



WASHINGTON STATE BOARD OF EDUCATION

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

March 14, 2008

Dear Board Members:

March has come in like a hare and alas, I do not see the tortoise in sight as we approach the Board packet mail out. Brad has been “senate and house” broken through his first session as our man on the hill. He got his first bill through— the Executive Director Delegation Authority Bill, which we fondly call the staple and collate bill (Colleen told me I could do little else). Today we watched the Governor sign our bill and got our pictures taken. She asked me if I really wanted this authority or should she veto the bill. Hmmm. The Governor said she was very impressed with our work. Kudos to all of you and special thanks to all our very hard working staff that does so much to make the Board hum!

We had some very productive work sessions in February. I want to reiterate that all Board members are welcome to attend the work sessions with our advisors (and anyone else). This provides all of you an opportunity to go into depth on issues and get messy in a way that is less feasible at a Board meeting, when we bring you a more polished product. Our math and science advisor panels had good meetings in February. Math always keeps me hopping! I am including, in your FYI folder, the executive summary from the recent National Math Advisory Panel’s report, which strongly affirms the direction we are headed in Washington with our new standards. This piece is well worth reading.

Kathe and Evelyn have advertised an RFP to find a consultant to analyze high school student transcripts to help us understand course taking patterns. We hope to look at data in 100 high schools and have the information ready this fall. The timing on this contract makes it challenging. You may hear a lot about student graduation this spring. As the Class of 2008 prepares to graduate, OSPI has developed a nice tool kit to provide lots of good information to parents and students. This toolkit is enclosed in your FYI folder.

I want to remind all of you about Jack Schuster’s invitation to nominate some good, quality, hard working folks (which you all are of course) to our Executive Committee. Please check with anyone you nominate to determine their interest in being on the Committee! This is a substantial commitment of time and energy so be forewarned. We will have the BIG vote at our March meeting.

Lorilyn, our favorite Westside student Board representative, has arranged for us to have a special dinner, at the Red House, in beautiful downtown Renton on Wednesday night. We hope you will attend! Zac will be in Florida and thus miss our meeting. He sends his huge apologies. We can plot his retirement roast for the May meeting.

Special thanks to all of you who participated in the media training with APCO. You have all received some key messages to help you with your work. The math standards messages were sent yesterday. After our March Board meeting we will be developing some new materials for your spring engagements.

We are working with APCO on some new logo designs to replace our genie lamp 19th century look. We hope to have some new graphic logo choices to share with you at our March Board meeting. Thanks to Linda, Eric, and Lorilyn for their help with this effort. In addition, APCO is helping us with a major revision to the content and structure of our Web site. We hope to have this work done by the middle of April. Our goal is to make things easier to find and improve copy content. We are also obtaining email addresses on our Web site for those who want to have their own personal SBE email addresses. And if that is not enough...APCO is also conducting 15 interviews across the state with key community leaders in chambers, rotaries, and groups representing people of color, about our work.

Speaking of work (and yes homework) you have lots of weighty issues at the Board meeting to chew on. In addition you will begin to think about the following two years of big picture strategies, as we kick off the strategic planning process. See the strategic plan tab for your homework assignment – we need you to think about some specific questions (there's a test...well not really). We have tried to build in lots of public comment and Board discussion time. So let's have a look at the Board agenda!

March 26th Wednesday

Update on SPA- Accountability Index and Consultants Hired

At our work session in February, Board members and advisors learned about OSPI's proposed move from a school improvement assistance program to a district comprehensive improvement program. Evelyn presented the Accountability Index, which had a vigorous discussion. It was a good reminder that many of the Board members attending the work session had not been a part of our earlier meetings. We need to make sure you all understand what we are trying to do in terms of the policies to identify schools by different tiers for awards and assistance. If you have not read your SPA work session package, it would be good to review it, as we are only hitting the highlights at this Board meeting from everything we covered previously.

Our two consulting firms – Northwest Regional Educational Lab (NWREL) and Mass Insight Education have started their work. Abbreviated proposals are in your packet to read. Evelyn and I anticipate spending a lot of time coordinating this work. Our first coordination meeting, with both firms, will be in the SBE office March 17th and 18th.

School Calendar Change Part II: Results, Rewards, and Policy Possibilities

Bunker presented School Calendar Change Part I, at our November Board meeting, and will follow up with Part II at this meeting. Your Board packet contains the information she presented in November.

Update on Key Board Mathematics Tasks

Under the newly passed SB 6534 the Board must do two tasks: 1) use a national consultant to compare the February OSPI standards to other exemplars in a similar exercise to the one that Strategic Teaching did last summer; and, 2) conduct a more intensive review of the language and content in the February OSPI standards to make some specific recommendations to the Board. We will review these recommendations and approve them so that OSPI can adopt the standards. We will be doing this work in chunks – starting with a special Board meeting (phone in) on April 18th to address the K-8 standards. We will work with the Math Panel and also have public comment each time we do these.

Draft Rule on Third Math Credit and Implementation Issues

A draft rule has been prepared, which encompasses all three math credits needed for high school. We will not file this rule with the code reviser until after the May Board meeting so that you can hear from the public and discuss amongst yourselves how you want the final rule to look. You will have an official public hearing at your July Board meeting and adopt the rule on the third credit at that time. The reason for the delay is that new Algebra II standards will not be ready until July and thus it is more appropriate to adopt the third credit in math rule once we have these new standards in hand. We have also drafted a survey to send to districts to dig into some of the implementation issues that is also included in your packet. It makes sense for us to add science to that survey as well, so we do not need to do two surveys.

Meaningful High School Diploma: High School Requirement Options

A work session was held in February, where Kathe presented some credit framework options to examine, and OSPI content staff was there to discuss selected policy considerations on the graduation requirements. Again look at the packet we provided for that work session for a more in depth briefing. Kathe has spent a lot of time creating a policy framework with several options for you to consider. She is scheduling meetings with groups such as the school board directors, superintendents, and secondary principals to discuss the direction you provide us, after the Board meeting.

Independent Review of Washington K-10 Science Standards Preliminary Report

The consultants have done a thorough review of the standards and produced a gorgeous document that I would like to hold all of our contractors to, as a gold standard in terms of ease to read. What is the bottom line? Overall, Washington science standards have a lot of the same issues that Strategic Teaching found in the math standards review – a need to prioritize, increase clarity, specificity and rigor. The report also suggests improving standards for science and technology as well as for scientific inquiry.

Exec Committee Elections

Ballots will be available at the Board meeting.

Dinner at the Red House in Renton

Reservations are for 6:30 p.m. and the directions to the restaurant are in your packet.

March 27th, Thursday

Strategic Planning for 2009-11 Biennium

Mary Campbell will be back with us again to help with our Strategic Planning process for the next two years. I told her she will really enjoy seeing how our Board has jelled since she last worked with you. This will kick off the first of two Board meetings where you will think strategically about the future, first, by reflecting on where the Board has been with its mission and, second, goals over the last two years. Then we will start to think ahead for additional goals and related work. Please read Mary's instructions under the tab for your homework. I have also updated our 2007-08 Work Plan, so you can see our progress this year. If you want to help out with this effort, we hope the new Executive Committee, plus one or two others, will participate in two mini sessions to refine the work between the March and May Board meetings. The dates for those meetings are: April 10th (10:00-1:00 at City Hall in Seattle) and May 2nd (1:00-4:00 at the Tacoma OSPI office).

Board Discussion to Prepare for Decisions and Directions at Business Meeting

This is time for all of you to discuss what you heard yesterday on the third math credit, Systems Performance Accountability, and High School Graduation Requirement, to prepare you for your business meeting.

Election of New Executive Committee and Recognition of our Current Executive Committee

We will pause for a bit of celebration. Take final nominations and vote by ballot for the lucky bunch that will help facilitate our work over the next year(s).

Business Items

You will be asked to approve contracts for Northwest Regional Educational Lab, Mass Insight, and an extension for the contract with Strategic Teaching. We have provided more detailed information on these contracts in your Board packet. You will also give us direction on the accountability index, third math credit rule, and the high school graduation requirements.

Legislative Session 2008 and Basic Education Finance Joint Committee Updates

It may have been a short session, but plenty of action. Brad's report is under the legislative tab. The Basic Education Joint Finance Committee has not met since January. They will be meeting twice a month, spring through fall, to provide recommendations by December 1, 2008.

The Black Education Strategy Roundtable

The Black Education Strategy Roundtable is a collection of Black educators from all levels, community leaders, concerned parents, corporate leaders, and community based organization leaders, who meet to address the educational needs of Black students in the state of Washington. The presenters will speak to the Board about the purpose and activities of the Roundtable.

See you at the Board meeting!!



State Board of Education Meeting

Puget Sound Educational Service District

800 Oakesdale Ave., Renton

March 26 9:00 a.m. — 5:00 p.m.

March 27 8:30 a.m. — 4:00 p.m.

AGENDA

March 26, Wednesday

9:00 a.m. Call to Order

Welcome

Dr. Monte Bridges, Superintendent, Puget Sound ESD

Pledge of Allegiance

Agenda Overview

Last Call for Nominations to Executive Committee

Approval of Minutes from the January 9-10 Meeting (**Action Item**)

9:10 a.m. Update on System Performance Accountability with Focus on Accountability Index and Consultants' Work for Policy Barriers Study and State/Local Partnerships Applied Models

Dr. Kris Mayer, Board Lead, SBE

Ms. Edie Harding, Executive Director, SBE

Dr. Evelyn Hawkins, Research Associate, SBE

Board discussion

10:15 a.m. Break

10:30 a.m. School Calendar Change Part II: Results, Rewards, and Policy Possibilities

Ms. Phyllis Bunker Frank, Board Member, SBE

11:00 a.m. Update on Key Board Mathematics Tasks: Standards and Curriculum Review

Mr. Steve Floyd, Board Lead, SBE

Ms. Edie Harding, Executive Director, SBE

Board discussion

11:30 a.m. Public Comment

12:00 p.m. Lunch and Executive Committee Nomination Announcement

- 12:45 p.m. Draft Rule Third Mathematics High School Credit and Implementation Issues**
Mr. Steve Floyd, Board Lead, SBE
Ms. Edie Harding, Executive Director SBE
- 1:15 p.m. Public Comment**
- 2:00 p.m. Break**
- 2:15 p.m. Meaningful High School Diploma: High School Graduation Requirement Options**
Mr. Eric Liu, Board Lead, SBE
Dr. Kathe Taylor, Policy Director, SBE
- Board discussion
- 3:45 p.m. Public Comment**
- 4:00 p.m. Independent Review Washington K-10 Science Standards Preliminary Report**
Dr. Kathe Taylor, Policy Director, SBE
Mr. Jeff Vincent, Board Lead, SBE
Dr. David Heil, CEO, Heil and Associates
Dr. Rodger Bybee, Co-Director of Science Standards Review Project,
David Heil & Associates
- 4:55 p.m. Announcement of Candidates for Election to New Executive Committee**
Mr. Jack Schuster, Board Lead for Elections, SBE
- 5:00 p.m. Adjourn**

March 27, Thursday

- 8:30 a.m. Strategic Planning for 2009-11 Biennium**
Ms. Edie Harding, Executive Director, SBE
Ms. Mary Campbell, Principal, Mary Campbell and Associates
- Board discussion
- 10:30 a.m. Break**
- 10:45 a.m. Public Comment**
- 11:05 a.m. Board Discussion on 3rd Mathematics Credit, System Performance Accountability Direction and High School Graduation Requirements Direction**

- 12:05 p.m. Lunch and Voting for New Executive Committee**
- 12:35 p.m. Announcement of Election Results of New Executive Committee
And Recognition of Current Committee**
Mr. Jack Schuster, Board Lead, SBE
- 1:00 p.m. Business Items**
- Direction on Accountability Index (**Action Item**)
 - Approval of Contracts for Studies (**Action Item**)
 - Direction on 3rd Mathematics Credit Rule (**Action Item**)
 - Direction for High School Graduation Requirement Options (**Action Item**)
 - 180 Day Waivers (**Action Item**)
- 2:00 p.m. Legislative Session 2008 and Basic Education Finance Joint Committee
Update**
Mr. Brad Burnham, Legislative Specialist
- 2:30 p.m. Break and Potential Run off (If needed) for New Executive Committee**
- 2:45 p.m. The Black Education Strategy Roundtable**
Dr. Mona H. Bailey, Senior Associate, Institute for Educational Inquiry
Dr. James B. Smith, Adjunct Professor, City University
Dr. Thelma Jackson, President, WABSE
- 3:45 p.m. Announcement of Executive Committee Final Election Results and
Next Steps from the Board Meeting**
Mr. Jack Schuster, Board Lead, SBE
- 4:00 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 425-917-7631.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: March 26-27, 2008

SUBJECT: **SYSTEM PERFORMANCE ACCOUNTABILITY INDEX AND CONTRACTS**

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

PRESENTER: Dr. Kris Mayer, Board Lead
 Ms. Edie Harding, Executive Director
 Dr. Evelyn Hawkins, Research Associate
 State Board of Education

BACKGROUND:

Staff has enclosed a shortened synopsis of the System Performance Accountability (SPA) update memo plus the notes from the February 26, 2008 work session. For more detailed information you can refer to your SPA February Work Session packet.

Accountability Index

Over the last year we have developed an accountability index to allocate schools by tiers to determine which schools will be recognized for extraordinary performance and which schools may need more assistance. At the February SPA work session, staff provided a memo and Board members and advisors discussed the index and potential policy changes.

Staff will be asking for your guidance on policy issues for the accountability index.

Contracts

To enhance the Board's work on state wide system performance accountability, we have advertised nationally for proposals to address two pieces of critical work: 1) policy barriers to student achievement, and 2) state/local partnerships for low performing schools. We have selected the following contractors: Northwest Regional Education Laboratory (\$81, 591) and Mass Insight Education (\$165,000) respectively. Summaries of their proposed budget, work plan, deliverables, and timing of products are provided for your review.

Staff will be asking for your approval of these contracts.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

System Performance Accountability (SPA) Short Synopsis of Work and Notes from February SPA Work Session

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.
- Determining when school districts should choose from a curricular and instructional materials menu (2SHB 1906 from the 2007 Legislative Session).

The Board adopted three draft concepts at its September 2007 meeting to frame its work:

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.

¹ RCW 28A.305.130 (4)

Board Deliverables and Timeline

The Board established September 2008 as its target for action on a proposed statewide system performance accountability for two reasons. First, the Board needs to prepare its recommended budget request and suggested law changes for accountability by September 2008. These requests will be submitted to the Governor for the 2009 legislative session. Second, the Board would like to provide these accountability pieces to inform the work of the Joint Basic Education Funding Task Force. In order to meet the September target, staff has prepared the following deliverables and timetable outlined in the table below. At the March 2008 Board meeting, members will examine the accountability index to develop tiers and the consultants' scope of work.

The following products are anticipated to address the concepts outlined above:

- Proposed accountability index to identify schools and districts.
- Policy barriers study.
- Student voices video.
- Development of tiers with detail for continuous school and district improvement with OSPI.
- Proposal on when school districts must adopt a state curricular menu.
- Proposal on blueprint strategies for state/local partnerships for low performing schools and districts.
- Revisions to school and district improvement plans through SBE rules and guidelines.
- Legislative package on final proposals for school and district support.
- Proposals on revision and adoption of performance goals.
- SBE report card.

The timeline for accomplishing these deliverables is as follows:

Dates	Activity
January-March 2008	Student voices video produced
February 26, 2008	Selection of consultants to assist with policy barriers study and state/local partnership blueprint
March-June 2008	Board work session, with advisors, on tiers for continuous school and district improvement, accountability index for tiers and ESD accreditation
March 26-27, 2008	Consultants to assist with policy barriers study (final report due June 2008) and state/local partnership blueprint (final report due September 2008)
May 14-15, 2008	Board meeting to discuss accountability index and consultants scope of work
June 19, 2008	Board meeting to discuss SPA updates
	Board work session, with advisors, on results of policy barriers study, update on state/local partnership blueprint

July 23-24, 2008	Board meeting to review policy barriers study and update on state/local partnership blueprint
Summer 2008	Outreach to stakeholders on initial accountability concepts
September 24-25, 2008	Board meeting to adopt full proposal package for 2009 session on accountability and proposed rule changes for School Improvement Plan
September 30, 2008	Submit legislative and budget proposals to the Governor
Fall 2008-Winter 2009	Continued Board outreach to key stakeholders and community on proposed legislative and budget package Board work session and meetings on performance improvement goals and performance indicators
Fall 2009	SBE Symposium with Professional Educators Standards Board and others First SBE Report Card produced

For more details on the above work please refer to the SPA February 26 Work Session Package that was emailed out in mid February. Additional copies may be obtained from the SBE Office.

Washington State Board of Education System Performance Accountability Notes from Work Session February 26, 2008

Attendees: Kris Mayer, Sheila Fox, Steve Dal Porto, Amy Bragdon, Jack Schuster, Bernal Baca, Brian Jeffries, Martha Rice, Gary Kipp, Marc Cummings, Scott Poirier, Janell Newman, Shannon Thompson, Carolyn Lint, Vicki Bates, Mike Bernard, Roger Erskine, and Bill Rossman

School/District Improvement Assistance Program and Performance Review Rubrics

Janell Newman – Assistant Superintendent, District and School Improvement, OSPI

- Provided information on the rationale for moving from a school based improvement model to a district based improvement model.
 - More schools not meeting AYP (728 in 2007, up from 338 in 2006) and limited ability to offer sustainable assistance.
 - Largest number of kids in schools not meeting AYP is in the Puget Sound ESD area, whereas the Yakima ESD 105 has the highest percent of schools not meeting AYP (but the number of students in those schools is lower).

- Discussed current school and district improvement efforts—currently 148 schools have been served through voluntary three-year cohorts (funding at \$135,000 per year) and 30 districts served through voluntary district cohorts (funding at \$70,000 per year).
- Total OSPI school and district improvement funding is now \$14 million, mostly from feds (State and foundations provide \$4 million); going to \$19 million next year.
- Biggest challenge for schools and districts is to move from knowing what best practice is to implementing it.

Shannon Thompson – Director, Education Reinvention, District and School Improvement, OSPI

- Discussed OSPI proposed District Comprehensive Improvement Assistance Program.
- It would still be voluntary.
- Received federal funding to field test in three to five districts plus hire vendors to build capacity and sustainability in the following areas:
 - Effective leadership
 - Quality teaching and learning
 - Support for system wide performance
 - Clear and collaborative relationships
 - Data analysis and formative assessments
- Envision a tiered system of support working the SBE to these districts.
- Use of district review tool to determine individual progress made in more detail on the above components.

Accountability Index Review

Evelyn Hawkins, Research Associate, SBE

- Discussed the purpose of the accountability index to help classify schools into tiers for recognition of awards or need for additional assistance.
- Guiding principles:
 - Simple and include readily available data
 - Recognize improvement
 - Use multiple measures
 - Incorporate NCLB AYP and accommodate future changes in AYP
- Components of index:
 - AYP status
 - Achievement status (use WASL scores in reading, writing, math and science plus high school graduation on a school level)

- Improvement status (use WASL scores in reading, writing, math and on a school level)
- Technical Review panel comments:
 - Proposed Accountability Index is technically sound
 - Recommended Board consider whether to:
 - Use percent of AYP cells met instead of steps of improvement.
 - Phase in science.
 - Use average of two years performance data for achievement.
 - Use an average of two years as baseline to determine improvement.
 - Add measure of percent reduction in not meeting standard to the improvement measure.
- SBE Report Card Options (in addition to Accountability Index) to consider:
 - Measure of achievement despite challenges.
 - Achievement gap measure.
- Discussion from Board members and advisors
 - What is our policy goal?
 - Close achievement gap
 - Important to look at multiple measures:
 - Note that there is a difference between measures and sources.
 - Can we look at individual student growth rather than whole school?
 - We prefer not to weigh performance of low income students higher in the index.
 - We might want to explore: GPA, attendance, accreditation, and breadth of program.
 - What happens if the WASL changes?
 - We should keep science in the index.
 - Find a different name for chronically underperforming schools.

Educational Service District Accreditation Process

Dr Terry Munther Superintendent of ESD 101
 Ms. Helene Paroff, Assistant Superintendent for ESD 101
 Mr. Tim Winter, Principal Peninsula High School

The ESDs provided an update on the accreditation process that they use with schools. They stand willing to assist the State Board of Education with any work needed in accountability. Tim Winter spoke about the usefulness of the process as a new high school principal. The ESDs want to know if the SBE wants a continued role in working with them on the accreditation process as it relates to school improvement. (The legislature removed the Board's role in public accreditation two years ago).

Staff is seeking guidance on how to proceed on the following two questions:

1. Does the SBE wish to re-enter the accreditation role by partnering with ESDs/AESD in this process, (which may require a statutory change request); or leave this work to other organizations such as AESD, NAAS and others?
2. Schools that were approved under previous statute, by SBE, had a three year review requirement. What is the SBE plan for handling those schools accredited/approved by SBE who are now coming up on their three year review?

Note: The SBE staff has communicated to Dr. Terry Munther, at ESD 101, that it is not prepared at this time to undertake accreditation of public schools. It will consider the role of ESDs in its accountability work this year.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

The Proposed Accountability Index (AI)

Background

The State Board of Education has two goals to guide its work:

1. Raise student achievement dramatically.
2. Provide all students the opportunity to succeed in postsecondary education, the 21st century world of work and citizenship.

The legislature has asked the Board to propose a statewide accountability system. The Board is developing proposals to meet its Board goals through the following three draft concepts:

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.

The state has an interest in ensuring that all its students meet or make progress towards meeting the minimum state expectations identified through its math, reading, writing, and science standards. In addition, the state wants to ensure that students graduate from high school with the ability to succeed in whatever pathway they choose.

There are over 2,000 schools in the state. The number of schools that did not make Annual Yearly Progress (AYP) in 2007 is 728. The number will continue to grow as the statewide bar for reading and math proficiency rises to meet No Child Left Behind's 2014 goal of 100% proficiency. Clearly, ways must be found to create a system that recognizes the progress schools are making, as well as prioritizes and focuses assistance to schools and districts that need improvement.

The accountability index was created to identify and prioritize schools (and districts) into tiers of assistance. OSPI and SBE are working on the types of assistance that would be offered in each tier. The final determination of which schools are identified for tier 4 (the lowest performing schools) will require analyzing more detailed data, both quantitative and qualitative. The AI will also serve to identify schools for recognition; the details of that usage will need to be further defined. However, the first task for the Board is to

agree upon the details of the components that make up the index to be used in the initial identification of schools into tiers of assistance.

The development of the AI was guided by four principles. The AI is:

- Simple and includes **readily available** data.
- Recognizes improvement.
- Uses multiple measures.
- Incorporates NCLB AYP and will accommodate future changes in AYP.

A panel of five experts reviewed the technical aspects of the proposed Accountability Index (AI). While they found the proposed AI technically sound and reasonable for the purpose of assigning schools into tiers of assistance and for determining awards, they suggested policy considerations for changes to each of the components. The Board will consider the proposed policy considerations and determine the final composition of the index.

The Proposed Accountability Index (AI) and Policy Considerations

The proposed accountability index consists of three components: AYP Status, Achievement Status, and Improvement Status. Each of these components is briefly described below and includes the suggested policy considerations for modifications to the component.

AYP Status. A school's AYP status is based on whether it met AYP and the step of improvement it is in.

Policy Consideration

Should the Board define AYP status based on the percent of AYP cells meeting its target instead of steps of improvement?

There are 37 cells that determine whether a school made AYP. A school may not make AYP, based on one cell only. Therefore, it might make more sense to look at the percent of cells rather than step of Improvement in defining AYP status.

Achievement Status. The school's achievement status is based on the percent who met standard on the reading, writing, mathematics, and science WASL assessments for all grades in the school. For schools that graduate high school students, achievement status also incorporates the extended graduation rate. The proposed index weighted the performance of low-income students, in both the WASL and graduation rate, higher.

Policy Considerations

- Should the Board phase in the inclusion of science?

Schools have primarily focused on reading, writing, and mathematics rather than science instruction, as the federal and state accountability provisions for science have not yet come on line. Consequently, schools have not experienced the growth in science performance on the WASL as they have in the other areas. Schools are beginning to recognize the need to expend more effort in the area of science and improvements are expected in the next few years. The requirement to include science performance for NCLB AYP begins in 2010 and the requirement to pass the science WASL for high school graduation begins with the Class of 2013.

- Should the Board weigh the performance of low-income students higher?

The reason for weighting the performance of low-income students higher than that of non-low income students is based on the fact that low-income students tend to score lower on tests, such as the WASL, than non-low income students. Further, schools tend to encounter challenges to increasing the performance of low-income students in efforts to close the achievement gap that exists. The higher weighting places an emphasis on closing this achievement gap.

In the SPA work session, the argument was made against a higher weighting of the performance of low-income students because schools with higher proportions of low-income students should not be penalized further in this identification system than they already are, by having to deal with the challenges they face.

- Should the Board use a two-year average of WASL performance?

Some of our consultants suggested that we should consider a way to mitigate year-to-year fluctuations in performance, due to different students being in a school from one year to the next. A two-year average would be a possible solution. On the other hand, the argument against a two-year average is that it increases the complexity of calculating the index while increasing the reliability of the index, minimally only. The fact that the achievement status is based on an aggregate of all grades and all content area tests, in a school itself, tends to increase the stability and therefore, reliability, of the measure.

Improvement Status. The school's improvement index is based on the change from the prior year to the current in the Learning Index (as defined by the Commission on Learning and modified by the A+ Commission). The Learning Index takes into consideration the percent of all students performing at the different levels on the reading, writing, mathematics, and science WASLs.

Based on the recommendations of the technical review panel, the improvement index will be revised to reflect the following:

- The gain/loss change will be measured from a baseline that is the average of two years—the fifth and fourth years prior to the current. This change is to allow schools to have more than one year to make improvements. It will also increase the reliability of the baseline.
- The baseline will be a moving baseline, meaning that it will always be the average of the fifth and fourth years prior to the current.

Future Considerations

- Changes in graduation requirement from math WASL to End-of-Course exams. We will re-visit the accountability index and make appropriate changes to its component measures as this change in graduation requirement takes effect.
- Changes in NCLB AYP accountability measures. We will re-visit the accountability index, should changes be made to Washington's AYP accountability measures.
- Use of individual student growth measures. We will consider incorporating individual student growth into the index measuring such growth with the WASL becomes technically feasible.



Washington State
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Working to Raise Student Achievement Dramatically

Results of State Board of Education Competitive Proposals for Assistance with System Performance Accountability

I. Policy Barriers to Student Achievement Study – Awarded to Northwest Regional Educational Laboratory (NWREL) for \$81,591

A. State Board of Education’s Study Objectives

The purpose of this study is to learn about the perceived policy and management barriers for districts to improve students through a literature review, interviews with key education stakeholders and selected district case studies. The study will focus specifically on district practices and the policy environment in which districts are implementing school improvement efforts (e.g. collective bargaining agreements; human resource policies and practices; allocation of funding and other resources among schools within a district; and local and state school board and other district policies). In addition, the findings of the study will be used to inform any necessary revisions to the Washington Administrative Code (WAC) 180-16-220 regarding school improvement plans.

The State Board of Education (SBE) posed the following questions:

- Which district and school management structures and policies have facilitated or hindered school improvement planning and actions, as districts and schools worked to improve student achievement?
 - What changes in federal, state, and local policies and practices would facilitate the creation of coherence and alignment among the various initiatives and requirements being implemented in schools, and guide a district and its schools’ improvement efforts, which are essential for making transformational change?
 - How has the school and district used staff members and data resources, which are available at the school and district level, to plan school improvement, evaluate gaps in student skills and knowledge, and continuously monitor student achievement?
 - What are the lessons learned from the barrier study that the SBE and its consultants should take into account as it creates a statewide accountability framework for a new partnership between the state and local districts, and
-

helps districts and schools make transformational changes to assure that student achievement is dramatically increased?

- The approach for this study and its specific methods were defined to meet these objectives. In so doing, the specific research questions listed in the RFP are addressed and form the basis for successfully meeting the objectives.

B. Consultant Approach and Timeline

This study will use a descriptive, analytical approach to address the policy questions regarding the perceived barriers, from the perspectives of different education stakeholders. To ensure a smooth flow of information and analysis, the study will organize activities into nine stages. The stages of the study are:

1. Review literature and data-bases.

As a part of this study NWREL will conduct a literature review of federal, state, and local barriers (both policy and management) experienced by districts and schools, that hinder them from helping students make significant gains in achievement. This review and bibliography will be established using existing major sources of educational documents which are available and searchable electronically. This literature review will strengthen Washington State's base of information and help insure that any policy and management decisions related to state and local barriers to raising student achievement is grounded in the best and latest research. The literature review will also help shape the questions asked of respondents. The NWREL Professional Library maintains both conventional and automated information retrieval systems.

2. Select study respondents from different key education stakeholders.

NWREL, in collaboration with the SBE, will select the stakeholder groups and specific representatives of those groups to be respondents for the study. The study is expected to include 30 to 40 respondents appropriately selected from the various education stakeholder groups and policymakers, such as state legislators; Office of Financial Management (OFM); Governor's Office; Office of Superintendent of Public Instruction; representatives from the Washington Education Association (WEA); the Washington Association of School Principals (AWSP); the Washington Association of School Administrators (WASA); the Washington State School Directors Association (WSSDA); the Parent, Teacher, Student Association (PTSA); Education Service Districts; researchers and faculty from university and college schools of education; business groups; and nonprofit partners working on education issues.

3. Create a study design and develop an analysis plan.

NWREL will design the study, including the data collection methodology and the data analysis plan, to summarize the data collected, and make the information accessible to policymakers. The study is expected to reveal policy barriers experienced by districts and their schools in creating the necessary conditions for high student achievement. NWREL will document and analyze school level practices in at least six Washington school districts across the state, to be selected in collaboration with SBE. The school districts selected will be chosen from different geographical regions and communities (rural, urban, and suburban). Chosen school district sites, to be visited by Dr. Kruger, Dr. Woo, and Ms. Davis, are those which can provide the most insight into the issues surrounding perceived barriers from the perspectives of different education stakeholders. The visits will consist of a full day, and will be used to conduct individual interviews with the person(s) most knowledgeable of the school and district policies. Administrators and teachers will also be surveyed regarding the school improvement process and barriers to raising student achievement

Note: SBE has asked NWREL for a prioritization on key policy issues identified that can lead to a maximum return on improving student achievement. The tentative districts selected for interviews are still under discussion. We are looking for about six districts - east and west as well as small and large. We have revised an earlier list we sent some of you. By the end of March we hope to have a final list. We need to make sure the districts are willing to participate. We expect NWREL will do focus groups with teachers and administrators on policies related to people, money, time, program and structures.

4. Develop data collection instruments.

NWREL will develop the data collection instruments, as required by the study design, in order to accomplish two goals:

- 1) Assure standardization of data collected across different stakeholder groups, and
- 2) Probe deeper on questions targeted to the responsibilities or the purview of the specific stakeholder group.

NWREL will follow a three-step process in developing the protocols to be used in the study. First, in addition to the topical questions listed in the RFP, major challenges and barriers discovered as a result of the literature review will be incorporated into a stakeholder interview protocol. Secondly, the SBE designated stakeholders will be interviewed to select the list of challenges and barriers they deem to be most pertinent and appropriate for Washington schools. Third, the resulting list of pertinent challenges and barriers will be incorporated into the onsite administrator and teacher interview and survey protocols. The data collection instruments will focus on the following topics:

- State, district, and school structures, and policies
 - Vision for improving student achievement
-

- Use of data
- Statewide accountability framework

5. Conduct data collection.

NWREL will work with the various stakeholder groups to arrange for, and conduct the data collection efforts. The study is expected to include 30 to 40 respondents appropriately selected from the various education stakeholder groups and policy makers. NWREL will develop interview protocols specifically aligned to the question set required by the RFP and to the barriers discovered during the literature review. The respondents will be interviewed by phone. Onsite visits will be conducted in six districts across the state. Interviews of selected administrators and teachers will be conducted and surveys will be administered to all district and school staff members. Follow-up interviews will be scheduled with key stakeholders, as appropriate, on the basis of unique characteristics of school and district policies discovered during the onsite visits. Stakeholders selected for follow-up interviews will respond to a more in-depth set of questions related to barriers in raising student achievement and the implications for Washington State. These protocols are designed to determine what potential outcomes are caused by differences in school and district policies. This is expected to be a rich data source. The experiences of these key stakeholders will provide valuable insights to the state and local barriers to raising student achievement.

6. Coordinate findings with participants in other SBE studies.

NWREL will share and discuss their findings from interviews and data collection with SBE staff members and SBE consultants, who are working on state and local partnerships for chronically underperforming schools. Results of the study will be cycled back to SBE in a timely fashion to inform and enhance study effectiveness. The briefings with staff members and participants in other SBE studies will promote discussion of the state and local barriers to raising student achievement encountered, the strategies used to resolve them, and lessons learned.

7. Provide recommendations for amendments to Washington Administrative Code (WAC) 180-16-220.

NWREL will work with SBE and OSPI staff members on amendments to WAC 180-16-220 regarding school improvement plans. Currently, the school improvement plan for each school in the district is approved annually by the school district board of directors, using its determined approval process. Each school is required to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that reflects the ongoing process used by a school to monitor, adjust, and update its school improvement plan. The plan will address the improvement of student achievement of the state learning goals and essential academic learning requirements; nonacademic student learning and growth; characteristics of successful schools; educational equity; and parent, family, and community involvement. The recommendations for amendments will be

supported by findings from this study regarding relevant barriers.

8. Prepare deliverables.

NWREL will prepare several deliverables:

- A detailed work plan.
- Draft interview instruments.
- Literature review.
- A draft report, which will include a summary of the findings and implications for consideration, under the State Board of Education's plans for a new statewide accountability framework.
- Proposed amendments to WAC 180-16-220.
- A formal report that contains the NWREL's assessment of the major policy barriers that confront districts and schools in improving student achievement, and recommendations for overcoming such barriers for policy makers.
- Communication tools, such as small case studies and PowerPoint presentations that illustrate the formal report's findings to a wide variety of audiences.

9. Present to the Board.

NWREL will share their draft findings at a Board System Performance Accountability work session to be held on June 19, 2008 in Seattle, Washington. The final report will be presented at a Board meeting to be held July 23-24, 2008 in Vancouver, Washington, at the Evergreen School District.

II. State and Local Partnership for Lowest Performing Schools – Mass Insight Education awarded the contract for \$165,000

A. State Board of Education's Study Objectives

The consultant will assist the State Board of Education (SBE) by developing a state/local partnership model based on the research and practices of current and past school/district turnaround efforts that is tailored specifically to Washington State conditions. The consultant(s) will work with the SBE, as well as education stakeholders and policy makers, to develop a state/local partnership model to create policy options to address chronically underperforming schools and their districts, as defined by tier 4 of the proposed SBE accountability index. The consultant will also review the proposed new Office of Superintendent of Public Instruction state district assistance program elements (tiers 1-3) for all schools and districts, to ensure consistency in the approach for all tiers.

The options will be based on the research and practices of current and past school/district turnaround efforts, findings from the SBE barrier study that will be conducted in spring 2008, and tailored specifically to Washington State conditions. The model will include options for addressing schools in tier 4 and their districts, to significantly turn around student achievement. Elements of the model shall include the roles, processes, resources, and responsibilities of the state, local school boards and districts, and regional and other potential entities (teachers unions, educational service districts, universities/colleges, quasi private public partnerships) to address the needs of schools identified in tiers 3- 4. The consultant will lay out the procedural steps the state and local district must follow for schools and districts to participate in the zones of excellence and the consequences for not participating.

The focus of the state/local partnership model for tier 4 shall be “zones of excellence.” These zones will include clusters of schools within districts of similar characteristics (e.g. low performance in math, high concentration of English Language Learners, etc.) that will develop specific strategies to improve student achievement and graduation rates. These zones of excellence will be created with incentives (e.g., having the legal authority to enact change or having waivers from some state legal requirements) as well as partnership agreements between the state and local districts (that is, a turnaround plan that includes: funding, staffing, professional development and support, specific areas to address for improvement, performance expectations and milestones, duration, reporting and oversight). The overall expectation is to build the state and local capacity to address the issues of chronically underperforming schools in Washington.

B. Consultant Approach and Timeline

Mass Insight’s approach to implementing the work involves an approach that must build consensus around the assumption that different, deeper, more transformational change is required for these Tier 4 schools. The approach must encompass a number of important understandings about what *effective, comprehensive turnaround* requires. And finally the approach must encompass more than school-level strategies for change; it must also contemplate change strategies at the level of statewide turnaround management. Turnaround will demand strong, coordinated action from the state – in collaboration with local communities and a strong resource base of turnaround partners.

1. Policy Blueprint

Mass Insight will develop a comprehensive policy “blueprint” that is divided into three main sections (which are also used here in this Work Plan); a corollary set of implementation strategies and recommendations designed to amplify the policy blueprint for the State Board of Education; supporting presentation materials; and additional guidance to the SBE in developing its legislative proposals.

a. Engaging stakeholders to inform planning and build consensus

The turnaround model must be designed to address the roles and responsibilities of essential stakeholders, including principals and teachers. Our Work Plan includes a variety of opportunities for teachers, principals, educator-leaders and other stakeholders, to provide input and ideas and have an impact on the final framework that is proposed. We will draw on our own directly relevant experience as members of the Massachusetts Turnaround Stakeholder Working Group – a body created by the Commonwealth in 2007 – approach to school intervention. Mass Insight has our own contact base in Washington State, but we will work closely with Education First to manage this stakeholder engagement dimension of the project. Education First and Mass Insight will also interview education, policy, business and community leaders to learn their perspective about chronically low-performing schools

b. Developing the Washington State Zones of Excellence: A Comprehensive Blueprint for School Turnaround

Our development of the policy blueprint will revolve around the following three areas:

The three areas of focus for the main policy blueprint are defined as follows:

i. Defining the Challenge and Changing the Incentives

This area may well be the most important aspect of this initiative. Washington State’s experience with school improvement suggests a well-considered comprehensiveness and strong emphasis on collaboration. But Mass Insight’s 2007 analysis of the state’s intervention strategies turned up little awareness of the need for much more transformative change in the state’s failing schools, and a set of state policies that had clearly failed to incentivize schools and districts to undertake that kind of change. Consequently, our work here will focus on how state policy can better define the level of transformation required of schools reaching Tier 4 – and how it can galvanize schools, districts, communities, and partner organizations to implement it. That means a focus on these potential levers for change:

- ***Analysis of the state’s proposed tier approach:*** This analysis will look at the structure of Washington’s proposed accountability tiers, detail its strengths and weaknesses, and provide suggestions for improvement.
- ***Incentive change through accountability and support:*** We will examine and develop ways for the state to rationalize the mix of mandatory requirements and voluntary engagement opportunities that comprise an effective state intervention policy. This will involve connections between the Tier 3 and Tier 4 levels of state policy, as well as the development of an ultimate consequence for schools that simply fail to improve or even to engage in meaningful turnaround. The key is to provide a range of positive and negative incentives that are capable of breaking the inertia of the status quo in too many failing schools, but that engage reform-minded educators on the ground so that the turnaround initiatives are “owned” at the school level.
- ***Clarifying the need for major change, the “proof-point” benchmarks, and the nature of the strategies required:*** Current intervention strategies need to be honored for their role as *part* of a comprehensive turnaround solution, but the discussion in Washington about school intervention must move away from incremental reforms for failing schools and towards a much deeper understanding of the reform challenge these schools represent. We will provide the basis for some of this change under this contract to the SBE. We are also planning to approach Washington grantmakers with requests for additional support to fill out this work, if we are named to receive the State Board contract. We would use the additional funding to build profiles of chronically underperforming schools in Washington State, as well as high performing, high-poverty schools, and develop step-by-step ground-level blueprints for school turnaround work once the new state policies are put in place.

ii. Providing for Operating Conditions that Support Reform

A key finding of *The Turnaround Challenge* was the impact of various operating conditions in defeating even the most well-designed reform initiatives. (For example: the inability of principals and districts to shape the teaching workforce in a given school, because of contractual requirements). This portion of the policy blueprint and Work Plan will address the ways that Washington State can create supportive operating conditions in its Zones of Excellence schools. The work will include identification of the most important conditions; research on what other states and districts have been able to accomplish related to this issue when they have created “zones” to address failing schools; an examination specifically of extended time, pension portability, “bumping” or seniority-based teacher assignment processes; and analysis of challenges at the school level caused by their compliance burden and inflexibility in budget allocation. The work will draw from our Washington

stakeholder feedback.

iii. Building Capacity for Effective Turnaround of Tier 4 Schools

This third dimension of the policy blueprint is in some ways the most challenging to accomplish on the ground, because it involves so many complex dynamics and so many public and private systems. But the need for turnaround of public schools, at bottom, stems from public education's failure to adopt truly professional standards and practices of human resource management – an irony, given the mission of the field. Our work in this area will involve recommendations for improved HR policies and practices in Zones of Excellence schools, analysis of current pipelines for school leadership in Washington State, and additional analysis of all of the capacity *outside of the schools* that is required for effective turnaround. That includes capacity to manage comprehensive turnaround at the state and district levels, and capacity to plan and implement it among the state's current resource base of partner organizations. We plan to ask for additional support from Washington grantmakers to expand our analysis of the state's resource base of turnaround providers (or potential providers) and to develop specific recommendations to deepen that resource.

Our work in each area will include the following components:

- Analysis of current Washington State policy and resulting practice in the field (as well as outcomes from those practices), including data and information from interviews and stakeholder group meetings.
- Examination of relevant national research, drawing from Mass Insight's growing resource clearinghouse of information on state intervention policy and practice in struggling schools.
- In-depth discussions with State Board of Education and OSPI staff.
- Development of initial policy recommendations and the vetting of those recommendations with selected partners and stakeholders (to be discussed with SBE staff) and then refinement based on feedback.

2. Organizing a Comprehensive State Turnaround Strategy

Along with the policy blueprint, we plan to provide a range of additional guidance to the State Board of Education, along with tools that will assist its efforts to implement that blueprint. The ultimate forms this guidance will take are briefly described in the Deliverables section, below. Some aspects may end up becoming codified in the policies themselves, or in relevant regulatory changes; other aspects will help the Board answer questions from legislators and others on the nature and impact of the proposed policies. The reason for our emphasis here on implementation strategies is simple: it became clear to us, after our years of research on school intervention initiatives across the country, that establishing good policy is a critical beginning to successful school reform – but it is only that, a beginning. The impact of new state

policy on school turnarounds in Washington State will be shaped by questions such as these, all of which will be the focus of our attention in this area of the Work Plan:

- In practical terms, where does the locus of decision-making about turnaround strategy lie in conducting the work – with the State, the district, the school, or the partner? If there is shared decision-making, how can it be clarified for all concerned?
- If the work is conducted in groups or clusters of schools, how can those clusters be created so that they provide purpose and meaning to the turnaround design and the implementation of the change?
- What is the specific role of a turnaround partner organization, and what is the expectation for that partner's continuing role following initial years of turnaround?
- What skill sets are needed at the state level to manage this kind of initiative, and where should management reside? (With the SBE? With OSPI? Jointly shared?)

3. Prepare Deliverables

Mass Insight will prepare the following deliverables: A comprehensive blueprint for school turnaround, a state comprehensive turnaround strategy, presentation materials for Board members and others to use, assistance on legislative and budget proposals for 2009 session. A draft report will be due July 14th and a final report will be due September 9th.

4. Present to Board

Mass Insight will share draft concepts at the June 19th Board System Performance Accountability work session and present the draft report at the July 23-24 Board meeting and the final report at the September 24-25 Board meeting.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: MARCH 26, 2008

SUBJECT: **SCHOOL CALENDAR CHANGE PART II: RESULTS, REWARDS,
AND POLICY POSSIBILITIES**

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

PRESENTER: Phyllis Bunker Frank, SBE board member
National Association for Year-Round Education, Board Member

BACKGROUND:

At our retreat last summer, the Board agreed to have Ms. Frank present her research and ideas for the school calendar during two Board meetings this year. Below is a summary prepared by Ms. Frank, for the Board to review that frames the materials she has prepared for you in this packet.

There are few issues facing education policymakers today that are as well documented by social scientists as summer learning loss for all students with greater summer slide for low-income children, second language learners, and special education students. Significantly, research identifies a cumulative effect of summer learning loss as a primary cause of widening in-school achievement gaps between students. Time and dollars spent each fall (cited as 4 – 8 weeks) can be a thing of the past and new teaching can begin sooner if attention is paid to reengineering (modernizing) the school calendar year to sustain efficient, effective, equitable use of allocated time integrated with timely supplementary opportunities to learn, teach, plan and partner.

The State Board of Education is in a unique position to advocate, sponsor legislation and prompt, through School/District Improvement Planning considerations, the powerful transformative potential of local district engagement in school calendar year learning analysis. Washington State proposed tiered Accountability system should ensure continuous improvement in performance for all students. The traditional calendar year detracts from such goals, annually sets back progress, and is not natural to what we know about 21st Century learning needs and preparing students for post secondary education, the world of work, and citizenship.

The November 3, 2007 presentation focused on “Defining Opportunity to Learn and Identifying the Weakest Link.” The information concentrated on documenting measurable, observable summer learning loss research as reason alone for the SBE to lead and facilitate public policy dialogue regarding issues surrounding school calendar time and opportunity to learn analysis.

At the March Board meeting the presentation will examine “School Calendar Change II: Results, Rewards and Policy Possibilities.” The findings and recommendations are relevant to the SBE charge found in RCW 28A-315-114(4) and RCW 28A.150.210 as it relates to statewide accountability the tools of school improvement planning found in WAC 180-16-220(2)(a). RCW/WAC text is provided on the first white handout page. The information from these two presentations may be used as part of the Board’s strategic planning discussions.

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: March 27, 2008

SUBJECT: **UPDATE ON STATE BOARD OF EDUCATION ROLE IN
MATHEMATICS STANDARDS AND CURRICULM REVIEW**

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

PRESENTER: Mr. Steve Floyd, Board Math Lead
Ms. Edie Harding, Executive Director
State Board of Education

BACKGROUND:

The Board has been examining math issues for over a year. Last winter (2007) the Board hired Strategic Teaching to conduct an independent review of the K-12 math standards and to work with the Board's Math Panel. Those recommendations were reviewed at three focus groups and through online feedback forms. The recommendations were approved by the Board at its September 2007 meeting. OSPI hired the Dana Center to facilitate a process to rewrite the math standards, based on those recommendations. The revisions were due to the legislature by January 31, 2008. Strategic Teaching's Linda Plattner reviewed those draft standards in her February 5, 2008 report with the Board's Math Panel on February 11th to determine to what extent OSPI has followed the Board's recommendations. OSPI developed a second set of draft math K-12 standards on February 29, 2008. The Board requested Ms. Plattner complete a second high level report in early March 2008.

The report had two major findings: 1) the K-8 math standards are almost excellent, but need some editing; and 2) Grades 9-12 are a huge improvement, but need some language and content revisions. The legislature under SB 6534 has asked the State Board of Education to use a national consultant to conduct an in depth review and make specific changes to the OSPI February 29th version. The Board anticipates working collaboratively with OSPI in this work. A further update on timelines will be provided at the March meeting. At this point, we anticipate reviewing the revised standards for K-8 at a special meeting on April 18th (this will be a short meeting where you can phone in or come to Olympia); the revised standards for Algebra I and Geometry, at our regular May meeting, and the revised

standards for Algebra II, at our regular July meeting. At each of these meetings, we will be giving OSPI the approval to adopt the standards, if you find the recommended standards meet your satisfaction; based on Strategic Teaching's recommendations and SBEs comments from the public, OSPI, and the SBE Math Panel.

Attached you will find:

- Strategic Teaching's March 10, 2008 report on OSPI's Draft February Standards.
- SSB 6534 direction.
- A work statement to extend the Strategic Teaching contract for an additional \$282,700, to complete an in depth review of the February OSPI Mathematics Standards and to assist with the review of the proposed OSPI curricular menus. We will ask for your approval for this extension at the business meeting portion of the March meeting.

A Report to the Washington State Board of
Education:

**Second Review of
Washington K–12 Mathematics Standards**

March 10, 2008



■ 1573 Millersville Road
■ Millersville, MD 21108

The Washington State Board of Education (SBE) is committed to making sure Washington's mathematics standards compare favorably with the best in the world. The Board asked Strategic Teaching to review the Office of the Superintendent of Public Instruction's (OSPI) February 29, 2008 version of the K–12 Washington State Mathematics Standards to be sure this is this case.

What follows is a broad review, completed quickly. Pressure from the legislative calendar allowed only a week to do the work. While the importance of the topic merits considerably more time, we are satisfied we have answered the two important questions: "Do Washington's new standards rank among the best? If not, what needs to happen to make them so?"

We need to break our response to these two questions into grades K–8 and 9–12.

The new mathematics standards for grades K–8 are very close to excellent. These standards *do* compare favorably with the best in the nation and the world. The *Performance Expectations (Expectations)* are specific, measurable, important mathematical topics that are both focused at particular grades and developed across grade levels. The problems that remain regarding clarity, mixing instructional methods in the standards, and polishing the language can (and should) be easily fixed with essentially a strong edit.

However, the high school standards need more than this. While they are much improved from OSPI's January version, further revision is needed. Some areas, such as occasional imprecision of language, is similar to grades K–8 and just as easily fixed. Other areas, such as missing content and content organization, are more problematic. We expand below on both K–8 and high school.

We first want to commend the substantial work of Washington educators and community leaders, OSPI, and the Dana Center. Washington has broken new ground in its approach to organizing grade level content by priorities rather than mathematical strands. The writing teams were inclusive, the stakeholder feedback extensive. The document clearly is thoughtful and written with mathematical expertise.

Grades K–8

The K–8 standards need a substantive edit to tighten the language and move instances of pedagogy from the *Expectations* to the *Explanatory Comments and Examples (Comments)* side of the document. The important content is already included at grade levels that find the balance between rigor and reason.

We examine grades K–8 from the perspective of the topics posed by the original *Review and Recommendations*, the Washington Mathematics Panel’s feedback to *Follow-up to the Review and Recommendations*, and our own analysis.

Some recommendations — such as “restructure the document” — were accomplished by the January 29, 2008, draft. Other recommendations — such as “create small writing teams” — are no longer pertinent. This second review will not revisit these and concentrate only on the remaining topics. Notice that the recommendations have been modified to reflect the Mathematics Panel’s feedback and the expanded purpose of this review.

Recommendation 1: Set higher expectations for Washington’s students by fortifying content and increasing rigor. *Additionally, set the level of rigor to compare favorably to other exemplar standards documents and to high-achieving countries included in the original Strategic Teaching study for the SBE.*

OSPI’s standards seem to be written at about the same level of rigor as the standards of other states considered to be exemplary.

We would like to make one important point about rigor. It is not just about teaching topics at the earliest grade levels. It also is about teaching topics in depth and expecting that students use the content in demanding ways. Washington does these things. It focuses topics at grade levels and covers those topics thoroughly. It consistently requires students to solve multistep, contextualized problems with the content. This cannot be said of the exemplar standards from the other states.

Time does not allow an exhaustive mapping of OSPI's standards to the exemplar documents in the original study,¹ but a judicious spot check of key topics suggests they align to other states. International comparisons and comparisons to assessments were not made because of the complexities related to the variability of documents, document types and grade-level availability.

Here is one example of how the new standards map to other states. Washington introduces linear relationships in grade 5 and linear equations at grade 7. Massachusetts does these things by grades 6 and 8, respectively; California in grades 5 and 6, respectively; and Indiana in grades 5 and 6, respectively.

Another example is that Washington and Massachusetts expect students to find the perimeter of two-dimensional figures in grade 3 and both the area and perimeter of rectangles in grade 4; California and Indiana require students to find perimeters and to work with areas in grade 3. Although it is not an exact match, we find Washington comparable.

And last, Washington introduces fractions in grade 2, as do California, Indiana and Massachusetts. Although two of the states expect slightly more at grade 2 — locate fractions on a number line and recognize and name unit fractions — by grade 5 all of the states expect students to add and subtract with fractions, decimals and mixed numbers.

Only California goes beyond the other states and also expects students to multiply and divide fractions in grade 5, but California is alone in expecting all students to take Algebra I in grade 8. As a result, comparisons break down for grades 7 and 8.

Washington's grade 7 standards include the substantive topics of rational numbers, linear equations and proportionality, including slope. Washington's grade 8 standards include linear equations and inequalities as well as basic geometric theorems such as the Pythagorean theorem. Since virtually all students can opt to take Algebra I in grade 8 — this is typically when students begin to

¹ (1) California State Standards, (2) Massachusetts State Standards, (3) Indiana State Standards, (4) Singapore Curriculum, (5) Finland Standards, (6) *Curriculum Focal Points*, (7) the National Assessment for Education Progress (NAEP), (8) the American Diploma Project, and (9) the Washington College Readiness Math Standards

We believe the document can be further strengthened with additional or replacement right-hand comments. To take one example, *Comments* should include a division problem solved using the traditional method. It also should explain that the long division algorithm is an excellent example of many topics — iteration, approximation, place value, inverse operations. Other ways to teach and build understanding of division, such as partial products, also can be included along with an explanation of how they help build understanding of place value.

As we had hoped from the beginning, the standards do this while making clear that students are to understand what addition, subtraction, multiplication and division mean. The standards also leave room for teachers to teach and students to learn using multiple methods, such as the modeling multiplication example for 4.1.C.

These are not the only core skills students need. In addition to whole-number arithmetic, students must be able to use the four arithmetic operations fluently with fractions and decimals. These standards are explicit:

- 5.2.E Fluently add and subtract fractions, including mixed numbers.
- 5.2.F Fluently add and subtract decimal numbers.
- 6.1.D Fluently multiply and divide non-negative fractions.
- 6.1.E Fluently multiply and divide non-negative decimals.

OSPI's standards have the basic arithmetic skills well under control for whole numbers, positive fractions and positive decimals by the end of grade 6.

In addition to the guidance provided in the *Expectations*, the introduction to the standards gives guidance about the use of technology. No one can argue with the statement, "TECHNOLOGY SHOULD BE USED when it can enhance the attainment of the mathematics learning goal, and TECHNOLOGY SHOULD NOT BE USED if it undermines the attainment of the mathematics learning goal."

It goes on to specify that "elementary students are expected to know facts and basic computational procedures — skills that should be

accelerate — we do not find the difference in rigor troubling at these grade levels.

Recommendation 2: Make clear the importance of all aspects of mathematics: mathematics content, including the standard algorithms; the conceptual understanding of the content; and the application of mathematical processes within the content. *Additionally, differentiate the process strands so there is less repetition across grade levels, and better embed the processes into the content standards.*

OSPI's standards are a balance of conceptual understanding and mathematics content and make clear students must learn their math facts and standard algorithms. Guidance about technology use is provided and the *Core Processes* are differentiated, although we feel that the last two areas could be strengthened.

In our review of the January 31 version of the new standards, we called for clarity around the mastery of mathematics facts and standard algorithms. In the *Expectations* of the February 29 version, it is made clear that students are to memorize their addition and multiplication facts and be fluent with the standard algorithms for whole-number arithmetic:

- 2.2.B Quickly recall basic addition facts and related subtraction facts for sums through 20.
- 3.4.D Fluently add and subtract whole numbers accurately using the standard regrouping algorithms.
- 4.1.A Quickly recall multiplication and related division facts through 10×10 .
- 4.1.F Fluently multiply up to a three-digit number by one- and two-digit numbers accurately using the standard multiplication algorithm.
- 5.1.C Fluently divide numbers of up to four digits by one- and two-digit divisors accurately using the standard long division algorithm.

These essential skills are now unambiguously presented in the standards with complete clarity.

implemented without calculators.” After that, it says, “The choice of what tools to use and how to teach are appropriately left to the judgment of professional teachers.”

Technology should not replace student calculation, but it also is important that technology be used as an instructional tool. Particularly at the high school level and in statistics, technology allows students access to problems and modeling that would not be possible otherwise. Students need to know how to use spreadsheets and graphing calculators, for example.

All this is to say there are times when technology is inappropriate and times when it should be required. We believe there are some instances when the *Expectations* should be more explicit about when this is so.

We have mentioned that the *Core Content*, *Additional Key Content* and *Core Processes* combine to produce a document in which both the content and the mathematical processes have emphasis. But thus far, we have not spoken to the quality of the *Core Processes*.

We found the individual *Expectations* for *Core Processes* to be well written.

We also examined the *Core Processes* to determine whether or not OSPI achieved its goal of differentiating by grade level. Distinctions are made in the explanatory text at the top of the page and in the *Comments* on the right of the page. These are descriptive, and they clarify what is expected at each grade level. However, the *Expectations* vary little from grade to grade.

Compare, for example, the first standard in kindergarten to the first standard in grade 8.

Kindergarten:

- Identify the question(s) asked in a problem and any other questions that need to be answered in order to solve the problem.

Grade 8:

- Analyze a problem situation to determine the questions(s) to be answered.

Describing what we want students to do in terms of reasoning, problem solving and communicating is probably the most difficult part of writing mathematics standards. Many states take the path of least resistance and write broad statements or introductory text explaining the importance of the processes and an admonishment that students should reason, solve problems and communicate in all of the mathematical strands.

We offer some example standards from Indiana to show what another state has done.

In kindergarten, students are asked to:

- Choose the approach, materials, and strategies to use in solving problems.
 - Example: Solve the problem: “There are four blocks on the table and a box of blocks that is closed. The teacher says that there are five blocks in the box. Find the number of blocks in all, without opening the box.”
Decide to draw a picture.
- Explain the reasoning used with concrete objects and pictures.
 - Example: In the first example, draw a picture of the four blocks that you can see, and then draw five more blocks for the ones that you cannot see.

In grade 4, students are asked to:

- Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models to solve problems, justify arguments, and make conjectures.
 - Example: Solve the problem: “Find a relationship between the number of faces, edges, and vertices of a solid shape with flat surfaces.” Try two or three shapes and look for patterns. Make a table to help you explain your results to another student.
- Decide when and how to break a problem into simpler parts.
 - Example: In the first example, find what happens to cubes and rectangular solids.
- Apply strategies and results from simpler problems to solve more complex problems.
 - Example: In the first example, use your method for cubes and rectangular solids to find what happens to other prisms and to pyramids.

Not every expectation changes at every grade level in Indiana, but they develop over time and an attempt is made to tie them to the content standards at that grade level.

All this said, given the timeframe for this work, OSPI current effort seems a good compromise. Particularly given that other exemplar documents do not offer this kind of differentiation for process standards, this is a revision OSPI can offer in the future that likely to be acceptable to teachers. It is wise to spend its time on other concerns.

Recommendation 3: Identify those topics that should be taught for extended periods at each grade level, and better show how topics develop over grade levels. *Additionally, be sure that the Additional Key Topics are the right ones and that they do not distract from the Core Content.*

The new standards are superior to the standards of other states considered exemplar in their organization of the content by grade level priority rather than mathematical strands. In general, the topics are allocated across grade levels and between *Core Content* and *Additional Key Topics (Key Topics)* appropriately, although there is a lot of content at grades 3 and 4.

There is a lot of concern about the *Additional Key Topics (Key Topics)* and how much time they will be assigned in the classroom. Some worry that topics in *Key Topics* will grow and displace *Core Content*. Others are concerned that important content in *Key Topics* will be lost and not get the attention it deserves.

Although we understand the concerns, we see the structure of the document as meeting the intent of the original recommendations and meeting it well. The *Core Topics* are the important topics that deserve extended attention in grades K–8. Our understanding is that *Key Topics* are equally important, testable expectations that deserve a place in the curriculum but not extended time. This should be made clear in the standards introduction.

For the most part, we see the total of the *Expectations* and the *Key Topics* as representing a teachable amount of content within a grade

level. Grades 3 and 4, however, have numerous topics in this section, particularly in *Key Topics* that deserve another review.

Recommendation 4: Increase the clarity, specificity and measurability of the Grade Level Expectations. *Additionally, be sure that the standards are standards and not curriculum or pedagogy.*

While most of the *Expectations* are well written, some lack clarity and others mix pedagogy into the standards.

As stated in the opening, for grades K–8, the February 29 version of the standards is very strong. We see the *Expectations* as generally clear, specific and measurable. We offer some examples above related to basic skills, but there are many others:

- 2.1.E Describe a number up to 1,000 in terms of how many ones, how many tens, or how many hundreds it includes.
- 4.4.D Graph and identify points in the first quadrant of the coordinate plane using ordered pairs.
- 6.1.F Describe the effect of multiplying or dividing a number by one, by zero, by a number between zero and one, and by a number greater than one.
- 8.1.B Solve one- and two-step linear inequalities and graph the solutions on the number line.

However, not all of the *Expectations* are this well written.

Two issues which complicate standards writing are “understanding” and “pedagogy.” Crafting a standards document that captures the importance of student understand without crossing the line into instruction is not easy. Understanding is much easier to see in the classroom than it is to describe in standards. And the difference between language that describes understanding and language that describes instructional practice can be debated.

This speaks to Jere Confrey’s statement that “Standards inherently involve tensions. They are goal statements about which different people, even different experts, will have varied opinions. They require negotiations, and represent compromises among varied

legitimate participants and groups.”²

In our mind there are many cases in which the *Expectations* cross into pedagogy, others in which the language should be tightened and a small number that are muddled. We give several examples here, but it is not an exhaustive list.

We also offer suggestions for improvement.

Clarity

- 1.2.H Solve and create a story problem that matches an addition or subtraction expression or equation using physical objects, pictures, or words.
- 1.2.H (revised) Solve a story problem that matches an addition or subtraction equation and create a story that matches an addition or subtraction expression or equation.
- 2.2.H Solve equations in which the unknown number and the equal sign appear in a variety of positions.
- 2.2.H (revised) Solve equations in which the unknown number and the equal sign appear in a variety of positions relative to each other.
- 4.4.F Describe and compare the likelihood of events.
- 4.4.F (revised) Describe and compare the likelihood of two events.

Pedagogical Issues

- 3.2.A Represent fractions that have denominators ranging from 2 to 12 using physical objects, pictures, numbers, and words, and translate among representations.
- 3.2.A (revised part 1) Represent fractions that have denominators ranging from 2 to 12 as parts of a whole, parts of a set, or locations on a number line.
(revised part 2) Translate among representations of fractions that have denominators ranging from 2 to 12.
- 5.2.A Represent addition and subtraction of fractions and mixed

² Confrey, Jere, “Tracing the Evolution of Mathematics Content Standards in the United States: Looking Back and Projecting Forward towards National Standards,” a paper prepared for the Conference on K–12 Mathematics Curriculum Standards, sponsored by CSMC, NCTM, Achieve, College Board, MAA, ASA (February 2007).

numbers using words, numbers, pictures, and physical materials, and translate among representations.

5.2.A (revised part 1) Represent addition and subtraction of fractions and mixed numbers.

5.2.A (revised part 2) Translate among representations of fractions and mixed numbers.

Content Modification

7.1.G Solve multi-step contextual problems involving rational numbers and justify the solutions.

7.1.G (revised) Solve multi-step contextual problems involving rational numbers and linear equations and justify the solutions.

We want to state unequivocally that the ideas we suggest removing from the *Expectations* still belong in the standards document. They just belong under *Comments* rather than as part of the *Expectations*. For instance, the language in *Expectation 5.2.A*, discussing the types of representations of addition and subtraction of fractions and mixed numbers, belongs in the *Comments*. Additionally, this section should include examples of these types of representations and an explanation of the value of the different types. We see these as the “how” rather than the “what” and “when” of standards and see the right side of the page as the perfect place to include this kind of information.

Words such as “describe,” “define” and “explain” are legitimate additions to the *Expectations* that address the conceptual aspect of mathematics and avoid the slide into instruction.

Recommendation 6: Create a standards document that is easily used by most people.

The February 29 standards document is easy to read and a vast improvement over the original standards. We appreciate that OSPI intends to offer it in multiple formats, including an online version with a hyperlinked glossary. This work would be premature now, but it is important that it not be lost.

High School

Because of time constraints, we have focused our review on the Algebra I, Geometry and Algebra II sequence. We justify this because the *Expectations* and *Comments* are equivalent in both sequences. At some point in time, more attention needs to be given to the content organization in the Mathematics I, II and III sequence.

High school has the same situation with language as do grades k–8 regarding clarity and precision. And, although the core mathematical topics for Algebra and Geometry are in the standards, there are issues regarding the content. There are a few instances of each of the following: missing content, mis-placed content, and content better served by being reorganized.

We were pleased to see the increase in rigor in the examples in the latest version of the standards. A few of the examples did not seem to be ideal illustrations, but we would want more time before we say anything specific with certainty.

Algebra II has additional complicating factors. We say more about this later.

Algebra I

The Algebra I standards are not as strong as those in K–8, although the most important part, the fundamental content of Algebra I is there. There are two areas of concern that are relatively easy to fix related to language and placement of Key topics. Two other areas, regarding the *Expectations* organization and the idea that the *Expectations* seem to have moved away from the conceptual aspect of algebra in favor of procedural manipulations, are more difficult to remedy.

Algebra has power because of the ease in which it lets us model contextual situations. Washington standards have always been exemplary on the conceptual side of mathematics and this shouldn't be lost. That said, the content of Algebra I is in OSPI's standards. For example, there is an extensive development of functions, including:

A1.2.G Describe relationships among the graphs of $f(x)$ and the transformations $f(x - h)$, $f(x) + k$, $cf(x)$, or combinations of these.

Linear equations and inequalities are done rigorously and thoroughly, for example:

A1.3.C Describe the relationship between the characteristics of the graph of a linear function and the parameters in a defining linear expression written in standard, slope-intercept, or point-slope form.

and:

A1.3.G Solve problems involving systems of two linear equations or inequalities, and interpret the solutions in the context of the problems.

The *Comments* include realistic problems that lend themselves to algebraic modeling. There is, however, a lack of explicit mention of the classical algebra problems, which are difficult to access without algebra.

As with the K–8 standards, there are a number of individual standards or comments have clarity issues related to the mathematics. For example, in the comments for the above-mentioned standard A1.3.G, we have:

Solution methods include the use of algebra (substitution and elimination methods), graphs, and tables. Students are expected to represent solutions of systems of linear inequalities graphically.

We are concerned that algebraic solutions are not mentioned, since it is essential that students learn how to solve these equations and inequalities algebraically. Then they can associate their solutions to graphs and tables.

Similarly, in the comments for A1.7, the *Core Processes*, we have:

Descriptions of solution processes, explanations, and justifications can include numbers, words (including mathematical language), pictures, physical objects, or equations. Students should be able to use all of these representations as needed. For a particular solution, students should be able to explain or show their work using at least one of these representations and verify that their answer is reasonable.

Earlier in this paper we discussed our opinion that specifying types of representations in the *Expectations* pushes into pedagogy. In Algebra I, we think it is even inappropriate in the *Comments* because the power of algebra is in its abstraction.

In addition to the necessary editing of individual standards, we see more intensive revision that is required. Sometimes this relates to the sequence of the *Expectations* as shown in A1.4.D–G, about quadratics. They start off well with:

A1.4.D Write and solve quadratic equations to answer questions that arise in situations modeled by quadratic functions.

and end with the comment for A1.4.G that is explicit about the techniques that must be learned to find such solutions:

Solution methods include the use of the quadratic formula, factoring, graphing, and completing the square.

The mathematics is all there, but the standards, comments and examples could to be reorganized in the following ways to improve the document. It could begin by defining basic skills needed, in part by rewriting the comments for A1.4.G as *Expectations*. It should then develop logically from skills to applications. Along the way, the algebraic forms of a quadratic expression, partially mentioned in the comments to A1.4.F, should be completed and moved into *Expectations*.

The second type of restructuring has to do with moving content from *Key Topics* to *Core Content*.

We see significant amounts of content review included in *Key Topics* in the Algebra I section, which we did not see in K–8. In the introduction to the standard, it says that *Key Topics* “might extend a previously learned skill, plant a seed for future development, or address a focused topic, such as scientific notation.” In this case, the Algebra I *Key Topics* cover much of the material taught in grade 7 and retaught in grade 8.

The A1.6 *Expectations* are about linear equations and inequalities. In addition to much of the material already having been taught in

grade 8, the material is a better fit in section A1.3 on linear functions, equations and inequalities. It would be easy to integrate it there. Sometimes a standard in A1.6 can be included in A1.3 just by changing a word or two in A1.3. For example:

A1.6.A Write and solve linear equations and inequalities with one variable.

This is very similar to:

A1.3.A Write and solve equations and inequalities containing the absolute value of a linear expression in one variable, graph the solutions on the number line, and interpret the solutions in terms of distance.

A1.6.A could easily be incorporated into A1.3.A as:

A1.3.A Write and solve linear equations and inequalities and equations and inequalities containing the absolute value of a linear expression in one variable, graph the solutions on the number line, and interpret the solutions in terms of distance.

More will be said about the statistics that are included in Algebra I later.

Geometry

Most of the basic mathematical content for a Geometry course is included in the standards. Some of the content associated with formal Geometry is absent and there is a pedagogical bent to the standards that could be interpreted as investigation being the preferred approach to teaching Geometry.

But again, the majority of content that is central to Geometry is in the standards as illustrated by the following examples:

G.2.B Prove theorems about angles, including angles that arise from parallel lines intersected by a transversal.

G.2.F Prove and apply the Pythagorean theorem and its converse.

G.2.I Prove and apply properties of angles, arcs, chords, secants, and tangents of circles.

On the other hand, the *Expectations* never introduce other content that is fundamental to geometry: undefined terms, definitions, axioms and postulates.

Editing is needed for reasons beyond drafting well-crafted sentences. The *Core Processes* need to be revised so that the *Expectations* do not include language that distorts the standards into curriculum. The very first standard is pedagogy of the discovery sort incorporating “explorations and experiments” into the *Expectation*:

G1.A Use inductive reasoning based on explorations and experiments to make conjectures about geometric relationships.

G1.A (revised) Use inductive reasoning to make conjunctures about geometric relationships.

Inductive reasoning might well be tied to student explorations or experiments, but not always, as shown by the following example. Which of the following statements are true?

- All equilateral triangles are isosceles.
- Some isosceles triangles are right triangles and equilateral.
- No isosceles triangle is equilateral.

Known theorems from Geometry are being crowded by pedagogical *Expectations*. We have “make and prove” in G.2.C, G.2.E and G.3.D and “make and test” in G.2.J and G.4.B. These standards promote the philosophy that geometry should be learned by “discovery.” To us, again, that is *how*, not *what* or *when*.

There are other minor changes that we believe should be made. For example, the following standard and example:

G.2.M Analyze and describe cross sections formed by the intersection of planes and three-dimensional figures. (GGM.2.M)

Example:

Describe all the possible cross sections of a cube cut by a plane not parallel to a face.

This simple example of the cube illustrates how incredibly complex the content is in this standard. It is a rich classroom exercise, but it should not be a standard.

The placement of probability in the Geometry course will be discussed later.

Algebra II

Algebra II is now being asked to serve two different, quite legitimate purposes. First, there is traditional Algebra II, which is a content-dense offering that at least introduces such topics as complex numbers, polar coordinates, induction, inverse functions, matrices, conic sections, logarithms and series. It has historically been seen as a course for the mathematically elite and prepares students for calculus and math-intensive careers.

Within the past decade, there has been a national effort to require all students to take more mathematics, and this has usually meant Algebra II. Many people believe all students are best served by taking the course described above. Other people believe that a different sort of course, based on rigorous mathematics that is more directly useful in most people's lives, better serves students. Data, statistics, probability, discrete mathematics, optimization, fair divisions, and business or financial mathematics are some of the topics that are often included.

These two Algebra II courses have significant content in common, but they diverge.

When we examined OSPI's standards, we expected to see the standards for the traditional Algebra II course, aligned to the *Washington Readiness Standards*. Additionally, we thought we would see many of those standards identified as appropriate for the college bound. Instead we found most of the content the two types of Algebra would have in common. While we understand the rationale, at the very least, explanatory text should be provided.

Clear policy is needed to guide clear standards. Washington is moving toward requiring Algebra II or its equivalent for most students. It has a rare opportunity to clarify what Algebra II should be, if that should be the same for all students, and if not what it is that all students will learn.

Even given this situation, we have additional concerns about the Algebra II standards that need more than a strong edit to remedy. We have concerns about the *Performance Expectations*, the *Comments*, and the *Key Topics*, which are discussed below.

Performance Expectations and Explanatory Comments and Examples

We want to reiterate by example that there are many examples of strong *Expectations*, including:

A2.3.C Solve algebraic equations that involve the square root of a linear expression over the real numbers; identify extraneous solutions and explain how they arose.

A2.3.D Sketch the graphs of functions of the form $f(x) = a\sqrt{x-c} + d$ and cubic polynomial functions of the form $ax^3 + d$.

We want to note that the limits set in the comments related to the following *Expectations* are appropriate for general students, and to remind the reader that this is the lens we use for evaluation.

- A2.1.E Add, subtract, multiply, divide, and simplify polynomials and rational algebraic expressions, and explain the procedures used.
- Multiplication should involve simple polynomials, such as a binomial by a trinomial.
 - Division of polynomials is limited to polynomial divisors of degree one or two.
 - Rational expressions should be limited to those with monomial or simple binomial denominators.

To give some examples of problems with the Algebra II standards, we start with A2.2 on exponential functions and equations. Logarithms and exponentials go together, and so including some work with logarithms in Algebra II seem appropriate given Algebra I includes so much work on exponentials. We would like to see *Expectations* similar to the following added to the standards:

Example: Know the properties of logarithms.

Example: Use logarithms to solve equations with exponentials in them.

Example: Recognize log functions as inverse functions of exponential functions.

There are many things that can be done in an Algebra II course. The specific inclusion of this one particular type of equation seems arbitrary and inexplicable:

A2.3.F Solve equations of the form $\frac{f(x)}{g(x)} = k$, where $f(x)$ and $g(x)$ are polynomials of degree no greater than two.

There are other things that make the standards problematic. For example, complex numbers are mentioned only twice in the standards:

A2.1.B Explain how whole, integer, rational, real, and complex numbers are related, and identify the number system(s) within which a given algebraic equation can be solved.

A2.3.B Solve quadratic equations with integer coefficients over real or complex numbers.

Nowhere in the standards is it suggested that the student must learn how to add, subtract, multiply and divide complex numbers. We understand why they would not be included in standards for all, but if complex numbers are to be used at all, we think these operations should be learned.

Additional Key Topics

As in Algebra I, review of previously learned material is included in *Key Topics*. Given that OSPI's standards are now structured to allow students to truly master topics, review topics do not warrant this kind of attention in *Key Topics*. As described in the introductory text of *Washington K–12 Mathematics Standards*, this is not a place to list topics that have previously been taught are only included in this section when they are to be extended. Since the “extension” in this case is much of the course content, we suggest it be integrated into the *Expectations*.

Comments on the data, statistics and probability section of Algebra II are included below.

Data, Statistics and Probability

To begin, there are some problems with the language of some of the *Expectations* for the Data, Statistics and Probability standards, that can easily be fixed. This is illustrated by the following:

- A1.5.C Demonstrate that a bivariate data set can be modeled with a line of best fit, interpret the slope and y -intercept of the line in the context of the data, and use the line to interpolate and extrapolate in order to make and defend predictions.

- A2.4.A Demonstrate that a bivariate data set can be modeled with an exponential or quadratic curve of best fit, approximate the curve of best fit, and use the curve to interpolate and extrapolate in order to make and defend predictions.

These two standards just need to make clear that there are different ways to model bivariate data.

More important, there are some complex issues related to Data, Statistics and Probability that plague educators and school systems across the country.

One is what kind of content is appropriate, and the other is how to add that content to already-full course syllabuses.

Data and statistics are part of life. On television you hear polling results saying 32 percent of a particular subgroup supports a certain candidate with a 3 percent confidence interval. In the newspaper you read that the mean price for a house has dropped \$30,000. So, what is it that students need to know to make sense of the world, and how well do they need to know it?

Students do not learn the mathematics that under lies some of the statistics in OSPI's standards for Algebra I. The basics of items such as standard deviation, line of best fit and correlation coefficients are mathematically inaccessible to high school freshmen. They can understand the concept and use the results, but they are "black box" items found using a calculator.

Some people are troubled by this and think students should not engage in mathematics they can't "do." For example, a student never learn the real definition of line of best fit because he or she

does not pursue higher mathematics. The question is, would we prefer students who have no experience with this concept or students who can use the concept but without complete understanding?

Then there is the question of where the content fits in the curriculum. Most Algebra and Geometry textbooks do include some Data, Statistics, and Probability content, but many teachers would agree that it is difficult to cover everything in a text. OSPI's standards have more than is usually seen but not more than can be justified given the topic's importance. Given that one needs the information in today's world, how does one fit it in?

Strategic Teaching Recommendations

The *Washington State K–12 Mathematics Standards* are a vast improvement over the standards that were in place a year ago. They are worth taking the additional time and effort to make them excellent, truly world class. To that end, we recommend the following:

1. An exemplar review on the OSPI February standards a) K–8 and b) 9–12 similar to last year's comparison to other states, countries and national frameworks using the nine criteria to provide external validation that these are the best standards. In order to compress the timeline and keep the standards-writing process as close to schedule as possible, we suggest fewer grade levels and fewer documents.
2. Substantive edit for grades K–8. The content is very good; language is almost ready. These standards are so close that work could be completely very quickly.
3. A revision of the high school standards. The core content of the subjects is in the document and many of the examples are excellent. The language needs to be tightened and there is some more work to be done on the content. This means it will take slightly longer than the grade K–8 work.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Legislative Direction and Extension of State Board of Education Contract with Strategic Teaching

2008 Legislative Direction

Under SSB 6534:

The legislature directed the Board to work with an expert national consultant in mathematics to:

- Analyze the February 2008 version of the revised math standards, including a comparison to exemplar standards previously reviewed.
- Recommend specific language and content changes needed to finalize the revised standards.
- Present findings to the Board in a draft report.

Budget and Timelines

Funding of \$300,000 was provided in the budget to complete this work, in the standards, and to do its curricular review of the OSPI menus.

By May 15, 2008, the Board will review the consultant's report, consult the Board Math Panel, and hold a public hearing, directing the consultant to make any necessary changes.

By July 1, 2008, the Superintendent of Public Instruction (SPI) shall revise the math standards and submit to the Board.

By July 31, 2008, the Board shall approve the adoption of these math standards by the SPI or develop a plan to ensure the recommendations, by the consultant, are implemented.

Under SSB 2598:

- The timeline for the Board's work to comment and make recommendations on the Office of Superintendent of Public Instruction's (OSPI) recommended curricular menu is extended to eight months after the new standards are adopted by OSPI.

Extension of Strategic Teaching Contract

Strategic Teaching will undertake the above work under the proposal outlined below:

1. Conduct a benchmarking review of the February 2008 OSPI draft math standards to exemplars, using the same criteria (rigor, specificity, clarity, etc.) as were used in the benchmark review of the old OSPI math standards last summer (2007) and compare grades 2, 4, 6, 8, and Algebra I, using at least five other officially adopted standards or documents (i.e. California, Indiana, Singapore, the National Advisory Math Panel, American Diploma Project, and Washington College Readiness Standards). Submit findings to the SBE by April 1, 2008.
 2. Conduct an in depth specific review of the K-8, February 2008 OSPI draft math standards and prepare specific suggested language edits as referenced in the Strategic Teaching March 10, 2008 document by April 5, 2008.
 3. Conduct an in depth specific review of the Algebra I and Geometry, February 2008 OSPI draft math standards and prepare specific suggested language edits and content specifications as referenced in the Strategic Teaching March 10, 2008 document by April 29, 2008.
 4. Meet with SBE Math Panel on May 1, 2008 in the Seattle area.
 5. Make revisions based on all feedback received and provide final detailed report on Algebra I and Geometry by May 7, 2008 to the SBE.
 6. Attend May 14-15, 2008 SBE Board meeting.
 7. Conduct an in depth specific review of the Algebra II, February 2008 OSPI draft math standards and prepare specific suggested language edits and content specifications as referenced in the Strategic Teaching March 10, 2008 document by June 10, 2008.
 8. Provide content of math courses for three high school credits based on revised standards by June 30, 2008.
-

9. Meet once with SBE Math Panel in June or July 2008, in the Seattle area.
 10. Make revisions based on all feedback received and provide final detailed report on Algebra II by July 10, 2008 to the SBE.
 11. Provide a report that reviews OSPI's consultants' work on the curricular menus conformity to the new math standards by February 1, 2009.
 12. Meet with SBE Math Panel in February 2009, in the Seattle area.
 13. Complete final curricular review report based on feedback by March 1, 2009.
 14. Present to the Board at its March 25-26, 2009 Board meeting.
-

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: March 26-27, 2008

SUBJECT: **EXECUTIVE COMMITTEE ELECTIONS**

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

PRESENTER: Mr. Jack Schuster, Board Lead

BACKGROUND:

Based on the State Board of Education by-laws, there will be a new Executive Committee elected at the March meeting. As Board Lead for this process, Jack is calling for nominations for the chair, vice chair, and member at large. Final nominations will be called the morning of March 26th and candidates will be announced at lunch time.

EXPECTED ACTION:

Ballots will be provided the morning of March 27th and results will be announced after lunch. The new officers' responsibilities will take effect at the end of the March 2008 Board meeting.

If the current chair is re-elected, and therefore does not fill the current past chair position, (currently held by Kris Mayer) the Board will need to decide if it wants to fill that position. If the Board decides to fill the position, Jack will call for nominations, from the floor, and there will be an election on the afternoon of March 27th.



WASHINGTON STATE BOARD OF EDUCATION

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

February 27, 2008

TO: Board Members

FROM: Jack Schuster, Chair
March Executive Committee Elections

SUBJECT: **Background Information and Nominations Process**

As the Elections Committee Chair for the March Board meeting, I would like to thank our current Executive Committee officers: Mary Jean Ryan, Chair; Warren Smith, Vice Chair; Kris Mayer, two-year board liaison in place of current past chair slot; Bernal Baca, one-year Board Liaison; and Terry Bergeson, permanent member as the Superintendent of Public Instruction for all their hard work on behalf of the Board over the last whirl wind two years! We have all really appreciated their efforts.

I am now calling for nominations for the chair, vice chair, and member at large. Final nominations will be called the morning of March 26th and candidates will be announced at lunch time. Board members may nominate themselves or someone else. When nominating another Board member, please check with them first to determine if they are willing to run. Please send nominations, to include the office and candidate, to me at: jschuster@coastaccess.com.

Ballots will be provided the morning of March 27th and results will be announced after lunch. The new officers' responsibilities will take effect at the end of the March Board meeting.

If the current chair is re-elected and therefore does not fill the current past chair position, (currently held by Kris Mayer) the Board will need to decide if it wants to fill that position. If the Board decides to fill the position, I will call for nominations from the floor and there will be an election on the afternoon of March 27th.

Attached are the Boards current by-laws and the status of officers' terms on the Executive Committee. In the future, we may want to revisit these by-laws, now that we have two-years under our belt, but for the purpose of this election we need to abide by the current rules.

Please feel free to contact me, if you have any questions!

Sincerely,

Jack Schuster, Chair

Chair- Mary Jean Ryan • Vice Chair- Warren T. Smith Sr. • Dr. Terry Bergeson, Superintendent of Public Instruction
Dr. Bernal Baca • Amy Bragdon • Dr. Steve Dal Porto • Steve Floyd • Dr. Sheila Fox • Phyllis Bunker Frank • Zachary Kinman
Linda W. Lamb • Eric Liu • Dr. Kristina Mayer • John C. "Jack" Schuster • Jeff Vincent • Lorilyn Roller
Edie Harding, Executive Director
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

Bylaws

of the

Washington State Board of Education

Adopted April 28, 2006

Bylaws Index

ARTICLE I Name

ARTICLE II Purpose

ARTICLE III Members

- Section 1. Board size
- Section 2. Board composition
- Section 3. Terms
- Section 4. Compensation

ARTICLE IV Officers

- Section 1. Designation
- Section 2. Election
- Section 3. Term of officers
- Section 4. Duties

ARTICLE V Meetings

- Section 1. Regular meetings
- Section 2. Agenda preparation
- Section 3. Board action
- Section 4. Parliamentary Authority

ARTICLE VI Executive Committee

ARTICLE VII Committees

- Section 1. Designation
- Section 2. Executive Committee
- Section 3. Budget Committee
- Section 4. Nominations and Election Committee
- Section 5. Legislative Committee
- Section 6. Communications Committee

ARTICLE VIII Executive Director

- Section 1. Appointment
- Section 2. Duties
- Section 3. Compensation and termination of the executive director

ARTICLE IX Amending Bylaws

- Section 1. Amending bylaws
- Section 2. Suspending bylaws

ARTICLE I Name

The name of this agency shall be the Washington State Board of Education.

ARTICLE II Purpose

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210.

ARTICLE III Membership

Section 1. Board size. The membership of the Washington State Board of Education shall be composed of sixteen members who are residents of the state of Washington.

Section 2. Board composition. (1) Five (5) of the 16 members shall be elected by school district directors. Three (3) of the members shall be residents of Western Washington and elected by Western Washington school directors. Two (2) of the members shall be residents of Eastern Washington and elected by Eastern Washington school directors.

(2) One (1) of the 16 members shall be elected at-large by the members of the boards of directors of all private schools in the state meeting the requirements of RCW 28A.195.010.

(3) One (1) of the 16 members shall be the Superintendent of Public Instruction.

(4) Seven (7) of the 16 members shall be appointed by the governor.

(5) Two (2) of the 16 members shall be high school students determined by the Washington Association of Student Councils. Student members are non-voting members.

Section 3. Terms. (1) No person may serve as a member of the board, except the superintendent of public instruction, for more than two consecutive full four-year terms. Student members each serve one two-year term.

(2) The governor may remove an appointed member of the board for neglect of duty, misconduct, malfeasance, or misfeasance in office, or for incompetent or unprofessional conduct as defined in chapter 18.130 RCW. The governor shall appoint a new member to fill the vacancy.

(3) If an appointed member of the board resigns, the governor shall appoint a new member to fill the vacancy.

(4) If an elected member of the board resigns, the vacancy shall be filled by election at the next scheduled election opportunity. If the next election opportunity is more than one year away, the Superintendent of Public Instruction shall call for a special election to fill the vacancy.

Section 4. Compensation. (1) Members of the board who are not public employees shall be compensated in accordance with RCW 43.03.240 and shall be reimbursed for travel expenses incurred in carrying out the duties of the board in accordance with RCW 43.03.050 and 43.03.060.

(2) Members of the board who are public employees shall be reimbursed for travel expenses incurred in carrying out the duties of the board in accordance with RCW 43.03.050 and 43.03.060.

ARTICLE IV Officers

Section 1. Designation. The officers of the board shall be the chair, the vice chair, immediate past chair, the superintendent of public instruction, and a member at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair and immediate past chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The member at-large shall serve a term of one-year.

(4) The Superintendent of Public Instruction shall serve for as long as this member is the Superintendent of Public Instruction.

Section 3. Officer elections. (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Should the superintendent of public instruction hold the position of chair, vice chair, or immediate past chair, the board shall elect a second member at-large as provided in subsection (2) of this section to serve as an officer and executive committee member.

(c) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a board member as chair, vice chair, or immediate past chair.

(2) **One-year position.** (a) The member at-large office position shall be elected annually by the board at the planning meeting of the board.

(b) The person elected as member at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, except the Superintendent of Public Instruction, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

Section 4. Duties. (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Superintendent of Public Instruction.** The superintendent of public instruction shall sit on the executive committee.

(4) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(5) **Member At-Large.** The member at-large shall carry out duties as requested by the chair and sit on the executive committee.

ARTICLE V Meetings

Section 1. Regular meetings. (1) The board shall hold an annual planning meeting and such other regular and special meetings at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act. Procedures shall be developed and adopted in the BOARD PROCEDURES MANUAL to specify how recognition is to be sought and the floor obtained during such meetings.

Section 2. Agenda preparation. (1) The agenda shall be prepared by the executive committee in consultation with the executive director, and other staff as necessary.

(2) The board chair reserves final authority to approve all items that will appear on the agenda at a board meeting.

(3) Members of the board may submit proposed agenda items to the board chair.

(4) The full agenda, with supporting materials, shall be delivered to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) Hearings to receive information and opinions, other than those subject to the provisions of Chapter 34.05 RCW relating to adoption of rules and regulations or as otherwise provided by law, shall be scheduled when necessary on the agenda prior to final consideration for action by the board.

Section 3. Board action. (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or videotelecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair, unless a roll call is requested and sustained by a majority of the voting members who are present.

(5) All regular and special meetings of the full board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

Section 4. Parliamentary Authority. The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

ARTICLE VI EXECUTIVE COMMITTEE

Section 1. Executive committee. (1) The executive committee of the board shall consist of the chair, the vice chair, the immediate past chair, the superintendent of public instruction, and a member at-large.

(2) When there is a vacancy of an officer position, excepting the Superintendent of Public Instruction, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4)(a). The executive committee shall be responsible for the management of such affairs as may be delegated to it by the board, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(b) The executive committee shall be responsible for oversight of budget and personnel issues.

(c) The executive committee shall bring to the board recommendations regarding the duties and other matters relating to the executive director.

(d) The executive committee shall conduct an annual evaluation of the executive director with a report to the board. The evaluation will be based, in part, on the fulfillment of job responsibilities outlined in the director's job description.

(5) The executive committee shall meet monthly.

(6) The executive committee shall assure that the board annually conducts a board review and evaluation.

ARTICLE VII Committees

Section 1. Designation. (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. Rule changes should be discussed in committee before recommended language is referred to the board for discussion and possible vote.

(2) The board chair shall appoint at least two board members to each committee to conduct of the business of the board.

(3) Appointments of non-state board members to a state board committee shall be made by the board chair, taking into consideration nominees submitted by board members, and identified groups or organizations.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

(5) Each committee will be responsible for recommending to the budget process costs associated with responsibilities of the committee.

ARTICLE VIII Executive Director

Section 1. Appointment. The board may appoint an executive director.

Section 2. Duties. The executive director shall perform such duties as may be determined by the board. The job description will be approved by the executive committee. The person thus appointed shall serve as secretary of the board, without any vote in its proceedings, for the purpose of keeping a

record of board proceedings which shall be kept in the office of the board. The executive director, upon request, shall furnish to any person a copy of such proceedings. The executive director is responsible for performance and operations of the office; and for staff support of board member duties.

Section 3. Compensation and termination of the executive director. The rate of compensation and termination of the executive director shall be subject to the prior consent of the full board.

ARTICLE IX Amending Bylaws

Section 1. Amending bylaws.

(1) These bylaws may be amended only by a two-thirds affirmative vote of the board members.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

Section 2. Suspending bylaws. These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

Washington State Board of Education By-Laws on Officers from 2006 Adoption

Section 1. Designation. The officers of the board shall be the chair, the vice chair, immediate past chair, the superintendent of public instruction, and a member at-large.

Section 2. Term of officers. (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair and immediate past chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The member at-large shall serve a term of one-year.

(4) The Superintendent of Public Instruction shall serve for as long as this member is the Superintendent of Public Instruction.

Section 3. Officer elections. (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Should the superintendent of public instruction hold the position of chair, vice chair, or immediate past chair, the board shall elect a second member at-large as provided in subsection (2) of this section to serve as an officer and executive committee member.

(c) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a board member as chair, vice chair, or immediate past chair.

(2) **One-year position.** (a) The member at-large office position shall be elected annually by the board at the planning meeting of the board.

(b) The person elected as member at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, except the Superintendent of Public Instruction, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

Section 4. Duties*. (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair.

When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Superintendent of Public Instruction.** The superintendent of public instruction shall sit on the executive committee.

(4) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(5) **Member At-Large.** The member at-large shall carry out duties as requested by the chair and sit on the executive committee.

Executive Director Note: During the months when the legislature is not in session, the Executive Committee talks on the phone an average of once every two weeks on Friday mornings. During the months when the legislature is in session, the executive committee talks on the phone every week. The phone calls last one hour. Recently, the Executive Committee has decided to add some face to face conversations, which last about three hours. The face to face meetings included a joint meeting with the Professional Educator Standards Board and selected education stakeholders. Regular participation in these meetings is critical to obtain a rich discussion that represents the full Board perspective. The new Executive Committee may decide to organize itself differently and take additional tasks on. One suggestion would be to have the new group lead the strategic planning effort with perhaps a few additional members. Average expected time for Executive Committee work per month varies from 5-8 hours in addition to regular Board meetings.

State Board of Education Executive Committee Current Officers February 2008

Officer	Term	Current Status
Chair	Two year term, may serve no more than two consecutive terms	Mary Jean Ryan has served one two-year term
Vice Chair	Two year term, may serve no more than two consecutive terms	Warren Smith has served one two-year term
Immediate Past Chair	Two year term, may serve no more than two consecutive terms	Kris Mayer has served one two-year term as a Board liaison
Member at large	One year term, may serve no more than two consecutive terms	Bernal Baca has served two consecutive one-year terms
Superintendent of Public Instruction	Permanent member	Terry Bergeson serves as the SPI member

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: March 27, 2008

SUBJECT: **FINAL DIRECTION FOR DRAFT THIRD CREDIT OF
MATHEMATICS AND IMPLEMENTATION ISSUES**

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

PRESENTER: Mr. Steve Floyd, Board Math Lead
Ms. Edie Harding, Executive Director
State Board of Education

BACKGROUND:

In 2007, the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits.

The Board directed staff to develop a draft rule for a third math credit, based on its definition of a meaningful high school diploma and January guidance. At the March meeting the Board will take public comment, discuss the current proposed draft rule and implementation issues, and give staff direction to prepare the rule for a public hearing and adoption in July. The Board will need to wait until July due the need to complete the high school math standards because we believe that the Algebra II standards may take a bit longer than May to complete.

Attached you will find:

- A memo updating you on the third math credit and implementation issues
- A copy of the draft math rule
- A draft survey on implementation issues for the third math credit (we have also included science under this survey).

EXPECTED ACTION:

The Board will be asked, at the business meeting, to give staff any further direction on this draft of the rule.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Update to the Board on the Draft Rule on the Third Mathematics Credit and Implementation Issues

Background

In 2007 the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits.

The Board directed staff at the January meeting to develop a draft rule for a third math credit based on its definition of a meaningful high school diploma and guidance.

Purpose of Meaningful High School Diploma

The Board approved the following language, which will serve as guidance to its review of the current high school graduation requirements.

The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact 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.

January Board Direction for Math Credit Rule Adoption

After taking into consideration the consultant's research on third math credit options, including national studies on the topic, and public comment, the Board directed staff to draft rule language for review at the March State Board of Education meeting that requires all students to complete a third credit of math in an Algebra II course that aligns with the new math standards and meets the content standards to be approved by the Board. 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. This will be in effect for the Class of

2013. This decision aligns with the Board's specified purpose of the high school diploma—to prepare all students for success in postsecondary education, gainful employment and citizenship.

Upon completion of a second credit of mathematics that meets the 9th and 10th grade level expectations, students may elect to pursue, or continue to pursue, an approved program of study that leads to a specific career goal. This election shall allow the student to replace the Algebra II requirement with a third math credit that furthers this approved program of study. The election shall require approval by a high school counselor or administrator, and shall include a counseling session with the student and family/guardian that at a minimum makes sure everyone understands the future opportunities that may be unavailable to the student by making this choice. It shall also encourage the student to take additional math courses during the remainder of their high school studies that assist them towards their career goals and maintain their math skills.

This work follows a yearlong study of the mathematics standards, research on issues relating to a third mathematics credit in terms of what students need for a strong math foundation after high school, as well as public feedback. For more details see the SBE Web site at: www.sbe.wa.gov/SBETHirdMathCredit.htm

The Proposed Draft Rule

Staff has prepared a draft rule for the Board to review. The following is a brief review of the math rule.

Change in current rule for describing the high school math credits

The draft amendments to WAC 180-51-061 increase the number of mathematics credits required for graduation from two to three. All credits must now be aligned with the high school mathematics standards as developed and revised by OSPI instead of the ninth and tenth grade GLE's. The draft rule is written to require that the three credits include: (1) Algebra I, Geometry, and Algebra II; (2) Integrated I, II, and III; or (3) at schools that offer both traditional and integrated mathematics curricula, A student may take any combination of the courses listed above so long as the courses are taken in a progressive sequence (e.g. Algebra, Integrated Mathematics II, Algebra II).

Conditions a student can substitute a Career and Technical Education (CTE) course

As provided in RCW 28A.230.097, a student may take a qualified CTE course in lieu of one of the courses indicated above so long as it meets the requirements set forth in RCW 28A.230.097, which include that the course be recorded on the student's transcript using the equivalent academic high school department designation and title.

Conditions a student can elect a course of study other than Algebra II

A student may elect to take a course other than Algebra II or Integrated Mathematics III if he/she meets the requirements set forth in the rule, which include the completion of two credits taken in a progressive sequence (ie. Algebra and Geometry; Integrated Mathematics I and II; or Algebra and Integrated II) and the mathematics course elected is based on the student's career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student.

Role of parent/guardian and high school in process of student election of third math credit

The student's parents must determine that the course selection is more appropriate because it will better serve the student's education and career goals; A meeting is held with the student, his or her parent(s)/guardian(s); and a high school counselor or advisor for the purpose of discussing the students' plan and to advise of the mathematics requirements for credit bearing two and four year college level mathematics courses The parents must sign a written statement acknowledging that a meeting took place, that the information required was discussed, and that the course elected is more suitable than Algebra II or Integrated Mathematics III.

Implementation Issues

SBE staff and Steve Floyd met with some stakeholders to discuss an examination of implementation issues. We have data from the Professional Educators Standards Board on the number of teachers that would be needed to implement a third math credit, but we also need to explore some other issues with districts such as: how many students currently take a third math credit and in what subject area, availability of CTE equivalencies used for high school math credits, types of materials and professional development and estimated costs needed to implement the third credit. We may also ask some questions about a third science credit on this survey. We may use some of our education stakeholders to get this out, along with our proposed math rule. We have drafted a survey to send to districts, which is attached for your consideration.

Next Steps

Based on public comment and further Board direction, staff will prepare the rule to be filed with the code reviser. The Board will need to review the final math standards on the three high school math credits for Algebra I, Geometry and Algebra II. Once these standards are completed, the Board will take action on the rule for high school math graduation requirements. It is most likely that this will happen at the July Board meeting.





Washington State
Board of Education



Working to Raise Student Achievement Dramatically

RULE REVISION – 3RD MATHEMATICS CREDIT
March 14, 2008

WAC 180-51-061 [\(effective through June 30, 2009\)](#)
Minimum requirements for high school graduation.

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2004, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 19 as listed below.

.....

(b) Two **mathematics** credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the 10th grade Washington assessment of student learning beginning 2008.

WAC 180-51-061 [\(effective July 1, 2009\)](#)
Minimum requirements for high school graduation.

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2004 [2009](#), for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total ~~19~~ [20](#) as listed below.

.....

(b) ~~Two~~ [Three](#) **mathematics** credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district [the high school mathematic standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below](#). ~~Assessment shall include the 10th grade Washington assessment of student learning beginning 2008.~~

[\(1\) Unless otherwise provided for in subsection \(3\) of this rule, the three mathematics credits required under this rule must include mathematics courses taken in the following progressive sequence:](#)

[\(a\) Algebra I, Geometry, and Algebra II;](#)

- (b) Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or
 - (c) Any combination of three mathematics courses set forth in (a) and (b) of this subsection but only if the courses are taken for credit in a progressive sequence (e.g. Algebra I, Integrated Mathematics II, Algebra II; Integrated Mathematics I, Geometry, Algebra II; Algebra I, Geometry, Integrated Mathematics III).
- (2) An equivalent career and technical education (CTE) mathematics course meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of one of the mathematics courses set forth in subsection (1)(a) and (b) above if the CTE mathematics course is recorded on the student's transcript using the equivalent academic high school department designation and course title.
- (3) A student may elect to pursue a third credit of mathematics, other than Algebra II or Integrated Mathematics III if all of the following requirements are met:
- (a) the student has completed for credit mathematics courses in:
 - (1) Algebra I and Geometry;
 - (2) Integrated Mathematics I and Integrated Mathematics II; or
 - (3) Any combination of two mathematics courses set forth in (1) or (2) of this subsection taken in a progressive sequence (i.e., Algebra I and Integrated Mathematics II; Integrated Mathematics I and Geometry);
 - (b) the student's election is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;
 - (c) the student's parent(s)/guardian(s) agree that the third credit of mathematics elected is a more appropriate course selection than Algebra II or Integrated Mathematics III because it will better serve the student's education and career goals;
 - (d) A meeting is held with the student, the parent(s)/guardian(s) of the student, and a high school counselor or advisor for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and
 - (e) The school has the parent(s)/guardian(s) sign a form acknowledging that the meeting with the school counselor or advisor has occurred, the information as required was discussed; and the parent(s)/guardian(s) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Proposed Draft Survey Questions for the 3rd Math and Science Credits

In 2007, the legislature requested that The State Board of Education adopt a third credit of mathematics for high school graduation. The Board has done an extensive review of other states, examined research on what students need to be successful in the world after high school, and listened to a variety of education stakeholders. The Board plans to adopt a rule, after a public hearing in July that will implement a third mathematics credit. The Board will consider in July whether to add a third science credit and/or second lab, as part of a package of new graduation requirements.

The Board wants to understand the implementation issues for school districts on the third credit of math and potentially a third credit in science and/or second lab, so that it can effectively advocate for resources and assistance for districts with the Joint Basic Education Finance Task Force and the Legislature.

(Please complete this survey --Date and time to be determined)

MATHEMATICS THIRD CREDIT

1. How many mathematics credits does your district currently require for high school graduation for the class of 2008?
 - a. 2
 - b. 3
 - c. 4
 - d. Other ____
2. What is the total enrollment (as of October 1, 2007) number of students in your district's high schools? (include those in alternative high schools) _____
3. Prior to their high school enrollment, what percent of your incoming 2007-08 freshman have completed one or more high school math credits?
 - a. Less than 5 percent
 - b. 5-9 percent
 - c. 10-19 percent
 - d. 20 or more percent

4. How many high school students (include alternative schools) in your district are currently taking a third math credit?
 - a. Total number of students taking third math credit.

5. How many students are taking the third math credit in:
 - a. Algebra II _____
 - b. Integrated III _____
 - c. Applied Math _____
 - d. WASL remediation course _____
 - e. CTE math equivalency course _____
 - f. Other _____ (describe)

6. Does your district have current math credit equivalencies for CTE courses?
 - a. Yes
 - b. No
 - c. If yes, please list the names of the equivalent courses _____

7. What will you need to do to implement the third credit of mathematics? (Select all that apply)
 - a. Purchase more curriculum materials
 - b. Purchase different curriculum materials
 - c. Revise counseling/advising sessions on high school and beyond plan
 - d. Provide professional development
 - e. Redeploy current teaching staff
 - f. Hire additional math teachers
 - g. Other _____

8. Based on your answers to the above question, what is your best estimate of the total costs (e.g. cost of additional teachers or support for students in terms of materials or extended time) for a third credit of math?
 - a. Less than \$100,000
 - b. 100,000-\$199,000
 - c. \$200,000-\$299,000
 - d. \$300,000-\$399,000
 - e. \$400,000-\$499,000
 - f. More than \$499,000
 - g. \$500,000 or more

Third Science Credit and/or a Second Lab Credit

9. How many science credits does your district currently require for high school graduation for the class of 2008?
- 2
 - 3
 - Other ____
10. How many high school students (include alternative schools) in your district are currently taking a third science credit?
- Total number of students taking third science credit: _____
11. Does your district have current science credit equivalencies for CTE courses?
- Yes
 - No
 - If yes, please list the names of the equivalent courses _____
12. What would you need to do to implement a third credit of science? (Select all that apply)
- Purchase more curriculum materials
 - Purchase different curriculum materials
 - Revise counseling/advising sessions on high school and beyond plan
 - Provide professional development
 - Redeploy current teaching staff
 - Hire additional science teachers
 - Create more CTE science course equivalencies
 - Other _____
13. If students were required to take two lab science credits, rather than the current one lab science credit, what would you need to do?
- Purchase more curriculum materials
 - Purchase different curriculum materials
 - Redeploy current teaching staff
 - Hire additional science teachers
 - Build new facilities
 - Reconfigure current space
 - Consider online possibilities
 - Contract to use lab facilities at local colleges
 - Use the local environment for lab work
 - Other _____

14. Based on your answers to the above question, what is your best estimate of the total costs (e.g. cost of additional teachers or support for students in terms of materials or extended time) for a third credit of science?
- a. Less than \$100,000
 - b. 100,000-\$199,000
 - c. \$200,000-\$299,000
 - d. \$300,000-\$399,000
 - e. \$400,000-\$499,000
 - f. More than \$499,000
15. Based on your answers to the above question, what is your best estimate of the total costs (e.g. cost of additional teachers or support for students in terms of materials or extended time) to require two credits of lab science?
- a. Less than \$100,000
 - b. 100,000-\$199,000
 - c. \$200,000-\$299,000
 - d. \$300,000-\$399,000
 - e. \$400,000-\$499,000
 - f. More than \$499,000

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: March 26-27, 2008

SUBJECT: **MEANINGFUL HIGH SCHOOL DIPLOMA**

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

PRESENTER: Mr. Eric Liu, Board Lead
Dr. Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

The Board established July 2008 as its target for action on proposed graduation requirements for two reasons. First, the Board needs to have sufficient time to prepare its recommended budget request for local district implementation of graduation requirements by September 2008. This budget request will be submitted to the Governor for the 2009 legislative session. Second, the Board would like to provide budget information to the joint Basic Education Funding Task Force, as well.

In order to meet that July target, the Board is asked to approve a draft credit framework that can be presented to stakeholders for feedback.

The credit framework is presented as two options that could be considered independently or together. For the purpose of this draft, the options are labeled "Core 24" and "Core 24 Plan A." Either option can stand alone. Alternatively, Core 24 could become a "default" set of requirements in which all students are automatically enrolled, with Core 24 Plan A as an alternative set of requirements that *some* students elect under clearly defined circumstances.

EXPECTED ACTION:

Staff recommends that the Board take the following actions:

1. Amend the credit frameworks, if needed.
2. Approve one or both draft credit framework options to be considered for public feedback.
3. If both options go forward, declare whether they are to be considered independently of each other, or as a package, with Core 24 as the default curriculum and Core 24 Plan A as an alternative set of requirements available to students under certain circumstances, yet to be defined.
4. Clarify whether the third credit math option to choose an alternative to Algebra II applies to both the Core 24 and the Core 24 Plan A requirements.
5. Agree to convene a work session on April 22, 2008 to consider policy questions associated with the High School and Beyond Plan, Culminating Project, competency-based credit and essential skills.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Meaningful High School Diploma

Please see separate document for revised draft credit framework released by the Board March 27, 2008.

BACKGROUND

In 2006, the Legislature¹ directed the Board to develop and propose a revised definition of the purpose and expectations for high school diplomas issued by public schools. The Board expanded this task to a review of all graduation requirements, including the credit requirements that had not changed since 1985. Building upon 2003 rule language that affirmed the Board's commitment to "high, meaningful and fair requirements every student can meet,"² the Board established a Meaningful High School Diploma committee of Board members and an advisory committee of stakeholders to assist with the work, which began in early 2007.

An initial discussion of credit requirements came before the Board in July 2007. The draft became a catalyst for conversation about the principles that the Board would use to drive its reconsideration of graduation requirements. The Board extended its internal timetable to complete its work on proposed new graduation requirements to the summer of 2008, and gathered feedback on the guiding principles during public outreach in fall 2007. Those guiding principles included the concept of one diploma for all, and the consideration of essential skills; competency-based learning and equivalency credits; alignment with postsecondary education requirements; and an integrated package of requirements.

Three themes emerged from the public outreach, including support for: 1) one diploma for all; 2) flexibility within the curriculum for students to choose different pathways; and 3) funding for new requirements.

All of these factors informed the Board's thinking about the purpose of a diploma and directions for the meaningful high school diploma work.

PURPOSE OF A DIPLOMA

In January 2008, the Board approved a statement of purpose for a diploma, which will guide its review of the current high school graduation requirements.

¹ E2SHB 3098 of the 2006 Legislative session

² WAC 180-51-003 -- see appendix A for entire rule

The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects at its core the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to—a compact 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.

TIMETABLE

The Board established July 2008 as its target for action on proposed graduation requirements for two reasons. First, the Board needs to have sufficient time to prepare its recommended budget request for local district implementation of graduation requirements by September 2008. This budget request will be submitted to the Governor for the 2009 legislative session. Second, the Board would like to provide budget information to the joint Basic Education Finance Joint Task Force, as well.

In order to meet that July target and allow time to gather critical feedback from stakeholders, staff recommends the timetable outlined on the following page.

RETHINKING GRADUATION REQUIREMENTS

State-mandated graduation requirements, supplemented by local requirements, can be viewed in two ways: *minimum* requirements that establish a floor—the least a student needs to do—or *fundamental* requirements that signal what is essential to prepare a student for the world beyond high school.

The concept of one diploma for all supports the idea that *all* students should be held to common, high expectations, a viewpoint more in keeping with the view of graduation requirements as fundamental. Research indicates that “a student's chances of completing high school and enrolling in and completing a postsecondary program of study improve when the student completes a rigorous high school curriculum.”³ While graduation requirements do not address curriculum, they call attention to critical areas of study.

That said, they do so within an imperfect framework—credits that are commonly (although not exclusively) defined as seat time. In Washington, 150 instructional hours equals one credit. Most states use the Carnegie unit-based framework, which means that the array of graduation requirements looks very similar across states. There is a set list of subjects that includes in every state English, mathematics, science and social studies, and in some states arts, electives, health and fitness, occupational education, and world languages. A designated number of

³ Courses Count: Preparing Students for Postsecondary Success. ACT Policy Brief. 2004.

Proposed Timetable: March – July 2008

Dates	Task	Board Action	Policy Questions
			<i>These policy questions pervade all discussions of graduation requirements. Staff will provide background on these issues in the coming months.</i>
March 26-27, 2008	Consider recommendations for credit frameworks; discuss personalization, competency-based opportunities	Approve one or more credit frameworks to vet with stakeholders	<p>What package of credits will maximize opportunities for students post high school?</p> <p>What mechanisms would support greater personalization?</p> <p>What would encourage more competency-based learning?</p>
April- May 2008	Feedback from key stakeholders: superintendents, school board directors, principals, counselors, teachers, students, parents, and business (group meetings, web-based surveys)		<p>What implementation factors should the Board consider?</p> <p>What policy levers would help middle school students prepare for high school more intentionally?</p>
April 22, 2008	Work session on high school and beyond plan and culminating project; competency-based opportunities; middle school connections	No action	<p>How does the culminating project and high school and beyond plan help students meet the purpose of a diploma? How do they help students personalize their educational experience?</p>
May 15-16, 2008	Review of public feedback, consideration of revised credit frameworks, and consideration of high school and beyond plan and culminating project		<p>How do we connect graduation requirements into an integrated, comprehensive package?</p> <p>How are essential skills reflected in an integrated package?</p>
July 23-24, 2008	Make any final revisions	Approve graduation requirements	

credits (Carnegie units) is assigned to each subject. States require as few as 12 total credits to as many as 26, with the majority (39) requiring 20 credits or more.⁴

WORK SESSION ON CREDIT FRAMEWORKS: FEBRUARY 25, 2008

The February 25, 2008 work session was structured to provide guidance to staff about what the Board would like to see in the credit frameworks brought forward at the March meeting for the Board to discuss and approve for public feedback. A comprehensive packet of materials was sent, in advance, to provide background information on each graduation requirement subject area. The meeting was attended by nine Board members, advisory committee members, and Office of State Superintendent of Public Instruction (OSPI) staff. Notes from that meeting are appended to this document (see Appendix B).

After discussing policy levers and subject matter requirements, the Board considered two draft options for credit frameworks. Members directed staff to bring back a 24-credit version that would incorporate suggestions that had emerged from the discussion, particularly the placement of arts (because it is one of the eight essential subjects) as a separate requirement and the addition of flexibility, where possible, with electives.

DRAFT CREDIT FRAMEWORK

The Board is asked to take action on a draft credit framework that can be reviewed by key stakeholders in the spring. The framework does not consider the role of two current requirements, the high school and beyond plan and the culminating project, nor does it speak to the concept of essential skills, all topics to be addressed at the next Board work session in late April and meeting in May.

Embedded in the framework are key decisions that will need to be made to establish the policy framework for graduation requirements. Those decisions are raised in a series of questions posed after the framework is presented.

Within this framework are two options that can be viewed independently, or as a package.

Viewed independently:

Core 24 maximizes postsecondary opportunities by assuring that all students follow a pathway that keeps all of their options open.

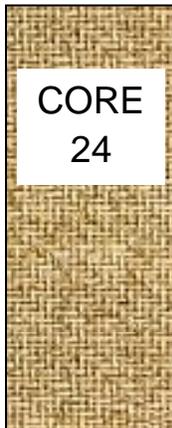
Core 24 Plan A directs electives so that students follow a postsecondary pathway that best meets their interests, educational, and career goals.

Viewed as a package:

⁴ Colorado is an exception, as it has only a .5 credit state history requirement. However, Colorado is currently studying the possibility of adding a full slate of requirements. The median total credits required by states are 22.5.

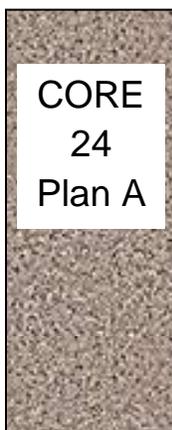
Core 24 Default + Core 24 Plan A enrolls all students automatically in Core 24, putting them on a trajectory to meet all public four-year minimum admissions requirements, with the stipulation that, under certain conditions (yet to be defined, but similar to the process the Board is following for the math election), students could choose Plan A. The term, “default,” is widely used around the country to signal requirements that are selected automatically unless an alternative is specified.

Thus, the frameworks coming before the Board look graphically like this:



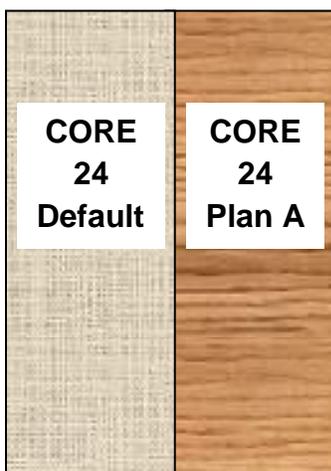
Core 24 enrolls all students in courses that will put them on a path to meet minimum entry requirements of all Washington public postsecondary institutions, if that is a direction they choose; electives provide opportunity to pursue career or academic interests.

- Advantage: Requires no specialized knowledge of college entry requirements—all students are automatically enrolled; maximizes opportunities—students are prepared for two- and four-year college entry, and workplace
- Disadvantage: May raise expectations beyond what some students or systems are capable of or interested in.



Core 24 Plan A enrolls all students in courses that *could* put them on a path to meet minimum entry requirements of all Washington public postsecondary institutions, if that is a direction they choose; directed electives in CTE, world language, and arts provide opportunities to pursue different pathways (apprenticeship, two- and four-year colleges, etc.).

- Advantage: Provides more flexibility to pursue different educational or career interests
- Disadvantage: Students may realize too late that the pathway they are on has not prepared them for their educational or career goals; relies more heavily on effective and timely career guidance



In this “package” scenario, Core 24 is the default set of requirements in which all students are enrolled, with the stipulation that, under certain conditions (yet to be defined, but similar to the process the Board is following for the math election), students could choose Core 24 Plan A.

- Advantage: Requires no specialized knowledge of postsecondary entry requirements—all students are automatically enrolled; potentially maximizes opportunities—students are prepared for two- and four-year college entry, and workplace; allows for individual student choice, within parameters
- Disadvantage: Puts greater responsibility on student, parent, and school to elect a pathway tailored to a student’s goals

DECISION POINTS EMBEDDED IN CREDIT FRAMEWORK

Embedded in any credit framework are decision points that will “determine the parameters of the graduation policy.”⁵ Many of these questions have been discussed at previous Board meetings and at the Board’s February 25 work session. The questions are listed below to review prior to considering the draft framework, and then are revisited in the context of the framework.

1. Will the new requirements be mandatory for all students, or will there be provisions for students to meet alternative requirements? If so, under what conditions can students opt for the alternative requirements?
2. In what subjects must all students earn credit in order to be well prepared for success in postsecondary education, work, and citizenship?
3. How many credits should be state-mandated?
4. What is the role of competency-based credit?
5. What ways are there to connect high school graduation requirements with middle school preparation?
6. What possibilities for multiple pathways do the graduation requirements allow, in order for students to personalize their experiences?
7. What implementation issues need to be considered?

EXPECTED ACTION

Not all of the above questions will need to be acted upon at the March meeting. Staff recommends that the Board take the following actions to move the work forward:

1. Amend the credit frameworks, if needed.
2. Approve one or both credit framework options to be considered for public feedback.
3. If both options go forward, declare whether they are to be considered independently of each other, or as a package, with Core 24 as the default curriculum and Core 24 Plan A as an alternative set of requirements available to students under certain circumstances, yet to be defined.
4. Clarify whether the third credit math option to choose an alternative to Algebra II applies to both the Core 24 and the Core 24 Plan A requirements.
5. Agree to convene a work session on April 22, 2008 to consider policy questions associated with the High School and Beyond Plan, Culminating Project, competency-based credit and essential skills.

⁵ *Aligning High School Graduation Requirements with the Real World*. December 2007. Achieve, Inc.

DRAFT GRADUATION REQUIREMENTS CREDIT FRAMEWORK

Subject	Current 19 Credits	HECB Min. 15 Credits ⁶	Core 24	Core 24 Plan A
English	3.0	4.0	4.0	4.0
Math	2.0	3.0 (1 in senior year)	3.0 (1 in senior year)	3.0
Science	2.0 (1 lab)	2.0 (2 lab)	3.0 (2 lab)	3.0 (2 lab)
Social Studies	2.5	3.0	3.0	3.0
Fitness**	2.0	0	1.5	1.5
Health		0	.5	.5
Arts	1.0	1*	1.0	1.0
Occupational Education	1.0	0	0	0
World Language	0	2.0	2.0***	7.0
Electives	5.5	0	5.0	Directed Electives (4): <i>Choose credits from CTE, World Language, and/or Arts, consistent with High School and Beyond Plan</i> Free Electives (3)
Culminating Project/High School & Beyond Plan	0	0	1.0	1.0

*The HECB permits students to substitute any other CADR for the arts credit. However, the University of Washington and Western Washington University require .5 credits of fine arts.

**Health and fitness credits are separated to reflect current practice in many districts and the recommendation of OSPI Health and Fitness staff. In part this is an implementation issue: current statute (RCW 28A.230.250) permits physical education—but not health—to be waived, making it more difficult to define what percentage of the credits can be waived when the credits are combined.

***Students could earn credit beginning in middle school, either through formal instruction or by establishing competency.

⁶ Higher Education Coordinating Board minimum core course entry requirements to four-year public colleges in Washington. These requirements are known as College Academic Distribution Requirements (CADRs).

DECISION POINTS EMBEDDED IN CREDIT FRAMEWORK

Many of the following questions have been previously discussed, and are revisited in the context of the draft credit framework presented below.

1. Will the new requirements be mandatory for all students, or will there be provisions for students to meet alternative requirements? If so, under what conditions can students opt for the alternative requirements?

In the draft credit framework presented above, the two options could be considered separately or as a package. In the “package” scenario, Core 24 could be the pathway in which all students would enroll automatically, with the stipulation that, under certain conditions (yet to be defined), students could choose Plan A. If the Board approves the “package” scenario, it will need to consider whether the option for the third credit of math applies to both pathways, or only to Plan A.

Eleven of 17 states⁷ that have raised graduation requirements have instituted a default set of requirements in which all students are automatically enrolled, with an alternative set of requirements that some students can pursue under certain circumstances. Each state describes these options differently. Here are three examples.

- South Dakota enrolls students in the **advanced graduation requirements** unless students, with parent and school permission, opt for the **standard graduation requirements**. Students are automatically enrolled in the advanced course of study, but students can change to the standard requirements at any time. Parents must give permission in writing for students to take the more basic requirements. Although the total credit requirements are the same for both options, students take less rigorous math, one less credit of science, and one credit more elective.
- Texas enrolls students in the **recommended high school program** unless “the student, the student's parent or other persons standing in parental relation to the student, and a school counselor or school administrator agree that the student should be permitted to take courses under the **minimum high school program**.”⁸ The recommended curriculum has more credits (26 vs. 22), more—and more rigorous—math credits (4 vs. 3), more—and more prescribed—science credits (4 vs. 2), and required world language (2 credits).
- Michigan will enroll students in the **Michigan Merit Curriculum** unless the student opts for a **personal curriculum**. “Before it takes effect, the personal curriculum must be agreed to by the pupil's parent or legal guardian and by the superintendent of the school district or chief executive of the public school academy or his or her designee.”⁹ The personal curriculum could allow a student to take one semester less of Algebra II, and substitute, within limits, other academic courses for credits in social studies, health and fitness, and the arts.

⁷ *State College- and Work-Ready High School Graduation Requirements*. December 2007. Achieve, Inc.

⁸ Texas Education Code. Chapter 74: Curriculum Requirements. Subchapter F. Graduation Requirements, Beginning with School Year 2007-2008.

⁹ Michigan Law. MCL 380.1278b(S)c.

Generally, the rationale for an alternative slate of requirements is that it provides a choice, but not a choice that students can make impulsively. States that select this option generally intend for the majority of students to enroll in the default curriculum. In Oklahoma, 13 percent of students opted out of the **College Preparatory/Work Ready Curriculum** and into the **Core Curriculum** in the first year of implementation; ten percent of Arkansas high school students opted out of the **Smart Core Curriculum** for the **Common Core Curriculum**.¹⁰

One concern is that alternative requirements could become a track that certain groups of students are more likely to pursue—or are encouraged to pursue. If a default approach was adopted, and the Board was to conduct a study on the impact of revised graduation requirements, patterns of participation would be an important area of consideration.

2. In what subjects must all students earn credit in order to be well prepared for success in postsecondary education, work, and citizenship?

At the February 25 work session, the Board reviewed information specific to each subject area. Differences in the ways the two options treat the different subjects are outlined in the table below.

Subject	Difference Between Options
English, Science, Social Studies, Health, Fitness, Arts, Unrestricted Electives	No difference
Math	The Board would need to decide if students could elect a math alternative other than Algebra II or its equivalent in both pathways, or only in Plan A. HECB minimum college requirements specify math through Algebra II and math in the senior year.
Occupational Education	Students could choose occupational education or career and technical education courses in either option. However, students could also choose <u>not</u> to take any occupational education or career and technical education courses in either option if they could make a case that the choices available in their school were not consistent with their High School and Beyond Plan.
World Language	All students would earn two credits or establish competency under the Core 24 option. Students could elect to earn credit or establish competency under Plan A.
Electives	Two different approaches are presented, and a third could be considered. The Core 24 option allows students free choice of electives. Plan A allows some free choice, but also directs students to choose electives from Career and Technical Education, World Languages, and/or Arts—whichever are most consistent with the academic and career pathway outlined in their high school and beyond plan. A third approach would be to limit free choice in Core 24 and specify that some electives should be consistent with the academic and career pathway outlined in students' high school and beyond plans.

¹⁰ *Aligning High School Graduation Requirements with the Real World*. December 2007. Achieve, Inc.

Tribal Leader Congress on Education Resolution

The Board has been asked by the Tribal Leader Congress on Education to consider requiring .5 credit of local Tribal history. Some discussion about this issue took place at the February 25 work session, and discussion will continue at the Board's May meeting; no decision has been made at this time.

Culminating Project and High School and Beyond Plan

Staff is in the process of analyzing districts' approaches and perspectives on the Culminating Project and High School and Beyond Plan, and will present them to the Board at the work session in April. A cursory review indicates that views differ widely on the issue of credit for these requirements, in part because some districts have already incorporated the requirements into existing classes. As the Board seeks input on the credit framework, the pros and cons of assigning credit to these currently non-credited requirements should be sought.

3. How many credits should be state-mandated?

At the February 25 work session, Board members discussed a 24-credit option. Twenty-four credits is:

- The average number of credits Washington districts currently require.
- The number of credits typically earned by students attending schools that have a six-period day.
- Required by 11 other states (AL, FL, HI, LA, MS, MO, ND, OR, SC, UT, WV) and the District of Columbia.
- Exceeded nationally only by Texas, which requires 26 credits for the recommended high school program.

The 24 credits raise two issues. First, although the state does not fund by credits, a twenty-four credit requirement will have a fiscal impact on local districts (see table on next page for a primer on funding and graduation requirements). The median number of credits required by Washington's 246 districts with high schools is 22. Second, graduation requirements cannot be waived unless specified in rule. *In order to graduate on time, and within the academic year, students would need to earn every credit; there is no safety net for failure.*¹¹

Background materials presented for the work session provided information about national and local credit trends in each subject area. Notes from that meeting, appended to this document, summarize the recommendations of OSPI subject matter experts for credits in each area, many of which are reflected in the number of credits specified in the draft framework.

¹¹ Students who lack credits can participate in credit retrieval opportunities during the regular school year, during the summer, before or after school, or online.

Table 1
Funding and Graduation Requirements

Calvin W. Brodie, Director of School Apportionment and Financial Services
Office of Superintendent of Public Instruction

In response to questions posed by SBE staff, Cal Brodie provided the following information.

1. What is the relationship between high school graduation credit requirements and funding? For example, the state requires 19 credits; some districts require 20 credits; others require 30. How can these all co-exist?

- *State funding for K-12 is based upon the number of hours a student is enrolled. For high school students, 25 hours a week enrollment equals 1.0 FTE. Student FTE is based on “seat-time.” OSPI does not allow for credit hours earned in the high school to be converted to an enrollment hour basis—with a single exception. Credit hour conversion is provided solely for college programs like Running Start or other programs provided under contract by a college. What this means in practice is that students who earn credit by “testing out” of a class are not counted toward the total student FTE. (see question #4) It also means that a school cannot use the credits that a class generates as a basis for claiming FTE. It is always going to be seat-time based. A class that generates one credit is assumed to be one hour a day all year. With the variances in schedules that is not always accurate. One class could be 55 minutes, another would be 65 minutes. Although each may generate a single credit they would generate a different result in the FTE calculation.*
- *State funding is based upon the quantity of time a student is enrolled. The State Board of Education requirements for credits and other areas speak to a minimum quality standard. An analogy would be a 40 hour work week standard (quantity) versus a job description of what must be done during the 40 hours (quality).*

2. People say the state funds a five period day: What does that mean and is there any truth to it?

- *The state Basic Education Allocation (BEA) funding is maximized based upon student enrollment for five hours a day. The state funding formula provides 46 FTE Certificated Instructional Staff for each 1,000 student FTE. The state does not define class size or other factors that would limit the utilization of these funds, and the underlying staff units provided, to only five hours a day.*
- *Each local district defines the contract hours for a teacher FTE in their district.*

3. If the state raises graduation requirements from 19, what implications does that have for local districts?

- *For districts that would have to provide additional course offerings/credits beyond what they are currently requiring, it would require them to extend or modify the current school day. These changes could result in additional costs for the districts for staff by way of additional teachers, contracting for a longer teacher work day, or buying out current teacher planning periods.*
- *For districts that are using local option to already require these additional credits then there may be no change or impact to the current district schedule and costs.*

4. What is the relationship between funding and competency-based credits?

- *There is no funding provided for competency-based credits. Actual staff time spent with the student for testing and evaluation may be included in the determination of a student’s FTE. On a practical basis this would apply only to part-time students that are not being fully claimed.*

4. What is the role of competency-based credit?

Competencies are generally perceived to be a cluster of knowledge, skills, and/or attitudes that can be measured against well-accepted standards. The concept of awarding credit for competencies is attractive because it can help students:

- 1) Demonstrate expertise they have already gained.
- 2) Free time in their schedule to pursue other interests.
- 3) Apply learning (depending upon the nature of the assessment used to demonstrate competency).

Some subjects may lend themselves more readily to the award of competency-based credit because standardized assessments are widespread. World language is an example of one such subject.

Thirty-four states, including Washington, have policies about competency- or proficiency-based credit. The Board has supported the concept of competency-based credit for at least five years, as described in rule in the Board's education reform vision¹², intent of graduation requirements¹³ and high school credit definitions.¹⁴ (See appendix A for copies of the first two rules). Credits earned by demonstrating competency must be in keeping with local district policies.

However, earning credits for competencies is easier said than done, for a variety of reasons. Competency-based credit:

- 1) Is resource-intensive.
- 2) Requires reliable and valid assessments aligned with standards.
- 3) May be costly to districts (if students use competencies to accelerate their learning and finish more quickly, schools lose funding).
- 4) Is complex to define, communicate, and transcript.

Course equivalencies. Similarly, what Washington calls course equivalencies, and what other states call "interdisciplinary courses" (KY), or "contextual academics" (TN) opens up the possibility that students could take courses in applied settings (e.g., career and technical education or CTE) and earn credit either for the CTE content or for the traditional academic content contained in the course. Both Kentucky¹⁵ and Tennessee have established curriculum

¹² WAC 180-51-001

¹³ WAC 180-51-003

¹⁴ WAC 180-51-050

¹⁵ The 2003 Kentucky high school graduation requirements allow for interdisciplinary or applied courses to substitute for specific academic courses. Kentucky has developed a Construction Geometry course. For students to receive a required math credit for the geometry core content taught in the construction technology program, an interdisciplinary construction technology/geometry course has been developed. Curriculum is posted on the Department of Education website to indicate the alignment of the 23 required Geometry Core Content Standards with the Construction task list. See <http://education.ky.gov/KDE/Instructional+Resources/Career+and+Technical+Education/Interdisciplinary+Courses/>

at the state level for courses that combines theory and practice.¹⁶ Course equivalencies are determined, in part, on the basis of competencies.

Washington is in the process of reviewing identified CTE curricula to determine “enhancement” or “equivalent” status, with the goal of developing criteria and creating a list of recommended CTE curricula (enhancement and equivalency).

Staff will prepare a policy brief on states’ approaches to competency-based credit for the April work session.

5. What ways are there to connect high school graduation requirements with middle school preparation?

From the onset of discussions about graduation requirements, Board members have acknowledged the importance of connecting middle and high school experiences in meaningful ways. Several ideas have emerged and deserve to be explored more deeply with practitioners.

Are there courses required for high school graduation that could be completed in middle school?

Middle school credit-earning courses. Washington statute currently permits students to earn high school credit for middle school courses if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed, by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.¹⁷

The Higher Education Coordinating Board will accept math courses and world language courses taken in eighth grade if they were taught to high school standards. Could competency-based world language credits be earned even earlier? Whether it is feasible or practical for more students to earn credit in middle school is an issue the Board could explore with stakeholders.

Middle school non-credit earning courses. The Board could also consider identifying non-credit graduation requirements to be completed in middle school. Two suggestions for

¹⁶ For example, Tennessee has a course called Biology for Technology. This course presents biology concepts in the context of major life issues - work, home, society and the environment. About 40% of instructional time is spent in activities that allow students to have experiences in laboratory and field situations. The standards for this course have been aligned with the standards for Biology I. Teachers must be biology certified. Five days of state training are required. Biology for Technology is awarded a laboratory science credit for high school graduation requirements. Biology for Technology students must pass the Gateway exam in Biology to meet high school graduation requirements. See <http://www.state.tn.us/education/cte/ca/>

¹⁷ RCW 28A.230.090

“completion requirements” were made at the work session. The first was to require that Washington State History, which is usually taught in middle school at a seventh-grade level, be completed, but not for credit. This action would require the Board to amend the rule¹⁸ that stipulates .5 credit of Washington State History. The second was to require a course in the arts of all middle school students. Other subjects (e.g., world language) could be considered, as well.

Other middle school connections. The High School and Beyond Plan might present another opportunity for connecting to the middle school.

6. What possibilities for multiple pathways do the graduation requirements allow, in order for students to personalize their experiences?

From a graduation requirements policy perspective, personalization is generally about creating opportunities for students to choose courses or learning strategies (e.g., online, competency-based) that enable them to tailor an educational program that suits their interests and goals. It is also about requirements that signal the importance of connecting school work with educational and career goals; a high school and beyond plan and culminating project can serve that purpose, depending on how they are implemented.

Twenty-five percent of the credits in Core 24 and 33 percent of the credits in Core 24 Plan A are assigned either to electives (five credits in Core 24; seven credits in Core 24 Plan A) or to the High School and Beyond Plan and Culminating Project (1). All provide opportunities for students to personalize their experiences.

7. What implementation issues need to be considered?

Timing, funding, and system support issues will need to be considered.

Timing. When will the requirements take effect, and how will they be phased in to ensure equitable access and participation?

Once the Board has settled on the graduation requirements, it will need to determine whether all of the requirements will become effective at the same time (2013, at the earliest) or will be phased in.

Funding. Under what conditions will the Board support increased graduation requirements?

As mentioned earlier in this memorandum, stakeholders who attended the public outreach sessions in the fall expressed concern about unfunded mandates and the fiscal impact that increased graduation requirements would have on local districts. The Board has expressed its intent to put together a budget package for local district implementation of graduation requirements by September 2008. This budget request would be submitted to the Governor for the 2009 legislative session. The Board would like to provide budget information to the joint Basic Education Finance Joint Task Force, as well.

¹⁸ WAC 180-51-061

System support. What specific support will be needed to address different requirements?

At a minimum, the following issues will need to be considered.

Effective career guidance systems. Board members discussed at the work session the importance of effective career guidance systems like Navigation 101 that could help students personalize their experiences. Current statute¹⁹ “encourages each middle school, junior high school, and high school to implement a comprehensive guidance and planning program for all students.” Per the Workforce Board’s recent report,²⁰ Navigation 101 is an intensive further education and career preparation and planning program that involves students, teachers, and parents. It usually starts in middle school and goes through the high school years but can start earlier. OSPI allocated \$6,440,000 of funding appropriated by the Legislature for the 2007-2009 biennium to increase the use of Navigation 101 in school districts across the state. The Navigation 101 curriculum is being implemented in 103 school districts and 221 schools. These include:

- 100 High Schools
- 15 7th -12th Grade Programs
- 18 Alternative Schools
- 77 Middle Schools
- 11 Elementary Schools

These figures indicate that Navigation 101 is reaching students in approximately 22% of schools that include grades 9-12, and 22% of middle schools.²¹

Recruitment, education, and training of additional math and science teachers.

Science lab support. If an additional lab credit is required, what impact will that have?

NEXT STEPS

Staff will meet with stakeholders in the next couple of months to solicit feedback and ideas on the seven policy questions listed in the decision points. A work session is planned for April 22 to explore issues related to the high school and beyond plan, culminating project, competency-based credit, and essential skills. Discussion about the TLC resolution will take place at the May meeting.

¹⁹ RCW 28A.600.045

²⁰ *High Skills, High Wages, the State Strategic Plan for Workforce Development*. Workforce Training and Education Coordinating Board 2007 Annual Progress Report to the Legislature. Olympia, WA.

²¹ These figures are approximate. The high school figure is based on the 354 high schools, 140 combination middle/junior/high schools, and 107 schools that serve most grade levels through high school (N=601). The middle school figure is based on the 357 middle/junior high schools. However, it is unclear how many of those middle/junior high schools include 9th grade.

WAC 180-51-001 Education reform vision.

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

(2) Long-term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.

WAC 180-51-003 Intent of graduation requirements.

(1) The state board of education is responsible for establishing minimum high school graduation requirements that appropriately balance:

(a) Statewide public expectations for all graduating students;

(b) High, meaningful, and fair requirements every student can meet;

(c) The unique characteristics of and differing resources among all school districts and high schools in Washington; and

(d) Recognition that some students' educational plans may not include college or may include application for admission to a postsecondary institution one year or more after being granted a high school diploma.

(2) In order to support the continuing refinement of the standards and performance-based system of education, encourage and facilitate local innovation, and realize the vision under WAC 180-51-001, it is the intent of the state board of education to enact changes that will:

(a) Align the statewide minimum high school graduation requirements with the goal of the basic education act under RCW 28A.150.210 and the mission of the common school system under WAC 392-400-210;

(b) Allow districts the optional discretion to define and award high school credit based on demonstrated performance that is not tied to a state minimum number of hours of instruction or instructional activities;

(c) Assure that the essential academic learning requirements developed under RCW 28A.655.070(2) are taught in the high school curriculum;

(d) Assure that students are aware of the connection between their education and possible career opportunities as referenced in RCW 28A.150.210(4) and WAC 392-415-090; and

(e) Assure that students are provided the opportunity to effectively prepare for the secondary Washington assessment of student learning and earn the certificate of academic achievement required under RCW 28A.655.061(2) recognizing that the certificate of academic achievement, along with other state and local requirements, represents attainment of the knowledge and skills that are necessary for high school graduation.

(3) It is the state board's view that the creative development and application of integrated curriculum within existing resources will significantly facilitate the implementation of the graduation requirements under WAC 180-51-061. The board strongly encourages districts to:

(a) Implement curriculum that includes courses that incorporate the best applied, theoretical, academic or vocational features as authorized under RCW 28A.230.010;

(b) Emphasize the integration of academic and vocational education in educational pathways as required under RCW 28A.655.060 (3)(c); and

(c) Consider using the model curriculum integrating vocational and academic education as it is developed by the superintendent of public instruction under RCW 28A.300.235.

[Statutory Authority: RCW 28A.230.090. 07-07-051, § 180-51-003, filed 3/14/07, effective 4/14/07; 00-23-032, § 180-51-003, filed 11/8/00, effective 12/9/00.]



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Meaningful High School Diploma Work Session Notes

February 25, 2008

Board members present: Terry Bergeson, Amy Bragdon, Steve Dal Porto, Bunker Frank, Linda Lamb, Eric Liu, Mary Jean Ryan, Jack Schuster, Warren Smith

Advisory members present: Arcella Hall, Bill Moore, Toni Pace, Ricardo Sanchez, Shep Siegel, Maureen Trantham

OSPI staff present: Lexie Domaradzki, Karen Hall, Denny Hurtado, Brian Jeffries, AnnRene Joseph, Mary McClellan, Lisa Rakoz, Barbara Tobias, Pam Tollefson

Board staff present: Edie Harding, Kathe Taylor

After a welcome and introductions, Board Lead Eric Liu asked Kathe Taylor to summarize the MHSD-related work accomplished since the last meeting of the Advisory Committee in October 2007. She highlighted three items:

1. Fall 2007 Public outreach. Three themes emerged: one diploma for all, no unfunded mandates, flexibility within the curriculum.
2. Board approval of a revised purpose of a diploma in January 2008.
3. Board progress on the legislative directive to add a credit of math and prescribe the content of those credits.

Eric affirmed that “words matter,” the importance of beginning with the end in mind, and beginning clearly with the purpose. He noted that the debates and discussion the Board had regarding the purpose of the diploma were substantive and meaningful, and framed the purpose of the work session as an opportunity to:

1. Sharpen our thinking as a Board and give staff clearer direction as to credit frameworks.
2. Tap the expertise of the advisors to help Board members think about changes, revisions, and additions that will have ripple effects through the system.

LARGE GROUP DISCUSSION

Eric posed the question: What are the broader, cross-cutting policy levers that could make ripple effect changes throughout the graduation requirements? For example:

- Competencies.
- Extending focus back to middle school.
- What would it mean to personalize learning?

Following are running notes of the conversation, with a caveat that all details were not captured due to the limitations of the typist. Individuals are identified by the initials of their first and last names.

LL: Would like to hear about subject-based examples of competencies; understand that one reason why competencies aren't pursued is that seat-time is funded.

BJ: There are more reasons why competency-based credits aren't pursued: 1) If students move forward on an accelerated pace, and therefore finish more quickly, schools lose funding; 2) Staff must take time to review curriculum and determine competencies and methods to assess; 3) In order to develop district-wide competencies, communication needs to take place across schools, not just within them; 4) How competencies are transcribed is a challenge. When Truman High School first started, the University of Washington wouldn't accept their competency-based transcript for the first two years.

MJ: How do we establish that students have met the minimum requirements?

TB: That's kind of contradictory.

BF: I think we should have a working definition of competency-based credit--how difficult or easy it is to define. Some principals have used competency-based credit as an opportunity to create a seminar to help students earn credit for graduation.

SDP: Current SBE policy on graduation requirements allows districts to create local policy to award credit based on competency. As a former superintendent, I really liked that. But it's very time-consuming to determine what you mean by competency.

TB: If we go with an EOC test in Algebra I, and allow districts to define competency individually, there will be considerable variety. Once you have a standard, and a way to measure it, it's easier. Need the measures to go with the goals, with a well-established core of competence established.

WP: Probably the most important disincentive to competency is financial. Second is assessment. We would need a series of state-approved classroom assessments that districts could pick from. Until the state invests in a sophisticated kind of support system—assessments that people could pick off the shelves as recognized to have validity—people don't have the time to develop resources at the local level.

MJ: What is the purpose of doing this from a student's standpoint? Is it to take fewer credits and get through faster? Say a student wants to meet minimum credit requirements and not take a class, e.g., they know another language and want to earn credit. Michigan is requiring world language—student could take a test and perhaps take two less credits in high school. It should

be about increased flexibility for the student—not about getting out of stuff, but rather an opportunity to take a more appropriate course load.

If students use a competency-based system to get through faster and take fewer courses, than the money issue is more of a big deal.

EL: If you assume that there are purposes for exploring this that would benefit the student, what policy changes could or should the SBE undertake—what could the SBE change or do differently—to move this issue forward?

TP: For students, who have an IB program, the minimum requirements decrease students' flexibility to take other courses—the IB program is very prescriptive in the junior and senior years. Students have to be creative to meet all the required state courses—IB requires world languages, which eats a lot of electives. Health and fitness, arts, occupational education requirements are difficult for IB students to complete.

KH: Some students need well-designed competencies in core courses because they don't have time in their life for seat-time.

MM: I did this kind of thing with my 9th graders in Issaquah—had to design a rigorous exam. I support the idea of state competencies because it becomes an opportunity-to-learn issue.

BJ: Two roles that SBE has: 1) establish definition of credit, and 2) establish content areas—units—of the requirements (e.g., align with state standards or GLEs). The SBE can advise the Basic Education Funding Task Force on apportionment. It's OSPI's role to define apportionment rules.

WP: If you don't have jurisdiction on the financing, but want to influence process, make recommendations to the Finance committee. Explore SBE rules around assessment. Tie competency to assessments.

JS: With the Basic Education formula—if a student is just taking a competency exam to get credit for a requirement so they can take something else—it's not a financial issue.

TB: Need to look at interface. What is a student's perception about the purpose of a competency?

EL: Relates to another lever—ways to more fully personalize learning. What if, in addition to the scheme of credits, the SBE would say, "x" number of those credits must be project-based learning (PBL). What would the impact of such a change be?

AH: If everything we discussed was in place, and all teachers were developed to the point that they were prepared to teach using PBL, I wouldn't be so sick to my stomach. It would need to be very slowly implemented so that we would be sure that students would benefit. For example, schools that have been doing culminating projects for some time now are very comfortable. Those that are implementing it for the first time are stressed.

EL: That's partly how the conversation even emerged—the culminating project (CP) is on the books. What could you do to beneficially backfill so that students in 9th grade begin to think about doing projects and the culminating project is truly a PBL requirement? If you assume that

in the next five years every district is going to get used to the idea of CPs, is this a lever that we should get behind? Why would we do it? What difference would it make for students?

WP: I think we underplay the value of the CP. Current regulation regarding the CP is designed to address goals 3 & 4; there is value to the things you are supposed to be learning in the CP with respect to standards. It's an opportunity to make learning relevant to kids. Also, it's an application. There are schools where the whole curriculum is PBL.

EL: So how do you feel about PBL as a requirement?

WP: Need to first establish a standard for PBL.

JS: When it comes to competency-based, the primary issue is the one that Toni Pace brought up. Most of the kids who are pursuing competency want to take other things, or challenge something they've already had. If they can take a test and pass to the next level, then they want to be excused from that requirement. PBL is a separate issue—another set of skills we might want to explore.

BJ: Eric, you tied PBL to personalization. I assume you're trying to create a policy lever to better personalize learning. Definitions for PBL and competency-based are loose; some are doing the CP well, while others are asking for a term paper and presentation. What is absent in the conversation is the HS and Beyond Plan. If the CP is tied to the HS and Beyond Plan, it personalizes education. Washington schools would be encouraged to create a master schedule after student-led conferences that establish student interests and course needs. What gets lost sometimes is the High School and Beyond Plan is a plan for the high school experience PLUS a 13th year.

BF: PBL is a particular form of pedagogy; very risky as a Board to identify particular pedagogy. Other forms of pedagogy—e.g., inquiry-based learning—would be of interest, as well.

BT: How do you define PBL?

MM: I remember doing PBL with children; it was exciting for students and for me. As a teacher, it also kept me suiting up and showing up for 30 years, so it's not a bad retention tool. PBL is a wonderful thing and a way to expand students' thinking. But I did it on my lunch hour and after school. It needs tremendous support. Students did finally get some independent learning credit out of it.

WS: What would that support look like?

MM: Research-based class. Not all teachers automatically understand how to do that work with kids—lots of professional development needed.

MJ: Brian's framing is very helpful to me. We're looking at personalization. We'll have a whole session on that later. The anchor is the High School and Beyond Plan. Student-centered scheduling is another issue. With the CP, we heard some public input about getting rid of it because it's just random. Instead, we might want to consider giving it a credit or two credits to offer incentives.

RS: All of this discussion has brought me back to the initial purpose of a diploma. In making a statement of purpose, is it your intention to require that a diploma is competency-based? In effect, you are saying that you want the diploma to be meaningful and to be based on students' demonstrated competencies. Basically, now, if you meet the seat-time requirements, you get a diploma. I'm concerned about kids who are far behind (e.g., Kati Haycock's Education Trust statistics about certain groups of kids being so far behind in reading). How do we keep those kids in schools? How do we help those students who are three to four years behind?

EL: That point is well taken and at the heart of what we can do at the SBE. The reason we want to work hand-in-glove with the Basic Education Funding panel is we have an opportunity to set the bar, but we don't control the purse strings. However, we do have powers that can have great leverage. For instance, one of the principles we settled on early and was reinforced by the public outreach is one diploma for all—not creating a second tier.

LL: Another marginalized group is dropouts. Not just kids who drop out because of lack of skills, but also lack of interest. A competency-based system can provide alternatives to explore what other ways (and learning styles) might work better for individual students.

LD: We're working with 22 schools; in those schools, there are 200 students at risk for reading; only a few of those students are being served because the system isn't set up to accommodate it. Why? 1) Schedules are done in spring, prior to the 9th graders coming in, and 2) Need different skill sets in English teachers.

TB: Intervention programs purchased by the schools may not meet the needs of the kids. Can't have separate policies coming out of PESB, SBE.

WS: Incumbent upon us to at least highlight or make recommendations about students who need more support. What is the difference between 6th and 8th grade?

EL: What kind of policy changes might we make to help us reach back to the middle schools?

.....
(note-taker on quick break!)

EL: Are you requesting that the SBE require Navigation 101?

TB: There may be better ways to promote the support and understanding of the need for a full-blown guidance program (whatever you call it)—perhaps tied to the High School and Beyond Plan.

WS: What about those kids who have a strong desire to move on to college but do not have the family support? What can the system do to help those kids?

TB: One of the strengths of the Navigation 101 program is there is at least a school advocate for the student—a person who may be able to create a mentoring relationship. The caseload for Navigation 101 is 15--because everybody in the school is doing it, and is trained to do it.

BF: We have some nice language in the purpose of the diploma—the diploma is a compact (similar to language in some federal Title programs). I would add that to save an intervention for a particular time of year, and to disconnect during the summer—middle school is a risky time to disconnect.

AB: Having had the opportunity to be an administrator at the middle school level for nine years, seven years at the elementary, three years at the high school, I had the opportunity to see the whole spectrum of children—the same kids growing up. And I have to ask, why are students coming to 9th grade and they can't read? How could we be using assessment information better? Those kids have not experienced failure—because they've had social promotions until 9th grade. Then there are repercussions—they don't earn enough credits to move to the next grade, and next thing you know, their locker is still in the 9th grade hallway. Kids want to be in control of their life. Have to make the kids WANT to take the courses and be excited about it. There are ways to excite students—e.g., thematic teaching. But we have to focus back on the kids. Student-led conferencing is key. We had 100% success in getting people there.

BJ: The SBE already has policies on the books that every student must receive a copy of the graduation requirements by the beginning of 9th grade and a progress report by the end of the 9th grade and each year thereafter. In terms of this issue in tying it to the High School and Beyond Plan, maybe you can move the conversation earlier to 8th grade and be explicit that students must show progress on the High School and Beyond Plan.

RS: We had a discussion about moving the emphasis from 10th grade to 7th grade and required districts to have a signed parent-student-teacher meeting. It is our goal to have students ready for college and gainful employment. By the 10th grade, it's too late for many students.

KH: The question you ask, is what is there about middle school that could make a difference? Tracking in math begins in 6th grade. This is the third year that there is a 3-8 WASL. The big policy issue that's been left to the local district is, "What is 6th grade math?" There are now new learning standards. If a sixth grade student is not given the opportunity to learn 6th grade material, you have tracked that student, and they won't catch up.

WP: Personalization (distributed a handout). The foundation is getting these kids early and helping them develop a plan. Just wanted to get the High School and Beyond Plan on the table and begin thinking about the components of Navigation 101 that could be put in the policy. Could connect electives to High School and Beyond Plan and connect High School and Beyond Plan with Culminating Project to really personalize education.

EL: Have been making notes about different policy levers that have been mentioned, and many are encompassed in the handout.

BREAK/LUNCH

The meeting broke briefly for lunch, and then moved to short presentations by OSPI staff representing the different subject areas.

SUBJECT MATTER CONSIDERATIONS

Board member, Warren Smith, chaired this portion of the meeting.

Lexie Domaradzki, Assistant Superintendent for Teaching and Learning

The original request to us was to identify the pros and cons of different numbers of credits in a certain area. We appreciated this morning's discussion because we started there, as well: What makes a diploma meaningful and context-rich for students? Staff put together a list of pros and cons, and spent a great deal of time working with people in the field to solicit those recommendations. They are also advocates, and will advocate for content in their areas.

Meaningful doesn't always mean more. It's more of an issue of deepening and enriching what we currently have.

Warren asked each OSPI subject area specialist to share with the Board the burning issues in their area with respect to graduation requirements.

Barbara Tobias, Reading Program Manager

There is a national literacy crisis in our country and in this State. In the Secondary Reading Pilot, the Reading Division of OSPI is working with 22 high schools around the state. We asked schools to complete a 4th grade fluency assessment on 25 students who scored at Level one on the Reading WASL and nearly half (48%) scored at 4th grade level or below. Please allow for enough flexibility in the credit system so that struggling readers will be able to learn how to read. If the credit system is too tight, schools might not have enough flexibility to allow for struggling readers to take intervention classes. Many schools currently do not count reading intervention classes as English/Language Arts credits, but instead as electives. Beyond basic literacy skills, English/Language Arts helps students learn in-depth skills, through the power and beauty of words, to enhance their understanding of the world and help them articulate that understanding. To truly gain a deep understanding; however, it is necessary to connect and integrate other content area information as well. If students wish to pursue college, four credits are needed; on the other hand, students who are not college bound would have greater flexibility if not required to take a fourth credit.

Mary McClellan, Science Curriculum Specialist

I asked a large number of the leadership of the science education community and to a voice, they asked me to ask for a minimum of three years of science for high school graduation. First, we need extended science literacy for all students and a third year requirement would best support that goal. The global economy requires high levels of science literacy in order for us to be competitive. More than 63% of states will require three credits of science for high school graduation by 2009, and the Business Roundtable has called on us to double the number of STEM graduates with a bachelor's degree by 2015. Second, all science courses need to be laboratory-based to support inquiry and application standards. Staffing, instructional support and space resources will be a challenge that will require additional funding and systemic support.

Caleb Perkins, Program Supervisor for Social Studies/International Education

One burning issue for me is the Washington State History requirement. There is confusion between rule language that requires Washington State History to be offered between grades 7 and 12 and the requirement that it be a high school credit. I would ask for a change from a credit requirement to a completion requirement so that it can be offered at the middle school. We're pushing proficiency with classroom-based assessments, so any efforts to support that momentum would be appreciated.

With respect to credits, an additional 0.5 credits at the high school level (coupled with changing Washington State History and Government to a "completion requirement") would promote the inclusion of a course devoted to modern world history at the high school level - an area that is currently neglected in the state graduation requirements (but not neglected in the EALRs and GLEs).

(Caleb was asked to address the pros and cons of requiring .5 credits of local tribal history, per the Tribal Leader Congress on Education request.)

Students need to have explicit instruction with accounts of what's happened with indigenous history and what's happening today. What is the right mechanism for doing that? We have tried with the latest iteration of social studies standards to include more of those issues.

(World Language falls under Caleb's responsibilities.)

Only a handful of states require world languages. There is plenty of research that shows that the study of world language, particularly at early ages, promotes cognitive abilities. One credit may be problematic—it wouldn't align with the HECB requirements. An unintended consequence might be that districts would shift language learning downward to lower level courses, and eliminate higher level courses.

Lisa Rakoz, Program Supervisor for Health and Fitness Education

First of all, health and fitness is academic. According to the Center for Disease Control, the number of overweight children has tripled in the last decade—about eight million—and nearly doubled among children 6-11 years of age, brought on by insufficient physical activity coupled with large portion sizes. Overweight children become overweight adults. I'm not asking for an increase in the number of credits. It's critical to have daily physical activity, and we need to teach children that fitness is for life. I want quality physical and health education. 1.5 credits in fitness and .5 credits in health. We're losing health because it's integrated with physical education or science. Sensitive issues need to be addressed in a classroom, not a gym. With respect to waivers and online physical education classes—what does that really look like? How do those online experiences meet the EALRs?

Karen Hall, Mathematics Assessment Specialist

I want to commend you for the hard work of slogging through the mathematics requirements, and your wisdom in coordinating your decisions with the math standards revision team. I'd really like to see that the path that you're on is the minimum. Students need to arrive at 9th grade prepared to start Algebra I. Without the description of what's in the Algebra I or Geometry courses, the credits would be a lifeless requirement. By coordinating your work with the standards revision team, it's a huge step forward. The Economic Mobility Project, an initiative of the PEW Charitable Team, has found that at the bottom quintile of family income, 42% of children in that level stay at that level. However, 19% of children from the bottom quintile who get a college degree are able to move to the first quintile. How are we going to maintain economic mobility? Make it possible for our students to be college ready. The key, from the mathematics perspective, is Algebra I. Foundations of Mathematics I and II will no longer suffice for satisfying the graduation credits.

AnnRene Joseph, Program Supervisor for the Arts

I believe in a well-rounded education for the whole child. Arts is defined as a core academic subject area in Washington, per state law. The eight core academic subject areas are: reading, writing, math, science, social studies, the arts (dance, music, theatre and visual arts), health and fitness and communication. Still, not all districts are providing access to the arts, for all students K-12. Arts education is the key to innovation in the 21st century. I'm asking for two credits for the Arts to begin at grade 6—one at benchmark two, earned in the middle school over two years of study, and one at benchmark three, earned in the high school. We have the research from the SAT scores that clearly shows that the more arts that students have, the higher the verbal and mathematical portions of the SAT, and that scores increase with multiple years of study in any/all four arts. We have enough teachers and we have enough classrooms (if you give arts educators back their rooms). (Distributed handout and mentioned research supporting arts education for review and support of proposal). Why arts? Why now? If the SBE

takes this lead, we would like you to change the requirement language to “dance, music, theater, and visual arts.” People don’t know what visual and performing arts are. The Arts are a core academic subject area. World language and CTE are not one of the eight core academic areas—arts is. (Showed chart illustrating all eight core academic subject areas in state law—using metaphor of the paint box palette). With the palette of all eight colors, you can create every color in the world -every possibility. Take one of the eight out, and you limit the possibilities of learners. If Washington State goes with two credits for the arts- one credit at benchmark two to be earned from grades 6-12 and keep the current one credit at benchmark three to be earned grades 9 - 12, we will lead the nation, and will prepare our students for life and work in the 21st century, in support of the state law, OSPI and SBE goals and missions. I am asking the Board to keep the current one credit requirement at benchmark three for one full year of study, and to add a second full year of study at benchmark two to be earned from grades 6 - 12. Currently, there is not enough instruction offered to meet and exceed the standards expected for all learners in the arts, per state law.

Denny Hurtado, Director of Indian Education

(Denny was asked to inform the Board about the status of the sovereignty curriculum.)

We are working on the sovereignty curriculum. Shana Brown, Yakima, is helping to write the curriculum along with an advisory committee of tribal and nontribal members. When we first started talking about tribal sovereignty, we realized it was a very big topic. We thought that trying to infuse our curriculum into existing content made better sense than creating a separate curriculum that might sit on a shelf. The curriculum is being driven by the committee and will be aligned with GLEs and state standards. What is sovereignty? Elders say we always had sovereignty, pre-contact. We agreed to start with what’s happening today, and then work backwards. We understand that we’ll only get a small snippet of time to expose students to these ideas, but we want to take that time to clear up misunderstandings and help students with the basic understanding of what the tribes have given up, and to understand who we are as a people. All they know about us is what they see on TV, and they usually only talk about us around Columbus Day, Thanksgiving, and Halloween. There are plenty of stereotypes--People think we don’t pay taxes or that we all get per capita payments from casinos. That causes friction in our communities. Terry has supported this project.

TB: We’d like to have a well-developed unit that could be used and brought into required courses, and to have the issue of sovereignty explored. There’s a very logical place to put it in the framework. It could be a model template that could be used for local tribes.

John Aultman, Assistant Superintendent for Career and College Readiness

John Aultman was sick and unable to be at the meeting. His remarks were forwarded to staff after the meeting and are included below.

My primary interest is flexibility—students have the flexibility within the mandated credits to put together a concentration of electives that reflect their interests. One option the Board could consider would be to specify only the 15 minimum credits needed for four-year public college admission; any credits required in addition would be in a concentration of electives connected to a student’s High School and Beyond Plan. Don’t expand credit requirements unless you add flexibility—and by that I mean, the flexibility to choose a concentration of electives.

With respect to what you label the requirement, I would recommend that you leave it as occupational education IF it remains a requirement for all students. Not all districts have CTE; nor do all districts have CTE-certified teachers. However, if occupational education becomes a

directed elective that student's can choose (but are not required to take) I would recommend that you call it Career and Technical Education.

Wes Pruitt, Workforce Board Policy Analyst/Legislative Liaison

In John's absence, the Board asked Wes Pruitt to speak about Occupational Education. The Workforce Board had contributed responses to the questions SBE staff posed about occupational education that were incorporated into the packet of materials provided for the meeting.

There's a lot of concern that the occupational education credit is not being respected in the schools. The occupational credit is aligned in current rules with the standards of an exploratory CTE course. Those standards identify application of academic standards, technical skills, and employability skills as part of their content - these are critical skills for preparing for the world of work that are not taught in non-CTE courses. It is argued in the CTE community that the occupational credit should be changed to a CTE credit to ensure that these skills are actually taught. Prior to 1209, high schools were required to provide courses that included work skills in 20% of their program hour offerings.

Some would argue for a second CTE credit. The Workforce Board has not taken a position on the second CTE credit issue. We do know that students who complete more credits in CTE plus have a strong academic background do very well in postsecondary education.

Another work-related coursework issue we try to raise is the program of study issue-students should be directed to use some of their electives (i.e., two) in alignment with their High School and Beyond Plan to help them prepare for their post-high school level of education and/or training.

QUESTION AND ANSWER

After the short presentations, the session moved to an informal question and answer period.

TB: Mary, the last issue you raised is building and equipment issues associated with lab facilities. Do you know anything about the current status?

MM: I haven't asked the high schools individually. However, generally speaking, the lab pieces are now being supported reasonably well. We could use support for the physical sciences. A third year of lab-based science would require funding and support from the state.

TB: We probably ought to do a survey.

MM: There are no high schools where science labs are sitting unused.

MJ: What I've learned about the skills centers and CTE courses that are not in skills center, there's a lot of opportunity for CTE courses to be science courses.

MM: Lots of opportunities, but they need to be authentic partnerships with the CTE and science teachers working as a team.

BJ: Detail issue on the lab science. Neither HECB nor SBE has a clear definition of lab science. There's nothing in policy at the state level defining what lab science is.

MJ: I've been worried that we'll be stymied in getting more lab science because of the need for a massive capital program—greater physical space, equipment, and facilities. It's a very rigid definition of a lab science class that confines it to bricks and mortar.

BF: I'm torn about adding credits, knowing that we don't know what the finance committee is going to recommend. I appreciate that Denny's group is working to infuse curriculum. We know that a few states are at 23 credits; we're at 19. Do we ask for more credits, pending funding? What comes first in terms of policy and direction? Have the funding, and then move ahead? Or establish the policy and seek the funding?

EL: These are vexing and hard issues, and I'm going to channel Jeff for the moment. Our job is to set the bar where we think it is right for the kids, mindful of current circumstances. Then consider, what is the path to that? Is it phasing? Is it funding? I'm not advocating pie in the sky, and hope that pennies fall from heaven.

BF: Then my question to the advisors is should we consider the whole smorgasbord? How should we make a decision?

AJ: I love your question and you know all of us are going to advocate for more credits. We have fabulous standards that have been set very high. It's a five-pronged issue: staffing (we have enough in the arts); scheduling (need a six or seven period day or a 4 x 4); facilities (need to reclaim rooms originally designated for arts); funding; community/business support to extend the school day.

BJ: I'm not advocating any content area; the discussion goes back to competencies. If you look at each area as distinct, then we're always going to buck up against issues of facilities, staffing, etc. If you look at competencies, it begins to break down the barriers. What does the student need, and what is our ability to get the student there, and who and how can you assess that content, opens up a richer conversation. Think about the students and competencies at the center.

EL: Are you talking about a system of dual credit?

BJ: I'm talking about equivalency crediting, not dual crediting.

EL: Is there a specific policy change that you would advocate?

BJ: The Board took the direction of tying credits to standards, where they existed. It's the clarification that whoever can deliver the curriculum and assess students' proficiency against those standards, then credit can be awarded.

WP: We're playing with this equivalency issue in CTE right now. You have to start with competencies. Local school districts have control of determining equivalencies. Is there a standard for a process—amount of time, staff involvement, number of GLEs? It's not just a CTE issue—it's about any discipline.

MM: Any teacher who is highly qualified has a deep conceptual understanding on the part of that teacher which translates to the student. So I would advocate that the teacher have that deep conceptual understanding, when we're talking about equivalencies.

LL: To me, what matters is what a student knows, can do, and can use. I see a lot of opportunity for cross crediting with a caveat that there must be definitions that say what it takes to have that equivalency. Social studies is often a catch-all. You can't teach all the history, all the economics, all the political science, etc. in a 12-year program. How do you get at the essentials without watering it down?

CP: GLEs have deliberately written standards to big concepts to avoid the mile wide and inch deep. The work we've done on classroom-based assessments describes what it looks like when a student meets competency.

TB: I know today is about the policies that SBE has the ability to influence. But it often comes down to teachers having the appropriate knowledge and skill. If we want more depth, we're not going to be able to require too much more seat time. The learning needs to be about the most powerful stuff. That can be done well by the people who understand it. We can't assume that teachers know how to do that. The Legislature has to own what they started 14 years ago and to recommit to where we've been going.

BJ: It's a challenge for the Board to strike a balance among drafting policy, giving clear guidance and allowing flexibility/autonomy of locals. Focus on what's in the state's interest.

WS: Denny talked about some things with the MOA that I think the Board needs to be prepared to duplicate in other areas. He talked about treaties being signed to protect Native Americans; there also have been constitutions that have been signed to protect Americans. As we talk about the MOA, I wish there will be opportunity for other groups to work with the Native American community—to bring in the history of everyone from slaves to women. There are other groups—e.g., Irish community and others—concerned that we're only talking about one group. We need to consider ways to infuse into history what rightfully should be there, so that all kids can take pride in their history.

OPTIONS FOR CREDIT FRAMEWORKS

Board members moved to a discussion of two draft credit frameworks that staff had included in their packets. The frameworks were distributed to advisory committee members at the meeting. 20, 22, and 24 credit variations were included with each option.

Option 1: maximized student postsecondary opportunities by matching or exceeding Washington four-year public college minimum core course entry requirements.

Option 2: directed electives so students can choose the postsecondary education path that reflects their goals.

Eric Liu posed the question: What are the core differences between these two options?

The following bulleted points were raised in the ensuing discussion:

- If the focus is to get more students focused on life after high school, I think for both of these options, it will be key for more counselors to get involved.
- Is it counselors or career guidance people? There will never be enough counselors. We need a career guidance delivery system.
- It may be worth stipulating that policy tweaks for either option can address some of these issues.

- I can't look at option two if it means giving up the arts credit.
- Legally, the arts are in a different category because they are part of the eight essential areas.
- If you get enough credits, you can do both.
- We need flexibility in elective areas so students can choose something just because they want to try it.
- I think we should assume a six period day—therefore, 24 credits.
- We should probably only bring one option to the March meeting.
- A default curriculum should be a set of credit requirements that maximizes the opportunities for kids after high school.
- We need a well-crafted election policy—personalization with a purpose.
- If we could have a positive choosing scenario, we are trapped in a college paradigm that's not practical for the 21st century...
- Do you want option one to be a default or do you resist the idea?
- What are the possibilities for course completion in lieu of credit?
- World languages should start at earlier grades, important part of an economic development strategy (e.g., Chicago—incentivizing language education), consider demonstrated world language proficiency in lieu of two credits.
- Caution in identifying requirements that may get in the way of what the kid wants.
- The difference between CTE and Occupational Education is not inconsequential; job shadowing would not count as CTE, yet could contribute to a student's career exploration
- Are World Languages/CTE/Occupational Education necessary for every kid to have?
- We could consider giving the culminating project a credit.

Board members directed staff to bring back a 24-credit "Option one" and an "Option three" that would incorporate suggestions that had emerged from the discussion, particularly the placement of arts (because it is one of the eight essential subjects) as a separate requirement and the addition of flexibility, where possible, with electives.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ INFORMATION

DATE: March 26-27, 2008

SUBJECT: **SCIENCE UPDATE: STANDARDS REVIEW**

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

PRESENTER: Mr. Jeff Vincent, Board Lead
Kathe Taylor, Policy Director, SBE
Mr. David Heil, President and Project Co-Director,
David Heil & Associates
Dr. Rodger Bybee, Project Co-Director, David Heil & Associates

BACKGROUND:

David Heil and Rodger Bybee will provide a preliminary report with draft recommendations. The recommendations were developed after an analysis of the standards conducted by the Expert Review Panel assembled by David Heil and Associates, Inc. The Science Standards Advisory Panel reviewed and discussed the draft recommendations at the second Panel meeting held on February 28, 2008.

At the Science Standards Advisory Panel meeting, Jeff Vincent talked to the Panel about why the standards work matters. He reviewed performance data from the Washington Assessment of Student Learning (WASL) to draw attention to the challenge of moving all children to standard, given current achievement levels. Slides from the PowerPoint presentation are included in this packet.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ INFORMATION

DATE: March 26-27, 2008

SUBJECT: **STRATEGIC PLANNING PROCESS**

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

PRESENTER: Ms. Mary Campbell, Consultant
 Mary Campbell & Associates

BACKGROUND:

The Office of Financial Management requires each state agency to submit a strategic plan by mid June, prior to their budget submittal to the Governor, for the following biennium. The Board has hired Mary Campbell, who worked on our last strategic plan, to assist us with a plan for the 2009-11 biennium. This strategic planning process will be very useful in assisting the Board to determine its priorities for the next two years in terms of planning its work plan and budget.

Your homework, in addition to reading the pieces below, is to come prepared to comment on the following questions:

The SBE's strategic plan for the next six years must be created in the context of a vision and goals for the K-12 system as a whole. We will begin our work by revisiting the vision and goals for the K-12 system.

1. Start with the SBE's vision for K-12: The State Board envisions a learner focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life. In your mind, what must be accomplished for that vision to be achieved? These become the goals for the K-12 system. One way to answer this question is to complete the following sentence: " In order for students to thrive in a global economy and life, the K-12 system must focus on:

- (1) Raising student achievement dramatically (for example), as well as
- (2) Preparing students for work and citizenship after high school, and
- (3) _____ (are there any other goals for the system?)_____

2. What will it take to accomplish each of the goals? Jot down your thoughts for each goal by completing the same sentence for each goal, i.e.: (1) For student achievement to increase dramatically, the K-12 system must

(a).....

(b).....

(c).....Do the same for each goal.

3. The State Board of Education (SBE) is only one player in the K-12 system. Given the goals for the system as a whole, on what specific activities should the SBE spend its time and energy over the next two to six years? Where can SBE have the most effect?

Even where SBE has no direct authority, the Board CAN influence the work of other partners. In what specific areas should the Board spend its influence and political capital to get OTHERS to use THEIR resources and authorizations to advance the vision?

We envision three Board meetings to address the strategic plan:

1. In March, the Board will give broad input.
2. In May, the Board will refine the draft plan.
3. In July, the Board will adopt the final plan.

In April, we will work with a smaller group of the Board to refine the draft big ideas into a draft strategic plan. We suggest that the new Executive Committee, plus one or two Board members meet on April 10th and May 2nd to work with Ms. Campbell.

Attached to this tab are:

- the expectations of the consultant
- the Board's current Strategic Plan
- the Board's current Work Plan
- Mary Campbell's recommendations for the Board strategic planning work at the March (and beyond) meeting.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

Expectations for Consultant to Work with State Board of Education (SBE) on Strategic Plan

Work to be Performed

- Consultant will propose a framework for developing the SBE Strategic Plan for 2009-11, work plan, and budget as a part of the selection process for being hired to work with the SBE.
- Consultant must be familiar with Strategic Plan requirements established in the Office of Financial Management (OFM) guidelines.
- The SBE Strategic Plan for 2009-2011 will build from, and refine the format of the current plan, setting the Board's activities in the context of the overarching goals of the Board. Specific activities and strategies for the Board itself will be appropriate to its unique role, and will reflect the strategic opportunities (objectives) on which the Board plans to take tangible action, in the short term, to achieve its longer term goals. The Board's plan will be a plan for action, rather than a collection of aspirations.
- Consultant will review the State Board of Education Strategic Plan for 2007-2009.
- Consultant review, with the Board:
 - Background, mandates, stakeholders, environmental scan, and other considerations.
 - Current Strategic Plan.
 - Goals and objectives, strategies, and activities for six fiscal years, beginning July 2008.
 - Outcome/performance measures associated with major activities.
- The Consultant will work with a small committee, of the Board, to develop the 'meat' of the Plan with input from and approval of the full Board.
- The Consultant will draft the new Strategic Plan to OFM specifications. The Executive Director and SBE staff will be responsible for reviewing and editing the final draft Plan before submitting to the Board in early June and OFM in mid-June.
- The Board will work with the Consultant to be mindful of also considering a longer term goal of developing a joint strategic plan with OSPI and PESB.

Schedule

Consultant will follow the schedule below, with the Board and Executive Director:

Early March	Executive Director will meet with Consultant to agree on an approach for developing the Plan, which includes input from all Board members at the March Board meeting. The Consultant and Executive Director will prepare a presentation for the March Board meeting.
March 26-27	Board members will be asked to agree to process and work through an initial draft of the Strategic Plan. This may be the new Executive Committee. No more than six Board members total. Board members provide input.
April 10 and May 2	Board Strategic Plan Committee will meet two to three times with Executive Director and Consultant, in Seattle area, to review Board feedback.
May 5	Draft Strategic Plan completed.
May 14-15	Board will review draft Strategic Plan and provide feedback (in Bellingham).
May 30	Board committee will incorporate feedback and staff/ Consultant will create final plan. Consultant will write plan to meet OFM specifications.
June	Executive Director will send draft rewrite to Board members and after any last comments from Board, submit draft or final Plan to OFM by June 13.
July 24-25	Board will adopt final Plan (if not able to complete in May) and use to build the budget proposal and work plan for 2009-2011 biennium. No need for consultant.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

**STRATEGIC PLAN
STATE BOARD OF EDUCATION
Adopted: September 15, 2006 WITH GOAL ADDITION IN 2007**

VISION

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

GOAL for the K-12 SYSTEM AS A WHOLE – Raise student achievement dramatically.

The following tasks will be used to improve student outcomes:

- TASK 1** Enhance the **quality of education** provided to our students. Invest our education resources in the curriculum, methodology, opportunity to learn, and educator development that equips students for work, life, and citizenship in a dynamic world economy.
- TASK 2** Build a system of **shared accountability** for results within K-12. Increase transparency and accountability in the alignment of resources. Use data intentionally to assess the progress of students and the effectiveness of each part of the system.
- TASK 3** Link early learning, K-12, and post-secondary systems so students experience **seamless transitions**.

A NEW GOAL WAS ADDED IN MAY 2007 AS FOLLOWS:

Provide all students the opportunity to succeed in postsecondary education, the 21st century world of work and citizenship

BOARD MISSION

The State Board's role in the K-12 system is to lead the development of state policy, provide system oversight, and advocate for student success.

BOARD OBJECTIVES AND ACTIVITIES

As specified above, the Board has one overarching goal: ***to raise student achievement dramatically***. In support of this goal, we will focus our efforts on the following four objectives:

OBJECTIVE 1. **Develop an accountability system to support and improve the performance of the K-12 system.** An effective accountability system must include:

- Indicators and measures to identify schools and districts that are effective as well as those needing improvement.
- Designation of authority and an agreed upon process that ensures schools and districts take action.

OBJECTIVE 2. **Develop and recommend to the Legislature a new statutory definition of Basic Education that aligns funding with the learning goals and system for K-12.** Urge the Legislature to appropriate sufficient funding to support implementation of the new definition.

OBJECTIVE 3. **Build on the State Board of Education's capacity to serve as a credible, independent catalyst for positive impact on student learning.**

OBJECTIVE 4. **Target resources on the strategies and practices most likely to ensure good student outcomes.** Specifically work with OSPI, the Professional Educator Standards Board, schools, districts, and other partners to identify the actions needed to improve achievement in mathematics and science at all levels. Advocate for the adoption of proven and promising practices in graduation requirements, curriculum, teacher preparation, and other aspects of quality education.



Update on State Board of Education Work Plans for 2007-08

VISION

The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life. Adopted 9/06

BOARD GOALS:

- 1. Raise student achievement dramatically. Adopted 9/06
2. Prepare all Washington State students for the opportunity to succeed in post-secondary education, in the 21st century world of work, and citizenship. Adopted 5/07

Special Actions, Studies, & Reports for September 2007–August 2008:

Table with 3 columns: Actions, Studies, and Reports; Update of Work; Goal 1, Goal 2, or Legislatively Required (LR). Row 1: Meaningful High School Diploma – Mathematics, Science, Arts, Career and Technical Ed Issues, Tribal History; Public outreach sessions conducted in fall 2007; Goal 2

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, or Legislatively Required (LR)
	<ul style="list-style-type: none"> • Board agreed to address MOA to examine tribal history as part of graduation requirements new date of December 1, 2008. • Board will have final graduation proposal for adoption at its July Board meeting. 	
<p>System Performance Accountability</p>	<ul style="list-style-type: none"> • Board agreed to focus on three big draft concepts for statewide plan at September 2007 Board meeting: <ul style="list-style-type: none"> -- Performance Improvement Goals and Indicators to Measure System Progress. --A Tiered System of Continuous Improvement for <u>All</u> Schools. --Targeted Strategies for low performing Schools. • Two RFPs awarded to do work for: policy barriers to student achievement study and state/local partnerships for low performing schools. • February work session on OSPI District Improvement Program, Accountability Index, and ESD accreditation. 	<p>LR</p>

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, or Legislatively Required (LR)
	<ul style="list-style-type: none"> • June work session planned around two RFPs and consultants reports. • Board will develop final proposals at its September Board meeting. • Symposium planned for fall 2008 with PESB on low performing schools. • Provide recommendation to legislature about when school districts need to choose from state curriculum. 	
Joint Mathematics Action Plan - define "world class" high school graduation requirements with OSPI and PESB	<ul style="list-style-type: none"> • Update at our March 2008 meeting. • Met with the PESB to discuss in February 2008. 	Goals 1 and 2
Math and Science Report Update on Standards and Curriculum Reviews	<ul style="list-style-type: none"> • Reports due March 2008, June 2008, September 2008, etc). 	LR
*Math Standards and Curriculum Review	<ul style="list-style-type: none"> • Final report completed August 30, 2007. • Math Panel met October, December, and February to review OSPI update. • Strategic Teaching provided February and March updates on OSPI standards document in terms of whether it met Strategic Teaching's seven recommendations. • Potential additional in-depth review of final standards in spring and summer of 2008. 	Goals 1 and 2 and LR

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, or Legislatively Required (LR)
	<ul style="list-style-type: none"> Review will be done of OSPI's recommended curricular menus probably in fall 2008 or winter 2009. 	
SBE provide update to legislature and Governor on math and science standards and curricula reviews	<ul style="list-style-type: none"> September 1, 2007 (and every quarter after that – December 2007, March 2008, June 2008, etc) until 2012. 	LR
SBE revise math high school graduation requirements to three credits (look at CTE) SBE Math Content Study of three high school credits	<ul style="list-style-type: none"> Due December 1, 2007. Received an extension to March 2008. Board directed staff to draft rule on third credit for Algebra II, CTE equivalent, or career path math course (with sign off from parent and high school). Adopt final rule in July on credit and content for three math credits. 	LR
*Science Standards Review	<ul style="list-style-type: none"> Heil and Associates hired and Panel in fall 2007. SBE decision by May 2008 Board meeting. Deadline is June 30, 2008. 	LR
Examine math WASL implementation date to require CAA (meet standard in math, reading, and writing) from class of 2013 to class of 2012	<ul style="list-style-type: none"> At its January meeting, Board decided to keep deadline for class of 2013. 	LR
Review math standards writing process and OSPI curricular menu for new standards with Math Panel	<ul style="list-style-type: none"> Curricular review due by June 30, 2008. This has been extended to six months after new math standards are adopted. 	LR
Science Curriculum Review	<ul style="list-style-type: none"> Due June 30, 2009. 	LR

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, or Legislatively Required (LR)
Support P-20 Council Work	<ul style="list-style-type: none"> Two meetings have occurred in September and December 2007. Focus on ELL, data, and math. 	LR
EOC Assessment Study Alternative Norm Referenced Tests Study	<ul style="list-style-type: none"> Reviewed final report by Education First Consulting at January Board meeting and delivered to Governor January 15, 2008. 	Governor
Determine SAT and ACT Reading and Writing Cut Scores	<ul style="list-style-type: none"> Approved at November 2007 Board meeting, with the exception of ACT writing, which was not yet available to meet December 1, 2007 deadline. 	LR
Joint Professional Educator Standards Board (PESB) /State Board of Education Report	<ul style="list-style-type: none"> Report due to legislature October 15, 2008 (due every even numbered year). 	LR
Online Learning Study	<ul style="list-style-type: none"> Develop for May Board meeting 	Goals 1 and 2
State Board of Education Duties	<ul style="list-style-type: none"> Board has not discussed duties it wants to have "back." The issue of accreditation has come up as one to be examined. 	LR
Transcript Analysis Study	<ul style="list-style-type: none"> RFP will be advertised in March. 	Goal 2

Actions, Studies, and Reports	Update of Work	Goal 1, Goal 2, or Legislatively Required (LR)
Education Gap Issues: English Language Learners (ELL) Action Plan	<ul style="list-style-type: none"> Examined ELL issues and received update from OSPI at January Board meeting. This will be a topic for the P-20 group to examine. 	Goals 1 and 2
Additional Resources to do Work	<ul style="list-style-type: none"> SBE applied and received a second Gates Grant February 2008. 	Goals 1 and 2

DRAFT

Ongoing Work:

Actions, Studies, Reports	Components of Task	Goal 1, Goal 2 or Legislatively Required (LR)
180 Day Waiver Requests	Review 180 day waiver requests from schools – new process for 2008-09 school year.	LR
Basic Education Compliance	Send out form annually, to districts and collect signed forms back from 295 districts.	LR
Board Meetings, Committee Meetings, and Board Member Requests	Prepare for Board meetings, as well as advisory committees, and panels.	
Meet and Coordinate with Key Policy Makers	Meet with key stakeholders throughout year (legislators, WEA, WSSDA, WASA, AWSP, legislative, and Governor staff).	Goal 1 and 2
Private School Approval Process	Oversee the review of private school proposals.	LR
Rules	Transfer governance rules to Office of Superintendent of Public Instruction and Professional Educator Standards Board (September-October 2006); update rules as needed.	LR
Web and PR Communication	Continuously improve Web site, create press releases and media opportunities.	Goals 1 and 2
Questions on SBE Work	Answer constituent questions by phone and email (average of 30 per day).	Goals 1 and 2



Washington State Board of Education



Working to Raise Student Achievement Dramatically

Added our Two Board Goals

Developing a Strategic Plan for the State Board of Education

Mary Campbell, Principal Consultant, Mary Campbell and Associates, LLC

NOTE TO ALL BOARD MEMBERS: This document outlines Mary’s proposal for developing the key elements of SBE’s strategic plan. In order to use our limited time most effectively, please read through **section one “Preparation for March Meeting”** below, before the meeting, and make notes in answer to the thought questions.

Date	Task
Preparation for March Meeting	<p>The SBE’s strategic plan for the next six years must be created in the context of a vision and goals for the K-12 system as a whole. We will begin our work by revisiting the vision and goals for the K-12 system. Please come prepared to discuss the following questions:</p> <p>1a. <i>Think about the SBE’s vision for K-12. In your mind, what must be accomplished for that vision to be achieved?</i></p> <p><i>One way to answer this question is to complete the following sentence: “ In order for kids to be prepared to thrive in a global economy and life, the K-12 partners will all need to focus on (1) Raising Student Achievement Dramatically (2)Preparing all Washington students for the opportunity to succeed in post-secondary education in the 21st century world of work and citizenship (3) _____</i></p> <p>1b. <i>What will it take to accomplish each of the three goals you listed as your answer to question 1a?</i></p> <p>2a. <i>The SBE is only one player in the K-12 system. Given the goals for the system as a whole, on what specific issues should SBE spend its time and energy over the next two to six years in order to advance the vision? Where can SBE have the most effect?</i></p> <p>2b. <i>Even where SBE has no direct authority, the Board can influence the work of other partners. In what specific areas should the Board spend its influence and political capital to get others to use their resources and authorizations to advance the vision?</i></p>

Date	Task
March 27, 2008 SBE meeting in Renton	<ul style="list-style-type: none"> ▪ Obtain Board approval for the proposed approach and timeline. ▪ Briefly review current Strategic Plan to distinguish between broad goals and strategies of the K-12 community (not part of this assignment) and the Strategic Plan for the Board itself (the focus of this specific assignment). ▪ Create a “cause and effect map” around the SBE’s vision for K-12. Brainstorm the major factors that contribute to that vision (these will be the K-12 system goals). For each goal, identify the sub-factors that contribute to them – these become objectives of the SBE or other entities. ▪ Use the cause and effect map to identify the specific strategic opportunities for the SBE for the coming six years. These are the strategies that the SBE might employ to do something themselves or to influence others to do something, to advance the vision and the K-12 system goals. ▪ Give the list of strategic opportunities to the small group to work with.
April 2008	<p>Meeting #1 (two to three hours):</p> <ul style="list-style-type: none"> ▪ Review structure and format for product and input received from full Board. ▪ Agree on three to five objectives for the Board itself for the next six years, with associated measures. Some objectives will have longer time horizons than others, some might be things the Board does, and some might be things the Board influences others to do. ▪ For those objectives, begin to develop strategies, measures and timeline over three biennia. <p>Meeting #2 (two to three hours):</p> <ul style="list-style-type: none"> ▪ Review draft; identify gaps and remaining issues with objectives, strategies and measures. ▪ Identify possible sources of data for measures and a data collection plan. ▪ Prepare for May Board meeting.
May 15, 2008 SBE meeting in Bellingham	<ul style="list-style-type: none"> ▪ Present draft objectives, strategies and measures to full Board for comments, suggestions, etc.
June 13, 2008	<ul style="list-style-type: none"> ▪ Submit third draft Strategic Plan to OFM (to meet OFM deadline) Send to Board for their review.
July 2008	<ul style="list-style-type: none"> ▪ Approval of final draft at July meeting in Vancouver.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: March 26-27, 2008

SUBJECT: **SPA ACCOUNTABILITY INDEX APPROVAL**

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

PRESENTER: Dr. Evelyn Hawkins, Research Associate
 State Board of Education

BACKGROUND

The information on these Accountability Index policy considerations were presented in The Proposed Accountability Index (AI) paper under the System Performance Accountability Tab.

RECOMMENDATION:

The following are recommendations for your approval.

1. For AYP Status, use percent of cells meetings its AYP target instead of steps of improvement.
2. For Achievement and Improvement Status, include science WASL performance as well as the performance on the reading, writing, and mathematics WASL.
3. For Achievement Status, do not differentially weight the performance of low-income students compared to non-low income students.
4. For Achievement Status, use the current single year WASL performance and graduation rate instead of the average of the two most current years.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ ACTION

DATE: March 26-27, 2008

SUBJECT: **CONTRACTS FOR APPROVAL**

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

PRESENTER: Ms. Edie Harding, Executive Director
 State Board of Education

BACKGROUND:

The information on these contracts was provided in the SPA Tab and Math Standards Tabs.

RECOMMENDATION:

Approval of the following contracts:

1. Northwest Regional Education Lab contract to conduct policy barriers study (\$81,591).
2. Mass Insight Education contract to conduct the blueprint for state/local partnerships (\$165,000).
3. Strategic Teaching contract extension to do exemplar comparison and specific changes recommended to the K-12 math standards and do a review of OSPI proposed curricular menus (\$282,700).

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: March 27, 2008

SUBJECT: **FINAL DIRECTION FOR DRAFT THIRD CREDIT OF
MATHEMATICS AND IMPLEMENTATION ISSUES**

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

PRESENTER: Mr. Steve Floyd, Board Math Lead
Ms. Edie Harding, Executive Director
State Board of Education

BACKGROUND:

Please see "Draft Rule" Tab for information

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: March 27, 2008

SUBJECT: **DIRECTION FOR HIGH SCHOOL GRADUATION
REQUIREMENT OPTIONS**

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

PRESENTER: Mr. Eric Liu, Board Math Lead
Dr. Kathe Taylor, Policy Director
State Board of Education

BACKGROUND:

Please see “MHSD Graduation Requirement Options” Tab for information

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: March 27, 2008

SUBJECT: **REQUEST FOR WAIVER FROM THE 180-DAY SCHOOL YEAR REQUIREMENT**

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

PRESENTER: Evelyn Hawkins, Research Associate
State Board of Education

RECOMMENDATION:

Staff recommends that the State Board of Education (SBE) approve the waiver requests from the minimum 180-day school year for the following school districts:

School District	#Days	#Years
Arlington	3	3
Bethel	2	3
Blaine	3	3
Cle Elum-Roslyn	3	3
College Place	3	3
Cusick	4	1
Edmonds	5	3
Endicott-St. John	5	1
Lake Quinault	4	3
Mary Walker	2	3
Medical Lake	2	3
Monroe	4	3
Mukilteo	2	2
Napavine	4	3
Newport	7	1
Northshore	5	3
Onalaska	2	3
Onion Creek	5	3
Orient	5	3
Raymond	5	3
St. John-Endicott	5	1
Seattle (K-8)	3	3
Selkirk	4	3
Snohomish	1	1
Tahoma	5	3
Valley	4	3

BACKGROUND:

Based on legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement with the assurance that they meet the annual minimum instructional hour offering requirements in such grades as are conducted by the school district, as prescribed in RCW 28A.150.220.

The decision to recommend approvals or non-approvals is based on the assessment of each request by a team of reviewers. As decided at the March 2007 Board meeting, full applications will not be in the Board's agenda. Board members who want to have the full applications should contact Evelyn Hawkins at 360-725-6501 or evelyn.hawkins@k12.wa.us.

STATE BOARD OF EDUCATION

HEARING TYPE: ___X___ INFORMATION

DATE: March 27, 2008

SUBJECT: **2008 Regular Session of the 60th Legislature Summary**

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

PRESENTER: Brad Burnham, Policy and Legislative Specialist
State Board of Education

BACKGROUND:

The 2008 Regular Session of the 60th Legislature ends today, if all goes according to plan. This short session generated many education bills, some of which were new ideas or initiatives. There was very little additional money in the Supplemental Budget for policy enhancements, so many bills requiring new money did not make it through the process. Currently, there are a few bills involving the Board that are still alive. The degree of involvement for the Board ranges from receiving reports from new task forces, to having additional responsibilities related to the revision of the math standards. At the Board meeting, a Legislative Summary Report will be provided and a presentation will be given to review bills signed into law that relate to the Board and its work.

The Board was particularly interested in House Bill 3097, which authorizes the Board to delegate responsibilities to the Executive Director. It was sponsored by Representative Dave Quall of the 40th Legislative District, which includes parts of Skagit and Whatcom Counties. It was co-sponsored by Representative Don Barlow (6th Legislative District), Representative Skip Priest (30th Legislative District), and Representative Glenn Anderson (5th Legislative District). The bill was heard and passed, out of both the House Education Committee, which is chaired by Representative Quall, and the Senate K-12 Early Learning & Education Committee, which is chaired by Senator Rosemary McAuliffe of the 1st Legislative District. The bill is scheduled to be signed by Governor Gregoire on Friday, March 14.

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/ NO ACTION

DATE: MARCH 27, 2008

SUBJECT: THE BLACK EDUCATION STRATEGY ROUNDTABLE

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

PRESENTER: Dr. Thelma Jackson, President, Washington Alliance of Black
School Educators (WABSE)
Dr. James Smith, Adjunct Professor, City University
Dr. Mona Bailey, Sr. Associate, Institute for Educational Inquiry

BACKGROUND

The Black Education Strategy Roundtable is a collection of Black educators from all levels, community leaders, concerned parents, corporate leaders, and community based organization leaders, who meet to address the educational needs of Black students in the state of Washington. The Roundtable began as an informal advisory group convened by the Commission on African American Affairs in 2006. Its mission is to advocate for new policies and programs, to improve the educational attainment of Black learners at all levels of education.

The presenters will speak to the Board about the purpose and activities of the Roundtable. They will also voice concerns and ideas pertaining to the meaningful high school diploma, additional math credit(s), Algebra II, teacher qualifications, and system readiness.