

Credits, Competencies, Schedules— Secondary Recommendations

From May 18, 2009 discussion

The following table lists ideas generated by the ITF that would fall primarily within the Board’s role to provide advocacy of public education. Place an ** in the far right column to identify 1-2 actions where you think the Board’s advocacy or leadership would be most effective/needed.

| | ITF Suggestion | Possible Board Action | Priority |
|---|--|---|----------|
| 1 | Establish standards for grades 11 and 12 | a. Advocate to establish grades 11 & 12 subject area standards in English (Note: K-12 grade standards (math, science) and K-12 grade level expectations (social studies) have been established; currently there are no 11-12 standards or GLEs in reading, writing, communications (English)) b. Work with the Higher Education Coordinating Board, State Board for Community and Technical Colleges, and Workforce Training Board to establish college and career readiness competencies. | |
| 2 | Provide clear guidelines from the state so districts (particularly small ones) can find the capacity to offer competency-based opportunities; Determine grading procedures/policy | Work with WSSDA to develop a model, competency-based, district policy, and develop model procedures that districts could consider adopting in selected subjects (e.g., world languages) | |
| 3 | Use the Collection of Evidence Model—clear targets, parameters, competencies and learning targets that are the same for all | Advocate for the reinstatement of math as a Collection of Evidence subject | |
| 4 | Change the funding formula so there is no penalty if student earns credit by competency; or, create a new broader definition of FTE (or find other funding to support the additional work this will require) | Advocate for consideration of competency-based issues in any revisions to the funding formula | |
| 5 | Provide support for stronger instructional planning and professional development for approaches like differentiated instruction | Advocate for state-funded professional development | |
| 6 | Consider making pre-WASL (9 th and 10 th grade) credit seat-time based; post-WASL, it could be competency-based | Advocate for resources to identify a select number of common junior/senior year courses for which to establish model competency-based policies/assessments | |

Notes About Additional ITF Suggestions Regarding Credits and Schedules

| | ITF Suggestion | Notes |
|---|---|--|
| 1 | Have the state define minimum standards to move on to the next course level (particularly for core courses), then allow students to challenge courses | The Board has no authority for determining curriculum, or for establishing standards by course (with the exception of math, where authority was delegated by the legislature). However, end-of-course assessments that are coming on line for math will initiate a process of defining minimum standards from a state perspective. |
| 2 | Develop assessments that are aligned to the standards | OSPI has authority for developing assessments, while the SBE determines cut scores. End-of-course assessments in Algebra I and geometry are being developed by the state and will become requirements for students in the class of 2014 (optional for students in the class of 2013); OSPI will be conducting a study to determine the feasibility of end-of-course assessment in science. |
| 3 | Look at coordination with higher education and nationally (NCAA) as well as international accreditation to assure that students' credits will be accepted | The HECB considers students who pass the 10 th grade WASL in math and/or reading to have earned the equivalent of 2 credits toward the College Academic Distribution Requirements (CADR) in the respective subjects (math, English); The HECB adopted a resolution in 1997 accepting competencies in English, Math, and World Languages established by the Admissions Standards Action Committee. The HECB normally coordinates with NCAA; not sure what it would mean to coordinate with "international accreditation." |
| 4 | Assure that standards are consistent and stable over time | The standards have been relatively stable; however, the legislature can ask for a review at any time, as it did recently in math and science. |
| 5 | Provide more online options | SSB 5410 created an Office of Online Learning within OSPI. OSPI will review online courses and assess funding provided for online enrollment relating to the basic education allocation and provide a report to the legislature by December 1, 2009. |
| 6 | Establish a more consistent curriculum for competency-based approaches to be fair | WA is in the process of identifying curricula in science and math that are aligned with the new standards; however, these curricula will not be mandated. Washington is also one of 46 states that have formally agreed to join forces to create common academic standards in math and English language arts through an effort led by the National Governors Association and the Council of Chief State School Officers; once those standards are developed, the state will need to determine whether to adopt those standards, which will have implications for curriculum. Common assessments would follow national standards. Stay tuned! |
| 7 | <p>What about a statewide schedule? Credit requirements will drive schedule choice. <u>And</u></p> <p>Districts need flexibility with bell schedules – local control.</p> | There didn't appear to be strong consensus about a statewide schedule, and in fact, these two comments contradict each other. For this reason, no recommendations were drafted. |
| 8 | Allow a waiver/flexibility option to meet local needs as long as state standards are met | The ITF has drafted a recommendation regarding a possible "credit plus" or "two for one" policy with CTE-equivalent credit. The waiver/flexibility option may surface again in upcoming discussions about how to meet the needs of struggling students. For this reason, any additional recommendations regarding waivers are simply "on hold" until further work by the ITF can be done. |
| 9 | Expand time—longer days/weeks/years to add flexibility | Expansion of time is an issue of funding, and may be a strategy for the ITF to consider in upcoming discussions about how to |

| | ITF Suggestion | Notes |
|--|---|--|
| | <p>(e.g., Saturday school, monthly experiential weekend, longer year, on-line combined with site-based learning)</p> <p>Address bargaining/contractual issues—this would be a big cultural shift—How much flexibility is there with a teacher day/or year from the state level?</p> | <p>meet the needs of struggling students. Collective bargaining agreements may be beyond the scope of the ITF.</p> |