

students *can't* wait

PREPARE
EVERY STUDENT
IN WASHINGTON
STATE
FOR COLLEGE
AND WORK



WASHINGTON
ROUNDTABLE

students can't wait

THE WORLD THAT AWAITS TODAY'S YOUNG PEOPLE GRADUATING FROM HIGH SCHOOL IS CHANGING BEFORE THEIR VERY EYES. THE KNOWLEDGE AND SKILLS THEIR PARENTS NEEDED TO SUCCESSFULLY ENTER WORK OR COLLEGE WOULD NOT BE SUFFICIENT TODAY. IN FACT, MANY OF THE FAMILY-WAGE JOBS WE DEPENDED ON IN THE SECOND HALF OF THE 20TH CENTURY ARE GONE OR HAVE EVOLVED INTO MORE HIGH-SKILLED POSITIONS REQUIRING GREATER LEVELS OF KNOWLEDGE AND CRITICAL THINKING. IT IS HAPPENING ACROSS ALL CAREER SECTORS AS EMPLOYERS STRUGGLE TO STAY COMPETITIVE AND AS OTHER COUNTRIES PROVIDE BETTER EDUCATIONS FOR THEIR YOUNG PEOPLE.

at a minimum, *every* high school graduate *must be* literate in english, math and science.

In today's economy, students must achieve fundamental English, math and science skills in high school if they have any hope of pursuing any number of careers or courses of study – from art to engineering to zoology – or enjoying a quality of life similar to or better than that of their parents.

It is incumbent upon us to acknowledge that the world is changing and to ensure that every student is prepared for what lies ahead. The effort to get there began with the 1993 Education Reform Act (HB 1209), which lawmakers passed with strong bipartisan support. The central premise of that legislation – that all students, not just those on the traditional, college-bound track, needed to master fundamentals in core subjects like reading, writing, mathematics and science – was a direct response to the declining standard of living for low-skilled workers. Students were graduating from high school without the skills they needed. Instead, with significant reforms to the K-12 system, all students – not just a select few – will be expected to demonstrate achievement of minimum academic standards in order to earn a diploma. These standards, developed largely by Washington's teachers, will give the diploma meaning and ensure all high school graduates are better prepared.

our state has *stayed the course* in its education reform effort for 13 years; *it is working*.

Following enactment of HB 1209, Washington engaged in an extensive and highly-inclusive process to define grade-level academic standards and implement a statewide assessment system that, accordingly to independent organizations such as Achieve Inc. and the Stanford Research Foundation, is considered one of the best in the nation.

Since the standards were applied and assessments implemented, the percentage of students meeting or exceeding standard in each grade level has increased steadily. Gains are being made in subgroups of students who have historically been low achieving and least well served. More and more students are achieving and demonstrating the minimum skills needed for success after high school.

important safeguards are in place to ensure fairness when applying *academic standards*.

As with all large-scale change, appropriate course corrections have been made along the way. The most important modifications were made with the enactment of HB 2195 in 2004. That legislation – which was championed by educators, parents and business groups and received strong bipartisan support in the Legislature – rededicated our state to the idea that every student must be able to demonstrate fundamental English, math and science skills before they graduate from high school.

Under HB 2195, beginning with the class of 2008, students must meet standard on the 10th grade Washington Assessment of Student Learning (WASL) in reading, writing and mathematics in order to graduate from high school. Science will be required beginning in 2010. All students will have a minimum of five opportunities to take the 10th grade WASL prior to graduation. Beginning with the 2006-07 school year, students unable to demonstrate that they have met standard on the 10th grade WASL after two tries can fulfill the graduation requirement via an alternate means that is comparable in rigor to the WASL. Accommodations are being made for students for whom English is a second language and for students with disabilities. Special education students who meet state developed criteria will not be required to pass the 10th grade WASL in order to earn a diploma.

supports for students:

- FIVE CHANCES TO PASS THE 10TH GRADE WASL.
- PERSONALIZED LEARNING PLANS FOR STRUGGLING STUDENTS.
- ALTERNATIVE FOR STUDENTS WITH THE SKILLS WHO CAN'T PASS THE WASL AFTER MULTIPLE TRIES.
- APPEALS PROCESS FOR STUDENTS WITH EXTRAORDINARY CIRCUMSTANCES.
- ACCOMMODATIONS FOR SPECIAL EDUCATION STUDENTS AND STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE.
- SPECIAL EDUCATION STUDENTS WHO MEET STATE DEVELOPED CRITERIA DO NOT HAVE TO PASS THE 10TH GRADE WASL TO GRADUATE.

Students will also have access to targeted assistance in subjects in which they struggle. HB 2195 requires districts to develop Accelerated Learning Plans for struggling students. To facilitate this, lawmakers revamped and increased funding for the state Learning Assistance Program in 2004 and 2005 to fund remediation for high school students at risk of not meeting graduation standards.

THE COMBINATION OF STANDARDS, ASSESSMENT, RETAKES, REMEDIATION
AND AN ALTERNATE MEASUREMENT FOR DILIGENT STUDENTS WORKS.

Washington is one of 26 states that has implemented or is working toward implementation of standards-based graduation requirements. Of those states, Washington has one of the longest lead-times – implementing the requirement a full 15 years after education reform was adopted in statute – which has provided valuable opportunities to learn from states that have gone before us. Monitoring the progress in other states provides Washington with two very important lessons: standards are necessary and Washington’s standards are reasonable and achievable.

Washington’s education standards are *a reasonable measure*
of what our students should know.

The Washington learning standards were developed largely by Washington’s teachers and set a realistic expectation for what students need to know. The 10th grade WASL measures skills and knowledge that students in other states and countries are tackling in the 7th, 8th and 9th grades. When Achieve Inc., a national non-partisan organization, analyzed several state tests including the 10th grade WASL, they found Washington demanding too little. Achieve compared our high school exam to those in six other states (Florida, Maryland, Massachusetts, New Jersey, Ohio and Texas), and Washington came out at the bottom with the least demanding questions in math. The Achieve analysis also found that the overall rigor of our reading test is below that of most other states analyzed, largely because the passages are not as challenging.

Washington’s standards do not demand too much of our students. They are reasonable and represent the minimum of what our young people will need to know to be competitive in the world after high school. Success – in college or work – will require skills well beyond those measured by the 10th grade WASL.

Washington’s education standards are achievable; *students can do it.*

Opponents of standards-based graduation requirements have raised concerns about the prospect that substantial numbers of students will be unable to earn a diploma. Such an outcome is highly unlikely. Critics who suggest that our students and teachers won’t rise to the occasion are ignoring evidence from states that have moved faster than Washington.

MASSACHUSETTS BEGAN REQUIRING STUDENTS TO DEMONSTRATE ACHIEVEMENT OF STATE STANDARDS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS IN ORDER TO GRADUATE FROM HIGH SCHOOL IN 2003. MASSACHUSETTS' STANDARDS ARE SIMILAR TO THOSE MEASURED HERE, THOUGH WASHINGTON'S STANDARDS REPRESENT LOWER LEVELS OF MATHEMATICS. NINETY-FIVE PERCENT OF MASSACHUSETTS' CLASS OF 2003 PASSED THE STATE EXAM BEFORE THEIR SCHEDULED GRADUATION. THOSE WHO DIDN'T MAKE IT HAVE ACCESS TO ALIGNED COMMUNITY COLLEGE PROGRAMS WHERE THEY CAN CONTINUE TO PURSUE THEIR DIPLOMAS.

MASSACHUSETTS IS AN EXCELLENT EXAMPLE OF THE MOTIVATING POWER OF THE GRADUATION REQUIREMENT. WHEN THE REQUIREMENT WENT INTO EFFECT, THE NUMBER OF STUDENTS PASSING THE 10TH GRADE EXAM ON THE FIRST TRY JUMPED BY 20 PERCENTAGE POINTS (48 PERCENT OF THE CLASS OF 2002, THE LAST CLASS FOR WHOM THE EXAM DIDN'T MATTER, PASSED ON THE FIRST ATTEMPT; 68 PERCENT OF THE CLASS OF 2003 PASSED THE FIRST TIME). THE FIRST TIME THE CLASS OF 2006 TOOK THE TEST, MORE THAN EIGHT IN TEN PASSED AND 90 PERCENT PASSED BEFORE THEIR SENIOR YEAR EVEN BEGAN.

SINCE THE TEST HAS BEEN REQUIRED FOR HIGH SCHOOL GRADUATION IN MASSACHUSETTS, SCORES HAVE RISEN STEADILY FOR ALL STUDENT GROUPS, INCLUDING THOSE WHO ARE MINORITIES, WHO ARE POOR, WHO HAVE DISABILITIES AND FOR WHOM ENGLISH IS NOT THEIR NATIVE LANGUAGE. THE CHOROT DROP-OUT RATE AMONG ETHNIC MINORITY GROUPS HAS ALSO DECLINED SINCE THE REQUIREMENT WENT INTO EFFECT.

FLORIDA STUDENTS ARE ALSO SUCCEEDING AND ACHIEVING HIGHER STANDARDS. THAT STATE BEGAN REQUIRING STUDENTS TO DEMONSTRATE ACHIEVEMENT OF THE NEW SUNSHINE STATE STANDARDS IN READING AND MATH IN 2003. AN ESTIMATED 55 PERCENT OF THE CLASS OF 2003 PASSED THE EXAM ON THE FIRST TRY. WITH RETAKES AND REMEDIATION, AN ESTIMATED 93 PERCENT MET STANDARD PRIOR TO GRADUATION. DISTRICTS ARE REQUIRED TO PROVIDE REMEDIATION IN FLORIDA AND THE STATE HAS DEVELOPED PREPARATORY AND REMEDIATION PROGRAMS INCLUDING AN INTERACTIVE WEB SITE TO ASSIST STUDENTS. STUDENTS ALSO HAVE MULTIPLE OPPORTUNITIES TO TAKE THE EXAM AND A WAIVER IS AVAILABLE FOR SPECIAL EDUCATION STUDENTS WHO MEET SPECIFIC CRITERIA.

TEXAS HAS REQUIRED STUDENTS, BEGINNING WITH THE CLASS OF 2005, TO MEET STANDARD IN ENGLISH, MATHEMATICS, SCIENCE AND SOCIAL STUDIES IN ORDER TO GRADUATE FROM HIGH SCHOOL. FORTY-NINE PERCENT OF THE CLASS OF 2004, THE LAST CLASS FOR WHOM THE EXAM DIDN'T MATTER, PASSED ON THEIR FIRST TRY. THE INITIAL PASS RATE JUMPED TO 73 PERCENT FOR THE CLASS OF 2005 WHEN THEY TOOK IT THEIR JUNIOR YEAR (A GAIN OF 24 PERCENTAGE POINTS IN THE INITIAL PASS RATE ONCE THE EXAM MATTERED TO STUDENTS). WITH MULTIPLE OPPORTUNITIES TO TAKE THE EXAM AND TARGETED ASSISTANCE, 91 PERCENT OF THAT FIRST CLASS PASSED THE EXAM AND GRADUATED ON TIME.

More and more students are achieving at higher levels across these and other states. It is very clear that without these requirements, thousands of students in these states would have left high school with significantly less skills and a smaller chance of succeeding in college or work.

Critics who say our students can't do it are ignoring the progress already made. Since the WASL was initially administered, thousands more students have passed each year, even when it didn't count for high school graduation. The initial retake data released in August 2005 indicates that the percentage of students passing the 10th grade WASL will increase dramatically now that students have multiple opportunities to take the exam. Given this trend, and what we've seen in other states, we have every reason to expect that the vast majority of Washington students will pass the WASL prior to finishing the 12th grade. More will graduate having achieved at least minimum skills.

THAT IS WHY THE WASHINGTON ROUNDTABLE MAINTAINS VIGOROUS, UNWAVERING SUPPORT FOR THE CERTIFICATE OF ACADEMIC ACHIEVEMENT READING, WRITING AND MATHEMATICS GRADUATION REQUIREMENT IN 2008, WITH THE ADDITION OF SCIENCE IN 2010. THIS IS HOW WE ENSURE EVERY STUDENT GRADUATES FROM HIGH SCHOOL LITERATE IN ENGLISH, MATH AND SCIENCE.

Successful students will *have skills beyond those measured* on the 10th grade WASL.

Ensuring a quality education for every student does not end with 10th grade standards. The 10th grade WASL measures the minimum skills our high school graduates will need. To be successful in the 21st century workforce and postsecondary education system, high school graduates must have skills beyond those measured on the 10th grade WASL.

The vast majority of high school students, nearly 80 percent, plan on some kind of learning after high school. Yet, far too many students are not taking the high school courses that will prepare them to do college-level work. As a result, more than half of recent high school graduates entering our community college system must take non-credit bearing, remedial courses, particularly in math. This is a costly, and often discouraging, route for students, many of whom end up leaving college after their first year.

To make sure high school graduates have the *skills they need*, Washington should adopt *a default college-preparatory curriculum* for all students.

Without a default curriculum – one that requires coursework such as four years of math and three years of science – many high school students will continue to unknowingly eliminate their options for the future and destine themselves for costly and time-consuming remedial coursework or low-skill, low-paying jobs. A more rigorous default high school curriculum will ensure that all high school students, unless they knowingly opt out, will be on a path that will help keep open their options for success in college or work.

In addition to standards, assessments and a default high school curriculum, ensuring students learn in high school the skills that they will need requires a continued commitment to improving schools and aligning the K-12 and postsecondary education systems. We must also empower our principals to take leadership and responsibility in their schools and provide better preparation and professional development for teachers. The recommendations included in this report describe the essential elements of that process. The Roundtable will work closely with other business, education and community advocates to actively pursue these policy improvements. Each is critical to ensuring students are prepared for the world after high school.

Recommendation 1: *Make the diploma meaningful.*

The state must live up to its obligation to ensure that every student – not just those who are economically advantaged or college-bound – will achieve the minimum skills in high school that are needed to successfully enter work or college. Common statewide standards and assessments hold schools accountable for teaching all students and hold all students accountable for their own learning. The new high school graduation requirements provide a consistent means by which to ensure that when high school graduates receive their diplomas they are ready for postsecondary education or work.

- MAINTAIN THE CERTIFICATE OF ACADEMIC ACHIEVEMENT READING, WRITING AND MATH REQUIREMENTS AS ONE CONDITION FOR HIGH SCHOOL GRADUATION BEGINNING IN 2008, ADDING SCIENCE AS A REQUIREMENT IN 2010. ADD CIVICS AS A REQUIREMENT BEGINNING IN 2012.

- DEVELOP AND FUND SUPPORTS TO HELP STUDENTS MEET STANDARD ON THE WASL, SUCH AS ONLINE TUTORIALS, ALIGNED DIAGNOSTIC ASSESSMENTS, INTENSIVE INTERVENTION PROGRAMS AND SUMMER ACADEMIES.

- IMPLEMENT THE PROGRAM PLAN DEVELOPED IN ACCORDANCE WITH HB 2195 TO PROVIDE AN ALIGNED COMMUNITY COLLEGE OPTION FOR STUDENTS WHO ARE ELIGIBLE FOR THE STATE TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM AND WHO NEED MORE TIME TO DEVELOP LANGUAGE PROFICIENCY, BUT ARE MORE AGE-APPROPRIATELY SUITED FOR A POSTSECONDARY LEARNING ENVIRONMENT THAN FOR HIGH SCHOOL. EXPAND THAT PROGRAM TO INCLUDE ALL STUDENTS WHO ARE UNABLE TO MEET STANDARD ON THE 10TH GRADE WASL PRIOR TO THEIR SCHEDULED HIGH SCHOOL GRADUATION.

Recommendation 2:

Restructure high schools to expand opportunities for all students.

Our high schools must provide skills that will empower students to succeed in the 21st century. They must also be a place where students can maximize their time not only to achieve necessary skills, but to pursue their interests and abilities so as to ensure a greater chance for success and happiness after graduation.

- DEVELOP AND ADOPT A COLLEGE-PREPARATORY CURRICULUM AS THE DEFAULT CURRICULUM FOR ALL HIGH SCHOOL STUDENTS.
- REVAMP HIGH SCHOOL CURRICULUM.
 - » ALIGN 9TH AND 10TH GRADE CURRICULA WITH STATE STANDARDS SO STUDENTS ARE PREPARED TO EARN THE CERTIFICATE OF ACADEMIC ACHIEVEMENT ON THEIR FIRST ATTEMPT.
 - » REVAMP THE 11TH AND 12TH GRADE CURRICULA SO THAT STUDENTS WHO HAVE ACHIEVED THE CERTIFICATE OF ACADEMIC ACHIEVEMENT HAVE A VARIETY OF OPTIONS ALIGNED WITH THEIR INTERESTS OR FUTURE PLANS, AND STUDENTS WHO HAVE YET TO MEET STANDARD IN ONE OR MORE SUBJECTS HAVE ACCESS TO FOCUSED REMEDIATION PROGRAMS.
- PROVIDE FINANCIAL INCENTIVES FOR DISADVANTAGED STUDENTS WHO TAKE RIGOROUS AP EXAMS AND COLLEGE-PREPARATORY AND COLLEGE-LEVEL COURSES.

Recommendation 3:

Improve coordination and align curriculum between the K-12 and postsecondary education systems.

The vast majority of high school students in Washington plan on some kind of postsecondary learning. They know they need more than a high school education to raise a family or enjoy a quality of life similar to or better than that of their parents. However, nearly half of students entering our community colleges are unprepared and forced to take remedial, non-credit bearing courses. Students who require such remediation are less likely to complete a degree. Better coordination and alignment between the K-12 and postsecondary systems will ensure students are prepared not only to enter college, but to succeed when they get there.

- ALIGN COURSEWORK OFFERINGS IN PUBLIC HIGH SCHOOLS WITH ADMISSIONS REQUIREMENTS FOR THE STATE'S FOUR-YEAR UNIVERSITIES.
 - » BY THE 2006-07 SCHOOL YEAR, INCLUDE THE CERTIFICATE OF ACADEMIC ACHIEVEMENT AS A FACTOR IN MINIMUM ADMISSIONS REQUIREMENTS FOR ALL WASHINGTON PUBLIC HIGH SCHOOL GRADUATES ENTERING THE STATE'S POSTSECONDARY INSTITUTIONS.

Recommendation 3 continued

- » RAISE THE MINIMUM ADMISSIONS REQUIREMENTS TO THE STATE'S FOUR-YEAR POSTSECONDARY INSTITUTIONS TO MORE ACCURATELY REFLECT THE HIGH SCHOOL COURSEWORK AND SKILLS STUDENTS NEED TO BOTH ENTER AND SUCCEED IN COLLEGE.
- DEVELOP A SYSTEM THAT DEFINES COLLEGE READINESS IN TERMS OF SKILLS AND KNOWLEDGE BEYOND THE CERTIFICATE OF ACADEMIC ACHIEVEMENT, IS APPLICABLE TO ALL STUDENTS, AND IS MORE PREDICTIVE OF FUTURE COLLEGE SUCCESS THAN COURSEWORK AND GRADES.
 - » REQUIRE STATE HIGHER EDUCATION INSTITUTIONS TO CONDUCT OUTREACH TO MIDDLE AND HIGH SCHOOLS IN THEIR REGIONS TO INFORM STUDENTS OF THE HIGH SCHOOL COURSEWORK THAT IS NECESSARY TO BE SUCCESSFUL AT A COLLEGE OR UNIVERSITY.
 - » PROVIDE INCENTIVES TO HIGHER EDUCATION LEADERS TO WORK WITH LOCAL EDUCATION OFFICIALS AND HIGH SCHOOL FACULTY TO HELP STRENGTHEN THE CURRICULUM, ASSESS COLLEGE READINESS AND FACILITATE STUDENTS' EARNING COLLEGE CREDIT WHILE IN HIGH SCHOOL.
- REQUIRE STUDENTS TO PASS THE 10TH GRADE WASL IN READING, WRITING AND MATH (ADDING SCIENCE WITH THE CLASS OF 2010) PRIOR TO HAVING ACCESS TO RUNNING START AND OTHER DUAL CREDIT PROGRAMS IN THOSE SUBJECTS.
- REINSTATE AND FUND PROMISE SCHOLARSHIPS, MAKING THEM AVAILABLE, ON A MEANS-TESTED BASIS, TO STUDENTS WHO EXCEED STANDARD IN READING AND MATH, EARN THE CERTIFICATE OF ACADEMIC ACHIEVEMENT AND GRADUATE FROM HIGH SCHOOL.

Recommendation 4:

Improve the quality & diversity of school leadership and provide principals with the tools necessary to create high performing schools.

If we hope to make every school a great school, they must all have leaders with skills, support and authority to align standards, assessment and instruction. These leaders must be given the capacity to adjust and tailor support to the specific needs of students and staff in their buildings.

- FOCUS PRINCIPAL TRAINING AND CERTIFICATION ON PERFORMANCE-BASED LEADERSHIP.
- PROVIDE PRINCIPALS WITH THE MANAGEMENT TOOLS NECESSARY TO IMPROVE SCHOOLS.
 - » ALLOW PRINCIPALS TO HIRE, REASSIGN AND NON-RENEW STAFF.
 - » ENABLE PRINCIPALS TO USE TEACHER SUCCESS WITH STUDENT ACHIEVEMENT AS A FACTOR FOR HIRING OR ACCEPTING TRANSFERS.
 - » EMPOWER PRINCIPALS TO DIRECT SCHOOL BUDGETS TOWARD STUDENT ACHIEVEMENT GOALS, SUCH AS STAFF DEVELOPMENT GOALS AND INSTRUCTION.

Recommendation 5:

Overhaul existing mechanisms for developing teacher knowledge and skills.

At a minimum, most professions are characterized by a clear set of skills for entry, some level of performance-based compensation, and opportunities for mentoring and professional growth. Yet these three components are often missing in teaching — to the detriment of teachers and, ultimately, students.

- REDESIGN TEACHER PREPARATION AND CERTIFICATION.
 - » STRENGTHEN STANDARDS FOR WHAT HIGH SCHOOL TEACHERS SHOULD KNOW AND BE ABLE TO DO IN THE SUBJECTS THEY TEACH, ESPECIALLY IN LITERACY, MATHEMATICS AND SCIENCE.
 - » INCORPORATE TEACHER KNOWLEDGE STANDARDS INTO PERFORMANCE-BASED CERTIFICATION REQUIREMENTS. (CONNECTICUT HAS CREATED A TIERED LICENSURE SYSTEM THAT REQUIRES TEACHERS TO DEMONSTRATE INCREASINGLY HIGHER LEVELS OF KNOWLEDGE AND SKILLS TO EARN EACH SUCCESSIVE LEVEL OF LICENSE.)
 - » REDESIGN TEACHER PREPARATION PROGRAMS AND HOLD THEM ACCOUNTABLE FOR SUCCESS IN PREPARING CANDIDATES TO MEET STANDARDS. (LOUISIANA REQUIRED ALL OF ITS SCHOOLS OF EDUCATION TO UNDERGO A REDESIGN PROCESS AND HAS CREATED NEW PROGRAM APPROVAL STANDARDS THAT INCLUDE INDICATORS OF THE QUALITY OF THEIR GRADUATES.)
- TRANSITION TO A TEACHER COMPENSATION AND CAREER SYSTEM BASED ON KNOWLEDGE, SKILLS, RESPONSIBILITY AND PERFORMANCE.
 - » INCLUDE A VALUE-ADDED COMPONENT THAT MEASURES AND COMPENSATES TEACHERS BASED ON STUDENT ACHIEVEMENT GAINS. THIS EVALUATION SYSTEM SHOULD ASSESS THE RATE OF IMPROVEMENT IN STUDENT PERFORMANCE EACH YEAR AS MEASURED BY THE WASL.
 - » SUPPLEMENT THE BONUSES PROVIDED FOR NATIONAL BOARD CERTIFIED TEACHERS BY ADDING FUNDING FOR PERFORMANCE AND RESPONSIBILITY-RELATED ENHANCEMENTS SUCH AS DEGREES EARNED, NATIONAL BOARD CERTIFICATION, MENTOR TEACHERS AND COOPERATING TEACHERS.
- REDESIGN PROFESSIONAL DEVELOPMENT PRACTICES.
 - » ALIGN PROFESSIONAL DEVELOPMENT WITH STATE AND DISTRICT GOALS AND STANDARDS FOR STUDENT LEARNING. MAKE PROFESSIONAL DEVELOPMENT AN EVERYDAY PART OF THE SCHOOL SCHEDULE RATHER THAN CONDUCTING IT AS A SET OF AD HOC EVENTS.
 - » PROVIDE FINANCIAL INCENTIVES FOR TEACHERS WHO AGREE TO TEACH IN HARD-TO-STAFF SCHOOLS OR ARE QUALIFIED TO TEACH MATH, SCIENCE OR OTHER SUBJECTS WHERE THERE IS A SHORTAGE OF QUALIFIED TEACHERS. TO MINIMIZE TURNOVER, SALARY PREMIUMS SHOULD BE PAID IN EXCHANGE FOR A TEACHER'S COMMITMENT TO REMAIN AT THE SCHOOL FOR A SPECIFIED AMOUNT OF TIME.
 - » DEVELOP AND ENFORCE STRICT LIMITS ON OUT-OF-FIELD TEACHING.
 - » ELIMINATE SALARY SCHEDULE CREDITS THAT ARE NOT DEGREE-RELATED UPPER DIVISION OR GRADUATE LEVEL COLLEGE CREDITS (GRANDFATHER EXISTING TEACHERS BY ALLOWING THEM TO MAINTAIN CURRENT SALARY POSITION).
 - » MODIFY THE YEARS OF SERVICE RULE TO ALLOW CREDIT FOR PRIVATE SECTOR EXPERIENCE SO MID-CAREER PROFESSIONALS WHO WANT TO BECOME TEACHERS CAN MORE EFFECTIVELY BE RECRUITED.

Recommendation 6:

Motivate students and adults to study and enter science, technology, engineering and mathematics careers with a special effort geared to those in currently underrepresented groups.

In his much heralded bestseller, *The World is Flat*, New York Times editorial writer Thomas Friedman argues that not only is our economy changing, but math, science and engineering will be the foundation of the innovation economy, and thus, future prosperity. Other countries are racing us to the top, not the bottom, and the U.S. must produce more math, science and engineering graduates in order to maintain quality of life.

- ADOPT CURRICULA THAT INCLUDE RIGOROUS CONTENT AS WELL AS REAL WORLD ENGINEERING AND SCIENCE EXPERIENCES SO STUDENTS LEARN WHAT IT MEANS TO DO THIS WORK, WHAT IT TAKES TO GET THERE AND HOW EXCITING THESE FIELDS ARE.

- CREATE MORE SCHOLARSHIPS AND LOAN-FORGIVENESS PROGRAMS FOR STUDENTS WHO PURSUE TWO-YEAR, FOUR-YEAR AND GRADUATE DEGREES IN SCIENCE, TECHNOLOGY, MATH AND ENGINEERING (INCLUDING STUDENTS WHO PLAN TO TEACH MATH AND SCIENCE, PARTICULARLY IN HIGH-POVERTY SCHOOLS).

- » BUILD ON EXISTING PROGRAMS SUCH AS SCIENCE, MATHEMATICS AND RESEARCH FOR TRANSFORMATION (SMART) AT THE DEPARTMENT OF DEFENSE; THE SCIENCE AND TECHNOLOGY SCHOLARSHIP PROGRAM (STSP) AT NASA; ROBERT NOYCE SCHOLARSHIPS AT THE NATIONAL SCIENCE FOUNDATION (NSF); AND FEDERAL LOAN FORGIVENESS PROGRAMS THAT PROVIDE UP TO \$17,500 FOR SECONDARY MATH AND SCIENCE TEACHERS.

- » SUPPLEMENT PELL GRANTS FOR ELIGIBLE STUDENTS WHO SUCCESSFULLY COMPLETE CORE ACADEMIC COURSES IN HIGH SCHOOL.

- UPGRADE K-12 MATH AND SCIENCE TEACHING TO FOSTER HIGHER STUDENT ACHIEVEMENT.

- » ESTABLISH PRESTIGIOUS FELLOWSHIPS FOR EXCEPTIONAL RECENT COLLEGE GRADUATES OR THOSE AT MID-CAREER THAT LEAD TO CERTIFICATION AND A FIVE-YEAR COMMITMENT TO TEACH MATH OR SCIENCE IN SCHOOLS WITH HIGH-POVERTY POPULATIONS.

- » PROMOTE MARKET- AND PERFORMANCE-BASED COMPENSATION AND INCENTIVE PACKAGES TO ATTRACT AND RETAIN EFFECTIVE MATH AND SCIENCE TEACHERS. PROVIDE THE FLEXIBILITY FOR HIGH SCHOOL TEACHERS, RETIREES AND OTHER QUALIFIED PROFESSIONALS TO TEACH THESE SUBJECTS PART-TIME. (RESOURCES IN NO CHILD LEFT BEHIND THAT CAN BE USED TO DEVELOP ALTERNATIVE TEACHER COMPENSATION SYSTEMS AND THE PROPOSED FEDERAL TEACHER INCENTIVE PROGRAM ARE PARTICULARLY CRUCIAL FOR HELPING TO ADDRESS SHORTAGES OF MATH AND SCIENCE TEACHERS.)

- » SUPPORT COST-EFFECTIVE PROFESSIONAL DEVELOPMENT AND OTHER TECHNICAL ASSISTANCE TO FILL GAPS IN TEACHERS' CONTENT KNOWLEDGE AND PREPARE THEM TO TEACH EFFECTIVELY.

- » PROMOTE AND STRENGTHEN USE OF EXISTING RESOURCES IN FEDERAL EDUCATION LABORATORIES, REGIONAL TECHNICAL ASSISTANCE CENTERS, NO CHILD LEFT BEHIND, AND FOCUSED MATH AND SCIENCE PARTNERSHIPS (MSP) TO SUPPORT BEST PRACTICES, WITH A PRIORITY ON THOSE WHO TEACH MATH IN SCHOOLS THAT ARE NOT MAKING "ADEQUATE YEARLY PROGRESS" (AYP).

Recommendation 6 continued

- » INCLUDE INCENTIVES IN STATE POLICIES FOR COLLEGES AND UNIVERSITIES TO PRODUCE MORE MATH, SCIENCE AND ENGINEERING MAJORS AND TO STRENGTHEN PREPARATION PROGRAMS FOR PROSPECTIVE MATH AND SCIENCE TEACHERS.
- » STRENGTHEN AND ENFORCE THE CERTIFICATION REQUIREMENTS FOR MATH AND SCIENCE TEACHERS TO ENSURE THAT THEY HAVE THE REQUISITE KNOWLEDGE IN THE SUBJECTS THEY ARE ASSIGNED TO TEACH.

Recommendation 7:

Align tools, support and accountability

The Certificate of Academic Achievement requires schools and districts to focus tightly on the mission of providing all students with a set of foundation skills and knowledge in core subjects. This has required many schools to rethink the traditional delivery of education. Educators can't do this alone. They need aligned curriculum, assessment and instructional tools so they can focus on the hard work of teaching and student learning. Meanwhile, students need to be assured that if their schools do not meet their obligations, despite additional assistance from the state and district, the state will intervene on their behalf.

- ENACT A FIRM BUT FAIR SCHOOL AND DISTRICT ACCOUNTABILITY SYSTEM.
 - » EXPAND STATE FOCUSED ASSISTANCE PROGRAMS TO SERVE MORE SCHOOLS AND REQUIRE IDENTIFIED SCHOOLS TO PARTICIPATE.
 - » REQUIRE PERFORMANCE AGREEMENTS BETWEEN THE SUPERINTENDENT OF PUBLIC INSTRUCTION, WITH OVERSIGHT FROM THE NEWLY RECONSTITUTED STATE BOARD OF EDUCATION, AND DISTRICTS DETAILING PLANS FOR LEVERAGING RESOURCES FOR ALL SCHOOLS NOT MEETING THEIR PERFORMANCE IMPROVEMENT GOALS.
 - » AUTHORIZE THE SUPERINTENDENT OF PUBLIC INSTRUCTION, WITH OVERSIGHT FROM THE NEWLY RECONSTITUTED STATE BOARD OF EDUCATION, TO INTERVENE IN SCHOOLS AND DISTRICTS WITH PERSISTENTLY LOW-PERFORMING SCHOOLS THAT DO NOT IMPROVE DESPITE ASSISTANCE.
 - » ENACT A PROCESS THAT HOLDS SCHOOLS AND DISTRICTS ACCOUNTABLE FOR DEVELOPMENT OF ACCELERATED LEARNING PLANS FOR STRUGGLING STUDENTS AND FACILITATES COMMUNICATIONS BETWEEN DISTRICTS AND APPLICATION OF BEST PRACTICES.

Recommendation 8:

Create data and information systems for the 21st century.

Washington state's current capacity to collect and analyze education data is woefully inadequate. It is past time to move from rhetoric to reality regarding data-driven decision-making. Schools, districts and state policymakers need real-time access to information on student and school performance and resources.

- UPDATE ANTIQUATED INFRASTRUCTURE AND CREATE A STANDARDIZED DATA GATHERING SYSTEM TO COLLECT AND ANALYZE INFORMATION ON STUDENTS AND SCHOOLS TO INFORM DECISIONS ABOUT RESOURCE ALLOCATION, PROFESSIONAL DEVELOPMENT, SCHOOL IMPROVEMENT PLANNING, STATE INTERVENTION, ETC.

- » AT A MINIMUM, THE STATE MUST COLLECT INFORMATION ON STUDENT PERFORMANCE (DISAGGREGATED ACHIEVEMENT DATA, HIGH SCHOOL COMPLETION, COLLEGE READINESS, COLLEGE COMPLETION) USING THE UNIQUE STUDENT IDENTIFIER. THE STATE MUST ALSO GATHER INFORMATION ON SCHOOL PERFORMANCE, FINANCES AND EDUCATOR QUALIFICATIONS (DEGREES, CERTIFICATION AND EXPERIENCE).

The Washington Roundtable is a nonprofit public policy research and advocacy organization comprised of chief executives from major private sector employers throughout Washington state. Since 1983, the Roundtable has worked to create positive change on critical policy issues to foster economic growth, generate jobs and improve quality of life for Washingtonians.

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