



## July 19–20, 2007 Meeting Highlights

### July 26, 2007

On July 19 and 20, the State Board of Education met in Spokane at Educational Service District 101 to examine preliminary recommendations from the System Performance Accountability and Meaningful High School Diploma Committees. Ms. Linda Plattner, from Strategic Teaching, briefed the Board on the draft recommendations for the Washington K-12 math standards.

#### Board Action

- The Board approved the standard setting plan for the Collection of Evidence for the 2007 mathematics collection and stated that the collections standards in reading and writing will need to be augmented in the future by additional submissions.
- The Board approved the 180-day waiver requests from Morton, Pomeroy, and Sultan school districts for the 2007-08 school year.
- The Board adopted meeting dates for 2008 and 2009.
- The Board approved 417 private schools for the 2007-08 academic year.
- The Board agreed to an additional sentence to the annual Minimum Basic Education Compliance Form 1497. The sentence states that "District high schools meet all state minimum graduation requirements." Note: In May the Board also included a revision to add a new section requiring each school district superintendent and chair of the school board to sign stating they are in compliance (or not) with the requirement that the credits offered for high school graduation are aligned to the Grade Level Expectations for 9<sup>th</sup> and 10<sup>th</sup> grade or the Essential Academic Learning Requirements at Benchmark 3 (high school).

#### System Performance Accountability (SPA) Committee

Dr. Kristina Mayer, chair of the SPA committee, presented preliminary recommendations for a proposed state accountability framework for the Board's consideration and discussion. The proposed framework consists of four distinct, but interrelated, parts:

*A Tiered System of Continuous Improvement for All Schools.* The Committee proposes mandatory participation of all schools in a three-tiered system of continuous improvement. The system will provide differing levels of assistance and expectations depending on the tier in

which a school is placed. An accountability index that considers student achievement status, student achievement growth status, and No Child Left Behind Adequate Yearly Progress status will classify schools into tiers. The State Board of Education (SBE) will work with the Office of Superintendent of Public Instruction (OSPI) to obtain authority from the legislature to intervene in selected schools and districts, if necessary.

*Targeted Interventions for Chronically Underperforming Schools.* The Committee proposes to adopt intervention tools for use with up to 25 chronically underperforming schools, called Summit Schools, with a priority on middle schools. The SBE will ask the legislature to give the Board and OSPI shared authority to require school and district participation in the Summit School turnaround process.

*State Board of Education Report Card.* The Committee proposes a State Board of Education report card, beginning in 2009 that will provide information on and advocate for the health of the K-12 education system in Washington. It will include information on various indicators of system health such as student academic achievement, graduation and dropout rates, unexcused absence rates, teaching quality, post-secondary participation, post-secondary remedial course enrollment, fiscal responsibility, and opportunity to learn. The report card will also report on how well Washington is doing compared to Global Challenge States, as identified by Washington Learns.

*Data System Enhancement.* The Committee proposes that the SBE collaborate with the Office of Superintendent of Public Instruction, the Office of Financial Management, the Professional Educators Standards Board, and the P-20 Council to identify data elements that inform accountability and tracking of student outcomes over time that are not currently available and create a teacher data system that is linked to the student data system.

### **Joint Math Action Plan (JMAP)**

The State Board of Education, the Office of Superintendent of Public Instruction (OSPI), and the Professional Educators Standards Board (PESB) presented updates on the progress each has made with regard to the JMAP. The SBE reported that Strategic Teaching, the firm hired to review the state's mathematics standards has produced draft recommendations, which are being vetted with three focus groups of stakeholders in Spokane, Pasco, and Renton. Strategic Teaching will complete its final report by August 30, including feedback from the focus groups and the Math Panel, for the September Board meeting. The Board will take action on the report and forward the report to OSPI.

OSPI will begin to revise the standards based on the recommendations. OSPI is committed to the January 30, 2008 legislative deadline. OSPI staff noted the need to go outside of OSPI to complete the task by the January 30, 2008 deadline given the limited internal capacity. OSPI intends to follow the standard revisions with a curriculum review and the development of related diagnostic tests. OSPI is also developing a statewide professional development system to support mathematics teaching, which will include a research component to inform policy.

PESB reported on its actions thus far, future work, and the challenges in addressing the quality of the teaching workforce and the growing shortfall of teachers. The actions met thus far include obtaining additional funding for alternative route and paraprofessional pipeline programs; supporting educator retooling programs in mathematics and science; adoption of revised competencies for secondary math endorsement; splitting the middle level math/science endorsement into two endorsements; adoption of revised competencies for elementary education endorsement; adoption of new evidence-based knowledge and skills standards for all teachers; and alignment of the WEST-E test.

### **Independent Mathematics Standards Review for K-12 Education**

Ms. Linda Plattner, CEO of Strategic Teaching, presented her review of Washington's K-12 mathematics standards and recommendations for improvements to the standards. The recommendations are:

1. Set higher expectations by fortifying content and increasing rigor.
2. Prioritize topics that should be taught for extended periods at each grade level.
3. Place more emphasis on mathematical content and standard algorithms.
4. Write Essential Academic Learning Requirements (EALRs) that clarify grade level priorities and reflect both the conceptual and procedural sides of mathematics.
5. Increase the clarity, specificity, and measurability of the Grade Level Expectations (GLEs).
6. Create a standards document that is easily used and accessible by most people.
7. Include a mathematician, a curriculum specialist, and an effective teacher on OSPI's standards revision teams.

### **The Meaningful High School Diploma (MHSD) Committee,**

Mr. Eric Liu, chair of the MHSD Committee, proposed two key preliminary recommendations for the state minimum high school graduation requirements. First, add lifelong learning skills that every graduate should demonstrate. Second, change the minimum credit requirements to more closely align with entrance requirements at Washington's public four-year universities and colleges, while preserving and encouraging options for students who intend to enter the workplace immediately after graduation. Specifically, the MHSD Committee recommended:

1. Require students to demonstrate competency in lifelong learning skills: critical thinking/problem solving, teamwork/collaboration, public presentation skills, media literacy, financial literacy, creativity/innovation, leadership, ethical sense, civic responsibility, information/technology literacy, and career/life planning. Competencies will be assessed by teachers and schools.
2. Increase the minimum credit requirements from 19 to 22.

<b>Subject</b>	<b>Current Credits</b>	<b>Proposed Credits</b>
English	3	4
Math	2	3 (one credit earned in senior year)
Science	2 (one lab science)	2 (one lab science)
Social Studies	2.5	3
Health & Fitness	2	2
Arts	1	2
World Language	0	1
CTE/Occupational Ed	1	1
Electives	5.5	4 (in the above subject areas)
<b>Total</b>	<b>19</b>	<b>22</b>

In the coming months, the MHSD Committee will also consider the content of the math credits; whether to include tribal history, culture and government as a graduation requirement; and the impact of graduation requirements on career and technical education.

In addition, the SBE staff has compiled the graduation credit requirements of all 246 districts with high schools. This baseline data informed the work of the MHSD Committee as it considered what changes many districts had already made to the minimum requirements, and what changes were still needed. The database and a brief summary of the findings will be posted on the SBE Web site.

### **Next Steps**

The Committees received feedback from the Board, The Committees will ask the Board for approval of preliminary recommendations in September and for final approval of recommendations in November, after they engage in a dialogue with their advisory committees and the public.