



WASHINGTON STATE BOARD OF EDUCATION

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

October 24, 2007

Dear Board Members:

I hope this letter finds you all well. Our big office news is that Evelyn is a grandmother of a little baby girl born on October 18th. Another student in the pipeline!

And hooray for teacher of the year Laura Jones who is a marketing educator from Pasco High School (we will try to get her for our January Board meeting).

Warren, Steve Dal Porto, and I flew back to Philadelphia to attend the NASBE conference last week. A highlight for me was walking with Warren around Independence Hall, the Liberty Bell, and Ben Franklin's grave one early evening. Warren's excitement was contagious. Especially as we talked about the Constitutional Convention and how all those men came together with very different perspectives to create a government for our brand new country. Warren and I felt the parallels with our own work at the SBE. NASBE folks were very warm and welcoming to us. I met a number of my fellow executive directors and Warren and Steve mingled with fellow Board members.

Overall, I found the conference a bit too light on substance although my Board members, who attended, may disagree. I think we have all identified the problems, but solutions are still pretty scant. We are providing, in your FYI folders, some excerpts from the publication "The State's Role in Improving Low-Performing Schools Through Restructuring." One luncheon speaker, William Brock, a former U.S. Senator, who has worked on work force issues and skills for the 21st century, spoke about the significant system changes we must undertake in education. In my discussion with the executive directors I found that each board has such different responsibilities, it is hard to find a lot of common ground. For example, one board spent a lot of time last year on cheer leading rules, another on sex education, while another board held hearings with six police officers to protect board members from an angry crowd as they talked about shutting down a school. At this point, I still feel that the \$30,000 dues (plus the cost to attend the national conference) would be better spent on other SBE activities. However, I am willing to rethink this issue if our state funding situation improves.

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I did want to mention that I had a chance to visit several “turnaround schools” in Philadelphia – a high school and middle school that had been very dysfunctional schools where kids did not learn and dropped out. These schools have been completely redone and were AMAZING learning places. These kids are taken from wherever they are academically (many with 4th grade skills) when they enter and gain the skills and knowledge to take the college prep classes offered. Everyone must take one AP class. They spend more time on core subjects with two hour classes for humanities and two hours for both math and science (there are not fancy science labs with equipment although every classroom has computers). There are few electives. Student progress is monitored every six weeks through tests. In addition to academics, the students are expected to do an internship in the high school (they have to interview for the internships). The students also have classes on social emotional learning. The students’ behavior is strongly monitored with a lanyard around their necks with cards for staff to record good deeds and demerits. The schools have been renovated and are beautiful. Inspiring quotes and different college banners decorate the hallways to convey to students “You can do it.” All the students I spoke with have plans to go to college.

Golly, we have a Board meeting coming up. Let’s turn to what we have for you all to prepare for our two day meeting at Highline Community College.

November 1st (Thursday)

OSPI Math Standards Revision Update

Math is first on our list. We will get an update from OSPI on the math standards revisions. OSPI briefed the Math Panel last week on their work schedule and groups who will be doing the work. The Where’s the Math People have sent press releases and letters to us and OSPI. They are not happy with the selection of the Dana Center, which according to them is too “reform” oriented. When they have contacted me and Steve Floyd about this, we have said the Where’s the Math group must let OSPI do the work. It is not fair to judge them or the Dana Center when they have not produced anything yet for Washington. Our Math Panel will be involved in reviewing the standards revisions as they go along. One major piece of feedback they had for OSPI is to do the course standards (e.g. Algebra I, etc.) for high school by January 31st. Terry had thought about delaying that piece, but folks told her they did not want a delay. Steve Floyd, Linda Plattner, and I agree with the Math Panel and would like to urge OSPI to do that.

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This leads into our work with Linda Plattner on reviewing the 3rd credit of math, CTE math equivalents, and prescribing content for the three years of math. Please refer to the tab and memo I have prepared for you on this. Suffice it to say briefly, that the legislature asked us to come up with content on the credits before OSPI is done with its work on the standards. This makes no sense, but Linda is sending everything she does to OSPI on the content for them to examine. We had a discussion with the Math Panel and the Meaningful High School Diploma work session attendees on the types of math needed. We had about 30 people from many backgrounds attend the work session on math (a lot of CTE folks, trades people, higher education, and school folks). The discussions were lively. We will fill you in at the Board meeting.

The bottom line for me is that I think that we need another month beyond the December 1st deadline that the legislature gave us to adopt the 3rd credit of math and sort out some of these content questions. I am recommending to you that we do not have a December 11th meeting, but that we take this up at our January meeting. If you agree I will talk with key legislators about extending the date. Please note the adoption in January would still go into effect for the Class of 2012.

Charter Proposals for the System Performance Accountability and Meaningful High School Diploma

Kathe and I have created charters with the accompanying work plans to do our work on accountability and the diploma so that we can have you look at final proposals next July and get ready for the 2009 legislative session.

Work Plan and Budget

We covered this briefly last meeting. I want you to see what our work load looks like for the next year, the kinds of projects, contracts, and Board decisions that will need to be made. While we have our budget from the state, I am writing another Gates grant with the help of Kris, to request additional funds to help us with our public relations work as well as a few big projects and studies we would like to undertake. The use of a PR firm is very critical to our work this year. People from all walks of Washington need to understand and provide input into our work.

2007 WASL and NCLB Adequate Yearly Progress Update

2007 WASL results are mixed. This was the first time high school students had the opportunity to take the collection of evidence and other alternatives (which you approved last year). As you will recall, students can earn a Certificate of Academic Achievement for graduation, by meeting standard in reading and writing. Some issues are highlighted and concern all of us such as the leveling off of performance in 4th grade and continued achievement gaps between some groups of students. Evelyn has

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prepared some background information for you. This is a really good, thorough piece for those of you who are data junkies to read ahead of time as we will not have time to go into a lot of this detail at the meeting. Gayle Pauley, from OSPI will brief you on the “whys” of the number of schools now in AYP, which number 750 up from 340 last year and possible changes in NCLB. You will have a letter from the Governor and OSPI in your FYI folder on changes they recommend.

Update on Collection of Evidence and Cut Scores for SAT and ACT

We have asked Lesley Klenk, from OSPI, to give us some of her lessons learned on the whole COE project. This was a huge piece that OSPI undertook with a tight deadline last year. The legislature passed more alternatives for students to meet standard and asked the SBE to set the cut scores for reading and writing on the ACT and SAT, which will be a crosswalk to WASL equivalent scores. OSPI will have recommendations for you.

Trends in Teacher Retention and Mobility

SBE contracted with The Center for Strengthening the Teaching Profession (CSTP) to complete a study on teacher resources in our schools. The study focused on the middle schools and high schools in six districts—Highline, Pasco, Seattle, Spokane, Tacoma, and Yakima. CSTP has presented some of this information to you last winter. We asked them to add to their work and focus on middle schools. Not surprising, they found some big disparities in teacher’s length of service in schools within the same district.

I wanted to let you know that we had a meeting with Terry, Jennifer Wallace (PESB), and other OSPI staff last week to encourage more movement on the data issues, especially with regard to teacher data. OSPI has a budget request in for an additional amount next year to address issues. Please see your FYI folder at the meeting for the OSPI budget requests.

Public Hearing on Cut Scores and Public Comment

We are providing public comment on both days so that folks have more opportunity to speak with us.

Dinner

Bernal has arranged for us to eat at Anthony’s in Des Moines with a beautiful view of the water. Please join us! Directions to the restaurant are in your Agenda Packet.

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November 2nd (Friday)

Higher Education Master Plan

Ann Daley, the Executive Director for the Higher Education Coordinating Board, would like your thoughts on the draft HECB Master Plan. Many of the issues we are addressing with our diploma feed into their work. I look forward to continued work with the HECB on these issues of joint concern.

Tribal MOA Update

As you recall, we had set a deadline of December 1, 2007 to address the need for tribal history as a graduation requirement. The tribes have had varying opinions about what they really want. At one point they just wanted to be sure a model sovereignty curriculum would be available to all; now they are interested in a half credit of tribal history being required as a graduation requirement with a locally developed history for each area where the tribes lived. We are going to ask you to extend the deadline for one year as we are taking more time with the other high school requirements and need to see how they fit together.

Navigation 101

Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school. We have talked about the need to personalize students' education in high school. OSPI staff, Martin Mueller will give you an update on Navigation 101 as a tool for schools.

Defining Opportunity to Learn and Identifying the Weakest Link

Bunker will present some of her research on opportunity to learn and how this can be critical for addressing achievement gap issues.

Update on SBE Legislative Tasks

Kathe and I have revised the End-of-Course and Science Charters, based on your discussion at the September Board meeting. We also have a number of studies and tasks, many of which are due December 1, 2007. We will let you know their status and in some cases, we are recommending a slight delay of six weeks to present the work to the legislature so that you can review final products of them at our January Board meeting. Please note we are not requesting any funding or policy legislation in the 2008 session.

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Public Outreach Update and Role of the Board Liaisons

As you all know, we will have seven outreach efforts to engage the public in our work on the high school diploma this fall. The first one is in Bremerton on October 30th. We hope that all of you will attend at least one and I am asking at least one of our Executive Committee members to attend each of them. We will talk about the format and framing issues with you at the November Board meeting. Linda requested that we go over the roles currently assigned for Board liaisons and look for ways to communicate what you do when you attend those liaison meetings. A list of "assignments" with updated meetings for each group is enclosed. Zac and Lorilyn were able to connect with a number of students at the WSAC annual meeting and get some feedback on credits, culminating projects, and high school and beyond plans.

Again I would like to give huge thanks to all of our hard working staff: Loy, Ashley, Brad, Evelyn and Kathe. It is really a challenge to put a Board meeting together with so many pieces – many of which stay "fluid" up to the last second!

Regards,

Eddie Harding, Executive Director

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State Board of Education Meeting

Highline Community College

Building #2

2400 S. 240th St.

Des Moines, WA 98198

November 1: 9:00 a.m. — 5:00 p.m.

November 2: 9:00 a.m. — 3:45 p.m.

AGENDA

November 1, Thursday

9:00 a.m. Call to Order and Welcome

Pledge of Allegiance

Agenda Overview

Approval of Minutes from the September 18-19, 2007 Meeting (*Action Item*)

9:10 a.m. OSPI Update on Mathematics Standards Revision

Dr. George Bright, Curriculum Specialist, K12 Mathematics, OSPI

Ms. Jessica Vavrus, Administrator, Teaching and Learning, OSPI

SBE Review of Math Credit Content

Mr. Steve Floyd, Board Lead

Ms. Linda Plattner, Strategic Teaching (via phone)

10:30 a.m. Break

10:45 a.m. Charter Proposals for Board Work on System Performance Accountability and Meaningful High School Diploma and Progress to Date

Dr. Kathe Taylor, Policy Director

Ms. Edie Harding, Executive Director

Board discussion

11:30 a.m. Board Work Plan and Budget

Ms. Edie Harding, Executive Director

Board discussion

12:15 p.m. Lunch

1:00 p.m. 2007 WASL and NCLB Adequate Yearly Progress (AYP) Update

Ms. Gayle Pauley, Director, Special Programs – Title I/LAP & Title V, OSPI

Dr. Evelyn Hawkins, Research Associate

1:45 p.m. Update on Collection of Evidence: What is Working?

Dr. Lesley Klenk, Administrator, Assessment Alternatives & Innovations, OSPI

Proposal for Cut scores for SAT and ACT as Alternatives to the Washington Student Learning Assessment

Dr. Joe Willhoft, Assistant Superintendent, Assessment and Student Information, OSPI

2:30 p.m. Break

3:00 p.m. Trends in Teacher Retention and Mobility in Selected Washington Middle and High Schools

Dr. Ana Elfers, University of Washington

Dr. Marge Plecki, University of Washington

4:00 p.m. Public Hearing on ACT and SAT as Alternatives to the Washington Student Learning Assessment

Public Comment on Board Agenda Items

5:00 p.m. Adjourn

November 2, Friday

9:00 a.m. Higher Education Master Plan

Ms. Ann Daley, Executive Director, Higher Education Coordinating Board

9:45 a.m. Tribal MOA Update

Ms. Karen Condon, Councilwoman, Colville Confederated Tribe

10:15 a.m. Break

10:30 a.m. Navigation 101 Presentation

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

11:15 a.m. Business Items

- SAT and ACT Cut Scores in Reading and Writing for Alternative to WASL (**Action Item**)
- Meaningful High School Diploma Charter (**Action Item**)
- System Performance Accountability Charter (**Action Item**)
- Board Work Plan and Budget (**Action Item**)
- Tribal MOA Extension (**Action Item**)
- Private Schools 2007-08 Approval (**Action Item**)

12:00 p.m. Lunch

12:45 p.m. Defining Opportunity to Learn and Identifying the Weakest Link

Ms. Phyllis Frank, Board Member

1:15 p.m. Update on SBE Legislative Tasks

- **End-of-Course Assessment and Charter**
- **Science Standards Review and Charter**
- **Career and Technical Education Student Pathways**
- **Meaningful High School Diploma Purpose**

Ms. Edie Harding, Executive Director

Dr. Kathe Taylor, Policy Director

2:00 p.m. Public Outreach Update and Role of SBE Board Liaisons

Ms. Sara Jones, Manager, APCO
Ms. Edie Harding, Executive Director

2:45 p.m. Break

3:00 p.m. Public Comment on Board Agenda Items

3: 30 p.m. Next Steps from the Board Meeting

3:45 p.m. Adjourn

PLEASE NOTE: Times above are estimates only. The Board reserves the right to alter the order of the agenda. For information regarding testimony, handouts, other questions, or for people needing special accommodation, please contact Loy McColm at the Board office (360-725-6027). This meeting site is barrier free. Emergency contact number during the meeting is 206-878-3710 x3777.

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STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: November 2, 2007

SUBJECT: **MATH STANDARDS REVISION AND SBE REVIEW OF MATH
CONTENT AND THIRD MATH CREDIT**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: George Bright, K-12 Mathematics Curriculum Specialist, OSPI
Jessica Vavrus, Teaching and Learning Administrator, OSPI

Steve Floyd, Math Lead, SBE
Linda Plattner, Strategic Teaching

BACKGROUND:

Math Standards Revision

The SBE approved the Math Standards Review report by Strategic Teaching at its September meeting and sent a letter to OSPI with the report's recommendations. These recommendations included:

Recommendations one and two focus on improving math content and rigor, to make sure students receive a complete math education that prepares them for the work force and college. Specifically, the recommendations call for the new standards to:

- 1) *Set higher expectations for Washington's students by fortifying content and increasing rigor.*
- 2) *Make clear the importance of all aspects of mathematics content including the standard algorithms, conceptual understanding of the content, and the application of mathematical processes within content.*

Recommendations three, four and five focus on improving the standards by giving teachers better guidance on what math topics to prioritize and when to teach them. Specifically, the recommendations call for the new standards to:

- 3) *Identify those topics that should be taught for extended periods at each grade level and better show how topics develop over grade levels.*

- 4) *Increase the clarity, specificity, and measurability of the Grade Level Expectations (GLEs).*
- 5) *Write Essential Academic Learning Requirements (EALRs) that restructure the standards to clarify grade-level priorities and reflect both the conceptual and procedural sides of mathematics.*
- 6) *Create a standards document that is easily used by most people.*

And finally, the last recommendation is designed to help OSPI successfully take on the task of re-writing the standards based on the recommendations.

- 7) *Create small, expert Standards Revision Teams for each grade band and systematically collect feedback on the revised standards.*

SBE has retained the services of Strategic Teaching to continue to work with the SBE and Math Panel to review the OSPI standards rewrite. The Math Panel will meet in December and February to discuss the standards rewrite.

OSPI has hired the Dana Center to conduct the work and Dr. George Bright, who will serve as the liaison between OSPI and the Dana Center. OSPI has also selected members for its teams (standards revision, editorial and articulation) that will assist with the work. Dr. Bright and Jessica Vavrus from OSPI will brief you on their progress. The standards rewrite is due January 31, 2008. OSPI briefed the Math Panel on October 17 at its meeting. You will receive a similar from them at the Board meeting.

SBE Review of Math Credit and Content

The Legislature asked the SBE to “revise the high school graduation requirements...to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the mathematic content in the three credits”¹ by December 1, 2007.

Enclosed is a memo that updates you on the Math Credit and Content issues. You will have a presentation at your meeting. Staff recommends that you complete your public outreach and take action at the January meeting on the math credit and content issue.

¹ 2SHB1906 SL 2006

Mathematics Standards Revision Teams
October 2007 – January 2008

Team Name and Composition	Description of Activities	Time Commitments	WA State and National Participants (name, affiliation, current role)
<p>Project Management Team OSPI and Dana Center</p>	<p>Oversee the work of the Dana Center on this project</p>	<p>October 2007 – January 2008</p>	<p>OSPI Mathematics Lead: George Bright, Professor Emeritus of Mathematics Education, Special Assistant to the Superintendent</p> <p>OSPI Operational Lead: Jessica Vavrus, Teaching and Learning Operations and Programs Administrator</p> <p>Dana Center Leads: Cathy Seeley Susan Hudson Hull</p>
<p>Standards Revision Team (SRT) Teachers, mathematicians, curriculum experts, mathematics education faculty, business and community leaders (as possible) Includes Project Management, Articulation, and Editorial Teams</p>	<p>Provide broad vision for the nature of revisions needed in response to the SBE Review and Recommendations Report. Organized by four grade bands: K-2, 3-5, 6-8, and 9-12.</p>	<p>8 days total Two 3-day meetings: - October 3-5, 2007 - October 31 – Nov. 2, 2007 One 2-day meeting: - January 7-8, 2008</p>	<p>K-2 Team:</p> <ul style="list-style-type: none"> - Dana Anderson, Stanwood-Camano School District, Instructional Facilitator - Tricia Hukee, Sumner School District, Classroom Teacher - Terry Rose, Everett School District, Curriculum Director - Allen Seneear, Seattle Schools, Parent <p>3-5 Team:</p> <ul style="list-style-type: none"> - Millie Brezinski, Nine Mile Falls School District, Instructional Facilitator - Jewel Brumley, Yakima School District, Curriculum Expert - John Firkins, Gonzaga University (retired), Mathematician - Katherine Hansen, Bethel School District, Classroom Teacher - Rosalyn O'Donnell, Ellensburg School District, Classroom Teacher <p>6-8 Team:</p> <ul style="list-style-type: none"> - Tim Bartlett, Granite Falls School District, Instructional Facilitator - Jane Broom, Microsoft, Group Manager of Microsoft Education Programs - Angela English, Arlington School District,

Team Name and Composition	Description of Activities	Time Commitments	WA State and National Participants (name, affiliation, current role)
			<ul style="list-style-type: none"> - Classroom Teacher / Instructional Facilitator - Russ Gordon, Whitman College, Mathematician - Michael Janski, Cascade School District, Classroom Teacher - Russ Killingsworth, Seattle Pacific University, Post-Secondary Math Educator <p>9-12 Team:</p> <ul style="list-style-type: none"> - John Burke, Gonzaga University, Post-Secondary Math Educator - Shannon Edwards, Chief Leschi School, Instructional Facilitator - James King, University of Washington, Mathematician - Kristen Maxwell, Educational Service District 105, ESD Math Coordinator - M. Cary Painter, Chehalis School District, Classroom Teacher - Patrick Paris, Tacoma School District, Instructional Facilitator - Tom Robinson, Lake Chelan School District, Classroom Teacher - Kimberly Vincent, Washington State University, Clinical Assistant Professor of Mathematics
<p>Articulation Team</p> <p>Mathematicians, mathematics educators mathematics teachers</p>	<p>Review major drafts of standards to a coherent scope and sequence across grades K-12, and to ensure rigor, relevance, clarity, specificity, measurability throughout the revised standards in alignment with SBE Review and Recommendations Report.</p> <p>Participate in SRT Meetings.</p>	<p>Approx. 12 days total:</p> <p>With SRT:</p> <p>Two 3-day meetings:</p> <ul style="list-style-type: none"> - October 3-5, 2007 - October 31 – Nov. 2, 2007 <p>One 2-day meeting:</p> <ul style="list-style-type: none"> - January 7-8, 2008 <p>Apart from SRT:</p> <ul style="list-style-type: none"> - Video and tele-conferences to be determined as necessary 	<p>Philip Daro, Dana Center Consultant</p> <p>Bonnie McNemar, Dana Center Consultant</p> <p>Susan Eddins, Illinois Math and Science Academy (retired)</p> <p>Wade Ellis, West Valley College, CA</p> <p>Jane Schielack, Texas A&M University</p> <p>Kurt Krieth, University of California at Davis</p> <p>Mike Gilbert, Eastern Washington University</p> <p>Lorna Spear, Spokane School District</p>

Team Name and Composition	Description of Activities	Time Commitment	WA State and National Participants (name, affiliation, current role)
<p>Editorial Team</p> <p>Mathematicians, mathematics educators, mathematics teachers</p>	<p>Develop and write drafts of revised standards based on the recommendations of the SRT and based on the SBE Review and Recommendations Report.</p>	<p>Approx. 14.5 days total With SRT: Two 3-day meetings: - October 3-5, 2007 - October 31 – Nov. 2, 2007 One 2-day meeting: - January 7-8, 2008 Apart from SRT: - 3, 1-2 day writing meetings</p>	<p>K-2 Team: Dinah Chancellor, Dana Center Consultant Angela Andrews, National Louis University Virginia Warfield, University of Washington</p> <p>3-5 Team: Maggie Myers, University of Texas – Austin Mary Altieri, Dana Center Consultant Sharon Young, Seattle Pacific University</p> <p>6-8 Team: Cathy Brown, Oregon Department of Education (retired) Carmen Whitman, Dana Center Consultant Art Mabbott, Seattle Schools</p> <p>9-12 Team: Diane Briars, Pittsburgh Schools (retired) Bill Hopkins, Dana Center David Molina, Dana Center Consultant Lynn Raith, Pittsburgh Schools (retired) David Thielk, Central Kitsap School District</p>
<p>Focus Groups</p>	<p>Provide feedback on interim and subsequent drafts of revised standards.</p>	<p>December 2007 – January 2008</p> <p>Specific dates: to be determined</p>	<p>Targeted Groups: SBE Math Panel and Board, OSPI Superintendent's Advisory Committee, ESD Math Coordinators, Curriculum Advisory and Review Council (CARC), Washington Education Research Association conference participants, OSPI January Conference, other targeted constituencies</p>

Project Schedule

Key Activities and Deliverables	Due Date
Contract is awarded and work begins.	Sept. 24, 2007
Finalize Editorial and Articulation Team members; work with Washington OSPI to select Standards Revision Team members and Washington members of the Editorial and Articulation Teams.	Sept. 26, 2007
Treisman, Seeley, Hull (and others) meet with representatives of the Washington business community	Oct. 2, 2007
Standards Revision Team, with representatives of the Advisory and Editorial teams, meets for 3 days in Washington to structure standards revision process, produce exemplar GLEs, etc.	Oct. 3–5, 2007
Editorial and Articulation Teams develop skeleton of standards document, course content descriptions, grade level focal points, and sample GLEs; this process includes review and feedback from the Standards Revision Team.	Oct. 6–30, 2007
Standards Revision Team, with representatives of the Advisory and Editorial teams, meets for 3 days in Washington to outline Draft 1.	Oct. 31–Nov. 2, 2007
Editorial Team refines and edits draft standards and sends interim draft to Standards Revision Team and Superintendent Bergeson for review and feedback.	Nov. 15, 2007
Incorporating feedback from the Standards Revision Team and Superintendent Bergeson, refine draft and circulate for selective feedback both inside and outside Washington and post materials on the project website.	Dec. 4, 2007
Convene one or more focus groups to provide feedback on the draft, including meeting at the Washington Educational Research Association and other scheduled meetings of interested constituencies	Dec. 5–31, 2007
Complete recommended plans for critical next steps outside the scope of the proposed contract, including development of course descriptions at the high school level, determining how best to connect with the preschool and post-secondary communities, etc.	Dec. 5, 2007 — Jan. 21, 2008
Dana Center staff processes and summarizes feedback.	Jan. 2–4, 2008
Standards Revision Team, with representatives of the Advisory and Editorial teams, meets for 2 days in Washington to examine feedback, and revise draft.	Jan. 7–8, 2008
Editorial Team refines and edits draft.	Jan. 8–14, 2008
Revised draft presented to Superintendent Bergeson and the Standards Revision Team for feedback.	Jan. 14, 2008
Clean proposed revised standards to Superintendent Bergeson, along with plans for critical next steps.	Jan. 21, 2008
Superintendent Bergeson approves document.	Jan. 28, 2008

**K-12 Mathematics Standards Revision
Process Update**

Presented to:
State Board of Education
November 1, 2007

Introductions and Roles

George W. Bright
Professor Emeritus of Mathematics Education,
University of North Carolina - Greensboro and
Special Assistant to Dr. Terry Bergeson

Jessica Vavrus
OSPI Teaching and Learning
Operations and Programs Administrator

**K-12 Mathematics Standards
Revision Process**

September 19, 2007
Final report and recommendations completed and
approved by State Board of Education and
presented to Dr. Bergeson.

January 31, 2008
Dr. Bergeson presents final draft of revised K-12
mathematics standards to the WA State
Legislature.

Contractor Selection

- Competitive Request for Proposal Process publicized August 10, 2007.
- Due to OSPI September 12, 2007
- Twelve firms were directly sent the solicitation; publicized nationally via Education Week periodical
- **Three proposals were received:** StandardsWork, University of Texas – Dana A. Center for Mathematics and Science Education, WestEd
- University of Texas – Dana A. Center for Mathematics and Science Education was selected as the contractor for the standards revision (October 2007 – January 2008).

Contractor Selection – Review and Scoring of Proposals

1. Evaluation of Written Proposals
2. Oral Interviews with Firms
3. Reference Checks
4. Determination of Apparent Successful
5. Debriefing Conferences
6. Contract Negotiation

Selection of Contractor: University of Texas – Dana A. Center for Mathematics and Science Education

- Quality, breadth, and balance of proposal
- Extensive and comprehensive team of national mathematics expertise
- Strong involvement of Washington State educators, mathematics stakeholders, and SBE throughout the process
- Clear understanding of Washington context
- Strong project management team with experience with mathematics standards, alignment, and assessment

Role of the Dana Center

- Manage and facilitate the standards revision process to assure fidelity and alignment with the SBE Review and Recommendations report.
- Develop comprehensive drafts of the revised standards by compiling the work of the Standards Revision Team, Editorial and Articulation Teams.

**Mathematics Standards Revision Process:
October 2007 – January 2008**

Standards revision – diverse and representative teams:

- Project Management Team – OSPI, University of Texas - Dana Center
- Standards Revision Team
- Editorial Team
- Articulation Committee

Public and stakeholder input:

- SBE Math Panel
- Targeted focus groups and conferences (WERA, OSPI January Conference, etc.)
- Online public drafts for comment

Standards Revision Team (SRT)

Selection

- Applications disseminated statewide Sept. 21, 2007; Due Sept. 27, 2007
- Selection of SRT members – October 1, 2007
- Representative membership consistent with Strategic Teaching’s Recommendations (including mathematicians, mathematics educators, teachers from all levels, curriculum experts, and business/community representatives, as well as, geographic, gender, and ethnic diversity)

Function

- Set broad vision for revision
- Identify “big ideas” by grade level
- Identify some performance expectations
- Provide detailed feedback on drafts

Summary Agenda: First SRT Meeting

Day 1

- Opening remarks: Bergeson, Triesman, Seeley
- Small group analysis of SBE Review and Recommendations Report, discussion of Major Recommendations
- Small group analysis of example standards - those used in the SBE Recommendation Report and others

Days 2 and 3

- Grade-band discussions and identification of big ideas; writing of sample performance expectations

SRT: Progress to Date

- Set broad vision for revision
Acknowledges need to respond to recommendations from the SBE Review and Recommendations Report
- Identify big ideas by grade level
Refinement of big ideas will happen at second meeting.
- Identify some performance expectations
Much more of this will happen at second meeting.

Editorial Team Meetings – October Start

- Four teams, by grade band: K-2, 3-5, 6-8, 9-12
- Each team has a member from WA.
- Initial meetings scheduled during Oct 10-28.
- Product will be pieces of initial draft of revised standards.
- Format will be explored by Project Management and Editorial Teams.

**SRT: Second Meeting
(Oct. 31 – Nov. 2, 2007)**

- Members will receive and review a compiled draft, created from the products of Editorial Teams.
- Major work includes continuing discussion of critical issues (e.g., algorithms, rigor) and analysis of details of the compiled draft.
- Product will be refinement of “big ideas” and performance expectations, along with directions to Editorial Teams on how to finish the first draft.

Creating the First Draft

Editorial Teams will meet again in early November to complete their parts of the First Draft.

Project Management Team will compile the First Draft, share it with SRT members and others, and post it on the project website.

- The website will allow public comment on all aspects of the First Draft.

December 2007 – Continued Work

- December: Comments will be compiled by Project Management Team and shared with OSPI and others in WA.
- Editing of the First Draft will continue.
- A modified First Draft, along with a summary of comments, will be shared with the SRT in preparation for the January meeting.

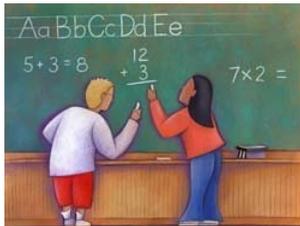
January 2008

- **Second Draft:**
Created after the January meeting of the SRT (January 7- 8, 2008).
- This draft will be edited and revised before the Final Version is submitted to Dr. Bergeson on January 28.
- **January 31, 2008:**
Presentation of revised K-12 Mathematics Standards to State Legislature

Opportunities for Input and Comment

- Project Website – “live” in November
- Targeted Focus Groups:
 - OSPI Curriculum Advisory and Review Committee + ESD Mathematics Coordinators, November 30
 - WERA Conference, December 6
 - OSPI Superintendent’s Advisor Committee
 - OSPI January Conference (January 29-31, 2008)
- Additional Project Updates:
 - State Board Meeting – November 1
 - SBE Math Panel – December 13
 - Legislative Staff updates – as requested
 - Other?

Thank you!





WASHINGTON STATE BOARD OF EDUCATION

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

October 22, 2007

TO: State Board of Education Board Members

FROM: Edie Harding, Executive Director

SUBJECT: Third High School Math Credit and Prescribed Content for High School Mathematics

During the last session, the legislature requested the State Board of Education to "revise high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the mathematics content in the three required credits." ¹ The Board is supposed to do this work by December 1, 2007. I recommend that you review the information presented at the November Board meeting and continue your outreach meetings to gather public comment. I think you should wait until your January board meeting for a decision.

I read the request this way: The legislature wants students to take more than two credits of math. They would like the third credit to be earned by students graduating in the Class of 2012. They want to be sure there are ways to "cross credit" career and technical education (CTE) courses with math content that could count as a math credit. They also want the SBE to outline the core concepts needed for high school courses such as Algebra I, Geometry, and Algebra II (as well as integrated versions such as Integrated I, II, and III).

There are two key questions for you to consider and that we have posed to others in our work sessions:

1. What should the third credit of math look like?
2. What are the implications for CTE math courses?

¹ 2SHB 1906 from the 2007 Legislative Session

A Third Mathematics Credit

In our work to examine alignment of high school credits with the requirements to enter (and be successful in) postsecondary education, we looked at the kind of math required so that students do not need to take remedial courses. Intermediate algebra (Algebra II) is the math students must master to place into credit bearing classes. To align with postsecondary requirements and success in college, you would need to adopt a math credit that was aligned with the grade level expectations (GLEs) for 11th and 12th grade. OSPI is currently revising these GLEs and they will contain Algebra II. We do not know what else the new GLEs will contain nor do we have a way to determine the amount of Algebra II that should be a part of a credit. The Higher Education Coordinating Board now requires a quantitative course (it can be a math based course in science or math) for a high school student's senior year (unless they have completed math through pre-calculus) for minimum college admission. You may want to consider requiring the third credit of math for the senior year as well so that students do not lose their math skills.

Implications for CTE

One challenge with CTE math courses is how much math is in them and is the math aligned to the 9th and 10th grade level expectations. We do not currently have the answers to these questions. In addition we believe that none of the current CTE courses align with grade level expectations beyond 10th grade, which means new CTE courses would need to be created. We have also looked at Career Pathways and CTE courses that lead to certificates. What is clear is that the certificates earned at community and technical colleges that pay the higher wage jobs (e.g., health, engineering technologies, information technology, and protective services) all require Algebra II. The certificates from programs with lower wage jobs (e.g., early childhood, culinary arts, and nursing assistance) require Algebra I and Geometry. Math needed for jobs requiring only a high school education or for apprenticeship programs is highly varied.

Work to Date

The Board has contracted with Linda Plattner of Strategic Teaching to develop the core mathematical concepts that are included in commonly taught courses. A draft of these core concepts has been developed for Algebra I, Geometry, and Algebra II, and a draft of the integrated series is in progress. She is sharing this information with OSPI as they rewrite the standards (we are caught in a conundrum since the legislature is requiring something more specific than the standards before they have been rewritten). OSPI has just begun its work on rewriting the standards and will not be done until the end of January.

Linda is examining ways that career and technical education courses may be used to meet these requirements. Linda is consulting with OSPI mathematics staff and other mathematicians and career and technical education teachers as she prepares this work. We have also asked Linda to determine what kind of mathematics is necessary to enter an apprenticeship program and to determine what kind of math allows students to begin their post high school education with credit bearing courses. We shared this content at our meetings on October 17th with the Math Panel and October 18th with the Meaningful High School Diploma advisors. There was no clear consensus from those meetings.

The Board will have an overview of the math credit issue and listen to Linda's presentation at its November 1, 2007 meeting on the third credit of math and will receive public comment. It will also conduct outreach to listen to the public on math as part of its high school diploma discussion this fall across the state. Currently, the Board requires that the two high school math credits align with 9th and 10th grade level expectations. As part of its pending adoption, the Board will need to decide whether the third credit of math must align with 11th and/or 12th grade level expectations and whether it wants to require math in the senior year. Attached is a list of the math requirements needed for degree and certificate programs at community and technical colleges as well as the minimum math requirements needed for admission to four-year public colleges in Washington.

Attachments



THE NEW STATE BOARD OF EDUCATION
Accountability | World-Class Math and Science Standards | Meaningful Diploma

Work Session on the Third Credit of Math and Math Content

Framing the Issues



The New State Board

A Catalyst for Improvement



Our Goals

- Improve student performance dramatically.
- Provide all students the opportunity to succeed in postsecondary education, the 21st century world of work and citizenship.

Joint Math Action Plan – An Achievable Vision for 2011



A highly collaborative effort: OSPI, SBE and PESB

- Clear, world-class standards
- A new generation of assessments
- Curriculum aligned to standards
- Rigorous graduation course requirements
- Excellent, aligned teacher preparation and professional development

Meaningful H.S. Diploma

Strengthening the Diploma

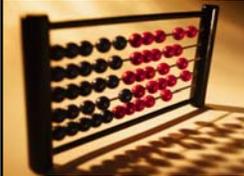


Legislative Requirements for SBE

- **Purpose of Diploma:** Propose revised definition.
 - Report to Legislature: December 1, 2007 (E2SHB 3098)
- **Math:** Revise high school graduation requirement to include 3 credits, prescribing math content in required credits, including a CTE equivalency. This math credit will become effective for the class of 2012.
 - Report to Legislature: December 1, 2007 (2SHB 1906)

Meaningful H.S. Diploma

Current Context



- Washington State Minimum High School Graduation Credits have not changed since 1985
- Employers are looking for higher skilled, better trained and educated workers.
- Livable wage jobs in today's economy require more education and higher skills.
- Over one third of students who attend *either* 2 and 4 year colleges directly from high school enroll in a remediation course; in community and technical colleges alone, the percentage is higher.

Meaningful H.S. Diploma

Washington Requires Fewer Credits Than Most States



How Do Washington's Graduation Requirements Compare?

- Fourteen states have set their course requirements at a level that will prepare high school graduates for success in college and the workplace. Another 15 states are working toward similar alignment.
- Only 8 states, including Washington, require fewer than 20 credits; however, Washington districts' requirements *average* 24 credits.
- 44 states with state level graduation requirements have a median number of 3 math credits required, some are moving to 4 credits.

Meaningful H.S. Diploma

Current Graduation Requirements



Subject	Current Graduation Requirements
English	3
Math	2
Science	2 (1 lab science)
Social Studies	2.5
World Language	0
Arts	1
Health and Fitness	2
Occupational Education	1
Electives	5.5
Total	19 (13.5 core + 5.5 electives)

Meaningful H.S. Diploma

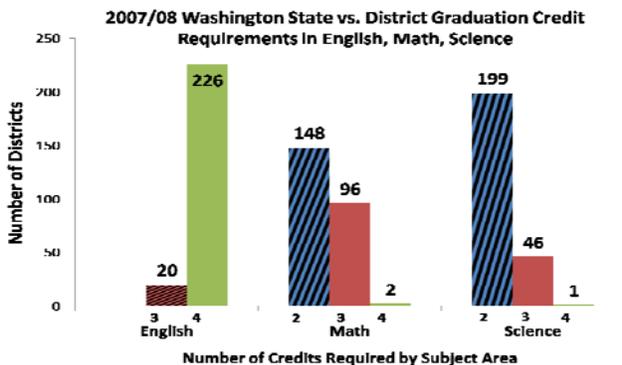
Current Graduation Requirements vs. College Math Credit Requirements



Subject	Current Graduation Requirements	Two-year and Four Year Public College for Credit Bearing Classes
Math	2 credits aligned with the 9 th and 10 th level GLEs	Mastery of Algebra I, Geometry, and Algebra II

Meaningful H.S. Diploma

Most Districts Exceed State Minimum in English; Meet Minimums in Math & Science



» Striped columns represent the current State minimum graduation requirements.

» Credits have been rounded to the nearest whole credit except where indicated.

Source: Washington State Board of Education, 2007

Meaningful H.S. Diploma

Valuing Public Input



The Board...

- Developed preliminary draft concepts for extensive and formative public input and refinement.
- Acknowledged magnitude of the implementation challenges that these proposals may present.
- Recognized the need to be especially sensitive to identifying potential implementation barriers as well as strategies for dealing with them.

Meaningful H.S. Diploma

Purposes For A Diploma



- Ready for success in postsecondary education, gainful employment, and citizenship.
- Meet personalized education needs of student as well as society's needs.

Meaningful H.S. Diploma

One Diploma For All



- Send clear message to all students about what they need to succeed after high school.
- Ensure that diploma means that students have met certain standards.
- Give appropriate recognition to special education students with IEPs.

Meaningful H.S. Diploma

Key Principles and Critical Elements



- Overarching expectations/essential skills needed for student lifelong learning.
- Equivalency or competency credits (cross credits between subjects, ability to demonstrate competencies in a variety of subjects—world language, Career and Technical Education, etc).

Meaningful H.S. Diploma

Key Principles and Critical Elements



- Comprehensive integrated graduation requirement package:
 - High school and beyond plan
 - High quality courses
 - Application of learning through a culminating project
 - CAA/CIA
- Alignment with postsecondary education minimum entry requirements.

State Board of Education: Next Steps



Questions for the Board:

- What should the third credit of math look like?
- What are the implications for CTE math courses?



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Higher Education Coordinating Board Minimum Math Requirements for Admission to Washington Four-year Public Institutions

Revise the proposed math requirement to include at least three credits of math

The revised standards would maintain the current requirement that students take math at least through Intermediate Algebra (Algebra II), or its equivalent Integrated Math III. In addition, passing the 10th grade WASL-M would fulfill the first two CADR requirements in math.

Require one credit of quantitative coursework in the senior year

Math heightens mental acuity and makes students sharper in all subjects. The proposed revisions in math include a requirement that students engage in quantitative coursework in their senior year of high school. The intent is to ensure that students build and retain their math skills throughout high school. As a result, students may complete a higher level of math than they would have under the previous standards. However, the revised proposal *does not require* students to complete a higher level of math than was required in the existing minimum admission standards (Intermediate Algebra or Integrated Math III). The only change is to require that students take a math or other math-based quantitative course during their senior year.

Students could choose from several options to meet the proposed requirement:

- ⌚ They may take Intermediate Algebra (Algebra II) or Integrated Math III in their senior year.
- ⌚ They could move to a higher level of math (pre-calculus) if they have completed Intermediate Algebra or Integrated Math III.
- ⌚ They could take the required algebra-based science course in their senior year.
- ⌚ They could take another course during their senior year of high school in which they apply their math knowledge/skills (such as statistics, applied math, appropriate career and technical courses, or another algebra-based science) if the high school determines the course meets the guidelines for designation as a math CADR.
- ⌚ Students who successfully complete math through pre-calculus would meet the math requirements and be exempt from the senior year math requirement, even if they complete pre-calculus before their fourth year of high school.

Math Skills Needed at Washington State Community and Technical Colleges

As "open door" institutions, community and technical colleges provide educational opportunities for all regardless of their educational background. **High school graduates** are able to complete their program quickly and **at the lowest cost** by following the **recommended course pattern while in high school (Algebra II/Algebra-Trig/Integrated Math 3)** level math skills, **at least two years of Science, 3-4 years of English** and, if planning a bachelor's degree at some time in the future, at least two years of a Foreign Language). Colleges may require those who have not followed the recommended pattern to complete pre-college course work, at their own expense, prior to beginning their degree/certification program, thus adding to the time needed to complete a degree or certificate.

Recommended Math Skill for Entering into Degree and Certificate Programs Offered by Community and Technical College in the State of Washington

As indicated in the tables that follow, most degrees and many certificates require mastery of **high school level Algebra II/Algebra-Trig/Integrated Math 3** skills prior to enrolling in the required college-level course in math or other quantitative skills course, others require **Geometry** level math skills and all require a minimum of **Introductory Algebra/Integrated Math 2** skills. Although these levels are not required for admission, they are required for the entrance into classes in math or other quantitative skills in the degree and certificate programs. ***These math skills are critical for successful program completion.***

Math Requirements- Transfer Degrees: Students starting at a community college with the specific goal of transfer to a bachelor's degree program have the following math requirements: Three years of mathematics study are required prior to taking the college-level math or other quantitative skills class in the associate transfer degree. These three years need to result in mastery of the skills covered in the integrated math 1-3 classes or in the series of algebra, geometry, and algebra II/algebra-trig classes. More advanced mathematics courses are recommended, such as trigonometry, mathematical analysis, elementary functions, and calculus. Arithmetic, pre-algebra, business mathematics, and statistics courses are not sufficient preparation for the associate transfer degree.

- **Associate in Arts or Associate in Arts & Sciences (AA and AAS)** – prerequisite high school course is Algebra II/Algebra-Trig/Integrated Math 3. To complete some arts degrees within two years, for example preparation for transfer in business, students should master math through pre-calculus while in high school.
- **Associate in Science-Transfer (AS-T)** - to complete the degree in two years, students need to be ready for calculus when they enter college. Students should master math through pre-calculus while in high school.

Algebra II/Algebra-Trig/Integrated Math 3 Prerequisite Workforce Programs: The following areas of study typically require at least one college-level math course with mastery of Algebra II/Algebra-Trig/Integrated Math 3 skills as a prerequisite and the typical graduate earns \$15.50 per hour in the first year after completing their program.

Higher Wage Workforce Degrees/Certificates:

Allied Health

- Associate Degree Nursing - RN
- Cardiac Invasive Technical
- Clinical/Medical Laboratory Technology
- Dental Hygienist
- Denture Technician
- Diagnostic Medical Sonography/Ultrasound Technology
- Echocardiographic Technician
- Emergency Medical Technician (Paramedic)
- Health Information/Medical Records Technology
- Hemodialysis Technician
- Hospital Central Service Technology
- Medical Radiologic Technology
- Nuclear Medical Technology

- Occupational Safety & Health Tech
- Occupational Therapy Assistant
- Optician/Ophthalmic Dispensing Optician
- Orthotics/Prosthetics
- Paramedic EMT
- Physical Therapy Assistant
- Practical Nursing
- Respiratory Care Therapy
- Surgical Technology

Engineering Technologies

- Architectural Engineering Technology
- Biomedical Technology
- Civil Engineering Technology
- Computer Software Technology
- Computer Tech/Computer Systems Technology
- Drafting & Design Technology
- Electrical, Electronics & Communications Eng Tech
- Electromechanical Technology
- Electronic/Fire Security Technician
- Engineering Technology
- Environmental Engineering Technology
- Geographic Information Systems
- Hydraulics & Fluid Power Technology
- Industrial Technology
- Instrumentation Technology
- Manufacturing Technology
- Mechanical Technology
- Occupational Safety & Health Technology
- Semi-Conductor Tech/Computer Electronics
- Surveying Technology
- Telecommunications Technology
- Water Quality & Wastewater Mgmt & Recycling Tech

Information Technology

- Animation, Interactive Tech, Video Graphics & Spc Effects
- Computer & Information Systems Security
- Computer Graphics
- Computer Programming
- Computer Systems Networking & Telecommunications
- Data Warehousing/Mining & Database Admin
- Digital media: Web Page, Digital/Multimedia & Info Res Des
- Information Processing
- Microcomputer applications
- System, Networking & LAN/WAN Mgmt
- Technical Support/Support Services
- Technical Writing/Communications
- Web/Multi-media management & Webmaster
- Word Processing

Taken from:
2005-2007 Higher Education Book
Put Together by:
Washington Council for High School-College Relations

Protective Services

- Correctional Mental Health
- Corrections
- Criminal Justice/Law Enforcement Administration
- Emergency Dispatcher
- Emergency Management
- Fire Science/Administration
- Forensic Technology
- Forest Fire Supervision & Management
- Security & Loss Prevention Services

Other

- Airframe/Powerplane Mechanics/ Aircraft Maint Tech
- Appliance Install Repair Technician
- Aviation/Airway Management & Operations
- Business Machine Repair
- Commercial Helicopter Pilot
- Communication Systems Install/Repair
- Computer Install/Repair
- Computerized Numerical Control Manufacturing
- Electrical/Electronics Equipment Install/Repair
- Habitat Technician
- Heavy Equipment Maintenance Technology
- Industrial Electronics Technology
- Legal Assistant/Paralegal
- Machine Tool Technology
- Merchant Marine Officer
- Parks, Recreation & Leisure Facilities Management
- Processing Machinery Maint & Repair Technology
- Sheet Metal Technology
- Sign Language Interpretation & Translation
- Stationary Energy Sources Installer/Operator
- Truck & Bus Driver/Commercial Vehicle Operation
- Welding Technology
- Wood Science & Wood Products/Pulp & Paper Technology

Algebra II/Algebra-Trig/Integrated Math 3 or Algebra/Geometry

Prerequisite Workforce Programs: Degrees in the following areas typically *require* the same math level as the Higher Wage programs. Certificates typically require college-level math courses with a minimum prerequisite of mastery of the skills of high-school level of Integrated Math 2 or Introductory Algebra/Geometry. Some students enter these fields with a short-term goal of immediate employment and a longer-term goal of returning to further education to move up the career ladder. Those students should complete the same high school math as required for the transfer degrees. The *typical graduate earns* \$12.00 per hour in the first year after completing their program.

Middle Wage Workforce Degrees/Certificates

- Accounting Technician & Bookkeeping
- Agricultural Mechanics & Operation
- Air Traffic Controller
- Airline/Commercial Pilot & Flight Crew
- Autobody
- Biological Lab Technology
- Building/Construction Management
- Business Administration/Management
- Cabinetmaking & Millwork
- Carpentry/Electrician – non-apprenticeship
- Communication Technology
- Commercial/Professional Pilot
- Computer Integrated Manufacturing
- Construction Engineering Technology
- Dental Assistant
- Dental Laboratory Technician
- Dietetic Technician

- Electrical Design Technology
- Golf Management
- Heating/AC/Ventilation /Refrigeration Maintenance Tech
- Industrial Mechanics & Maintenance Technology
- Industrial Plant Services
- Marine Maintenance/Fitter & Ship Repairer
- Massage Therapist
- Medical Insurance Specialist
- Medical/Clinical Assistant
- Musical Instrument Fabrication & Repair
- Pharmacy Technician
- Phlebotomy
- Plastics Engineering Technology
- Restaurant, Culinary & Catering Management
- Small Engine Mechanics & Repair Technology
- Speech/Hearing Therapy Aid
- Sports & Fitness Management
- Upholstery
- Visual/Performing Arts
- Watchmaking & Jewelmaking
- Water, Wetlands & Marine Resources Management

Integrated Math 2/Introductory Algebra/Geometry Prerequisite

Workforce Programs: The following programs typically *require* college-level math courses or math skills with mastery of skills in Introductory Algebra and often Geometry or Integrated Math 2 as a prerequisite. Some students enter these fields with a short-term goal of immediate employment and a longer-term goal of returning to further education to move up the career ladder. Those students should complete the same high school math as required for the transfer degrees. The *typical graduate earns* \$10.00 per hour in the first year after completing their program.

Lower Wage Degrees/Certificates

- Administrative Support
- Agricultural Business/Production
- Cosmetology
- Court Reporting
- Culinary Arts/Chief Training/Baking & Pastry Arts
- Custodial/Building Services
- Early Childhood Education & Teaching
- Electronics Assembly
- Fisheries
- Forestry
- Geriatric Aide
- Hearing Instrument Fitter & Dispenser
- Horticulture/Landscaping
- Human Service Training
- Interior Design
- Library Assistant
- Marketing & Sales
- Mental Health Services Technician
- Natural Resources/Conservation
- Nursing Assistant
- Optometric Assistant
- Recreational Therapy Aide
- Rehabilitation Counseling
- Substance Abuse/Addiction
- Teaching Assistant/Paraeducator
- Tourism & Travel Service Mgmt
- Tree Fruit Production
- Turf & Turfgrass Mgmt
- Veterinary Assistant
- Viticulture

**Earnings of 2000-01 Workforce Completers In the Year After College by Field of Study
as provided by the Washington State Board of Community and Technical Colleges¹**

Programs with Algebra II/Algebra-Trig/Integrated Math 3 as Prerequisite

	<u>Median Wage</u>	<u>Annual Earnings</u>
Aircraft Mechanic/Airframe Power Plant	\$15.00	\$28,463
Associate Degree Nurse - RN	\$24.00	\$42,039
Computer Maintenance Tech	\$14.00	\$27,156
Criminal Justice/Law Enforcement	\$16.00	\$34,008
Dental Hygienist	\$39.00	\$54,147
Drafting	\$14.00	\$30,685
Electrical Equipment Repair	\$14.00	\$26,251
Electronics Technology	\$14.00	\$27,552
Engineering Technology	\$14.00	\$24,169
Industrial Technology	\$15.00	\$47,995
Information Technology	\$15.00	\$25,545
Legal Assistant	\$14.00	\$27,029
Machinist	\$14.00	\$26,327
Med LabTech /Histologic	\$17.00	\$33,514
Medical X-Ray	\$24.00	\$50,159
Occupational Therapy	\$16.00	\$25,949
All Other Health Tech	\$15.00	\$28,574
Paramedic EMT, Surgical Tech	\$15.00	\$26,384
Physical Therapy Assistant	\$15.00	\$25,732
Practical Nurse	\$17.00	\$29,819
Transportation Operator	\$13.00	\$21,645
Welding	\$14.00	\$25,429

Programs with a minimum of Introductory Algebra/Geometry or Integrated Math 2 as prerequisite

	<u>Median Wage</u>	<u>Annual Earnings</u>
Accounting	\$13.00	\$21,231
Auto Diesel	\$12.00	\$22,653
Commercial & Graphics Art	\$11.00	\$18,474
Construction Trades	\$14.00	\$21,240
Dental Assisting	\$12.00	\$20,862
Managerial and Managerial Support	\$15.00	\$27,413
Medical Assisting	\$12.00	\$20,755
Other Health Services	\$13.00	\$21,936
All Other Technical	\$13.00	\$23,297
Pharmacy Assisting	\$13.00	\$24,441
Precision, Production, Crafts	\$14.00	\$25,643

Programs with Introductory Algebra/Geometry or Integrated Math 2 as prerequisite

	<u>Median Wage</u>	<u>Annual Earnings</u>
Administrative Support	\$11.00	\$18,616
Agriculture, Forestry and Fisheries	\$11.00	\$18,671
Cosmetology	\$10.00	\$14,719
Culinary Arts	\$11.00	\$18,705
Early Childhood Ed	\$11.00	\$16,660
Marketing and Sales	\$10.00	\$16,048
Nursing Assistant	\$10.00	\$15,338
Other Services	\$11.00	\$16,497
Social Services	\$10.00	\$13,475
Teaching/Library Assistant	\$10.00	\$12,231
Veterinarian Assistant	\$11.00	\$16,915

(Footnotes) See **Job Training Results** at <http://www.wtb.wa.gov/jtr/> for more detailed earnings information by program by college.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: November 1, 2007

SUBJECT: **SYSTEM PERFORMANCE ACCOUNTABILITY DRAFT**
CHARTER **MEANINGFUL HIGH SCHOOL DIPLOMA DRAFT CHARTER**
 END OF COURSE ASSESSMENT STUDY REVISED CHARTER
 SCIENCE STANDARDS REVIEW REVISED CHARTER

SERVICE UNIT: Edie Harding, Executive Director
 State Board of Education

PRESENTER: Edie Harding, Executive Director
 State Board of Education

Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

At the August Retreat, the Board discussed strategies for chartering current projects and committees. Presented in this section are draft charters for System Performance Accountability and Meaningful High School Diploma. The Board will discuss these charters, make any modifications desired and approve at the meeting.

Also included are the charters for End of Course Assessment and Science Standards Review that were revised to reflect suggestions from Board members provided at the September meeting.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

System Performance Accountability Charter

Project Purpose:

To develop a statewide accountability system with state and local policy makers, educators, parents, and citizens working together to ensure no student falls through the cracks and that no school fails its students.

Background:

When the legislature reconstituted the State Board in 2005, it transferred the responsibilities for creating a statewide accountability system from the A+ Commission to the State Board of Education. The requirements¹ for an accountability system include:

- » Setting performance improvement goals;
- » Setting cut scores on state assessments;
- » Identifying criteria for successful schools and districts in need of assistance and those where students persistently fail;
- » Identifying criteria for schools and districts where intervention and appropriate strategies are needed;
- » Creating performance incentives;
- » Reviewing the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity;
- » Providing biennial report on progress; and
- » Determining when school districts should choose from a curricular and instructional materials menu (2SHB 1906 from the 2007 Legislative Session).

Connection to Board's Mission, Goals, and Work Plan

The Board adopted two overall goals to frame its work with accountability and the review of high school graduation requirements. The goals are:

- » Improve student performance dramatically; and
- » Provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship.

A focus on system performance accountability is one of the top priorities for the Board's work plan in 2007-08.

¹ RCW 28A.305.130 (4)

Board Role

Kris Mayer will serve as the Board lead. Board members will participate in work sessions as well as regular Board meetings. The Board will adopt a final package of system performance accountability measures in July 2008 to prepare for the 2009 Legislative Session.

Scope of Work

The Board adopted a preamble to its motions on key concepts for the system performance accountability work to provide direction to staff as they develop proposals for the State Board of Education's future review. The Board wants to be clear that these are preliminary, draft concepts that will receive extensive and formative public input and refinement. The Board, in advancing these concepts, is not endorsing specific details at this point. In addition, the Board acknowledges the magnitude of the implementation challenges that these proposals may present and asks our staff to be especially sensitive to identifying potential implementation barriers as well as strategies for dealing with them as they bring forward proposals for our review.

The three draft concepts are:

1. Performance Improvement Goals and Indicators to Measure System Progress
2. A Tiered System of Continuous Improvement for All Schools
3. Targeted Strategies for Chronically Underperforming Schools

Deliverables

- Revisions to school and district improvement plans through SBE rules and guidelines
- Proposed accountability index to identify schools and districts
- Case studies and video on selected issues
- Development of tiers with detail for continuous school and district improvement
- Proposal on when school districts must adopt a state curricular menu
- Proposal on strategies for chronically underperforming "Summit Schools"
- Legislative package on final proposals for school and district support
- Proposals on revision and adoption of performance goals
- SBE report card

Draft Timeline for Input Process and Board Deliverables

October 22, 2007	Board work session with advisors on school and district improvement plans
November 1, 2007	SPA Charter and discussion of teacher distribution study
November-December 2007	Consultant expert review of accountability index
January 9-10, 2008	Board meeting to discuss staff recommendations on WAC rule revisions and other changes for school improvement plans
January-March 2008	Video and case studies on schools (if additional funding is available) developed to examine real life stories and issues to be ready for spring outreach
February 26, 2008	Board work session with advisors on tiers for continuous school and district improvement, a performance reward system, and draft report card
March-June 2008	National Consortium assistance on specific proposals for chronically underperforming schools and districts with draft product due in May and final product due in June
March 26-27, 2008	Board meeting to discuss staff recommendations on tiers, accountability index, and report card
March 27, 2008	Symposium hosted by SBE with national experts on chronically underperforming schools (if additional funding available)
Spring 2008	Public outreach on system performance accountability concepts at seven community meetings across the state
May 14-15, 2008	Board meeting to discuss outreach and chronically underperforming schools
June 19, 2008	Board work session with advisors on chronically underperforming schools
July 23-24, 2008	Board meeting to adopt full proposal package for 2009 session on accountability
September 30, 2008	Submit legislative and budget proposals to the Governor
Fall 2008	Continued Board outreach to key stakeholders and community on proposed legislative and budget package Board work session and meetings on performance improvement goals
Fall 2009	First SBE Report Card produced

Communication Plan

The communication plan includes work sessions and public outreach meetings to be held periodically throughout the year (see Timeline) with relevant stakeholders such as educators, legislators, parents, and business representatives. A symposium with national experts focused on improving chronically-underperforming schools is considered for March 27, 2008.

Staff Project Managers

Edie Harding, Executive Director and Evelyn Hawkins, Research Associate



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

End of Course Assessment Study Final Charter

Project Purpose

The project purpose is to conduct the study requested by the Governor and legislature from the 2007 legislative session on the following research questions:

1. What are the strengths and weaknesses of Washington moving in the direction of End of Course Assessments (EOCs), which may be used in conjunction with the WASL or in place of the WASL at the high school level, including: experiences in other states with a specific focus on lessons learned and how those lessons would apply to Washington for end-of-course alternatives and detailed information on what it would take in terms of steps and schedule to implement math and science EOCs if Washington decides to pursue that direction? What states are using EOCs in all subject areas now and what are their purposes?
2. What role do norm reference tests have as alternative tests for graduation?

Background

Currently 25 states, including Washington, require, or plan to soon require, students to pass exit tests for high school graduation. Seven of these states use a series of "end-of course" (EOC) assessments, where students take the test(s) after completing a course(s). Senate Bill ESSB 6023 directed the Washington State Board of Education (SBE) to examine and recommend changes to high school assessments with a limited series of end-of-course assessments. The Governor vetoed the language (see Attachment A for actual language) because she felt that the study should not predetermine that end-of-course assessments would be implemented. What are the implementation issues, costs, and lessons learned?

In addition, The Office of the Superintendent of Public Instruction (OSPI) is directed to request that vendors bidding on its upcoming new testing contract address cost and technical aspects of implementing EOC assessments.

An additional section of the law passed, directs the SBE to examine opportunities for approved alternatives for the CAA assessment system to include one or more standardized norm-referenced student achievement tests and the possible use of reading, writing, or mathematics portions of the ACT ASSET and ACT COMPASS tests and how they relate to state standards. This review will be conducted as a part of this overall study on alternative assessments.

Connection to Board's Mission, Goals, and Work Plan

This was a study that was required by the legislature initially (and then through the Governor's veto message) to gain an independent review of End of Course Assessments by the Board. This work is connected to the Board's work plan to review the math and science standards, as well, as OSPI proposed instructional materials menus for math and science. The Board will be adopting a 3rd credit of math, as well as, the prescribed content in December 2007 or January 2008. Legislators have a keen interest in implementing the EOCs in math and science for high school students.

Board Role

Steve Floyd will serve as the Board's Lead on this project. Any Board member that has any questions or comments may contact Steve. An interim report will be shared with Board members at the November 2007 Board meeting. The Board will receive the final report at its January meeting. At its September meeting the Board discussed sending the report findings to the Governor, as required by January 15th 2008, but not making recommendations due to insufficient time to review the report and meet with stakeholders.

Scope of Work

The contractor will examine three major areas for the end of course assessment study:

1. A thorough review of the primary and secondary literature on EOCs and high school assessment systems and a documentation of what states are using EOCs and norm referenced tests currently, and in what capacity (EOCs in all subject areas not just those limited to math and science will be explored as well as the purposes);
2. A set of in depth case studies of states with extensive experience implementing EOCs; and
3. A discussion of policy implications for Washington's high school assessment system based on lessons learned from states with EOCs.

The contractor will also report on the opportunities to use additional alternatives for the CAA assessment system using norm referenced student achievement tests.

Consultant Deliverables

- Interim report October 26, 2007
- Final report January 4, 2008

Timeline for Input Process and Board Deliverables

Mid September 2007	Consultant begins work
October 20, 2007	Consultant will submit report to the SBE
October 30, 2007	Consultant will meet with SBE staff, Board lead, and others to discuss draft report in Olympia area
January 4, 2008	Consultant will submit final report to SBE
January 9 or 10, 2008	Consultant will present findings to SBE at Board meeting in Olympia Board will accept report (Note: The Board will review the report findings, but does not plan to make any recommendation at this time)
January 15, 2008	State Board will provide the Governor with the report findings, but not recommendations

Communication Plan

The SBE will work with OSPI, legislative staff, and the Governor's staff to keep them informed of the work and share progress with key stakeholders including legislators.

Staff Project Manager

Edie Harding, Executive Director

The project manager will work with a team from Education First Consulting. The project manager will:

1. Supervise the execution of the RFP and work with a small team including the Board lead to guide the consultant's work;
2. Give feedback on the interim and final report; and
3. Ensure the Board and Board members are informed of the work.

Section 9 of this bill directs the State Board of Education, in consultation with the Superintendent of Public Instruction, to study, examine, and recommend changes to the high school assessments in mathematics and science, focusing on replacement of the current assessments with specifically identified end-of-course assessments. The study's recommendation topics and timelines are structured to point to implementing end-of-course assessments as the predetermined outcome. For this reason, I am vetoing Section 9. However, I am well aware of the strong legislative interest in this subject, specifically related to mathematics and science assessments. I have asked the State Board of Education to conduct a broad, objective study of end-of-course assessments. In the course of this study they will examine the various end-of-course assessment systems used by other states; their purposes; the subjects assessed and how they align with state standards, curriculum, and instruction; whether the exams are used singly or in combination with other assessments for graduation decision purposes; how the exams integrate with an entire assessment system (all grades subjects); and implementation issues learned. Additionally, OSPI will ask potential test vendors to provide information regarding cost and technical aspects of implementing end-of-course assessments and that information will be shared with the State Board. The State Board of Education will provide recommendations based upon their study and present the study information and recommendations by January 15, 2008.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Meaningful High School Diploma Charter

Project Purpose

The purpose of the Meaningful High School Diploma project is to review current Board-mandated high school graduation requirements in order to assess what changes may be needed to provide all students the opportunity to succeed in postsecondary education, the 21st century world of work and citizenship. A second purpose is to address, in the context of this comprehensive review, the external tasks the Board has received from the legislature or agreed to assume; specifically, determining the purpose of a diploma¹, adding a third credit of math and prescribing the content of math graduation credits², studying the impact of graduation requirements on students in intensive career and technical education programs³ and addressing tribal history, culture and government⁴.

Background

Although the State Board of Education has had authority for many years to establish or alter high school graduation requirements, it has not revised subject area minimum credit requirements since 1985. In the early 2000's, the Board added two non-credit based requirements—the High School and Beyond Plan and the Culminating Project—that will take effect with the class of 2008.

When the legislature asked the Board to revise the purpose of the diploma, the Board elected to conduct a comprehensive review of high school graduation requirements. To begin this work, the Board established a Meaningful High School Diploma Committee and an advisory group of stakeholders. In addition to feedback from the advisory group, the Committee heard presentations from experts in selected subjects (e.g., math, civics, career and technical education); on designated topics (e.g., differentiated diplomas and district graduation requirements); and on the interests of the

¹ E2SHB 3098 from the 2006 legislative session

² 2SHB 1906 from the 2007 legislative session

³ RCW 28A.230.090

⁴ Memorandum of Agreement with Tribal Leader Congress on Education, related to SHB 1495 from the 2005 legislative session

“receivers” of high school graduates: business, workforce training, and two- and four-year colleges.

Staff produced an inventory of districts’ current graduation credit requirements to serve as a baseline for the review. The Committee proposed a set of preliminary recommendations, including changes to the credit requirements and the addition of essential skills.

Staff synthesized the foundational concepts underlying the recommendations. The Board approved these draft concepts at its September 2007 meeting, with the following preamble to provide direction to staff as they develop proposals for the State Board of Education’s future review:

The Board wants to be clear that these are preliminary, draft concepts that will receive extensive and formative public input and refinement. The Board, in advancing these concepts, is not endorsing specific details at this point. In addition, the Board acknowledges the magnitude of the implementation challenges that these proposals may present and asks our staff to be especially sensitive to identifying potential implementation barriers as well as strategies for dealing with them as they bring forward proposals for our review.

The draft concepts that frame the work of the meaningful high school diploma include:

1. **Purpose of a diploma:** The diploma should signify that students are ready for success in postsecondary education, gainful employment, and citizenship. Requirements should address the personalized education needs of students as well as society’s needs.
2. **One diploma for all:** The purpose and expectations of a diploma apply to all students (with appropriate recognition for special education students on IEPs). Requirements for the diploma send a clear message to all students about what they need to succeed after high school, and ensure that students have met a common set of standards.
3. **Proposed guiding principles.** Graduation requirements should:
 - Establish overarching expectations/essential skills needed for student lifelong learning;
 - Explore equivalency or competency credits, particularly, but not exclusively, in the area of career and technical education;
 - Represent a comprehensive, integrated package;
 - Align with postsecondary education minimum entry requirements.

Connection to Board's Mission, Goals and Work Plan

The Board's mission is to lead the development of state policy, provide system oversight, and advocate for student success. High school graduation requirements are one of the major areas of the Board's policy authority. The Board adopted two overall goals to frame its work with accountability and the review of high school graduation requirements. The goals are:

- Improve student performance dramatically; and
- Provide all Washington students the opportunity to succeed in post-secondary education, the 21st century world of work, and citizenship.

A comprehensive review of high school graduation requirements is one of the top priorities for the Board's work plan in 2007-08. In addition, the ongoing work related to math and science (standards review and revision, review of curriculum); the study of end-of-course assessment; and accountability need to be considered in relation to the meaningful high school diploma.

Board Role

Eric Liu will serve as the Board lead. Board members will participate in work sessions that will delve deeper into selected topics, hear presentations and updates at regular Board meetings, participate in public outreach, and ultimately adopt a revised set of graduation requirements in July 2008 to prepare for the 2009 Legislative Session.

Scope of Work

In late fall 2007, the Board will conduct public outreach on the draft concepts that will provide a framework for consideration of new graduation requirements. The Board will submit to the legislature a revised definition for the purpose of a diploma, establish rules for the addition of a third math credit, and prescribe the content of the math credits required for graduation. It will address the issue of tribal history, culture and government, per the Board's Memorandum of Agreement with the Tribal Leader Congress on Education. Finally, the Board will submit to the legislature a study of the impact of graduation requirements on students in intensive career and technical education programs.

Through much of 2008, the Board will continue to review research and gather information in order to consider thoughtfully, what changes in graduation requirements may be needed.

Deliverables

- Database of districts' graduation requirements
- Revised set of SBE graduation requirements
- Career and Technical Education Study
- Transcript analysis of current course-taking patterns

Draft Timeline for Input Process and Board Deliverables

Task	Time Frame
Board work session on math content	October 18, 2007
Public outreach on draft concepts for MHSD work	Late Fall 2007
Extension of MOA	November 2007
Staff analysis of states' approaches to graduation requirements	December 2007-March 2008
Review of Career and Technical Education Study	January 2008
Decision on purpose of a diploma	January 2008
Decision on math content of graduation requirements	January 2008
Transcript study (if funding received)	January – April 2008
Work session on world languages, arts, health, and fitness	January 11, 2008
Work session on science, social studies, career, and technical education	February 6, 2008
Work session on high school and beyond plan and culminating project	February 20, 2008
Work session with principals on graduation requirements	February 2008
Board meeting to review staff recommendations for proposed graduation requirements	March 26-27, 2008
Public outreach on proposed recommendations	April 2008
Work session on public feedback on graduation requirements	Early May 2008
Board meeting to review revised staff recommendations for proposed graduation requirements	May 14-15, 2008
Funding implications of MHSD recommendations conveyed to Joint Basic Education Finance Task Force	May-July 2008
Board meeting to adopt full proposal package for 2009 session on graduation requirements	July 23-24, 2008
Legislative and budget proposals	September 30, 2008
Adopt rules for revised graduation requirements	Fall 2008

Communication Plan

The communication plan includes work sessions and public outreach meetings to be held periodically through the year (see timeline) with relevant stakeholders such as educators, legislators, parents, and business representatives. All reports will be placed on the SBE Web site, and editorial boards will be contacted as the recommendations develop. The SBE will work with OSPI, legislative staff, and the Governor's staff to keep them informed of the work and share progress with key stakeholders including legislators.

Staff Project Manager

Kathe Taylor, Policy Director



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Science Standards and Curriculum Review Charter

Project Purpose

Review K-10 science standards and provide feedback on the Office of Superintendent of Public Instruction's recommended science curricula.

Background

The impetus for the work comes from three sources: *Washington Learns*, student performance on the WASL, and the legislature.

The Governor commissioned a committee, "Washington Learns," to review the entire education system. The report, issued in 2006, called for the State Board of Education to adopt international performance standards for math and science benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Programme for International Student Assessment (PISA) and to adopt high school graduation requirements aligned with international standards.

One reason for this call to higher standards was students' performance on the science WASL. From 2003-2006, performance of students who took the 10th grade science Washington Assessment of Student Learning (WASL) remained essentially flat, with approximately 35 percent of students meeting the standard needed for high school graduation.

In response to both of these events, the legislature directed the Board to review current Washington science standards and propose recommendations to strengthen them (SSHB 1906). In addition, the Board is asked to provide feedback and comment to the superintendent of public instruction regarding science curricula the superintendent will bring to the Board.

Connection to Board's Mission, Goals, and Work Plan

Review of the standards is consistent with the Board's mission to provide K-12 system oversight in order to accomplish its goal of raising student achievement dramatically. In addition, work on science standards will inform the Board as it considers revisions to high school graduation requirements and addresses the question of how much science 21st century graduates will need, and whether additional lab science is needed. The timetable for the standards review has been built into the 2007-2008 work plan.

Board Role

Jeff Vincent will serve as the Board lead. Board members can attend meetings of the science advisory panel and will ultimately:

1. Recommend to the superintendent of public instruction, revised essential academic learning requirements and grade level expectations in science;
2. Review the revised essential academic learning requirements and grade level expectations for science; and
3. Provide comment and recommendations to the superintendent of public instruction regarding the science curricula recommended by the superintendent.

Scope of Work

Three tasks frame the work of this project:

1. Review of the science standards;
2. Official comment and recommendations on science curricula proposed by the superintendent of public instruction; and
3. Establishment of a science advisory panel to provide review and formal comment on proposed recommendations for revised science standards and proposed curricula.

An external consultant will review the standards and present the work as it develops to an advisory panel of Washington science experts and stakeholders. The panel will provide feedback for the consultant to consider and respond to. After recommendations have been developed, the consultant will meet with three focus groups around the state to solicit feedback from a broader array of stakeholders. Throughout the process, the consultant will keep the Board informed through written and oral reports, and through communication with the Board Lead and Project Manager.

Deliverables

- Preliminary, interim and final reports due to SBE from consultant
- SBE Recommendations on science standards revisions to the superintendent of public instruction
- SBE official comment and recommendations regarding the recommended science curricula presented by the superintendent of public instruction

Timeline

Task	Dates
Review of RFPs, signing of contract, and selection of members of science advisory panel	October 2007
Consultant's review of standards and three meetings with science advisory panel	October 2007 – April 2008
Board meeting to discuss preliminary report from consultant	January 9-10, 2008
Board meeting to discuss interim report from consultant	March 26-27, 2008
Public input through three focus groups across the state	March/April 2008
Board meeting to approve final report from consultant	May 14-15, 2008
Recommendations to SPI for revised standards and grade level expectations	June 30, 2008
Review draft revised standards with science advisory panel	November 2008
Receive revised standards from OSPI	December 1, 2008
Receive from OSPI recommendations for basic science curricula	May 15, 2009
Science advisory panel review of curricula recommended by OSPI	May/June 2009
Provide official comment to OSPI regarding the recommended science curricula	June 30, 2009

Communication Plan

The SBE will elicit input on the recommendations by conducting focus groups and encouraging feedback through the Board's Web site. All reports will be placed on the SBE Web site, and editorial Boards will be contacted as the recommendations develop. The SBE will work with OSPI, legislative staff, and the Governor's staff to keep them informed of the work and share progress with key stakeholders including legislators.

Staff Project Manager

Kathe Taylor, Policy Director

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: November 1, 2007

SUBJECT: **Board Work Plan and Budget**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Edie Harding, Executive Director
State Board of Education

BACKGROUND

We have prepared a work plan and budget for your review. The main focus of our activities this year will continue to be the meaningful high school diploma and system performance accountability. The difference from last year is that we will host work sessions on these topics for all Board members and the interested public to attend. We will also need to step up our outreach efforts through a variety of ways and suggest in addition to meetings across the state, that we host a symposium with experts on underperforming schools.

We had outlined some additional activities in the budget and our work plan/charters that we would like to seek funding for through Gates and other foundations.

STAFF RECOMMENDATION

We would like you to approve the work plan as well as the budget for FY 2008 for the funds we have allocated based on our state appropriation and approve of staff seeking additional funds beyond the state to carry out projects as identified.

**Draft Work Plan by Month for 2007-08
October 2007 - February 2008 (Part One)**

Topic Areas	October 2007	November 2007	December 2007	January 2008	February 2008
Major Themes	<p align="center">High school diploma/grad requirements and system performance accountability</p> <p align="center">Math: monitor OSPI standards rewrite and review content for 3 credits of math with consultant</p> <p align="center">Science: review current standards</p> <p align="center">End-of-Course Assessment study</p>				
<p>Board Work Sessions, Public Outreach, and Meetings</p>	<p>Outreach to public on framing the issues across the state October-November</p> <p>Work sessions on:</p> <ol style="list-style-type: none"> Diploma issues on October 18th Accountability issues on October 22nd <p>Math Panel meeting on October 17th</p> <p>Board members and executive director attend NASBE conference October 11-14th</p>	<p>Potential Board agenda items for November 1-2nd meeting:</p> <ul style="list-style-type: none"> Re-charter diploma and accountability committees Refine purpose of diploma review Navigation 101 Teacher distribution study AYP update Cut scores for reading and writing on SAT and ACT HECB Master Plan Content for 3 credits of math study Opportunity to Learn Public Outreach and Board Liaisons <p>Public Outreach Sessions</p>	<p>Math Panel meeting on December 13th</p> <p>Science Panel meeting on December 18</p> <p>Public Outreach Sessions</p>	<p>Potential Board agenda items for January 9-10th meeting:</p> <ul style="list-style-type: none"> Math content and 3rd credit On Line learning policy issues CTE study EOC study SPA and MHSD update OSPI data update PESB pre-service learning standards Purpose of a diploma <p>Governor attend?</p> <p>Teacher of the Year?</p> <p>JMAP and Math decisions??</p>	<p>Work sessions on:</p> <ol style="list-style-type: none"> Graduation requirements Accountability issues <p>Science Panel meeting</p>

Topic Areas	October 2007	November 2007	December 2007	January 2008	February 2008
Staff Follow Up	<ul style="list-style-type: none"> Select science contractor for standards review and form Science Panel Work with contractor on end of course study (interim report due end of October) Work with contractor on career and technical (CTE) issues SPA issues: examine school improvement plan policy issues and accountability index with OSPI and model report cards with APCO MHSD issues: Tribal history, purpose of diploma, CTE issues Letter to basic education funding task force 	<ul style="list-style-type: none"> SPA issues: examine tiers and chronically underperforming schools MHSD issues: Work on graduation requirements Meet with Gates Foundation to discuss funding for 2008 projects 	<ul style="list-style-type: none"> SPA issues: examine accreditation and provide sample templates for report cards Draft rules for changes needed in graduation requirements Work on JMAP for Jan and potential Dec 21 P-20 meeting 	<ul style="list-style-type: none"> SPA issues: examine tiers and chronically underperforming schools MHSD issues: Work on graduation requirements 	<ul style="list-style-type: none"> SPA issues: examine tiers and chronically underperforming schools and when to use state's curricular menu MHSD issues: Work on graduation requirements
Reports/Studies Due			<p>By December 1, 2007:</p> <ul style="list-style-type: none"> Status of math and science standards and curriculum review due to legislature and Governor, including content of 3 credits of math 	<p>By January 15, 2008:</p> <ul style="list-style-type: none"> End of course study review due to Governor plus review of norm referenced tests 	

Topic Areas	October 2007	November 2007	December 2007	January 2008	February 2008
Board Decisions		<p>Adopt cut scores for SAT and ACT in reading and writing (December 1, 2007)</p> <p>Change due date on Tribal History per Memorandum of Agreement (December 1, 2007)</p>	<ul style="list-style-type: none"> Revise definition and purpose of high school diploma Graduation requirements for students in CTE study 	<p>Review and comment on EOC study (January 15, 2008)</p> <p>Adopt 3 credits of mathematics and prescribed content (December 1, 2007)</p> <p>Adopt purpose of diploma (December 1, 2007)</p> <p>Complete Career and Technical Ed study (December 1, 2007)</p>	
Current Contracts	<p>Strategic Teaching: Math Content and review of rewrite of math standards</p> <p>Education First Consulting: End-of- Course study</p> <p>Center for Strengthening the Teaching Profession: Teacher distribution study</p> <p>WSU: Career and Tech Education student</p>	<p>Mini contracts with 5 experts to review our accountability index</p> <p>David Heil and Associates: Science Study</p>		<p>Extend APCO contract?</p>	

Topic Areas	October 2007	November 2007	December 2007	January 2008	February 2008
	<p>enrollment patterns</p> <p>APCO: PR Outreach</p>				
<p>Other Board Potential Issues</p> <ul style="list-style-type: none"> • Working with PESB • NCLB reauthorization • Working with basic education funding committee • Joint Math Action Plan • Data issues • Working with P-20 Council • Student achievement issues • ELL • General report to legislature? • Rules review and duties review 					

**Draft Work Plan By Month for 2007-08
March-September 2008 (Part Two)**

Topic Areas	March/April 2008	May/June 2008	July 2008	August 2008	September
Major Themes	High school diploma/grad requirements and system performance accountability				
Board Work Sessions, Public Outreach, and Meetings	<p>Potential Board agenda items for March 26-27 meeting:</p> <ul style="list-style-type: none"> -Legislative session update -180-Day Waiver requests -Outreach to public on potential solutions across the state -Symposium with national experts on strategies for chronically underperforming schools – we may do this the 2nd day of the Board meeting -Science Standards Focus Groups -Science Panel meeting 	<p>Potential Board agenda items for May 14-15 meeting:</p> <ul style="list-style-type: none"> -Science standards recommendations -Math curricular menu from OSPI -Math Panel meeting on math curricular menu -Possible June work sessions 	<p>Potential Board agenda items for July 23-24 meeting:</p> <ul style="list-style-type: none"> -Finalize proposals on graduation requirements and system performance accountability for 2009 legislative session 	<p>-Retreat August 18-19</p>	<p>Potential Board agenda items for September 24-25 meeting:</p> <ul style="list-style-type: none"> -Review SBE legislative and budget proposals
Staff Follow up	<p>-Work with science contractor for standards review and science panel; do focus groups on science</p>	<p>-Work with math panel and OSPI on curricular menu review</p> <p>- MHSD issues: work</p>			<p>-Begin comprehensive rules review</p>

Math: review OSPI curricular and instructional materials menu
Science: review current standards

Topic Areas	March/April 2008	May/June 2008	July 2008	August 2008	September
	-SPA issues: work on details for tiers and chronically underperforming schools and data -MHSD issues: work on details for graduation requirements -Provide input to basic education funding committee	with stakeholders on revised graduation requirements			
Reports/Studies Due	-March 1, 2008 Status of math and science standards and curriculum review due to legislature and Governor	~June 1, 2008 Status of math and science standards and curriculum review due to legislature and Governor ~June 30, 2008 Official comment due to OSPI on math curricular and instructional menu			-September 1, 2008 Status of math and science standards and curriculum review due to legislature and Governor
Board Decisions Due			-Diploma and Accountability proposals (including when school districts should use curricular menu packages)		-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	-On line learning issues -Working with PESB -NCLB reauthorization -Working with basic education funding committee -JMAP updates				

Topic Areas	March/April 2008	May/June 2008	July 2008	August 2008	September
	<ul style="list-style-type: none"> -Data issues -Working with P-20 Council --Student achievement issues -ELL issues -General report to legislature -Rules review and duties review 				

State Board of Education

Total Funds

	July 2007-June 2008	July 2008-June 2009	2007-09 Total
STATE FUNDING			
Legislation Approp for SBE Operations	\$ 1,080,000	\$ 815,000	\$ 1,895,000
Legislation Approp for Math and Science	\$ 250,000	\$ 50,000	\$ 300,000
Total Available	\$ 1,330,000	\$ 865,000	\$ 2,195,000

	December 2007- December 2008		
GATES FUNDING	\$ 449,750.00		
PARTNERSHIP4 LEARNING	\$ 50,000		

July 2007-June 200 July 2008-June 200 Column4

	FY 07	Proposed Allotment	FY 2009	Total
22-Aug				
2000 TB2B1 Bd Members	\$86,486.82	\$ 97,802.00		
Sal/wages	\$17,025.23	\$ 19,802.00		
State Classified				
Employee Bens	\$1,489.50	\$ 2,000.00		
Goods/Services	\$4,679.53	\$ 6,000.00		
Travel	\$63,292.56	\$ 70,000.00		
2000 TB210 SBE Staff and Operations	\$458,881.28	\$ 982,198.00		
Salaries/Wages	\$294,507.70	\$ 398,912.00		
Employee Benefits	\$70,208.00	\$ 100,927.00		
Contracts	\$10,170.21	\$ 70,000.00		
Goods/Services	\$32,655.89	\$ 50,000.00		
Travel	\$17,150.79	\$ 25,000.00		
Equipment	\$ 24,627.14			
Math Panel	\$ 2,752.00			
Other Committees	\$ 1,495.00			
SIA	\$ 9,126.00			
Indirects	\$ 5,081.00	\$ 32,400.00		
DOP Payroll	\$ 233.55	\$ 800.00		
Unallocated Funds	\$ 295,033.00			
Total Board and Staff			\$ 1,080,000.00	
New Projects Math and Science	\$ 250,000.00			

Annual Total for All \$545,368.10 \$ 1,330,000.00

Legislation Approp for SBE \$ 1,080,000.00 \$ 815,000.00 \$ 1,895,000.00
Legislation Approp for Math and Science \$ 250,000.00 \$ 50,000.00 \$ 300,000.00
Total Available \$ 1,330,000.00 \$ 865,000.00 \$ 2,195,000.00

FY 2008 Math and Science Items Identified

Math Content Study	\$ 14,700.00	Contract Extension
Science RFP	\$ 199,000.00	
Math Panel	\$ 6,000.00	4 meetings
Science Panel	\$ 7,500.00	5 meetings
Math Focus Groups	\$ 11,000.00	3 meetings
Science Focus Groups	\$ 11,000.00	3 meetings
Total	\$ 249,200.00	Use from Math and Science Approp

FY 2008 Other Projects

Some of this could be requested under Gates

Retreat Contract + Related Costs	\$ 15,000.00	GFS \$
EOC study	\$ 60,000.00	GFS \$
Math Extension for Stds and Curriculum	\$ 20,000.00	Current Gates
Public Outreach	\$ 300,000.00	GFS and New Gates Request
Additional consultant help on SPA	\$ 100,000.00	New Gates Request
Case studies	\$ 75,000.00	New Gates Request
Video	\$ 75,000.00	New Gates Request
Symposium	\$ 150,000.00	New Gates Request
Transcript Study	\$ 100,000.00	New Gates Request
Total	\$ 895,000.00	

Average board meeting cost \$ 7,000.00

SBE Contracts as of Oct 7, 2007	FY 07	FY 08	Total	New or Additions in FY 08	Source	Completion
Strategic Teaching	\$ 82,240	\$ 79,360	\$ 161,600	\$ 20,000	Gates and Partnership4Learnin g	March 30 2008 add extension to June 30, 2008 October 26, 2007
Center for Strengthening Teaching		\$ 2,800	\$ 2,800		Gates	September 30, 2007
Mass Insight	\$ 9,000				Gates	June 30, 2007
Education First		\$ 53,000	\$ 53,000		State \$	January 30, 2008?
Dee Endelman/ Retreat Facilitator		\$ 6,100			State \$	August 30, 2007
APCO / PR Efforts		\$ 100,000	\$ 100,000	Need to extend	Gates	December 31, 2007
Science		\$ 197,000	\$ 197,000		State \$	June 30, 2008
WSU/SESRC CTE Study		\$ 18,000	\$ 18,000		Gates	December 31, 2007
Accountability Experts		\$ 5,000	\$ 5,000		Gates	Decmber 31, 2007
Totals	\$ 91,240	\$ 461,260	\$ 537,400	\$ 20,000		

Notes

More Notes

partnership for learning
will contribute \$50,000
\$4000 to review standards
rewrite
\$14700 to do math content review

We will need to retain
Linda for work on
curriculum and standards

\$14,000 a month plus
expenses

Possible video and other
pieces

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: November 1, 2007

SUBJECT: **2007 WASL and NCLB AYP Results**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Evelyn Hawkins, Research Associate
State Board of Education

Gayle Pauley, Director, Title I/LAP and Title V
Office of the Superintendent of Public Instruction

BACKGROUND:

The 2007 WASL spring administration is the second year that all grades 3-8 and 10 were tested in reading and mathematics, and for some grades they were also tested in writing and/or science. Comparisons to the percent that met standard in 2006 show mixed results. That is, in 2007, higher percentages met standard in reading for grades 3 and 7; in mathematics for grades 3, 5, and 7; and in writing for grades 7 and 10. For other grades and content areas, the percent meeting standard in 2007 either fell or remained essentially the same as in 2006. The spring 2007 administration was an opportunity for students of the Class of 2008 to retake or take the tests for the first time in their efforts to meet the requirements for the Certificate of Academic Achievement or Certificate of Individual Achievement (CAA/CIA) and their high school diploma.

These 2007 WASL results, along with the results of the summer WASL retakes are the basis for determining whether our schools and districts have met the NCLB adequate yearly progress (AYP) targets. Preliminary findings showed that over 750 schools did not make AYP compared to about 340 in 2006. The main reason for this is that 2007 is the first year that grades other than 4, 7, and 10 were included in the analysis allowing for more student subgroup consideration.

Included behind this tab is: (1) a memo with information on the spring 2007 WASL results, the progress made by the Class of 2008 in working towards the CAA/CIA and a high school diploma, and preliminary state-level AYP results; and (2) the power point presentation summarizing the information in the memo. At the meeting Gayle Pauley will present more information on the 2007 AYP results and the NCLB reauthorization.



WASHINGTON STATE BOARD OF EDUCATION

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

November 1, 2007

TO: Board Members

FROM: Evelyn Hawkins
Research Associate

SUBJECT: 2007 WASL and NCLB AYP PRELIMINARY RESULTS¹

The Office of the Superintendent of Public Instruction recently released information on the results of the spring 2007 WASL testing. Students in grades 3-8 and 10 were required to take the reading and mathematics tests. In addition, students in grades 4, 7, and 10 also took the writing test, while students in grades 5, 8, and 10 also took the science test.²

This memo includes information on how students performed in the different grades and different content areas. Also included is information on the progress of students in the classes of 2008 and 2009 on meeting the WASL Certificate of Academic Achievement (CAA)/Certificate of Individual Achievement (CIA) and high school diploma requirements. Finally, preliminary information is presented on how Washington schools and school districts performed in meeting our No Child Left Behind (NCLB) annual yearly progress (AYP) targets.

All Participating Grades: Results of 2007 WASL

The Spring 2007 annual testing cycle was the 11th year for grade 4 students in reading, writing, and mathematics; it was the second annual testing for 3rd graders in reading and mathematics. The number of years for the other grades and content areas varied between those two extremes.

The 2007 results compared to the 2006 results are mixed as shown in Figure 1 below. Third and 7th graders showed improvements in reading scores; 3rd, 5th and 7th graders showed gains in mathematics scores; 7th and 10th graders showed gains in writing scores. On the other hand, 4th, 5th, and 8th graders experienced declines in reading scores. The directions of these changes between 2006 and 2007 by themselves; however, cannot predict well the direction in which future scores will go.

¹ The source of the WASL information in this memo is from documents on the OSPI website: <http://www.k12.wa.us/Communications/pressreleases2007/WASLScoreRelease2007.aspx>.

² Grade 9 students were allowed to take the 10th grade WASL tests in an early effort to meet the WASL Certificate of Academic Achievement (CAA) and high school diploma requirements.

Figure 1
WASL 2007 Results compared to WASL 2006

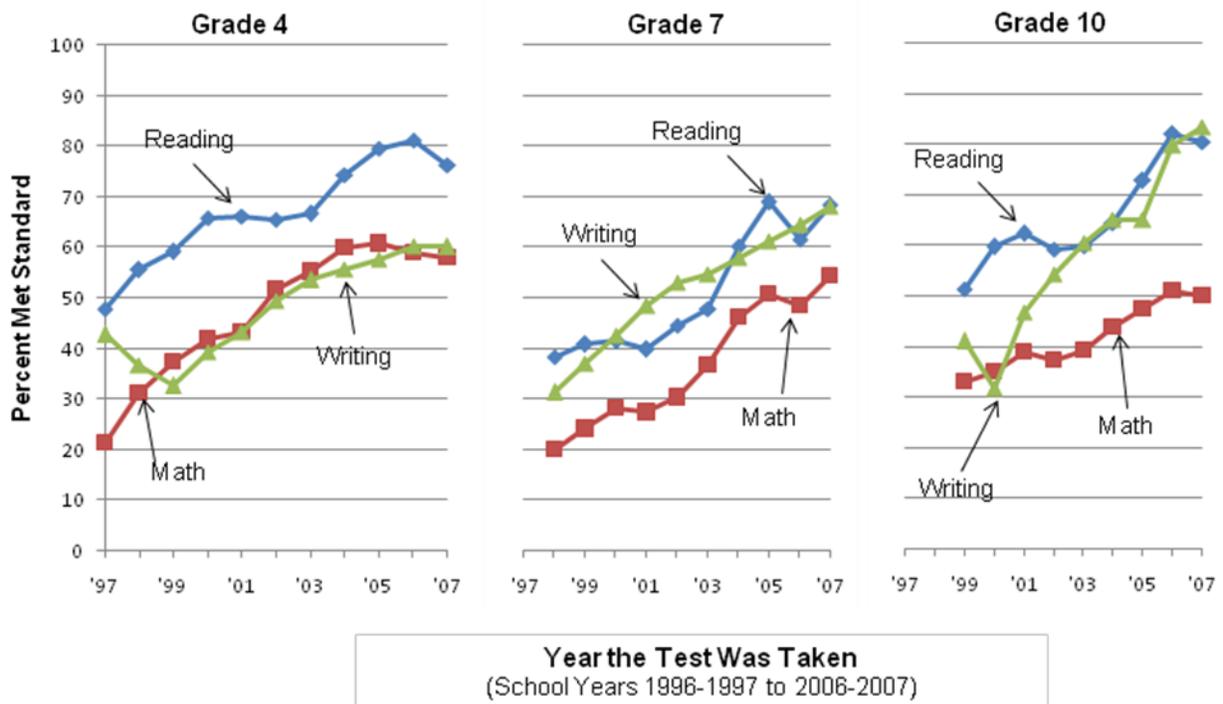
(shown as percent meeting standard*)

Grade	<u>Reading</u>		<u>Writing</u>		<u>Mathematics</u>		<u>Science</u>	
	2007	2006	2007	2006	2007	2006	2007	2006
3	70.7%	68.3%			69.4%	64.2%		
4	76.4%	81.2%	60.1%	60.4%	57.9%	58.9%		
5	71.7%	76.3%			59.3%	55.8%	36.4%	35.7%
6	67.8%	66.7%			49.5%	49.5%		
7	68.5%	61.5%	68.1%	64.6%	54.4%	48.5%		
8	64.7%	70.1%			49.5%	48.9%	44.4%	42.9%
10	80.6%	82.0%	83.6%	79.8%	50.2%	51.0%	36.3%	35.0%

*Includes WASL and WASL Modified Level 2; does not include WAAS-Portfolio, WAAS-DAW, or CAA Option.

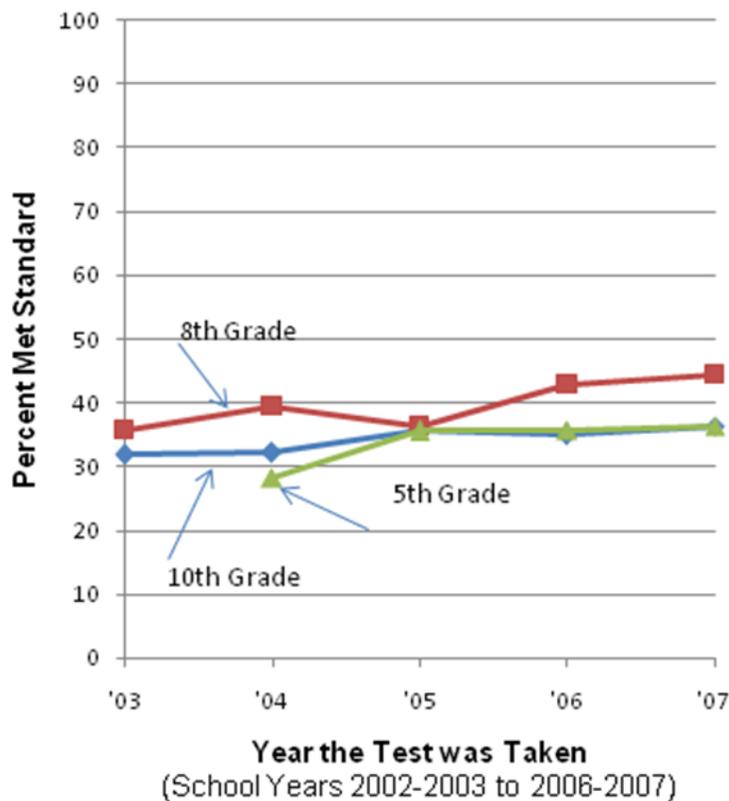
For those grades and content areas in which there are several years of data—such as are available for grades 4, 7, and 10 in reading, writing, and mathematics and for grades 5, 8, and 10 in science—it is possible to establish trend lines and make reasonable predictions as to future performance. As shown in Figure 2 below, the trend lines for each of these grade-by-content areas project continuing improvements, although at differing rates. At the 4th grade level, although mathematics is improving faster than reading and writing, rates have not increased since 2005; at the 7th grade level, reading, mathematics, and writing are improving at similar rates; and at the 10th grade level, writing is improving faster than reading or mathematics.

Figure 2
WASL Reading, Math, and Writing "Met-Standard" Rates: 1997 - 2007



As shown in Figure 3 below, the trend lines for science show relatively slower rates of improvement compared to reading, mathematics, and writing with 5th and 8th graders improving at a slightly faster rate than 10th graders.

Figure 3
WASL Science "Met-Standard" Rate: 2003-2007



In some cases, the levels of proficiency and the rates of improvement project 100 percent or near 100 percent proficiency by the No Child Left Behind's 2014 date. However, in most cases, without increasing the rates of improvement, reaching 100 percent proficiency, or near to that, by 2014 will be impossible.

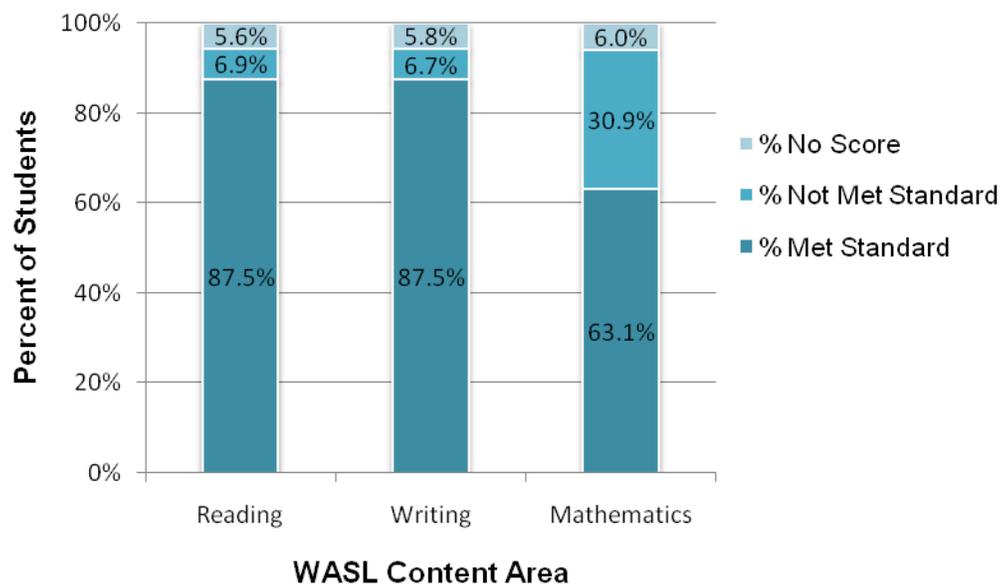
Class of 2008: Progress as of Spring 2007

Students of the Class of 2008 are the first to be required to pass the reading and writing WASL or alternative option for graduation. Typically, students take the WASL tests in the 10th grade. Those who do not pass it on the first try are allowed re-takes. Although the graduation requirement to pass the mathematics WASL has been delayed until 2013, students who have not yet passed the mathematics WASL, or alternative, must continue earning mathematics credits and retake the WASL each year to earn a high school diploma. Students; however, must pass all three WASL tests or an acceptable alternate option in order to receive the Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) in addition to the diploma.

So, how are the students of the Class of 2008 doing at the end of their junior year? Figure 4 shows that as of spring 2007, 87.5 percent of the Class of 2008 met the reading WASL requirement, 87.5 percent met the writing requirement, and 63.0 percent met the mathematics WASL or alternate option requirement. For the diploma, students must meet both the reading and writing requirement: 83.6 percent have met both the reading and writing WASL requirement.

These percentages do not include Class of 2008 students who, because of credit deficiencies, were considered 9th or 10th graders instead of 11th graders in spring 2007. Including all Class of 2008 students, regardless of credits in the calculations, would result in the following percentages meeting standards: 84.6 percent in reading, 84.8 percent in writing, and 59.7 percent in mathematics.³

Figure 4
Progress of Class 2008* as of Spring 2007
(73, 075 students)



*Class of 2008 students who were classified as 11th-graders in Spring 2007.

³ During the time of the spring testing, 5,457 students in the Class of 2008 were classified by their school districts as either a 9th or 10th grade student. These students are not included in the percentages on the graph. Many of these students have taken and passed the WASL: 46.5 percent have passed the reading WASL, 48.6 percent have passed the writing WASL and 14.8 percent have passed the mathematics WASL. If these students were included in the Class of 2008 numbers, the percentages meeting standards on each of the tests would drop. Class of 2008 students who dropped out of the school system in the 9th or 10th grades are not included in any of these numbers. These results do not include the August 2007 re-takes.

There are various alternate options that students may utilize in place of passing the WASL to satisfy graduation requirements. Figure 5 below provides information on the options through which students in the Class of 2008 have met the WASL requirements. For example, of the 63,927 students who have met the requirement in reading, 63,918 passed with the WASL or alternative assessment, seven through the collection of evidence, and two on waiver/appeals. Among the CAA options, the collection of evidence appears to be the most popular. Further, students have been more likely to satisfy the mathematics requirement than the reading or writing requirements through these options.

Figure 5
Progress of Class of 2008 as of Spring 2007

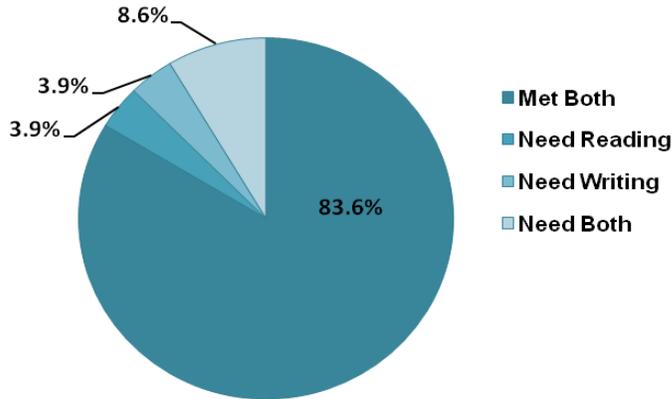
Students who were classified as 11th graders in Spring 2007

	<u>Reading</u>		<u>Writing</u>		<u>Mathematics</u>	
	#	%	#	%	#	%
Total Passed	63,927	87.5	63,916	87.5	46,077	63.1
Via WASL/WAAS	63,918		63,901		45,710	
VIA CAA Options						
Collection of Evidence	7		4		256	
PSAT/SAT/ACT/AP	0		0		95	
WASL/GPA*	0		0		0	
Waiver/Appeals	2		11		16	
Tested: Not Passed	5,066	6.9	4,904	6.7	22,611	30.9
No Score	4,082	5.6	4,255	5.8	4,387	6.0
TOTAL	73,075		73,075		73,075	

*12th-graders may use this option starting Fall 2007.

To receive the diploma only without a CAA or CIA, students must meet both the reading and writing WASL or alternative only. Figure 6 shows that 83.6 percent of the Class of 2008 have met the reading and writing requirement and 8.6 percent have not met either requirement. Unfortunately, while American Indian, African American, and Hispanic students make up 2.4, 4.5, and 9.7 percent of the Class of 2008 respectively, they also make up 4.5, 7.8, and 18.8 percent of those who have not met either requirement.

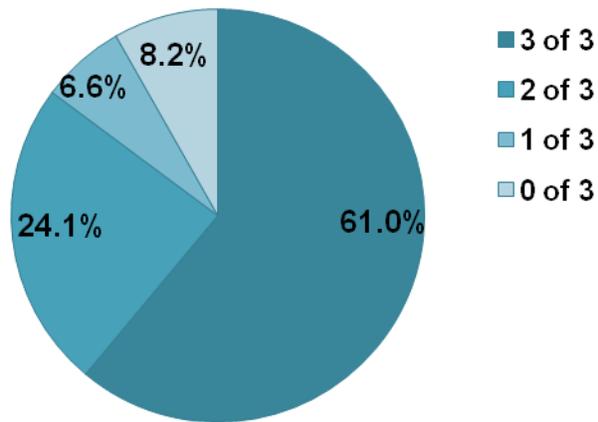
Figure 6
Diploma Only Progress Report: Class of 2008*
 Percent of students passing reading and/or writing WASL



*Class of 2008 students who were classified as 11th-graders in Spring 2007.

To receive the CAA or CIA as well as the high school diploma, students must meet all three WASL requirements or an alternative. As of Spring 2007, Figure 7 below shows that 61 percent of the Class of 2008 had met all three: reading, writing, and mathematics.

Figure 7
CAA/CIA + Diploma Progress Report: Class of 2008*
 Percent of students passing WASL

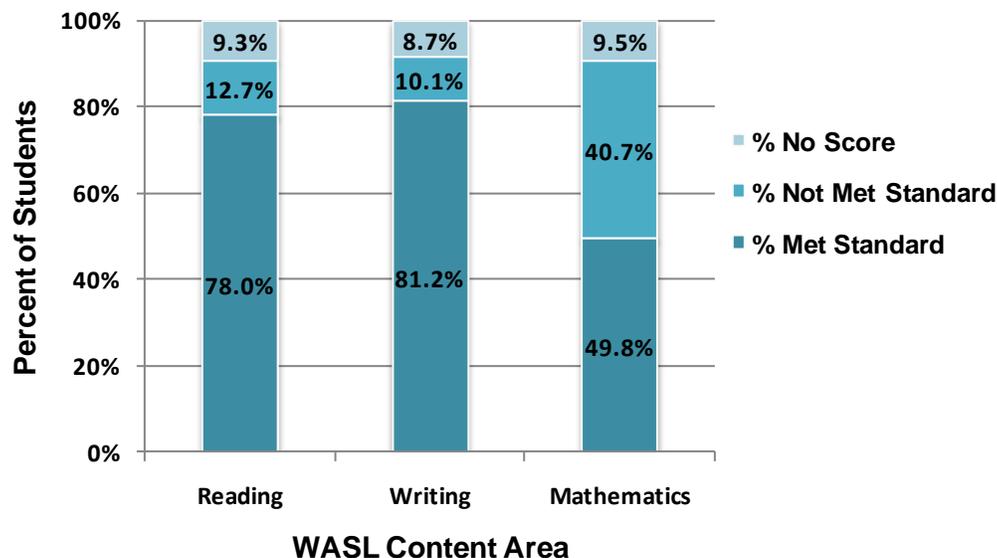


*Class of 2008 students who were classified as 11th-graders in Spring 2007.

Class of 2009: Progress as of Spring 2007

Spring 2007 was the first year that students in the Class of 2009 were required (being 10th graders) to take the 10th grade WASL. Figure 8 shows their progress in meeting CAA/CIA and high school diploma requirements as of the Spring 2007 testing. The percentages are of Class 2009 students who were classified as 10th graders in Spring 2007.

Figure 8
Progress of Class 2009* as of Spring 2007
(77,010 students)



*Class of 2009 students who were classified as 10th-graders in Spring 2007.

Very few students in the Class of 2009 have accessed options for meeting the CAA and high school diploma requirements. This is not unexpected. More students are expected to use these options during their junior year.

No Child Left Behind (NCLB) Adequate Yearly Progress (AYP): 2007 Preliminary Results⁴

The AYP findings based on the Spring 2007 WASL testing showed nearly a doubling of the number of schools that did not make AYP: 759 (35.7%) of the 2,128 schools in 2007 compared to 340 (16.4%) of the 2,073 schools in 2006. For 507 (66.8%) of the 759 schools it was the first year of not making AYP. In 2006, for 120 (35.3%) of the 340 schools 2006 was the first year of not making AYP. Of schools that made AYP in 2007, 27 are still in steps of school improvement (schools need to make AYP two years in a row to exit steps of school improvement).

⁴ The AYP results are based on SBE staff calculations of data available on the OSPI website:
<http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoolId=1&OrgTypeId=1&reportLevel=State&orgLinkId=>

The main reason for the 2007 increases is a change in who is included in the analysis rather than any programmatic changes. This is the first year that students in grades 3, 5, 6, and 8 (in addition to grades 4, 7, and 10) are included in the analysis. In prior years, many subgroups of students in a school were too small (i.e., did not meet the minimum n-requirement) to be considered for AYP accountability. Schools were essentially given a pass on the performance of these subgroups of students. The inclusion of additional grades increases the n-sizes for many subgroups in many schools to the point where schools are now being held accountable through AYP for their performance.

School district performance follows a similar pattern to that of schools. In 2007, 153 (51.5%) of the 297 districts did not make AYP; 122 (79.7%) for the first year. In 2006, 73 (24.7%) of the 296 school districts did not make AYP; 47 (64.4%) for the first year.

For all students combined, Washington made its AYP proficiency, participation, and other indicator (unexcused absence rate and graduation rate) targets for all bands: elementary school, middle school, and high school. Washington; however, did not make its AYP targets for some of the subgroups. This is particularly true for subgroups at the elementary school level in both reading and math proficiency and the middle and high school level in math proficiency. While elementary-level students from racial and ethnic minority backgrounds have problems meeting their AYP targets in reading, middle and high school-level racial and ethnic minority students appear to be doing better.

All subgroups tended to meet their participation rate goals with the exception of American Indian and Special Education at the high school level. Figures 9-11 below detail the information on whether student subgroups did or did not meet the relevant AYP goals for 2007.⁵

Figure 9					
Elementary School Band (Grades 3-5)					
Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading (64.2%)	Math (47.3%)	Reading (95%)	Math (95%)	Unexcused Absence Rate ($\leq 1\%$)
All Students	Yes	Yes	Yes	Yes	Yes
American Indian	NO	NO	Yes	Yes	
Asian	Yes	Yes	Yes	Yes	
Black	NO	NO	Yes	Yes	
Hispanic	NO	NO	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	NO	NO	Yes	Yes	
Special Education	NO	NO	Yes	Yes	

⁵ The source of this information is the State Report Card on the OSPI's website: <http://reportcard.ospi.k12.wa.us/ayp.aspx?year=2006-07>.

Low Income	NO	Yes	Yes	Yes	
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Figure 10 Middle School Band (Grades 6-8)					
Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading (47.6%)	Math (38.0%)	Reading (95%)	Math (95%)	Unexcused Absence Rate ($\leq 1\%$)
All Students	Yes	Yes	Yes	Yes	Yes
American Indian	Yes	NO	Yes	Yes	
Asian	Yes	Yes	Yes	Yes	
Black	Yes	NO	Yes	Yes	
Hispanic	Yes	NO	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	NO	NO	Yes	Yes	
Special Education	NO	NO	Yes	Yes	
Low Income	Yes	NO	Yes	Yes	

Figure 11 High School Band (Grades 9-12)					
Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading (61.5%)	Math (43.6%)	Reading (95%)	Math (95%)	Graduation Rate (68%)
All Students	Yes	Yes	Yes	Yes	Yes
American Indian	Yes	NO	NO	NO	
Asian	Yes	Yes	Yes	Yes	
Black	Yes	NO	Yes	Yes	
Hispanic	Yes	NO	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	NO	NO	Yes	Yes	
Special Education	NO	NO	NO	NO	
Low Income	Yes	NO	Yes	Yes	

2007 WASL Results

State Board of Education Meeting
November 1, 2007



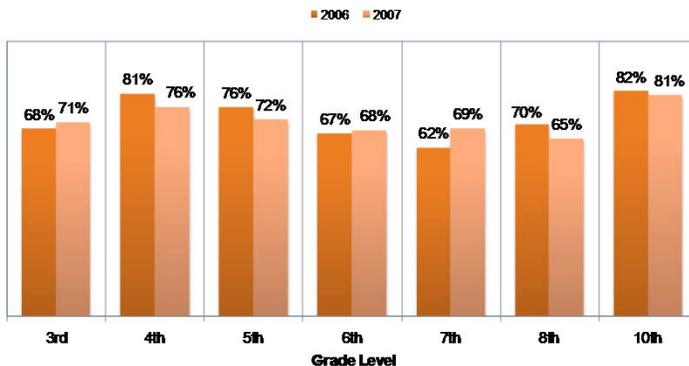
Content areas and grades tested . . .

- ❖ Reading & Mathematics: Grades 3-8, 10
- ❖ Writing: Grades 4, 7, 10
- ❖ Science: Grades 5, 8, 10



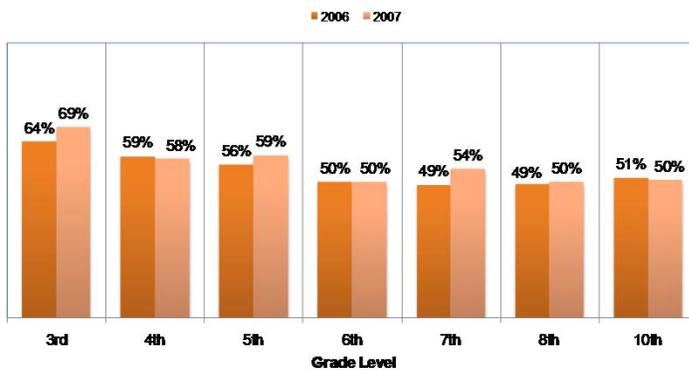
2006-to-2007 Comparisons Show Mixed Results...
Reading improvements for 3rd and 7th grades;
Declines for 4th, 5th, and 8th grades

Reading WASL: 2006 & 2007
Percent of Students Met Standard by Grade Level



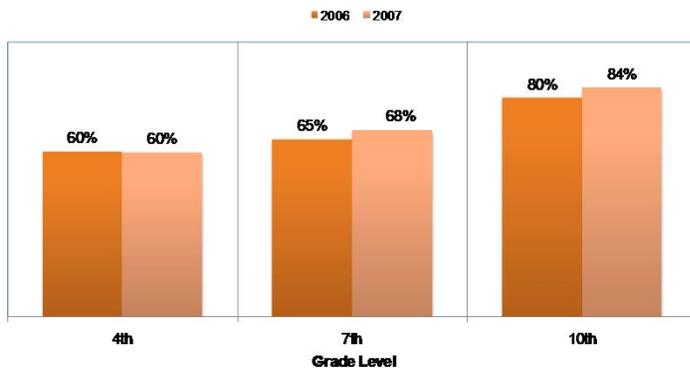
2006-to-2007 Comparisons Show Mixed Results...
Mathematics improvements in 3rd, 5th, and 7th grades

Mathematics WASL: 2006 & 2007
Percent of Students Met Standard by Grade Level



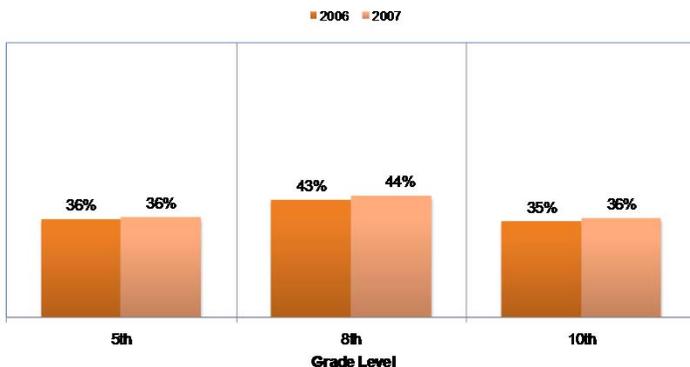
2006-to-2007 Comparisons Show Mixed Results... Writing improvements in 7th and 10th grades

Writing WASL: 2006 & 2007
Percent of Students Met Standard by Grade Level



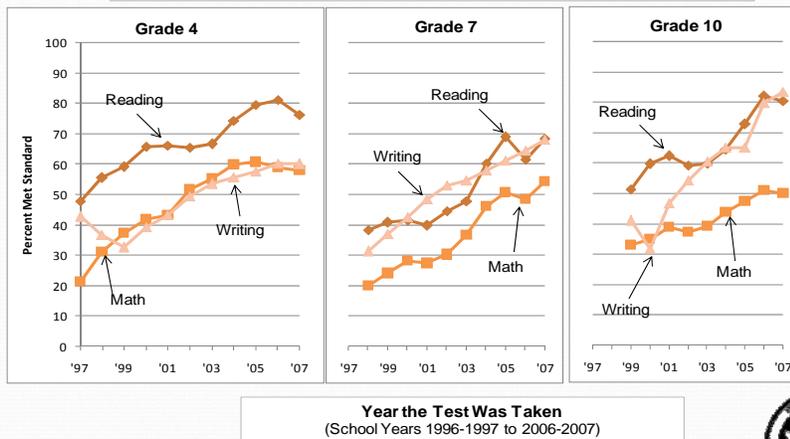
2006-to-2007 Comparisons Show Mixed Results...

Science WASL: 2006 & 2007
Percent of Students Met Standard by Grade Level



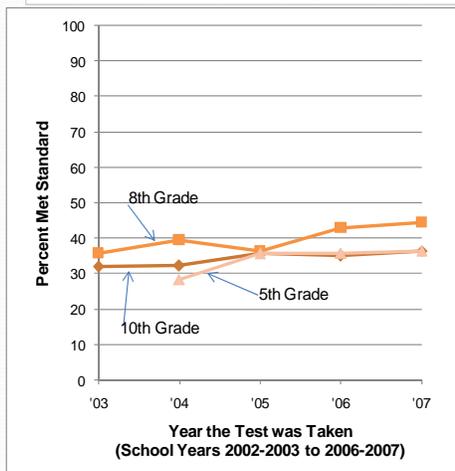
Trends show improvements but at differing rates ...

WASL Reading, Math, and Writing "Met-Standard" Rates: 1997 - 2007



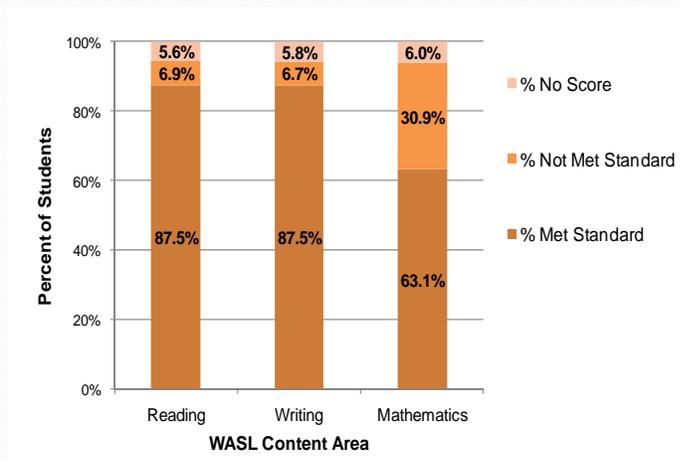
Science trends are flatter than for reading, math, writing

WASL Science "Met-Standard" Rate: 2003-2007



Progress of Class of 2008 as of Spring 2007

Includes 73,075 students who were juniors in Spring 2007



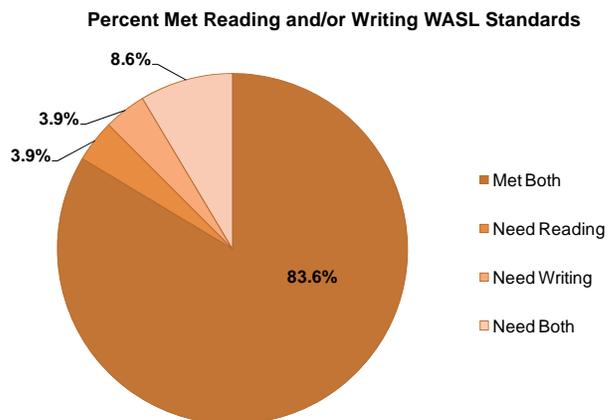
How have students in the Class of 2008 met the testing (WASL) requirements?

	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>
Total Passed	63,927	63,916	46,077
	(87.5%)	(87.5%)	(63.1%)
Via WASL/WAAS	63,918	63,901	45,710
VIA CAA Options			
Collection of Evidence	7	4	256
PSAT/SAT/ACT/AP	0	0	95
WASL/GPA*	0	0	0
Waiver/Appeals	2	11	16

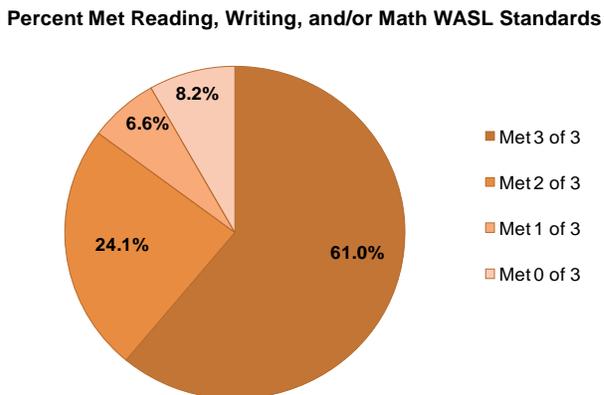
*Only 12th-graders may use this option.



Class of 2008 Diploma-Only Progress as of Spring 2007 Includes 73,075 students who were juniors in Spring 2007



Class of 2008 CAA/CIA Progress as of Spring 2007 Includes 73,075 students who were juniors in Spring 2007



STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: November 1, 2007

SUBJECT: **CUT SCORES FOR SAT-READING, SAT-WRITING, AND
ACT-READING FOR CAA OPTIONS**

SERVICE UNIT: Joe Willhoft, Ph.D., Assistant Superintendent
Office of Superintendent of Public Instruction

PRESENTER: Joe Willhoft, Ph. D., Assistant Superintendent
Office of Superintendent of Public Instruction

 Lesley Klenk, Ph.D., CAA Options Administrator
Office of Superintendent of Public Instruction

BACKGROUND

The legislature has approved a number of alternatives to the Washington Assessment of Student Learning (WASL) that students can use to meet the state's assessment graduation requirements. These alternatives are collectively referred to as "CAA Options". The CAA Options include the Collection of Evidence, the WASL/GPA Cohort Option, a score of 3 or higher on selected Advanced Placement (AP) exams, and adequate scores on SAT, PSAT, and ACT mathematics exams. During the 2007 legislative session, the CAA Options were expanded to include scores on SAT and ACT reading and writing exams, with direction to the State Board of Education to set cut scores on those exams before December 1, 2007. OSPI has followed the same procedures for this analysis as was used for establishing the cut scores for SAT, PSAT, and ACT mathematics.

OSPI obtained score files from the College Board and matched those scores with students' WASL scores. This allows for an "equi-percentile" linking of WASL scores to SAT scores. "Concordance Tables" jointly published by the College Board and ACT were then used to establish the comparable score on ACT as that found on SAT through the linking. Because no concordance table currently exists for SAT Writing-to-ACT Writing, cut scores for ACT Writing cannot be established at this time.

At the time of the preparation of this memorandum, the analysis of the data was still underway. The analysis will identify the score on the SAT (or ACT) that represents an equal or higher level of rigor as required by the WASL.

STAFF RECOMMENDATION

We recommend the State Board of Education adopt the cut scores for SAT-Reading, SAT-Writing, and ACT-Reading that result from the analysis.

At the time of the preparation of this memorandum, the analysis of the data was still underway. The analysis will identify the score on the SAT (or ACT) that represents the same, or higher level of rigor as required by the WASL.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: November 1, 2007

SUBJECT: **Trends in Teacher Retention and Mobility in Selected WA Middle and High Schools**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTERS: Ana Elfers, University of Washington
Marge Plecki, University of Washington

BACKGROUND:

Research by organizations such as The Education Trust¹ has shown that teacher resources in terms of teaching quality and qualifications are often unevenly distributed among schools and districts. The argument made is that more economically disadvantaged students or more students from racial and ethnic minority backgrounds are not given their share of the “best” teachers. This issue of teacher resource inequality has come up in our System Performance Accountability work.

To learn more about whether such patterns of inequality exist in Washington schools, we contracted with The Center for Strengthening the Teaching Profession (CSTP) for a study of teacher resource distribution in a select group of middle and high schools. Included behind this tab is a brief summary of the study and the final report from CSTP.

The researchers from the University of Washington who conducted the CSTP study will be presenting the findings of their study.

¹ Peske, Heather G. and Haycock, Katie, (June 2006). *Teaching Inequality How Poor and Minority Students are Shortchanged on Teacher Quality*. Washington, D.C.: The Education Trust.



WASHINGTON STATE BOARD OF EDUCATION

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

November 1, 2007

To: Board Members

From: Dr. Evelyn Hawkins
Research Associate

RE: Study of Trends in Teacher Retention and Mobility in Selected Washington Middle and High Schools

SBE contracted with The Center for Strengthening the Teaching Profession (CSTP) to complete a study on teacher resources in our schools. The study focused on the middle schools and high schools in six districts—Highline, Pasco, Seattle, Spokane, Tacoma, and Yakima. The six districts were selected based on the variability among their middle schools in students' performance on the WASL. As noted in the study, these six districts are not to be considered representative of districts in the state or any groups of districts in the state.

SBE staff posed the following research questions for the study:

- What are the trends in teacher retention and mobility in schools, in the study districts, over the two five-year time periods (1998-2002 and 2000-2004)?
 - What are the characteristics of middle and high school teachers in the schools during the two five-year time periods? What differences exist in the distribution of teacher experience among the schools within their districts?
 - How do these schools and districts differ in the percentage of teachers who stay at the same school, move within the districts or to another district, or exit the Washington education system over a five-year period?
 - Is there a notable pattern of relationship between teacher retention and mobility and teaching experience, the level of school poverty, the racial/ethnic make-up of the students, and the students' WASL performance?
-

Major Findings

- There was a high degree of mobility, particularly among middle schools teachers:
 - ✓ 46 percent left their school within five years compared to 40 percent of high school teachers.
- The differences are greater among schools within a district than across districts in teacher mobility rates and percent of teachers with less than five years of teaching experience.¹
- The following relationships were found between teacher mobility and student and teacher characteristics:
 - ✓ Higher teacher mobility rates were related to higher levels of student poverty and higher percentages of teachers with fewer years of experience² (particularly those with less than five years of experience).
 - ✓ Lower teacher mobility rates were related to higher performance on the reading and math WASL.

Implications

- The middle school climate and culture in some schools may not be conducive to supporting teachers and students.
- High levels of teacher mobility can be very disruptive to school cultures and the learning environment. Frequent turnovers can lead to lack of cohesiveness in the teaching community and increase the need for professional development services.
- The differences in mobility rates across schools in a district suggest possible inequities in levels of teacher resources available to a district's students.
- To the extent that level of experience differentially impacts student learning, large differences among schools in the percent of teachers with less than five years of experience may indicate inequitable distribution of learning resources for children.

Data Gaps

In conducting the study, the researchers noted important factors that may influence teacher retention and mobility that are not readily available for analyses, such as school climate, school leadership, parental involvement, and teacher assignment and transfer policies. They also note that the absence of information such as teachers' certification, endorsements, and assignments limit our ability to understand completely the impacts of teacher resources on student learning.

¹ This finding is based on SBE calculations using data provided by CSTP.

² This finding is based on SBE calculations using data provided by CSTP.



Trends in Teacher Retention and Mobility in Selected Washington Middle and High Schools

**A Technical Report Prepared for the
Washington State Board of Education**

Prepared by:

Ana M. Elfers
Margaret L. Plecki
Gahram J. Yeo
Michelle L. McGowan

University of Washington
College of Education

September 30, 2007



Understanding teacher workforce issues and the unique retention and mobility patterns within individual districts requires taking into account the many forces and conditions in the local community, student demography and the local policies that impact the movement of teachers. Data from individual schools and districts, as well as statewide trends, can be informative and offer a prompt for careful consideration of what might promote or inhibit supportive learning and working environments in schools.

This report provides a brief analysis of teacher characteristics, and teacher retention and mobility patterns in a selected sample of middle and high schools in Washington state. The purpose of this report is to provide the Washington State Board of Education with accurate information about the teacher workforce in the selected schools and districts as an analytic tool that can inform and enhance decision making. While not a representative sample of middle and high schools in Washington, this selected sample does include districts which vary by size, region of the state, student demographics and student performance on the WASL.

This analysis focuses on the middle and high school teachers in six districts. As a result of work previously commissioned by the Center for Strengthening the Teaching Profession (CSTP), we provide comparative trend data for the high school teachers in 15 additional districts. We also include statewide statistics for all teachers during the same time periods. Table 1 provides an overview of the districts and schools included in the study.

Districts	Retention and Mobility 1998 to 2002		Retention and Mobility 2000 to 2004	
	Middle Schools	High Schools	Middle Schools	High Schools
Seattle	X	X	X	X
Tacoma	X	X	X	X
Spokane	X	X	X	X
Highline	X	X	X	X
Yakima	X	X	X	X
Pasco	X	X	X	X
Additional Districts with Comparative High School Data				
Evergreen (Clark)		X		X
Lake Washington		X		X
Edmonds		X		X
Bellevue		X		X
South Kitsap		X		X
Bellingham		X		X
Richland		X		X
Olympia		X		X
Oak Harbor		X		X
Walla Walla		X		X
Aberdeen		X		X
Ephrata		X		X
Naches Valley		X		X
Winlock		X		X
Oroville		X		X

**All middle or high schools in the district are included as outlined above, where data is available. Districts are ordered by size unless otherwise noted.*

Terms and Methodology

To investigate teacher characteristics, and teacher retention and mobility patterns, we examined records for all public school teachers over two time periods: 1998/99 to 2002/03 and 2000/01 to 2004/05. Teachers located in the selected sample of the state's middle schools and high schools are highlighted for analysis. We examined teacher retention and mobility patterns in relation to teacher characteristics, student demographics, measures of student learning in reading and mathematics and other school and district characteristics. These analyses indicate whether teaching staff stayed in their same school after five years, moved to another school within the same district, moved to a different district, or exited the Washington state system altogether.

For purposes of this analysis, teacher turnover includes both mobility and attrition – the extent to which teachers move to other schools and other districts, as well as leave the state's public education system. Using the Washington state personnel database (S-275), we located classroom teachers in each school and district under investigation during the initial school year, and also five years later to see if they were still in the Washington system of education. Some of the 1998 and 2000 teachers had changed duties, schools and districts, and some had exited the Washington education system. Since this analysis captures a snapshot of the workforce at two points in time, it is not possible to note gaps in employment during each of the five-year periods, nor is it possible to distinguish voluntary and involuntary departures.

This work includes retention and mobility analyses at several levels (state, district and school) and uses individual teacher data (both headcount and FTE) in calculations. Consequently it is important to clearly define the criteria for teachers included in these analyses.

- *Teachers* were defined as those public school teachers whose assignment is the instruction of pupils in a classroom situation and who have a designation as an elementary teacher, secondary teacher, or other classroom teacher.¹ Other teachers serving in specialist roles (e.g., reading resource specialist, library media specialist) were not included in these analyses.

In order to examine retention patterns, teachers are placed in one of four categories:

- “Stayers” – teachers assigned to the same school(s) in the initial school year and also five years later.
- “Movers in” – teachers who moved to other schools in the same district, or changed assignment (other than a classroom teacher) within the same district

¹ As reported in the Office of the Superintendent of Public Instruction's personnel database (S-275), they are certificated instructional staff with a duty root designation of 31 or 32 or 33. Teachers whose full-time equivalent (FTE) designation was zero for the initial year were excluded from the analysis. This likely impacts those teachers who were on-leave for the 1998, and 2000 school years and consequently may slightly over-represent leavers from the Washington state education system.

- “Movers out” – teachers who moved to other districts or to private schools, either as a classroom teacher or in some other role
- “Leavers” – teachers who exited the Washington education system, either temporarily or permanently²

Research Questions and Organization of this Report

The findings in this report are organized in 6 sections. Each section focuses on one or more of the following questions:

- What are the characteristics of teachers statewide compared with middle and high school teachers in the six selected districts, and high school teachers in 15 additional districts during the two time periods?
- What are the trends in teacher retention and mobility statewide compared with middle and high school teachers in the selected districts and comparative districts over the two time periods? How do these districts differ in the percentage of middle and high school teachers who stay at the same school, move within the district or to another district, or exit the Washington education system over a five-year period?
- What differences exist in the distribution of teachers by experience among these schools within districts?
- Is there a notable pattern between teacher retention and mobility and teacher experience, the level of school poverty, the racial/ethnic make-up of the students, and the students’ academic performance?

The report concludes with some final summary comments. Specific school-by-school tables for each district are located in Appendices A and B.

² Leavers may have retired, re-entered the system in subsequent years, left Washington to teach in another state or completely left the profession.

Findings

Characteristics and Retention Patterns of the State's Teacher Workforce and Teachers in Selected Districts

While the primary focus of this analysis is on teacher characteristics, retention and mobility within middle and high schools in the selected districts, it is helpful to begin with an understanding of statewide trends and characteristics of the Washington teacher workforce. The state data includes all individuals who served as classroom teachers in Washington in 1998 and 2000, their characteristics and retention patterns. Aggregated data for the teachers in the middle and high schools from the six selected districts and high school teachers in 15 additional districts is provided for comparison.

A summary of the characteristics of Washington teachers in 1998 and 2000 is provided in Table 2. The increase in student enrollment statewide from 1998 to 2000 reflects a corresponding increase in the number of teachers in the workforce. Approximately 55 percent of teachers are between the ages of 31 and 50. The percentage of high school teachers over the age of 50 in the selected districts (37 percent in 2000) is somewhat higher than for teachers statewide or high school teachers in the other sample districts (29 percent). Additionally, the percentage of high school teachers in selected districts with 25 years or more of experience (21 percent in 2000) is slightly higher than teachers statewide or in the other sample districts (16 and 18 percent, respectively in 2000). Overall novice teachers (less than five years of experience) in the sample districts resemble their counterparts statewide and represent between 23 to 27 percent of the workforce in 2000.

It is important to note that the teachers in the selected districts are not a representative sample of the state's teacher workforce. This is perhaps most evident when examining teacher ethnicity. Teachers in the sample districts are among the districts in Washington with the largest and most diverse teaching staff (e.g., Seattle, Tacoma and Yakima). In particular, differences can be seen among middle and high school teachers in the sample districts in which 14 percent of their teaching staff represent minority teachers compared with 7 percent for the state as a whole.

Table 2: Characteristics of the Washington Teachers in 1998 and 2000
All Teachers Statewide as Compared with Middle and High School Teachers in Selected Districts* and Comparative Districts

	All Teachers Statewide		Middle School Teachers in Selected Districts (6 districts, 36 schools)		High School Teachers in Selected Districts (6 districts, 32/33 schools)		Additional High School Teachers (15 districts, 32/37 schools)	
	1998	2000	1998	2000	1998	2000	1998	2000
Student Enrollment	999,616	1,004,843	27,644	28,136	38,691	41,830	37,786	43,048
Number Teachers (headcount)	51,907	53,216	1,458	1,503	1,944	2,012	1,956	2,134
FTE Teachers**	49,489	50,735	1,434	1,481	1,883	1,940	1,861	2,018
<i>Age (in 1998 and 2000)</i>								
21-30	15.6%	16.3%	14.3%	16.4%	12.1%	13.9%	16.3%	16.3%
31-40	22.5%	22.6%	24.2%	23.5%	20.5%	20.5%	23.1%	24.6%
41-50	36.0%	32.3%	33.4%	29.3%	31.1%	28.7%	31.9%	30.4%
51-60	24.2%	26.8%	25.7%	28.0%	32.8%	32.6%	26.9%	27.0%
61+	1.7%	2.1%	2.4%	2.9%	3.5%	4.4%	1.8%	1.6%
<i>Ethnicity</i>								
Asian/Pacific Islander	2.2%	2.3%	3.8%	3.5%	4.6%	4.4%	1.8%	1.7%
African American	1.6%	1.6%	7.5%	6.9%	5.5%	5.7%	0.6%	0.7%
Hispanic	1.8%	2.0%	2.6%	3.0%	2.3%	2.7%	2.0%	2.2%
Native American	0.8%	0.8%	1.0%	1.0%	1.2%	1.0%	0.4%	0.6%
White	93.6%	93.4%	85.0%	85.6%	86.5%	86.1%	95.1%	94.8%
<i>Experience</i>								
0-4 years	21.2%	23.4%	23.0%	27.1%	20.7%	23.0%	22.0%	24.9%
5-14 years	36.0%	35.2%	37.0%	35.4%	31.7%	33.8%	33.1%	34.1%
15-24 years	27.4%	25.7%	23.7%	22.0%	23.2%	22.2%	24.5%	22.8%
25 yrs or more	15.4%	15.7%	16.3%	15.5%	24.4%	21.0%	20.3%	18.3%

*Selected middle and high school teachers in the following six districts: Seattle, Tacoma, Spokane, Highline, Yakima, Pasco.

Additional high school teachers in the following 15 districts: Lake Washington, Bellevue, Olympia, Edmonds, South Kitsap, Richland, Naches Valley, Evergreen (Clark), Bellingham, Oak Harbor, Ephrata, Walla Walla, Aberdeen, Oroville, Winlock.

**Duty root 31, 32 or 33 with FTE designation greater than 0 in 1998 and 2000. Teacher age, ethnicity and experience statistics based on headcount.

Overall, retention statistics for teachers in Washington state reveal that the largest percentage of teachers (60 percent in 2000) remain in the same school after five years (see Table 3). Statewide, close to 20 percent of the teachers exited the Washington education system during the two time periods. Relatively few teachers move from one district to another (7 to 8 percent), though there is somewhat more movement to other schools or positions within districts (13 percent statewide).

The retention and mobility patterns among middle school teachers in the selected districts reveal that 54 percent stay in the same school after five years, approximately 17 percent move to another school within the district, 6 to 8 percent move to another school district in Washington state and between 21 and 23 percent leave the Washington education system either temporarily or permanently. The percentage of stayers for the selected middle school teachers is slightly lower than the statewide profile and the percentage of movers within the district is higher than for teachers statewide.

For high school teachers in the sample districts, the percentage of stayers closely mirrors the statewide profile. A higher percentage of the high school teachers in the selected districts exited the system during both time periods, but it is important to keep in mind that a greater proportion of these teachers were over the age of 50 and had more than 25 years of experience.

Table 3: Trends in Retention and Mobility of Washington Teachers
All Teachers Statewide as Compared with Middle and High School Teachers in Selected Districts* and Comparative Districts
(Two-Point in Time Analyses: 1998-99 to 2002-03, and 2000-01 to 2004-05)

	All Teachers Statewide		Middle School Teachers in Selected Districts (6 districts, 36 schools)		High School Teachers in Selected Districts (6 districts, 32/33 schools)		Additional High School Teachers (15 districts, 32/37 schools)	
	1998-02	2000-04	1998-02	2000-04	1998-02	2000-04	1998-02	2000-04
Student Enrollment	999,616	1,004,843	27,644	28,136	38,691	41,830	37,786	43,048
Number Teachers (Headcount)	51,907	53,216	1,458	1,503	1,944	2,012	1,956	2,134
FTE Teachers**	49,489	50,735	1,434	1,481	1,883	1,940	1,861	2,018
<i>Retention and Mobility (after 5 yrs)</i>								
Stayers (in same school)	57.8%	60.0%	54.3%	53.5%	58.0%	59.9%	55.4%	60.4%
Movers (in district)	13.6%	13.2%	16.4%	17.4%	10.0%	9.3%	9.8%	8.6%
Movers (out of district)	8.4%	7.3%	8.1%	6.3%	6.8%	6.4%	8.1%	8.1%
Exiters (not in WA ed system)	20.2%	19.4%	21.2%	22.8%	25.2%	24.4%	26.7%	22.9%

*Selected middle and high school teachers in the following six districts: Seattle, Tacoma, Spokane, Highline, Yakima, Pasco.

Additional high school teachers in the following 15 districts: Lake Washington, Bellevue, Olympia, Edmonds, South Kitsap, Richland, Naches Valley, Evergreen (Clark), Bellingham, Oak Harbor, Ephrata, Walla Walla, Aberdeen, Oroville, Winlock.

**Duty root 31, 32 or 33 with FTE designation greater than 0 in 1998 and 2000.

Retention and Mobility Across and Within Districts

Next we turn to our analysis of the middle and high school teachers in the selected districts. By analyzing district- and school-level data we find that districts differ in the extent to which their teachers stay at the same school after five years, move or exit the system. Table 4 provides the retention and mobility trend data for middle and high schools in the six selected districts, aggregated by district. The two-point in time analyses show that the percentage of middle school teachers who remain in the same school varies by district from 36 to 71 percent from 1998 to 2002, and from 44 to 63 percent from 2000 to 2004. The percentage of high school teachers who stay in the same school after five years varies from 49 to 71 percent in the first time period and from 54 to 66 percent in the second.

Middle school teachers in Tacoma and Pasco move within the district at considerably higher rates than their counterparts in other districts (22 to 34 percent compared with an average 17 percent for all the selected districts). Both middle and high school teachers in Highline move to other districts at considerably higher rates (17 to 21 percent compared with an average of 6 percent for all the selected districts), though the statistics show slight improvement over the two time periods.

Generally speaking, when examining data from the two different time periods (1998-2002 and 2000-2004), few differences emerge at the aggregated district level. One exception is Yakima at the high school level, where the percent of exiters increased in the 2000-2004 period (from 23 to 32 percent). Another exception is Spokane at both middle and high school levels, where the percent of stayers dropped from 71 to 62 and 71 to 66 percent, respectively.

Table 4 : Retention and Mobility Trend Data for Middle and High Schools in Select Districts, Aggregated by District
(Two-Point in Time Analyses: 1998-99 to 2002-03, and 2000-01 to 2004-05)

District	1998-2002				2000-2004			
	Stayers	Movers In	Movers Out	Exiters	Stayers	Movers In	Movers Out	Exiters
Seattle								
Middle Schools	49%	18%	6%	27%	49%	15%	8%	28%
High Schools	49%	14%	6%	32%	54%	12%	7%	27%
Tacoma								
Middle Schools	53%	22%	6%	19%	53%	22%	5%	20%
High Schools	61%	12%	4%	22%	64%	10%	4%	21%
Spokane								
Middle Schools	71%	7%	5%	17%	62%	11%	4%	22%
High Schools	71%	4%	4%	21%	66%	6%	5%	23%
Highline								
Middle Schools	36%	13%	21%	29%	44%	12%	17%	28%
High Schools	54%	6%	18%	22%	57%	7%	15%	20%
Yakima								
Middle Schools	62%	15%	9%	14%	63%	14%	6%	16%
High Schools	65%	7%	5%	23%	58%	7%	4%	32%
Pasco								
Middle Schools	48%	26%	11%	16%	47%	34%	5%	14%
High Schools	65%	13%	9%	13%	66%	11%	6%	17%

Note: In some cases, percentages will sum to more than 100% due to rounding.

A Closer Look at High School Teachers

Washington high schools vary considerably in enrollment size (over a third have fewer than 400 students, and nearly a quarter have more than 1,500), location in the state (one-third in Eastern Washington), grade configuration (75 percent have a 9-12 arrangement), student characteristics (school poverty rates range from 1 to 94 percent), and student performance (schools range from 20 to 100 percent meeting standard on the 10th grade reading WASL). However, Washington's high school teachers do not vary much with respect to age, experience or race/ethnicity compared to the state's overall teacher workforce. Additionally, the proportion of high school teachers considered beginning (less than one year of experience) or novice (less than five years experience) is similar to all beginning and novice teachers statewide (Elfers, Plecki & McGowan, 2007).

Although the overall rate of high school teacher retention closely mirrors the state profile, some differences do emerge. Statewide, a smaller proportion of the high school teachers move within their district compared to all Washington teachers, and the percentage of high school teachers who move out of the district is slightly higher. The lower rate of movers within the district and higher rate out of district is attributable in part to the fact that many of Washington's small school districts have only one high school, thereby limiting opportunities for teachers to change to another school within the district, if they wish to remain teaching at the high school level.

This is important to keep in mind as the selected districts are not a representative sample of the state. In this regard it is helpful to compare the teacher data from selected districts with a broader sample of districts from across the state. In Table 5, high school data for each of the selected districts is grouped by district enrollment size in the upper portion. The lower part of the table provides additional comparative data for teachers in high schools in fifteen other districts, of varying sizes and with different demographic characteristics.³

As might be expected with a larger sample, there is greater variation in the percentage of teachers who stay, move or leave. Six of the districts in the larger sample retain 70 percent or more of their high school teachers after five years, while two retain 50 percent or fewer. The movement of teachers out of district is more pronounced for several smaller districts (Naches Valley and Winlock), but also for Highline.

A more detailed look at the data for individual high schools in the selected districts and additional districts can be found in Appendices A and B.

³ These fifteen districts are included because data about school-level teacher retention and mobility was available due to prior work commissioned by CSTP. These districts capture some of the variation in student, schools, and regional characteristics, but they are not intended as representative of the State of Washington.

Table 5: Trend Data for High School Teachers in Select Districts and Additional Districts
Aggregated by District

	2000-2004				
	Number Schools	Stayers	Movers In	Movers Out	Exiters
State High School Teacher Ave	329	61%	9%	9%	22%
Seattle Public Schools					
High Schools	14	54%	12%	7%	27%
Tacoma School District					
High Schools	5	64%	10%	4%	21%
Spokane School District					
High Schools	6	66%	6%	5%	23%
Highline School District					
High Schools	4	57%	7%	15%	20%
Yakima School District					
High Schools	2	58%	7%	4%	32%
Pasco School District					
High Schools	2	66%	11%	6%	17%

Additional Districts with Comparative High School Data

Evergreen (Clark)					
High Schools	3	65%	9%	8%	18%
Lake Washington					
High Schools	6	54%	13%	12%	21%
Edmonds					
High Schools	5	57%	8%	9%	26%
Bellevue					
High Schools	6	44%	14%	11%	31%
South Kitsap					
High Schools	1	62%	10%	3%	26%
Bellingham					
High Schools	4	66%	10%	5%	19%
Richland					
High Schools	2	72%	11%	5%	12%
Olympia					
High Schools	2	64%	10%	4%	22%
Oak Harbor					
High Schools	1	54%	7%	8%	31%
Walla Walla					
High Schools	1	72%	6%	4%	18%
Aberdeen					
High Schools	2	70%	3%	12%	15%
Ephrata					
High Schools	1	50%	8%	16%	26%
Naches Valley					
High Schools	1	75%	0%	5%	20%
Winlock					
High Schools	1	74%	2%	15%	10%
Oroville					
High Schools	1	71%	6%	0%	24%

Note: In some cases, percentages will sum to more than 100% due to rounding.

Comparing Retention Rates Among Schools Within the District

While the mean percentage of stayers at middle and high schools within a district enables us to make some general statements about individual districts (for example, in some districts, middle and high school retention rates are consistently higher than other districts), this metric also masks some important variation that takes place at the level of the individual school. When one compares schools within a district on their rates of retaining teachers, the following pattern emerges: there are even greater differences *between schools within a district than between districts*. As Table 6 demonstrates, middle and high schools within a given district can range from those that have considerable turnover of teaching staff across five years to those that retain nearly all of their staff. For example, the lowest rate of stayers for middle schools is 24 percent while the highest is 65 percent, within the same district.

The trend data for the two time periods enables us to see that the overall retention rates of teachers within the schools in their districts increased for some districts, but for the most, the retention patterns are quite consistent.

This initial examination of within-district variation, coupled with the variation among districts in poverty rate, student demographics, and size, highlights the importance of understanding the specific context of an individual district when analyzing retention and mobility of teachers. We begin to look at variations in district contexts through an analysis of differences in teacher experience levels.

Table 6: Percent Teachers Retained at the Same School, By District:
Trend Data for Middle and High Schools in Select Districts

District	1998-2002					2000-2004				
	# Schools	FTE Teachers	Lowest % Stayers	Highest % Stayers	% Mean Stayers	# Schools	FTE Teachers	Lowest % Stayers	Highest % Stayers	% Mean Stayers
Seattle										
Middle Schools	10	406	36%	61%	49%	10	418	24%	65%	49%
High Schools	14	583	26%	59%	49%	14	606	37%	88%	54%
Tacoma										
Middle Schools	10	401	38%	76%	53%	10	438	41%	69%	53%
High Schools	5	378	59%	63%	61%	5	387	61%	66%	64%
Spokane										
Middle Schools	6	246	60%	80%	71%	6	250	50%	80%	62%
High Schools	5	405	64%	84%	71%	6	433	58%	76%	66%
Highline										
Middle Schools	4	138	27%	51%	36%	4	126	31%	59%	44%
High Schools	4	250	35%	68%	54%	4	228	46%	64%	57%
Yakima										
Middle Schools	4	152	50%	72%	62%	4	156	53%	68%	63%
High Schools	2	154	61%	70%	65%	2	159	52%	63%	58%
Pasco										
Middle Schools	2	93	43%	54%	48%	2	92	44%	51%	47%
High Schools	2	114	64%	85%	65%	2	128	56%	67%	66%

Retention and Teachers' Experience

Whether or not teachers stay in their school of origin or move elsewhere is partially related to their experience levels. In broad strokes, the experience and retention patterns for Washington's teachers mirror those found in other parts of the United States. In other words, new teachers leave at higher rates than experienced teachers, while teachers with a considerable amount of experience also are more likely to exit the system (often due to retirement). As one might expect, the majority of teachers who fall in between those extremes are less likely to leave their schools.

Understanding the overall experience distribution of a district's workforce does help to account for patterns in teacher retention, while signaling particular aspects of the retention story that might deserve greater attention. For example, a situation in which a district with relatively high proportions of novice teachers (0 to 4 years of experience) retains only a small number of them suggests a potential problem. In some of the districts in the selected sample, there is considerable movement among the novice teachers (see Table 7). For example, the percentage of novice middle and high school teachers in Seattle and Pasco represent a larger proportion of their workforce (between 27 and 35 percent) than novice teachers in Spokane and Yakima (approximately 20 percent). Overall, only 25 percent of middle school teachers in Highline have more than 15 years of experience, compared with 48 percent of middle school teachers in Spokane. Across nearly all of the experience levels, middle school teachers are retained at lower rates than their high school counterparts, with the exception of Yakima.

The districts also vary with regard to the percentage of novice teachers who are retained at the same school after five years. Only Spokane retains more than 60 percent of its novice middle and high school teachers after five years, though Tacoma retains 60 percent of its novice high school teachers. Most of the districts retain fewer than half. It is important to note that many of these novice teachers moved to other schools within the same district or to other districts, and as such are not lost to the overall state workforce. However, at the individual school level, this means a greater potential for disruption as these teachers typically must be replaced.

More specific information about teacher experience levels by individual school is located in Appendix B.

Table 7: Retention and Mobility by Teacher Experience
Retention Data for Middle and High Schools in Select Districts

2000-2004													
District	Total # Teachers 2000/01	0-4 Exp			5-14 Exp			15-24 Exp			25+ Exp		
		# Teachers	% Teachers	% Stayers									
Seattle													
Middle Schools	420	147	35%	40%	130	31%	59%	79	19%	63%	64	15%	39%
High Schools	627	171	27%	46%	221	35%	61%	118	19%	69%	117	19%	38%
Tacoma													
Middle Schools	446	113	25%	44%	164	37%	51%	104	23%	62%	65	15%	51%
High Schools	400	78	20%	60%	133	33%	65%	90	23%	74%	99	25%	57%
Spokane													
Middle Schools	255	47	18%	60%	85	33%	67%	79	31%	77%	44	17%	30%
High Schools	454	91	20%	71%	155	34%	72%	117	26%	78%	91	20%	35%
Highline													
Middle Schools	128	38	30%	42%	58	45%	47%	17	13%	53%	15	12%	20%
High Schools	234	52	22%	42%	75	32%	69%	55	24%	69%	52	22%	42%
Yakima													
Middle Schools	157	34	22%	47%	56	36%	75%	36	23%	72%	31	20%	52%
High Schools	167	33	20%	42%	47	28%	70%	42	25%	69%	45	27%	40%
Pasco													
Middle Schools	97	29	30%	41%	39	40%	51%	15	15%	67%	14	14%	21%
High Schools	130	38	29%	55%	49	38%	71%	24	18%	79%	19	15%	47%

Note: In some cases, percentages will sum to more than 100% due to rounding.

Teacher Retention and School Characteristics

Teacher retention often is related to the composition of the school's student population – in particular to the poverty level and racial make-up of students at the school. In a study of 20 Washington school districts, we found that schools serving a greater number of students in poverty tend to retain fewer of their teachers after five years. Schools with a greater percentage of white students tend to retain a greater percentage of their teachers. Schools serving a larger proportion of African-American students retain fewer of their teachers across the same period. In a mutually reinforcing pattern, school poverty, retention and school performance are linked to one another. Poverty rates also are strongly associated with student performance (Plecki, et al., 2005).

To investigate these relationships in the schools in the selected districts, we merged data about teacher retention and mobility with available school-level data regarding student characteristics and student achievement. To be sure, a host of other factors that may impact student learning are not included in the analysis, but the factors we considered are likely to capture some essential aspects of the retention story. Only data collected systematically for all schools in the sample was included. With regard to student performance measures, we used the school-level reading and mathematics scores on the 2004 Washington Assessment of Student Learning (WASL).

To begin, all 69 middle and high schools in the selected districts were examined, irrespective of the district in which they were located. Among all schools, student achievement (as measured by WASL reading and math scores) is strongly associated with poverty, race and ethnicity (see Table 8 below).

Table 8: All Schools in Selected Districts - Poverty, Retention and Student Performance

Poverty Range	Number of Schools	Percent Retained	2004 WASL Reading	2004 WASL Math	Percent White Students
0-29%	12	61%	78%	56%	67%
30-49%	20	59%	68%	45%	60%
50-69%	22	51%	43%	28%	40%
70%+	15	54%	47%	26%	33%

Table 8 examines the characteristics of schools by poverty range. It displays the average percent retention rate, the average WASL reading and math score for 2004 and the average percent of white students enrolled for each of the schools in the specific poverty range. Student achievement scores vary by as much as 31 points from schools in the lowest range of poverty to those schools in the highest poverty range and teacher retention rates appear to decline somewhat. Additionally, the largest percentage of white students is found in schools with the lowest poverty ranges.

Another way to examine these issues is by displaying the simple correlation between rates of teacher retention (in the same school) with indicators of the schools' student population and performance (see Table 9). When examining all 69 middle and high schools in the selected districts, there is correlational evidence to suggest that some kind of relationship between teacher retention, student characteristics and student achievement exists. The strength of the relationship between teacher retention, poverty, percent of white students, and WASL reading and math scores is stronger at the middle school level. That is, middle schools with lower teacher retention rates seem to have high poverty rates, lower WASL scores, and a smaller percentage of white students.

Table 9: Correlations with Teacher Retention by School Level and Student Characteristics (based on 2 point in time analysis for 2000-2004)

	All Schools	Middle Schools	High Schools
Number of schools	69	36	33
Teachers retained by percent...			
Poverty	-0.30	-0.34	-0.09
White students	0.47	0.54	0.41
WASL reading	0.30	0.51	0.04
WASL math	0.33	0.56	0.22

But this first look at all the schools obscures as much as it reveals. This analysis does not take into account the unique characteristics of each district in terms of their variation in overall levels of poverty, the distribution of poverty across schools within a district, or the variance in the composition of the student population. Nor does such an analysis take account of the differing means for the same poverty level. For example, some districts have a very limited range from "low" to "high" poverty, while others demonstrate a much wider variation in both overall poverty level and the way in which poverty is distributed among the schools in the district. A closer look at individual districts and individual schools affords an opportunity examine the connections among student characteristics, teacher retention and student performance in more detail, without the potentially confounding effects of differing district conditions. In Table 10, the middle and high schools in each district are displayed with school and student characteristics.

Table 10: School and Student Characteristics and Teacher Retention
Trend Data for Middle and High Schools in Select Districts

2000-2004								
District	Student Enrollment	% All Teachers Retained	% Novice Retained	% White Teachers	% White Students	% Poverty	WASL Reading	WASL Math
Seattle								
Aki Kurose MS	681	45%	25%	68%	7%	72%	46.6	26.8
Denny MS	745	47%	20%	84%	24%	69%	43.1	26.4
Eckstein MS	1247	62%	76%	89%	65%	16%	88.8	79.4
Hamilton Int MS	767	57%	50%	92%	36%	54%	55.8	41.5
Madison MS	877	45%	37%	86%	46%	45%	61.4	43.3
McClure MS	615	36%	24%	87%	49%	41%	62.1	43.6
Meany MS	464	24%	11%	66%	18%	66%	41.9	23.9
Mercer MS	804	51%	41%	87%	7%	71%	55.9	33.1
Washington MS	992	59%	56%	72%	39%	37%	74.3	65.7
Whitman MS	1064	65%	67%	88%	63%	27%	76.2	61.1
Ballard HS	1620	66%	52%	92%	63%	23%	77.6	53.1
Cleveland HS	770	45%	9%	76%	11%	63%	56.8	23.2
Franklin HS	1500	52%	61%	68%	13%	46%	64.1	31.3
Garfield HS	1625	49%	41%	69%	43%	25%	76.1	56.0
Ingraham HS	1183	54%	40%	78%	35%	45%	65.6	39.5
John Marshall Alt	165	59%	44%	67%	33%	65%	30.2	4.9
MiddleCollege HS	236	40%	33%	46%	32%	36%	30.4	0.0
Nathan Hale HS	1073	48%	43%	89%	62%	17%	83.9	59.8
Nova HS	281	55%	33%	100%	82%	15%	86.7	46.7
Rainier Beach HS	521	37%	17%	79%	8%	69%	52.4	12.7
Roosevelt HS	1623	64%	61%	85%	59%	22%	80.6	62.4
Sealth HS	926	48%	39%	86%	27%	58%	55.4	25.0
South Lake HS	136	88%	100%	63%	13%	71%	23.1	5.3
West Seattle HS	1182	59%	55%	86%	47%	34%	70.5	38.6
Tacoma								
Baker MS	718	55%	69%	91%	43%	59%	47.7	28.4
Gault MS	414	49%	42%	68%	32%	87%	37.6	27.8
Gray MS	650	44%	40%	85%	47%	71%	41.5	16.2
Hunt MS	622	48%	22%	90%	46%	61%	54.0	34.5
Jason Lee MS	593	41%	38%	71%	42%	81%	55.0	30.3
Mason MS	834	68%	80%	86%	84%	28%	75.7	64.5
Mcllvaigh MS	474	52%	75%	86%	21%	85%	47.2	25.2
Meeker MS	747	56%	33%	89%	68%	16%	75.3	43.6
Stewart MS	591	43%	23%	63%	44%	71%	56.9	25.6
Truman MS	674	69%	50%	88%	72%	41%	72.0	46.7
Foss HS	1767	65%	65%	84%	45%	48%	64.1	36.0
Lincoln HS	1563	64%	69%	79%	38%	63%	46.4	18.8
Mt Tahoma HS	1818	61%	46%	89%	48%	52%	60.7	31.2
Stadium HS	1580	65%	47%	86%	68%	27%	73.0	50.8
Wilson HS	1610	66%	67%	81%	70%	30%	66.1	30.1

Table 10 Continued: School and Student Characteristics and Teacher Retention
Trend Data for Middle and High Schools in Select Districts

2000-2004								
District	Student Enrollment	% All Teachers Retained	% Novice Retained	% White Teachers	% White Students	% Poverty	WASL Reading	WASL Math
Spokane								
Chase MS	873	57%	57%	94%	85%	41%	76.5	55.8
Garry MS	659	50%	29%	94%	81%	77%	61.1	39.4
Glover MS	822	67%	67%	90%	85%	64%	57.9	44.4
Sacajawea MS	946	67%	75%	95%	85%	33%	83.1	68.3
Salk MS	767	80%	100%	93%	91%	35%	71.8	58.1
Shaw MS	740	54%	44%	100%	81%	75%	54.1	40
Ferris HS	1818	66%	60%	93%	88%	24%	74.5	53.9
Havermale Alt	479	62%	40%	100%	76%	63%	39.3	9.0
Lewis & Clark HS	2021	76%	88%	93%	86%	30%	75.6	56.9
North Central HS	1583	58%	73%	92%	86%	46%	72.0	40.9
Rogers HS	1744	60%	76%	91%	83%	68%	63.7	33.2
Shadle Park HS	1726	72%	73%	94%	91%	32%	69.9	51.2
Highline								
Cascade MS	601	34%	43%	94%	29%	68%	51.4	29.1
Chinook MS	648	31%	38%	94%	31%	68%	44.5	29.2
Pacific MS	707	50%	40%	97%	51%	48%	72.7	44.2
Sylvester MS	709	59%	50%	91%	57%	45%	73.9	47.1
Evergreen HS	1219	51%	56%	84%	34%	55%	63.3	38.3
Highline HS	1519	64%	50%	97%	59%	35%	75.1	47.5
Mount Ranier HS	1345	64%	42%	95%	62%	29%	72.4	45.1
Tyee HS	1219	46%	26%	92%	37%	50%	56.5	21.5
Yakima								
Franklin MS	828	68%	75%	85%	37%	78%	52.7	39.7
Lewis & Clark MS	749	67%	45%	88%	39%	88%	45	21.4
Washington MS	746	66%	60%	86%	14%	91%	46.6	28.3
Wilson MS	780	53%	22%	94%	47%	64%	69.4	45.9
Davis HS	1688	52%	29%	85%	36%	67%	51.6	27.4
Eisenhower HS	1831	63%	50%	85%	52%	50%	65.8	33.3
Pasco								
Mclouglin MS	956	51%	31%	86%	55%	47%	61.8	48.7
Stevens MS	726	44%	54%	80%	11%	93%	40.9	22
New Horizons HS	185	56%	0%	100%	24%	85%	40.0	8.6
Pasco Senior HS	2774	67%	57%	88%	31%	66%	59.1	28.6

These results prompt us to suggest that the examination of teacher retention on a school-by-school basis is most informative when grounded in the individual context of the district (see Appendices A and B for individual data on all of the schools). Clearly the analyses presented here beg further questions about other district conditions that may be important to consider when examining differences in teacher retention at the school level. For example, what influence might school climate, school leadership, parental involvement or teacher assignment and transfer policies have on teacher retention in a specific district or school? While providing more detailed analyses of individual districts is outside the scope of this research, further research could delve into these questions.

The analyses presented here could also be more informative for policymakers and practitioners if data about teachers' certification, endorsements, and assignments were available. It would be helpful to know how middle and high school teacher retention rates vary by subject areas. For example, does a disproportionate share of math and science teachers leave their schools, districts or the Washington workforce? This type of data that provides reliable and consistent information about additional characteristics of the Washington teacher workforce would be very useful in designing recruitment and retention initiatives, and is fundamental to exploring important equity concerns regarding the extent to which all children in the state have access to well-qualified teachers.

Summary Comments

This report examines teacher retention and mobility in Washington's teaching force at state, district and school levels, with particular emphasis on middle and high school teachers in six districts. We examine teacher mobility comparing patterns among districts and within districts. We also look at retention and mobility in relation to student demographics, measures of student learning in reading and mathematics and other school and district characteristics. We focus on middle and high schools in six districts: Seattle, Tacoma, Spokane, Highline, Yakima and Pasco.

In this selected, non-representative sample of Washington middle and high schools, we find that these middle and high school teachers are similar to the characteristics of all Washington teachers statewide in some respects, and differ somewhat in others. High school teachers in the sample were older and more experienced than other teachers, and both middle and high school teachers in this sample are more racially and ethnically diverse than teachers statewide. However, the percent of the sample of middle and high school teachers who have less than five years of teaching experience closely resemble all teachers statewide. Additionally, middle school teacher retention rates in this sample are lower than the statewide profile.

When examining teacher retention and mobility rates aggregated at the district level, we find that middle school teachers in Tacoma and Pasco move within the district at considerably higher rates than other teachers in the sample districts. Also, both middle and high school teachers in Highline move to other districts at considerably higher rates. Districts also vary in the percent of novice teachers that comprise the district workforce. In Seattle and Pasco, novice teachers represent a larger proportion of their workforce than in Spokane and Yakima. Across nearly all experience levels, middle school teachers are retained at lower rates than their high school counterparts, with the exception of Yakima. We also find that there are even greater differences in teacher retention rates between schools within a district than between districts.

We conducted a number of analyses to examine the relation between teacher retention, student characteristics and student performance in the selected districts. We found that student performance (as measured by WASL reading and math scores) is strongly associated with poverty, race and ethnicity of students, and the strength of this relationship is more pronounced at the middle school level. That is, middle schools with lower teacher retention rates seem to have higher poverty rates, lower WASL scores, and a smaller percentage of white students.

These results suggest that the examination of teacher retention on a school-by-school basis is most informative when grounded in the individual context of the district. The findings underscore the usefulness of developing appropriate, feasible and useful analytic tools and methods for conducting accurate retention and mobility analyses. Data-based analyses of teacher retention and mobility can help sharpen the questions that state and district policymakers need as they consider ways to improve the equity of access to a high quality education for all of Washington's school children.

Acknowledgements

The research presented in this report was commissioned by the Washington State Board of Education with support from the Center for Strengthening the Teaching Profession (CSTP). However, the findings and conclusions contained in this report are the sole responsibility of the authors.

References

Elfers, A. M., Plecki, M. L., McGowan, M. L. (2007). *High school teachers in the workforce: Examining teacher retention, mobility, school characteristics and school reform efforts*. Seattle, WA: University of Washington.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: November 2, 2007

SUBJECT: **HIGHER EDUCATION MASTER PLAN**

SERVICE UNIT: Edie Harding, Executive Director
 State Board of Education

PRESENTER: Ann Daley, Executive Director
 Higher Education Coordinating Board

BACKGROUND:

The Legislature requires¹ the Higher Education Coordinating Board to develop a statewide strategic master plan for higher education that proposes a vision and identifies goals and priorities for the system of higher education in Washington State. The plan encompasses all sectors of higher education, including the two-year system, workforce training, the four-year institutions, and financial aid. The board also specifies strategies for maintaining and expanding access, affordability, quality, efficiency, and accountability among the various institutions of higher education.

The Higher Education Coordinating Board (HECB) is preparing a ten year strategic master plan which is due to the legislature by December 1, 2007. The HECB is examining the role higher education will play to develop the state's full 21st century potential. They identify a number of the concerns that our Board also shares: too few people and adults are completing post secondary education, the most rapidly growing student populations are those most at risk for dropping out, and employers have a growing demand for highly educated and skilled workers.

¹ RCW 28B.76.200

The HECB Executive Director, Ann Daley, would like to present a draft of what they are thinking and ask for your thoughts. Some of the key questions the HECB has are:

- How can our state build a college-bound culture in our high schools?
- How can we improve teacher and school leader education so that public schools truly serve as the great equalizer for students from every culture, country, and income level?
- How can we make it easier for students to transfer from associate degree programs to bachelor's and advanced degree programs?
- How can we enable adult workers to move up to more advanced job skills?



Help us plan the future of higher education in Washington

The Higher Education Coordinating Board is seeking your ideas to help us plan the future of our community and technical colleges and universities. In December, the Board must complete a “master plan” that will guide how our higher education system grows and changes over the next 10 years.

This is a crucial task. Our education system has long been the envy of the world, and today’s baby boomers are the most highly educated generation in American history. But we are sliding backwards as other countries outperform us, and as a growing number of Americans are left behind by an education system that doesn’t meet their needs.

The next generation will need even more education to succeed – and it includes more people who face bigger barriers to educational success: immigrants, people of color, low-income children, and under-educated young adults.

Creating opportunity for the next generation is at the very heart of the American tradition. Thomas Jefferson passionately believed that education was central to realizing the hope of a society built on virtue and talent, instead of the circumstances of one’s birth.

Increasing educational opportunity and success for the next generation will require new thinking, new strategies, and new investments. Our government, social institutions and our prosperity in this new, increasingly complex and interconnected world will depend on our ability to nurture and sustain an education system capable of developing the full capability of our citizens – more now than ever before in human history.

What will our democracy, our culture, and our economy look like in 10 or 20 years? If current trends are not reversed, we face economic decline, deepening divisions between rich and poor, and a deeper gulf between the people and our government. The need to reverse these trends is urgent, and it will require the united efforts of people in every community in Washington. That’s why we are asking you to join us in creating a visionary, workable, equitable path to a better future for the people of our state.

We hope you will share your thoughts at one of the public forums we’re holding this fall, or at the Board’s regular meeting on October 25. You also can submit comments by email at: masterplan@hecb.wa.gov.

2008 Strategic Master Plan for Washington Higher Education

Public Forums

Vancouver Public Forum

Thursday, October 18

4:30 - 6:30 pm

The Historic Reserve – Hamilton Bldg.

Bellingham Public Forum

Tuesday, October 23

4:30 - 6:30 pm

Quality Inn Baron Suites – Atlantis Room

Board Meeting / Public Hearing

Thursday, October 25

1:00 – 4:00 pm

WSU Vancouver

Spokane Public Forum

Monday, October 29

11:30 am - 1:30 pm

NW Museum of Arts & Culture – Gilkey Room

Tacoma Public Forum

Tuesday, October 30

11:30 am - 1:30 pm

Tacoma Art Museum – The Event Space

Seattle Public Forum

Thursday, November 1

3:30 pm – 5 pm

North Seattle Community College

Why do we need a new plan?

Our world is changing in ways that provide a new opportunity, and a new challenge.

The new opportunity is this:

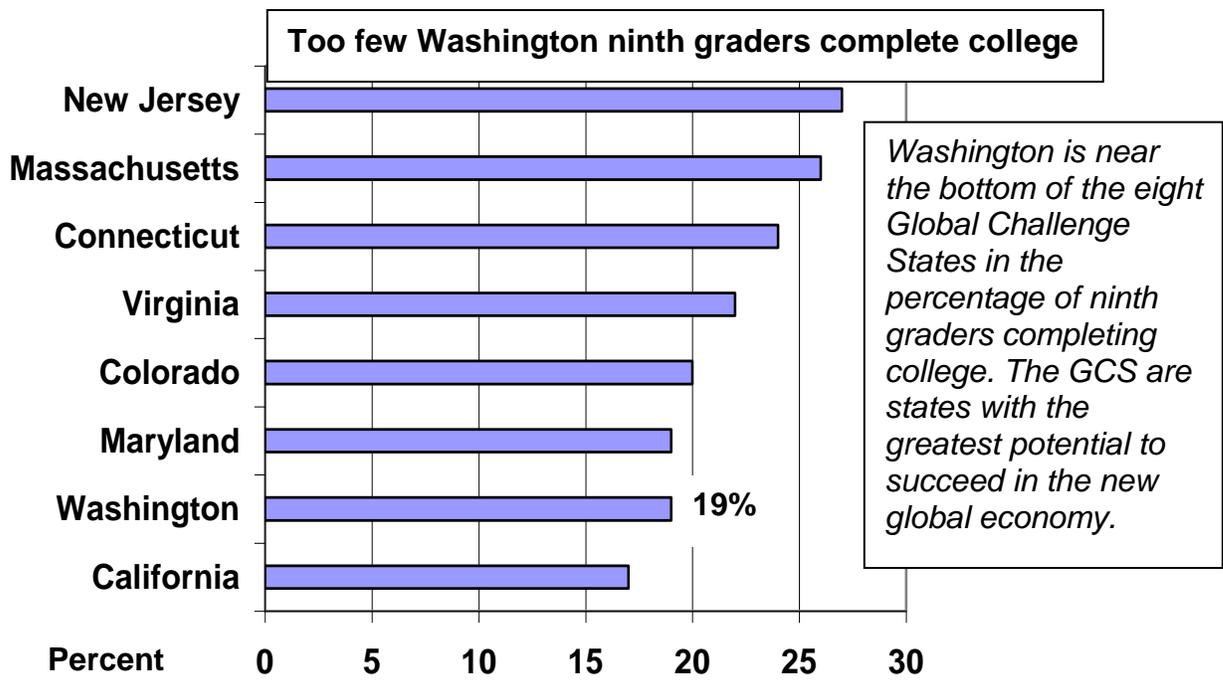
In the next few years, our state's economy is expected to continue to grow rapidly, increasing the need for educated and skilled workers. At the same time the baby boomers will begin to retire in record numbers, opening up thousands of additional new jobs and civic leadership positions for members of the next generation.

The new challenge is this:

In the next few years, Washington will need to meet the rising demand for skilled and talented citizens by educating a much greater percentage of our young and middle-aged workers to much higher levels than we are currently doing. Population growth and immigration of educated workers will not be enough to fill these needs.

Today, about three quarters of all family-wage jobs require some form of education or training beyond high school. But a third of the working-age adults in our state have a high school diploma or less. Already, 51% of Washington employers report that they have trouble finding people with the skills they need to expand their businesses.

At the high end of the job market – the jobs that require four-year college degrees or more – Washington imports talent, because we don't graduate enough people with degrees in science, math and engineering. Beyond the economic benefits of raising the education level of more of Washington's citizens, important social benefits result such as increased voter participation and volunteerism, combined with lower crime rates, health care costs and public assistance.



We can't meet this new challenge by doing what we have always done.

If we keep doing what we have always done, we will get the same results we've always gotten. We will continue to have too many high school dropouts, too many under-educated adults, and not enough educated people to fill the jobs that will make our communities prosper. And the gap between rich and poor in our society will continue to widen.

We need fresh thinking about how to raise the level of educational attainment for Washington residents – not some day in the distant future, but right now. The opportunity is immediate, and the need is urgent.

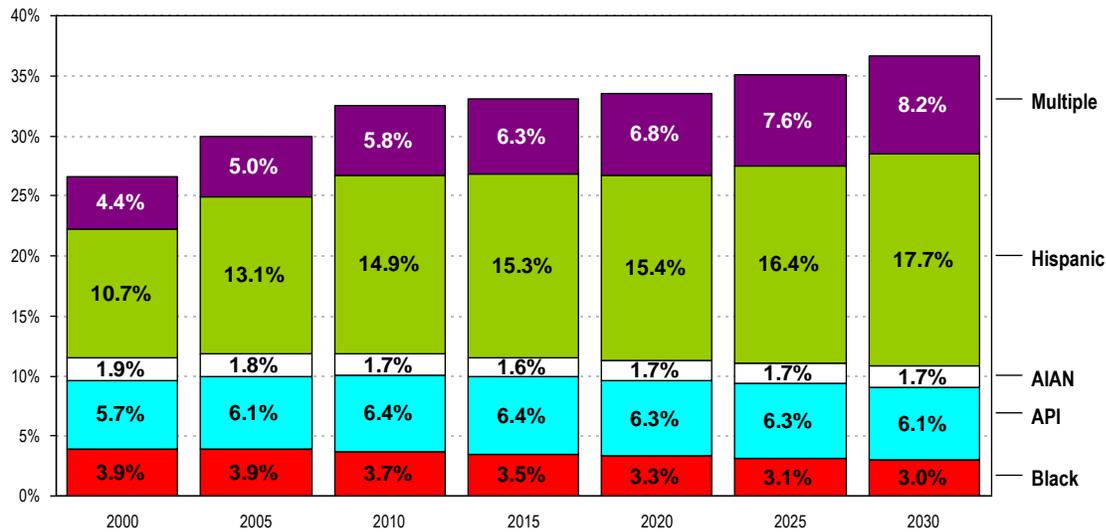
Washington Learns, the Governor's special commission on the future of education, called for a seamless, cradle-through-career education system that keeps all of us engaged in learning for life.

Governor Gregoire has created a P-20 Council to promote the Washington Learns vision of a seamless, coherent and accountable system that truly serves all learners. The plan the Higher Education Coordinating Board is creating will be a major step towards bringing that vision to life.

The Washington Learns report provided direction and diagnosis of some of the key problems we must face:

- **We need to create a higher education system that serves all – not just some – Washington residents.** If 75% of today's good jobs require some form of higher education, we can expect that in another generation, it will be 90% or even 100%.
- **We need more graduates in math, science and engineering.** The leading industries of the 21st century economy require far more graduates in these fields than we are producing.
- **We need teachers in early learning and public school programs who are better prepared to teach math and science, and to educate students from every culture and income group, and with every learning style.** Our schools urgently need teachers with 21st century skills to meet the needs of all 21st century kids.

By 2030, 37% of the students in our schools will come from diverse ethnic and racial backgrounds.



These students are more likely to come from low-income families and have different cultural expectations, life experiences, and learning needs than those from white, middle- or upper-income families.

We need to create an education system that adapts to the needs of students, instead of one that requires students to adapt to the system. Across the education spectrum – from preschool through graduate school – we need an education system that works for everyone. Students with different learning styles, students of color, low-income students and immigrants often have a very hard time getting what they need in today’s classrooms. People who can’t afford to move to be near education institutions are also left out. Our economic future depends on our ability to change this, so that all learners have access to the educational opportunities they need to succeed.

We need a higher education system that provides a seamless transition when students graduate from K-12 schools. To do this, we need to help middle and high school students explore their dreams and talents, learn about possible careers and the education they require, and chart their own course to success. And we need stronger partnerships between public schools and higher education to achieve this.

We need to provide more opportunities for under-educated adults. Only a tiny fraction of under-educated adults and immigrants who need to learn both English and job skills are enrolled in adult basic education and job training. We have promising new programs, but they are not available to all who need them.

We need to stimulate creativity, innovation, and entrepreneurial imagination. Our unique position in the global economy, coupled with our growing diversity, make Washington a crossroads for new ideas and points of view. If we make the most of these assets, we can be the spawning ground for more new industries and for artistic innovation.

We need to create a culture of collaboration between different levels within the education system, and between education, business, community organizations, and faith organizations. By working together we can make the most of limited resources, and create a culture that supports and values learning.

How do we get from here to there?

Members of the Higher Education Coordinating Board have identified two fundamental goals, and framed some key questions we hope you will consider and discuss with us.

Goal 1: We will create a higher education system that truly serves everyone – a system that anyone can enter and afford, and a system that personalizes education so that everyone can succeed.

Planning questions:

- How can our state build *a college bound culture in our high schools*? How can we keep students engaged, mentor and counsel them as they explore career options, and expand parent involvement in their education?
- How can we *improve teacher and school leader education* programs so that public schools truly serve as the great equalizer for students from every culture, country, and income level? How can we improve teacher preparation to teach math and science?
- How can we *make it easier for students to keep moving up*? For instance, how can we encourage adults in basic literacy programs to enroll in more advanced job skills programs that would increase their earning power? How can we smooth the transition between community college and four-year colleges? What counseling and academic advising programs are most effective at keeping students engaged and motivated?
- How can we *increase financial support for low-income students* – both recent high school graduates and adults? How can we provide better support to people who can only attend part time because of competing work and family obligations?
- How do we provide *more education to more people at an affordable cost*? Are we making the most efficient and effective use of new communication technologies to do this? Are there other ways to reduce costs that don't compromise quality?
- How can we *provide education and job training to people who are place bound*? Can we find ways to take the education to the learners, wherever they are?
- How should we *assign accountability for students completing the programs they enroll in*? What incentives – for both students and colleges – would produce significant increases in completion rates?

Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.

Planning questions:

- How can we *meet employer demand* for students with degrees and training in *high-demand, high-skill fields* by improving our ability to forecast what will be needed?
- How do higher education institutions need to be *better partners with employers and regional economic development agencies*?
- Can we engage the media, employers, and community organizations in a campaign to *encourage more students to choose careers in math, science and engineering*?
- How can we *integrate basic education and job training*, so that under-educated adults get both at the same time? How can we bring promising programs that do this to scale, so they are available to all who would benefit?
- What *strategic investments in research* should we make? How can they be sustained? How should we support *translating research into commercial applications* that create new jobs?

We need your help to answer these questions, and to plan our future.

Our higher education system has helped Washington become the prosperous state it is today. We can all be proud of the quality and variety of the educational institutions and programs we already have. But now it's our job to take it to the next level, and to rethink, retool, and re-imagine our education system for a world where economic, scientific, and technological change demands a higher level of learning than ever before.

Of all the investments of tax dollars we make, education pays the highest dividends. But we are challenged to find ways to stretch our public resources as never before if we are to meet the challenge of educating more people in time to meet the urgent needs of our growing population and our changing economy.

This is a challenge that deserves the broadest possible public participation, and the most careful thought about how to translate our most deeply held values into programs that provide hope, opportunity and upward mobility to all the people of our state.

We hope you will join us in this work.

How Can Higher Education Help Washington Achieve Its Full 21st Century Potential?

Call for Public Comment

Higher education will play a critical role in developing our state's **full 21st century potential**.

A 10-year **strategic master plan** for higher education is due in December 2007.

We need **your ideas and help** as we consider key challenges our state faces.

2

Washington has significant opportunities and challenges in the 21st century

Opportunities

- A strong, global economy
- A highly educated population
- An abundance of natural resources
- A major participant in international trade
- Steady population growth and diversity

3

Challenges

- Too few young people and adults completing postsecondary training, certificates, and degrees
- The most rapidly growing student cohort in our schools is most at risk for dropping out.
- Highly educated baby boomers will need to be replaced.
- Growing demand for highly educated and skilled workers
- Overly reliant on attracting those with degrees from other states and countries

4

Our state needs more highly educated citizens

As Washington's population grows our economy will be more knowledge-based.	<ul style="list-style-type: none"> • Demand for postsecondary education will increase • Demand for highly educated workers will increase
Large numbers of baby boomers will retire and need to be replaced beginning this decade. →→→	<ul style="list-style-type: none"> • Baby boomers are the most educated generation in history • Replacing the baby boomers will increase the demand for educated and skilled workers
Washington has critical shortages of workers in high demand fields such as nursing, computer science, and engineering. →→	<ul style="list-style-type: none"> • Competition for highly educated workers is growing • 51% of Washington employers report difficulty finding people with the skills needed to expand their businesses

5

Washington: growing, aging, becoming more diverse

There will be more of us 2.5 million increase (+37%)	<p>2005 - 6.2 million</p>  <p>2030 - 8.6 million</p> 
We will be older Those over 65 will increase most rapidly (+72%)	<p>2005 = 11% of population</p>  <p>2030 = 19% of population</p> 
We will be more diverse We will experience a 9% increase in the diversity of our population (+39%)	<p>2005 = 23% Diversity</p>  <p>2030 = 32% Diversity</p> 

6

Washington economic trends

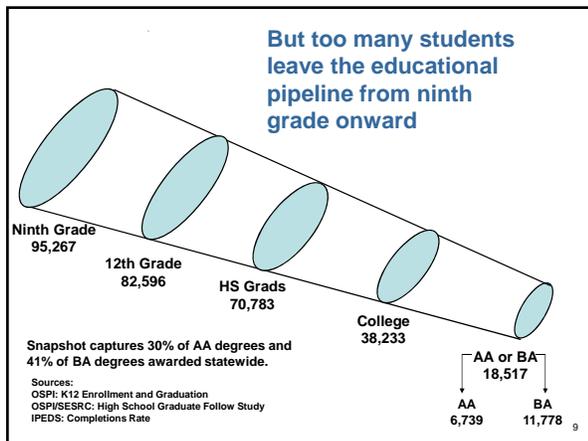
<p>We are global Washington is ranked second* nationally in its potential to succeed in the global economy.</p> <p><small>*New Economy Index</small></p>	<p>New Economy Indicators</p> <p>Knowledge Jobs Globalization Economic Dynamism Digital Economy Technological Innovation Capacity</p>
<p>Our economy is strong</p> <p>Aerospace Software Development Biosciences International Trade Agribusiness Manufacturing</p>	<p>Washington scores 86.2 out of 100</p>
<p>We are generating jobs Washington's best jobs are increasingly in fields with a strong emphasis on science, mathematics and technology.</p>	<p>We're a leading consumer of science, engineering degrees</p> <p>#1 Engineering #6 in Computer Specialists #9 in Life/Physical Scientists</p>

7

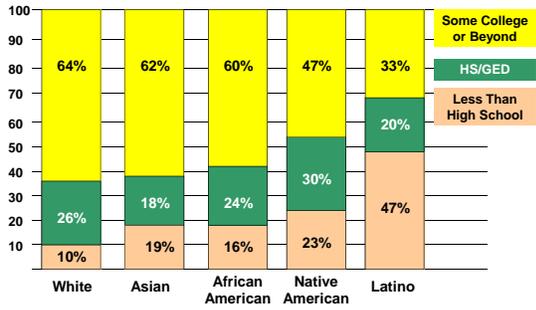
Washington economic trends

<p>We have a growing 'middle-wage' job sector – jobs paying \$17 or more per hour.</p>	<p>Aerospace</p> <p>Crane/Tower Operator Engineering Technician Electrical Installer Mechanics</p>
<p>Professional, Business Services</p> <p>Executive Secretary Correctional Officers Office Supervisor Legal Secretary</p>	<p>Logistics, International Trade</p> <p>Telecommunications Equipment Installer Truck Drivers Dispatchers</p>
<p>Clean Tech/Green Building</p> <p>Floor Layer Carpenter Pile Driver</p>	<p>Tourism</p> <p>Sales Gaming Supervisor Supervisors Cashiers</p>

8



Lack of educational advancement is particularly problematic among Native Americans and Latinos



Washington Population 25+: US Census 2000

10

There are systemic problems in our education system...



...too few kindergartners arrive at school ready to learn

11

Too few students graduate on time from high school...



... 70% statewide average on-time completion rate

12

Too few participate
in postsecondary education...



... 25th nationally in the
percentage of adults enrolled

13

Too few complete bachelor's,
advanced degrees...



... 36th nationally in BA degrees
... 38th nationally in science,
engineering degrees

14

...and far too many
Washington adults
have low levels of
educational attainment

One out of every four persons
aged 18 to 24 has no high school
diploma.

25%

More than 34 percent of
Washington residents age 25 to
64 have only a high school
diploma.

34.1%

Nearly half of all Latino/Hispanics
25 or older have less than high
school education.

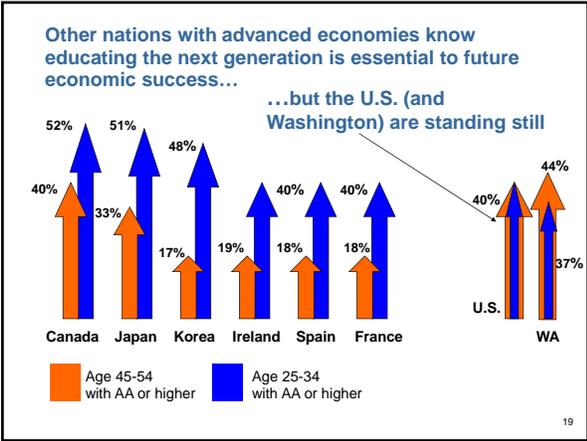
47%

Non-English speakers in
Washington doubled in the last
census.

Washington's under-educated working
population is equal in size to its
next 10 high school graduating
classes.



15



Challenge

Washington **lacks the capacity** to teach enough skills to enough people to meet the demand for educated workers.

Our education system must **improve and expand** to help our state achieve its full economic and societal potential.

If we continue to lag behind other states and countries, we will fail in our effort to become a major force in the **global economy**.

20

Challenge

Educating our citizens is a **necessary investment** to secure our future.

We have a **moral responsibility** to educate the next generation.

We **all share the responsibility** for meeting this challenge.

21

What Washington Needs

- More highly educated people
- Affordable postsecondary programs
- More access for place-bound citizens
- More integrated educational pathways
- A stronger emphasis on student success
- Increased postsecondary capacity
- Increased research and innovation

22

How Do We Get From Here To There?

Members of the Higher Education Coordinating Board have identified two fundamental goals, and framed some key questions we hope you will consider and discuss with us.

Goal 1: We will create a higher education system that truly serves everyone – a system that anyone can enter and afford, and a system that personalizes education so that everyone can succeed.

Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.

23

Planning Questions

*How can our state build a **college-bound culture** in our high schools?*

*How can we **improve teacher and school leader education** so that public schools truly serve as the great equalizer for students from every culture, country and income level?*

*How can we make it easier for students to **transfer** from associate degree programs to bachelor's and advanced degree programs.*

*How can we enable **adult workers** to move up to more advanced job skills?*

24

Planning Questions

How can we increase **financial support** for low-income students – both recent high school graduates and adults?

How do we provide **more education to more people** at an affordable cost?

How do we provide education and job training to people who are **place-bound**?

How should we assign **accountability** for students completing the programs they enroll in?

25

Planning Questions

How do we meet employer demand for students with degrees and training in **high-demand, high-skill** fields by improving our ability to forecast what will be needed?

How can higher education institutions become **better partners** with employers and regional economic development agencies?

Can we engage the media, employers, and community organizations in a campaign to encourage more students to choose **careers in math, science, and engineering**?

26

Public Forum Schedule

Vancouver Public Forum

Thursday, October 18
4:30 - 6:30 pm
The Historic Reserve
Hamilton Bldg.

Bellingham Public Forum

Tuesday, October 23
4:30 - 6:30 pm
Quality Inn Baron Suites

Spokane Public Forum

Monday, October 29
11:30 am - 1:30 pm
NW Museum
of Arts & Culture

Tacoma Public Forum

Tuesday, October 30
11:30 am - 1:30 pm
Tacoma Art Museum

Seattle Public Forum

Thursday,
November 1
3:30-5 pm
North Seattle
Community
College

WASHINGTON
**HIGHER
EDUCATION**
COORDINATING BOARD

Board Meeting / Public Hearing

Thursday, October 25
1:00 - 4:00 pm
WSU Vancouver

27

Send Us Your Comments

Call us at: 360-704-4169

Email us at: masterplan@hecb.wa.gov

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and click on the *Master Plan* logo**

Or, attend a public forum in your area

28

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: November 2, 2007

SUBJECT: **TRIBAL MEMORANDUM OF AGREEMENT**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Dr. Kathe Taylor, Policy Director
State Board of Education

Honorable Karen Condon
Councilwoman, Confederated Tribes of the Colville Reservation

BACKGROUND

In 2006, the Board signed a Memorandum of Agreement (MOA) with the Tribal Leader Congress on Education and agreed to:

- Initiate the process to formally consider the inclusion of Tribal history, culture, and government as a graduation requirement by December 1, 2006;
- On or before December 1, 2006, begin meetings and active consultation with the Tribal Leader Congress on Education and the Washington State School Directors Association on the inclusion of Tribal history, culture, and government as a graduation requirement; and
- Reach a decision on including Tribal history, culture, and government as a graduation requirement by December 1, 2007.

STAFF RECOMMENDATION

Because the Board has extended its comprehensive review of high school graduation requirements into 2008, staff recommends that the Board renegotiate the MOA to move the deadline for a decision on this issue to December 1, 2008. The additional time will give the Board an opportunity to consider this specific request in the context of overall graduation requirements.



Tribal Leader Congress on Education UPDATE

BACKGROUND

In 2005, the legislature introduced a bill¹ on tribal history and culture that amended a statute² pertaining to the Board's authority. The new language (in italics) read:

- (a) Any course in Washington state history and government used to fulfill high school graduation requirements *shall consider including* information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

In 2006, the Board signed a Memorandum of Agreement (MOA) with the Tribal Leader Congress on Education and agreed to:

- Initiate the process to formally consider the inclusion of Tribal history, culture, and government as a graduation requirement by December 1, 2006;
- On or before December 1, 2006, begin meetings and active consultation with the Tribal Leader Congress on Education and the Washington State School Directors Association on the inclusion of Tribal history, culture, and government as a graduation requirement; and
- Reach a decision on including Tribal history, culture, and government as a graduation requirement by December 1, 2007.

UPDATE

Board members met with Tribal representatives in 2006 to initiate discussion. When the Board decided to review and revise high school graduation requirements, a decision on whether to include Tribal history, culture, and government was folded into that comprehensive review.

¹ SHB 1495

² RCW 28A.230.090

In the past few months, individual Board members have engaged directly in conversations with Tribal representatives about Tribal interests in graduation requirements. Dr. Bernal Baca attended the August 2007 meeting of the Tribal Leader Congress (TLC) on Education to listen to concerns.

Staff met with Tribal representatives in October 2007 to hear the current recommendation of the TLC on Education. Those attending were Suzi Wright (Policy Analyst for the Tulalip Tribes), Keri Acker-Peltier (Director of Education, Suquamish Tribe, and Advisory Committee member for the Meaningful High School Diploma), Rob Purser (Suquamish Educational Liaison), and Darlene Peters (Educational Specialist, Suquamish).

The Tribal members reported that the Tribal Leader Congress on Education had discussed the graduation requirements at its meetings in Quinault and Tulalip and had decided to request that the Board consider a .5 credit of local tribal history, culture, and government as a graduation requirement. They pointed to the new language defining Basic Education as support for their request, and expressed hope that the language would inform the Board as it rethinks graduation requirements.

In earlier conversations, there had been some indication that the TLC on Education was less interested in a stand-alone graduation requirement and more interested in a sovereignty curriculum being developed by the Office of Indian Education at OSPI. However, because the sovereignty curriculum is intended to be incorporated into existing curriculum, rather than be a stand-alone requirement, the feeling now is that such a requirement would be insufficient to address the interests of the Tribes.

STAFF RECOMMENDATION

Because the Board has extended its comprehensive review of high school graduation requirements into 2008, staff recommends that the Board renegotiate the MOA to move the deadline for a decision on this issue to December 2008. The additional time will give the Board an opportunity to consider this specific request in the context of overall graduation requirements.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ INFORMATION/NO ACTION

DATE: NOVEMBER 1-2, 2007

SUBJECT: **NAVIGATION 101**

SERVICE UNIT: State Board of Education
Edie Harding, Executive Director

PRESENTER: Martin Mueller, Assistant Superintendent, Student Support, OSPI
Mike Hubert, School Counselor, Navigation 101 Field Staff, Bremerton
School District

RECOMMENDATION:

No Action Required

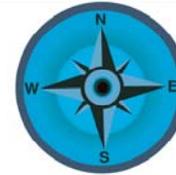
BACKGROUND:

Navigation 101 is a life skills and planning curriculum for students in grades 6 through 12. It aims to help students make clear, careful, and creative plans for life beyond high school, and:

- Encourage student engagement by building meaningful relationships between each student and at least one adult at school, thereby helping students remain engaged and motivated and lessening the chance for dropping out.
- Enhance student achievement by helping students evaluate their own skills, interests, and accomplishments; successfully make the transition between middle and high school; take more challenging courses; and understand the relationship between school and life after graduation.
- Involve parents or guardians by engaging them in students' decisions, sharing comprehensive information about students' progress, and inviting them to annual student-led conferences.
- Strengthen community within schools and in the neighborhoods in which students and their families live by offering students meaningful service-learning and leadership opportunities.

Navigation 101 was first developed by the Franklin Pierce School District. Because of its success there, the program was then replicated in a number of other districts around the state. In 2006, the State Legislature funded Navigation 101 so that any interested district could adopt it. The Washington State Office of the Superintendent of Public Instruction has used some of that funding to create these lesson plans, which provide a simple and clear way to implement Navigation 101 in your school.

NAVIGATION



Help me BE what I dream...

ACCOMPLISHMENTS • PLANS • GOALS

FALL 2007

WHY NAVIGATION?

Too many students don't manage to graduate from high school.

And of those who do, many haven't made clear plans for what they're going to do after they graduate. Students need help and support to make the most of their time in school and to make good choices for life after high school.

That's where Navigation 101 can help.

Navigation 101 is a life skills and planning program for students in grades 6 through 12. It was developed by the Franklin Pierce School District and is now being used in schools throughout Washington State.



"It's about YOU now. You're carrying yourself. The teacher isn't carrying you."
- Liz, High School Senior

**NAVIGATION 101: CLEAR, CAREFUL, AND CREATIVE PLANNING
FOR LIFE BEYOND HIGH SCHOOL.**

FIVE KEY ELEMENTS

Navigation brings together **five key elements** that have proven to have significant benefits for students. Each of these elements is important; but it's their interconnectedness that makes Navigation so powerful.

PERSONALIZING—Advisories: Students meet regularly in small group “advisories” with a teacher and other students, using a curriculum based on academic and guidance standards.

PLANNING—Portfolios: Students save samples of their work to reflect on their progress and determine how they can improve. Students also save resumes, assessments, and drafts of postsecondary plans.



DEMONSTRATING—Student-led conferences: Each year, students share their achievements, dreams, and plans with advisors and parents at a conference that they lead.

EMPOWERING— Student-driven scheduling: Students who take advanced courses do better after graduation. Navigation re-orientes the registration process so that students can take these “gatekeeper” courses.

EVALUATING— Data analysis: Navigation schools collect data on a number of indicators to measure student success.

“I have this opportunity... I want to be lazy, but I also want to be an engineer. So I have to choose.”
- Harrison, High School Senior

NAVIGATION CHANGES SCHOOLS



Navigation equalizes opportunity so that ALL students have meaningful choices for life after high school, not just those whose parents can help them along.

Navigation encourages student engagement by ensuring that every student has at least one adult at school who knows and cares about him or her.

Navigation enhances student achievement by helping students evaluate and then reflect on their skills, interests, and accomplishments.

Navigation involves parents by engaging them in students' decisions and plans.

Navigation strengthens community within schools and in the larger neighborhood by offering students meaningful service-learning and leadership opportunities.

Navigation helps schools improve by involving staff and students in a shared mission.



NAVIGATION AROUND THE STATE

Navigation 101 began in the Franklin Pierce School District.

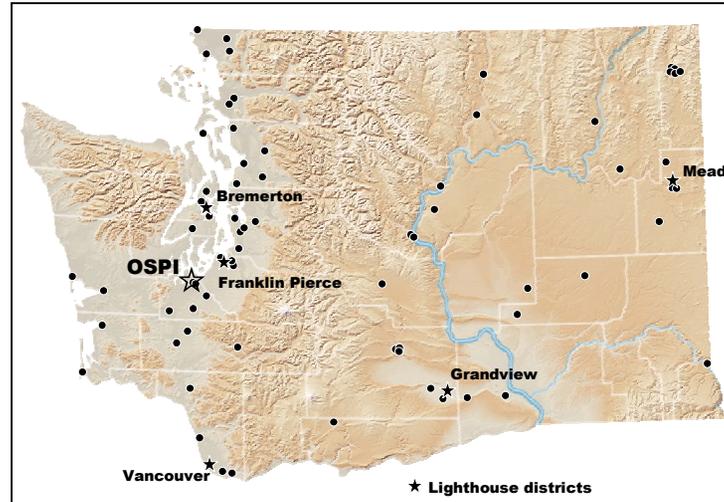
Because of its success there, it has been adopted (and adapted) by districts around the state. In early 2006, the State Legislature funded Navigation so that any district in the state could implement the program.

Since then, Navigation has made great strides.

For the 2007-08 school year, **over 200 schools in 95 school districts** have received grants to implement Navigation 101. Navigation grantee districts are spread throughout the state—from Aberdeen to Yelm and from Spokane to Stanwood-Camano. They represent big cities, small towns, and rural areas; and include Native populations and migrant communities, as well as affluent and low income families.

Work on Navigation around the state is led by five **Lighthouse districts**. These early adopter districts—Franklin Pierce, Bremerton, Vancouver, Grandview, and Mead—offer site visits, coaching, and hands-on help to make Navigation a sustainable part of the school experience.

During 2007-08, OSPI plans to continue to expand Navigation to new schools and new districts. In addition, to continue to meet the needs of grantee districts, we hope to increase the number of Lighthouse districts and add coaches around the state.



NAVIGATION CURRICULUM

The heart of Navigation 101 is its **curriculum**, which is based on Washington’s Essential Academic Learning Requirements and the American School Counselor Association’s (ASCA) National Model.

The ASCA model focuses the curriculum around three essential questions, helping to develop the whole child:

ACADEMIC DEVELOPMENT: *What have I accomplished ?*

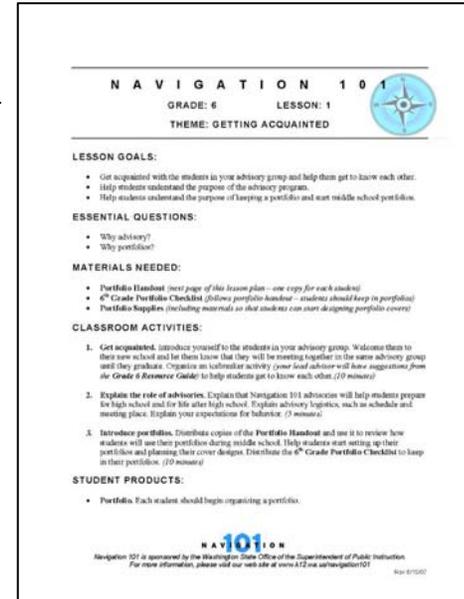
CAREER DEVELOPMENT: *What do I want to do?*

PERSONAL & SOCIAL DEVELOPMENT: *Who am I?*

The curriculum includes 20 lesson plans for each grade level from 6–12, facilitating biweekly Navigation advisory sessions.

The curriculum features:

- **Applied goal setting**, with students setting goals each year in each area.
- **Consistency with OSPI graduation requirements**, including a strong focus on postsecondary readiness and the preparation of a robust High School & Beyond Plan.
- **Academic self-assessment**, to help students learn how to reflect on their work.
- **Parent involvement**, to engage parents in their children’s progress at school.
- **Service and leadership opportunities** at school and in the community.



POSTSECONDARY PREPARATION



“It’s given me a path to look forward to, and it’s helping me plan my future.”
- Rachel, High School Sophomore

To succeed in the world, students graduating from high school must be ready for college and career. Navigation helps them prepare—and helps students meet state graduation requirements by preparing a **High School & Beyond Plan**, which is updated each year and finalized during senior year.

Students use their Navigation portfolios to document their progress at a student-led conference each year and, in high school, to prepare four-year plans for the courses they should take each year.

Students also prepare a High School & Beyond Plan worksheet each year as part of Navigation 101. These worksheets grow more sophisticated as students get older, helping them translate their goals and their dreams for the future into specific action steps.

As they near graduation, students also have structured opportunities during Navigation to:

- Research and compare postsecondary opportunities,
- Research the cost of different choices,
- Prepare a financial plan, and
- Discuss their progress with other students and their advisor.

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

HIGH SCHOOL & BEYOND PLAN CHECKLIST – GR 12

NAME: _____ ADDRESS: _____

CAREER PATHWAY: Which career pathway have you selected?

Agriculture, Science, and Natural Resources

Art, Media, Communications and Design

Business, Management, and Finance

Education, Social, and Health Services

Engineering, Science, and Technology

Careers of Interest: _____

CAREER RESEARCH: Steps you have taken to be able to pursue a career that interests you:

Taken needed electives in my pathway *describe:* _____

Updated resume (or will before graduation) _____

Conducted career interviews (how) _____

Finished 14 hours of job shadowing _____

Obtained summer job or internship _____

POSTSECONDARY RESEARCH: Your postsecondary plan based on the educational requirements for your career choice is based on: (check all that apply)

No more education needed (explain why) _____

Apprenticeship – Length, details: _____

Two-year degree (AA or AS) – Major: _____

Four-year degree (BA or BS) – Major: _____

Postgraduate degree – Describe: _____

NAVIGATION

Navigation 101 is sponsored by the Washington State Office of the Superintendent of Public Instruction
 For more information, please visit our web site at www.k12.wa.us/navigation101

Page 107

NAVIGATION MULTIMEDIA

Navigation isn't confined to paper! To help students (and teachers) learn, the Navigation team has created a full multimedia complement to the curriculum.

NAVIGATION VIDEOS

Navigation's six videos (an Overview and one on each of the five key elements) feature students and teachers from around the state. They can be used to help students learn about Navigation, to train new advisors, or to share with school boards, parents, and community members.



Students share their stories in the Navigation Overview video.

NAVIGATION WEB SITE

The Navigation web site (located at www.k12.wa.us/navigation101) features downloadable curriculum, professional development training materials, and links and resources for advisors, counselors, parents, and students.



NAVIGATION NEWS

Navigation's monthly e-newsletter provides a regular update on training opportunities and program plans.

NAVIGATION LOG

The newest multimedia entry is our blog, the Navigation Log (located at www.navigation101.blogspot.com). The blog will give Navigation grantees the chance to share best practices, tips, and advice.

TRAINING AND COACHING

Navigation began as a grassroots effort, as word got out about the “Franklin Pierce model” and people started calling. The program has retained this grassroots feel through the **Lighthouse** structure—in which more experienced districts help those who are just starting out.

In addition, OSPI offers a number of other opportunities to help Navigation schools learn and share.



PROFESSIONAL DEVELOPMENT MATERIALS

The Navigation web site features a wide array of slide show presentations, handouts, and speaking notes that schools can use to train new advisors or familiarize School Board members or stakeholders with Navigation.

CONFERENCES AND COACHING

Navigation also sponsors presentations at a number of professional conferences... and hosted its own conference at Franklin Pierce’s Washington High School in June 2007. Lighthouse districts and Navigation team members also provide one-on-one coaching.



The June 2007 Navigation Conference featured Superintendent Terry Bergeson and attracted 400 educators.



NAVIGATION WORKS

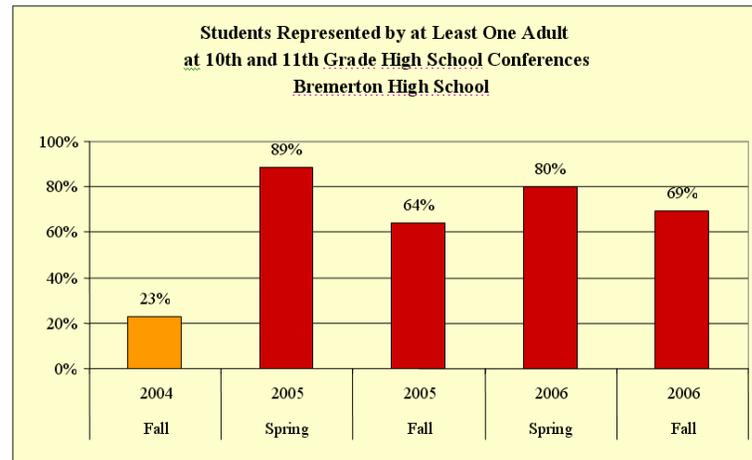
Measuring how students do with Navigation has been a key part of the program. So far, the results have shown significant gains for students—and their families.

PARENT PARTICIPATION

As the chart below shows, parent attendance at school conferences at Bremerton High School increased significantly between the traditional, teacher-led conferences in fall 2004 and Navigation 101 student-led conferences, which began in spring 2005. When parents know that their children have prepared and will be presenting unique and personal information that relates to their work at school, they are much more likely to attend.

According to representatives from the Lighthouse districts, the increase in parent attendance at conferences has led to other related benefits, including more parent involvement in other school activities and more local support for the schools.

Typically, parents become less involved in school as their children grow older. But when they are invited to the school in a meaningful role as their children's partners and supporters, they tend to re-engage in other aspects of the school as well.



The change from “traditional” to student-led conferences has led to a significant increase in parent participation—at Bremerton and every other Navigation school.

NAVIGATION WORKS

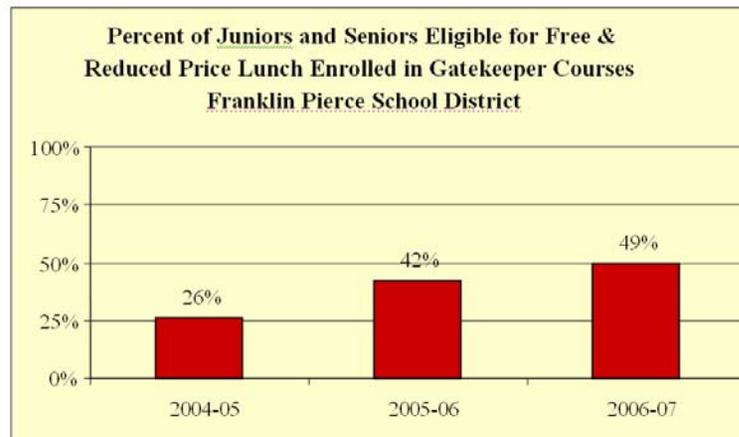
STUDENT SUCCESS AT SCHOOL

With Navigation, student enrollment in “gatekeeper” courses has increased, even among disadvantaged students.

Research shows that taking challenging (or “gatekeeper”) courses in high school is the single most important determinant to a student’s postsecondary success. With Navigation, all five Lighthouse districts have experienced significant increases in students requesting and enrolling in gatekeeper courses.

As the chart shows, even low-income students – who are typically much less likely to enroll in these courses – have benefited from Navigation’s personal encouragement and academic preparation.

During the 2006-07 school year, in fact, nearly half the low-income juniors and seniors in the Franklin Pierce School District enrolled in gatekeeper courses, nearly double the number just two years earlier.



Navigation gives ALL students the support and encouragement they need to take challenging, “gatekeeper” courses.

NAVIGATION WORKS

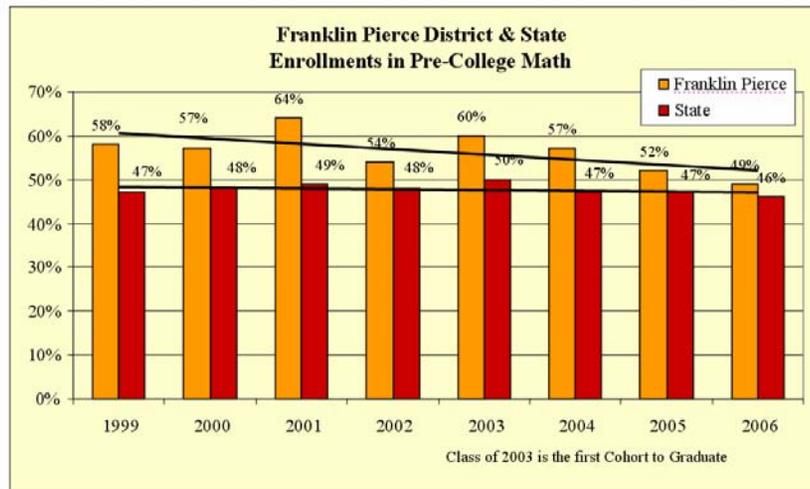
STUDENT SUCCESS AFTER GRADUATION

Graduates' need for remedial courses has decreased.

According to the State Board for Community and Technical Colleges, 52 percent of community and technical college students who graduated from high school in 2005 had to pay for at least one remedial course, which did not count toward their college degree.

As a result, ensuring that high school graduates are ready for college-level work has become a key priority.

The chart shows the Franklin Pierce School District's progress in this area. Since the district implemented Navigation 101, Franklin Pierce graduates' need for remedial coursework has steadily declined.



With the more challenging course load encouraged by Navigation, students' need for remedial courses after high school has decreased.

WHAT'S NEXT?



ELEMENTARY NAVIGATION!

The Franklin Pierce School District is pioneering a new Navigation curriculum during 2007-08 for students in grades K-5.

Elementary Navigation features all five key elements of the grade 6-12 Navigation program (including simple student-led conferences). The elementary curriculum focuses on three areas of child development based on the ASCA National Model:

- **Student as Learner**
(I am a learner!)
- **Student as Contributing Citizen**
(I am a helper!)
- **Student as Planner**
(I have big dreams!)

All Franklin Pierce elementary students will participate in Navigation this year, and we will evaluate the possibility of expanding Elementary Navigation statewide.

	
OUR GOALS FOR ELEMENTARY STUDENTS	
STUDENT AS LEARNER <i>Academic Development: What have I accomplished in school this year?</i>	I SUCCEED by putting in my best effort and by understanding what it takes to do well: studying carefully, attending school, and completing assignments on time. I ASSESS MY OWN WORK and evaluate my own strengths and weaknesses so that I can improve.
STUDENT AS PLANNER <i>Career Development: What do I want to do in the future?</i>	I MAKE GOOD LIFE CHOICES about my work at school and my behavior at home and school. I DREAM BIG and know that my school supports me in exploring opportunities for my future and working toward my dreams and goals.
STUDENT AS CONTRIBUTING CITIZEN <i>Personal/Social Development: Who am I?</i>	I FEEL GOOD ABOUT SCHOOL because I recognize the adults at school care about me and I can build trusting relationships with them. I AM A CONTRIBUTING CITIZEN , able to be a leader and help others, at school, at home, and in my neighborhood.

WHAT'S NEXT?

OUTREACH TO SPECIAL NEEDS STUDENTS

The Navigation team is exploring options to provide materials and support to students with special needs, including English Language Learners, migrant students, and students in alternative schools.



ADDITIONAL PARTNERSHIPS—SCHOOL COUNSELORS

We will continue to work with postsecondary and community stakeholders, funders, parents, educational non-profits, and other potential partners to explore opportunities for collaborations and joint ventures. In particular, we will strengthen our partnership with **school counselors** through the Washington School Counselor Association (WSCA) to ensure that Navigation can be sustained over the long term as part of schools' comprehensive guidance and counseling programs.

CONTINUED GROWTH AND DEVELOPMENT



We will continue to expand Navigation and provide new support tools to Navigation schools. We'll continue to adapt and strengthen the curriculum to build on schools' experiences and national best practices.

And we'll help schools develop mechanisms to ensure that Navigation becomes a self-sustaining and self-supporting part of the academic and counseling environment.

"It's showed me more than anything else—our kids. To see both of them flourish the way they are is just amazing. I like being able to see this."
- Parents, Bremerton HS

THE NAVIGATION TEAM

The Navigation team is a small group of partly part-time, partly full-time staff, some borrowed from districts, some from OSPI. Team members coordinate program administration, develop curriculum and professional development materials, and offer site visits and one-on-one coaching for Navigation schools.

Martin Mueller, 360-725-6175, martin.mueller@k12.wa.us, is OSPI's Assistant Superintendent for Student Support, and Navigation's Statewide Director. Martin coordinates grant awards, program logistics, outreach, and program planning.

Laura Moore, 260-725-6433, laura.moore@k12.wa.us, is the Navigation Program Assistant at OSPI. She's the first point of contact for Navigation districts.

Dan Barrett, 253-405-9425, dan_barrett@fp.k12.wa.us, from the Franklin Pierce School District, is Navigation's Outreach Coordinator. He coordinates site visits to new and interested schools, open houses for grantees, and direct support for grantees and Lighthouse districts.

Mike Hubert, 360-536-6107, mike.hubert@bsd.wednet.edu, from the Bremerton School District, is Navigation's Guidance & Counseling Coordinator. He coordinates the involvement of school counselors and works with Dan to reach out to Navigation grantees.

Mary Bourguignon, 206-271-8913, mb@steeple-jack.com, developed the Navigation curriculum and coordinates ongoing professional development and curriculum resources.



NAVIGATION 101

Navigation 101 is a project of the
Washington State Office of the Superintendent of Public Instruction.
For more information, please visit our web site at www.k12.wa.us/navigation101.
Photos, cover and pp. 1, 2, 3, 6, 7, 13 © Wovie, 2007, from Navigation videos.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: November 1-2, 2007

SUBJECT: **APPROVAL OF PRIVATE SCHOOLS FOR 2007–08 SCHOOL YEAR**

SERVICE UNIT: State Board of Education
 Edie Harding, Executive Director

PRESENTER: Martin Mueller, Assistant Superintendent
 Student Support, OSPI

RECOMMENDATION:

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2007–08 school year.

BACKGROUND:

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. A more complete description is attached for reference.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of RCW 28A.200. These students are counted for state purposes as private school students.

Private Schools for Approval

2007-08

School Information	Grade Range	Projected Pre-school Enrollment	Projected Enrollment	Projected Extension Enrollment
Colville Valley Junior Academy Richard Bergeson 139 East Cedar Loop Colville WA 99114 509-684-6830	K-10	0	19	0
North Whidbey Christian School Larry Vanderleest 675 E Whidbey Ave Oak Harbor WA 98277 360-240-9332	9-10	0	12	0
Summit Classical Christian School Greg Fullington 7829 Center Blvd SE #363 Snoqualmie WA 98065	K-4	0	10	0

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: November 1, 2007

SUBJECT: **DEFINING OPPORTUNITY TO LEARN**

SERVICE UNIT: Edie Harding, Executive Director
 State Board of Education

PRESENTERS: Phyllis Frank Bunker, Board Member

BACKGROUND:

Bunker Frank will present information to Board members on opportunity to learn and identifying the weakest link. She would like to share her work in examining these issues to address Washington students' achievement gap and our work on accountability. Enclosed are several articles she will refer to in her presentation.

EDUCATION WEEK

Published Online: July 16, 2007

Published in Print: July 18, 2007

Updated: July 17, 2007

Much of Learning Gap Blamed on summer

Rich-poor reading divide in Baltimore linked to what happens over break.

By Scott J. Cech

It's been a truism for decades that students' learning slips during the summer, and that low-income children fall farther behind than their classmates, but no one had connected the longitudinal data dots to show just what the cumulative consequences of the summer slide might be. Until now.

A recent study by sociology professor Karl L. Alexander and colleagues at Johns Hopkins University in Baltimore concludes that two-thirds of the reading achievement gap between 9th graders of low and high socioeconomic standing in Baltimore public schools can be traced to what they learned—or failed to learn—over their childhood summers.

The study, which tracked data from about 325 Baltimore students from 1st grade to age 22, points out that various characteristics that depend heavily on reading ability—such as students' curriculum track in high school, their risk of dropping out, and their probability of pursuing higher education and landing higher-paying jobs—all diverge widely according to socioeconomic levels.

"I call this the Harry Potter divide," said Alan B. Krueger, a professor of economics and public policy at Princeton University, referring to a 2000 poll by the Princeton, N.J.-based Gallup Organization that asked adults if any of their children were reading the wildly popular series of eponymous books. The poll results showed a wide gap in the responses, based on income.

"Children from low [socioeconomic-status] backgrounds don't get that reading enrichment," said Mr. Krueger, who was chief economist of the U.S. Department of Labor in the Clinton administration.

Pace Parallel During Year

The study, which appeared in the April issue of the *American Sociological Review*, makes use of data from reading tests that were administered to the same students twice yearly, enabling researchers to isolate reading comprehension gains made during the school year with those made—or lost—during the summer.

Although the limited national data available on the subject had suggested that the gap between rich and poor would be wide, Mr. Alexander said the numbers on summer from his Baltimore study took him aback.

“What surprised me was the size of the summer learning difference,” he said.

By the end of 5th grade, the differential in cumulative scores reflecting what students of high and low socioeconomic classes learned outside of school in the summer was stark.

The summer learning among students in relatively well-educated, economically secure homes had effectively added a total of about 47 points to their test scores by that point in their school careers. Students in relatively low-income, poorly educated families had been reduced by about 2 points over that period.

By contrast, in data covering five winters, when test scores reflect mostly classroom learning, the socioeconomically disadvantaged students kept pace with their more-advantaged classmates.

“Schools are in fact compensating for a shortfall of quality learning experiences outside of school,” Mr. Alexander said. “I don’t fault parents—parents by and large are the best advocates for their children—but the reality is that many parents lack the effective tools for helping.”

Daria L. Hall, the assistant director for K-12 policy development for the Washington-based Education Trust, a nonprofit group that promotes high academic standards for disadvantaged children, worries that the findings will take policymakers’ focus off the need to close a different kind of gap.

“We can’t allow the problems of the out-of school inequities to overshadow the problems of the in-school inequities,” she said. “However way you look at it, low-income kids and kids of color get less than their fair share of quality teaching, curriculum, and resources.”

Mr. Alexander's research has also attracted interest outside of academia. Democratic presidential candidate and U.S. Sen. Barack Obama of Illinois is co-sponsoring the Summer Term Education Programs for Upward Performance Act of 2007, a bill that cites Mr. Alexander's research.

The legislation would authorize \$100 million to be divided among five states selected by the U.S. secretary of education for summer programs that combine fun and academics for children who are eligible for the federal free-lunch program. States would have to match the federal contribution of \$1,600 per child per summer.

"That would be wonderful if the states would actually sponsor high-quality programs," said Meredith Phillips, a professor of public policy and sociology at the University of California, Los Angeles.

About the study itself, Ms. Phillips said the methodology is sound and the data depth is enviable, even if the sample size is small and all drawn from one place. "This is the only data set available to study this question—we can't do any better than this," she said. "The one limitation is that we don't know how generalizable the results are from kids in Baltimore to kids nationally."

Mr. Alexander acknowledged such limitations but said he was sure "that you'd see much the same results in high-poverty school systems across the country."

Asked what would ameliorate the problem his study highlights, Mr. Alexander suggested two words: more school.

"Most advanced industrial countries have more schooling than we do—230 to 240 days a year, some of them," he noted. "The key, though, is that whatever we do, it needs to be done well."



Education Policy Brief

VOLUME 7, OCTOBER 2000

Opportunity to Learn

Accountability is one of the top priorities on educational agendas across the nation. Many states are attempting to develop systems that expect more of students and set challenging performance standards. With increased expectations for student performance comes the obligation of providing students with adequate “opportunities to learn”.

Opportunity to learn (OTL) was originally defined as the overlap between the information students were taught and the information on which they were tested. But as the push for accountability has increased, the definition of OTL has expanded to include the quality of resources, school conditions, curriculum, and teaching that students experience. All of these issues are considered critical for ensuring that students are able to meet the increased demands of performance-based accountability systems.

For more information or questions regarding this Education Policy Brief, contact:

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Introduction

According to Delaware policymakers involved in creating the Delaware Student Accountability plan, one of the original goals of the effort was to create an educational system that expects more and provides more.¹ Indeed many experts in the area of accountability believe that those holding students and schools accountable are in turn accountable for creating conditions that promote learning and provide students with adequate “opportunities to learn”.

Opportunity to learn was originally defined as a measure of “whether or not...students have had an opportunity to study a particular topic or learn how to solve a particular type of problem presented by the test”.² In recent policy discussions, OTL has come to refer not only to the overlap between what has been taught and what is tested, but to a more proactive concern with providing appropriate learning opportunities for all groups of students. It has been expanded to include the resources, school conditions, curriculum, and teaching that students experience. Moreover, in standards-based reform, OTL has been defined as “*what the education system does to enable students to meet the expectations set by the content and performance standards*”.³

Research Findings

OTL is a critical issue for at least two reasons. First, researchers have long recognized that disparities exist between certain groups of students that place some students at a disadvantage academically. Secondly, several studies have found a positive relationship between OTL and student achievement.

□ Disparities Exist

Disparities in instructional conditions between racial and ethnic groups have been well documented. Research indicates that non-white students are disproportionately represented in lower nonacademic tracks, remedial classes, and special education classes where opportunity to learn is restricted. In addition, there is evidence to suggest that less qualified teachers, less adequate instructional materials and fewer resources (i.e., computers, equipment, laboratories, etc.) are more likely to be found in low-income or high minority schools.⁴

□ OTL Affects Achievement

Previous research has narrowly defined OTL as the amount of overlap between what is taught and what is tested. In these studies, information on the amount and the quality of exposure to new knowledge has been gathered through teachers’ self-reports, direct observation of classroom instruction, or by examining the curriculum materials used. Many of these studies have found positive relationships between the amount of content covered and performance in that content area, but many researchers argue that content coverage is just one facet of OTL.⁵

Beyond content coverage, several studies of programs in disadvantaged urban and rural schools suggest that OTL is also influenced by school factors. In Title I elementary school-wide project sites that showed small but steady gains in student achievement, changes in school and classroom conditions were made to improve the learning environment. These changes included more site-based management, more time for teacher planning and reflection, and changing the responsibilities of district personnel from supervisor/evaluator to instructional leader. These schools also allocated resources to

provide ongoing professional development activities and to implement incentives for teacher and student attendance and performance. Other conditions at the school level that had a positive effect on achievement included a school leadership team that worked together, a system for monitoring and recognizing student progress, and methods for involving parents.⁶

Previous research on OTL has been conducted in low-stakes settings where there were no consequences attached to performance. Many experts warn about the use of OTL data in high stakes settings: **“The history of testing suggests, in fact, that when accountability stakes are high, results can become corrupted. The same policies that give rise to the current interest in assessing OTL contain within them the potential for misuse and corruption of OTL data”.**⁷ Therefore many experts indicate that OTL information should be collected for the purpose of school improvement and not for the purposes of accountability.

Measuring OTL

Research indicates that OTL is a critical issue that is often difficult to measure. Part of the difficulty arises because of the complexity of the learning process and the number of factors related to learning. In addition, most strategies for collecting OTL information (teacher self-reports, classroom observations, etc.) are time consuming and costly.

Although there are disadvantages associated with assessing OTL, many researchers believe that they are far outweighed by the advantages of assessing OTL. Advantages include: monitoring curriculum, teaching, and instruction in order to meet individual student needs and improve offerings; ensuring that an accountability system is fair; providing feedback to teachers and schools about the strengths and weaknesses of the curriculum and course offerings; and, developing priorities for professional development and resource allocation.

Though difficult to measure and often controversial, most researchers agree that measures of OTL should include information about the resources, school conditions, curriculum, and instruction to which students have access. The following table presents a list of factors associated with OTL that are most frequently cited in the literature.⁸

Factors Associated with OTL

Curriculum	Instructional Quality	Time	Resources	School Conditions
Aligned with content standards	Teaching experience	For lesson planning and collaboration	Adequate physical space	Instructional leadership on the part of administration
Integrated across content areas	Teacher Certification	For uninterrupted periods of instruction	Access to textbooks, technology and support materials	Policies promoting collegiality of school staff
Relevant to students and reflecting real life problems	Teacher turnover		School and community partnerships designed to address student health and social service needs	High expectations for student learning
Aligned with assessments for monitoring	Teacher attendance		Parental Involvement	Student attendance incentives
	Teacher commitment			Safe and orderly learning environment

student progress	Use of appropriate and varied teaching strategies		Quality Professional Development Equitable finance formulas within and between schools/districts	Teacher involvement in decision making
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DELAWARE SITUATION:

On November 13, 2000 the Delaware State Board of Education is sponsoring an Educational Summit designed to bring together teams of individuals representing parents, teachers, administrators, school board members, legislators, business people, community members, members of educational partner groups and other interested constituents. The goal of the summit is to celebrate Delaware's commitment to education reform and develop a plan for maximizing the opportunity to learn for all students in Delaware. Following the summit, the Delaware State Board of Education is expected to release a summary of the proceedings including a plan for continuing the commitment to education reform in Delaware.

POLICY QUESTIONS FOR CONSIDERATION:

- How can the state change the emphasis of administrators' responsibility from supervision to one of instructional leadership?
- In order to provide quality learning opportunities for all students, should schools be funded differentially to "level the playing field"?
- How can the state ensure that all students experience quality learning opportunities in Delaware schools (i.e. systematic monitoring of OTL)?

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Who is responsible, or "accountable," for the quality of California's school system? California's test- and standards-based "school accountability" system is very limited because the people it holds most responsible—students and teachers—have little control over learning opportunities that really matter. For example, teachers can't correct overcrowded schools, and students can't insist on having teachers who are fully credentialed. Parents, policymakers, education officials, and other civic leaders can *all* share the responsibility for guaranteeing opportunities to learn throughout California's public schools. The first step is setting OTL standards. The second step is making sure that these standards are measured and reported to the public. With good information about who needs better access to learning opportunities, everyone can make better choices about how to help improve our state's schools.

Why does OTL matter in California's school system?

Although OTL standards are not officially part of California's school quality and accountability system, recent proposals have raised the importance of looking at opportunities to learn in order to measure the quality of California's school system. The California Master Plan for Education of 2002, for example, includes a recommendation to create statewide OTL standards. This comprehensive Plan is meant to create a framework to ensure that the State meets its constitutional responsibility to provide all students with a quality education.

OTL standards have also been included in recent proposals for new state laws. A bill introduced in 2003, for example, would have required the State to create an "OTL index." This index would measure the number of fully credentialed teachers, students' access to quality instructional materials, the physical condition of school facilities, and whether counseling and academic advising were available to students at different schools around the state. Other proposals go beyond these statewide measures and include local OTL standards that students, parents and teachers could develop, such as school safety, opportunities for parent involvement, and professional development opportunities available to teachers.

What would a California OTL agenda look like?

As a start, a statewide OTL agenda, whose goal is to ensure that all students in California public schools have equal opportunities to learn and access to a quality education, would include:

- Clear OTL standards
- Good information about whether these standards exist in California schools
- Accountable school officials who are committed to ensuring that OTL standards are present in all schools and are included in the measure of school quality and achievement
- Equal funding for all schools in order to support students' opportunities to learn

References are available at: www.ucla-idea.org



Opportunity to Learn (OTL)

Does California's School System Measure Up?

What is "Opportunity to Learn"?

"Opportunity to Learn" (OTL) is a way of measuring and reporting whether students and teachers have access to the different ingredients that make up quality schools. The more OTL ingredients that are present in an individual school, school district, or even in schools across the state, the more opportunities students have to benefit from a high quality education. OTL standards provide a benchmark against which the opportunities that a school provides can be measured. Using OTL standards as a guide, students can measure whether they have a realistic shot at learning the subjects the state requires and whether they will have a fair chance to compete for college. OTL standards can also help students, parents, communities and school officials to discover and correct problems in schools. By measuring and reporting the presence or absence of learning opportunities against a set of standards, OTL can bring to light examples of unfair conditions -- both within a school or across the state school system -- that limit students' equal access to a high quality education.

What are some examples of OTL?

Some examples of OTL include students' access to:

- Qualified teachers
- Clean and safe facilities
- Up-to-date books and quality learning materials
- High quality coursework
- School conditions that provide students a fair and equal opportunity to learn and achieve knowledge and skills

OTL Checklist: Does your school measure up?

These are just a few examples of the types of questions students and parents can ask to find out if their schools have learning opportunities. In other words, these questions can help to measure whether a school is likely to meet OTL standards.

Are students in classes where the content, or school subject, is taught?

For example, if a school does not have an advanced biology class available, students can't learn the subject of advanced biology. In other words, they do not have the "opportunity" to learn advanced biology.

Do students spend enough time with the content, or subject matter, for their grade level?

For example, if students are forced to learn in a class that doesn't spend enough time on a school subject, they don't have the opportunity to gain deep knowledge about that subject. If students are forced to learn in a year-round calendar where the school year is cut short because of school overcrowding, they have less time, or opportunity, to learn at all.

Do students have books and other learning materials?

For example, if students are forced to use outdated books, books with missing pages, or have no books at all in their classrooms or to take home, they don't have the opportunity to learn current knowledge. If a school doesn't have computers available, students can't do research on the Internet. If a school doesn't have working laboratories or calculators, students can't learn certain science or math subjects.

Do teachers have the knowledge and training to be effective?

For example, if teachers have only "basic" knowledge or training, they can't answer advanced questions or teach certain subjects well. This, in turn, limits students' opportunities to learn.

Do students have laboratories, hands-on projects, and activities?

For example, if classes are limited to one-way lectures or workbooks, rather than any interactive teaching, students' learning is limited.

Does the school make clear its goals for high academic achievement?

For example, if the school doesn't provide college counseling, SAT prep courses, or classes that are required to apply for college, students never learn that college is possible or how to prepare for college.

Are the school facilities safe, healthy, and uncrowded?

For example, if classrooms are too hot, cold, or unclean, or if students are afraid or forced to take classes in packed rooms, they can't learn well.

How does OTL affect teachers?

Just like students need opportunities to learn, OTL standards can show whether teachers have the working conditions to do their best job at teaching – that is, by having basic tools such as books, labs, libraries, and clean facilities.

Why does OTL matter?

OTL standards matter because they help to show whether a school "measures up" to quality education. In other words, OTL standards:

- Tell parents, students, community members and public officials whether schools and the education system are working.
- Focus attention on what education officials and other policymakers can do to improve the quality of schools, and make sure that all schools have basic opportunities in place.
- Focus attention on the types of conditions in the school system, and not just on "outcomes" such as test scores.

Are OTL standards equal across all schools?

No. Some schools provide students with great opportunities to learn while other schools offer very few opportunities. In other words, OTL is not equal throughout California's school system, and many schools would have trouble meeting basic OTL standards. For example, research shows that schools with the highest numbers of Latino/a and African American students enrolled have the biggest shortages of textbooks and the lowest numbers of qualified teachers.

How does OTL relate to test scores or other measures of school "achievement"?

Over the past decade, efforts to improve California's school system have been guided by a simple formula based on "curriculum" standards, test scores, and so-called "accountability." This means that:

- The education system should be very clear about what subjects students are expected to learn. In other words, they must have clear "curriculum standards."
- Students will be tested to see if they have actually learned what they are supposed to. In other words, test scores are used to see if students meet "performance standards."
- Rewards and punishments for students learning or not learning (or for receiving high or low scores on the test) will motivate teachers to find the best ways of teaching and will motivate students to study harder.
- If students do not improve their test performance, they and/or their teachers will suffer consequences. In other words, students and teachers are held "accountable" for meeting the performance standards.

Opportunities to Learn have not been a part of this standards-based system. As a result, it is difficult, if not impossible, to measure students' "performance" accurately and fairly if there is no information available about whether they had a chance to learn in their schools. *For a standards-based school accountability system to be accurate, useful, and fair, OTL standards must be included along with performance standards.*

Education Leaders Launch National Center on Time & Learning

Launch comes amid national momentum for accelerating improvement in public education

WASHINGTON, DC – Members of Congress and education policy and foundation leaders came together yesterday in Washington to launch a new organization and a federal policy initiative dedicated to expanding learning time for the nation's schoolchildren.

With funding support from a variety of national education foundations including The Eli and Edythe Broad Education Foundation, the Nellie Mae Education Foundation, and The William and Flora Hewlett Foundation, the National Center on Time & Learning will research and support national, state, and local initiatives to add more school time for academic and enrichment opportunities.

"There are no silver bullets or easy answers in public education reform," said Eli Broad, founder of The Eli and Edythe Broad Foundation, which has seeded the new Center with a major grant. "American education is not keeping pace with today's global economy and we believe that giving our children more quality learning time will lead to higher academic achievement for all students and help keep them and our country competitive in the 21st century," he said.



Senator Kennedy expresses his support for federal funding for expanded learning time



Chris Gabrieli, Co-Chair of the National Center on Time & Learning, John Podesta, CEO of the Center for American Progress, and Congressman Miller, the chair of the House Education Committee, discuss the National Center on Time & Learning announcement



The National Center on Time & Learning is formally launched by its President and CEO, Jennifer Davis

The launch of this new organization was announced at a reception on Capitol Hill and comes at a time when expanding learning time has gained significant national momentum.

Congress is currently considering allocating significant federal resources to school districts that want to expand their school day and year. Last week, Congressman Donald M. Payne, (D-NJ) introduced a bill to provide federal incentives for the planning and implementation of expanded learning initiatives. In addition, with support from Reps. Payne, George Miller (D-CA), and Howard McKeon (R-CA), funding for expanded learning time has been included in the discussion draft of the House of Representatives "No Child Left Behind (NCLB)" reauthorization bill. The Senate is expected to take up NCLB in the coming months, and key Senate education leaders have expressed support for the demonstration and federal funding.

"Expanded learning time programs provide students and teachers with the extra time and opportunities they need for students to succeed both in and beyond the classroom," said Senator Edward M. Kennedy, (D-MA), Chair of the Senate Committee on Health Education Labor and Pensions, who attended the evening reception. "We've seen it work in Massachusetts, and I look forward to expanding this success nationwide."

Congressman George Miller (D-CA), chair of the House Committee on Education and Labor, has expressed



Paul Reville, Co-Chair of the National Center, discusses federal policy with Leigh Hopkins of Public/Private Ventures



Chris Gabrieli, Co-Chair of the National Center, discusses the expanded learning time demonstration with Congressman Payne of New Jersey, who introduced the Expanded Learning Time Demonstration Act on September 24, 2007



Jennifer Davis, President and CEO of the National Center, discusses state outreach with Courtney Philips of the Eli and Edythe Broad Education Foundation

his support for federal funding. "All children deserve a high quality education," said Miller. "Expanded learning time is an important strategy for improving academic achievement and closing the achievement gap for students in high poverty schools."

The launch of the National Center on Time & Learning brings together the work of a number of organizations that have been promoting expanded learning time for the last several years. The event was hosted by the Center for American Progress, an independent policy organization that has documented and promoted effective expanded learning time programs and their impact on student achievement.

"We have seen the success that expanded learning time can have on schools across the country," said John Podesta, CEO of the Center for American Progress. "We are proud to work with the Congress, with other policy organizations, and with the new National Center on Time & Learning to help promote expanded learning time at the national level."

The successful Massachusetts initiative has thus far helped 18 schools redesign and expand their school schedules, with each school adding a minimum of 25% more time. The program is supported in FY 2007 by Governor Deval Patrick and the legislature with a \$13 million appropriation and administered by the Massachusetts Department of Education.

The National Center on Time & Learning is dedicated to expanding learning time to improve student achievement and enable a well-rounded education for all children. Through research, public policy, and technical assistance, we support national, state, and local initiatives that add significantly more school time for academic and enrichment opportunities to help all children meet the demands of the 21st century.

The National Center on Time & Learning is generously supported by a growing network of funders including The Eli and Edythe Broad Education Foundation, The William and Flora Hewlett Foundation, and The Nellie Mae Education Foundation. We thank them for their partnership.

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Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Update on Legislative Tasks

BACKGROUND

The legislature and/or Governor have requested that the Board study and provide recommendations about the following issues:

- **End-of-Course Assessment and Charter:** Analyze the strengths and weaknesses of a move by Washington toward end-of-course assessments, and consider the role of norm-referenced assessments as alternative tests for graduation. (The charter for this task, revised after Board feedback in September, is included under the “charter proposals” tab in the packet.)
- **Science Standards Review and Charter:** Review K-10 science standards and provide feedback on the Office of Superintendent of Public Instruction’s recommended science curricula. (The charter for this task, revised after Board feedback in September, is included under the “charter proposals” tab in the packet.)
- **Career and Technical Education:** Reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those that lead to a certificate or credential that is state or nationally recognized.
- **Meaningful High School Diploma Purpose:** Develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools in Washington State.

END-OF-COURSE ASSESSMENT

Staff will receive a preliminary report from the consultant, Education First Consulting, on October 30, 2007 that will include a review of current literature on end-of-course assessments, and a description of eight states’ use of these assessments.

SCIENCE STANDARDS REVIEW AND CHARTER

Staff hired a consultant, David Heil and Associates, to perform the work of the science standards review. The contractor will bring a strong leadership team to direct the review, including: David Heil, one-time host of the Emmy Award-winning PBS family science program Newton's Apple; Rodger Bybee, Director Emeritus of the Biological Science Curriculum Study; and Harold Pratt, a private consultant and former Disciplinary Literacy Fellow in Science at the Learning Research and Development Center at the University of Pittsburgh.

By the end of October 2007, staff will select 16 residents of Washington to serve on the science standards advisory panel that will provide formal feedback and guidance to the consultant. Closing date for applications was October 21. The first meeting of the advisory panel will be December 18, 2007.

CAREER AND TECHNICAL EDUCATION (CTE)

The 2006 legislature tasked the Board to:

...reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements. The board shall report its findings and recommendations for additional flexibility in graduation requirements, if necessary.¹

Staff hired a consultant, Washington State University's Social and Economic Sciences Research Center, to provide a statewide snapshot, analyzing available data about CTE completers—students enrolled in vocationally intensive programs. The study will analyze graduation trends and WASL performance for students enrolled in the 16 different CTE pathways to determine the:

- relationship between high school students who graduate and their peers who have completed CTE programs;
- relationship between high school graduates and non-graduates who complete CTE programs and various characteristics of the students (demography, socio-economic status) and their districts (geography/poverty);
- post-high school graduation characteristics of the class of 2005 and 2006 (e.g., tech prep participation and completion, enrollment in two-year schools, enrollment in four-year schools); and
- number of industry certificates earned.

¹ RCW 28A.230.090

What the data will tell us is how students who are enrolled in intensive CTE pathways are doing. Are they graduating on time? Are they meeting standard on the WASL? How do they compare to students not enrolled in CTE programs?

What the data won't tell us is how many students chose not to enroll in CTE, nor will we know anything about why they made those choices. It will also not tell us, as the legislation requested, about whether students have had “sufficient opportunity to earn a certificate of academic achievement...” The oldest students in the study will be from the class of 2006, and they did not need to attain a CAA in order to graduate.

The second part of our approach is to study more carefully a few selected programs that have been successful in establishing academic equivalencies for career and technical education courses. We have heard repeatedly from representatives of the workforce and CTE communities about the valuable contributions that CTE courses can make in meeting academic core requirements, and we want to learn more about what schools are doing to make these initiatives *really* work. The study will be completed in December.

MEANINGFUL HIGH SCHOOL DIPLOMA PURPOSE

The 2005 legislature asked the Board to:

...develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools in Washington State. The revised definition shall address whether attainment of a high school diploma is intended to signify that a student is ready for success in college, ready for successful and gainful employment in the workplace, or some combination of these and other objectives. The revised definition shall focus on the knowledge, skills, and abilities that students are expected to demonstrate to receive a high school diploma, as well as the various methods to be used to measure student performance, rather than focusing on courses, credits, seat time, and test scores.²

The Board has considered the purpose of a diploma in its meaningful high school diploma work and in its own goals for students. In an earlier paper, the Meaningful High School Diploma Committee characterized the diploma as a “social contract” to whatever institution or employers the graduate moved on to—a contract that says the graduate has acquired a particular set of knowledge and skills. At its September 2007 meeting, the Board clarified the purpose as follows:

² ESSHB 3098

The purpose of a diploma is to prepare a student to be ready for success in postsecondary education, gainful employment, and citizenship. The diploma should meet the personalized education needs of each student, as well as society's needs.

With respect to methods used to measure student performance, the Board redefined in 2000 a credit to include the "satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy."³

Staff Recommendation: The Board will be asked, at its January 2008 meeting, to adopt a revised definition of the purpose of a diploma to forward to the legislature. Staff recommends that the Board consider a definition that builds on the ideas listed above, such as:

The purpose of a diploma is to prepare a student to be ready for success in postsecondary education, gainful employment, and citizenship. The diploma should meet the personalized education needs of each student, as well as society's needs. The diploma represents a social contract to whatever institution or employers the graduate moves on to—a contract 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.

³ WAC 180-51-050

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION / NO ACTION

DATE: NOVEMBER 2, 2007

SUBJECT: **SBE Community Outreach Fall 2007 and
Board Liaisons to Organizations**

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Edie Harding, Executive Director
State Board of Education

Sara Jones, Manager
APCO Worldwide

Brad Burnham, Policy and Legislative Specialist
State Board of Education

BACKGROUND:

This fall, as part of its efforts to improve requirements for high school graduation to better prepare students for life after high school, the Washington State Board of Education will hold community meetings across the state to hear the public's opinion on the topic.

In the near-term, input from the meetings will help the Board to define the purpose of the high school diploma and identify the content for a required third year of math. This work will be presented to the State Legislature in December 2007. The feedback from the public will be used by the Board to draft recommendations for new high school graduation requirements, as well as system performance accountability, which it will discuss with the public during its spring 2008 outreach.

We have included the schedule and Board participation for each meeting as well as the format. We will share the framing issues that APCO and SBE staff are working on at the November Board meeting.

Board Liaisons to Organizations

It has been over a year since Board members selected their liaison assignments to groups such as the WSSDA regions and the Work Force Education and Training Board. We have enclosed the list from last year with updated meetings. We would like to know how those liaison assignments are working for you and if there are ways you want to share key information from those meetings with your fellow Board members and discuss any other issues you may have.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Washington State Board of Education to Hold Community Meetings on Improving Graduation Requirements to Better Prepare Students for Life after High School

October 2007--This fall, as part of its efforts to improve requirements for high school graduation to better prepare students for life after high school, the Washington State Board of Education will hold community meetings across the state to hear the public's opinion on the topic.

During the meetings the Board will discuss how the economy of our state and prospects for high school graduates have changed since the state last reviewed high school graduation credit requirements 22 years ago; offer a conceptual framework for improving state graduation requirements; and listen to public input.

Community meetings will be held in the evening in the following locations:

- **Bremerton, October 30**
- **Bethel/Tacoma, November 5**
- **Everett, November 14**
- **Yakima, November 27**
- **Vancouver, November 29**
- **Spokane, December 3**
- **Seattle, December 4**

The Board wants to hear from citizens on questions such as:

- What academic skills should students have when they graduate from high school?
- What life skills should students possess when they graduate?
- What kinds of post-high school opportunities should a K-12 education prepare students for?
- Should there be one type of diploma for all students, or multiple diploma options?
- Should high school graduation requirements necessarily align with vocational/technical, 2-year community colleges or 4-year college entry requirements?
- What should the content be for a required third credit of math?

In the near-term, input from the meetings will help the Board to define the purpose of the high school diploma and identify the content for a required third credit of math. This work will be presented to the State Legislature in December 2007.

The feedback also will be used by the Board to draft recommendations for new high school graduation requirements, which it will release to the public in spring 2008. During a second round of community meetings in spring 2008, members of the public will have the opportunity to provide feedback on the draft recommendations before they are finalized.

For more information, please visit www.sbe.wa.gov or call 360-725-6025.

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Washington State Board of Education Outreach Meetings Fall 2007

AGENDA

6:00 p.m. Welcome

- Pledge of Allegiance
- Welcome to Dignitaries
- Introductions of Board Members and Staff

6:05 p.m. Overview of Meeting

- Agenda Overview by SBE Staff

6:10 p.m. Meaningful High School Diploma Framework Presentation

- SBE staff will present on the Board's efforts to improve high school graduation requirements and thinking behind the need to change the requirements
- Clarifying questions about presentation from audience

6:30 p.m. Break-out Groups for Audience Discussion

- Break-out group suggested questions (these are still in the process of revision at time we are going to press)
 - What changes would you recommend to the current high school graduation requirements? (We would have a handout listing them)
 - What are the strengths and weaknesses of requiring all high school students to meet the same standards (with consideration to special education students)?
 - What are the benefits to making high school graduation requirements match what students need for entering and taking non-remedial classes at vocational/technical, two-year and four-year colleges?
 - What academic and life skills are essential for high school graduates?

7:30 p.m. Report Backs from Break-out Groups and Individuals

- Each group will report back on the two key themes the group felt the Board should know, about better preparing students for life after high school
- SBE staff will note main points on flip charts
- APCO will create large sheets for each skill plus a blank sheet for people to put dots on. SBE staff will provide list of skills. Each individual will put five dots down on large sheets around the room that list academic and life skills that are essential
- Each individual will have the opportunity to provide the SBE well written comments plus ability to provide in-depth feedback on math

7:50 p.m. Questions from the Audience

- Questions from the audience

8:00 p.m. Thank You and Final Remarks

- Member of the State Board would thank the group and once again remind them how the information will be used to inform the Board's decision
- SBE will remain for a brief time to take more questions but excuse those who will want to leave on-time

State Board of Education Outreach Meeting Locations

Bremerton

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
10/30/2007	Library	Bremerton High School	Bremerton School District	1500 13th Street	Bremerton, WA 98337

Bethel/Tacoma

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
11/5/2007	Commons Area	Spanaway Junior High	Bethel School District	15701 B Street East	Tacoma, WA 98445

Yakima

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
11/27/2007	Parker room C1	Deccio Building	Yakima Valley Community College	South 16th & Nob Hill Blvd.	Yakima, WA. 98902

Vancouver

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
11/29/2007	Room- 100	Center for Educational Leaders	Roosevelt Elementary School, Van	2921 Falk Road	Vancouver, WA

Spokane

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
12/3/2007		Regal Center	Educational Service District 101	4202 S. Regal Street	Spokane, WA 99223-7738

Seattle

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
12/4/2007			North Seattle Community College	9600 College Way North	Seattle, WA 98103

Everett

Event Date	Room number	Event building	Event organization	Event Address 1	Event Address 2
To Be Determined			Everett School District	3715 Oakes Avenue	Everett 98201

State Board of Education Outreach Meeting Contacts

Bremerton

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
10/30/2007	6:00:00 PM	Kris	Bernal		Edie, Kathe, Brad

Bethel/Tacoma

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
11/5/2007	6:00:00 PM	Warren	Linda	Steve F	Edie, Kathe, Brad

Yakima

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
11/27/2007	6:00:00 PM	Bernal	Bunker	Steve DP	Edie, Brad

Vancouver

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
11/29/2007	6:00:00 PM	Warren	Steve F		Edie, Brad

Spokane

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
12/3/2007	6:00:00 PM	Mary Jean or Kris	Amy	Steve DP	Kathe, Brad

Seattle

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
12/4/2007	6:00:00 PM	Mary Jean	Jeff	Eric	Edie, Kathe

Everett

Event Date	Start Time	Board 1	Board 2	Board 3	SBE staff
To Be Determined		Mary Jean	Sheila	Bernal	Edie, Brad

LIAISON GROUPS

Organization	Primary	Meeting Dates
AWSP-Association of Washington School Principals	Amy Bragdon	Annual Joint Meeting with WASA in June of Each Year (Spokane): 6/29-7/1/08 Annual Principals Conf (Spokane): 10/26-28/08 Meet 4 Times a Year (Spring, Summer, Fall, Winter) 1/26-27/08; 5/1-2/08; 6/28/08; 9/18-19/08
AESD-Association Educational Service Districts	Steve Dal Porto	11/15/07-WSSDA Conf Mayflower Hotel, Seattle 2/11/08-WSSDA Office (12-4 PM) 4/24/08-Everett (1-4 PM) 7/1/08-ESD 101 (1-4 PM)
ESD 101 (Spokane)	Amy Bragdon	3 rd Tuesday of the Month
ESD 105 (Yakima)	Phyllis Frank	3 rd Tuesday of the Month
ESD 112 (Vancouver)	Linda Lamb	11/20/07; 12/14/07; 1/29/08; 2/26/08; 3/25/08; 4/22/08; 5/27/08; 6/24/08
ESD 113 (Olympia)	Linda Lamb	2 nd Wednesday of each Month
OESD 114 (Bremerton)	Kris Mayer	3 rd Thursday of each Month
PSESD 121 (Renton)	Steve Floyd	
ESD 123 (Tri-Cities)	Steve Dal Porto	4 th Thursday of each month, except Nov/Dec: 11/13/07 and 12/13/07. No July Meeting
NCESD 171 (Wenatchee)	Steve Dal Porto	4 th Wednesday of the Month, Except for Nov/Dec
NWESD 189 (Anacortes)	Sheila Fox	4 th Wednesday of the Month, No July Meeting Oct, Nov, Dec will be 10/25/07; 11/19/07 and 12/17/07
School Facilities Citizen Advisory Panel	Steve Floyd	TBD
DLC-Digital Learning Commons	Eric Liu	2/13/08-Center for Urban Horticulture 6/5/08-K&L Gates
Governor's Office	Mary Jean Ryan	
Learning First Alliance	Warren Smith	
Legislature/Education Committees	Mary Jean Ryan	Ed Committees meet at scheduled intervals during the interim; two to four times a week during session
HECB-Higher Education Coordinating Board/Advisory Council		11/15/07-Highline Community College w/ Advisory Council 12/13/07-State Investment Board, Board Room
PESB-Professional Educator Standards	Sheila Fox	Meetings are held 6 times a year; approximately every other month. 11/7-8/07; 1/16-17/08; 3/19-20/08; 5/21-22/08; 7/16-17/08; 9/17-18/08; 11/19-20/08; 1/21-22/09; 5/20-21/09; 7/22-23/09; 9/23-24/09; 11/18-19/09
PSE-Public School Employees of Washington	Warren Smith	1/19/08-Olympia 3/8/08-The Inn at Gig Harbor 5/3/08-Auburn State Office 7/31/08-Spokane Annual Conference-8/1-3/08 (Spokane)

LIAISON GROUPS

PTA-Washington State Parent-Teachers Association	Linda Lamb	Annual Conference May 2-4, 2008
SBCTC-State Board for Community and Technical Colleges	Bernal Baca	12/4-5/07-Cascadia Community College 1/30-31/08-State Board Office 3/12-13/08-State Board Office 4/30-5/1/08-North Seattle Community College 6/11-12/08-Wenatchee Valley College
WACTE-Washington Association of Colleges and Teacher Education	Sheila Fox	All meetings are scheduled on Wednesdays and Thursdays. Meetings begin at 1:00 PM and end at 5:00 PM on Wednesday; and begin at 8:30 AM and end at 3:30 PM on Thursday. Fall meetings are the last weekend in October Winter meetings coincide with meetings of the Professional Educators Standards Board. A business meeting will be planned for Wednesday Spring meetings are scheduled the last weekend of April
WASA-Washington Association of School Administrators	Steve Dal Porto	Annual Joint Meeting with AWSP in June of each year (Spokane) Annual Conference-TBD
WASC-Washington Association of Student Councils	Lorilyn Roller and Zachary Kinman	Feb and Apr
WEA-Washington Education Association	Bernal Baca	
WFIS-Washington Federation of Independent Schools	Jack Schuster	11/30/07 Board Meeting (Renton) 2/12/08 Winter Dinner (Museum of Flight, Seattle) 5/1-2/08 (Board Planning Retreat, TBD)
Washington Business Roundtable/Association of Washington Business	Jeff Vincent	
WSSDA-Washington State School Directors' Association	Steve Floyd	Annual Fall Conference, Nov 14-16,2007 (Seattle)
WTECB-Workforce Training and Education Coordinating Board	Phyllis Frank	11/8/07