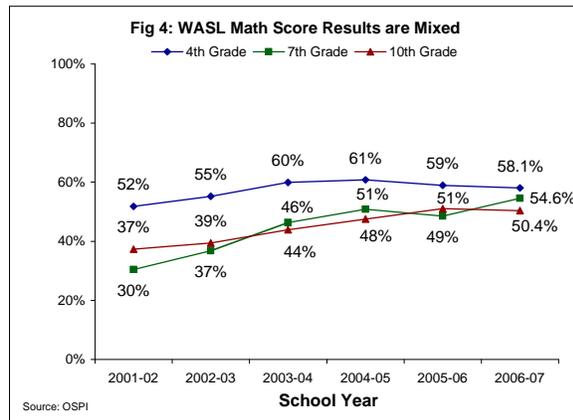
school curriculum were almost 50% more likely to obtain a BA in four years than the average low-income college entrant.⁷

With the release of the WASL scores in 2006 for the Class of 2008, the first year that scores could be used to determine eligibility for graduation, brought a renewed sense of urgency to the issue.

The good news is that great progress has been made overall for students meeting the Washington Assessment of Student Learning standards in reading and writing. Writing scores are trending upwards for all grades (Fig. 2), while reading scores improved most dramatically at the 7th grade level (Fig. 3).



However, based on the WASL scores, at least half of our students are not learning the math skills they need (Fig. 4), and science achievement lags math. In addition, on-time graduation rates showed no statistically significant level of change (Fig. 5).



Why are our students not achieving standards? Performance assessments in education point to a number of

partment of Education, 2006.

contributing factors, including the lack of individualized support for students, insufficient funding, and inadequate systems of accountability. Standards of performance for the various entities in the system are lacking, and there are multiple authorities – local, state and federal - to which they report.

Local school boards are accountable to their communities for the continuous improvement of their students’ performance. They are also accountable for meeting a myriad of federal and state requirements, such as offering 180 days of instruction, meeting specified teacher-to-student ratios, assuring special education student procedures, and ensuring proper management of funds.

At the state level, the accountability system is defined by annual measurement of student academic performance on the Washington Assessment of Student Learning (WASL) in reading and mathematics for grades 3-8 and 10, as well as science and writing for selected grades, and the high school graduation requirement that students pass the 10th grade WASL in math and reading.

However, beyond public reporting of the WASL scores by different student subgroups at the school, district, and state level, there are no state-level consequences for schools’ or districts’ poor performance. The economy and labor market into which we send our graduates has dramatically changed, skill requirements are rising.

The federal “No Child Left Behind” (NCLB) law requires schools and districts in each state to make “Adequate Yearly Progress” (AYP) to increase the academic proficiency of all students. NCLB requires a state to implement a system of corrective action for all schools and districts receiving Title I federal funds. Some of the corrective actions recommended by NCLB include:

- Providing school choice;
- Providing supplemental services;
- Providing technical assistance;
- Replacing school personnel;
- Taking over specific schools for governance; and
- Taking over a district for governance.

NCLB encourages states to provide a system of rewards, assistance, and interventions; however, it falls short of compelling such actions. In Washington, the legislature has prohibited any state interventions to address poor student achievement except to permit the withholding of federal funds and providing professional development. Washington has used a voluntary approach of technical assistance to work with struggling schools since 2002.

The myriad levels of accountability and standards make it difficult for schools and districts to focus on the issues and efforts that will improve outcomes. Requirements and resources vary widely from district to district, which means that benchmarking to improve is difficult. And, where any element of the system fails to meet standards, there is little clear authority to enforce them.

In response to the recommendations of the Washington Learns report, the Governor established the P-20 council with a mandate to improve student success and transitions within, and among the early learning, K-12 and higher education sectors. The Governor chairs the P-20 council, bringing together the major components of the P-20 system on a regular basis. The Chair of the State Board of Education is a member of the council and reports to the Council on the Board's progress toward its own strategic objectives. However, the P-20 council has no statutory authority to intervene at the local or federal level.

Performance Assessment

2006 and 2007 were formative years for the Board as it realigned its efforts around a new mandate and the goal of dramatically improving student achievement. The Board shifted the focus of its attention from administrative duties to policy establishment and advocacy around three key issues:

- Meaningful graduation requirements
- Achievement in mathematics and science and
- Development of an accountability system.

Meaningful High School Diploma

The Board launched its work on graduation requirements by surveying all 246 districts with high schools and developing a database of the varying requirements. The Board sought input from parents, students, community and business leaders, community and technical college educators, and higher education administrators and heard: "One diploma - multiple pathways."

Based on its research, the Board established that a student's ability to attain a meaningful high school diploma depended on student access to a more rigorous high school curriculum, provisions for individualized learning, and stronger support for High School and Beyond Plans. As the Board determined:

"the purpose of the diploma is to declare that a student is ready for success in post secondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner."

The Board drafted its recommendations and reviewed them with interested parties at a series of public outreach sessions in the fall of 2007. The Board anticipates adoption of a final proposal in July 2008 to inform the work of the K-

12 Task Force on funding for Basic Education. The Board is especially sensitive to identifying potential implementation challenges, since stronger graduation requirements will require additional investment and revisions to the definition of Basic Education.

Achievement in Math and Science

The Board chose to focus initially on improving achievement in math and science. Currently, each school district decides on its own curriculum, and Washington State requires only two math credits to graduate. Students who transfer between schools are then confronted with different standards, and many high school graduates who go on to a college or university must enroll in remedial math because they are not prepared for college level work. The Board voted to add a third year of mathematics to the requirements for graduation, and expects to complete the required rule amendment in 2008. The Board also began working with the Professional Educator Standards Board to ensure that qualified teachers are in place to support the new curriculum.

Accountability System

A workable accountability system is foundational to improving student outcomes. Accordingly, in 2005 the state Legislature directed the Board to create a system of accountability to improve student achievement. A committee of the Board began work with a review of findings from other states and the A+ Commission. The committee presented its recommendations at the September 2007 Board meeting, laying out three concepts for consideration:

- Clear, appropriate indicators and measurements to monitor progress of the education system.
- A continuous improvement assistance program for all Washington schools and districts.
- Criteria to identify schools and districts in which students are successful, need assistance, or consistently fail to meet state standards; and proposals to create targeted state/local partnerships to help improve student achievement.

The Board is currently studying the policy barriers to student achievement and options for state/local partnerships to support chronically underperforming schools, “priority schools.” The Board plans to adopt its recommendations in September 2008 and propose them to the legislature in 2009.

Mission, Goals and Indicators

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success.

To accomplish that mission, the Board has set itself three goals. These three goals are outcome-oriented and framed in terms related to students. They define the three major areas on which the Board will focus as it sets policy and carries out its oversight role. For each goal, we have indicators for which we have current data and trends at the state level.

GOAL 1:

Improve achievement for all students

INDICATOR:

Percent of students meeting assessment targets by subject, grade and population segment

This goal affirms the Board's commitment to set policy and standards that will be effective in increasing student mastery of critical subjects. In particular, the Board is committed to setting policies that will address discrepancies in learning between student populations. In addition, standards which students will be expected to achieve will be set at a level consistent with the skills required by employers and institutions of post-secondary learning.

This goal will require a concerted effort on the part of all partners over the foreseeable future. The Board's primary objective for the period of this strategic plan is to improve achievement in Math and Science, as measured by assessment results in math and science. Working with OSPI and PESB, the Board will advocate for increased alignment in the math and science curriculum and strengthening teacher preparation in those areas. The work under the Board's accountability initiative (a foundational strategy discussed below) and the Board's continued work on CORE 24 to enhance graduation requirements will also support this goal. One purpose for the accountability system will be to recognize schools and districts that perform well and identify those that need targeted investments through the Board's proposed Innovation Zone as well as ultimate consequences for no improvement.

GOAL 2:

Improve graduation rates

INDICATOR:

Percent of students graduating using extended time by population

It is not enough to improve achievement in specific subject areas. We also must see a major improvement in the percentage of students who graduate from high school. Board policies and influence will also be aimed at supporting students in staying in school and accumulating the necessary credits for graduation over the course of high school.

To advance this goal, with the Board’s adoption of the CORE 24 framework, it wants to make sure that the additional requirements do not cause more students to drop out of school. The Board will examine the reasons students drop out of high school by reviewing the current literature and ongoing projects in Washington State. The Board will also conduct a study on barriers perceived by students and their parents, examine how to operationalize competencies for high school credits, create a model of how alternative education could be strengthened for students, and determine what policies should be put in place to ensure the quality of online learning opportunities. This initiative on providing leadership in personalized education will be referred to as “Stop the Drop(out) Rate” or “Stop the Drop”.

GOAL 3:

Improve student preparation for post-secondary education and the 21st century world of work and citizenship

INDICATOR:

Percent of students enrolled in post-secondary institutions or industry certification programs

Students must not only master the subjects but they must also be able to apply the skills and knowledge gained. Board policies will ensure that schools support the delivery of course material with opportunities for students to integrate academic learning with opportunities to apply that learning and explore pathways for work and learning beyond high school.

For this biennium, the Board’s objective will be to improve the credibility of the high school diploma as an indicator of student readiness for life after high school. The Board has already adopted “CORE 24”, which provides a policy

framework for graduation requirements. Now it will begin the work on an implementation task force to address issues such as phase-in of credits and how to help struggling students retrieve credits and advance their skills to grade level. The board will work with its partners to address CORE 24 issues related to teacher supply, facility infrastructure and scheduling approaches that can meet the required 150 instructional hours. Finally, the Board will also investigate options for providing appropriate career exploration courses as well as career concentration options.

Strategies

There are four strategies that are foundational to achieving the Board goals.

STRATEGY 1:

Advocate for the creation of a strategic compact among SBE, OSPI, PESB, local school districts and other key stakeholders to forge a system approach to achieve the goals.

This is the cornerstone among the foundational strategies. The Board alone can do little to improve student success. The policies it sets must be operationalized by many others at the state and local level. As the Board tackles the work related to its goals, the Board will seek and welcome opportunities to partner with others who can influence the direction of K-12.

STRATEGY 2:

Implement a clear, workable statewide accountability system - with shared responsibility between the state and local school districts - that fosters a learning culture, helps assess progress and informs policy-making.

Like the compact, this strategy is absolutely essential to improving K-12 outcomes. An effective accountability system is one that provides the information and data that allows managers and decision-makers to determine if things are improving, declining or having the same effect. An accountability system ensures that the feedback loop is closed and that appropriate incentives and support exist to produce and reinforce improvement. In collaboration with others, the Board intends to strengthen the data collection and review system to identify schools and districts that are effective, as well as those in which improvement is needed, and then to designate the authority and a process for ensuring that schools and districts take the necessary steps to improve.

The Board began work on a statewide performance accountability system during BY 2007-08, and expects to complete its research and recommendations in the fall

of 2008. This will allow it to prepare its recommended budget request and suggested law changes, and to inform the work of the joint Basic Education Funding Task Force.

STRATEGY 3:

Develop a comprehensive data system to inform management and instructional decisions.

An accountability system depends on the existence of credible, timely and accessible data. While the high-level indicators of success are generally agreed on, the data to track progress at the 'objective' level is not always of good quality. Significant gaps in availability and in access also exist. The Board will advocate for the development within the system of a shared base of data on which to base decisions and track progress toward goals.

STRATEGY 4:

Advocate for results, and policies and resources to achieve them.

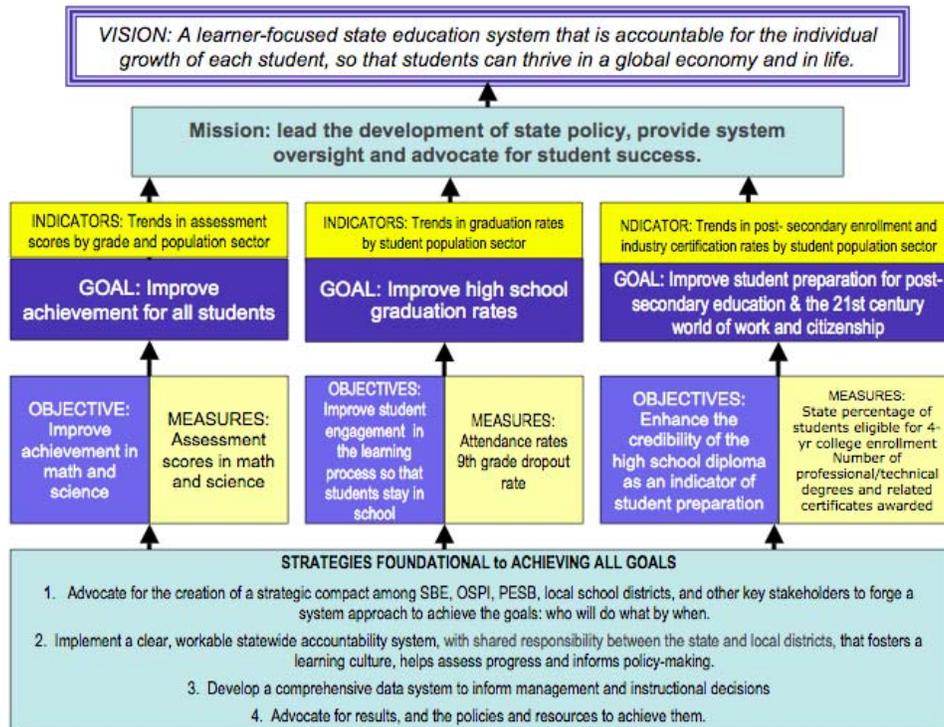
In developing policies to advance its goals, the Board will focus on practices that are – based on the evidence - most likely to ensure positive results in student outcomes. The Boards will then advocate for the adoption of these practices in graduation requirements, curriculum, teacher preparation and other aspects of quality education. The Board will also use its influence to advocate for the resources necessary to operationalize its policies, and is working closely with the Basic Education Funding Task Force toward that end.

The linkage between the Board's mission, goals, objectives, strategies and indicators, and its vision for K-12 is illustrated by the following graphic:

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Internal Capacity and Financial Health

The Board has a challenging mission, to be accomplished with a staff of six and its current 2007-09 biennial budget of \$1,895,000. The Board relies on the Office of the Superintendent of Public Instruction for much of its administrative and fiscal support, allowing it to focus on its policy role. Although the Board’s fiscal position is sound, its small budget requires that it seeks all possible opportunities to partner with others to achieve its goals.

Appendix A: RCW 28A.305.130 Powers and duties – Purpose

The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210. In addition to any other powers and duties as provided by law, the state board of education shall:

(1) Hold regularly scheduled meetings at such time and place within the state as the board shall determine and may hold such special meetings as may be deemed necessary for the transaction of public business;

(2) Form committees as necessary to effectively and efficiently conduct the work of the board;

(3) Seek advice from the public and interested parties regarding the work of the board;

(4) For purposes of statewide accountability:

(a) Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the board deems appropriate to improve student learning. The goals shall be consistent with student privacy protection provisions of RCW 28A.655.090(7) and shall not conflict with requirements contained in Title I of the federal elementary and secondary education act of 1965, or the requirements of the Carl D. Perkins vocational education act of 1998, each as amended. The goals may be established for all students, economically disadvantaged students, limited English proficient students, students with disabilities, and students from disproportionately academically underachieving racial and ethnic backgrounds. The board may establish school and school district goals addressing high school graduation rates and dropout reduction goals for students in grades seven through twelve. The board shall adopt the goals by rule. However, before each goal is implemented, the board shall present the goal to the education committees of the house of representatives and the senate for the committees' review and comment in a time frame that will permit the legislature to take statutory action on the goal if such action is deemed warranted by the legislature;

(b) Identify the scores students must achieve in order to meet the standard on the Washington assessment of student learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30th of the school year in which the changes will take place to permit the legislature to take statutory action before the changes are implemented if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards;

(c) Adopt objective, systematic criteria to identify successful schools and school districts and recommend to the superintendent of public instruction schools and districts to be recognized for two types of accomplishments, student achievement and improvements in student achievement. Recognition for improvements in student achievement shall include consideration of one or more of the following accomplishments:

(i) An increase in the percent of students meeting standards. The level of achievement required for

recognition may be based on the achievement goals established by the legislature and by the board under (a) of this subsection;

(ii) Positive progress on an improvement index that measures improvement in all levels of the assessment; and

(iii) Improvements despite challenges such as high levels of mobility, poverty, English as a second language learners, and large numbers of students in special populations as measured by either the percent of students meeting the standard, or the improvement index. When determining the baseline year or years for recognizing individual schools, the board may use the assessment results from the initial years the assessments were administered, if doing so with individual schools would be appropriate;

(d) Adopt objective, systematic criteria to identify schools and school districts in need of assistance and those in which significant numbers of students persistently fail to meet state standards. In its deliberations, the board shall consider the use of all statewide mandated criterion-referenced and norm-referenced standardized tests;

(e) Identify schools and school districts in which state intervention measures will be needed and a range of appropriate intervention strategies after the legislature has authorized a set of intervention strategies. After the legislature has authorized a set of intervention strategies, at the request of the board, the superintendent shall intervene in the school or school district and take corrective actions. This chapter does not provide additional authority for the board or the superintendent of public instruction to intervene in a school or school district;

(f) Identify performance incentive systems that have improved or have the potential to improve student achievement;

(g) Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and a recommendation to the superintendent of public instruction of any improvements needed to the system; and

(h) Include in the biennial report required under RCW 28A.305.035, information on the progress that has been made in achieving goals adopted by the board;

(5) Accredite, subject to such accreditation standards and procedures as may be established by the state board of education, all private schools that apply for accreditation, and approve, subject to the provisions of RCW 28A.195.010, private schools carrying out a program for any or all of the grades kindergarten through twelve: PROVIDED, That no private school may be approved that operates a kindergarten program only: PROVIDED FURTHER, That no private schools shall be placed upon the list of accredited schools so long as secret societies are knowingly allowed to exist among its students by school officials;

(6) Articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system;

(7) Hire an executive director and an administrative assistant to reside in the office of the superintendent of public instruction for administrative purposes. Any other personnel of the board shall be appointed as provided by RCW 28A.300.020. The Board may delegate to the Executive Director such duties as deemed necessary to efficiently carry on the business of the Board including but not limited to, the authority and employ necessary personnel and the authority to enter into, amend and terminate contracts on behalf of the Board. The executive director, administrative assistant, and all but one of the other personnel of the board are exempt from civil service, together with other staff as now or hereafter designated as exempt in accordance with chapter 41.06 RCW; and

(8) Adopt a seal that shall be kept in the office of the superintendent of public instruction.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Update on State Board of Education Work Plan for 2008-09 and Recent Work Completed for 2007-08 September 2008

VISION

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life. Adopted 9/06

MISSION

The mission of the State Board of Education is to lead the development of state policy, provide system oversight and advocate for student success. Adopted 9/06; Refined 5/08

BOARD GOALS:

1. Improve achievement for all students. Adopted 9/06; Refined 5/08
2. Improve graduation rates. Adopted 5/08
3. Prepare all Washington State students for the opportunity to succeed in post-secondary education, in the 21st century world of work, and citizenship. Adopted 5/07

Special Actions, Studies, & Reports for September 2008 and Beyond:

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
<p>Meaningful High School Diploma – Mathematics, Science, Arts, Career and Technical Ed Issues, Tribal History</p>	<ul style="list-style-type: none"> • Create Implementation Task Force to address following issues: <ul style="list-style-type: none"> ➢ Competencies ➢ Struggling students (include ELL) ➢ Teacher supply, infrastructure ➢ CTE issues ➢ Phase in ➢ Scheduling ➢ Flexibility • Provide Transcript study at November Board meeting. • Address Tribal by December. • Develop funding proposal outreach strategy for 2009 legislative session. 	<p>Goal 3</p>
<p>Focus for Results on Math and Science</p>	<ul style="list-style-type: none"> • Focus on implementation of math and science action plans. • Review OSPI math curricular menus for K-12. • Review OSPI new science standards and science curricular menus. 	<p>Goal 3 and LR</p>
<p>System Performance Accountability</p>	<ul style="list-style-type: none"> • Share accountability concepts with stakeholders. • Continue to work on refinement of proposals and steps for implementation for accountability index, Innovation Zone and range of 	<p>Goal 1 and LR</p>

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
	<p>state interventions.</p> <ul style="list-style-type: none"> • Track progress on indicators. • Develop funding and policy proposals and outreach strategy for 2009 session. • Follow up on Commissions' regarding achievement gap. 	
Graduation Rates	<p>Strategies to Improve Graduation Rates "Stop the Drop" to ensure success with CORE 24 for all students.</p> <p>Why do students dropout and what are we going to do about it?</p> <ul style="list-style-type: none"> ▪ Barriers for parents and students study. ▪ Achievement gap issues. <p>Learning for the 21st century</p> <ul style="list-style-type: none"> ▪ Alternative Education ▪ Online learning 	Goal 2 (Request for state funding in 2009-11 budget to do this work).
On Going Work	<ul style="list-style-type: none"> • Update rules and by-laws. 	

Special Actions, Studies, & Reports for September 2007–August 2008:
Actions by Board are in BOLD below

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
<p>Meaningful High School Diploma – Mathematics, Science, Arts, Career and Technical Ed Issues, Tribal History</p>	<ul style="list-style-type: none"> • Public outreach sessions conducted in fall 2007. • Board adopted definition of a meaningful diploma at its January Board meeting. • CTE study completed and presented at January 2008 Board meeting. • February work session covered credit frameworks. • CORE 24 draft approved for spring input at March 2008 meeting. • April, June and July work sessions covered CORE 24 proposal and the high school and beyond plan as well as the culminating project. • Board agreed to address MOA to examine tribal history as part of graduation requirements new date of December 1, 2008 – Board will adopt response to MOA at November 2008 Board meeting. • Public outreach sessions in spring 2008. • Board adopted final CORE 24 graduation proposal for adoption at its July Board meeting with expectation of 	<p>Goal 3</p>

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
	<p>funding needed before going into effect.</p> <ul style="list-style-type: none"> • Implementation Task Force will be created in fall 2008. • Transcript study will be ready by November Board meeting. 	
<p>System Performance Accountability</p>	<ul style="list-style-type: none"> • Board agreed to focus on three big draft concepts for statewide plan at September 2007 Board meeting: <ol style="list-style-type: none"> 1. Performance Improvement Goals and Indicators to Measure System Progress. 2. A Tiered System of Continuous Improvement for <u>All</u> Schools. 3. Targeted Strategies for Chronically Underperforming Schools "Priority Schools". • Two RFPs awarded in February 2008 to do work for: perceptions of policy barriers to student achievement study (NWREL) and development of state/local partnerships for chronically underperforming schools (Mass Insight). • February work session on OSPI District Improvement Program, Accountability Index, and ESD accreditation. 	<p>Goal 1 and LR</p>

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
	<ul style="list-style-type: none"> • Public outreach in spring 2008. • June work session on Barriers study draft report and initial concepts in state and local partnerships. • August work session on Accountability Index and Innovation Zone for Partnerships. • Board may adopt an accountability framework at its November 2008 meeting. • Possible symposium planned for winter/spring 2009 with PESB on innovative ways to address issues such as teacher shortages. Provide recommendation to legislature about when school districts need to choose from state curriculum. 	
Joint Mathematics and Science Action Plans	<ul style="list-style-type: none"> • Seek support from outside groups to assist OSPI in implementation. • PESB meeting on teacher supply issues in August. • Math and science surveys through WSSDA in summer of 2008. 	Goals 1 and 3
Math and Science Report Update on Standards and Curriculum Reviews	<ul style="list-style-type: none"> • Reports due March 2008, June 2008, September 2008, etc). 	LR

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
<p>*Math Standards Review and Curricular Review</p>	<ul style="list-style-type: none"> • Final report completed August 30, 2007 • Math Panel met October, December, and February to review OSPI update. • Strategic Teaching provided February update on OSPI January 31 standards document in terms of whether it met Strategic Teaching's seven recommendations. • Strategic Teaching contract extended to edit the K-12 math standards. • Math panel meetings in February, May, June, August and, October 2008, to provide feedback on standards and curricular menu. • Board approved K-8 standards in April for OSPI adoption and 9-12 standards in July for OSPI adoption. • Strategic Teaching hired through new competitive RFP to examine three curricular menus that OSPI develops in fall 2008. 	<p>Goals 1 and 3 and LR</p>
<p>SBE provide update to legislature and Governor on math and science standards and curricula reviews</p>	<ul style="list-style-type: none"> • September 1, 2007 (and every quarter after that – December 2007, March 2008, June 2008, etc) until 2012. 	<p>LR</p>

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
SBE revise math high school graduation requirements to 3 credits (look at CTE)	<ul style="list-style-type: none"> • Due December 1, 2007, received an extension. • Board directed staff to draft rule on 3rd credit for Algebra II or CTE equivalent or career path math course (with sign off from parent and high school) but wait until high school math standards complete. • Board adopted 3 credits of high school math and content at July 2008 Board meeting. 	LR
*Science Standards Review	<ul style="list-style-type: none"> • Heil and Associates hired and Panel in fall 2007. • SBE approved report at May 2008 Board meeting. • Heil will provide feedback on new OSPI draft science standards in fall 2008. 	LR
Examine math WASL implementation date to require CAA (meet standard in math, reading, and writing) from class of 2013 to class of 2012	<ul style="list-style-type: none"> • Board decided to keep deadline for class of 2013 at its January meeting. 	LR
Science Curriculum Review	<ul style="list-style-type: none"> • Due June 30, 2009. 	LR
Support P-20 Council Work	<ul style="list-style-type: none"> • Three meetings have occurred in September, December 2007, and winter 2008. • Focus on ELL, data and math. Function of work group still under revision. 	LR
EOC Assessment Study Alternative norm referenced tests study	<ul style="list-style-type: none"> • Reviewed final report by Education First Consulting at January Board meeting and 	Governor

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, Goal 3 or Legislatively Required (LR)
	delivered to Governor January 15, 2008.	
Determine SAT and ACT reading and writing cut scores	<ul style="list-style-type: none"> • Approved SAT reading and writing and ACT reading at November 2007 Board meeting. • Approved ACT writing in July 2008. 	LR
Joint Professional Educator Standards Board (PESB) /State Board of Education Report	<ul style="list-style-type: none"> • Report due to legislature October 15, 2008 (due every even numbered year). 	LR
Online learning study	<ul style="list-style-type: none"> • Presentation made at May Board meeting. 	Goals 1 and 3
State Board of Education Duties	<ul style="list-style-type: none"> • Board has not discussed duties it wants to have "back." The issue of accreditation has come up as one to be examined. 	LR
Transcript analysis study	<ul style="list-style-type: none"> • BEREC awarded contract-study to be completed in November. 	Goal 3
Education Gap Issues: English Language Learners (ELL) Action Plan	<ul style="list-style-type: none"> • Examined ELL issues and received update from OSPI at January Board meeting. This will be a topic for the P-20 group to examine. 	Goals 1 and 3
Additional resources to do work	<ul style="list-style-type: none"> • SBE applied and received a second Gates Grant, February 2008 of \$850,000. 	Goals 1 and 3
Update SBE Strategic Plan	<ul style="list-style-type: none"> • New goal added at May Board meeting to address improving graduation rates. Indicators drafted. 	Goal 2

Ongoing Work:

Actions, Studies, Reports	Components of Task	Goal 1, Goal 2 or Legislatively Required (LR)
180 Day Waiver Requests	<ul style="list-style-type: none"> Review 180 day waiver requests from schools – new process for 2008-09 school year. 	LR
Basic Education Compliance	<ul style="list-style-type: none"> Send out form annually to districts and collect signed forms back from 295 districts. 	LR
Board Meetings, Work Sessions, and Board Member Requests	<ul style="list-style-type: none"> Prepare and follow up for board meetings as well as work sessions and panels. <p>July 07-08:</p> <ul style="list-style-type: none"> 59 major meetings 483 travel vouchers Countless requests 	
Meet and coordinate with Key Policy Makers	<ul style="list-style-type: none"> Meet with key stakeholders throughout year (legislators, WEA, WSSDA, WASA, AWSP, legislative and Governor staff). 	Goal 1 and 3
Private School Approval Process	<ul style="list-style-type: none"> Oversee the review of private school proposals. 	LR
Rules	<ul style="list-style-type: none"> Update rules as needed. We need to do some work on this year. 	LR
Web and PR Communication	<ul style="list-style-type: none"> Continuously improve Web site, create press releases and media opportunities. Produced five minute video on MHSD work. Email monthly E-newsletter to over 3,000 individuals. Email Board highlights to key policy makers. 	Goals 1 and 3

Questions on SBE work	<ul style="list-style-type: none"> • Answer constituent questions by phone (average 15-20 per day) and email (average of 30 per day). 	Goals 1 and 3
Catalogue responses on SBE actions	<ul style="list-style-type: none"> • Keep track and respond to constituent responses SBE major initiatives. 	Goals 1 and 3
Develop budget and legislative proposals	<ul style="list-style-type: none"> • Proposals being prepared for fall 2008 to get ready for 2009 legislative session. 	Goals 1-3
Prepare for annual retreat	<ul style="list-style-type: none"> • August 18-19 retreat with Dee Endelman. 	Goals 1-3
Develop work plan for year	<ul style="list-style-type: none"> • August-Sept 	Goals 1-3

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Washington State Board of Education



Working to Raise Student Achievement Dramatically

Draft Work Plan by Month for 2008-09 October 2008- February 2009 (Part One)

Topic Areas	October 2008	November 2008	December 2008	January 2009	February 2009
Major Themes	<p>CORE 24 High school diploma/grad requirements</p> <p>System Performance Accountability</p> <p>Math: Review OSPI curricular rewrite and action plan</p> <p>Science: Review new standards, science curricular review, and action plan</p> <p>Issues related to improving graduation rates</p>				
Board Work Sessions, Public Outreach, and Meetings	<p>Outreach to stakeholders on accountability proposals</p> <p>Work sessions on: 1) MHSD: TBD 2) Accountability October 21</p> <p>Math Panel meeting: October 14</p>	<p>Potential Board agenda items for November meeting:</p> <p>-Math and Science Action Plan Update -Math Curricular menu for K-8 -Transcript study -Alt Ed study by OSPI -Science Standards update</p>	<p>Math Panel meeting</p>	<p>Potential Board agenda items for January 9-10 meeting:</p> <p>-SPA and MHSD update -Basic Ed TF funding proposal and other key legislative issues -Joint math and</p>	<p>Work sessions on: 1) Graduation requirements 2) Accountability issues</p> <p>Science Panel meeting</p>

Topic Areas	October 2008	November 2008	December 2008	January 2009	February 2009
	<p>Executive Committee face to face with AWSP, WASA and WSSDA: October 24</p>	<p>-Tribal MOA -OSPI student learning plans? -Greg Lobdell presentation on achievement gap myths</p> <p>Science Panel meeting</p>		<p>science action plans -By-laws update - Recommendations on High School Math Curricular Menus -Report from Commissions on Achievement Gap -Renton presentation on District Improvement work -Extended graduation rate data OSPI presentation -SBCTC presentation? -Dropout study from Mary Beth Calio?</p> <p>Science Panel meeting</p>	
Staff Follow Up	<p>-Work on CORE 24 implementation task force -Work with contractors on accountability index, Innovation Zone, and Range of interventions</p> <p>By-laws review</p> <p>Find out status of Commissions on</p>	<p>-Work on CORE 24 implementation task force -Work with contractors on accountability index, Innovation Zone, and Range of interventions</p> <p>-Find out status of Commissions on Achievement Gap</p>	<p>-Work on CORE 24 implementation task force -Prepare for legislative session -Work on implementation of accountability index, Innovation Zone, and Range of interventions -Start to flesh out studies for</p>	<p>-Work on CORE 24 implementation task force -Work on implementation of accountability index, Innovation Zone, and Range of interventions -Start to flesh out studies for improving graduation</p>	<p>-Work on CORE 24 implementation task force -Work on implementation of accountability index, Innovation Zone, and Range of interventions -Start to flesh out studies for improving graduation</p>

Topic Areas	October 2008	November 2008	December 2008	January 2009	February 2009
	Achievement Gap		improving graduation		
Reports/Studies Due					
Board Decisions Due		Discuss Tribal History per Memorandum of Agreement (Dec 1) Recommendations on K-8 Math Curricular Menus		Recommendations on High School Math Curricular Menus	
Current Contracts	-Strategic Teaching: Math Curricular Review - Mass Insight-Accountability -Pete Bylsma-accountability -BERC- transcript study -Heil and Associates- Science standards review and EOC examination				
Other Board Potential Issues	<ul style="list-style-type: none"> -Executive committee board liaisons -Working with PESB -NCLB reauthorization -Working with basic education funding committee and legislators -Data issues -Working with P-20 Council -Opportunity to learn issues -Student achievement issues -ELL -General report to legislature 				

Topic Areas	October 2008	November 2008	December 2008	January 2009	February 2009
	-Rules review and duties review				



**Draft Work Plan by Month for 2008-09
March-September 2008 (Part Two)**

Topic Areas	March/April 2009	May/June 2009	July 2009	August 2009	September 2009
Major Themes	<p align="center">CORE 24 High school diploma/grad requirements</p> <p align="center">System performance accountability</p> <p align="center">Math: review OSPI curricular rewrite and action plan</p> <p align="center">Science: review new standards, science curricular review, and action plan</p> <p align="center">Issues related to improving graduation rates</p>				
Board Work Sessions, Public Outreach, and Meetings	<p>Potential Board agenda items for March meeting:</p> <ul style="list-style-type: none"> -Legislative session update -180 Day Waiver requests -Math and Science Action plans <p>Possible April work Session</p>	<p>Potential Board agenda items for May meeting:</p> <ul style="list-style-type: none"> - Legislative session update -180 Day Waiver requests -Math and Science Action plans -Science curricular menu from OSPI <p>Math Panel meeting on math curricular menu</p> <p>Possible June work sessions</p>	<p>Potential Board agenda items for July meeting:</p> <p>Retreat- how long?</p> <p>Review proposed rules on CORE 24 and accountability if funding enacted</p>	<p>No meetings!</p>	<p>Potential Board agenda items for September:</p> <p>Review legislative and budget proposals</p>

Topic Areas	March/April 2009	May/June 2009	July 2009	August 2009	September 2009
Staff Follow Up	-Begin Rules on CORE 24 and accountability if funding enacted and other rules clean up	-Rules on CORE 24 and accountability if funding enacted and other rules clean up Private School issues?	Work on personalized learning issues- alt ed, on line, etc	Work on personalized learning issues- alt ed, on line, etc	Work on personalized learning issues- alt ed, on line, etc
Reports/ Studies Due	March 1, 2009 Status of math and science standards and curriculum review due to legislature and Gov	June 1, 2009 Status of math and science standards and curriculum review due to legislature and Gov June 30 th , 2008 Official comment due to OSPI on math curricular and instructional menu	Private School issues?		September 1, 2009 Status of math and science standards and curriculum review due to legislature and Gov
Board Decisions Due					Finalize legislative and budget requests for 2009-11 Consider moving math WASL as graduation requirement for CAA to 2012
Current Contracts					
Other Board Potential Issues	<ul style="list-style-type: none"> Executive committee board liaisons -Personalized learning -Working with PESB -NCLB reauthorization -Working with basic education funding committee -JMAP -Data issues -Working with P-20 Council -Opportunity to learn issues 				

Topic Areas	March/April 2009	May/June 2009	July 2009	August 2009	September 2009
	<ul style="list-style-type: none">-Student achievement issues-ELL issues-General report to legislature-Rules review and duties review				





WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

September 2, 2008

The Honorable Christine Gregoire
Office of the Governor
P.O. Box 40002
Olympia, WA. 98504-0004

Dear Governor Gregoire:

The State Board of Education has made significant progress in defining and advancing key education policy issues over the last two years in the areas of a meaningful high school diploma, math and science standards, and accountability. This work has been accomplished through state funding as well as several grants from the Bill and Melinda Gates Foundation.

We have proposed a new definition for the high school diploma as follows:

The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ. Whether a student earns credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.

Building on that definition, the Board has developed its CORE 24 proposal, which provides a policy framework for a new set of graduation requirements. These requirements will create stronger expectations for our students and provide a greater focus to align their coursework with their future career goals. The Board will seek funding for this proposal during the 2009 session. It is also examining the implementation issues for the CORE 24 over the next year.

The Board has provided a key leadership role in making the new math and science standards truly “world class” as was called for in Washington Learns. The Board also adopted a third credit of math for high school graduation, which will be Algebra II or math credit defined upon a student’s career interest. The Board will advocate for the funding to ensure that the proper curriculum, aligned to the standards, is identified and available to support students and teachers.

And finally, to complete its work from the last two years, the Board is developing some exciting new proposals around accountability to recognize the excellent work of schools and to target a strong investment in schools that chronically are underperforming through our proposed “Innovation Zone.” The Board is considering legislation for these accountability proposals for the 2009 session.

The Board will send you and the Joint Basic Education Finance Task Force a memo later this fall, detailing the costs we believe are needed to implement the CORE 24, support the new math and science standards and accountability proposals, which we believe are fundamental pieces that should be incorporated into the final basic education funding proposal.

Draft Budget Requests for Supplemental Budget and FY 09-11

The State Board of Education (SBE) is submitting these requests in draft form to meet the Office of Financial Management deadline of September 2, 2008. However, the Board will need to approve these proposed budgets at its September 24-25, 2008 meeting. If there are any changes at that meeting, staff will provide the revisions to your office.

FY 09 Supplemental Request. To complete this biennium’s work, the Board requests \$150,000 to conduct a review of the science curricular menu that the Office of the Superintendent of Public Instruction will recommend to the Board. While the legislature provided a specific appropriation for the Board to conduct its review of math and science standards and curriculum, there are no funds left for the science curricular menu review. The math review of curricular menu materials is \$150,000 and we are requesting the same amount for the science curricular menu review.

FY 09-11 Budget Enhancement Decision Package. The Board is also requesting an enhancement to its current funding to address its new strategic plan goal to improve graduation rates. To do this work, the Board has proposed a decision package of \$820,000 to Personalize Education for High School Students to “Stop the Drop(out) Rate.” The Board is charged by the legislature “to provide leadership in the creation of a system that personalizes education for all students and respects diverse culture, abilities and learning styles and promotes the achievement of the basic education goals,” (RCW 28A.305.130). During the upcoming biennium, the Board hopes to focus on “why students drop out and what are we going to do about it?” through its new goal of improving graduation rates. The Board believes that an investigation of strategies to make learning more personal for high school students can make a difference and stop

the “falling through the cracks” syndrome. The Board also anticipates receiving information on the achievement gap from the various commissions charged with this review and wants to incorporate issues they identify in our strategies outlined below.

The Board proposes creating strategies to improve graduation rates by exploring these issues:

- A) Define the reasons students drop out of high school now, by reviewing the current literature and ongoing projects in Washington State as well as to conduct a study on barriers perceived by students and their parents.
- B) Determine how to operationalize competencies for high school credits.
- C) Examine ways to create a model of how alternative education could be strengthened for students.
- D) Examine the current status of online learning in Washington, and nationally, to determine what policies should be put in place to ensure the quality of online learning opportunities.

The Board anticipates hiring consultants to conduct the work and through the findings, develop policies and practices to reduce the dropout rate of high school students and improve graduation rates.

The State Board of Education appreciates your careful consideration of the request for a supplemental request of \$150,000 for the science curricular menu review as well as its 2009-11 Decision Package of \$820,000 for Leadership for Personalized Education. We believe that this work firmly supports the Governor’s Priorities of Government Result 1 to improve student achievement in elementary, middle, and high school. Based on our track record, we believe that we will provide a strong return for students on your investment.

Cordially,



Mary Jean Ryan, Chair

Attachments:

Short Version of State Board of Education Strategic Plan
FY 09 Supplemental Request
2009-11 Budget and Decision Package Request

DRAFT
State Board of Education
Science Curriculum

Agency: 350 State Board of Education
Budget Period: 2010-11

Recommendation Summary Text (Short Description):

The legislature asked the Superintendent of Public Instruction (SPI) to present to the State Board of Education (SBE) recommendations for three basic science curricula at each school level. The legislature asked the SBE to provide official comment and recommendations about the curricula to the SPI by June 30, 2009. In order to accomplish this task, the Board is requesting \$150,000 to procure the services of an independent consultant to assess the curriculum review process and conclusions reached by the SPI.

Fiscal Detail

Operating Expenditures		FY 2009	FY 2011	Total
General Fund	001-01	150,000	N/A	150,000
Total Cost				

Staffing		FY 2010	FY 2011	Annual Avg.
Total FTEs Requested		0	0	0

Package Description (Includes the following sections)

Background

As part of the state's efforts to strengthen science learning and improve the alignment of school district curriculum to the standards, the legislature asked the Superintendent of Public Instruction (SPI) to present, to the State Board of Education (SBE), recommendations for three basic science curricula at each school level. The legislature asked the SBE to provide official comment and recommendations about the curricula to the SPI by June 30, 2009. (RCW 28A.305.215)

DRAFT
State Board of Education
Science Curriculum

Current Situation

No money has been appropriated for the SBE to accomplish this legislative task.

Proposed Solution

In order to accomplish the task of providing official comment on the SPI science recommendations, the Board will require the services of an independent consultant to assess the curriculum review process and conclusions reached by the SPI.

Consultant services

Contact person

Edie Harding, Executive Director

Narrative Justification and Impact Statement (Includes the following section)

The Board expects that an independent consultant will provide an expert and neutral assessment of the OSPI work process and product, thereby giving the Board sufficient background and knowledge to offer official comment on the OSPI recommendations.

Performance Measure Detail

Completion of the report with sufficient detail to provide the information the SBE needs, to judge the quality of the OSPI recommendations.

Completion of this task will support the Board's strategy of strengthening science learning and curriculum alignment to the standards, in order to improve science achievement for all students. Improving student achievement is an explicit goal in the Board's strategic plan.

Reason for change:

Money was not appropriated to accomplish the task.

The Governor's Washington Learns report called for Washington to adopt world-class math and science standards.

Yes, this decision package makes key contributions to statewide results and would it rate as a high priority in the Priorities of Government process.

This funding is needed to accomplish a legislative task given to the SBE.

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State Board of Education
Science Curriculum

Impact on Clients and Services

None

Impact on Other State Programs

The Board needs to complete its assigned task in order to provide feedback to SPI so the work of the curriculum review can move forward.

While \$300,000 was appropriated for the SBE to review math and science standards, all funds will have been expended prior to review of the math and science standards. Over one-third of the \$300,000 was spent to hire an independent consultant to review the math curricula. This approach worked well, and the SBE anticipates that a similar process will be essential to review the science curricula. The SBE does not have the depth of staff or Board expertise to make a determination about the adequacy of the process or product (i.e., curricula) that SPI will be recommending.

The Board will not be able to provide an adequately informed judgment about the SPI recommendations.

What is the relationship, if any, to the state's capital budget?

Not applicable

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

The SBE needs the funding to accomplish a task cited in RCW 28A.305.215 with a deadline of June 30, 2009.

Expenditure and revenue calculations and assumptions:

Our estimate of contract costs is based on our experience with the market rate when we hired a contractor to review the math curricula

Revenue Calculations and Assumptions:

Not applicable

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State Board of Education
Science Curriculum

Object Detail

		FY 2009	FY 2011	Total
A	Salary and Wages	\$0	\$0	\$0
B	Employee Benefits	\$0	\$0	\$0
C	Contracts	\$150,000	\$0	\$150,000
E	Goods/Services	\$0	\$0	\$0
G	Travel	\$0	\$0	\$0
J	Equipment	\$0	\$0	\$0
N	Grants	\$0	\$0	\$0
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
Total Objects		\$150,000	\$0	\$150,000

Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2010	FY 2011	Avg	FY 2010	FY 2011	Total
					\$0	\$0	\$0
					\$0	\$0	\$0
Total Activities					\$0	\$0	\$0

Six-Year Expenditure Estimates

Fund	09-11 Total	11-13 Total	13-15 Total
	\$0	\$0	\$0
Expenditure Total	\$0	\$0	\$0
FTEs			

Distinction between one-time and ongoing costs:

The \$150,000 represents a one-time cost needed to fulfill a specific legislative task.

Budget impacts in future biennia:

None

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State of Washington

State Board of Education
Budget Request Decision Package Summary

Agency 350 State Board of Education

Budget Period 2009-11

Decision Package Code	Decision Package Title
9BU001	Leadership to Enhance Personalized Education for High School Students or "Stop the Drop(out) Rate"

1. State of Washington
Recommendation Summary

Agency: 350 State Board of Education

Dollars in Thousands	Annual Average FTEs	General Fund State	Other Funds	Total Funds
2007-09 Current Biennium Total	7.0	1,895	0	1,895
Total Carry-Forward Level				
Percent Change from Current Biennium	0%	0%	0%	0%
Carry Forward plus Workload changes	7.0	1,895	0	1,895
Percent change from Current Biennium	0	0%	0%	0%
Total Maintenance Level	7.0	1,895	0	1,895
Percent change from Current Biennium	0%	0%	0%	0%
Subtotal—Performance Level Changes	7.0	0	0	0
2009-11 Total Proposed Budget	0.0	820	0	820
Leadership on Personalized Education	0.0	820	0	820
Percent Change from current	0.0	43%	0%	43%
2009-11 Total Proposed Budget	7.0	\$2,715	0%	\$2,715
Percent Change from Current Biennium	0%	43%	0%	43%

State of Washington
Summarized Revenue by Account and Source

Budget Period: 2009-11
Dollars in thousands
350—State Board of Education
Agency Level
Supporting text included

	Maintenance Level		Performance Level		Biennium Totals		Total
	FY 2010	FY 2011	FY 2010	FY2011	FY 2010	FY 2011	
State General Fund	947.5	947.5	410	410	1357.5	1357.5	2715

DRAFT
State of Washington
Decision Package

State Board of Education Leadership to Enhance
Personalized Education for High School Students
“**Stop the Drop(out) Rate**”

Agency: 350 State Board of Education
Decision Package Code/Title: 9BU001
Budget Period: 2009-11

Recommendation Summary Text:

Personalized Education for High School Students “Stop the Drop(out) Rate”

The State Board of Education, in its most recent strategic plan added a new goal to improve graduation rates. The Board is concerned about the current trends in graduation rates, which show that in 2006 (the most recent OSPI data), the on-time graduation rates are 70.45 percent and the extended graduation rates are 75.1 percent. For different subgroups the picture is more dismal.

The Board is charged by the legislature “to provide leadership in the creation of a system that personalizes education for all students and respects diverse culture, abilities and learning styles and promotes the achievement of the basic education goals,” (RCW 28A.305.130). During the upcoming biennium, the Board wants to focus on “why do students drop out and what are we going to do about it?” through its new goal of improving graduation rates. The Board believes that an investigation of strategies to make learning more personal for high school students can make a difference and stop the “falling through the cracks” syndrome. The Board also anticipates receiving information on the achievement gap from various commissions and wants to incorporate issues they identify in our strategies outlined below.

The Board would propose creating strategies to improve graduation rates by exploring these issues:

- A) Define the reasons students drop out of high school now, by reviewing the current literature and conducting projects in Washington State as well as to conduct a study on barriers perceived by students and their parents.
- B) Determine how to operationalize competencies for high school credits.
- C) Examine ways to create a model of how alternative education could be strengthened for students.
- D) Examine the current status of online learning in Washington and nationally to determine what policies should be put in place to ensure the quality of online learning opportunities.

The Board anticipates hiring consultants to conduct the work and through the findings, develop policies and practices to reduce the dropout rate of high school students and improve graduation rates.

Fiscal Details \$ in Thousands

Operating Expenditures		FY 2010	FY 2011	Total
Enter Component Here	001-01	410	410	820
Total Cost				

Staffing		FY 2010	FY 2011	Annual Avg.
FTEs		0	0	0

Revenue				
Fund	Source	FY 2010	FY 2011	Total
Total Revenue		NA	NA	NA

State of Washington Decision Package

Leadership to Enhance Personalized Education for High School Students or “Stop the Drop(out) Rate”

Package Description:

1. Statement of the Problem and Opportunity:

The State Board of Education, in its most recent strategic plan, added a new goal to improve graduation rates. The Board is concerned about the current trends in graduation rates, which show that in 2006 (the most recent OSPI data), the on-time graduation rates are 70.45 and the extended graduation rates are 75.1%. For different subgroups the picture is more dismal.

Group	2006 Data*	
	On-Time Grad Rate	Extended Grad Rate
All Students	70.4%	75.1%
American Indian	48.0%	54.0%
Asian/Pacific Islander	76.5%	80.5%
Black	53.6%	60.4%
Hispanic	57.5%	65.3%
White	74.1%	78.3%
ELL	55.5%	66.2%
Low Income	58.0%	64.8%
Special Education	54.3%	68.2%
Female	73.9%	78.0%
Male	67.1%	72.4%

*Most recent available
from OSPI

While these data mirror national figures, they are still unacceptable. The Board believes that the education system must ensure that no student falls through the cracks. Through its accountability work as well as through its meaningful high school diploma work, the Board has begun to address the issues of student engagement through its innovative approach in CORE 24 (the Board’s graduation policy framework) of a career concentration, the use of competencies, and a high school guidance system focused both on the high school and beyond plan. Similarly, the Board’s approach to a performance system that tracks extended graduation rates as part of its accountability index.

The Board is charged by the legislature “to provide leadership in the creation of a system that personalizes education for all students and respects diverse culture, abilities and learning styles and promotes the achievement of the basic education goals,” (RCW 28A.305.130). During the upcoming biennium, the Board wants to focus on “why do students drop out and what are we going to do about it?” through its new goal of improving graduation rates. The Board believes that an investigation of

strategies to make learning more personal for high school students can make a difference and stop the “falling through the cracks” syndrome. The Board also anticipates receiving information on the achievement gap from various commissions and wants to incorporate issues they identify in our strategies outlined below.

2. Plans for Examination of Personalized Education Issues

The Board would propose creating strategies to improve graduation rates by exploring these issues:

- A) Define the reasons students drop out of high school now, by reviewing the current literature and projects in Washington State and conducting a study on barriers perceived by students and their parents.
 - Washington’s push for excellence and high standards always creates a concern that students will leave the system, yet in fact, students drop out for many complex reasons that cannot easily be reduced to a single cause. Understanding better the myriad causes of dropout and barriers to student success will help to identify how the state can better support students throughout the K-12 system.
- B) Determine how to operationalize competencies for high school credits
 - Washington allows students to earn competency-based credit but in practice, few districts have operationalized the policy. Competency-based credits offer students more flexibility to demonstrate their knowledge and skills without the constraints of seat-time limitations. Funding is sought to research the issue, convene experts from within and outside the state, and determine strategies for building capacity in this area in order to make competency-based credit more widely available.
- C) Examine ways to create a model of how alternative education could be strengthened for all students
 - A recent study completed for OSPI on Washington’s Alternative High School initiative noted that Washington has not yet established a strong state vision of alternative education, and therefore, there is considerable variety in what falls under this general umbrella. Identifying the state’s focus and mission for alternative education would help guide future policy decisions and strengthen this important option for students.
- D) Examine the current status of online learning in Washington and nationally to determine what policies should be put in place to ensure the quality of on line learning opportunities.
 - Many students and schools are attracted to the flexibility, access, and expanded curricular opportunities online learning provides. Many of the online opportunities are offered through the private sector—some in collaboration with school districts, and some not. Given the huge growth in online learning, a study that enables Washington to get ahead of the curve and determine what policies are needed to ensure quality education for our students is essential.

3. Funding package

The Board will purchase the services of consultants to assist with this work. The average cost for each of these components will be approximately \$205,000 per project. This figure is based on the average cost the Board has spent on projects with consultants over the past two years. The Board finds it beneficial to engage in the services of consultants using a competitive bid process. This allows for the purchase of expertise in a particular area, tailored to a specific project rather than hiring additional staff to conduct the studies. However, the Board will use its current funds to support its staff who will manage the projects, for the Board members to participate in work sessions associated with these projects, and public outreach.

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State of Washington
Decision Package
Narrative Justification and Impact Statement

Package Description

1. Performance Outcomes

Based on the results of these projects, input from the public, and Board deliberations, the Board intends to develop policy guidance and practical ways that school districts can reduce their dropout rates and that more students will stay in school and graduate. Thus the Board would hope to see a 20% improvement in the extended graduation rates based upon the promotion of its work within five years.

Objectives for 2014 Improvements in Extended Graduation Rates	
Extended Grad Rate	Pct. Point Increase
80.1%	5.0%
63.2%	9.2%
84.4%	3.9%
68.3%	7.9%
72.2%	6.9%
82.6%	4.3%
73.0%	6.8%
71.8%	7.0%
74.5%	6.4%
82.4%	4.4%
77.9%	5.5%

2. Relation to the SBE Strategic Plan

This decision package is directly related to the SBE’s new goal in its strategic plan to improve graduation rates. It is also related to the SBE’s goals for improving achievement for all students and for preparing all students for the opportunity to succeed in post-secondary education, the 21st century world of work and citizenship.

3. Support for the Governor’s Priorities of Government

This decision package directly relates to the governor’s priority to improve student achievement in high school. If students are not in high school, they are unable to continue their learning and prepare for college and family wage jobs upon high school graduation.

4. Does this decision package make contributions to statewide results?

Yes see #1 above for our plans to use this work to reduce dropouts and improve the graduation rates through more personalized learning opportunities.

5. Stakeholder Support

The Board believes that all educators, parents, policy makers, business, and community leaders strongly support finding ways to keep more students in school to ensure they have the knowledge and skills they will need to be successful after high school in whatever path they choose.

6. Alternatives Explored

The Board's staff is small and has a full plate with its current work on accountability and high school graduation requirements. We have used funding from the Bill and Melinda Gates Foundation for projects in the last two years, but we believe that this work should be a state priority for funding as education is the paramount duty of the state.

7. Consequences of no funding

Staff will be unable to conduct this work and we will continue to lose students that we could otherwise find ways for them to stay in school and gain skills and knowledge.

8. Relationship to State Capital budget

None

9. Changes to existing laws or statutes?

None

10. Expenditure calculations

The SBE conducted the following policy related studies over the last two years. The average of all the costs was \$205,500 so we are estimating each study at \$205,000 knowing that some will cost a bit more and some a bit less.

- Strategic Teaching (math standards and curricular review): \$481,000
- Mass Insight (Innovation Zone): \$174,000
- Heil and Associates (science standards review): \$272,221
- BERC and Associates (transcript study): \$170,000
- Northwest Regional Education Lab (Policy Barriers study) \$81,000
- Education First (end of course assessment study) \$55,000

Thus we anticipate that the four proposed areas of study would cost \$820,000, which is the amount we are requesting in our decision package.

11. Costs could be ongoing

The Board anticipates in the future that it would do approximately two major studies each year related to its strategic plan and thus would like to incorporate this as ongoing funding.

12. Objects of Expenditure

Object Detail

		FY 2010	FY 2011	Total
A	Salary and Wages			
B	Employee Benefits			
C	Contracts	\$410,000	\$410,000	\$820,000
E	Goods/Services			
G	Travel			
J	Equipment			
N	Grants			
	Interagency Reimbursement			
E	Indirects			
Total Objects		\$410,000	\$410,000	\$820,000

**State of Washington
Decision Package**

Performance Measure Detail

Activity Inventory Number: 9BU001

Activity Inventory Item	Program	FY 2010	FY 2011	Total
9BU001		\$410,000	\$410,000	\$820,000

Output Measures	FY 2010	FY 2011	Total
Develop policies and practices to improve the extended graduation rate		These would be developed for Board deliberation and action after studies are completed.	