



THREE overarching goals

1 Improve achievement
for all students

2 Improve
graduation rates

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

key responsibilities are

- Provide advocacy and strategic oversight of public education
- Implement a standards-based accountability system
- Provide leadership in the creation of a personalized education system for students

LEGISLATIVE POLICY REQUESTS

Accountability Framework

The State Board of Education (SBE) will propose legislation for the 2010 Legislative Session to help turn around Washington's persistently low achieving schools. The legislation will support a state/local partnership of "Required Action," clearing the way for new and meaningful reforms that will have lasting impact on student achievement. Districts designated for required action will contain schools that are persistently low achieving. With legislative authority, schools may volunteer to participate in the process beginning in 2010. The required action process, funded through federal school improvement funds, will commence in 2011. The proposed legislation is designed to:

- Target federal resources to districts with persistently lowest achieving schools based on low student achievement, lack of improvement over four-five years, and low graduation rates.
- Create a joint state/local partnership to develop a SBE approved, mandatory local action plan from a choice of models with community input.
- Provide three years of resources to enable local districts to turn schools around and improve student achievement and dropout rates.



KEY INITIATIVES

Accountability

SBE has created a proposed new accountability index to identify schools and districts that show exemplary performance in reading, math, writing and science, and improvement in closing the achievement gap. Using the new index the Board will:

- ☑ Enact a joint recognition program with the Office of Superintendent of Public Instruction (OSPI) that will recognize schools annually beginning in the spring of 2010.
- ☑ Work with OSPI and the federal government to seek waivers or revise the No Child Left Behind Act to adopt our index in place of the current No Child Left Behind identification process.



CORE 24

SBE is anticipating a report from its Core 24 Implementation Task Force in March 2010. The report will assist SBE in determining what resources and policy changes will be needed to support the implementation of the proposed Core 24 graduation requirements framework.

Core 24 is designed to prepare all students for life after high school. It will enable students to pursue the breadth and depth of courses they will need to get ready for college and career

opportunities in a meaningful way. College and career readiness encompasses many forms of education after high school, including:

- Certificate and credential programs
- Two-year degrees from community or technical colleges
- Rigorous apprenticeship programs
- Four-year degrees from baccalaureate institutions

Waivers from the 180-School Day Requirement

As required by ESHB 1292, SBE established the pilot program for waivers from the 180-school day calendar requirement for the purposes of economy and efficiency. At its November 2009 meeting, the Board approved three school districts' applications to run a flexible calendar for the next three years. SBE will examine the waivers granted and make a recommendation to the education committees of the Legislature by December 15, 2013, regarding whether the waiver program should be continued, modified, or allowed to terminate.

Math and Science

SBE and the Office of Superintendent of Public Instruction (OSPI) have completed the tasks required by 2SHB 1906 to revise the mathematics and science standards and evaluate and recommend curricula. The joint effort has strengthened the state learning standards and provided guidance to improve alignment of school district curriculum to the standards.

SBE supports the Legislature's decision last session to maintain the current graduation requirements of passing the mathematics and science state assessments for the Graduating Class of 2013.



board members

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Anna Laura Kastama, Student

staff

Edie Harding, Executive Director

Dr. Kathe Taylor, Policy Director

Loy McColm, Executive Assistant

Brad Burnham, Policy and Legislative Specialist

Ashley Harris, Administrative Assistant III

Aaron Wyatt, Communications Specialist

contact

Old Capitol Building

P.O. Box 47206

600 Washington St.

Olympia, WA 98504-7206

Ph: 360-725-6025 | Fax: 360-586-2357

Email: sbe@k12.wa.us

Web Site: www.sbe.wa.gov