

# STATE BOARD OF EDUCATION

**HEARING TYPE:**      X   INFORMATION/NO ACTION

**DATE:**            March 13, 2007

**SUBJECT:**           **Joint Mathematics Action Plan and Independent Mathematics Standards Review for K-12 Education**

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

**PRESENTERS:**      Edie Harding and Mary Jean Ryan  
                          State Board of Education

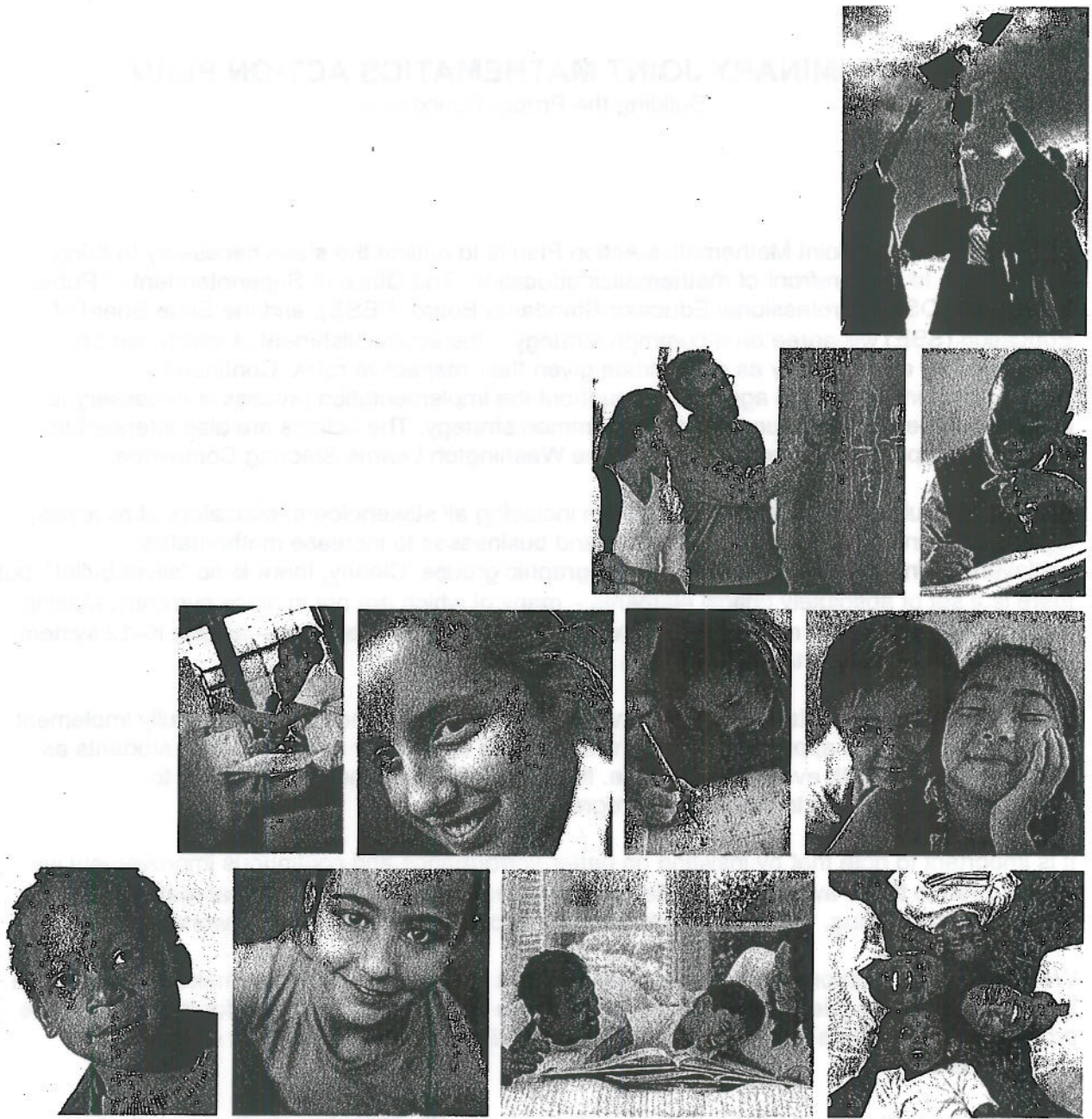
## **BACKGROUND:**

Washington has a standards-based system of accountability, instructional leadership and support that has evolved over more than a decade. The continuity and consistency of this system over time represents major investments in funding, teaching, and learning in the K-12 system. Due to concerns that only fifty eight percent (58%) of the students who took the 10th grade mathematics Washington Assessment of Student Learning (WASL) in 2006 met the standards needed for high school graduation, the State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) created a Joint Mathematics Action Plan to address ways to examine and improve the educational system for our mathematics students. An update on the progress for implementing this plan will be reviewed at the Board meeting.

In addition, the Governor of Washington commissioned a Committee, "Washington Learns," which recently completed an eighteen month review of the entire education system. Both the Joint Mathematics Action Plan and the Governor call for an independent review of Washington's K-12 mathematics standards (the Essential Academic Learning Requirements and Grade Level Expectations). The SBE has agreed to lead the independent review. At the January 26, 2007, meeting, SBE members adopted a charge to contract with a respected national Consultant or Consultants to conduct this independent review and subsequently report recommendations back to the SBE and the Office of Superintendent of Public Instruction for appropriate action.

A request for proposals has been issued (the full copy may be found on our Web site <http://www.sbe.wa.gov/pressrelease/mathpanel.htm>). Proposals are due on Friday, March 2. The Executive Committee and Steve Floyd, Chair of the Mathematics Subcommittee, will review proposals and hope to make a decision by Wednesday, March 7. Edie Harding has sent an email to over 50 people (higher education and K-12 mathematics faculty, business members, K-12 curriculum and administrators, and

parents) inviting them to submit a one page letter stating their qualifications and interest for serving on a panel of Washingtonians who will work with the consultant hired. Those applications are due in mid-March. Edie Harding will select panel members from the applicants. The work of the consultant and Washington panel is expected to begin in early April and conclude by mid-August.



STATE OF WASHINGTON  
**PROFESSIONAL EDUCATOR  
 STANDARDS BOARD**



# Joint Mathematics Action Plan

## Building the Proper Foundation

November 30, 2006



# PRELIMINARY JOINT MATHEMATICS ACTION PLAN

## Building the Proper Foundation

### A. Introduction:

The purpose of the Joint Mathematics Action Plan is to outline the steps necessary to bring Washington to the forefront of mathematics education. The Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), and the State Board of Education (SBE) will agree on a common strategy – the accomplishment of which can be addressed by each agency as appropriate given their respective roles. Continued communication among the agencies throughout the implementation process is necessary to enhance and ensure the success of this common strategy. The actions are also intended to reflect and expand upon the strategies of the Washington Learns Steering Committee.

We need to build a strong statewide system including all stakeholders, educators at all levels, legislators, parents, community members, and businesses to increase mathematics achievement in all schools and for all demographic groups. Clearly, there is no “silver bullet”, but there is a set of absolutely critical elements – many of which are not in place currently. Making major progress will take much work and we should approach it together – as one K–12 system, with strong connections to early learning and higher education.

The actions we need to take will require varying levels of time and resources to fully implement. It will be important to approach the work with a sense of urgency so we can help students as much as possible with every step we take. It may require some new approaches to implementation in order to make rapid progress.

It is important to note that by insisting on better performance and continuous improvement we do not need to throw away current effective practices – in many schools great mathematics education is occurring, we hope to enhance and expand on what is already working.

We must build an accountability system that defines the actions needed to make a difference in improving student achievement in mathematics. We will develop measures for the work we are proposing and create a feedback loop that will identify successes and areas of needed improvement.

We must honor the things we have done well and face with clarity the challenges before us. This proposal outlines:

- Current challenges
- Joint actions to address these challenges
- Timelines for action (available January 2007)
- Monitoring results, goals, and performance indicators (available January 2007)



## **B. The Current Challenge:**

### **Students Gaining the Knowledge and Skills Needed to Meet High School and Beyond Performance Standards**

In June 2006 51 percent (37,928 students) of the Class of 2008 passed the 10<sup>th</sup> grade mathematics Washington Assessment of Student Learning (WASL). Forty-nine percent of seventh graders passed the mathematics WASL and 59 percent of fourth graders passed the mathematics WASL. While progress has continued over the last four years, the results show much work needs to be done. Results are slightly better in the elementary levels than middle school and high school, but progress has been relatively flat for the last few years. Table 1 below, highlights the percent of students meeting the mathematics WASL standard over the last four years by the fourth, seventh, and 10<sup>th</sup> grades.

**Table 1**

<b>Percent of Students Who Met Mathematics Standard</b>			
<b>School Year</b>	<b>4th Grade Mathematics</b>	<b>7th Grade Mathematics</b>	<b>10th Grade Mathematics</b>
2002 – 03	55.2%	36.8%	39.4%
2003 – 04	59.9%	46.3%	43.5%
2004 – 05	60.8%	50.8%	47.5%
2005 – 06 <sup>1</sup>	58.9%	48.5%	51.0%

Source: OSPI School Report Card

As of June 2006 36,383 10<sup>th</sup> graders had not met the mathematics WASL standard. Those who did not meet standard are represented in Table 2 below.

**Table 2**

<b>Students Not Meeting Standard on the 10<sup>th</sup> Grade Mathematics WASL June 2006</b>		
	<b>Number</b>	<b>Percent</b>
Level 2	17,767	24%
Level 1	14,866	20%
No Score	3,750	5%
<b>Total:</b>	<b>36,383</b>	<b>49%</b>

Source: OSPI School Report Card

<sup>1</sup> Numbers used in Tables 1, 2, and 3 are as of June 2006. Retake data is not included.

In addition, many subcategories of 10<sup>th</sup> grade students – low income, Native American, African American, Hispanic, Special Education, Bilingual, and Migrant were even less successful with passage rates ranging from 12 percent to 30 percent.

While these students will have additional opportunities to retake the WASL or use the alternative assessments, a number of them will still not meet standard thus not obtain the Certificate of Academic Achievement necessary to receive a high school diploma. For details by category see Table 3 below.

**Table 3**

<b>June 2006 Results: Student Subgroups Meeting Standard on the 10<sup>th</sup> Grade Mathematics WASL</b>			
<b>Subgroup</b>	<b>% Meeting Level 3 &amp; 4</b>	<b>% Meeting Level 2</b>	<b>% Meeting Level 1 (or no score)</b>
African American	23%	26%	51%
Asian	60%	21%	19%
Hispanic	25%	26%	49%
Low Income	30%	27%	43%
Limited English Programs	13%	26%	66%
Native American	30%	26%	44%
Special Education	12%	15%	73%
White	57%	24%	19%
Female	50%	25%	25%
Male	52%	23%	25%
<b>ALL STUDENTS</b>	<b>51%</b>	<b>24%</b>	<b>25%</b>

Source: OSPI School Report Card

Once students enter public colleges and universities, their poor performance in mathematics continues to be reflected in the percent of students taking remedial mathematics, which is defined as Algebra II or lower. In 2003 31 percent of Washington students who entered a college or university within one year of graduation had to take remedial mathematics.<sup>2</sup>

Why are students not performing better in mathematics? A number of system challenges have been identified including the following:

- There are questions about the appropriateness of the standards.
- The current system lacks the ability to ensure students actually take mathematics classes and curriculum aligned with the Essential Academic Learning Requirements (EALRs) and the Grade Level Expectations (GLEs).
- There is a lack of highly-qualified mathematics teachers.

<sup>2</sup> Washington State High School Graduate Follow Up Study Class of 2003 and Beyond Study. <http://www.sesrc.wsu.edu/gfs/>



- The high school mathematics graduation requirement is “seat time” based whereas the WASL is competency based. In addition, the high school mathematics graduation requirement is not aligned with college entry requirements.
- Teachers lack classroom assessments and intervention strategies to monitor and help individual student performance.
- The state lacks adequate management information to track effective practices within the K–12 system. There needs to be better data on teacher credentials, student course taking, and remedial interventions being provided.
- Community members have differing expectations about the kind of mathematics students need to learn.

These issues are addressed below in the joint plan of action.

### **C. Joint Plan of Action:**

#### **I. Align Standards, Curriculum, and Assessment**

The state holds school districts responsible for multiple conflicting standards (EALRs, GLEs, high school graduation requirements, college admissions, and placement tests). Local districts choose the curriculum and instructional materials for teachers to use. These choices are not always aligned with state standards. Teachers need more immediate ways than the annual WASL to assess student progress.

##### **a. Clarify and revise the mathematics standards.**

OSPI, in collaboration with the State Board of Education, will clarify and revise the mathematics standards to ensure they are clear and at an appropriate level. Washington's standards need to be benchmarked against the best of national and international mathematics standards.

When clarifying and revising the standards, OSPI will:

- Participate in the international benchmarking system of Trends in International Math and Science Study (TIMSS) and/or the Program for International Student Assessment (PISA).
- Analyze the National Council of Teachers of Mathematics (NCTM) “Focal Points” work as well as the recommendations of the President’s Mathematics Panel.
- Convene an independent national panel with diverse perspectives to get a balanced review of the mathematics standards to inform the debate about how mathematics is taught.
- Convene individuals and mathematics experts in Washington State ranging from higher education institutions, industry, parents, the SBE, highest-achieving K–12 schools, and skills centers to determine comparability with national and international standards and define world class standards.
- Provide public forums for feedback as reviews occur to revise and clarify the standards.



**b. Revise the mathematics WASL as appropriate after examining standards.**

OSPI will, as necessary, revise the mathematics WASL so it aligns with the required standards so they are consistent with accepted testing standards.

**c. Provide aligned mathematics curriculum and instructional intervention materials.**

- OSPI will select, and supplement as necessary, a K–12 mathematics curricular menu (instructional materials) which requires a narrowed list of aligned texts and materials. These will be aligned with the standards and the assessment.
- OSPI, through the Educational Service Districts (ESDs) and school districts, will provide professional development for implementing the curricular menu. In this effort, OSPI will identify intervention strategies for increasing computational fluency.
- Consistent with the accountability system developed by the State Board, require districts to choose from the curricular menu under the achievement and improvement index established as part of the accountability system.
- Provide funding to the extent funds are appropriated for districts to purchase materials.
- Seek legislation to authorize OSPI to enter into master agreements with the publisher(s) to reduce costs.
- Seek legislative funding for online options to use in districts and by parents including instructional resources to support mathematics teaching and learning.

**d. Provide formative and diagnostic assessments.**

OSPI will identify (create if necessary) and disseminate formative and diagnostic assessments teachers can use to track student progress and tailor instruction to individual students.

## **II. Ensure Quality Teaching**

Ensuring prospective and current teachers have the capacity to teach mathematics so as to dramatically improve student achievement requires a combination of high-quality preservice preparation and ongoing professional development. To that end, OSPI and the PESB will work collaboratively.

The PESB will:

**a. Improve teacher recruitment and retention.**

The PESB will request that the Legislature create scholarships, increase funding for conditional loans, provide differential pay to attract mathematics teaching talent, and take other innovative actions to recruit and retain mathematics teachers.

**b. Expand the Alternative Routes Program.**

The PESB will request that the Legislature increase funding for the Alternatives Route Program, with a particular focus on new recruitment strategies for prospective mathematics teachers, including possible incentives for business and industry.

- c. **Require mathematics teacher preparation programs address the curricular menu** adopted by the SBE and the use of formative and summative student performance data to inform instruction.
- d. **Provide university faculty professional development.**  
The PESB will support an OSPI request for funds to provide professional development opportunities for university mathematics education faculty on an annual basis.
- e. **Adopt more rigorous and relevant mathematics endorsement requirements** by completing work to revise the endorsement competencies for elementary, middle level, and secondary mathematics. The new competencies will be based on national mathematics standards. The PESB will adopt a process for reviewing and revising these competencies on a regular cycle.
- f. **Align the mathematics content test for teachers.**  
Align the required mathematics portion of the content tests for elementary education, middle level mathematics/science, and secondary mathematics endorsements with the new competencies.
- g. **Integrate mathematics content** into other content areas by incorporating language into the revised knowledge and skill standards for teacher preparation programs.
- h. **Eliminate out-of-endorsement assignments by:**
  - Advocating for the funding of a state-level data system to track educator assignments and credentials.
  - Limiting the opportunity for individuals who are not fully endorsed to teach mathematics.
  - Placing a time limit on the assignment of science teachers to teach mathematics without earning a mathematics endorsement.
  - Creating more options, access, and incentives for educators to add a mathematics endorsement to their certificate.
  - Examining the influence of local hiring practices and local contract agreements related to assignment.
- i. **Raise standards for continuing education providers** by adopting a new process and new standards for state approval and evaluation of continuing education providers to ensure teachers have access to high-quality continuing education opportunities in mathematics.

OSPI will:

- j. **Implement a statewide professional development system.**  
OSPI will implement a statewide, strategic, professional development system that is focused, sustained, and job-embedded. In partnership with the ESDs this professional development will provide opportunities that deepen teacher knowledge of mathematics, increase teachers' skills in how to teach mathematics, and improve understanding about how children learn mathematics.



The plan will provide assistance in implementing the mathematics curricular menu choices, assessment tools, and intervention strategies. This training will be differentiated based on the individual needs of teachers. OSPI will request funding for teachers to attend or to pay for substitute teachers. By 2010 these professional development courses will be required for all mathematics teachers. All resources necessary for implementation of these newly learned techniques and skills will be provided to teachers.

**k. Provide time for educators to identify and implement effective strategies to improve mathematics achievement.**

OSPI recommends that the Legislature fund two additional days each year until it reaches a total of eight. These days will initially be focused on professional development in mathematics learning for all elementary and secondary mathematics teachers. These days will be available for all teachers who teach mathematics to collaboratively identify and implement actions to improve mathematics instruction and learning achievement in their schools.

**III. Strengthen High School Mathematics**

The requirements for high school graduation are not aligned to the standards and assessments for 10<sup>th</sup> grade mathematics. There are no state expectations for mathematics beyond a two-credit requirement and meeting the standards measured by the 10<sup>th</sup> grade WASL. This does not encourage students to accelerate their mathematics learning for college or post secondary training they may wish to pursue. Many students choose not to take mathematics in their senior year, which results in a loss of mathematical skill before they enter post-secondary institutions.

There is a disjuncture between the K–12 education system and postsecondary—both two- and four-year institutions. Students receive mixed signals about expectations and requirements because the two systems are not aligned. A student may complete all the requirements and meet all the standards to graduate from high school, including passing an exit examination and yet be required to take remedial courses in college. Colleges and universities have many different placement exams that students know little or nothing about. This adds to the students' confusion about what is expected.

Many students do not currently have access to advanced mathematics courses in their high school. This leads to an unequal playing field for those students when they enter postsecondary education.

To address these issues the State Board of Education recommends the following:

**a. Revise Graduation Requirements**

The State Board of Education envisions a two-step process. First, the Board shall immediately revise the Washington Administrative Code (WAC) to state explicitly that the two-credit mathematics graduation requirement is to be met by successful completion of mathematics classes that align with the mathematics GLEs for ninth and tenth grade.

To assist school districts, OSPI will publish an initial course list by March 1, 2007. Pursuant to OSPI guidance, districts may petition to add eligible courses by providing relevant course information to OSPI. This requirement shall take effect for the 2007–08 school year.



In addition, students will incorporate in their individual high school and beyond plan (required as a high school graduation requirement) the kinds of mathematics they need to take to prepare them for their first year after high school whether it be attending college, an apprenticeship program, or employment.

Second, the SBE will examine the high school mathematics graduation requirements as part of its study on a meaningful high school diploma due in 2007. It will examine content as well as credits required for mathematics. Washington Learns asked the Board to adopt international performance standards (benchmarked to TIMSS or PISA) for mathematics and science by December 2007. Washington Learns also assigned the SBE to amend the high school graduation requirements to include a minimum of three years of mathematics, which may include applied mathematics. As a part of the Board's work, it will focus on the competencies students need to graduate from high school to succeed in college or the workforce. The SBE may also look at other states and countries high school "graduation" requirements in mathematics.

**b. Provide an opportunity for students to take a common college placement test.**

Starting in the 2009–10 school year, it is recommended that the Legislature provide all high school students the opportunity to take a common college mathematics placement test. The purpose of this common diagnostic test with a common cutscore is to identify for students the level of college mathematics they are presently prepared for. Based on the result of this test, students can better select the proper level of mathematics instruction for their senior year to avoid remediation upon college entrance. Funding from the Legislature will be needed to pay for the cost of administering the placement tests. Washington Learns is asking the two-year and four-year colleges and universities to develop one college readiness test (subject to appropriations) that can be used for placement decisions.

**c. Increase opportunities for students to take rigorous mathematics classes.**

The SBE and OSPI recommend that the Legislature provide incentives for school districts to encourage Running Start mathematics courses for those students who are excelling in mathematics, and significantly increase the availability of rigorous mathematics classes and assessments. This includes the mathematics courses offered in Advanced Placement (AP) and in the International Baccalaureate (IB) programs.

#### **IV. Deliver Efficient, Effective, and Equitable Instruction and Interventions**

Students in the earlier grades lack access to Promoting Academic Success (PAS) funding to help when experiencing difficulty with mathematics based on the WASL results. While Learning Assistance Program (LAP) funds are allocated, they are not sufficient to meet the needs.

Currently, local school districts also lack knowledge about effective diagnostic assessments and intervention programs to help students improve their mathematics achievement.

**a. Offer "segmented" mathematics assessments as part of an aligned mathematics class.**

OSPI will implement the segmented mathematics WASL as soon as possible, starting no later than the 2007–08 school year and align the Level 2 remedial modules with the segmented WASL. The Legislature should authorize the segmented WASL to be



available in 2007–08 as an authorized alternative assessment method, subject to SBE approval. These courses should have smaller class sizes. All students enrolled in these courses should also be enrolled in a regular mathematics course.

**b. Examine effective use of time and opportunity to learn.**

Seek funding to examine the use of the school day and year to increase the effectiveness of learning. Review extending the school year to minimize the learning loss that occurs due to a lengthy summer break. Investigate ways to make the use of each day as efficient as possible.

**c. Continue to fund and improve the PAS program.**

The Legislature should continue to fund the PAS program and provide additional funding for elementary and middle school. Districts should use the evaluation of the PAS program, as it becomes available, to strengthen the program. Require schools and school districts to use tested and effective remedial strategies in exchange for receipt of PAS funds. Tight quality control is needed through OSPI oversight.

**d. Expand the availability of the instructional modules.**

OSPI will provide Level 1 and Level 2 instructional modules to high schools and provide extensive professional development on how to use them effectively. The Level 1 modules need to be completed this school year so both Level 1 and Level 2 can be implemented in the summer of 2007 and in the 2007–08 school year.

Serious intervention efforts must start earlier (i.e., in elementary and middle schools) so learning deficiencies can be quickly remedied. The modules should be continually revised so they reflect the areas of greatest deficiency.

Using the high school modules as an example, instructional modules should be designed for Level 1 students in middle and primary grades.

**e. Provide personalized intervention programs K–12.**

OSPI will review, identify, and create if necessary, effective intervention programs and strategies that tailor instruction to the needs of individual students as identified in the diagnostic assessments. OSPI should consider online programs and other strategies and appropriate class sizes.

**f. Address the unique needs of English Language Learners (ELL).**

OSPI, PESB, the SBE, and the Legislature need to pay special attention to improving the education provided to non-English-speaking students. Graduation requirements as well as interventions need to be tailored for ELL students. State agencies will need to work with the federal government to change provisions for ELL students identified through No Child Left Behind.

## **V. Strengthen Accountability**

Currently local school districts can choose the data system for entering their data. Eighty-five percent of the districts are on the Washington School Information Processing Cooperative. The larger districts have their own data system. The state has limited data on

students through OSPI's Core Student Record System. There is no automated system on teacher qualifications.

To ensure that policy decisions are data-driven and focused on increasing student achievement, the PESB and SBE will work with OSPI to develop and implement state-level capacity to collect and analyze critical data on students and teachers. The data on both students and teachers needs to be interconnected to identify effective teaching for student achievement.

## **VI. Community Outreach**

Parents, community, and business leaders are acutely aware of the low performance of high school students on the mathematics WASL. To continue to receive positive support from these constituencies, information is needed to show them why students need to learn mathematics, what this should look like, and how they can support Washington's students.

**Develop a Public/Private Partnership** to inform legislators, parents, the general public, educators, and media about the importance of both computation and meaning in the K–12 mathematics curriculum. The partnership should work to:

- Stress the importance of every student learning to think mathematically.
- Emphasize students must learn BOTH concepts and computational fluency.
- Understand why mathematics helps students and the state to compete internationally.
- Have the tools to understand what their children are learning and how to help with homework.

Timelines and Performance Indicators will be available by January 2007



Students through OAI's Core Student Record System. There is an automated system for record processing.

To ensure that policy changes are data-driven and focused on improving student achievement, the PERS and OAI will work with OAI to develop and implement state-level capacity to collect and analyze central data on students and teachers. The data on both students and teacher needs to be incorporated to identify effective teaching for student achievement.

## VI. Community Outreach

Parents, community, and business leaders are already aware of the low performance of school students on the mathematics WASL. To continue to receive positive support from these constituencies, information is needed to show them why students need to learn mathematics, what this should look like, and how they can support Washington's students.

Develop a Public/Private Partnership to fund legislation, grants, the general public, educators, and media about the importance of math computation and reasoning in the K-12 mathematics curriculum. The partnership should work to:

- Encourage students and teachers to think mathematically.
- Encourage students and teachers to communicate their math.
- Understand why math really helps students and the state to succeed in the 21st century.
- Have the tools to understand what their children are learning and how to help with homework.

Timeline and Performance Indicators will be available by January 2007.

## **1. INTRODUCTION**

### **1.1. PURPOSE AND BACKGROUND**

The Washington State Board of Education hereafter called "SBE," is initiating this Request for Proposals (RFP) to solicit proposals from Consultants interested in performing an independent review of Washington's K–12 mathematics standards. Additional information is as follows:

Washington has a standards-based system of accountability, instructional leadership and support that has evolved over more than a decade. The continuity and consistency of this system over time represents major investments in funding, teaching and learning in the K–12 system. Due to concerns that only fifty eight percent (58%) of the students who took the 10<sup>th</sup> grade mathematics Washington Assessment of Student Learning (WASL) in 2006 met the standards needed for high school graduation, the SBE, Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) created a Joint Mathematics Action Plan (see [www.sbe.wa.gov](http://www.sbe.wa.gov)) to address ways to examine and improve the educational system for our mathematics students. In addition, the Governor of Washington commissioned a Committee, "Washington Learns," which recently completed an eighteen month review of the entire education system. Both the Joint Mathematics Action Plan and the Governor called for an independent review of Washington's K-12 mathematics standards (the Essential Academic Learning Requirements and Grade Level Expectations). The SBE has agreed to lead the independent review.

At the January 26, 2007 meeting, the SBE adopted a charge to contract with a respected national Consultant or Consultants to conduct this independent review and subsequently report recommendations back to the SBE and OSPI for appropriate action.

### **1.2. OBJECTIVE**

The purpose of this review is to analyze the strengths and weaknesses of Washington's current K-12 mathematics standards. The ultimate goal is to ensure the K–12 education Washington students are receiving prepares them to successfully enter the world of work and postsecondary training with the applied skills, computational fluency and conceptual knowledge they need.

### **1.3. STATE'S ROLE**

The state shall provide the Consultant(s) with access to prior studies of the standards and the expertise of the National Technical Advisory Committee, which conducts an ongoing, independent review of Washington's state assessment system for the state superintendent. The state shall also provide the Consultant(s) with access to any pertinent assessment data relevant to actual student achievement trends from the inception of the mathematics assessment program. The state will convene the review panel of Washington State members for meetings with the Consultant(s).

### **1.4. MINIMUM QUALIFICATIONS**

The Consultant must be licensed to do business in the state of Washington. The Consultant must have successfully completed K–12 mathematics standards reviews in other states with a panel of involved mathematics educators and community members. The Consultant and members of the Consultant's team must have mathematics credentials and knowledge of international, national and state mathematics standards.



**1.5. FUNDING**

The Consultant shall provide a competitive cost estimate to perform the work.

Any contract awarded as a result of this procurement is contingent upon the availability of funding.

**1.6. PERIOD OF PERFORMANCE**

The period of performance of any contract resulting from this RFP is tentatively scheduled to begin on or about April 2, 2007 and to end on August 15, 2007. Amendments extending the period of performance, if any, shall be at the sole discretion of the SBE.

**1.7. DEFINITIONS**

Definitions for the purposes of this RFP include:

**Consultant** – Individual or company submitting a proposal in order to attain a contract with the SBE.

**Contractor** – Individual or company whose proposal has been accepted by the SBE and is awarded a fully executed, written contract.

**OSPI** – Washington State Office of Superintendent of Public Instruction

**Proposal** – A formal offer submitted in response to this solicitation.

**Request for Proposals (RFP)** – Formal procurement document in which a service or need is identified but no specific method to achieve it has been chosen. The purpose of an RFP is to permit the Consultant community to suggest various approaches to meet the need at a given price.

**SBE** – The State Board of Education is the agency of the state of Washington that is issuing this RFP.

**Washington Panel** – A panel appointed by the State Board of Education of mathematics teachers, school and district curriculum leaders, higher education faculty, parents, and business and community leaders. See Exhibit C for more information.

**1.8. ADA**

The SBE complies with the Americans with Disabilities Act (ADA). Consultants may contact the RFP Coordinator to receive this RFP in Braille or on tape.

**2. GENERAL INFORMATION FOR CONSULTANTS**

**2.1. RFP COORDINATOR**

The RFP Coordinator is the sole point of contact in the SBE for this procurement. All communication between the Consultant and the SBE upon receipt of this RFP shall be with the RFP Coordinator, as follows:

Name	Laura Moore
Address	P. O. Box 47206
City, State, Zip Code	Olympia, WA 98504-7206
Phone Number	360-725-6027
Fax Number	360-586-2357
Email Address	sbe@k12.wa.us



Any other communication will be considered unofficial and non-binding on the SBE. Consultants are to rely on written statements issued by the RFP Coordinator. Communication directed to parties other than the RFP Coordinator may result in disqualification of the Consultant.

## 2.2. ESTIMATED SCHEDULE OF PROCUREMENT ACTIVITIES

Issue Request for Proposals	February 16, 2007
Question and answer period	February 16 – March 1, 2007
Issue addendum to RFP	As necessary
Proposals due	March 2, 2007
Evaluate proposals	March 5, 2007
Announce "Apparent Successful Contractor" and send notification via fax or email to unsuccessful proposers	March 7, 2007
Hold debriefing conferences (if requested)	March 9, 2007
Negotiate and finalize contract	March 12 – 15, 2007
File contract with the Office of Financial Management (if required)	March 16, 2007
Begin contract work	April 2, 2007

The SBE reserves the right to revise the above schedule.

## 2.3. SUBMISSION OF PROPOSALS

Proposals must be submitted via email only. Proposals may not be transmitted via facsimile.

Consultants shall submit proposals as an attachment to an email to **Laura Moore** at **sbe@k12.wa.us**. Proposals must arrive by 4:30 p.m. local time in Olympia, Washington on March 2, 2007. Attachments to the email shall be Microsoft Word format or in Portable Document Format (PDF). Zipped files may be received by the SBE and can be used for submission of proposals. Consultants submitting proposals via email shall also send hard copies of the cover submittal letter and the certifications and assurances form with original signatures to the RFP Coordinator. The SBE does not assume responsibility for any problems with emails.

Late proposals will not be accepted and will be automatically disqualified from further consideration. Proposals must respond to the procurement requirements. Do not respond by referring to material presented elsewhere. The proposal must be complete and must stand on its own merits.

Failure to respond to any portion of the procurement document may result in rejection of the proposal as non-responsive. All proposals and any accompanying documentation become the property of the SBE and will not be returned.

## 2.4. PROPRIETARY INFORMATION/PUBLIC DISCLOSURE

Materials submitted in response to this competitive procurement shall become the property of the SBE.

All proposals received shall remain confidential until the contract, if any, resulting from this RFP, is signed by the Executive Director of the SBE and the apparent successful Contractor; thereafter, the proposals shall be deemed public records as defined in the Revised Code of Washington (RCW) 42.17.250 to 42.17.340, "Public Records."



Any information in the proposal that the Consultant desires to claim as proprietary and exempt from disclosure under the provisions of RCW 42.17.250 to 42.17.340 must be clearly designated. The page must be identified and the particular exception from disclosure upon which the Consultant is making the claim. Each page claimed to be exempt from disclosure must be clearly identified by the word "Confidential" printed on the lower right hand corner of the page.

The SBE will consider a Consultant's request for exemption from disclosure; however, the SBE will make a decision predicated upon Chapter 42.17 RCW and Chapter 143-06 of the Washington Administrative Code. Marking the entire proposal exempt from disclosure will not be honored. The Consultant must be reasonable in designating information as confidential. If any information is marked as proprietary in the proposal, such information will not be made available until the affected proposer has been given an opportunity to seek a court injunction against the requested disclosure.

A charge will be made for copying and shipping, as outlined in RCW 42.17.300. No fee shall be charged for inspection of contract files, but twenty-four (24) hours notice to the RFP Coordinator is required. All requests for information should be directed to the RFP Coordinator.

## **2.5. REVISIONS TO THE RFP**

In the event it becomes necessary to revise any part of this RFP, addenda will be provided via email and will be published on the SBE Web site located at <http://www.sbe.wa.gov/> and the OSPI Web site located at <http://www.k12.wa.us/RFP/>.

It will be the responsibility of interested Consultants to check the Web site periodically for RFP addenda and updates. For this purpose, the published bidder questions/agency answers and any other pertinent information shall be considered and addendum to the RFP and also placed on the Web site.

If you downloaded this RFP from the SBE Web site located at <http://www.sbe.wa.gov/> or the OSPI Web site located at <http://www.k12.wa.us/RFP/>, you are responsible for sending your name, address, email address and telephone number to the RFP Coordinator in order for your organization to receive any RFP amendments or bidder questions/agency answers.

The SBE also reserves the right to cancel or reissue the RFP in whole or in part, prior to execution of a contract.

## **2.6. MINORITY & WOMEN-OWNED BUSINESS PARTICIPATION**

In accordance with the legislative findings and policies set forth in Chapter 39.19 RCW, the state of Washington encourages participation in all of its contracts by firms certified by the Office of Minority and Women's Business Enterprises (OMWBE). Participation may be either on a direct basis in response to this solicitation or on a subcontractor basis. However, no preference will be included in the evaluation of proposals, no minimum level of MWBE participation shall be required as a condition for receiving an award and proposals will not be rejected or considered non-responsive on that basis. Any affirmative action requirements set forth in federal regulations or statutes included or referenced in the contract documents will apply.

The established annual procurement participation goal for Minority Business Enterprises is ten percent (10%), and for Woman Business Enterprises, it is four percent (4%) for this type of project. These goals are voluntary. Bidders may contact Office of Minority and Women Business Enterprises (OMWBE) at 360-753-9693 to obtain information on certified firms.



## **2.7. ACCEPTANCE PERIOD**

Proposals must provide sixty (60) days for acceptance by SBE from the due date set for receipt of proposals.

## **2.8. RESPONSIVENESS**

All proposals will be reviewed by the RFP Coordinator to determine compliance with administrative requirements and instructions specified in this RFP. The Consultant is specifically notified that failure to comply with any part of the RFP may result in rejection of the proposal as non-responsive.

The SBE also reserves the right, however, at its sole discretion to waive minor administrative irregularities.

## **2.9. MOST FAVORABLE TERMS**

The SBE reserves the right to make an award without further discussion of the proposal submitted. Therefore, the proposal should be submitted initially on the most favorable terms that the Consultant can propose. There will be no best and final offer procedure. The SBE does reserve the right to contact a Consultant for clarification of its proposal during the evaluation process. In addition, if the Consultant is selected as the apparent successful contractor, the SBE reserves the right to enter into contract negotiations with the apparent successful Contractor, which may include discussion regarding the terms of the proposal. Contract negotiations may result in incorporation of some or all of the Consultant's proposal. The Consultant should be prepared to accept this RFP for incorporation into a contract resulting from this RFP. It is also understood that the proposal will become part of the official procurement file.

## **2.10. CONTRACT AND GENERAL TERMS & CONDITIONS**

The apparent successful Contractor will be expected to enter into a contract that is substantially the same as the sample contract and its general terms and conditions attached as Exhibit B. In no event is a Consultant to submit its own standard contract terms and conditions in response to this solicitation. The Consultant may submit exceptions as allowed in Exhibit A: Certifications and Assurances. The SBE will review requested exceptions and accept or reject the same at its sole discretion.

## **2.11. COSTS TO PROPOSE**

The SBE will not be liable for any costs incurred by the Consultant in preparation of a proposal submitted in response to this RFP, in conduct of a presentation, or any other activities related to responding to this RFP.

## **2.12. NO OBLIGATION TO CONTRACT**

This RFP does not obligate the state of Washington or the SBE to contract for services specified herein.

## **2.13. REJECTION OF PROPOSALS**

The SBE reserves the right at its sole discretion to reject any and all proposals received without penalty and not to issue a contract as a result of this RFP.

## **2.14. COMMITMENT OF FUNDS**

The Executive Director of the SBE or their delegate are the only individuals who may legally commit the SBE to the expenditures of funds for a contract resulting from this RFP. No cost chargeable to the proposed contract may be incurred before receipt of a fully executed contract.



## **2.15. STATEWIDE VENDOR REGISTRATION AND ELECTRONIC PAYMENT**

Consultants awarded contracts as a result of this RFP will be **required** to register as a statewide Vendor (SWV). The SWV file is a central vendor file maintained by the Office of Financial Management for use by Washington State agencies in processing vendor payments. This allows the Consultant to receive payments from the SBE by direct deposit, the State's preferred method of payment. While registration in the SWV is mandatory, the Consultant is NOT required to participate in the direct deposit program and therefore is not required to submit banking information. Please go to <http://www.ofm.wa.gov/accounting/vendors.asp> for online registration and additional information.

## **2.16. INSURANCE COVERAGE**

The Contractor is to furnish the SBE with a certificate(s) of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below.

The Contractor shall, at its own expense, obtain and keep in force insurance coverage that shall be maintained in full force and effect during the term of the contract. The Contractor shall furnish evidence in the form of a Certificate of Insurance that insurance shall be provided, and a copy shall be forwarded to the SBE within fifteen (15) days of the contract effective date.

### **Liability Insurance**

**Commercial General Liability Insurance:** Contractor shall maintain general liability (CGL) insurance and, if necessary, commercial umbrella insurance, with a limit of not less than \$1,000,000 per each occurrence. If CGL insurance contains aggregate limits, the General Aggregate limit shall be at least twice the "each occurrence" limit. CGL insurance shall have products-completed operations aggregate limit of at least two times the "each occurrence" limit. CGL insurance shall be written on ISO occurrence from CG 00 01 (or a substitute form providing equivalent coverage). All insurance shall cover liability assumed under an insured contract (including the tort liability of another assumed in a business contract), and contain separation of insured's (cross liability) condition.

Additionally, the Contractor is responsible for ensuring that any subcontractors provide adequate insurance coverage for the activities arising out of subcontracts. **Business Auto Policy:** As applicable, the Contractor shall maintain business auto liability and, if necessary, commercial umbrella liability insurance with a limit not less than \$1,000,000 per accident. Such insurance shall cover liability arising out of "Any Auto." Business auto coverage shall be written on ISO form CA 00 01, 1990 or later edition, or substitute liability form providing equivalent coverage.

### **Additional Provisions**

Above insurance policy shall include the following provisions:

**Additional Insured.** The state of Washington, SBE, its elected and appointed officials, agents and employees shall be named as an additional insured on all general liability, excess, umbrella and property insurance policies. All insurance provided in compliance with this contract shall be primary as to any other insurance or self-insurance programs afforded to or maintained by the State.

**Cancellation.** The state of Washington, SBE, shall be provided written notice before cancellation or non-renewal of any insurance referred to therein, in accord with the following specifications. Insurers subject to Chapter 48.18 RCW (Admitted and Regulation by the



Insurance Commissioner): The insurer shall give the State forty five (45) days advance notice of cancellation or non-renewal. If cancellation is due to non-payment of premium, the State shall be given ten (10) days advance notice of cancellation. Insurers subject to 48.15 RCW (Surplus lines): The State shall be given twenty (20) days advance notice of cancellation. If cancellation is due to non-payment of premium, the State shall be given ten (10) days advance notice of cancellation.

**Identification.** Policy must reference the State's contract number and the agency name.

**Insurance Carrier Rating.** All insurance and bonds should be issued by companies admitted to do business within the state of Washington and have a rating of A-, Class VII or better in the most recently published edition of Best's Reports. Any exception shall be reviewed and approved by the State Board of Education Contract Administrator/Risk Manager or the Risk Manager for the State of Washington, before the contract is accepted or work may begin. If an insurer is not admitted, all insurance policies and procedures for issuing the insurance policies must comply with Chapter 48.15 RCW and Chapter 284-15 WAC.

**Excess Coverage.** By requiring insurance herein, the State does not represent that coverage and limits will be adequate to protect Contractor and such coverage and limits shall not limit Contractor's liability under the indemnities and reimbursements granted to the State in this contract.

### **Worker's Compensation Coverage**

The Contractor will at all times comply with all applicable workers' compensation, occupational disease, and occupational health and safety laws, statutes, and regulations to the full extent applicable. The State will not be held responsive in any way for claims filed by the Contractor or their employees for services performed under the terms of this contract.

## **3. PROPOSAL CONTENTS**

Proposals must be submitted electronically on eight and one-half by eleven (8 1/2 x 11) inch paper with tabs separating the major sections of the proposal. The four (4) major sections of the proposal are to be submitted in the order noted below:

1. Signed or Certified Letter of Submittal, including signed Certifications and Assurances (Exhibit A to this RFP). **These documents must be submitted as hardcopy originals and electronically.**
2. Technical Proposal. Submit electronically.
3. Management Proposal. Submit electronically.
4. Cost Proposal. Submit electronically.

Proposals must provide information in the same order as presented in this document with the same headings. This will not only be helpful to the evaluators of the proposal, but should assist the Consultant in preparing a thorough response.

Items in this section marked "mandatory" must be included as part of the proposal for the proposal to be considered responsive; however, these items are not scored. Items marked "scored" are those that are awarded points as part of the evaluation conducted by the evaluation team.

### **3.1. LETTER OF SUBMITTAL (MANDATORY)**

The Letter of Submittal and Exhibit A: Certifications and Assurances form, must be signed and dated by a person authorized to legally bind the Consultant to a contractual relationship, e.g., the



President or Executive Director if a corporation, the managing partner if a partnership, or the proprietor if a sole proprietorship. Along with introductory remarks, the Letter of Submittal is to include by attachment the following information about the Consultant and any proposed subcontractors:

1. Name, address, principal place of business, telephone number, and fax number/email address of legal entity or individual with whom contract would be written.
2. Name, address, and telephone number of each principal officer (President, Vice President, Treasurer, Chairperson of the Board of Directors, etc.).
3. Legal status of the Consultant (sole proprietorship, partnership, corporation, etc.) and the year the entity was organized to do business as the entity now substantially exists.
4. Federal Employer Tax Identification number or Social Security number and the Washington Uniform Business Identification (UBI) number issued by the state of Washington Department of Revenue.
5. Location of the facility from which the Consultant would operate.
6. Identify any State employees or former State employees employed or on the firm's governing board as of the date of the proposal. Include their position and responsibilities within the Consultant's organization. If following a review of this information, it is determined by the SBE that a conflict of interest exists, the Consultant may be disqualified from further consideration for the award of a contract.

### **3.2. TECHNICAL PROPOSAL (SCORED/MANDATORY)**

**Scope of Work.** The Consultant(s) shall recommend an appropriate methodology to benchmark Washington students' mathematics performance to international standards. The Consultant will review Washington's standards for their clarity, rigor, content, depth, coherence from grade-to-grade, specificity, accessibility, and measurability. Washington's standards will be examined in light of the National Council of Teachers of Mathematics "Focal Points" and National Assessment of Educational Progress frameworks, college readiness standards and international standards used by countries that score well on the Trends in International Mathematics and Science (TIMSS) and Program for International Student Assessment (PISA), as well as three (3) to five (5) other states' standards. An interim product will be an overall judgment of the current K-12 mathematics standards (Grade Level Expectations and Essential Academic Learning Requirements) along with comments and suggestions for specific changes. The final product will be a set of recommendations for changes needed to strengthen Washington's K-12 mathematics standards.

Subject to available funding to complete the work, the SBE shall authorize the Consultant(s) to hire additional experts with diverse perspectives about mathematics education and with strong credentials in the field of mathematics and mathematics education at all applicable levels.

In formulating the standards review recommendations, the Consultant(s) shall work with a Washington panel, appointed by the SBE, of knowledgeable mathematics teachers, district and school curriculum leaders, higher education faculty, parents, and business and community leaders. The purpose of the panel is to: 1) analyze issues arising from the standards review; 2) explore implications of any modifications of the standards in the State assessment system, curriculum reviews, and professional development; and 3) assist the Consultant(s) and the SBE in developing a meaningful process for public input. The



Consultant(s) and panel shall be supported by appropriate OSPI and SBE staff. The panel will meet approximately three (3) times over the course of the work.

**Project Estimated Milestones**

Early April – begin work and meet with Washington panel

May 8, 2007 – Submit progress report to the SBE

End of May – Meet with Washington panel

Mid-July, 2007 – Provide draft report to panel and SBE

August 15, 2007 – Submit final report to SBE

The Technical Proposal must contain a comprehensive description of services including the following elements:

- A. Project Approach/Methodology** – Include a complete description of the Consultant's proposed approach and methodology for the project. This section should convey the Consultant's understanding of the proposed project.
- B. Work Plan** – Include all project requirements and the proposed tasks, services, activities, etc. necessary to accomplish the scope of the project defined in this RFP. This section of the technical proposal must contain sufficient detail to convey to members of the evaluation team the Consultant's knowledge of the subjects and skills necessary to successfully complete the project. Include any required involvement of SBE staff. The Consultant may also present any creative approaches that might be appropriate and may provide any pertinent supporting documentation.
- C. Project Schedule** – Include a project schedule indicating when the elements of the work will be completed and when deliverables, if any, will be provided.
- D. Deliverables** – Fully describe deliverables to be submitted under the proposed contract.
- E. Outcomes and Performance Measurement** – Describe the impacts/outcomes the Consultants propose to achieve as a result of the delivery of these services including how these outcomes would be monitored, measured and reported to the SBE.

**Please Note:** Mere repetition of the work statement above will not be considered responsive. The SBE is seeking creative responses for organizing and implementing the K-12 mathematics standards review.

**3.3. MANAGEMENT PROPOSAL**

**A. Project Management (SCORED/MANDATORY)**

- 1. Project Team Structure/Internal Controls** – Provide a description of the proposed project team structure and internal controls to be used during the course of the project, including any subcontractors. Provide an organizational chart of your firm indicating lines of authority for personnel involved in performance of this potential contract and relationships of this staff to other programs or functions of the firm. This chart must also show lines of authority to the next senior level of management. Include who within the firm will have prime responsibility and final authority for the work.
- 2. Staff Qualifications/Experience** – Identify staff, including subcontractors, who will be assigned to the potential contract, indicating the responsibilities and qualifications of such personnel, and include the amount of time each will be assigned to the project. Provide



résumés for the named staff, which include information on the individual's particular skills related to this project, education, experience, significant accomplishments, mathematics credentials, and any other pertinent information. The Consultant must commit that staff identified in its proposal will actually perform the assigned work. Any staff substitution must have the prior approval of the SBE.

**B. Experience of the Consultant (SCORED/MANDATORY)**

1. Indicate the experience the Consultant and any subcontractors have in the following areas:
  - Performing mathematics standards reviews in other states, working with a panel of mathematics educators and community members.
  - Knowledge of and experience with international, national, and state mathematics standards.
2. Indicate other relevant experience that indicates the qualifications of the Consultant, and any subcontractors, for the performance of the potential contract.
3. Include a list of contracts the Consultant has had during the last five (5) years that relate to the Consultant's ability to perform the services needed under this RFP. List contract reference numbers, contract period of performance, contact persons, telephone numbers, and fax numbers/email addresses.

**C. References (SCORED/MANDATORY)**

List names, addresses, telephone numbers, and fax numbers/email addresses of three (3) business references for whom work has been accomplished and briefly describe the type of service provided. The Consultant and staff proposed to provide the services must grant permission to the SBE to contact references, and others for whom services have been provided. Do not include current SBE staff as references. References will be contacted and scored for the top-ranking proposal(s) only.

**D. Related Information (MANDATORY)**

1. If the Consultant or any subcontractor contracted with the state of Washington during the past twenty four (24) months, indicate the name of the agency, the contract number and project description and/or other information available to identify the contract.
2. If the Consultant's staff or subcontractor's staff was an employee of the state of Washington during the past twenty four (24) months, or is currently a Washington State employee, identify the individual by name, the agency previously or currently employed by, job title or position held and separation date.
3. If the Consultant has had a contract terminated for default in the last five (5) years, describe such incident. Termination for default is defined as notice to stop performance due to the Consultant's non-performance or poor performance and the issue of performance was either (a) not litigated due to inaction on the part of the Proposer, or (b) litigated and such litigation determined that the Proposer was in default.
4. Submit full details of the terms for default including the other party's name, address, and phone number. Present the Consultant's position on the matter. The SBE will evaluate the facts and may, at its sole discretion, reject the proposal on the grounds of the past experience. If no such termination for default has been experienced by the Consultant in the past five (5) years, so indicate.



**3.4. COST PROPOSAL**

The evaluation process is designed to award this procurement not necessarily to the Consultant of least cost, but rather to the Consultant whose proposal best meets the requirements of this RFP. However, Consultants are encouraged to submit proposals that are consistent with state government efforts to conserve state resources.

**A. Identification of Costs (SCORED)**

Identify all costs including expenses to be charged for performing the services necessary to accomplish the objectives of the contract. The Consultant is to submit a fully detailed budget including staff costs, administrative costs, travel costs, and any other expenses necessary to accomplish the tasks and to produce the deliverables under the contract. Consultants are required to collect and pay Washington State sales tax, if applicable.

Costs for subcontractors are to be broken out separately. Please note if any subcontractors are certified by the Office of Minority and Women's Business Enterprises.

**B. Computation**

The score for the cost proposal will be computed by dividing the lowest cost bid received by the Consultant's total cost. Then the resultant number will be multiplied by the maximum possible points for the cost section.

#### 4. EVALUATION AND CONTRACT AWARD

##### **ALL MANDATORY REQUIREMENTS MUST BE MET IN ORDER TO BE EVALUATED.**

##### **4.1. EVALUATION PROCEDURE**

Responsive proposals will be evaluated strictly in accordance with the requirements stated in this solicitation and any addenda issued. The evaluation of proposals shall be accomplished by an evaluation team, to be designated by the SBE, which will determine the ranking of the proposals.

The SBE, at its sole discretion, may elect to select the top-scoring firms as finalists for an oral presentation.

##### **4.2. CLARIFICATION OF PROPOSAL**

The RFP Coordinator may contact the Consultant for clarification of any portion of the Consultant's proposal.

##### **4.3. EVALUATION WEIGHTING AND SCORING**

The following weighting and points will be assigned to the proposal for evaluation purposes:

Technical Proposal – 40%		100 points
Project Approach/Methodology	25 points (maximum)	
Quality of Work Plan	35 points (maximum)	
Feasibility of Proposed Schedule	15 points (maximum)	
Description of Project Deliverables	25 points (maximum)	
Management Proposal – 40%		100 points
Project Team Support and Capacity	50 points (maximum)	
Project Team Qualifications/Experience	50 points (maximum)	
Cost Proposal – 20%		50 points
<b>Sub-Total</b>		<b>250 points</b>
References [top-scoring proposer(s) only]		10 points
<b>GRAND TOTAL FOR WRITTEN PROPOSAL</b>		<b>260 points</b>

References will be contacted for the top-scoring proposer(s) only and will then be scored and added to the total score.

##### **4.4. NOTIFICATION TO PROPOSERS**

Firms whose proposals have not been selected for further negotiation or award will be notified via FAX or by email.



**Monitoring Progress on the Joint Mathematics Action Plan  
By State Board of Education (SBE), Office of Superintendent of Public Instruction (OSPI) and  
Professional Educator Standards Board (PESB)  
February 28, 2007 Update**

Action	Responsibility	Completion Date	Progress
<b>I. Ensure Standards, Assessment and Curriculum Are Aligned</b>			
<p>a. Clarify/revise the mathematics standards.</p>	<p>SBE/OSPI</p>	<p>September 2007 for independent standards review</p>	<p>The SBE adopted a charge to conduct an independent review of the K-12 mathematics standards using funds from the Gates Grant.</p> <p>An RFP has been advertised soliciting proposals from consultants. The SBE Executive Committee will make a decision by March 7<sup>th</sup> based on the proposal submitted. The SBE has collected over 50 names of potential people for the Washington panel to assist the consultant and plans to select the panel in mid March. Work on the review is expected to begin in early April and end in mid August.</p> <p>OSPI: The revision of standards (EALRs/GLEs) process is dependent upon receipt of a final report from the independent review, September 2007 and the scope of the review recommendations.</p> <p>Actual revision of GLE documents and training for field will take 3-6 months at a minimum.</p>

Action	Responsibility	Completion Date	Progress
<p>b. Revise mathematics WASL, as appropriate, so it aligns with standards and curriculum.</p>	<p>OSPI</p>	<p>Pilot 2008-2009; Implementation 2011</p>	<p>Funding needed. OSPI will be using input from the mathematics standard review and the Mathematics Symposium to inform this work. OSPI Assessment staff will use results from review to revise the test and item specifications. National TAC will be involved to assure measurement quality is maintained as changes are implemented.</p>
<p>c. Select K-12 mathematics curricula, allow OSPI to enter into a master agreements<sup>1</sup>.</p>	<p>OSPI/SBE</p>	<p>Pending legislation.  Effective June 2007, use after standards and assessment developed</p>	<p>Need funding for local school districts to purchase materials A K-12 Mathematics Menu would require a thorough, objective review of programs commercially available based on the newly revised EALRS/GLEs: At the earliest this work could commence in January 2008 and be available Spring 2008. OSPI has received support from the General Administration office to review the process of establishing Master Price Agreements and can grant OSPI the authority to enter into Master Price Agreements with publishers. OSPI to conduct Computational Fluency Program review March 2007; report to districts June 2007 and shared at Summer Institutes.</p>

<sup>1</sup> OSPI is developing a broad master agreement for purchases beyond curriculum such as food services.



Action	Responsibility	Completion Date	Progress
d. Identify and disseminate formative and diagnostic assessments.	OSPI	Identify assessments for Fall 2007 implementation	Initial funding provided by 2006 Legislature; additional funding necessary for ongoing work. OSPI has created a matrix identifying commercially available commercially available mathematics assessments to be used for diagnostic and formative purposes. It will be posted on OSPI Web site April 2007. Commercial diagnostic and intervention programs were reviewed. The results of this review can be found at <a href="http://www.k12.wa.us/Curriculum/Instruct/Mathematics/default.aspx">http://www.k12.wa.us/Curriculum/Instruct/Mathematics/default.aspx</a> OSPI Summer Institutes will feature Diagnostic/Intervention Programs.
II. Ensure Quality Teaching			
a. Improve teacher recruitment and retention. Scholarships, conditional loans, and differential pay to attract mathematics teaching talent.	Legislature	April 2007	Could be done as a bill or just in the budget Teacher Diversity Package \$480,000. Maintenance budget of \$2.1M for 124 scholarships in 2007 and 2008
b. Expand the alternative routes program with particular focus on new recruitment strategies.	PESB	July 2007	Total requested \$1.020M for 60 additional Route 1 scholarships in 2007 and 60 more in 2008. (Gov has request in her budget of \$2.9M for mathematics teachers)

Action	Responsibility	Completion Date	Progress
c. Require mathematics teacher preparation programs address the curricular menu and use formative and summative student performance data.	PESB	After curricular menu adopted Pending legislation	PESB action is dependent upon the independent review process and OSPI action.
d. Provide university faculty professional development.	PESB/OSPI	After standards, assessment and GLEs revisited	<p>Budget proviso language Need funding</p> <p>PESB: currently, information is collected during program site visits about what kind of professional development is provided for faculty related to changes in K-12 standards and revised teacher preparation standards.</p> <p>Exploring options for university faculty involvement in OSPI-sponsored professional development.</p> <p>No state-level funding available.</p> <p>OSPI has had initial conversations with Washington Association of Colleges of Teacher Education (WACTE) regarding developing a plan to create the training needed at preparation institutes on the state's EALRs/GLEs.</p> <p>In depth capacity building discussions will commence on 3/25-3/26 in Mathematics Symposium.</p>



Action	Responsibility	Completion Date	Progress
<p>e. Revise/adopt the endorsement competencies for elementary, middle level, and secondary mathematics.</p>	<p>PESB</p>	<p>July 2007 Pending standards review</p>	<p>PESB: revised secondary mathematics endorsements competencies scheduled for adoption during March PESB meeting.  Revised Middle Level Mathematics/ Science endorsement competencies scheduled for adoption during July PESB meeting.  Revised Elementary Education endorsement competencies scheduled for adoption during July PESB meeting.  OSPI Professional Certification Office in process of reviewing endorsements.</p>
<p>f. Align the mathematics content test for teachers with the new competencies</p>	<p>PESB</p>	<p>September 2008</p>	<p>Alignment work begins as soon as revised competencies are adopted by the PESB.</p>
<p>g. Integrate mathematics content into other content areas.</p>	<p>PESB</p>	<p>July 2007</p>	<p>A work group is currently reviewing the teacher preparation knowledge and skills standard. Mathematics integration will be addressed within the revisions to the standard. Consideration of the proposed revisions is scheduled for the July PESB meeting.</p>
<p>h. Eliminate out-of-endorsement assignments.</p>	<p>PESB</p>	<p>September 2009</p>	<p>Initial discussion of this issue is scheduled for the May PESB meeting. This is a complex issue. As the PESB takes steps to discontinue out-of-endorsement teaching assignments, the state must provide options for teachers to acquire the appropriate endorsements.</p>

Action	Responsibility	Completion Date	Progress
i. Raise standards for continuing education providers.	PESB	January 2008	Initial discussion of this issue is scheduled for the March PESB meeting. Options will be presented to the PESB for consideration. Action will be taken to move forward with a recommendation.
j. Implement a statewide master plan for professional development	OSPI	Summer 2007	Funding required No legislation required OSPI working on developing plan for professional development with ESD and higher education partners. OSPI hosts Mathematics Symposium with K-20 stakeholder leaders.
k. Provide time for educators to identify and implement effective strategies to improve mathematics achievement.	OSPI	Fall 2007	Funding required OSPI will provide professional development for effective strategies, e.g., Segmented Mathematics Training throughout the Summer Institutes 2007.



Action	Responsibility	Completion Date	Progress
<b>III. Strengthen High School Mathematics</b>			
<p>a. Step 1: Revise high school graduation requirements to be competency based and aligned with 9<sup>th</sup> and 10<sup>th</sup> grade level expectations.</p> <p>Step 2: Examine high school mathematics graduation requirements as part of meaningful high school diploma</p>	SBE	<p>March 13 2007</p> <p>December 2007</p>	<p>a. SBE will adopt final rules to clarify that the state required high school graduation credits must be aligned with the 9<sup>th</sup> and 10<sup>th</sup> grade level expectations. Discussion of outreach and implementation strategies will occur at the Board's March meeting.</p> <p>b. SBE has a committee called the Meaningful High School Diploma that will prepare a report on recommended changes, including mathematics by December 2007</p> <p>OSPI will be conducting a study of high achieving high schools on the WASL in mathematics. Due June 30, 2007.</p>
<p>b. Allow high school students to take college mathematics placement tests as junior.</p>	Local School Districts	2009–10 School Year	<p>The Governor's budget contains \$675,000 to create a college readiness test. Several legislative bills are in play.</p>
<p>c. Provide incentives for school districts to increase <b>Advanced Placement (AP) and International Baccalaureate (IB)</b> classes; encourage <b>Running Start</b> for students excelling in mathematics; offer payment for <b>ACT and/or SAT</b> in junior year.</p>	Legislature	2008–09 School Year	<p>The SBE will examine as a part of its meaningful high school diploma work.</p>

Action	Responsibility	Completion Date	Progress
<b>IV. Deliver Effective Instruction and Interventions</b>			
<p>a. Implement the segmented mathematics WASL.</p>	<p>Legislature/OSPI</p>	<p>2007-08 School Year</p>	<p>Yes: Segmented mathematics must be approved as a CAA Option Funding required</p> <p>Writing of accompanying course is near completion. Training to be held in 9 ESD regions this spring. Item writing for additional assessments being held March 21-22. Test map approved by the National TAC 1/18-19/07 meeting.</p>
<p>b. Examine effective use of time and opportunity to learn</p>	<p>OSPI/SBE</p>	<p>2008</p>	<p>A Request for Information (RFI) is being posted February 26, 2007, to organizations interested in providing a system of model for K-12 Mathematics Education in the state of Washington: focus on standards, assessments, instruction, interventions, leadership, and system-wide support. March 2007 preliminary discussion will take place.</p> <p>OSPI with ESD partners will be training districts on Response to Intervention (RTI) strategies for mathematics K-12.</p> <p>RTI is the practice of providing high-quality instruction/intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions (National Association of State Directors of Special Education [NASDSE], 2005).</p>



Action	Responsibility	Completion Date	Progress
c. Continue offering the <b>Promoting Academic Success (PAS)</b> program; make delivery changes based on feedback from districts and information from the WA St. Institute for Public Policy study/other information.	OSPI	Ongoing	Governor's budget has \$12M PAS enhancement for 12 <sup>th</sup> graders
d. Expand the availability of instructional modules.	Legislature/OSPI	Summer 2007 for high school ? for middle and elementary	Summer module training repeated May 29-30 and June 4-5, 2007.
e. Provide personalized intervention programs K-12. Identify effective intervention programs and strategies.	OSPI	Ongoing	See noted on Professional Development regarding Diagnostic Intervention Programs training at Summer Institutes. RTI sessions also at Summer Institutes.
f. Address the unique needs of <b>English Language Learner</b> .	Legislature/OSPI	Ongoing	Governor's budget has \$1.3M for demo projects ELL Action Plan in development

Action	Responsibility	Completion Date	Progress
<b>V. Strengthen Accountability: Data Management</b>			
a. Expand core student record system.	OSPI		<p>CSRS Version 3 (CV3) is nearing the completion of the pilot that started June 2006.</p> <p>Districts will begin using CV3 next school year (07-08) in parallel with the current CSRS system (CV2). CV3 is scheduled to replace CV2 and be the sole CSRS version beginning with the 08-09 school year.</p> <p>Funding will be required to assist the 40 districts that currently do not have a student data system.</p> <p>As additional data elements are desired, funding will be required to map each district.</p>
b. Create teacher credential and placement data system.	OSPI/PESB		<p>The Legislature is considering several bills to initiate an educator data system.</p>



Action	Responsibility	Completion Date	Progress
VI. Community Outreach			
Develop a Public/Private Partnership	SBE/OSPI/PESB	Ongoing	The SBE has obtained a Gate Grant to conduct its independent review of K-12 mathematics standards.  The Partnership for Learning has assisted SBE and OSPI in their mathematics discussion and has developed some advertisements and brochures on the importance of mathematics. They also recently completed an opinion survey on the need for additional mathematics in high school.

**Goals and Performance Measures for the Joint Mathematics Action Plan:**

Action	Goal	Performance Measures
<b>Ensure Alignment of Standards, Assessment, and Curriculum</b> Clarify/revise/align the mathematics standards, assessment, and curriculum.	Improve student performance for all students in mathematics: Baseline: 2010 Target:	<ul style="list-style-type: none"> <li>• Annual increase in first-time WASL passage and increasing percentage of pass rate on re-taking for all students.</li> <li>• Increase Washington's ranking compared to other states on National Assessment of Educational Progress (NAEP) and other identified measures.</li> </ul>
<b>Ensure Quality Teaching</b> <ul style="list-style-type: none"> <li>• Improve teacher recruitment and retention.</li> <li>• Adopt more rigorous mathematics endorsement.</li> <li>• Eliminate out-of-endorsement assignments.</li> </ul>	Increase the number of qualified teachers teaching mathematics Baseline: 2010 Target:	<ul style="list-style-type: none"> <li>• Increase in percentage of teachers with math endorsements.</li> <li>• Increase in use of alternative path to certification for math teachers.</li> </ul>

Action	Goal	Performance Measures
<b>Strengthen High School Mathematics</b> <ul style="list-style-type: none"> <li>Revise high school graduation requirements.</li> <li>Provide opportunities for students to take more rigorous math.</li> </ul>	Increase high school students' proficiency in mathematics  Baseline:  2010 Target:	<ul style="list-style-type: none"> <li>Increase in percentage of students completing algebra in middle school.</li> <li>Increase in percentage of students taking 3 or 4 years of math in high school (including Algebra II and Geometry).</li> <li>Decrease percent of students who enter college directly from high school taking remedial mathematics.</li> <li>Increase number of students taking AP or IB classes.</li> </ul>
<b>Deliver Instruction and Interventions</b> <ul style="list-style-type: none"> <li>Offer segmented math course.</li> <li>Offer PAS in elementary and middle school.</li> </ul>	Baseline:  2010 Target:	<ul style="list-style-type: none"> <li>Increase WASL passage</li> </ul>
<b>Strengthen Accountability</b>  <b>Develop a data system to measure student achievement and teacher quality.</b> <ul style="list-style-type: none"> <li>Expand core student record system (e.g. grades, course taking, etc)</li> <li>Create teacher credential and placement system</li> </ul>	Provide ways to track measures for student and teacher indicators of performance  Baseline:  2010 Target:	<ul style="list-style-type: none"> <li>Provide indicators available on above performance metrics identified.</li> </ul>
<b>Community Outreach</b>  <b>Develop Public/Private Partnership</b>	Increase awareness of the need for a strong mathematics background for all students.	<ul style="list-style-type: none"> <li></li> </ul>



Action		Goal		Performance Measures	