



WASHINGTON STATE BOARD OF EDUCATION

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Adoption of the Rule for Three High School Mathematics Credits

SUMMARY OF POLICY ISSUE /State Board of Education (SBE) STRATEGIC PLAN GOAL:

The Board is considering the adoption of a rule to establish a third credit, or its equivalent, of high school mathematics and adding back the rule language on the High School and Beyond Plan from the previous rule. The third credit of math would be required beginning with the Class of 2013 (those students entering high school on or after July 1, 2009).

The three credits of mathematics are related to the Board's goals of improving student achievement for all students and improving student preparation for success in post secondary education, the 21st century world of work and citizenship.

BACKGROUND

In 2007, the Washington State Legislature directed the Board to increase the high school math graduation requirements from two to three credits (equivalent to three years of high school level math) and to determine the content of the three credits.

Last fall and winter, the Board undertook a review of what the content of the third math credit should be with its consultant, Strategic Teaching, discussions with its Math Panel, and outreach to the public. Based on national research and the trends in other states, the Board determined that Algebra II or an equivalent should be the third math credit, to ensure that students are prepared for postsecondary education or work. Public feedback indicated that additional options to Algebra II should be considered for students who have a clearly defined career path where another kind of mathematics would be better suited to their goals after high school.

The Board directed staff to develop a draft rule for a third math credit, based on its definition of a meaningful high school diploma and guidance at the January meeting. At the March and May meetings, the Board took public comment and directed staff to address the issue of when a student's parents or guardians could participate in the meeting and sign off for the election of a third math credit other than Algebra II or the Career and Technical Education credit.

The Board wanted to wait until its July Board meeting to examine the full set of revised high school mathematics standards before adopting the rule for three credits of math.

Board staff has worked with the Washington State School Directors Association and the Professional Educator Standards Board on a survey to address implementation and teacher supply issues at the district level. While information is still coming in from school districts, we will share the initial results from the survey at the July Board meeting.

The current version of the rule inadvertently excluded the High School and Beyond Plan graduation requirements, which need to be included in the revised rules. The language has been included in the revised draft rule with the third math credit. Attached is copy of the rule for the third math credit, based on Board direction, and the High School and Beyond Plan.

We have also included the organizations that have taken official positions on Algebra II as the third math credit. Those organizations on record for supporting Algebra II or an equivalent as a third math credit include: the Washington Roundtable, the College and Work Ready Agenda, the Washington State PTA, the Association of Washington Business, and the Washington Work Force Coordination and Training Board. There will also be a binder at the meeting of all the letters/postcards that the Board has received on this topic.

POLICY CONSIDERATION

This proposed rule will make the three credits or equivalencies of high school mathematics explicit in terms of content (Algebra I, Algebra II, and Geometry or an Integrated series that include these) that matches the new high school standards. In the current rule the two mathematics credits require that the credits align with the 9th and 10th grade level expectations without defining precisely that this includes course content for Algebra I and Geometry.

This proposed rule is the first time the Board has determined specific content as described in the new standards. A student will be expected to take courses (or competencies) to earn two credits in Algebra I and Geometry (or Integrated I and II) or an equivalent career and technical education course that meets those standards. For the third credit, a student will take Algebra II, Integrated III, or a career and technical education course that meets the standards OR the student may elect a third math course that based on a student's High School and Beyond Plan, provided that the student, his/her guardian, and a high school representative have a meeting to make such a determination and sign off on the elected third math credit as more appropriate for the student's education or career goals.

EXPECTED ACTION

The Board may approve the rules amending the minimum subject areas for mathematics to include three credits of mathematics and inclusion of the High School and Beyond Plan requirement for graduation as outlined in WAC 180-51-060, 061 and 066.

AMENDATORY SECTION (Amending WSR 01-13-112, filed 6/20/01, effective 7/21/01)

WAC 180-51-060 Minimum subject areas for high school graduation--Students entering the ninth grade before July 1, 2004.

(1) The minimum subject areas and credits therein shall be:

SUBJECT		CREDIT
English		3
Mathematics		2
Science*		2
Social Studies		2 1/2
United States History and Government	(1)	
Washington State History and Government	(1/2)**	
Contemporary World History, Geography, and Problems	(1)**	
Occupational Education***		1
Physical Education		2
Restricted Elective	****	1
Electives		5 1/2
Total		19

*At least one credit of the two science credits shall be in a laboratory science.

**See WAC 180-51-075 for equivalencies.

***"Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the superintendent of public instruction.

****This one credit requirement must be selected from visual or performing arts or any of the subject areas listed above.

(2) The minimum elective credits shall be met by additional courses in the required subject areas, by specific local district requirements, or by any course offered pursuant to WAC 180-50-115.

(3) In accordance with WAC 180-51-035, this section shall expire on June 30, 2014, for those students who begin the equivalent of a four-year high school program prior to July 1, 2004.

(4) The state board of education and superintendent of public instruction are not authorized by law to issue a high school diploma.

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

WAC 180-51-061 Minimum requirements for high school graduation--Students entering the ninth grade as of July 1, 2004 through June 30, 2009. (1) The statewide minimum subject areas and credits required for high school graduation(~~(, beginning July 1, 2004,)~~) for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2004, through June 30, 2009, shall total 19 as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the (~~(10th)~~) tenth grade Washington assessment of student learning beginning 2008.

(b) Two **mathematics** credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the (~~(10th)~~) tenth grade Washington assessment of student learning beginning 2008.

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

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

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

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

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors((=)) (RCW 28A.230.090(4)((=))).

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

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

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

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

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

(i) The fitness portion of the requirement shall be met by

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

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

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

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

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

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

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

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

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their

curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

NEW SECTION

WAC 180-51-066 Minimum requirements for high school graduation--Students entering the ninth grade on or after July 1, 2009. (1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2009, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 20 as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iii) of this subsection, the three mathematics credits required under this section must include mathematics courses taken in the following progressive sequence:

(A) Algebra I, geometry, and algebra II; or

(B) Integrated mathematics I, integrated mathematics II, and integrated mathematics III; or

(C) Any combination of three mathematics courses set forth in (b)(i)(A) and (B) of this subsection.

(ii) A student may elect to pursue a third credit of mathematics, other than algebra II or integrated mathematics III if all of the following requirements are met:

(A) The student has completed, for credit, mathematics courses in:

(I) Algebra I and geometry; or

(II) Integrated mathematics I and integrated mathematics II;

or

(III) Any combination of two mathematics courses set forth in (b)(ii)(A)(I) and (II) of this subsection;

(B) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(C) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra II or integrated mathematics III because it will better serve the student's education and career goals;

(D) A meeting is held with the student, the

parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two and four year college level mathematics courses; and

(E) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed; and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

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

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

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

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

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

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall

mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).

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

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

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

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

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

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portion of the fitness requirement.

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

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

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

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

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

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

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

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.



STATE OF WASHINGTON
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

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February 11, 2008

Mary Jean Ryan, Chair
Washington State Board of Education
PO Box 47200
Olympia, WA 98504-7200

Dear Mary Jean,

As you know, the Workforce Training and Education Coordinating Board passed a resolution approving where you are headed in adopting a third year math credit rule. Enclosed is a copy of the Board's resolution. I know this has been a difficult issue to sort through. We appreciate the Board's sensitivity to the need to provide an option for students who are on a non-baccalaureate path to further education and training. Our Board believes this is a critical option for students that do not always thrive in a pure academic classroom.

Thanks for attending our Board meeting on January 31, 2008. You can tell our Board is very engaged in this issue and we hope we can be of help in working on the details of the rule you eventually adopt.

We look forward to a continued good working relationship.

Sincerely,

Eleni Papadakis
Executive Director

cc: Edie Harding
David Harrison

State Board of Education

Enclosure

FEB 13 2008

Received





Aberdeen School District

*Our Children,
Our Schools,
Our Future*

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360-538-2017

Tita Mallory
Curriculum/Instruction
360-538-2123

February 6, 2008

State Board of Education
c/o Edie Harding, Executive Director
PO Box 47206
Olympia WA 98504-7206

RE: Math Graduation Requirements

Dear State Board of Education Members:

Attached please find Aberdeen School Board Resolution 2008-01 adopted at their meeting on February 5, 2008.

The purpose of this resolution is to urge the State Board of Education to insure that a comprehensive K-12 math system is in place to support all children. Further that local school boards receive sufficient latitude to provide curriculum with comparable content to Algebra II so that the requirement may be satisfied with courses that meet the needs of a wide range of students.

On behalf of the Aberdeen School Board of Directors we request that you give this matter serious consideration. Should you have questions, we are available and would be pleased to discuss this further.

Sincerely,



Martin W. Kay
Superintendent



Doug Smith
Board President

C: Board of Directors

Enclosure

State Board of Education

FEB 08 2008

Received

*This District is an Equal
Opportunity Employer*

Aberdeen School District No. 5
Resolution No. 2008-01

A Resolution supporting the crucial role of local school boards and local control of math curricula that best meets the needs of individual students in their communities.

WHEREAS, the 2007 Legislature passed 2SHB 1906 which directs the State Board of Education to include a minimum of three credits of mathematics, and

WHEREAS, the State Board of Education has directed its staff to prepare a rule by which students have two options of fulfilling the third credit of math:

- 1) A student could complete a third credit of math in Algebra II that meets the new math content standards identified by the Office of Superintendent of Public Instruction, and Career and Technical Education course work could satisfy this requirement if the course of study had comparable content to Algebra II, or
- 2) A student, with the approval of his or her high school counselor or school administrator, and parent/guardian, could elect to replace the Algebra II requirement with a third math credit that furthers an approved program of study that leads to a specific career goal, and

WHEREAS, the Aberdeen School District Board of Directors has a responsibility to advocate for meeting the needs of all students, including preparing students for a wide variety of post secondary educational options, and

WHEREAS, the Board of Directors recognizes the relationship between high skills and high wages and the need for all students to think rigorously about mathematics in order to compete in the 21st Century economy, and

WHEREAS, the Board of Directors supports high school education requirements that recognize the importance of education that is personalized to the individual student's educational and career goals, and

WHEREAS, improving student achievement and increasing rigor in mathematics is more complex and much larger than any individual math course, and

WHEREAS, improving K-12 mathematics education is essential to the future success of each student, and must include on-going support for:

- 1) High quality, ongoing, job embedded, professional development with the goal of developing students, teachers and instructional leaders who think conceptually and mathematically, and
- 2) Standards, Materials and Assessments that are aligned, communicated and understood by educators, parents and community members, and
- 3) Diagnostic tools and intervention plans that reflect researched based best practices, and

Resolution 2008-01

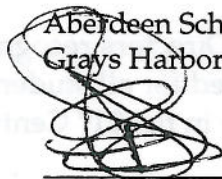
WHEREAS, without a comprehensive K-12 mathematics support system, increasing the requirements in math may act as a gatekeeper, denying future opportunities to many students through no fault of their own, now

THEREFORE BE IT RESOLVED that the Board of Directors of the Aberdeen School District No. 5 supports the development of a comprehensive math system that requires all students to complete a third credit in math beyond the level of Algebra I, provided that local school boards are given sufficient latitude in defining "comparable content to Algebra II" so that the requirement may be satisfied with courses that meet the needs of a wide range of students, and

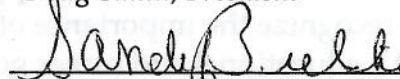
FURTHER BE IT RESOLVED by the Board of Directors of Aberdeen School District No. 5, that the State should not implement this requirement without first ensuring that a full-funded, comprehensive K-12 mathematics support system is in place that will enable all students to be successful in meeting the new math graduation requirement.

The undersigned certifies that the foregoing resolution was adopted at a duly convened meeting of the Board of Directors of Aberdeen School District No. 5 on the 5th day of February, 2008 of which due notice was given in the manner provided by law with the following directors being present and voting.

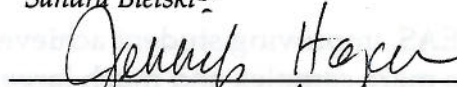
Aberdeen School District No. 5
Grays Harbor County, Washington



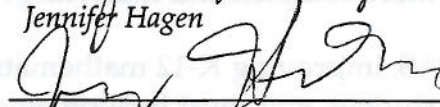
Doug Smith, President



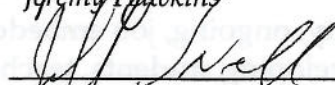
Sandra Bielski



Jennifer Hagen

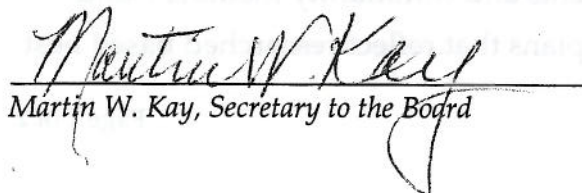


Jeremy Hawkins



Jeff Snell

Attest:



Martin W. Kay, Secretary to the Board

to Edie



December 19, 2007

Ms. Mary Jean Ryan
Chair, State Board of Education
PO Box 47206
600 Washington St. SE Rm. 253
Olympia, WA 98504-7206

Dear Mary Jean:

At a special meeting on December 19, the State Board for Community and Technical Colleges addressed the enclosed resolution regarding the third credit of high school math. The resolution reflects the two-year college Board's recommendation that the State Board of Education set a rigorous standard that accommodates the need for multiple forms of curriculum.

Please let us know if you would like to discuss this further. An option would be to have someone attend one of your public meetings to engage the entire Education Board. We very much appreciate your consideration.

Thank you.

Sincerely,


Charles N. Earl
Executive Director

Enclosure

cc: Terry Bergeson, OSPI
Eleni Papadakis, WTECB
Ann Daley, HECB

State Board of Education

JAN 28 2008

Received

STATE OF WASHINGTON
STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
RESOLUTION 07-12-41

A resolution relating to proposed definitions of the mathematics credits required for high school graduation.

WHEREAS, the 2007 Legislature passed 2SHB-1906 which directs the State Board of Education to amend high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and describe the required content; and

WHEREAS, the State Board for Community and Technical Colleges continues to address issues of students success through the Transition Math Project in an effort to reduce remedial math course-taking among recent high school graduates entering community and technical colleges; and

WHEREAS, community and technical college academic programs, high-wage workforce programs, and most medium-wage workforce programs require Algebra II skills for entry or completion; and

WHEREAS, the State Board for Community and Technical Colleges strongly supports a diversity of pathways and options for students entering colleges in the system, including opportunities to learn mathematics in applied and career-related contexts,

THEREFORE BE IT RESOLVED that the State Board for Community and Technical Colleges recommends to the State Board of Education that the third credit of math to be required for high school graduation be aligned with Algebra II-level concepts and skills, and for high school career and technical programs develop courses which include practical math applications reflecting those concepts and skills.

APPROVED AND ADOPTED on December 19, 2007.

Erin Munding, Chair

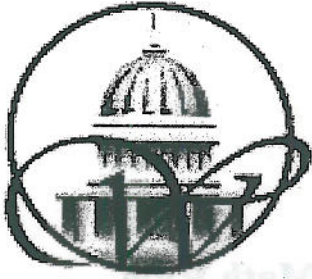
ATTEST:

Charles N. Earl, Secretary

State Board of Education

JAN 28 2008

Received



ADOPTED WORKFORCE BOARD MOTION

WHEREAS, The 2007 Legislature passed 2SHB 1906 which directs the State Board of Education to amend high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and prescribe the required content;

WHEREAS, The State Board of Education had directed its staff to prepare a rule by which students will have two options for fulfilling the third credit in math:

1) A student could complete a third credit of math in Algebra II that meets the new math content standards identified by the Office of Superintendent of Public Instruction, and Career and Technical Education course work could satisfy this requirement if the course of study had comparable content to Algebra II.

2) A student, with the approval of his or her high school counselor and parent/guardian, could elect to replace the Algebra II requirement with a third math credit that furthers an approved program of study that leads to a specific career goal.

WHEREAS, The Workforce Training and Education Coordinating Board has a statutory responsibility to advocate for meeting the needs of students, workers, and employers for jobs that do not require a baccalaureate degree;

WHEREAS, The Workforce Training and Education Coordinating Board supports high school education requirements that recognize the importance of education that is personalized to individual student career and education goals, including access to career and technical education; and,

WHEREAS, In order to graduate from high school students must complete a high school and beyond plan that includes the student's goal for the year after high school graduation and the course work during high school that will enable the student to achieve that goal.

NOW THEREFORE BE IT RESOLVED, That the Workforce Training and Education Coordinating Board supports the direction of the State Board of Education on January 10, 2008 regarding the third credit of math required for high school graduation.



Workforce Board Testimony on Third-Year Math Rule State Board of Education Meeting, March 25, 2008

- On January 31, 2008, the Workforce Board passed a resolution supporting the direction the State Board of Education established at its January meeting regarding the third credit of math required for high school graduation (see reverse side of this testimony).
- The Workforce Board appreciates the efforts of the State Board of Education to draft a resolution on the third-year math requirement that acknowledges the concerns of the Workforce Board and accommodates individual student career and education goals.
- The current language for the third-year math rule is improved in that it aligns the election for pursuing a third year of math other than Algebra II with a career oriented program of study identified in the student's high school and beyond plan. The Workforce Board is very supportive of individual career planning. Such planning provides relevance and meaning for students as they navigate their secondary high school coursework.
- While there is some concern among individual members on our Board with the specific requirement that students be affirmatively advised of the mathematics requirement for only two and four year college coursework, we support adoption of the third-year rule essentially as written.

THIRD CREDIT OF MATH GRADUATION REQUIREMENT

Whereas, The 2007 Legislature passed 2SHB-1906 which directs the State Board of Education to amend high school graduation requirements to include a minimum of three credits of mathematics, one of which may be a career and technical course equivalent in mathematics, and describe the required content; and

Whereas, All four year colleges require students to complete Algebra II for admission; and

Whereas, Community and technical college academic programs, high-wage workforce programs, and most medium-wage workforce programs require Algebra II skills for entry or completion; now, therefore be it

Resolved, That the Washington State PTA recommends to the State Board of Education that the third credit of math shall be required for high school graduation; and be it further

Resolved, That the third credit of math be aligned with Algebra II level concepts and skills; and be it further

Resolved, That career and technical education courses with mathematics content equivalent to Algebra II also satisfy the third credit of math requirement; and be it further

Resolved, That students have the opportunity to substitute another high school math course for Algebra II, when that choice aligns with their high school and beyond plan and is consistent with guidance from the students' parents or guardians.

Washington State PTA motion