

Washington State Board of Education
Regular Meeting
Spokane Educational Services District

MINUTES

July 19, 2007

Members Present: Mr. Jack Schuster, Dr. Kristine Mayer, Vice-Chair Warren Smith, Chair Mary Jean Ryan, Mr. Jack Vincent, Ms. Lorilyn Roller, Mr. Steve Floyd, Mr. Eric Liu, Dr. Bernal Baca, Ms. Linda W. Lamb, Dr. Steve Dal Porto, Dr. Sheila Fox, Mr. Zac Kinman, Ms. Amy Bragdon, Dr. Terry Bergeson, Ms. Phyllis Bunker Frank (16)

Staff Present: Ms. Edie Harding, Dr. Evelyn Hawkins, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Fatima Salahuddin (5)

CALL TO ORDER

The meeting was called to order at 9:08 a.m. by Chair Ryan.

MOTION was made and seconded to accept the minutes from the May meeting as corrected.

MOTION carried.

ANNOUNCEMENTS

- Dr. Terry Munther, Superintendent of the Educational Service District 101, welcomed the Board.
- Chair Ryan welcomed Rep. Tim Ormsby to the meeting and thanked him for his interest in what the Board is doing.
- Ms. Harding introduced Ms. Fatima Salahuddin as the temporary Office Assistant.
- Mr. Brad Burnham will be starting his new position August 1st as the Policy and Legislative Specialist.
- Upcoming special meetings in August include:
 - Board Annual Retreat at the Inn at Port Hadlock
 - Collection of Evidence (COE) Standard Setting meeting to approve the COE Standards

System Performance Accountability Preliminary Recommendations

Dr. Kris Mayer, Chair and Committee Members

The System Performance Accountability (SPA) Committee drafted a framework consisting of four distinct parts for Board consideration and asked the Board for approval of the big concepts at the September meeting and final approval at the November meeting. The four concepts include:

- A tiered system of continuous improvement for all schools;
- Targeted interventions for chronically underperforming schools;
- State Board of Education report card; and
- Data system enhancement

Dr. Mayer thanked the SPA and Advisory committees for their work on the draft and Dr. Bergeson suggested that Mr. Joe Egan join a future Board meeting to discuss gathering data.

The timeline for recommendation approval is as follows:

- SPA and Advisory committee meets August 9th;
- Board adopts draft and concepts at the September meeting;
- Board conducts public outreach in October;
- SPA and Advisory Committee meets October 22nd; and
- Board adopts final preliminary recommendations at the November meeting.

Questions and Comments from Presentation:

- What are the criteria to define tiers?
- Where within the tiers is intervention encouraged and required?
- During visits to the schools the Board members are learning, from the field, that there is a sense of urgency on this.
- Even in communities that are struggling, if there is more positive intervention it would make a positive difference in those communities.
- Where do the alternative schools fit in with the intervention plan?
- We should have a human services person on our advisory committee.
- Where is the money coming from for extended days and times?
- What about the summit schools?
- The goal is to not have to intervene: the goal is to get all students to achieve.

Discussion followed.

- The issue in law that “OSPI may not intervene without the express permission of the legislature”. The Federal Law (NCLB) requires that the state take over schools in “failure”.
- Continuous Improvement Plan for all – the purpose of School Improvement Plan requirement by SBE.
- Must insist on good management and best practices to develop “turnaround zones” like those in Massachusetts
- Capacity issues: benchmarking: teacher quality, availability and retention with high turnover rates in important subject matter
- Indices for a “Report Card” – What data do we want to collect to discern progress?

Joint Math Action Plan

The Joint Math Action Plan was created last fall between the SBE, OSPI, and the PESB to address ways to examine and improve the educational system for our math students. An update is required on the progress to the legislature by September 1, 2007. Strategic Teaching was chosen to complete the work on the math standards review, with Ms. Linda Plattner as the lead consultant.

The Math Panel was established to assist the consultant in looking at standards review and to give feedback. In addition, three focus groups were established, inviting educators to look at recommendations and provide feedback. The Math Panel will continue its work and current members of the panel will be asked to participate.

Dr. Lin Douglas, Executive Director of the Professional Educator Standards Board (PESB)

To improve achievement by all students in math and science will require transformational change in our educational system. The transformation must focus on the following issues:

- The quality of the teaching workforce; and
- The growing shortfall of teachers.

Research has established that the quality of P-12 math and science teaching is the single most important factor in improving student performance in these disciplines. The PESB will ensure that every child has a teacher with content expertise, pedagogical mastery, and professional support necessary to develop the skills needed to succeed.

Current PESB actions include:

- Alternative route programs;
- Para-educator pipeline program;
- Educator retooling program;
- Adopted, revised competencies for secondary math endorsement, which are much more robust than they were in the past;
- New evidence-based knowledge and skills standards for all teachers;
- WEST-E test alignment; and
- Teacher prep programs seeking endorsement program preapproval based on new competencies to include secondary math in November 2007, middle level math and science in August 2008, and elementary education in August 2008.

Future PESB actions include:

- Phase out "out-of-endorsement" assignments;
- Fully implement new WEST-E tests;
- Professional development for university faculty;
- University deans/directors establish goals for increasing the number of program completers prepared to teach math;
- Assess impact of new math GLEs on math-related endorsement competencies;
- Increase the number of alternative route programs;
- Incorporate measures of teacher effectiveness; and
- Mount a comprehensive recruitment campaign in partnership with other stakeholder groups.

Challenges were discussed as follows:

- Educator workforce database;
- Incentive for preparation in math;
- Competition with business and industry;
- Impact of eliminating out-of-endorsement assignments;
- Access to preparation and professional development opportunities;
- Educator compensation; and
- Tracking which teaching preparation programs prepare teachers whose students have the strongest academic growth
- Are we creating a problem by the current plan for coaches which removes math teachers from the classroom in order to coach others?

The PESB's recommendation is that the Board move forward with setting the revision of the standards, followed by a curriculum review. Dr. Corrine McGuigan, Office of Superintendent of Public Instruction (OSPI) was invited to make her presentation at a future meeting, in order to provide adequate time on the agenda.

Ms. Linda Plattner, Strategic Teaching

Seven reviewers worked on the review and the comparison was done with nine documents including exemplary other states, countries and national frameworks to answer questions on content, rigor, and specificity. Ms. Plattner began by indicating there is progress being made: many things are working, for example, algebra strands.

The seven recommendations include:

1. Set higher expectations for Washington's students by fortifying content and increasing rigor.
2. Prioritize topics to identify those that should be taught for extended periods at each grade level.
3. Place more emphasis on mathematical content and standard algorithms.
4. Write Essential Academic Learning Requirements (EARL) that clarify grade-level priorities and reflect both the conceptual and procedural sides of math.
5. Increase the clarity, specificity, and measurability of the Grade Level Expectations (GLE).
6. Create a standards document that is easily used by most people.
7. Include a mathematician, curriculum specialist, and an effective teacher on the Office of Superintendent (OSPI) Standards Revision Team.

It was suggested that an appendix be added for parents and others to translate the language used in the document.

Chair Ryan commended Ms. Plattner for the work that's being done, saying that Washington state is making progress.

Washington Assessment of Student Learning (WASL)

Dr. Joe Willhoft, Assistant Superintendent for Assessment and Research, OSPI

Dr. Willhoft reported WASL results, focusing on class of 2008 students who are currently in the 11th grade and are subject to WASL requirements to graduate, but noted that:

- Some in class of 2008 are still in 10th grade;
- Some 11th grade students are not subject to class of 2008 requirements, for example those students who entered 9th grade before 2004-05.

In spring 2007, approximately 9,000 students took reading and writing and 23,000 took math, which resulted in an increase of students passing by 5,197 in reading, 6,146 in writing, and 5,788 in math. The cumulative pass rate of students scheduled to graduate in June are: 86.8% in reading, 86.7% in writing, and 61.7% in math. The cumulative pass rate of students who have taken the WASL are: 95.6% in reading, 96.3% in writing, and 74.3% in math.

For most students in 10th grade, this is the first attempt at the WASL. Approximately 6,000 took the test in 9th grade and some are spending a second year in 10th grade. The pass rate of students who took the test this year as 10th graders or last year as 9th graders is: 85.1% in reading, 88.4% in writing, and 53.4% in math.

The options for the new SAT and ACT as approved alternatives to the WASL include:

- Currently PSAT-Math, SAT-Math, and ACT-Math are available as alternatives to WASL-Math.
- With the new ESSB 6023, SAT and ACT will also be available for reading and writing and the SBE is required to adopt cut scores for new tests by December 1, 2007.
- OSPI staff and the National Technical Advisory Committee (NTAC) propose that the SBE use the same procedure for reading and writing as was used for math.

The Collection of Evidence (COE) Standard Setting process includes:

- The Alternative Technical Advisory Committee (Alt-TAC) drafted COE standard setting plan in May;
- A draft plan was presented to the SBE on May 10th;
- Staff revised the plan and submitted to the Alt-TAC on May 18th;
- The National Technical Advisory Committee (NTAC) endorsed the plan on July 13th;
- The SBE approval should occur at this meeting;
- The Standard Setting Panel will meet July 24-26th;
- The NTAC will affirm standard setting plan was followed by August 1st; and
- The SBE will adopt standards for COE at a special meeting being scheduled in early August.

The NTAC plan is to recommend to the SBE a single met/not met cut score for each of the three content areas. Three separate panels have been formed for reading, writing, and math, drawing from stakeholders such as: teachers, administrators, business, and community members.

Public Comment:

Mr. Jim Kowalkowski, Superintendent, Davenport School District and Director of the Rural and Small Schools Education Center commented on:

There's a specific timeline for phasing out out-of-endorsement assignments and Mr. Kowalkowski made the Board aware that many out in the field want that decision to slow down due to the impact on small rural schools. As a participant in one of the Math Focus Groups, Mr. Kowalkowski complimented all the SBE members who were at the meeting on a job well done. Teachers need direction on how much time to spend on topics. They don't get that with GLEs. It's long overdue and will help our math achievement. The small and rural schools don't want the K-8 endorsement taken away. Mr. Kowalkowski suggested strengthening the K-8 endorsement for math and science. Most elementary teachers are not strong in math and science and it's important that teachers coming out of colleges and universities have strong skills in math and science. The math teachers are doing an excellent job and when the standards are clearer we'll see achievement go up with the teachers.

Dr. Mike Gilbert, Eastern Washington University Math Department and Parent

Dr. Gilbert expressed his concern about choosing to have a separate college and non-college tract for the high school math GLEs. There are other alternatives such as the college readiness standards, which math teachers ought to be aware of. There are two popular notions out there that are very much incorrect. The first is that the algorithms are not being taught. It is, but often incorrectly. Just because the student has used an algorithm doesn't make it work. The second concerns teaching them incorrectly. We need to talk about what we are teaching and what our teachers know about teaching. A student using algorithms needs to know what they are doing. Dr. Gilbert suggested spending more time explaining what algebra really means and how it is taught. Dr. Gilbert encouraged the Board to keep an eye on what we need to do to get teachers to deliver on the standards.

Mr. Mike Regan, Kennewick High School Science Teacher and Vice President of Washington Education Association (WEA)

Mr. Regan indicated that the WEA is prepared to work with the SBE for improving public education in Washington. The WEA appreciates the inclusive participation with the Board regarding the 180-Day Waiver issue last spring, and are pleased to assist with the Math Focus Groups that are taking place currently. The WEA requests that the Board not unilaterally adopt the No Child Left Behind law as a state system but look at adopting a multiple assessment system for accountability instead. WEA is asking that a statewide bargaining system be created to eliminate a divisive atmosphere. Students should be adequately represented on the MHSD committee. The WEA would like to hear how the implementation of the new recommendations will be handled financially.

Mr. Jae Choi, President of the Washington Association of Student Councils (WASC)

Mr. Choi suggested to improve math issues, the International Baccalaureate (IB) syllabus would be a good resource. He also explained that the WASC is trying to create students who are more involved in their high school, indicating that research has shown that when students are more involved, they are more successful. Mr. Choi asked for continuing support of "Student to Student" from the Board to accomplish their goal. The class of 2008 will be the first class of students who will go through all the requirements and to that end the class of 2008 can assist by going down to the middle and lower level high school students to help them understand what is expected and how to prepare.

Mr. Roger Erskine, PESB Board Member

The PESB is revising all endorsement competencies, which is a work in progress. Out-of-endorsement assignments are not an easy issue; however, it looks like it's the right thing to do. A backward mapping process is being used to make sure that everyone can see what has been done so that we can adjust if necessary to accommodate everyone. We don't want to send a message to students going through a preparation program that if they go through K-8 they can teach K-8 because that won't be the case for all of them. Mr. Erskine reported on the field visits that are currently underway. During the visits, the PESB disapproved the teacher preparation and administrator program at Central Washington until deficiencies are corrected. The pro-certification program are being looked into at Eastern and the Antioch teacher preparation program is being reviewed with final decisions occurring in December.

Mr. Ted Thomas, President Elect for Washington State School Directors Association (WSSDA)

Mr. Thomas expressed his appreciation for the conversation around continuous improvement and that the Board recognizes there is a continuum across the states that already has plans in place and are moving forward to make the best choices. The philosophy for accountability that the Board has laid out is something that we can look forward to hearing more about. There are a lot of details that need to be worked out in terms of language and intervention. Communication and effectively sharing is a positive thing since WSSDA hears the questions from their members and people get very worried. There are relationships that are ongoing at every district and the collective bargaining conversation will have to take place. Currently, there are a number of us participating in performance audits, being directed by the state auditor's office. Mr. Thomas expressed the importance of ensuring that the work is complimentary and that we can integrate that so that we have the same set of criteria.

Ms. Cindy McMullen, President WSSDA

Ms. McMullen indicated that the WSSDA cautions the Board on changes taking place and that a sharp turn can turn things upside down and recovery will be needed. The association is not asking the Board to slow down; but to be aware of the importance of having balance in the processes. She thanked the Board for including WSSDA members in the work being done saying that the WSSDA sees this as a partnership.

The meeting was adjourned by Vice Chair Smith at 4:45 p.m.

July 20, 2007

Members Present: Vice Chair Warren Smith, Mr. Jeff Vincent, Ms. Amy Bragdon, Dr. Terry Bergeson, Ms. Lorilyn Roller, Mr. Steve Floyd, Mr. Eric Liu, Ms. Linda W. Lamb, Mr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Mr. Zac Kinman, Ms. Kris Mayer, Mr. Jack Schuster, Dr. Bernal Baca (15)

Members Absent: Chair Mary Jean Ryan (excused) (1)

Staff Present: Ms. Edie Harding, Dr. Kathe Taylor, Dr. Evelyn Hawkins, Ms. Loy McColm, Ms. Fatima Salahuddin (5)

Call to Order

The meeting was called to order by Vice Chair Smith at 8:35 a.m.

COE Standard Setting Approval

Motion: that the State Board of Education approve the “Body of Work” standard setting plan as presented to the Board on July 19, 2007 for the Collection of Evidence and that this plan be applied to the mathematics collections for 2007 and be augmented to determine the pass/fail status of collections in reading and writing for 2007.

Motion seconded

Motion carried

Business Items

Proposed meeting dates

Ms. Loy McColm, Executive Assistant

Motion: to accept the dates of the 2008-09 meetings without specifying the locations

Motion seconded

Motion carried

Request for Waiver from the 180-Day School Year Requirement

Dr. Evelyn Hawkins, Research Associate

180-Day Waiver requests were received from Morton, Pomeroy, and Sultan School Districts.

Motion: to approve the 180-Day Waiver requests as follows:

- Morton School District – five (5) waiver days
- Pomeroy School District – three (3) waiver days
- Sultan School District – Five (5) waiver days

Motion seconded

Motion carried

Minimum Basic Education Requirement Compliance Form 1497 Revision

Dr. Kathe Taylor, Policy Director

In March, the Board took action to add a statement to Form 1497 to clarify graduation requirements. Based on the staff review of district graduation requirements, a further clarification was suggested.

Motion: to accept the recommendation to add to Form 1497: "District high schools meet all state minimum graduation requirements".

Motion seconded.

Motion carried.

Approval of Private Schools for 2007-08 School Year

Dr. Kathe Taylor, Policy Director

Private schools seeking SBE approval are required to submit an application to the OSPI to include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. According to a memo presented at the July meeting, Martin Mueller, Assistant Superintendent for Student Support, reported that some schools failed to meet the deadline for the July meeting. Dr. Kathe Taylor reported that Ms. Kristen Smith and Mr. Martin Mueller from OSPI reviewed the private schools for compliance and identified 417 schools to be presented for approval. Any additional schools that submit documentation and meet the criteria for approval will be presented at the September meeting.

Motion: to approve the 417 private schools for school year 2007-08.

Motion seconded.

Motion carried.

Meaningful High School Diploma Preliminary Recommendations

Mr. Eric Liu, Chair and Dr. Kathe Taylor, Policy Director

The State Board of Education is responsible for establishing State high school graduation requirements or equivalencies for students. Additional local graduation requirements may be established by local high schools or school districts for their students under RCW 28A.230-097.

By December 1, 2007 the Board plans to accomplish the following:

- Develop and propose a revised definition of the purpose and expectations for high school diplomas;
- Reevaluate graduation requirements for students in CTE programs;
- Revise math requirements to include at least three (3) credits and prescribe the math content;
- Reach a decision on including Tribal history, culture, and government as a graduation requirement.

High school credits required for graduation have not changed since 1985. 44 states set graduation requirements at the state level and the median number of credits required by other states is 21. Only eight states require fewer than 20 credits. Graduation requirements were collected from district and school websites as well as district and school personnel. The level of detail varies, depending on the source of information. The majority of districts meet, but do not exceed, the state's minimum two credit math requirement.

Lessons learned through this process are:

- Graduation requirements are often buried on school websites if they are there at all and if they are current;
- No formal mechanism for enforcing the state minimum and the Board was asked to consider adding a line to Form 1497 "District high schools meet all state minimum graduation requirements";
- No state policy addresses the individual needs of 992,319 students.

The Committee recommends:

- Changes to the minimum credit benchmarks that will bring high school graduation requirements nearly to alignment with entrance requirements at Washington's public four-year universities and colleges, while preserving and encouraging options for students who intend to enter the world of work upon graduation;
- A new set of requirements for what the committee is calling "lifelong learning skills" that they believe every graduate should be able to demonstrate; and
- The Committee would like the requirements to be effective for the class of 2012.

Next steps for the Committee will include:

- Get feedback from the Advisory Committee at the August 2nd meeting;
- Revise recommendations and bring a second draft proposal to the Board in September;
- Conduct public hearings in late September and early October;
- Get feedback from the Advisory Committee for second draft recommendations;
- Bring final recommendations to full Board for approval in November.

Ms. Roller will be joining the MHSD Committee to continue the work that was done by Ms. Thompson during her tenure on the Board, to work with students and get feedback from them on what their needs and concerns are.

Discussion Included:

- State funding only 20 credits
- Most districts use levy dollars to require more
- Scheduling courses and teacher capacity
- Adequate spaces for courses such as lab sciences and other capacity issues
- Competency/performance based credits
- On-line courses: "Gear-up": running start
- Reminding districts that ALL graduation credits must be standards based

Dream Act

Dr. Bernal Baca, Board Member

Dr. Baca presented information on the Dream Act which would permit certain immigrant students who grew up in the United States to apply for temporary legal status, obtain permanent status, and become eligible for citizenship if they went to college or served in the U.S. military. The law would also enable these students to obtain in-state tuition without regard to immigration status. This is supported by the Legislature and Governor Gregoire has endorsed the Act. Historically, the SBE has not taken a political stand on issues such as this and Dr. Baca explained that this is an informational discussion for the Board. Board members asked for clarification about when they should take a position on federal legislation and other political matters. The executive committee will discuss in more detail and bring a recommendation back to the Board.

It was noted that previously the SBE did support legislation that allowed undocumented students who met graduation requirements and attained a state high school diploma to attend state universities.

The Washington Association of Student Councils (WASC)

Mr. Zac Kinman, SBE Senior Student Representative

Mr. Jae Choi, WASC Board President

Ms. Leanne Donley, WASC Board Adviser

The WASC works to provide statewide student representation and voice on issues related to education and leadership in Washington Schools. The Board consists of 30-35 student positions representing local interhigh (local associations).

The current WASC projects include:

- Student to Student – Change your world: Partnership with OSPI to develop meaningful peer education for the class of 2008 and beyond.
- RSVP (Raising Student Voice and Participation) – A series of student-facilitated forums to identify issues and implement action plans focused on improved schools. RSVP is a way to involve and empower students to identify issues in their schools and communities and take steps to resolve them. Mr. Kinman and Mr. Choi explained how RSVP works and how the Leadership Team works together to make the process successful.

The new vision for WASC is to integrate intellectually disabled students into their schools, leadership teams, and communities, as well as partnering with Special Olympics and working together to help students in classrooms and in athletics who are intellectually disabled.

The WASC Conference is scheduled for October 12-14, 2007 at Stadium High School in Tacoma and Board members were encouraged to attend.

Public Outreach Communication Plan

APCO Worldwide, Ms. Sara Jones and Ms. Maggie Brown

Ms. Jones and Ms. Brown presented the communications plan outlining a strategic approach and a series of activities to help the SBE inform key stakeholders and the public about what it is doing to dramatically improve student achievement in Washington.

The strategies and activities outlined in this plan take into account the following assumptions:

- Reforms will create controversy;
- Ability to fund reform efforts;
- Ability to impact achievement today; and
- SBE lacks public profile as an action-oriented Board.

The communication plan goals include:

- Creating a communications environment that encourages positive dialogue;
- Clearly and concisely communicating the policy recommendations;
- Conveying a sense of excitement and urgency regarding the Board's work; and
- Portraying the SBE as an active catalyst for educational reform.

To achieve these goals, APCO recommends:

- Strategic use of earned media;
- Focus on the kids;
- Plain-spoken and transparent communications;
- Reach out to stakeholders;
- Enlist third-party allies;
- Personalize the messages;
- Focus on actions/solutions, not process.

Activities and timelines were discussed to get the work done.

End of Course (EOC) Assessment Study

Ms. Edie Harding, Executive Director

Students take EOCs after they complete a course that contains subject matter such as Algebra, Biology, and U.S. History. There are 15 states using EOCs and nine use, or will use, them for graduation and six use them as part of class grades. EOCs are similar to the WASL because they align to state standards, are redesigned periodically, can be used to meet No Child Left Behind testing requirements, and can be used for graduation purposes. EOCs are different from the WASL because EOCs focus on content taught in a specific course; the WASL has a broader content approach based on multiple years of learning and topics covered. States are interested in EOCs because they have the potential to standardize course content across schools, teachers can delve more deeply into the subjects and do not have to review material from previous courses to prepare students for tests, and professional development can be targeted on specific topics.

The 2007 legislature passed an EOC study and implementation bill outlining the potential for timely results, better diagnostic information, and improved alignment, as well as to cover Algebra 1, geometry, and biology. A section of the law regarding the study was vetoed by Governor Gregoire because it predetermines the outcome that EOCs would be implemented. Proposals are due by July 23, 2007 with SBE presenting a report to Governor Gregoire on January 15, 2008.

Review of Science Standards

Dr. Kathe Taylor, Policy Director

The Science Standards study plan will be similar to that of the math standards to include:

- Reviewing science standards;
- Recommending revisions to the Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs);
- Providing official comment and recommendations to the Superintendent of Public Instruction about science curricula that the SPI will present to the Board.

Board Retreat

Dr. Steve Dal Porto and Dr. Sheila Fox, Board Members

Ms. Dee Endelman was selected as the facilitator for the annual retreat. Ms. Endelman will be interviewing Board members before the Retreat. She will work with Ms. Harding to develop the final draft agenda by early August with a final agenda by mid-August.

Board member reflections:

- Appreciate the work of the staff to put the meeting together and value the mutual respect among the board;
- Appreciate the fluency with the topics of the agenda;
- Board liaison reports could be on a future agenda;
- Would like to see a more formalized spot on the agenda for our students, especially with the topics that are being discussed currently;
- Appreciate the board coming to Spokane.

The meeting was adjourned at 2:12 p.m.