

STATE BOARD OF EDUCATION

HEARING TYPE: X INFORMATION/NO ACTION

DATE: January 9-10, 2008

SUBJECT: **FALL PUBLIC OUTREACH SUMMARY UPDATE**

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

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

BACKGROUND:

This fall, as part of its efforts to improve requirements for high school graduation to better prepare students for life after high school, the Washington State Board of Education held community meetings across the state to hear the public's opinion on the topic.

During the meetings, the Board discussed how the economy of our state and prospects for high school graduates have changed since the state last reviewed the number of high school graduation credit requirements 22 years ago. The meeting also included a conceptual framework for improving state graduation requirements and the opportunity to listen to public input.

The Board asked citizens to give feedback on the following questions:

- What essential skills should students learn in high school?
- What are the pros and cons of requiring ALL students to meet a common core of state requirements in order to earn a diploma (with consideration for special education students)?
- What are the pros and cons of raising graduation requirements to prepare students to take non-remedial coursework in community and technical colleges and/or matching graduation requirements to meet 4-year college entry requirements?
- What changes would you recommend to the state minimum high school graduation requirements (High School and Beyond Plan, Culminating Project and state credits)? And why?
- What should the content be for a required third credit of math?



THE NEW STATE BOARD OF EDUCATION

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

Preparing Students to Succeed... In the World



Purpose of tonight's meeting



- Examine ways to prepare our students for success after high school
- Listen to what you think our students need to learn in high school

Early in the 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

Your input is essential...



- The Board will review feedback, conduct work sessions, and draft a proposal to take out for more public review in Spring 2008
- Board will decide what changes to adopt in Summer of 2008 and make recommendations to Basic Ed Funding Study
- One exception: 3rd math credit which legislature required Board to adopt this winter for class of 2012

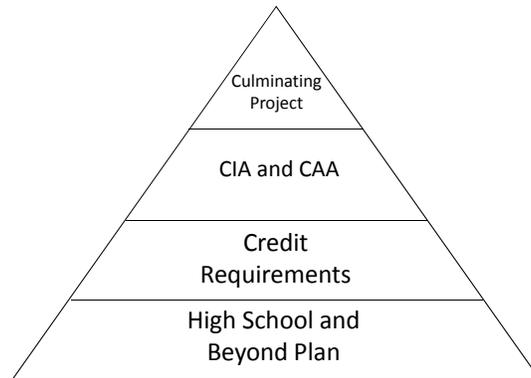
The New State Board of Education: A Catalyst for Improvement



- Act as a catalyst for positive and immediate change in the state's K-12 educational system
- Revise high school graduation requirements
- Drive policy to improve student achievement
- Provide advocacy and strategic oversight of public education

What requirements must students meet today in order to earn a diploma?

Common Washington State minimum core high school graduation requirements



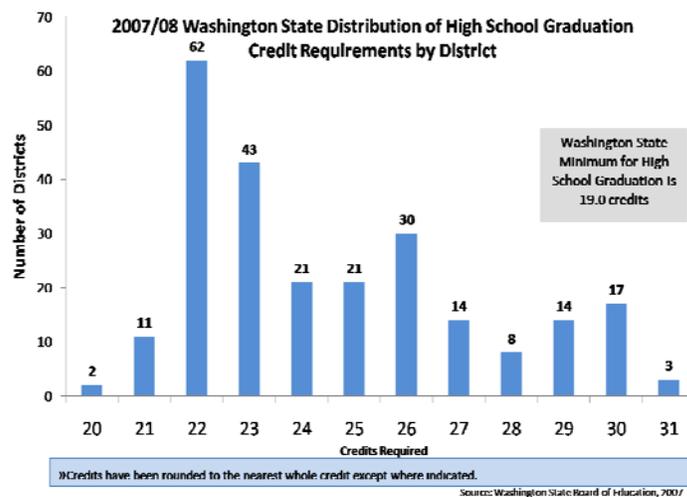
Common Washington State minimum core high school graduation requirements

Requirement	Class of 2008	Class of 2012	Class of 2013
English	3	3	To Be Determined
Mathematics	2	3 (specified content)	
Social Studies	2.5	2.5	
Science	2 (one lab)	2 (one lab)	
Art	1	1	
Occupational Education	1	1	
Health and Fitness	2	2	
Electives	5.5	5.5	
TOTAL CREDITS	19	20	

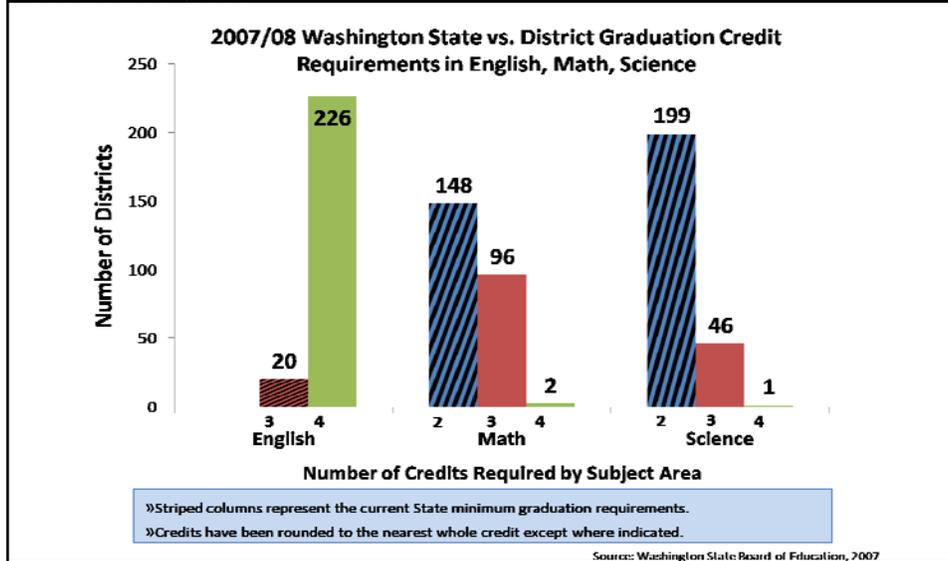
Common Washington State minimum core high school graduation requirements

Requirement	Class of 2008	Class of 2012	Class of 2013
High School & Beyond Plan	√	√	TBD
Culminating Project	√	√	TBD
Certificate of Academic Achievement / Certificate of Individual Achievement	+ 1 math credit beyond 11 th grade for students not passing math WASL	+ 2 math credits beyond 10 th grade for students not passing math WASL	√

Distribution of District Credit Requirements



Some districts require more credits,
but most only meet math and science
minimum



Since graduation credit requirements were last changed in 1985... Globalization and technology have dramatically changed our economy. We are preparing students to live in a global society.

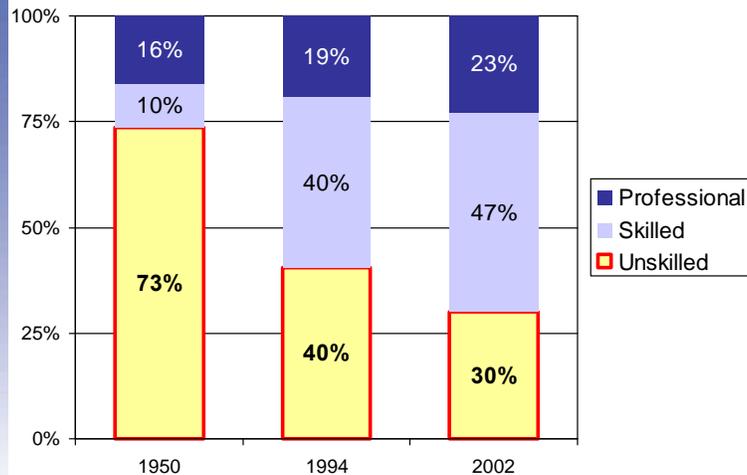
Students must work and live in a global society

Today's economy demands that graduates understand the world and can compete with other countries:

- In Washington, **1 in 3** jobs is related to international trade.
- Washington State exports more on a per capita basis than any other state in the nation.
- If Washington were a country it would rank as the 35th largest exporter in the world.

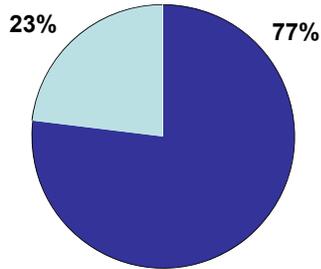
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Unskilled jobs are disappearing; demand for higher skills is rising



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

Today's students need more skills and education to earn a family wage. And it will only get harder...



- 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

Source: Partnership for Learning;
U.S. Bureau of Labor and Statistics

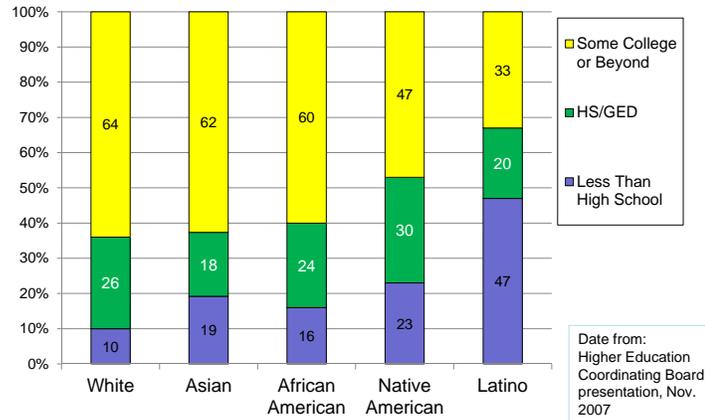
Washington students miss out on opportunities

- Washington leads the nation in jobs that use bachelor's degrees, but is 36th in the nation in the percentage of students who obtain a bachelor's degree
- Washington has the lowest rate in the nation of students who go directly to college

Source: Prosperity Partnership; US Department of Commerce 2004 State Science & Technology Indicators

Washington adults miss out on opportunities

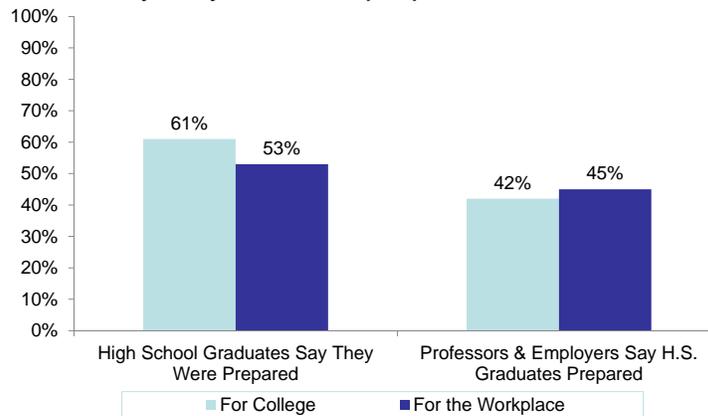
Latinos and Native Americans are particularly at risk for not participating in postsecondary education



Today, many students are graduating from high school without the skills they need to succeed...whatever dream they follow.

Students say they aren't prepared for postsecondary education or jobs

National study finds many students, in hindsight, say they were not prepared



Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

Many Washington students not prepared for college-level work

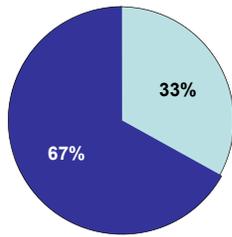
Of college freshmen:

- 44% of the class of 2003 required remedial classes in Math, English or both
- In a 2007 survey of Washington residents 84% said the remediation issue is a serious problem

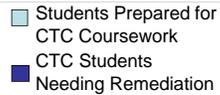
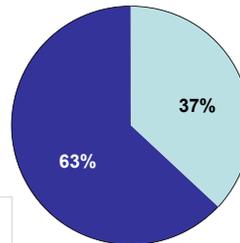
Sources: Washington State Graduate Follow-Up Study: Class of 2003 All Students; Davis, Hibbits & Midghall for Partnership for Learning, *2007 Washington Survey*

Washington students of color are disproportionately impacted

Remediation Rates for Latino Students in Community & Technical Colleges, 2003



Remediation Rates for African American Students in Community & Technical Colleges, 2003



Sources: Partnership for Learning

What are the expectations of employers, vocational/technical, 2 year and 4 year colleges?

Colleges expect students to exceed 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

Trade jobs and apprenticeships require students have a rigorous education

Iron workers:

- Recommended high school courses include Algebra, Geometry and Physics

Electricians:

- Recommended high school courses include Algebra, Geometry, Trigonometry and Physics

Sheet metal workers:

- Four or five years of apprenticeship
- Algebra, Geometry, Trigonometry and technical reading

Draftsmen:

- Recommended high school courses include Geometry and Trigonometry
- Draftsmen may wish to seek additional study in mathematics and computer-aided design to keep up with technological progress within the industry.

Sources: American Diploma Project, 2002; The Associated General Contractors of America (AGC)
<http://www.agc.org/page.wv?section=About+AGC&name=About+AGC>

Imagine the high level of skills needed to build this...



Employers expect graduates to have skills beyond basic academic subjects

A national survey of over 400 employers across the United States asked employers to articulate the skill sets that new entrants—recently hired graduates from high school or from colleges or technical schools—need to succeed in the workplace. Among the most important skills cited by employers:

- Professionalism/Work Ethic
- Communications
- Teamwork/Collaboration and
- Critical Thinking/Problem Solving

A Consortium Report from: The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, Society for Human Resource Management, 2007.

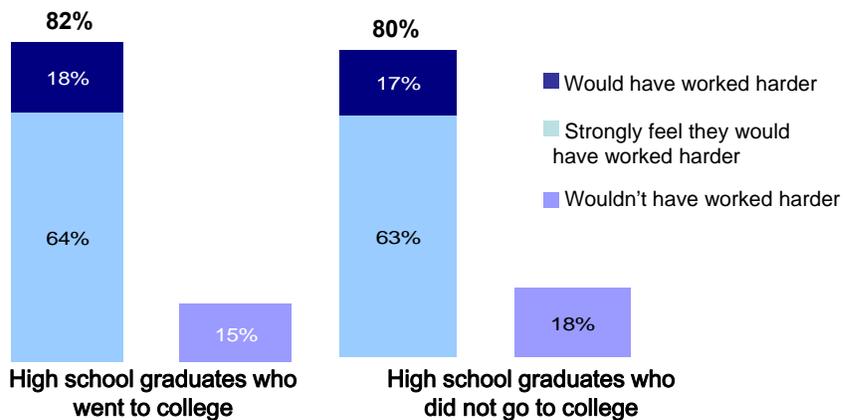
Empowering students to be positive members of our communities

How do we prepare students to:

- Understand current issues in the newspaper?
- Live in communities with different cultures?
- Understand a voter's pamphlet?
- Create household budgets, apply for a loan or mortgage?
- Understand contracts and rental agreements?
- Develop new products?
- Create...imagine...invent...

Let's remember... Students aren't afraid to be challenged

Percentage of students who feel that they would have worked harder if schools had demanded more of students



Source: Peter D. Hart Research Associates/Public Opinion Strategies, *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* prepared for Achieve, Inc., 2005.

Time for a fresh look: A diploma for the 21st century

A diploma for the 21st century *Draft concepts*



Valuing Public Input: The Board...

- Developed preliminary draft concepts for extensive and formative public input and refinement
- Acknowledges magnitude of the implementation challenges that these proposals may present
- Is especially sensitive to identifying potential implementation barriers as well as strategies for dealing with them

A diploma for the 21st century

Draft concepts



The Board is Considering: Purpose of Diploma

- Success in postsecondary education, gainful employment, and citizenship
- Personalized education needs of student as well as society's needs

A diploma for the 21st century

Draft concepts



The Board is Considering: One Diploma For All

- Send clear message to all students about what they need to succeed after high school.
- Ensure that diploma means that students have met certain standards.
- Give appropriate recognition to special education student Individualized Education Programs.

A diploma for the 21st century

Draft concepts



The Board is Considering: Key Principles and Critical Elements

- Overarching expectations/essential skills needed for student lifelong learning
- Equivalency or competency credits

A diploma for the 21st century

Draft concepts



The Board is Considering: Key Principles and Critical Elements

- Comprehensive integrated graduation requirement package
- Alignment with postsecondary education minimum entry requirements

Next steps...



- Conduct public outreach fall 2007 and spring 2008
- Complete required reports to Legislature and Governor 2007-08
- Adopt final package on meaningful high school diploma in July 2008 for 2009 session
- Specify math content and adopt 3rd credit of math as high school graduation requirements (as legislatively required this winter)
- Provide input to basic education funding task force 2007-08

Now, we'd like to hear from you.

What essential skills should students learn in high school?

What are the pros and cons of requiring ALL students to meet a common core of state requirements in order to earn a diploma (with consideration for special education students)?

What are the pros and cons of raising graduation requirements to prepare students to take non-remedial coursework in community and technical colleges and/or matching graduation requirements to meet 4-year college entry requirements?

What changes would you recommend to the state minimum high school graduation requirements (High School and Beyond Plan, Culminating Project and state credits)? And why?

Report back.

Life Skills Dot Exercise

- | | |
|--|---|
| <input type="checkbox"/> civic responsibility | <input type="checkbox"/> leadership |
| <input type="checkbox"/> creativity/innovation | <input type="checkbox"/> media literacy |
| <input type="checkbox"/> critical thinking/
problem solving | <input type="checkbox"/> nutrition awareness |
| <input type="checkbox"/> ethical sense | <input type="checkbox"/> public presentation skills |
| <input type="checkbox"/> financial literacy | <input type="checkbox"/> teamwork/collaboration |
| <input type="checkbox"/> global awareness | <input type="checkbox"/> technology literacy |
| <input type="checkbox"/> information literacy | <input type="checkbox"/> other (<i>please specify</i>)
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