

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: May 15, 2008

SUBJECT: **FINAL DIRECTION FOR DRAFT THIRD CREDIT OF
MATHEMATICS AND IMPLEMENTATION ISSUES AND
HIGH SCHOOL AND BEYOND PLAN**

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 took public comment and directed staff to address the issue of when a student's parents or guardians could participate in the meeting and sign off for the election of a third math credit other than Algebra II or the Career and Technical Education credit. The Board will wait until July when it reviews the new Algebra II standards before adopting the third credit of math.

Board staff has worked with the Washington State School Directors Association and the Professional Educator Standards Board on a survey to address implementation and teacher supply issues at the district level. We expect to have the results back in late June.

The current version of the rules inadvertently excluded the high school and beyond plan graduation requirements, which need to be included in the revised rules. The language has been included in revised draft rule with the third math credit.

Attached you will find a copy of the revised draft rule for the third math credit, based on Board direction, and the high school and beyond plan.

EXPECTED ACTION:

The Board will be asked, at the business meeting, to give staff any further direction before the rule is filed with the Code Reviser.



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

RULE REVISION

3RD MATHEMATICS CREDIT and HIGH SCHOOL AND BEYOND PLAN

May, 2008

(New language is underlined)

CURRENT LANGUAGE for 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.

AMENDATORY SECTION (Amending WSR 07-07-051, filed 3/14/07, effective 4/14/07)

WAC 180-51-061 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.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with 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.

(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. Assessment shall include the 10th grade Washington assessment of student learning beginning 2008)) the high school mathematic standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below.

(i) Unless otherwise provided for in (b)(iii) of this subsection, the three mathematics credits required under this section 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 (b) (i) (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).

(ii) 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:

(I) Algebra I and Geometry;

(II) Integrated Mathematics I and Integrated Mathematics II;

or

(III) Any combination of two mathematics courses set forth in

(b) (ii) (A) (I) and (II) 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), or designee for the student, and a high school representative 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) (or designee for the student if parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative 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.

(iii) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b) (i) (A) or (B) or (ii) (A) (I) or (II) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the 10th grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The

social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if 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. (RCW 28A.230.090(4).)

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state

superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate

competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have an education plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The 10th grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW

28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

[Statutory Authority: RCW 28A.230.090. 07-07-051, § 180-51-061, filed 3/14/07, effective 4/14/07; 04-23-004, § 180-51-061, filed 11/4/04, effective 12/5/04; 04-04-092, § 180-51-061, filed 2/3/04, effective 3/5/04; 01-13-114, § 180-51-061, filed 6/20/01, effective 7/21/01; 00-23-032, § 180-51-061, filed 11/8/00, effective 12/9/00.]