

Washington State Board of Education
Regular Meeting
March 12-13, 2009

MINUTES

Members Present: Mr. Jeff Vincent, Dr. Sheila Fox, Dr. Bernal Baca, Mr. Steve Floyd, Dr. Steve Dal Porto, Mr. Jack Schuster, Mr. Warren Smith, Ms. Mary Jean Ryan, Ms. Austianna Quick, Mr. Eric Liu, Ms. Amy Bragdon, Mr. Bob Hughes, Dr. Kris Mayer, Mr. Randy Dorn (14)

Members Absent: Ms. Phyllis Bunker-Frank (excused), Ms. Lorilynn Roller (excused) (2)

Staff Present: Ms. Edie Harding, Ms. Loy McColm, Ms. Ashley Harris, Dr. Kathe Taylor, Mr. Aaron Wyatt, Mr. Brad Burnham, Ms. Colleen Warren (7)

The meeting was called to order at 9:05 a.m. by Chair Ryan

Mr. Schuster explained the election process to fill the one year liaison position on the Executive Committee. He asked for nominations by today at noon. Mr. Shuster also reminded members of the changes in the Bylaws, in relation to the positions on the Executive Committee.

MOTION was made to approve the minutes from the January 14-15, 2009 meeting

MOTION seconded

MOTION carried

Consent Agenda

MOTION was made to approve the consent agenda as presented

MOTION seconded

MOTION carried

Update on Legislative Session Issues

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Policy and Legislative Specialist

The 61st Legislative Session is at its halfway point and representatives and senators have been passing bills off of the floor in their respective chambers. Surviving bills will move from one chamber to the other for another round of hearings and floor action. Many bills did not survive in the first cut; however, elements of these bills may reappear as amendments to surviving bills. The last day of the regular Session is April 26.

Bills still alive the 2009 Session include:

Bill Number	Title
SHB 1292	180-day school year waivers
SHB 1758	High school diplomas/options
HB 2132	Instruction in civics
SHB 2147	Student achievement gap
ESHB 2261	State's education system
ESSB 5414	Assessments and curricula
ESSB 5449	Graduation and reengagement
E2SSB 5941	Comprehensive education data
ESB 6048	State's education system
SGA 9012	Amy Bragdon reappointment to the State Board of Education
SGA 9145	Bernal Baca reappointment to the State Board of Education

The 2009-11 biennium budget may not be fully considered by the Legislature until April. The supplemental budget has been partially addressed in legislation with ESHB 1694, which removed provisos and imposed cuts. The Governor's freeze on spending was reinstated and there will likely be further legislation in April, to fully address adjustments to the supplemental budget.

Update on Federal Stimulus Package

Mr. Bob Harmon, Assistant Superintendent, Special Programs and Federal Accountability, OSPI

Mr. Harmon explained that the "Stimulus Package" is also known as the American Recovery and Reinvestment Act (ARRA). He noted that the selected education funding figures are as follows (all dollars in billions):

1. State Fiscal Stabilization Funds = \$53.6.
2. Title I Grants = \$10.0.
3. School Improvement Grants = \$3.0.
4. IDEA (Special Education) Grants = \$12.3.

The Education Department (ED) will award the Stabilization Funds to Governors upon approval of the state's application. The allocations are decided, or determined, as follows:

- 61% of the state's allocation will be based on relative shares of individuals, between ages five and 24.
- 39% will be based on relative shares of total population.

Eighty-one percent of the funds are awarded for public K-12 and higher education and, as applicable, early childhood education programs and services. If the allocation to the state exceeds the combined shortfall of K-12 education and higher education, the remainder is distributed on relative Title I shares. These do not become Title I funds; however, they are available for all the allowable uses of funds under the ARRA.

States are required to submit an application to the ED containing assurances that the state will:

1. Maintain support for elementary, secondary, and postsecondary education at the FY 2006 level.
2. Take action to address inequities in the distribution of highly qualified teachers.
3. Improve the collection and use of preschool through grade 12 and postsecondary education data.
4. Enhance the quality of the state's academic standards and assessments.
5. Take action to turn around schools identified for improvement, corrective action, and restructuring, under the Title I program.

It is estimated that Washington State will receive \$135 million for Title I, Part A. The ED will award Title I recovery funds to states, beginning March 31, 2009. They will award the balance upon approval of a state's revised consolidated application. The ED will award the regular Title I allocations to states on July 1 and October 1, 2009. These funds will constitute a state's total FY 2009 allocation. The recovery funds will be available through September 30, 2011.

League of Education Voters (LEV) Report Card

Ms. Chris Korsmo, Executive Director, League of Education Voters

Ms. Bonnie Beukema, Deputy Director, League of Education Voters

An overview of the 2009 Citizens' Report Card as the top priority for the LEV was presented. The improvements were noted as follows:

- Invest in early learning = C+
 - ✓ Third grade reading level increased.
 - ✓ Increased access and quality to ECEAP.
 - ✓ State began phase-in of all-day kindergarten.
- Raise the bar for everyone = C+
 - ✓ The percentage of 7th graders meeting reading, writing, and math standards increased.
 - ✓ Increased number of National Board certified teachers.
 - ✓ Basic Education Finance Task Force proposed revised definition of basic education.
- Focus on math, science, and engineering = C
 - ✓ The SBE adopted new high school graduation requirements, including Algebra II.
 - ✓ Increased number of 5th, 8th, and 10th graders met standard in science.
 - ✓ Slight reduction in community college math remediation rates.
- Prepare every student for college, work, and life = C-
 - ✓ The SBE adopted new high school graduation requirements, which align with college and workforce standards.
 - ✓ Increased college participation rates among African Americans.
 - ✓ Slight increase in CTE programs.
- Fund our future = D+
 - ✓ Voters passed EHJR 4204, allowing levies to pass with a simple majority vote.
 - ✓ The Basic Education Finance Task Force proposed revisions to educator compensation.
 - ✓ The Legislature passed the Educational Data and Data Systems bill.

Update on System Performance Accountability (SPA)

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Contractor, SBE

In 2005, the Legislature directed the Board to create a statewide system of accountability and support that would identify the state's most successful and least successful schools, and improve achievement in the latter.

At the January 2009 meeting, the Board adopted an Accountability Resolution to highlight that all students deserve an excellent and equitable education and the need to strengthen a system of continuous improvement in student achievement through a state and local collaborative partnership.

Ms. Harding and Dr. Bylsma are presenting the accountability framework at ESD meetings statewide, with a focus on how the accountability index works for a specific district. So far, they have met with approximately 200 superintendents who are giving positive feedback; however,

they are struggling with budget issues. The superintendents are interested in one accountability system.

A work session with the System Performance Accountability policy advisors was held on February 17 with discussion as follows:

1. Ms. Janell Newman, OSPI, provided an update on the Summit District process.
2. Ms. Jolynn Berge, OSPI, discussed the changes to the NCLB rules and the Federal Fiscal Stimulus package.
3. Dr. Bylsma shared the revisions to the Accountability Index, as well as ideas for a proposed recognition system.

Refining the Accountability Index

The Legislature requires the Board to adopt objective, systematic criteria to identify schools and districts for recognition and for receiving additional state support. The proposed criteria are in the form of a 20-cell matrix that measures five outcomes in four ways. The results for the matrix are rated on a scale of one to seven, with seven being the best outcome when the cell meets challenging benchmarks. The ratings are averaged to generate an accountability index.

The principles guiding the development of the recognition system are: 1) be transparent and simple to understand; 2) rely mainly on criterion-referenced measures; and 3) provide multiple ways to demonstrate success and earn recognition.

The recognition recommendations include:

1. Provide recognition to schools and districts for each of the 20 cells when the two year average is at least 5.50 and when the index averages at least 5.00.
2. Require some minimum conditions to occur.
3. Coordinate the recognition system with OSPI.
4. Give recognition each fall, beginning in 2009, in the form of a public announcement and post the list on the OSPI Web site.

Public Comment

Maureen Trantham, Representing Partnership for Learning (PFL) and the Washington Roundtable (WRT)

Both the Partnership for Learning and the Washington Roundtable applaud the Board's efforts to create an accountability system that supports the achievement of all students. They encourage the Board to develop a system that focuses on continuous improvement of every school and district. The organizations believe that, as a state, we simply can't afford to pay more for the same education system that produces the same results.

In order to ensure the success of all students, Washington schools need robust data reporting systems and assessment systems to monitor student achievement and inform instruction; and, based on performance, an accountability system that rewards and incentivizes improvement.

The organizations also support the Board's efforts to work with OSPI to identify schools that do not demonstrate sufficient improvement. As the Board has suggested, some schools only need new supports and flexibility to turn them around, while others may require more intensive intervention and direction. This approach is critical to transforming schools that consistently under-serve our students, Washington citizens, and the employees of the future.

The PFL and WRT hopes that the Board will continue to be a strong advocate for college and work ready standards and assessments, which are essential to the work of the Board, critical for

Washington to receive federal stimulus dollars, and foundational to all other improvements we hope to make in our state's education system.

Una McAlinden, ArtsEd Washington

Governor Gregoire will be proclaiming May as Arts Education Month. ArtsEd Washington is developing a public awareness and leadership program and are seeking state level partners, in particular, the State Board of Education.

The purpose for Arts Education month is to draw attention to the fact that the arts are included in the state definition of basic education and are a core content area that must be taught to all students, with standards, assessments, and graduation requirements.

Why are we doing this? I can't imagine that there's a need for a Math Education Month or Reading in our Schools Month – because those are a “given” for kids. Despite the legal definition of basic education, we're still a long way from the arts being a “given”. For too long this core area of learning has been treated as extraneous, expendable, and extra-curricular – an “experience” that can be pushed to after-school or delegated to the parents to handle – instead of being recognized as an essential element of education.

We need to redress the balance for this necessary core subject, especially at times of crisis when, for many, the automatic area to cut is the arts. This is a short-term, short-sighted action that can do untold damage to our kids.

The leadership of this Board is not in doubt and Ms. McAlinden greatly appreciates the words of Superintendent Dorn, in the paper today, speaking of the importance of the arts for every child and the recent Op-Ed by Chair Ryan, referring to the way we undervalue the applied learning in the arts.

Ms. McAlinden asked the Board to adopt a resolution to recognize and raise awareness of the importance of the arts in every child's education. By leadership, the Board helps others to keep their eye on the prize, which is to create the citizens we need for the 21st century. As our friends at the League of Education Voters say, we need our kids to be “Ready for Life” and for this, they need the arts.

As she meets with our elected officials at the federal, state, and local level, Ms. McAlinden is asking them to do one thing for the students of Washington State: include the arts in the education conversation. Schools and districts pay attention to what the Board says and they follow its lead. The Board's role in this is crucial.

Ms. McAlinden thanked the Board for its consideration of an Arts Resolution to recognize Arts Education Month in May. It's an important step in making the arts a given for all students.

Truman High School's Request for a Waiver from Credit-Based Graduation Requirements

Ms. Carol Matsui, Assistant Superintendent, Federal Way School District

Ms. Nancy Hawkins, Director of Career and Technical Education, Federal Way School District

Mr. Ron Mayberry, Principal, Truman High School

Ms. Karen Dickinson, Consultant

Federal Way School District's Truman High School is requesting renewal of a waiver from credit-based high school graduation requirements for the 2009-2010, 2010-2011, 2011-2012, and 2012-2013 school years. The waiver request meets the Washington State school reform vision and is a request to continue the previous decision to waive letter grades and Carnegie units as a means of determining academic achievement for students.

Truman High School incorporates a small-school teaching environment and students remain with their teachers until graduation. All upper-level students participate in internship experiences weekly, with a community mentor through the school's active partnership with community businesses. Core academic Grade Level Expectations (GLEs) and Career and Technical Education (CTE) program standards are imbedded into the internship experiences using a system of standards based on rubrics to align the students' work.

Action will be taken during the Business meeting on Friday, March 13.

Proposed Changes to the OSPI Assessment System

Dr. Joe Willhoft, Assistant Superintendent, Assessment and Student Information, OSPI

In January 2009, Superintendent Dorn announced substantial changes to the state's assessment system. Major components of the Washington Assessment of Student Learning (WASL) will be redesigned into a new Washington Comprehensive Assessment Program (WCAP).

The new WCAP has the following six goals:

1. Shorten the tests.
2. Reduce the amount of time students spend on written responses.
3. Return scores more quickly.
4. Increase the use of technology.
5. Provide more diagnostic information to teachers and parents.
6. Minimize costs.

Components of the WCAP include: measurements of student progress for grades 3-8 with focus on monitoring student academic progress through the years; and high school proficiency exams with focus on assuring students have knowledge and skills necessary for post-secondary choices.

The new math standards include:

1. Grades 2-8 assessed beginning in 2010.
2. High school assessed beginning in 2011 (end-of-course).

The new science standards include:

1. Grades 5 and 8 assessed beginning in 2011.
2. High school assessed beginning in 2012.

There are four end-of-course exams legislatively required to be implemented in 2011: Algebra I, Geometry, Integrated I and Integrated II. End-of-course exams are required for all students taking such a course in 2011 and the final year for current WASL will be 2010. A "core math" test, measuring first and second year high school math, will be developed as a graduation alternative starting in 2011.

Online Testing

- Online tests will be optional in 2010.
- Online testing will expand in 2010-2011, with optional fall online testing in grades 3-8.
- The goal for statewide online testing is 2011-2012.
- Paper and pencil remains an accommodation and an option.
- Capturing responses, via computer, supports constructed responses and will explore computerized scoring.
- Current contractors have proven track record.
- Growth scores available from fall to spring.
- OSPI is exploring fiscal impacts of computerized scoring.

Testing issues were defined as:

1. Budget cutbacks reduced the number of languages into which math and science tests would be translated from six languages to two languages (Spanish and Russian).
2. Work will be done to reinstate the six language plan.
3. A group was formed to study the WAAS portfolio for modified tests for students with disabilities.
4. OSPI will work toward a better alignment between Measurements of Student Progress (MSP) and the English Language Proficiency Test (WLPT-II).

Tribal Memorandum of Agreement Resolution

Dr. Bernal Baca, Board Lead

Dr. Kathe Taylor, Policy Director

The Board was formally asked, through a Memorandum of Agreement, with the Tribal Leaders Congress on Education (TLC), to reach a decision to include Tribal history, culture, and government as a graduation requirement by December 1, 2007. In November 2007, the Board extended the deadline to December 2008 in order to allow sufficient time for the Board to develop a comprehensive graduation requirement policy framework. That deadline was extended again to allow the Board and the Tribal Leaders Congress an opportunity to meet and confer over a proposed resolution.

The Board's subcommittee, led by Dr. Baca and including Dr. Steve Dal Porto and former Board member Ms. Linda Lamb, crafted several draft resolutions in response to the Memorandum of Agreement. Chair Ryan and Dr. Taylor met with the Tribal Leaders Congress on February 24, 2009 to discuss a draft of the most recent proposed Resolution. The Resolution was modified to reflect changes suggested by the TLC.

Although the Board did not support the addition of .5 credits of Tribal history, culture, and government as a graduation requirement, the Resolution affirmed the Board's commitment to join the Tribal Leaders Congress in advocating that the Legislature provide funding as follows:

- Support the broad implementation of the sovereignty curriculum.
- Encourage OSPI to build upon the current social studies essential academic learning requirements and grade level expectations to include tribal sovereignty.
- Work with the Professional Educator Standards Board and the Higher Education Coordinating Board to encourage teacher education preparation programs to introduce pre-service teachers to the sovereignty curriculum.

Action will be taken during the Business meeting on Friday, March 13.

Next Steps for Math and Science: A Systems Approach

Mr. Jeff Vincent, Board Science Lead

Mr. Steve Floyd, Board Math Lead

Dr. Alan Burke, Deputy Superintendent, OSPI

For two years, the Board has worked with the Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB) on a joint math action plan. Since that time, the new math standards have been adopted and teachers have received professional development around them. Math curricular programs have been reviewed to determine how closely they align to the new standards. The new science standards will be adopted shortly and a review of the curriculum alignment is expected in spring 2009.

With a OSPI's new administration, it's important to continue the partnership to ensure a systems approach with clear priorities and targets about how to proceed with helping teachers and students learn the new standards. OSPI and districts are undergoing significant budget cuts that

will make this work more difficult; however, a new public partnership called the STEM (science, technology, engineering, and math) initiative is being created.

Statewide Mathematics Alignment

Standards	Curriculum	Assessment
<ul style="list-style-type: none"> • K-12 revised standards adopted July 2008. • 18,000+ K-12 mathematics educators have received professional development on the revised standards since June 2008. 	<ul style="list-style-type: none"> • K-12 curriculum alignment work completed December 2009 (core and supplemental). • K-8 Core/Comprehensive recommendations finalized January 2009. • High school recommendations to be finalized late March 2009. 	<ul style="list-style-type: none"> • K-8 students assessed on revised standards beginning in 2010 and 9-12 students assessed beginning in 2011.

Statewide Science Alignment

Standards	Curriculum	Assessment
<ul style="list-style-type: none"> • K-12 revised standards to be adopted in late April 2009. 	<ul style="list-style-type: none"> • K-12 core review scheduled May 11-15, 2009. • Initial recommendations to the Board by June 30, 2009. • The Board provides comment to OSPI within two months. • K-12 supplemental review to follow. 	<ul style="list-style-type: none"> • Pending decisions include: 1) graduation requirements; 2) End-of-course assessments.

Future goals include:

1. Support teacher implementation.
2. Support districts developing teacher resources.
3. Support teacher recruitment.
4. Partnerships and collaboration.

Accelerating Math and Science Achievement

Ms. Caroline King, Partnership for Learning

Mr. Sam Whiting, Boeing Company

Residents, communities, and Washington State benefit from strong science, technology, engineering, and math (STEM) education. STEM is a way for every student to be ready for college and work and has a pipeline of innovators who create opportunity and give students a better quality of life.

Those involved in the STEM process include:

1. Washington Roundtable.
2. Working groups comprised of key private funders.
3. STEM industry workers, state policy leaders, as well as a broad cross section of K-12 and higher education leaders.

Current efforts are often disconnected. Coherence and alignment are needed to continue to meet the goals of the program.

Washington is thriving in the integrated global economy and residents enjoy success and prosperity. Washington students have the ability to create, design, innovate, and think critically to solve complex changes. They have outstanding math and science skills and they are excited to use their knowledge in the real world. Washington will launch a statewide math and science achievement strategy fueled by dynamic leadership, effective public and private investments, and dramatic change. STEM builds on the best of traditional academics and career and technical education. Both are stronger together than apart.

The strategies to implement STEM include:

1. Push out resources.
2. Learn from the field (regional STEM initiatives) and identify gaps in service delivery and inefficiencies.
3. Inform policy and practice: stimulate public demand.

Strategic Teaching Report on Review of High School Curricular Math Menu

Mr. Steve Floyd, Board Math Lead

Ms. Edie Harding, Executive Director

Ms. Linda Plattner, Strategic Teaching

The Board directed Strategic Teaching to review three recommended OSPI programs as well as one additional traditional program, Glencoe McGraw-Hill, which was highly ranked in the event that one or more of the programs is found to be inadequate. Strategic Teaching hired an additional mathematician, Dr. Guershon Harel to assist Dr. Steve Wilson in a review of the mathematical soundness for key standards. The Board met with its Math Panel on January 27 and March 3, to obtain its feedback.

The criterion used by Strategic Teaching is as follows:

1. Mathematical Justification:
 - Are central theorems stated and proved?
 - Are solution methods to problems, conditions, and relations justified?
2. Symbolism and Structure
 - Does the program develop fluency with algebraic manipulations and reasoning in general terms?
3. Language
 - Is the language used clear and accurate?
4. Assigned Problems
 - Does the text include a sufficiently large number of nontrivial, holistic problems?
 - Do the mathematical concepts taught emerge from non-contrived problems?

Reviewers worked independently and met in Washington DC at the completion of their reviews.

Each reviewer wrote individual reports, which can be accessed at:

www.strategicteaching.com_washington-state-standards-.html

Findings Summary:

Holt Algebra I, Geometry, Algebra II

- Content is traditionally organized, favors direct instruction and independent work with some hands-on labs, online support for homework.
- All forms of linear and three forms of quadratic functions included.
- Excellent problems that require students to analyze the problem and determine how to solve it.

- Algebraic facts and procedures are not deeply developed.

Discovering Algebra, Geometry, Advanced Algebra

- Content is traditionally organized, favors guiding students through problems in context.
- Presents all three forms of linear functions with the point-slope form particularly well developed.
- Includes good problems for linear and quadratic functions and in proof of the triangle sum theorem.
- Algebraic concepts and skills are not emphasized well enough.

Glencoe Algebra I, Geometry, Algebra II

- Content is traditionally organized and structured around mathematics. Rather than problems set in context, it leans on direct instruction; but includes mini-labs and online support.
- Contains well crafted word problems.
- Meticulous sequencing, including word problem strategies.
- All aspects of symbolic manipulation are developed.
- Mathematically careless.
- Mathematical ideas are presented as prescribed rules.

Core Plus Integrated Mathematics I, II, III

- Content integrated into four strands: algebra/functions, geometry/trigonometry, statistics/probability, discrete mathematics and spread over three years; students work in groups to solve problems that lead them to “discover” mathematics, designed for heterogenous grouping.
- Develops a working understanding that a line in the plane is represented by a linear equation.
- All three forms of the quadratic formula and proof of quadratic formula are included.
- Symbolic manipulation is downplayed; tables, graphs, and calculators are emphasized.

Suggestions for moving forward include:

- Recommend Holt.
- Do not recommend Discovering.
- Communicate to districts the additional changes.
- Identify ways to strengthen the soundness of the programs to meet minimum standards.
- Expand the examination of mathematical soundness to other programs with strong matches in respect to content standards.
- Consider ways to leverage district work.
- Communicate the findings of the report and the more detailed reviewer reports, to the publishers.
- Track student progress against curricula adopted by districts.
- Establish a schedule to conduct a complete review of instructional programs every two years.

Recommended Board action, during the Business meeting on Friday:

1. The Board will approve the Strategic Teaching report and transmit to OSPI.
2. The Board believes that the OSPI findings on content alignment were well documented and will be helpful to districts.
3. There is disagreement between the OSPI mathematical soundness review and that of the Board consultant. The Board consultant did not find any of the programs to be strong, in terms of its definition of mathematical soundness.
4. The Board recommends that additional work be done to reconcile the two different reviews of mathematical soundness and to expand the review of soundness to all

programs that OSPI ranked with a composite score of 0.755, which would require the review of three more programs, plus the four reviewed.

5. The Board suggests that the additional work be done before OSPI recommends three curricular programs and should involve an independent review, not done by the consultants who did the current work.

Public Comment

Timothy Pope, Key Curriculum Press

Key Curriculum Press has serious disagreements with the depiction of Key's Discovering Mathematics textbook series in the High School Mathematics Curriculum Study prepared by Ms. Linda Plattner.

Although the study claims that teaching methodology was not considered, the concerns expressed in the study reveal the authors' bias against the pedagogy espoused by the Washington standards and the Discovering Mathematics (DM) curriculum. The issues the study raises do not appear to be with the mathematics of the DM books and it is incorrect to refer to the DM books as mathematically unsound, since there are no errors in the DM books. Rather, the study claims that the DM books are not "axiomatically" sound and inherently asserts its premise that mathematics not taught from the more traditional axiomatic foundation is a distortion of mathematics. With this instructional prejudice, the authors of the study could not effectively evaluate the mathematical content.

By its very design, the study does readers a disservice. It evaluates textbooks by selecting three discrete standards and expects to find them presented in a modular form. But topics and content strands in algebra and geometry cannot be developed all of a piece. Instead, they are threads of connectivity between ideas that, over time, stitch together the various aspects of mathematics. What is factual, true, or convincing to a student depends on subtle cognitive processes that evolve over time.

The members received the document "*Key Response to High School Mathematics Curriculum Study*," and were asked to consider the examples brought forth in the document.

Russ Killingsworth, Seattle Pacific University and Washington State Math Council

Dr. Killingsworth believes in math for all students as something we really need; however, the discussion seems to revolve around what's good for the college student, rather than what's good for all students. If we have math content it doesn't matter what curriculum is being used. He expressed his concerns about the report saying that the process is discounting the work of the OSPI math review committee, which was a large group. Soundness is very subjective and is limited to a few ideas and we have different views on what soundness is. Many of the report's conclusions are value-laden and reflect a shallow understanding of high school math. We have a huge resource in Washington and Dr. Killingsworth suggested that the Board use the resources available to them. He recommended not accepting the report; and that throwing more money at the curriculum decision is not necessarily a good idea.

Ginger Warfield, Washington Teachers of Mathematics

Dr. Warfield reinforced the comments made by Dr. Killingsworth. Math soundness is not a defined term, so what constitutes soundness of a textbook? Dr. Warfield suggested talking to a pure mathematician whose major focus is teaching people math. A particular issue, not specifically directed to this report, is the integrated math vs. algebra sequence. Integrated math has far more ability to reach a wider group of people. There are groups around who are strongly in support of the Singapore curriculum, which prepares people to take the international test.

Julie Wright, Where's the Math

Where's the Math deeply appreciates legislators, the State Board of Education, the Board Math Panel, and OSPI for their recognition of the urgency to improve math and the tremendous work all have accomplished in a very tight timeline to improve Washington's math system.

Where's the Math appreciates that diverse perspectives of K-12 and college math educators, along with parents, and the professionals from the industry were represented on the Math Panel and that their oversight was conducted with transparency. The state list of recommended curricula provides critical information because it is evaluated for mathematical soundness by independent mathematicians and has practical input from the diverse representatives on the Math panel.

Where's the Math endorses Strategic Teaching's High School Mathematics Curriculum report and recommend that it be approved by the Board. They also recommend the review of additional texts that met the content alignment threshold and that this review be conducted before OSPI recommends three curricular programs. Where's the Math trusts this review will be from independent mathematicians, such as those on the National Math Panel.

Where's the Math appreciates the commendable work being done to ensure that Washington children receive a world-class math education and for the perseverance during these final steps, to ensure the improvements reach our children in the classrooms, as soon as possible.

Carol Brackman, Pearson

Ms. Plattner made reference to a study that was done with the National Institute of Educational Sciences. That study only included 39 first grade classrooms, so that cannot be a general statement as given by Linda Plattner. The Investigations program that was a part of this study was not the program that was submitted to the state of Washington for review. Pearson has two brand new copyrights and programs that were submitted to the state of Washington for review, Vision Math being one which is a program that is being looked at by other states.

Call for Elections

There is currently one nomination for the one year liaison Executive Committee position. Ballots will be presented at noon on Friday.

The meeting was adjourned at 4:43 p.m. by Vice-Chair Warren Smith.

Friday, March 13, 2009

Members Present: Ms. Mary Jean Ryan, Mr. Warren Smith, Ms. Amy Bragdon, Mr. Steve Floyd, Dr. Steve Dal Porto, Mr. Bob Hughes, Dr. Kris Mayer, Dr. Sheila Fox, Mr. Jack Schuster, Ms. Austianna Quick, Mr. Eric Liu, Mr. Jeff Vincent, Dr. Bernal Baca (13)

Members Absent: Ms. Phyllis Bunker Frank (excused), Ms. Lorilyn Roller (excused), Mr. Randy Dorn (excused) (3)

Staff Present: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Ashley Harris, Mr. Aaron Wyatt, Mr. Brad Burnham, Ms. Colleen Warren (7)

The meeting was called to order at 10:40 a.m. by Chair Ryan.

Review of Dropout Policies

Dr. Sheila Fox, Board Lead

One of the three goals of the Board is to increase high school graduation rates. Washington State reports that the high school graduation rate is about 70%. The US Department of Education says that our graduation rate is about 75% and an independent source says Washington State's graduation rate is about 67%. Students who fail to graduate are at risk for lower lifetime income and are generally not prepared for post-secondary opportunities.

The January 2009 Commission Reports to the Board show:

- Latino students represent about 14% of Washington's K-12 population. Only 56.5% graduated with their class in 2006.
- Asian students are a diverse group that makes up approximately 8% of K-12 students. Dropout rates for some disaggregated Asian groups are as high as 60%.
- African American students represent 6% of Washington's K-12 population and over 30% do not graduate on time.
- Dropout rates among Pacific Islanders in the Seattle School District are more than twice as high as the district average.
- Native American dropout rates are approximately 30%.

Potential actions recommended are:

1. Provide recommended graduation percentage targets to the Legislature, as suggested in OSPI's Building Bridges Project recommendation.
2. Advocate for the continued development of personalized student progress monitoring data to identify students who demonstrate early warning indicators, as suggested in Bridges recommendation.
3. Consider raising the high school early leaving age from 16 to 18 (or completion of graduation requirements).

The Board was encouraged to think about what it can do to eliminate the high percentage of dropout rates and make recommendations. This is not an issue of the Board alone and Dr. Fox encouraged the members to think about other allies to partner with, to determine if there are additional policy initiatives we should consider and determine priorities and timelines for moving forward.

Achievement Gap in Relation to the Board's Work

Mr. Brad Burnham, Policy and Legislative Specialist

To reduce the achievement gaps in Washington State, the 2008 Legislature commissioned five studies that were conducted by the Commission on Hispanic Affairs, Commission on Asian Pacific American Affairs, the Governor's Office of Indian Affairs, as well as the Center for the Improvement of Student Learning, and the Office of Superintendent of Public Instruction, in collaboration with the Commission on African American Affairs. The studies, recommendations, and the continued work on the issue will inform the Board in its work on CORE 24, accountability, and in its role to lead the development of state policy, provide system oversight, and advocate for student success.

The Legislature provided funds for conducting the analyses of the achievement gaps that exist for students in Washington State. The Board received reports from the commissions and the Governor's Office of Indian Affairs in December 2008. Each provided a presentation to the Board at its January 2009 meeting, which included:

1. Adopt a data collection, research, and evaluation plan to assess the reduction of gaps in achievement over time.
2. Revise school improvement plans to focus on efforts to close the achievement gap.

3. Improve collaboration between K-12 and higher education for preparation of teachers, as well as recruitment and retention of diverse teachers and other educators.
4. Provide professional development in working with diverse students, parents, and communities.
5. Improve parent and community involvement and engagement in public schools.
6. Establish an appointed, statewide achievement gap oversight committee to monitor the implementation of efforts to close the achievement gap.

Legislative committees are moving HB 2147 and SB 5973 forward to address the achievement gap reports and recommendations. The bills establish the Achievement Gap Advisory Committee within the Office of Superintendent of Public Instruction to advise OSPI, the PESB, and the SBE on effective measures to close the achievement gap, to foster public accountability for achieving excellence and equity in public education, and to promote a greater sense of urgency and priority for doing so. The SBE signed in Pro at the hearing on the bills and spoke about how the work of the committee would help to inform the Board in its continued work on accountability and improving academic achievement for all students.

Update on CORE 24 Implementation Task Force

Dr. Steve Dal Porto, Board Co-lead

Mr. Jack Schuster, Board Co-lead

Dr. Kathe Taylor, Policy Director

The CORE 24 Implementation Task Force is scheduled to meet six times in 2009 and meeting dates are noted on the Board Web site at www.sbe.wa.gov under Meeting Calendars. At the first meeting on March 2, the ITF reviewed the Task Force Charter. Staff provided a baseline of knowledge about the origins of CORE 24 and the current state requirements, while the BERC Group gave an overview of current course-taking patterns, using data from the Transcript Study of 2008 high school graduates. Task Force members discussed what they would need to know in order to analyze the issues the Board asked them to address and suggested strategies for obtaining the information. A work plan will be prepared for the next ITF meeting on April 13.

Update on Meaningful High School Diploma

Mr. Eric Liu, Board Lead

Dr. Kathe Taylor, Policy Director

At the January 2009 Board meeting, a question arose about whether the Board intended the CORE 24 proposed graduation requirements to mirror exactly the Higher Education Coordinating Board (HECB) minimum four year public college admissions requirements. Clarification of the intent will be discussed at the next Meaningful High School Diploma work session, scheduled for March 24 from 10:00 a.m. to 2:00 p.m. at the Bower Learning Center in Olympia.

Mr. Liu distributed the draft Arts Resolution to the members and reported that it will be discussed during the Business portion of the meeting.

Announcement of Election Results of New Executive Committee Member

Mr. Jack Schuster, Board Lead

Mr. Steve Floyd was reelected to the one year liaison position on the Executive Committee.

Public Comment

Wes Pruitt, Workforce Training Board

Mr. Pruitt expressed his appreciation for the Superintendent Dorn's support on the dropout rates and he thanked Dr. Fox for her passion and work on the dropout rates. Senate Bill 5449 directs the Board to work with OSPI on a public assistance program around the dropout rate. OSPI's student improvement division developed a guide for dropout rates and OSPI has an interest in using school improvement money for this. Student engagement is a huge issue in the dropout rates and schools that have implemented Navigation 101 have increased their graduation rates by 10%. The Workforce Training Board is looking at funding to continue the Building Bridges project and encourages the Board to continue moving forward on the dropout issue.

Business Items

Approval of the Tribal MOA

MOTION was made to approve the Tribal History and Government Resolution, dated February 25, 2009.

MOTION seconded

MOTION carried

Approval of the Strategic Teaching Report on Math Curricular Recommendations

MOTION#1 was made to accept Strategic Teaching's Report to the State Board of Education on Math Curricular Recommendations and provide it to OSPI.

MOTION seconded

MOTION carried

MOTION #2 – The Board believes that the OSPI findings on content alignment were well documented and will be helpful to school districts. There is disagreement between the OSPI mathematical soundness review and that of the SBE consultant. The SBE consultant did not find any of the programs to be strong, in terms of its definition of mathematical soundness. Therefore, the Board recommends that additional work be done, in conjunction with the SBE and OSPI, to reconcile the two different reviews of mathematical soundness and expand the review of mathematical soundness to all programs that OSPI ranked with a composite score of 0.755, which would require the review of three more programs. The Board suggests that this work be done before OSPI recommends three curricular programs. This work should involve an independent review and should not be done by the consultants who did the current work.

MOTION seconded

MOTION carried

Approval of Applications for Waivers

MOTION was made to approve Truman High School's request for a four-year waiver from the credit-based graduation requirements of WAC 180-51-06, effective as of the 2009-2010 school year, through the 2012-2013 school year and instead, require as a graduation requirement that a student demonstrate successful completion of the competencies.

MOTION seconded

MOTION carried

MOTION was made to approve the 180-Day Waiver requests for St. John-Endicott Cooperative, Seattle, Ocean Beach, Newport, Lopez Island, and Methow Valley School Districts for the number of days requested, the years specified, and the purpose stated by the school district on pages 151 to 152 of the Board's Agenda.

MOTION FAILED

AMENDED MOTION #1 was made that St. John-Endicott Cooperative School Districts be granted a waiver of five days from the 180-day minimum school year requirement for the 2009-2010 school year.

MOTION seconded

MOTION carried with one 'no' vote

AMENDED MOTION #2 was made that the following districts be granted a waiver for the days indicated for the 2009-2010 and 2010-2011 school years:

- Seattle – three days per year.
- Ocean Beach – two days per year.
- Newport – five days per year.
- Lopez Island – four days per year.
- Methow Valley – six days per year.

MOTION seconded

MOTION carried

Arts Resolution

MOTION was made to approve the draft Arts Resolution as presented at the Board's March meeting, with the following amended language:

Change language on paragraph two from:

- **WHEREAS**, imagination and creativity are increasingly understood as critical capacities needed for success in the 21st century workforce; and

To:

- **WHEREAS**, imagination and creativity are essential in all subject matter areas, and are increasingly understood as critical capacities needed for success in the 21st century workforce; and

Running Start and Tech Prep

Ms. Jan Yoshiwara, Director of Education Services,
State Board for Community and Technical Colleges

Running Start was created by the Legislature in 1990 to expand educational options for public high school students. The program allows 11th and 12th grade students to take college courses and earn both high school and college credits for the courses. Running Start students, and their families, do not pay tuition, but they do buy their own books and provide their own transportation.

Running Start students come from middle to high income families and consist of: 59% female and 22% students of color. Typically students take 12 college credits in a quarter and 29 credits during the year. Fifty-one percent are attending a community college full-time and 10% were taking college classes through Running Start in their fall quarter.

There is a statewide gap in funding, which has created an annual funding deficit of approximately \$35 million. A short term solution would be to allow colleges to count Running Start students toward FTE targets and to charge Running Start students non-tuition college/program fees required of other college students.

The Tech Prep program provides an opportunity for students to earn college and high school credit for career and technical education courses taught on high school campuses by high school instructors. Articulation agreements between colleges and school districts assure that the competencies students are expected to achieve in order to earn college credit are earned at the college level. Under Carl Perkins Title II legislation, Tech Prep must lead to an associate degree, two-year certificate, or apprenticeship.

The Tech Prep program is a federally funded cooperative effort between high schools, community and technical colleges, and the business and labor community to develop applied integrated academic and technical programs. Students who acquire dual credit, beginning in grades nine through twelve, must complete articulated career and technical education courses with a grade B or better and receive instruction at the high school, by high school instructors teaching college-level approved curriculum.

Tech Prep students are mainly from lower to middle income families with 60% being female and 27% being students of color. In Washington State, 24,400 high school students earned college credits through Tech Prep, with an average of six credits per student. In 2007-2008, 3,295 students enrolled in community and technical colleges with college credit that could be applied to a certificate or degree. Students who apply Tech Prep credits to their college program of study save tuition costs.

Anatomy of Change

Mr. Greg Lynch, Superintendent, Central Kitsap School District

Mr. Paul Rosier, Executive Director, Washington Association of School Administrators

Washington State is facing a series of unprecedented K-12 education challenges. Everyone from teachers, principals, superintendents, school boards, and state officials must be willing to change to new and better ways to help students achieve. The first, and most critical, must include assigning overall responsibility for the planning, implementation, and resource alignment of all state and federally generated education reform related mandates.

The problem is that there is insufficient time to plan at the school district and school levels, workload exceeds individual and organizational capacities, and there is no advanced planning system at the state level that provides a common planning framework and has a predictable long range plan.

An advanced planning process is needed at the state level and recommendations brought forward to implement the process are as follows:

1. Designate one state agency/office responsible for planning and integrating all state and federal K-12 education reform related initiatives.
2. Appropriately resource the designated agency with the individual expertise to plan, coordinate, implement, and synchronize all initiatives generated by every state level agency that ultimately impact schools.

3. Create a K-12 education planning system that covers short and long range initiatives that will directly impact school districts.
4. Prohibit the expected implementation of any state level initiatives less than 24 months from the time school districts receive a directive to do so.
5. Prohibit any decision, by the Legislature, to provide funding for any new initiatives without proof that the new initiative can be implemented by school districts within the context of ongoing and future initiatives.
6. After a state-level planning system is designed, include the system details as part of the required teaching at the state's K-12 Leadership Academy.

The meeting was adjourned at 3:36 p.m. by Chair Ryan.