October Resource Toolkit

Continuous Improvement Principles and Framework

Continuous Improvement Framework

- Elevation of anti-racist practices.
- Identification, provision, and growth of equitable supports within learning communities.
- Development of strong leadership at all levels.
- Use of data inquiry/school improvement principles and processes.
- Focus on improving core instructional practices.
- Implementation within a multi-tiered system of supports.

Focus: Secondary Core Instruction

This month's Resource Toolkit: Secondary Core Instruction will particularly emphasize the Elements and Themes of Continuous School Improvement through the:

- Identification, Provision, and Growth of Equitable Supports Within Learning Communities through Family, Student, and Community Engagement; as well as,
- Focus on Improving Core Instructional Practices through Evidence-Based Practices and Continuum of Supports

In particular, the focus will drive readers to look at systems and how they support student learning, structures, and improvement. Secondary education is one of the last and most vital steps for student maturation and post-secondary success in the K-12 system. Because of this, the Secondary Education and Pathway Preparation (SEPP) division of OSPI supports students with access to rigorous coursework, a personalized secondary educational experience including culturally responsive and anti-racist curriculum, and pathways to graduation and beyond that reflect student interest and need. In partnership with key stakeholders, the division will focus on utilizing the High School and Beyond Plan (HSBP) to inform master-scheduling, course-sequencing, flexible 11th and 12th grade years, grading practices, experiential and mastery-based learning, and expanded access to dual credit.

Secondary Education and Pathway Preparation assists in:

- Guiding learning and instructional supports to provide rigorous learning standards, supporting educators to teach those standards effectively.
- Supporting content and assessment in subject areas including English Language Arts, Math, Science, Social Studies, Health/PE, Sexual Health, World Language/Dual Language, Arts and Computer Science.
- Managing Career and Technical Education (CTE) programs with a focus on employability and workforce readiness that lead to industry recognized credentials, apprenticeships, work-based learning, and college degrees in high-demand economic sectors.

- Providing leadership for Graduation and Pathway Preparation for School Counseling, High School and Beyond Plans, graduation pathways, credit flexibility, dual credit accessibility, postsecondary transition, and preparation.

A Focus on Pathways in Secondary Education

In 2019, the Washington State Legislature passed House Bill (HB) 1599, which expanded graduation pathways beyond the state assessments. According to Washington statute RCW 28A.230.090, "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment and citizenship, and is equipped with the skills to be a lifelong learner." This statute and the requirements outlined in HB 1599 are the basis for Washington's policy of awarding the same diploma for all students, which means that all students meet the same broad components of the state's graduation requirements, including:

1. satisfy the graduation requirements established by the SBE and any graduation requirements established by the applicable public high school or school district;
2. satisfy the credit requirements for graduation;
3. demonstrate career and college readiness through completion of the High School and Beyond Plan (HSBP); and
4. meet the requirements of at least one of eight authorized graduation pathway options. A student may choose to pursue more than one pathway option, but any option used by a student to demonstrate career and college readiness must align with the student's HSBP.

This applies to all Washington students, regardless of disability or English language level. Washington has one diploma that meets the federal requirements of a "regular high school diploma" and offers multiple pathways to achievement. Within this framework, Washington also has policies designed to create elasticity for student plans, including students with disabilities, to meet these mandates. According to WAC 180-51-115, districts must have a board approved policy and procedures for granting a diploma to a student with disabilities that does not deny the student the opportunity to earn a high school diploma solely because of the student's disability and that provides for meeting "the unique limitations of each student."

Secondary English Language Arts Content

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Pathways

The below points outline different options for schools to support students when working through the English Language Arts (ELA) pathways.

Secondary English Language Arts: Graduation and Pathways

In addition to fulfilling all requirements of local districts, Washington state requires public high school students to complete a minimum of four credits of high school English Language Arts to graduate.

Graduation Pathways

House Bill 1599 (2019) expanded the ways in which Washington students can develop their course plans and show their preparation for a meaningful first step after high school. Beginning with the Class of 2020, students must fulfill the pathway requirement to graduate, which must align with their High School and Beyond Plan.

ELA and Mathematics Pathways

Students may choose to meet their graduation pathway requirement with a combination of at least one English Language Arts (ELA) and one math graduation pathway option below.

College Admission, AP, IB, Cambridge Exam and Courses

Students may use scores on college admissions (ACT, ACT with Writing, SAT) and specified Advanced Placement (AP) or International Baccalaureate (IB) tests to show they possess the knowledge and skills expected of high school graduates.

Dual Credit Courses

A student who completes a dual credit course in ELA or mathematics in which the student can earn college credit may use passage of the class as a graduation pathway.

Smarter Balanced Assessment

Students meeting this graduation pathway need to earn at least the following scores on the high school ELA and math Smarter Balanced Assessment (SBA) of:

- Score on ELA - 2548
- Score on math - 2595

Transition Courses

- Passage of the Bridge to College course in English language arts or math may be used as a graduation pathway.
- School districts and STECs with current articulation agreement(s) for an indicated English language arts or math course. By passing the course indicated in the agreement (resulting in 100 level or higher college-level course placement), the course may be used as a graduation pathway.

Development of Strong Leadership at All Levels through Team-Driven Shared Leadership

WA Learning Standards Review

According to RCW 28A.655.070, the Office of Superintendent of Public Instruction (OSPI) will periodically review and revise the state learning standards. In the fall of 2022, OSPI started to review and revise ELA, mathematics, and science learning standards. OSPI anticipates review and adoption in 2024, with transitional support to districts and implementation anticipated in 2026. We will continue to provide updates and build opportunities to collect input from a wide variety of stakeholders across the state as the work develops.

Identification, Provision, and Growth of Equitable Supports Within Learning Communities through Family, Student, and Community Engagement

Statewide Comprehensive Literacy Plan

A statewide comprehensive literacy plan serves as a strategic framework to promote and enhance literacy skills across Washington. Its purpose is to provide a structured approach to promoting literacy abilities among students of all ages. A literacy plan explains a statewide vision and alignment across systems for academic success and personal growth. The literacy plan will connect to a broad range of topics, including content integration, experiential learning, and continued foundational skills in elementary that bridge into middle and secondary. OSPI is in the beginning stages of outlining this framework with plans to:

- Understand existing data and conduct a deeper needs assessment
- Integrate research and evidence into the framework
- Align professional development with evidence-based practices

OSPI Secondary English Language Arts Guidance and Additional Resources

Dyslexia Guidance: Implementing MTSS for Literacy

The Dyslexia Advisory Council (DAC) and the Office of the Superintendent of Public Instruction (OSPI) created this guide to support school districts with implementing the requirements of ESSB 6162. This guide supports educational leaders and practitioners by outlining best practices and evidence-based resources that support the wide variety of curriculum and assessment practices used throughout Washington state. The DAC recommends these practices to enhance the implementation efforts of educators and school districts to support all students in their reading and literacy development, including students with reading difficulties such as dyslexia.

Register to attend ELA Office Hours

Meets monthly from 3:00–4:00 pm

Sign up to receive ELA Monthly Newsletters

Register for GLEAN asynchronous modules on dyslexia and structured literacy

The goal of the training initiative is to build staff capacity and provide teachers with the knowledge and tools to enable them to implement structured literacy within an MTSS Framework effectively.

- Asynchronous courses are FREE and open to educators, administrators, and families.
- Educators who complete this coursework are eligible to receive 18 Clock Hours from OSPI.
- Course Titles:
    - Understanding Dyslexia and Dysgraphia
    - Structured Literacy Instruction
    - Reading Fluency Instruction
    - Intensifying Instruction through MTSS and RTI
    - Serving Students with Dyslexia for School Psychologists

Resources

2023–24 Secondary science of reading learning series

This learning series for teachers of students in upper elementary and the secondary grades will deepen participants' previous knowledge and learning about teaching students in upper elementary and secondary grades who struggle to read content text materials. Sessions will be built upon collegial discussions around foundational concepts of the science of reading and successful literacy strategies and supports for Tier-1 instruction within an MTSS framework.

Dyslexia and structured literacy instruction

These classes offer professional learning opportunities that will lead you through the foundational elements of literacy, including phonology, orthography, etymology, morphology, syntax, and semantics.

Secondary Mathematics Content

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Supporting Students Toward Their Futures Through Relevant Mathematics

While districts may have additional local requirements, for the class of 2024[1] the Washington State Board of Education requires three credits of high school mathematics[2] based on the

[1] Students are assigned an expected graduation year at the time they enter ninth grade regardless of when they actually complete high school (WAC 180-51-035).

[2] Students may earn high school credit prior to attending high school by completing high school level coursework in an earlier grade (WAC180-51-030), but schools and parents should be aware of the implications of CADRs for these students.

Washington State Learning Standards (Common Core State Standards for Mathematics). These credits must include a sequence of Algebra 1 and Geometry or Integrated Math 1 and 2.

The third credit of mathematics is to be chosen by the student based on the student's interests and High School and Beyond Plan (HSBP) and approved by the parent or guardian. Courses that constitute a third credit of math include traditional mathematics courses such as Algebra 2, Statistics, Data Science, etc., but may also include quantitative science courses (ex. Physics), computer science courses, or other CTE course equivalencies through local or state approved frameworks.

In selecting third math credit courses, students should consider the requirements of their future goals. Public universities across the state require Algebra 2 (or Integrated Math 3) for minimum admission expectations. While community and technical colleges do not have that requirement, students who do not take an advanced course such as Algebra 2 or Statistics may not demonstrate readiness for college level mathematics courses and be required to take one or more remedial courses to prepare them for that content. Students who must take remedial mathematics courses in college are less than half as likely to complete a degree (60% overall vs 22% remedial math students, Scholarships360.org, sr.ithaka.org).

Students planning to enter a trade, or the military should investigate the mathematics of their chosen career field and select coursework that prepares them for their futures. Quantitative reasoning or statistics courses may provide students with learning that is relevant to their goals. Data Science courses are in development or implementation in several districts statewide and may provide meaningful mathematics for students in a wide variety of career paths. Data Science 4 Everyone is a nationwide coalition supporting increased data science options in K–12 and higher education.

While a fourth math course is not required for Washington graduation, students are encouraged to consider the benefits of continuing coursework in a variety of quantitative areas, with university College Academic Distribution Requirements (CADRs) including a math-based quantitative course during the senior year.

Resources

While instructional materials provide alignment to the content standards, the practice standards (Common Core Standards for Mathematical Practice) are often left up to the teacher to implement. To equitably support student growth in the math practices, classrooms should incorporate student conversations and collaboration to solve meaningful problems. The resources that follow offer strategies, courses and tools for teachers and improvement partners.

Instructional Strategies

Mathematically Productive Instructional Routines (MPIRs). These short (5–10 minutes) routines are flexible for use with a variety of mathematical topics and may be applicable for other content areas. They are often used to provide an inroad at the beginning of class or for synthesis

at its conclusion. In any format, MPIRs ("empires") provide opportunities for teachers to formatively assess student understanding and plan for future activities and instruction.

- Notice and Wonder
- Number Talks
- Ten Minute Talks
- My Favorite kNOw
- Clothesline
- Which One Doesn't Belong?

Math Language Routines (MLRs) were developed at Stanford University by math and language specialists working together. Additional resources for these routines are offered by Achieve the Core.

1. Stronger and Clearer Each Time
2. Collect and Display
3. Clarify, Critique, and Correct
4. Information Gap
5. Co-craft Questions and Problems
6. Three Reads
7. Compare and Connect
8. Discussion Supports

High school courses and instructional materials offered by OSPI

Bridge to College Math. Designed for high school seniors who have completed Algebra 2 but are not yet ready for college level mathematics, BtCM provides student centered learning that develops their confidence and mathematical identity and prepares them for college level quantitative reasoning or statistics courses.

Modeling Our World with Mathematics. A context based, modularly designed course, MOWWM provides teachers flexibility to engage students in the learning that best meets their needs. With content that builds on Algebra 1 and Geometry, it qualifies as a third credit course and develops confidence and understanding for students who have previously struggled in mathematics courses. Student experiences in MOWWM encourage greater success for those who choose to retake the SBA or other assessment for a graduation pathway or continue to Algebra 2 for additional coursework.

Modern Algebra 2 – page in development. Grounded in the mathematics that all students need while developing conceptual understanding for higher level mathematics, MA2 is a complete set of instructional materials that offers students a fresh perspective for relevant and engaging mathematics to support Calculus, Statistics, Quantitative Reasoning, and Industry based pathways. It is recognized by all universities in Washington as Algebra 2 and is suitable for all students who would enroll in an Algebra 2 course.

Additional Classroom Resources

- Desmos
- GeoGebra
- Open Middle
- Mathematics Assessment Project (MARS)
- 3 Act Tasks

Secondary Science Content

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The state of Washington requires three years of high school science as a graduation requirement and high school science courses are built upon the Washington State Science Learning Standards which are adopted from the Next Generation Science Standards (NGSS.) The NGSS is designed to spiral, with high school concepts and practices formed upon a strong foundation of middle school standards. To determine their understanding of the NGSS, students in fifth, eighth, and eleventh grades sit our state WCAS assessment.

We encourage districts to consider the learning needs of their students that will prepare them for bright futures. This includes being prepared to enter STEM fields and to be thoughtful citizens able to reason about the world around them. This requires inquiry and engagement across the many fields of science represented by the NGSS.

What are the state science requirements for secondary education?

1. Teach the Washington State Science Learning Standards: Per our state requirements, there are 67 high school science standards expected to be taught and a comparable 55 middle school science standards. To ensure that students are ready post-secondary pathways, careers, and civic engagement, it is necessary for them to engage deeply with these concepts in thoughtful pathways that ensure access to standards from across science content areas.

2. Three Years of High School Science to Graduate:
   a. Including Two Years of Lab Science Credit: What is a lab science? A laboratory science means that students are engaging deeply with scientific practices to learn about the natural world. The official description can be found here at bullet point 6.
   b. A Third Credit of Science Chosen by the Student[3]: Students should have choice in their third credit of science. More information can be found here at bullet point 4.

[3] Per SB 5299 (2021), students may use a computer science course to meet their 3rd year math or science, if in alignment with their HSBP. See the SBE's FAQ website.

3. The Minimum Requirements for Entrance to Universities in Washington State Differ from Graduation Requirements: The College Academic Distribution Requirements outline 3 credits of science necessary for admission.
    a. 1 credit must be earned in an algebra-based science course. (Many schools define this as physics or chemistry.)
    b. 1 credit must be earned in biology, chemistry, or physics.
    c. 1 additional science credit must be earned.

4. Science Credit (and Lab Science Credit) can be Earned through CTE Science Equivalencies:
    a. Districts are required to provide high school students with the opportunity to access at least one CTE course that is considered equivalent to a mathematics course or at least one CTE that is considered equivalent to a science course as determined by OSPI. This means using a state equivalency framework.
    b. Districts can Achieve Further CTE Science Equivalencies through Local Equivalency Frameworks as Approved by their School Board.

Recommendations

In meeting all requirements, it is important for each district to ensure access to the breadth and depth of Next Generation Science Standards through offering course options that require students to engage with many types of science standards. In addition to meeting the needs and interests of students as they graduate.

Further Recommendations and Items to Consider

- Counselors, administrators, and science educators should ensure that students are enrolling in science courses as appropriate for their success. For example, if a district requires a heavily math-based course such as physical science in the 9th grade, is that appropriate to assign to all students? Additionally, are there interesting and supportive classes to ensure students earn their 3rd science credit in a way that matches their future goals? AP Computer Science P can be a fantastic way to meet the state requirement to offer CS and give students a flexible opportunity for a 3rd year of math or science credit.
- When forming PLCs, ensure that CTE teachers who have courses that are science equivalencies are meeting with the science PLC. The standards cross- over for these two groups is much stronger than with non-science CTE areas.
- Encourage multiple science leaders (department chairs, elementary science specialists, curriculum directors) to receive updates and join the OSPI Science Leadership Group by filling out this form.

Resources

Washington State Board of Education Science Resources
NGSS Adoption and Implementation Workbook
OSPI's Computer Science Grant Program

Implementation of Secondary Core Content Learning

The implementation of Secondary Core Content has some of the most long-lasting repercussions for students. The preparation and implementation of appropriate plans and pathways for secondary students is integral to their success in post-secondary education. Concentrating on effective crediting, long term plans (particularly in the HSBP to increase graduation achievement), and options for rigorous courses provides schools with greater measures and structures to improve the outcomes for student success. When grounded in research and implemented with efficacy, students can improve their learning for long lasting success by becoming life-long learners to prepare for their future careers while at the same time increasing their current learning measures.