



## **July 23-24, 2008 Meeting Highlights**

On July 23-24, the State Board of Education met at the Evergreen Public Schools to:

- Adopt a high school graduation policy framework "CORE 24".
- Adopt a rule for the three high school credits of math.
- Adopt a cut score for the ACT writing score as an alternative to the WASL.
- Approve the Strategic Teaching report on Algebra I, Geometry, and Algebra II performance expectations.
- Receive an update on the work of OSPI's district improvement program as well as reports from the consultants on the Board's accountability work including the policy barriers to student achievement study and proposed state/local partnerships for struggling schools.
- Receive an update on the funding situation for K-12 for the state and local districts and listen to proposals for revising basic education funding.

The Board listened to a presentation from John Deeder, the Evergreen Public Schools Superintendent, on competency-based high school credits in English, math, social studies and science.

### **Board Actions**

The Board passed the following motions:

#### Approval of Framework for CORE 24 High School Graduation Requirements

1. Establish the CORE 24 Graduation Requirements Policy Framework, per the attached Adoption Document, consisting of subject area requirements, culminating project, and high school and beyond plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature.
2. Maintain the culminating project and high school and beyond plan as graduation requirements, with modifications developed in consultation with the Board's implementation advisors. Begin the high school and beyond plan in middle school.
3. Direct staff to establish an Implementation Task Force to make recommendations to the Board by June 2009 to address implementation issues identified through public outreach and cited in the larger paper. These include, but are not limited to:
  - a. An implementation schedule that prioritizes phase-in of new credit requirements;
  - b. Ways to operationalize competency-based methods of meeting graduation requirements;

- c. Ways to assist struggling students with credit retrieval and advancing their skills to grade level;
- d. Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc;
- e. Ways to provide appropriate career exploration courses as well as career concentration options; and
- f. Scheduling approaches to 24 credits that can meet the required 150 instructional hours.

4. Affirm the intention of the Board to advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments, should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.

#### Approval of Rule for Third Math Credit

Adopt the amendments to WAC 180-51-060 and 180-51-061 and the adoption of a new rule WAC 180-51-066, as set forth in the CR 102 filed with the Code Reviser on June 11, 2008, and direct staff to file the CR 103 making the amendments to the existing rules and the new rule permanent. The third math credit will go into effect for the class of 2013.

#### Approval of ACT Writing Cut Scores for Alternative to Washington Assessment of Student Learning

Adopt an ACT-Writing score of "15" as necessary to demonstrate a student has met the state standard in writing, once eligibility requirements for use of the SAT/ACT/AP option have been met.

#### Additional Approval Items

- FY09 State Board of Education operating budget.
- David Heil and Associates contract extension to review new OSPI K-10 science standards.
- Strategic Teaching contract to review OSPI math curricular and instructional menus.
- 180 day waiver requests for 19 school districts with a decision to write a letter to the legislature to address the Lyle School District's request for a four day school week due to transportation costs.
- 484 Private Schools approval for 2008-09 school year.

## **Brief Synopsis of Meeting**

### Meaningful High School Diploma CORE 24 Proposal

The Board approved the CORE 24 Graduation Requirements Policy Framework consisting of subject area requirements, culminating project, and high school and beyond plan to be phased in over four years, beginning with the class of 2013 and becoming fully implemented with the class of 2016, contingent upon funding approved by the legislature. The framework will help students prepare for postsecondary education and the 21<sup>st</sup> century world of work and citizenship.

Requirements would include:

- 4 credits of English
- 3 credits of math
- 3 credits of science (including 2 lab)
- 3 credits of social studies
- 2 credits of arts
- 1-1/2 credits of physical education
- .5 credits of health
- 3 credits of career concentration
- 2 credits of world language (optional for students pursuing a “career emphasis” pathway)
- 2 credits of electives

These requirements can be obtained through many different ways, including cross crediting between career and technical education courses and traditional academic courses, competency equivalents, taking courses in middle school.

The Board maintained the culminating project and called for the high school and beyond plan to begin in middle school.

The Board will establish an **Implementation Task Force** to assist in addressing the implementation issues identified in public outreach. These issues include, but are not limited to:

- a) An implementation schedule that prioritizes phase-in or new credit requirements.
- b) Ways to operationalize competency-based methods of meeting graduation requirements.
- c) Ways to assist struggling students with credit retrieval and advancing their skills to grade level.
- d) Phasing in CORE 24 to address issues such as teacher supply, facility infrastructure, etc.,
- e) Ways to provide appropriate career exploration courses as well as career concentration options.
- f) Scheduling approaches to 24 credits that can meet the required 150 instructional hours.

The Board will advocate for a comprehensive funding package and revision to the Basic Education Funding formula, which among other necessary investments should link the implementation of CORE 24 directly to sufficient funding to local school districts for a six-period high school day, a comprehensive education and career guidance system, and support for students who need additional help to meet the requirements. The Board directed staff to prepare a funding request for the 2009-2011 biennium to begin implementation of CORE 24.

### Accountability Update

The Northwest Regional Educational Laboratory presented its findings on the policy barriers study. They interviewed several hundred educators and policy makers in Washington. All stakeholders agreed that there is a lack of statewide program coherence. All too often districts receive multiple inputs from various educational policy-making bodies at the state level.

Key policy barriers identified from both teachers and administrators included:

- School and district financial resources are insufficient to assure that all students achieve at grade level.
- Lack of time for professional development and teacher collaboration time.
- School and district financial resources are inflexible to target funding where highest needs are to improve student achievement.

Another big barrier teachers identified was class size. Principals and superintendents identified the inability to dismiss ineffective staff as a large barrier.

Mass Insight is examining strategies for state and local partnerships for school turnaround as well as new ways to create partnerships. Turnaround differs from incremental reform in a variety of ways including: sufficient time, funding, flexibility, leadership and partner capacity. A variety of Washington education stakeholders have been engaged with them through a variety of outreach efforts, including a design team. Mass Insight is proposing an Innovation Zone for districts with schools that continue to have students that do not meet the state's criteria for performance. (The State Board of Education is currently proposing a list of criteria in an accountability index.) The goal of these partnerships is to significantly increase student achievement. The state would identify schools that need help and their districts would have the ability to opt into an Innovation Zone.

The Board will hold a work session on August 12, to examine additional issues with the Innovation Zone such as voluntary vs. mandatory, changes in conditions to provide district and school flexibility, what happens if schools continue not to improve and the roles for OSPI and the SBE. The Board will meet with a variety of stakeholder groups throughout the fall on these proposals. The Board plans to review a draft accountability package at its September Board meeting.

### Math Standards Update

Strategic Teaching provided its final report on the Algebra I, Geometry, and Algebra II standards revisions. Strategic Teaching met with the Math Panel on June 12 for feedback on its report. The Board took public comment and approved the final report on the high school standards.

Next week the Board will have a special teleconference meeting on July 30 to review and consider the approval of the Superintendent of Public Instruction high school math standards based on the Strategic Teaching report for adoption in a special Board meeting.

### Third Credit of Math

The Legislature mandated that the Board adopt three credits of high school math as well as define the content. A third math credit will be required for all students beginning with the Class of 2013. They must complete this third credit of math in an Algebra II course that aligns with the new math standards. This course requirement can be completed through an approved career and technical education course of study that is comparable in course content but allows the student to earn more than one credit to complete. A student may, upon completion of Algebra I and Geometry, elect a different third math credit. This elective choice shall allow students to replace the Algebra II requirement with a third math credit that furthers their career path defined in their High School and Beyond Plan. A defined process for this elective choice will include the student, his/her family or designee, as well as a representative from the high school.

### Overview of K-12 Funding: Current Picture of State and Local Funding for K-12 and Review of Comprehensive Proposals to Basic Education Finance Task Force

Jennifer Priddy, Assistant Superintendent of Financial Resources in the Office of Superintendent of Public Instruction (OSPI), presented information to the Board about the current picture of Washington State and local funding for K-12 education. The Board also heard brief presentations from Lisa Macfarlane, League of Education Voters; Paul Rosier, Washington Association of School Administrators, representing the Full Funding Coalition; and Jennifer Priddy, OSPI, whose comments about OSPI's proposal were incorporated into her presentation on the current picture of funding.

**The next Board meeting will be in Pasco at ESD 123 September 24-25, 2008.**

*For additional information and Board meeting materials go to: [www.sbe.wa.gov](http://www.sbe.wa.gov) or call the Board office at: 360-725-6025.*