



THE NEW STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma

Working to Improve Student Achievement

Presentation to the Washington State Legislature,
Basic Education Task Force

May 6th, 2008

Mary Jean Ryan, Chair of the State Board of Education



Purpose of Briefing



Update on key board initiatives with implications for Basic Education Funding

- Meaningful High School Diploma
- System Performance Accountability
- A Real 180 Days



Basic Education Act Goals



“Provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.”



Building on Washington Learns



- All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a post secondary education program or career path.
- Washington will have a well-trained and educated workforce that meets the needs of our knowledge-based economy.



The State Board of Education Goals



Our Goals:

- Improve student achievement dramatically.
- Provide all students the opportunity to succeed in post secondary education, the 21st century world of work and citizenship.



The State Board of Education Key Initiatives



Our Key Initiatives:

- **Improve graduation requirements** to better prepare students for life after high school.
- **Create a system of accountability** to ensure no student falls through the cracks.
- **Build a world-class system** of math and science education.



Meaningful High School Diploma



Credit requirements have not changed since 1985.



Dramatic Changes:

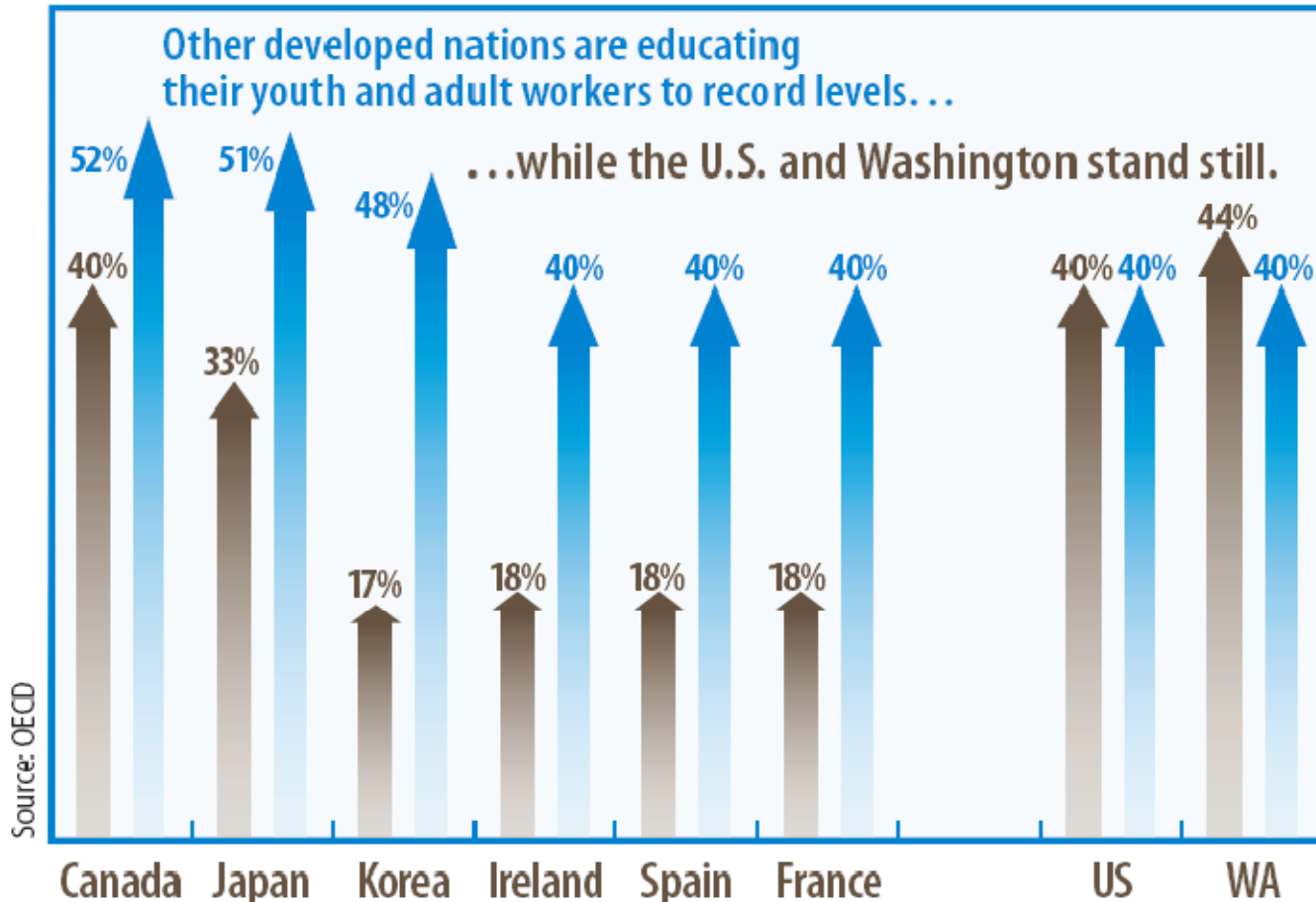


- Globalization
- Technological Change
- Demographic Shifts

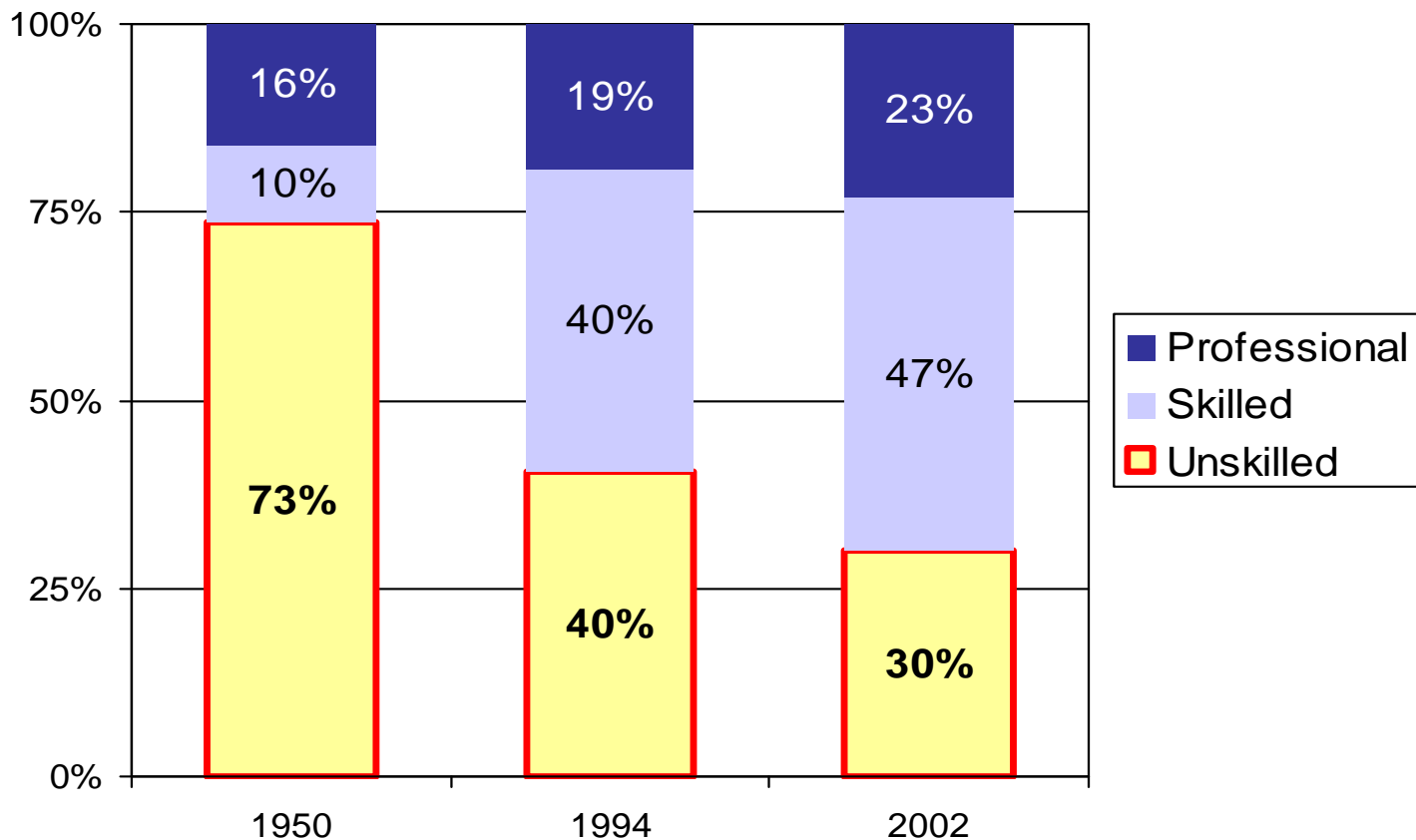
The economy and labor market into which we send our graduates has dramatically changed, skill requirements are rising.



We are Falling Behind in Helping our Students Thrive in a Global Economy



Unskilled Jobs Are Disappearing; Demand for Higher Skills is Rising



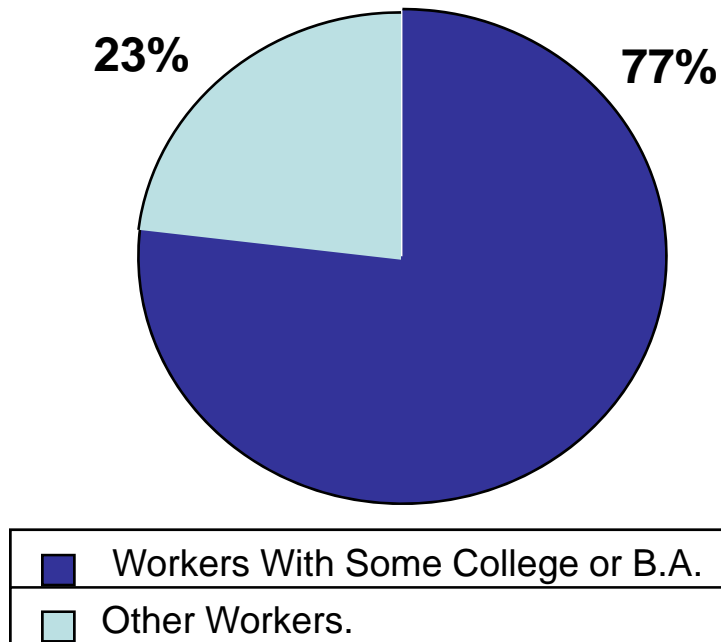
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Sources: American Diploma Project; U.S. Bureau of Census and Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis (Pennsylvania statewide)

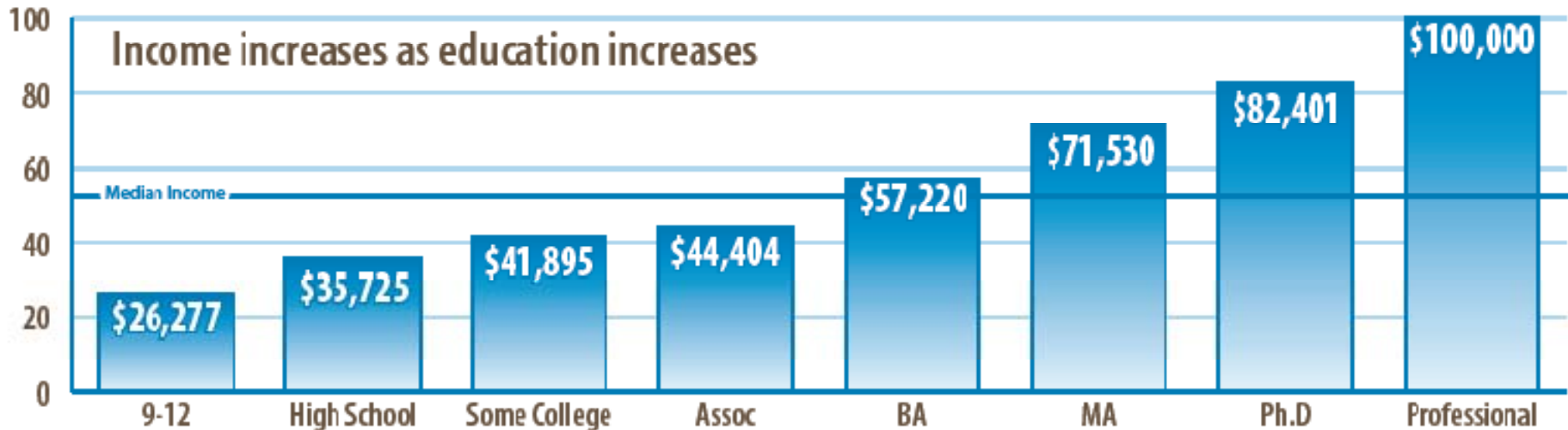
Family Wage Jobs Require Education After High School



By 2014, 77% of new family-wage jobs to support a family of three will be held by workers with education or training beyond high school.



Income Increases as Education Increases



Source: U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-60, "Money Income of Household, Families, and Persons in the United States," "Income, Poverty, and Valuation of Noncash Benefits," various years; and Series P-60, "Money Income in the United States," various years. From: *Digest of Education Statistics 2005*.



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Source: U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-60, "Money Income of Household, Families and Persons in the United States"; Graphic from HECB. "2008 Master Plan for Higher Education in Washington."

More than Half of Washington Students go on to Two or Four-Year Colleges



51.4% of students go on to a 2 or a 4 year college within 2 years of High School Graduation

Source: Washington State Graduate Follow-up Study: Class of 2004 All Graduates Two Years after Graduation Statewide Results Published October 2007



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Many Washington Students Are Not Prepared For College-level Work

Of college freshmen:

- 52% of community and technical college students who graduated from high school in 2006 required remedial classes in math, English or reading.
- In a 2007 survey of Washington residents, 84% said the remediation issue is a serious problem.

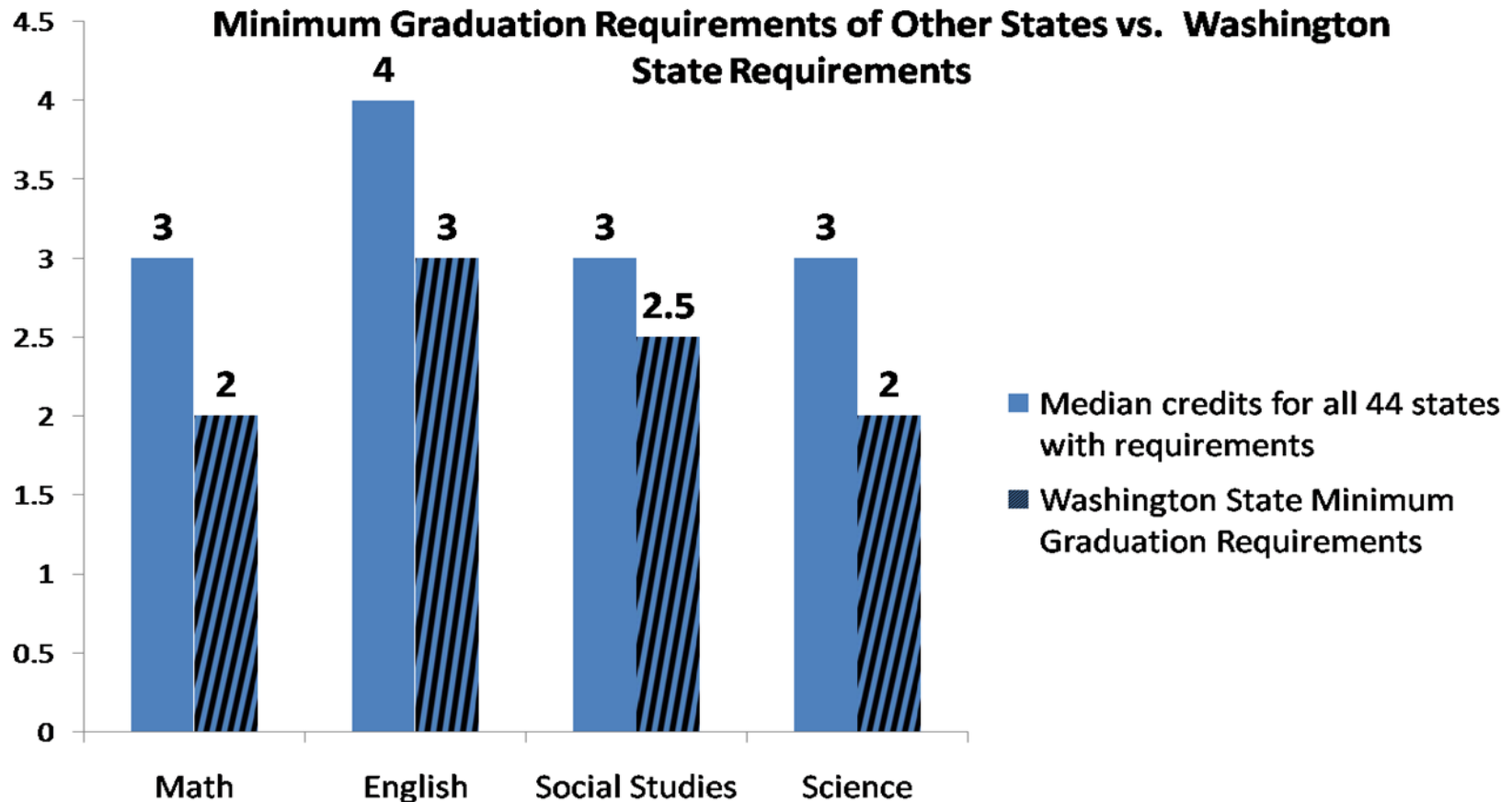


Expectation Gap Leaves Students Unprepared for Post Secondary Education

Four-year colleges expect students to exceed current minimum requirements in nearly every subject

Subject	Current Graduation Requirements	Four-year Public College Admission Requirements
English	3	4
Math	2	3 (1 senior year)
Science	2 (1 lab science)	2 (2 lab sciences)
Social Studies	2.5	3
World Language	0	2
Arts	1	1

Washington's Requirements are Far Behind Other States



Selected Subject Areas

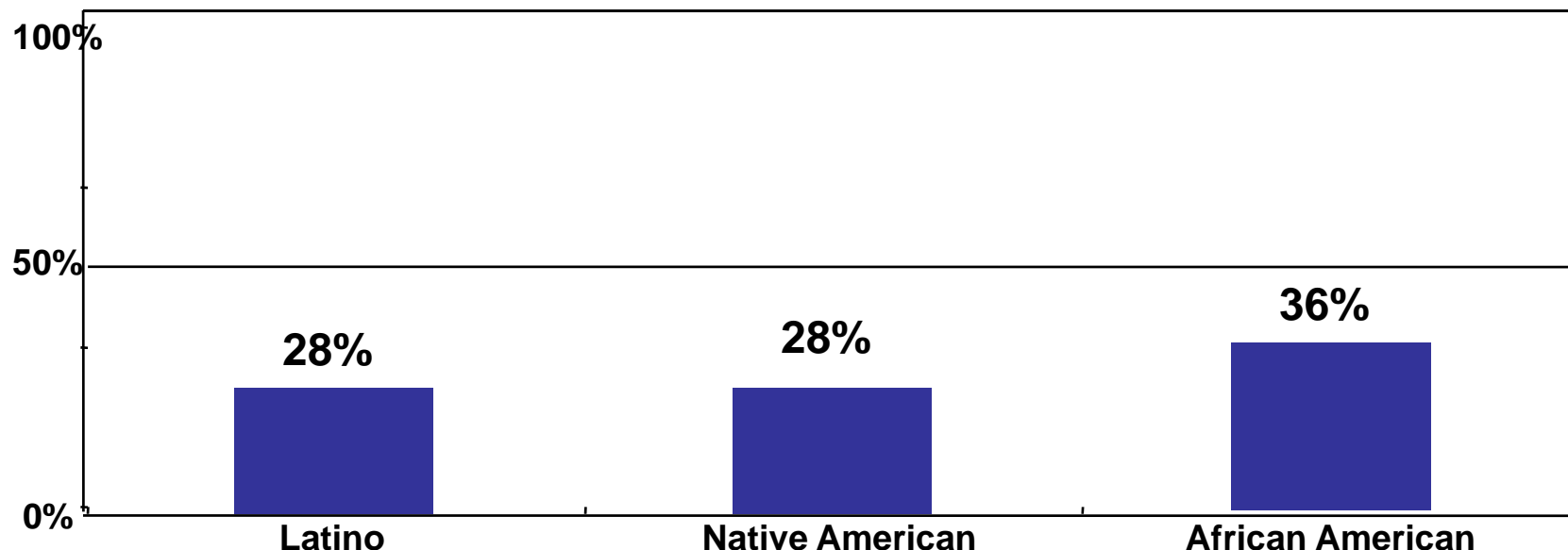
Note: Some states require a different number of credits depending upon the high school diploma granted. Computations for the table used the highest number of credits required for the standard high school diploma.

Source: Education Commission of the States. August, 2006.

“Students Who Need the Most From School Often Get the Least” – Kati Haycock, Education Trust

Few minority students take the classes needed to get into a 4-year college

Percent of 2006 Graduating Seniors* Who Took High School Courses Required for Admission to Washington's 4-Year Colleges

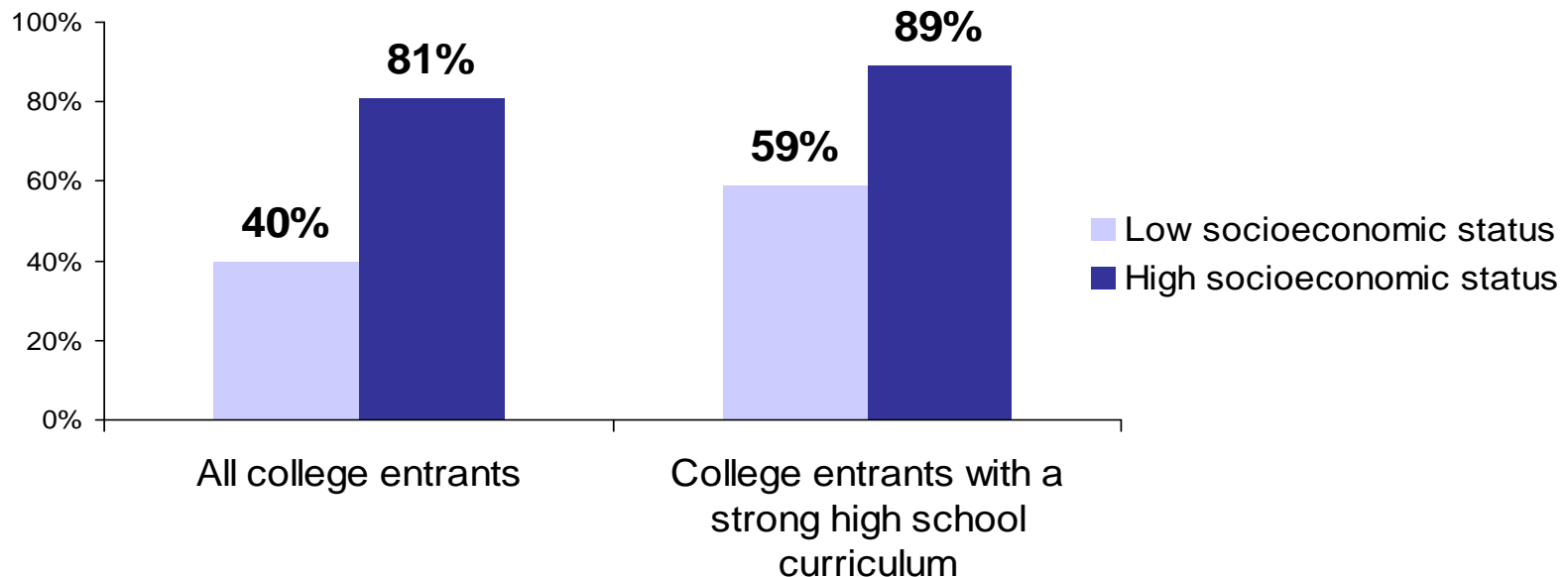


Sources: College & Work Ready Agenda, 2007; Based on a study by Fouts & Baker using transcript data of graduating classes of 2005 and 2006.

*Based on a sample of 42 Washington schools.

More Low-income Students Complete College When They Take a Rigorous High School Curriculum

Percentage of students completing a bachelor's degree



*Rigorous curriculum is defined as the top 40 percent of high school curriculum and the highest high school mathematics above Algebra II.

Note: These numbers reflect outcomes for high school graduates who enter four-year institutions with no delay.

Source: Adelman, Clifford. *The Toolbox Revisited*, U.S. Department of Education, 2006. Adapted from The Education Trust.

Time for Action: Time for a
Meaningful High School Diploma

The Board's Graduation Requirements Review Process

To date, the Board has:

- Reviewed state and national studies
- Collected current high school district requirements
- Re-examined purpose of diploma
- Listened to workforce, college and subject matter experts
- Listened to educators, parents, students, community and business leaders.



A Diploma for the 21st Century



The Board listened to significant public input from parents, students community and business leaders, community and technical college educators and higher education administrators and heard --

“One diploma - multiple pathways”



The Purpose of a Diploma



In January 2008, the board adopted a purpose statement for the diploma, the first sentence reads:

“The purpose of the diploma is to declare that a student is ready for success in post secondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.”



Opening Doors with CORE 24

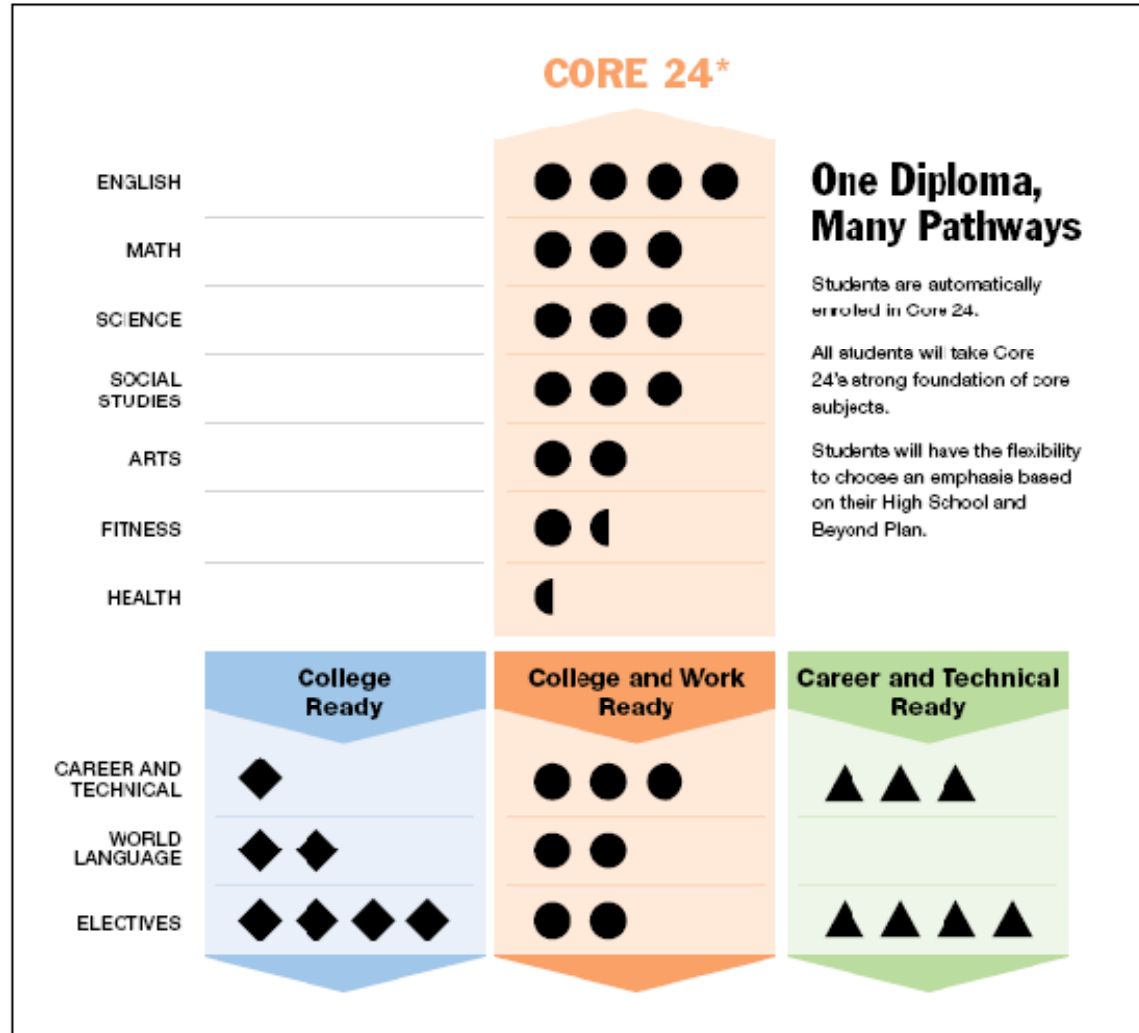
Key Principles

- **Equip everyone** Prepare ALL students for life after high school—in gainful employment, an apprenticeship or postsecondary education.
- **Expect more** Align requirements to meet the increased expectations of the 21st century workforce.
- **Provide flexibility** Allow student to customize their education, creating relevance to their interests.
- **Give focus** Encourage students to align course work to achieve their future career goals.
- **Plan ahead** Emphasize the High School and Beyond Plan to offer students personalized guidance to prepare them for work, postsecondary education, or both.
- **Start early** Prepare students to enter high school and create opportunities to meet high school graduation requirements in middle school.



CORE 24

One Diploma – Multiple Pathways



CORE 24 Features



- Automatic enrollment feature – opening doors philosophy
- Personalization provisions
- Making Middle School count
- Stresses the importance of the High School and Beyond Plan – need for stronger guidance in the system



Existing graduation requirements compared with CORE 24



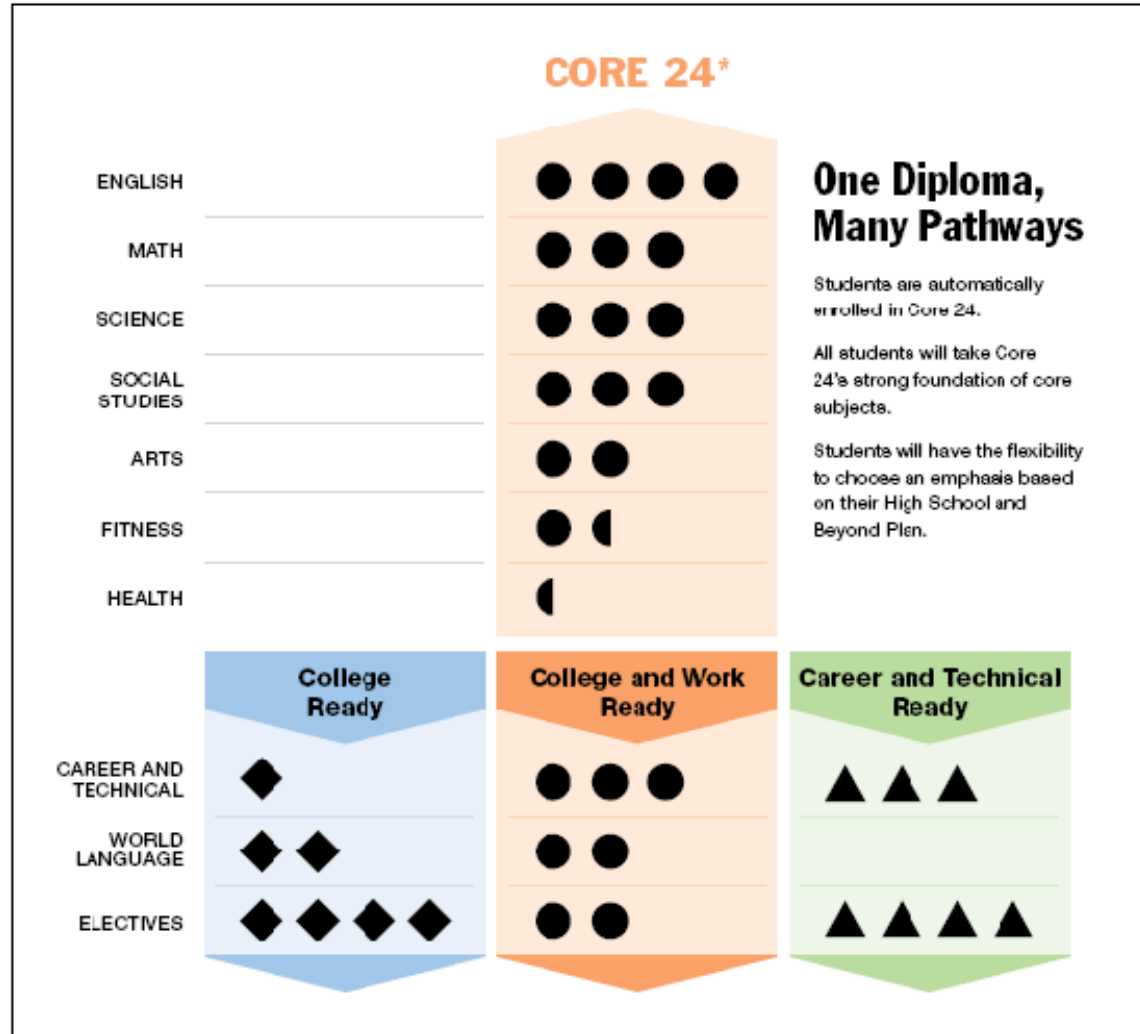
Subject	Current 19 Credits	Core 24
English	3.0	4.0
Math	2.0	3.0 (1 in senior year)
Science	2.0 (1 lab)	3.0 (2 lab)
Social Studies	2.5	3.0
Fitness		1.5
Health	2.0	.5
Arts	1.0	2.0
CTE	1.0	3
World Language	0	2.0
Electives	5.5	2.0
Total	19	24.0

* Note: Most districts currently require between 22 and 24 credits



CORE 24

One Diploma – Multiple Pathways



Next Steps...



Spring/Summer 2008:

- Solicit public input on graduation requirements.
- Adopt final package on graduation requirements in July 2008 for 2009 session.
- Provide input to Basic Education Funding Task Force.



Basic Ed = Strong H.S. preparation



The Board is especially sensitive to identifying potential implementation challenges.

- No unfunded mandates.
 - The Culminating Project and High School and Beyond Plan were mandated without resources.
- Need for investment in six period day
 - CORE 24 will require state investment and revisions to the definition of Basic Education
- Basic education must include strong High School preparatio



System Performance and Accountability



In 2005, the state Legislature directed SBE to create a system of accountability to improve student achievement.

- SBE is collecting input from educators, teachers, parents, community and business leaders and others.
- SBE is conducting two studies:
 - To better understand the policy barriers schools and districts face to improving student achievement, and
 - To develop options for state/local partnership models to help schools where students persistently do not meet state standards.



System Performance and Accountability



SBE is developing a system of accountability that includes:

- Clear, appropriate indicators and measurements to monitor progress of the education system.
- A continuous improvement assistance program for all Washington schools and districts.
- Criteria to identify schools and districts in which students are successful, need assistance, or consistently fail to meet state standards; and proposals to create targeted state/local partnerships to help improve student achievement.



Next Steps



- September 2008: Board to adopt full proposal package; legislative and budget proposals to the Governor.
- Fall-Winter 2008: Public input on proposed legislative and budget package; SBE Symposium with Professional Educators Standards Board and others.



A Real 180 Days – let's stop the
unfortunate trade off.

Waivers = Less than 180 days of Student Instruction Time



- 1995: Waivers from 180-day school year requirement provided to schools in districts.
- “Exceptional opportunities” for districts and schools to use a day(s) in school calendar to enhance educational program for all students.
- From 1995-2007, 115 districts have had waivers for one or more of its schools and for one or more years.
- The large majority of districts request between 2-5 days per year. The most frequently requested number of days is 3.
- In 2006, the number of days was capped at 9.



Use of Waivers Is Growing



In 2007-08, 83 districts had a waiver for one or more of its schools; the number of districts has grown over the years.

School Year	#Districts with a Waiver
2007-08	83
2006-07	81
2005-06	73
2004-05	69
2003-04	64

Today, over 359,600 students attend schools with waiver days



A Real 180 Days



Please provide funds in Basic Education and end the need for waivers.



Let's Work Together



- Stronger High School Preparation
- A K-12 System with strong accountability
- A Real 180 Days

Thank You!



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Washington State
Board of Education

Our common goal: preparing students to succeed in postsecondary education, the workforce and citizenship.