

PROPOSED REVISION TO MATH RULE

SUMMARY OF POLICY ISSUES /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS

Improving math achievement is consistent with the SBE's goals to improve student achievement overall, and to ensure Washington's students get the math foundation they need to succeed in post-secondary education, gainful employment, and citizenship.

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.

After considering extensive public comment, the Board adopted a new math rule (WAC 180-51-066) in July 2008, effective for students in the graduating class of 2013.

Since the adoption of the rule, an issue emerged that was not addressed in the current rule language. The issue pertains to students in the graduating class of 2013 who were in eighth grade during the 2008-2009 academic year, and may have successfully completed one or even two high school mathematics courses, most likely Algebra I and/or Geometry, or Integrated Mathematics I and/or II.¹ The law² permits students who have completed high school courses before attending high school to elect whether or not to record the high school credit on their transcript. However, the new math rule requires students to earn credit in Algebra I and Geometry (or Integrated Mathematics I and II).

As a result, counselors asked the Board to clarify what math courses students need to take when they enter high school.

POLICY CONSIDERATION

After hearing a presentation at the May 2009 Board meeting on two options for the revision of the math rule, the Board directed staff to bring to the July meeting for public hearing, the rule revision that would permit students who have successfully completed math classes prior to ninth grade to either repeat the course(s) already taken (to earn credit) or pursue one of two pathways:

¹ The Board's December 2008 Transcript Study of almost 15,000 2008 graduates indicated that 26% of the students had earned high school math credit prior to ninth grade.

² RCW 28A.230.090 states that "If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit..."

1. Move on to the next course in the progressive sequence of math courses, or
2. If they have completed Algebra II, elect to take a second (and third) math credit in math courses that are consistent with the student's education and career goals.

The new language for the math rule can be found in Appendix A.

EXPECTED ACTION

The Board will make amendments as needed to WAC 180-51-066 after the public hearing and adopt the revised rule.

Proposed Revision II to Math Rule (WAC 180-51-066)

WAC 180-51-066

Minimum requirements for high school graduation — Students entering the ninth grade on or after July 1, 2009.

(Only the mathematics section of the rule is duplicated here. The proposed revision is section iv, in **bold**.)

(b) Three **mathematics** credits that align with the high school mathematics 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) or (iv) 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; or

(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.

(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; or

(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;

(B) The student's elective choice 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) (or designee for the student if a parent or guardian is unavailable) 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 if a parent or guardian is unavailable), 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 a 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) (or designee for the student if a parent or guardian is unavailable) 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.

(iv) A student who has taken and successfully completed prior to ninth grade algebra I or integrated mathematics I, geometry or integrated mathematics II, algebra II or integrated mathematics III, or any combination of courses taken in a progressive sequence as provided in (1)(b)(i)(C)), but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

a) Repeat the course(s) for credit in high school; or

b) Complete three credits of mathematics as follows:

(1) A student that has taken and successfully completed algebra I or integrated mathematics I shall:

a) Earn the first high school credit in geometry or integrated mathematics II;

b) Earn a second high school credit in algebra II or integrated mathematics III; and

c) Earn a third high school credit in a math course that is consistent with the student's education and career goals.

(2) A student that has taken and successfully completed algebra I or integrated mathematics II, and geometry or integrated mathematics II, shall:

a) Earn the first high school credit in Algebra II or Integrated mathematics III; and

b) Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.