

Washington State Board of Education
Regular Meeting
Highline Community College

MINUTES

November 1, 2007

Members Present: Dr. Sheila Fox, Dr. Steve Dal Porto, Ms. Lorilyn Roller, Dr. Bernal Baca, Chair Mary Jean Ryan, Mr. Jack Schuster, Dr. Kris Mayer, Ms. Linda Lamb, Mr. Jeff Vincent, Ms. Phyllis Bunker Frank (10)

Members Absent: Mr. Steve Floyd (excused), Vice Chair Warren Smith (excused), Dr. Terry Bergeson (excused) (3)

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

The meeting was called to order at 9:16 a.m. by Chair Ryan.

Announcements

Vice Chair Warren Smith was recently appointed to the National Assessment Governing Board by the U.S. Secretary of Education, Margaret Spellings. Mr. Smith was one of five new members appointed from across the nation to join the 16 member governing board that assesses national progress in student achievement.

OSPI Update on Math Standards Revision

Dr. George Bright, Curriculum Specialist for K-12 Mathematics, OSPI
Ms. Jessica Vavrus, Teaching and Learning Administrator, OSPI

The Board has retained the services of Strategic Teaching to continue work with the Board and the Math Panel to review the Office of the Superintendent of Public Instruction standards rewrite, which is due to the legislature January 31, 2008. The Math Panel will review the work with Ms. Plattner and give feedback to the team preparing the rewrite. The Panel met October 17th and will meet again on December 13th. A look at curricular menus is due from OSPI on May 15th and the Board will provide feedback to OSPI at the end of June 2008. Outreach meetings are underway throughout the state regarding the third credit of math. Information about these meetings can be obtained on the SBE Website. Ms. Harding asked the Board to talk about the December 1, 2007 deadline and decide if that is still a realistic date since we need to see the rewrite from OSPI first.

Ms. Vavrus explained the contractor selection process and reported that The Dana A. Center for Mathematics and Science Education was selected for the project. The Dana Center, with Dr. Cathy Seeley leading the team, will manage and facilitate the standards and revision process to assure fidelity and alignment with the Board review and recommendations. The Center will also develop comprehensive drafts of the revised standards by compiling the work of OSPI's Standards Revision Team and the Editorial and Articulation Team.

Questions

- ✓ Is there a parent on the teams?
The PTSA has a math stakeholder group of parents that will be looking at the draft.
- ✓ Who is responsible for communicating with school districts?
The districts have been told the timeline and OSPI will be sending out communication to the districts on further timelines.
- ✓ When should new curriculum materials be selected?
May 15, 2008 will be the date for submission to the Board and criteria will be decided in the spring.

SBE Review of Math Credit Content

Mr. Steve Floyd, Board Lead

Ms. Linda Plattner, Strategic Teaching (via phone)

The legislature has asked the Board to adopt a third credit of math. They want to be sure there are ways to “cross credit” career and technical education courses with math content that could count as a math credit. They have also asked that the Board outline the core concepts needed for high school courses such as Algebra I, Geometry, and Algebra II.

Currently, the Board requires that the two high school math credits align with 9th and 10th grade level expectations. As part of the pending adoption the Board needs to decide whether the third credit of math must align with 11th and/or 12th grade level expectations and whether it wants to require math in the senior year. Employers are looking for higher skilled, better trained, and educated workers. Dr. Kathe Taylor is working with Board members to revise the other graduation requirements.

The Board has directed Ms. Plattner and her team to define content in Algebra I, Geometry, and Algebra II, along with Integrated Math I, II, and III. The draft was due to the Board by the end of October and public feedback will occur in the fall with a final report due to the Board in early December.

Dr. Cathy Seeley gave an overview of Texas requirements saying that there is a strong push from the business community to require four credits of math for a high school diploma. They want students not only to take the courses but understand the content. She said that good math will not drive students out of school. The problem is math that is not relevant and repeated each year. Texas is a textbook adoption state. An endowment fund pays for students’ textbooks.

Charter Proposals

Dr. Kathe Taylor, Policy Director

Ms. Edie Harding, Executive Director

Strategies for chartering current projects and committees were discussed at the August Retreat and the results are as follows:

1. System Performance Accountability

The project purpose is to develop a statewide accountability system with state and local policy makers, educators, parents, and citizens working together to ensure no student falls through the cracks and that no school fails its students. The three draft concepts for the scope of work include: performance improvement goals and indicators to measure system progress; a tiered system of continuous improvement for all schools; and targeted strategies for chronically underperforming schools. Consultant studies and video of student voices will help the Board to make the case for the importance of this work.

2. Meaningful High School Diploma Charter

The project purpose is to review current Board mandated high school graduation requirements in order to assess what changes may be needed to provide all students the opportunity to succeed, as well as review the external tasks the Board has received from the legislature. The draft concepts include: purpose of a diploma, one diploma for all, and proposed guiding principles.

3. End-of-Course Assessment Study

The project purpose is to conduct the study requested by the Governor and legislature from the 2007 legislative session on the research questions, which include: 1) What are the strengths and weaknesses of Washington moving in the direction of EOCs, which could be used in conjunction with the WASL or in place of the WASL at the high school level and, 2) What role do norm referenced tests have as alternative tests for graduation? Under the scope of work, the contractor will examine the following major areas of the end-of-course assessment study:

- Review of primary and secondary literature on EOCs and high school assessment systems and documentation of what states are using EOCs and norm referenced tests currently;
- In-depth case studies of states with extensive experience implementing EOCs; and
- Policy implications for Washington’s high school assessment system based on lessons learned from states with EOCs.

4. **Science Standards**

The project purpose is to review K-10 science standards and provide feedback on the Office of Superintendent of Public Instruction's recommended science curricula. The scope of work will include:

- Review of science standards by June 30, 2008;
- Official comment and recommendations on science curricula proposed by OSPI; and
- Facilitation of a science advisory panel to provide review and formal comment on proposed recommendations for revised science standards and proposed curricula.

Questions

- ✓ Who is the audience for the case study and video?
It will be used as a communication tool with outside stakeholders, particularly at public outreach session in the spring.
- ✓ Will the Board be looking at a list of Washington schools that are underperforming?
There is still a lot of work that needs to be done before a list will be available. More discussion needs to occur regarding the list and what further data we need.

Board Work Plan

Ms. Edie Harding, Executive Director

The main focus of the Work Plan for 2007-08 will be to continue with the meaningful high school diploma and system performance accountability work. Work sessions will be set in place to allow Board members and interested public to attend, along with outreach meetings statewide. It was also recommended that a symposium be planned with experts on underperforming schools. Ms. Harding gave an outline of the Work Plan and Budget and asked that both be approved as presented to carry out the projects set forth in the Plan.

2007 WASL and No Child Left Behind Adequate Yearly Progress (AYP) Update

Ms. Gayle Pauley, Director of Special Programs, Title I/LAP & Title V, OSPI
Dr. Evelyn Hawkins, Research Associate

A memo was presented to the Board regarding the recently released information on the results of the spring 2007 WASL testing. It included information on how students performed in the different grades and content areas, and the progress of students in the classes of 2008 and 2009 on meeting the WASL, Certificate of Academic Achievement, Certificate of Individual Achievement, and high school diploma requirements. The memo also provided preliminary information on how Washington schools and school districts performed in meeting the state's NCLB annual yearly progress targets (AYP). The report presented by Ms. Pauley included: 1) review of AYP basics; 2) 2007 accountability workbook; 3) AYP calculations 2007; 4) AYP results; and 5) reauthorization. The Board asked for additional information on the number of schools that did not make AYP in 2007, reasons why schools did not make AYP and what we can do with those not required to participate in NCLB if they do not receive Title 1 funds.

Collection of Evidence: What is Working?

Dr. Lesley Klenk, Administrator, Assessment Alternatives & Innovations, OSPI

The Collection of Evidence (COE) is an alternative option to meeting proficiency on the state standards and earning a Certificate of Academic Achievement. Students must take the WASL before accessing the COE. The student must demonstrate the same or higher level of skill necessary to pass the WASL in the designated content area. Dr. Klenk explained the characteristics of the COE as follows:

- Contains examples of student work that show accurate demonstrations of student performance;
- Can be collected over time;
- Can include teacher assistance;
- Allows opportunities for students to review, revise, and select their best work; and
- Can be geared towards a student's particular interests, cultural background, and/or specific academic or technical area of focus.

Steps in the COE process include:

- Student and teacher identify appropriate tasks;
- Student completes specific tasks and adds to collection;
- Teacher monitors student work;
- Teacher/counselor and student review work;
- When assignment is complete both teacher and student sign off;
- The work sample is added to the student collection; and
- When the collection is complete and has been reviewed for sufficiency, the collection is signed by the principal and sent to the district.

Of 1800 students registered for math COE, 727 were received, 718 qualified for consideration and 332 met standard (including 52 of 62 English Language Learner (ELL) students from one district alone). Of 250 students registered for writing COE, 31 were received and qualified for consideration, and 332 met standard. Of 237 students registered for reading COE, 18 were received and qualified for consideration, and 15 met standard.

Proposal for Cut Scores for SAT and ACT as Alternative to WASL

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

The legislature has approved a number of alternatives to the WASL that students can use to meet the state's assessment graduation requirements, which are referred to as CAA Options. These options include: the Collection of Evidence, the WASL/GPA Cohort, a score of three or higher on selected Advanced Placement exams, and adequate scores on SAT, PSAT, and ACT math exams. During the 2007 legislative session the options were expanded to include scores on SAT and ACT for reading and writing exams, with the direction that the Board set cut scores on those exams by December 1, 2007. The analysis will identify the score on the SAT or ACT that represents the same, or higher, level of rigor as required by the WASL.

A recommendation to the Board was brought forward to adopt the cut scores for SAT-Reading at 350, SAT-Writing at 380, and ACT-Reading at 13, that result from the analysis that will be completed by OSPI. The ACT writing score was not yet available because OSPI is waiting for the SAT/ACT concordance table.

Trends in Teacher Retention and Mobility in Selected Washington Middle and High Schools

Dr. Ana Elfers, University of Washington

Dr. Marge Plecki, University of Washington

Research has shown that teacher resources in terms of teaching quality and qualifications are often unevenly distributed among schools and districts. The argument made is that more economically disadvantaged students or more students from racial and ethnic backgrounds are not given their share of the best teachers, which has surfaced during the Board's System Performance Accountability work.

The Center for Strengthening the Teaching Profession was selected to do a study of teacher resource distribution in a select group of middle and high schools. The findings included: 1) a high degree of mobility among middle school teachers with significantly more experience among high school teachers; 2) greater differences among schools within a district than across districts in teacher mobility rates and percent of teachers with less than five years of teaching experience; and 3) relationships between teacher mobility and student and teacher characteristics.

In conducting the study, the researchers noted important factors that influence teacher retention and mobility that are not readily available for analyses, such as school climate, school leadership, parental involvement, and teacher assignment and transfer policies. Information is also lacking regarding teacher certification, endorsements, and assignments, which limits the ability to understand completely the impact of teacher resources on student learning.

There is not data available on those who leave or exit our state teaching pool; where or why; or, what subject matter. Nor is there data on movement within a school; changes in assignment or subject matter.

Public Hearing

There were no comments regarding the ACT/SAT Alternatives to the WASL.

Public Comment

Martharose Laffey, Executive Director, Washington State School Directors Association (WSSDA)

Ms. Laffey expressed WSSDA's appreciation of the Board members' attendance at the WSSDA Regional meetings and the outreach effort in the communities. WSSDA is beginning to formulate a response on the draft proposals on the Meaningful High School Diploma and listening to school board members when they talk about the importance of the issues that the Board has put to them in relation to the additional credit for math. A more formal response is forthcoming later in the process but WSSDA is still gathering information from the members. WSSDA believes that all local school districts should award one meaningful diploma to all students who have met the graduation requirements. WSSDA urges the Board to keep in mind the tremendous responsibilities given by the legislature and encourages the members to take all the time needed to make sound decisions, even if it means asking for extensions. The WSSDA encourages the Board to work closely with local school board members when moving forward and asked that WSSDA members continue to be included in the processes.

Wendy Rader-Konofalski, Washington Education Association (WEA)

Ms. Rader-Konofalski referred back to Mr. Bright's comment commending the educators for their participation in the math work. It's gratifying for WEA to hear the commendation for teachers in the state who are doing the collection of evidence and it's gratifying that students are going through the program and finding it valuable to them. Ms. Rader-Konofalski thanked the Board for allowing WEA to present at the accountability work session subcommittee on October 22nd. The challenge is shared by all to try to devise an accountability system where we can get the local buy-in. WEA sees the resistance at the local level as feelings that there are state mandated and top-down kinds of accountability that don't maximize the buy-in at the local level. WEA is happy to continue working with the Board on this and Ms. Rader-Konofalski offered herself as a contact in working with the schools.

Kim Howard, Legislative Advocacy Coordinator, Washington State Parent Teacher Association (PTA)

In October the PTA members voted to strengthen math and science education as a top priority for the second year in a row. The PTA supports the findings of the math standards review and expects that the report will lead to appropriate changes to our standards. The PTA advocates for a balanced, multi-faceted approach to change. Ms. Howard expressed her concern that she had not heard anything in relation to textbooks to align with the new standards and asked to hear more about that during the meeting. The PTA thanks the Board for developing alternatives to allow students to show their knowledge in a variety of ways. Improving quality teaching was also voted a top priority this year as well as recruitment, retention, and ongoing professional development and collaboration for parent and community involvement. The PTA feels that teachers are an important resource and are not appropriately supported in the system at this time. The PTA supports and encourages the SBE in the work being done and Ms. Howard offered assistance from the PTA in the future.

Julie Wright, Member, Washington State Parent Teacher Association (PTA)

Ms. Wright reiterated Ms. Howard's appreciation for the work that's being done with the open, thorough, and fair process with math and science. The new recommendations from Strategic Teaching are right in line with concerns the PTA members have heard from parents throughout the state. It's important that our students graduate with the skills needed for college and the workplace. Ms. Wright encouraged the Board to look at diagnostic tests to identify deficiencies in student skills and the end of course assessment that provides a better measurement for students to master the content in each course. She thanked the Board for the exemplary work being done for the children of the 21st Century.

Laura Bay, President, Washington State Parent Teacher Association (PTA)

Thank you to the Board for the thoughtful consideration and probing questions to clarify the actions coming forward to the Board. There is much confusion for parents on what to sign their children up for and they aren't finding out about COE's as an alternative to the WASL. Information is hard to find and it is not easy to navigate through all the alternatives. Ms. Bay asked that communication improve for parents to know what needs to be done for their children. As a teacher, the standards have made it easy for her to focus on where her students are, where they should be, and how to get them there. It's difficult to get a textbook that is strong for each level and every strand. Some type of guidance as to how the curriculum

fits with the standards would be appreciated. As the PTA president, Ms. Bay asked the Board to help build a partnership with the PTA to allow them to be a supporter and resource.

Meeting was adjourned at 3:45 p.m. by acting Chair Kris Mayer.

Friday, November 2, 2007

Members Present: Dr. Bernal Baca, Ms. Lorilyn Roller, Mr. Steve Floyd, Dr. Steve Dal Porto, Dr. Sheila Fox, Ms. Phyllis Bunker Frank, Ms. Linda Lamb, Mr. Jeff Vincent, Dr. Kris Mayer, Mr. Jack Schuster, Chair Mary Jean Ryan (11)

Members Absent: Mr. Eric Liu (excused), Mr. Warren Smith (excused) (2)

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

The meeting was called to order at 9:04 a.m. by Acting Chair, Dr. Kris Mayer

Higher Education Master Plan

Ms. Ann Daley, Executive Director, Higher Education Coordinating Board

The legislature requires the Higher Education Coordinating Board (HECB) to develop a statewide master plan for higher education that proposes a vision and identifies goals and priorities for the system of higher education in Washington State. The ten-year plan is due to the legislature in December 2007 and encompasses all sectors of higher education including the two-year system, workforce training, the four-year institutions, and financial aid. Ms. Daley asked for ideas and help from the Board as the HECB considers key challenges that our state faces. She gave an overview of what the HECB has done to accomplish work that includes: societal, economic, personal, and generational benefits. Washington is a leading consumer of technical and scientific degrees, being #1 in hiring engineers, #6 in computer specialists, and #9 in life and physical scientists per 10,000 workers. The state is not a leading producer of Bachelor's Degrees in science and engineering. Systemic problems in our education system include: 1) too few kindergartners arrive at school ready to learn; 2) too few high school students graduate on time; 3) too few students continue directly from high school to college; and 3) too few of those 18-35 are earning degrees or certificates. Far too many Washington adults overall have low levels of educational attainment with more than 34% of residents age 18-64 not having a high school diploma, along with one out of every four persons age 18-24 having no high school diploma.

Members of the Higher Education Coordinating Board have identified two fundamental goals:

- Goal 1: Create a higher education system that truly serves everyone, a system where anyone can enter and afford a system that personalizes education so that everyone can succeed; and
- Goal 2: Create a higher education system that drives greater economic prosperity, innovation, and opportunity.

The Higher Education Coordinating Board is interested in partnering with K-12 to work on early and effective outreach with children so that they understand what opportunities are available to them.

Members queried Ms. Daley on the seemingly diminished aspirations to college attendance. Were there strategies for creating access where it is needed; data on those who attend out of state; data on WASL relationship to Running Start; system capacity now?

Tribal Memorandum of Agreement

Ms. Karen Condon, Councilwoman, Colville Confederated Tribe
Ms. Suzi Wright, Government Affairs Policy Analyst, Tulalip Tribes

The Board signed a Memorandum of Agreement with the Tribal Leader Congress on Education in 2006 and agreed to:

- Initiate the process to formally consider the inclusion of Tribal history, culture, and government as a graduation requirement by December 2006;

- On or before December 1, 2006, begin meetings and active consultation with the Tribal Leader Congress on Education and the Washington State government as a graduation requirement; and
- Reach a decision on including Tribal history, culture, and government as a graduation requirement by December 1, 2007.

Ms. Condon presented a request on behalf of the Tribal Leader Congress on Education that the Board consider adding a .5 credit of local tribal history as a graduation requirement.

The Tribes agreed to develop curricula by 2012. The Board clarified the Tribal Council change of focus and indicated the need to delay a decision until the comprehensive recommendations on Meaningful High School Diploma study is completed in December 2008.

Navigation 101

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

Mr. Mike Hubert, School Counselor and Navigation 101 Field staff, Bremerton School District

Navigation 101 is a life skills and planning program for students in grades 6-12, was developed by the Franklin Pierce School District and funded by the legislature for statewide implementation in 2006. For the 2007-08 school year, over 200 schools in 95 school districts have received grants to implement Navigation 101. Five key elements of Navigation 101 include: 1) personalizing; 2) planning; 3) demonstrating; 4) empowering; and 5) evaluating. Navigation 101 equalizes opportunity, encourages student engagement, enhances student achievement, involves parents and guardians, and strengthens community.

The program focuses on postsecondary preparation of students for college and career. Five "lighthouse" districts (Bremerton, Evergreen, Grandview, Hudson Bay, and Mead) provide support to other districts through coaching and training. A pilot has started with Franklin Pierce for elementary students K-5 Navigation. Partnerships with school counselors will strengthen Navigation 101 by integrating it with comprehensive guidance and counseling programs. A track will be presented on grants at the OSPI Winter Conference, along with general sessions to talk about the grant system.

Members asked if teacher and school counselor preparation programs were aware of the program and about issues of sufficient course offerings, scheduling and capacity for college preparatory courses.

Business Items

September Board Meeting Minutes

MOTION was made and seconded to accept the minutes from the September meeting.

Discussion followed regarding changes in public comment by Wendy Rader-Konofolski and changes were duly noted.

MOTION seconded

MOTION carried

SAT and ACT Cut Scores in Reading and Writing for Alternative to WASL

MOTION was made that the Board adopt the following scores that students must achieve on the relevant portion of the SAT or ACT tests to meet, or exceed, the state standard in the relevant content area of the Washington Assessment of Student Learning (WASL):

- SAT Reading 350
- ACT Reading 13
- SAT Writing 380

and to wait for the SAT/ACT Concordance to establish the ACT-Writing score.

MOTION seconded

MOTION carried

Private Schools

MOTION was made to approve:

- Colville Valley Junior Academy;
- North Whidbey Christian School;
- Summit Classical Christian School; and
- Spokane Junior Academy

as approved private schools for the academic year 2007-08, under regulations established by the State Board of Education in WAC 180-90.

MOTION seconded

MOTION carried

System Performance Accountability Charter

MOTION was made that the Board adopt the System Performance Accountability Charter presented at yesterday's meeting with a clarification that the timeline, dates, and tasks should be flexible for staff to do their work.

MOTION seconded

MOTION carried

Board Work Plan and Budget

MOTION was made that the Board adopt the Work Plan and Budget included with the materials and as presented at yesterday's meeting.

MOTION seconded

MOTION carried

Tribal MOA Extension

MOTION was made that the Board cannot make a decision to include tribal history, culture, and government as a graduation requirement at this time because such a decision must be considered by the Board as part of its work relating to the development of a meaningful high school diploma, which is ongoing and expected to be completed by the end of 2008; and therefore, the Board will extend the date in the Memorandum of Agreement with the Tribal Leader Congress for a decision on whether to include tribal history, culture, and government to December 1, 2008.

MOTION seconded

MOTION carried

Meaningful High School Diploma Charter

MOTION was made that the Board adopt the Meaningful High School Diploma Charter as presented at yesterday's meeting.

MOTION seconded

MOTION carried

Defining Opportunity to Learn

Ms. Phyllis Bunker Frank, Board Member

The Opportunity to Learn (OTL) is a way of measuring and reporting whether students and teachers have access to the different ingredients that make up quality schools. The more ingredients that are present in an individual school, school district, or in schools across the state, the more opportunities students have to benefit from high quality education.

Ms. Frank gave an overview of the Nation at Risk report, then and now, and discussed time analysis and areas to examine to meet student learning needs, which include: 1) time inventory/analysis; 2) calendar and learning analysis; 3) supplementary learning needs analysis; 4) professional and curriculum development planning time; and 5) time and facilities use, service, and maintenance. The traditional calendar and the balanced calendar were presented.

The next steps for the Board to consider include:

- Executive Committee considers whether to dedicate an additional session at the Board meeting to examine K-12 district-wide longitudinal results, individual school longitudinal results, and advocacy direction;
- Recommend that the SPA review similar and expanded research to identify a school calendar time and (OTL) indicator as part of the 2nd and 3rd tier summit school;
- Recommend that the summit school turnaround design team consider a rubric that prompts the same; and
- Consider recommending WAC 180-16-220 be expanded to include same or associate language.

Update on SBE Studies

The legislature and Governor have requested that the Board study and provide a recommendation on the following issues:

End of Course Assessment (EOC) and Charter

The Board contracted with Education First Consulting to conduct an independent study of the state end of course assessments. In 2007, the legislature enacted ESSB 6023 and directed the Board to examine and recommend changes to high school assessments with a limited series of end of course assessments. The Governor vetoed the language about EOCs because she believed that the study should not predetermine whether they would be implemented and asked the Board to study the policy issues underlying EOCs. Twenty-six (26) states use exit exams. Nine use EOCs and three use both comprehensive assessments in math and English and EOCs in science and/or social studies. Ms. Jennifer Vranek and her team will do an in-depth analysis to examine how the issues in the literature review have impacted other states by interviewing California, Indiana, Tennessee, and Virginia. The next steps for Education First include: 1) asking for feedback from the Board and incorporating the Board's input over the next two months, 2) completing state case studies and interviews, 3) considering policy implications, and 4) writing and presenting a final report on the findings to the Board in early January 2008. Ms. Vranek will report at the January Board meeting.

Science Standards Review and Charter

David Heil and Associates was selected as the consultant for the review. Sixty-eight (68) people submitted applications to serve on the science standards advisory panel. The field of applicants will be narrowed to 16-20 people. The first meeting of the panel is scheduled for December 18, 2007. Board members were invited to attend the first meeting.

Career and Technical Education (CTE) Student Pathways

The Washington State University's Social and Economic Sciences Research Center was selected as the consultant to provide a study to analyze graduation trends and WASL performance for students enrolled in 16 different CTE pathways to determine the following:

- Relationship between high school students who graduate and their peers who have completed the CTE programs;
- Relationship between high school graduates and non-graduates who complete CTE programs and various characteristics of the students and their districts;
- Post-high school graduation characteristics of the class of 2005 and 2006; and
- Number of industry certificates earned.

Meaningful High School Diploma Purpose

The Board has considered the purpose of a diploma in its meaningful high school diploma work and in its own goals for students. At its September 2007 meeting the board clarified the purpose of a diploma as preparing a student to be ready for success in postsecondary education, gainful employment, and citizenship. The diploma should meet the personalized education needs of each student as well as society's needs. The Board will be asked to adopt a revised definition of the purpose of a diploma at its January meeting. The definition was discussed and members should send feedback to Dr. Taylor before the January meeting.

Public Outreach Update and Role of SBE Board Liaisons

Ms. Sara Jones, Manager, APCO
Ms. Edie Harding, Executive Director, SBE

As part of its efforts to improve requirements for high school graduation to better prepare students for life after high school, the Board is holding community meetings across the state to hear the public's opinion. The meetings will help the Board define the purpose of the high school diploma and identify the content for a required third year of math, which will be presented to the legislature in December 2007. The feedback will be used to draft recommendations for new high school graduation requirements, as well as system performance accountability. APCO is preparing a communications plan for next spring around the high school diploma work as well as the system performance accountability work.

Board Liaisons

There was a brief discussion regarding the liaison assignments. A list of meetings and responsible liaisons was reviewed and Dr. Sheila Fox accepted the Higher Education Coordinating Board liaison responsibility for the coming year.

Public Comment

Ms. Wendy Rader-Konofalski, WEA

Ms. Rader-Konofalski thanked the Board for the public outreach work being done. As the WEA lobbyist, Ms. Rader-Konofalski is interested in what kind of negotiating contracts are available. Time and workload are a huge issue and class size impacts the quality. The WEA did an electronic survey in 2006 and received 999 responses from teachers across the state, with 51% saying they would support a third credit of math as a graduation requirement. In the survey, the responders were concerned about narrowing and reducing the offering of elective courses, availability of math teachers, the need for stronger math programs, smaller class sizes, and ensuring math understanding is there before high school. The WEA supports the third credit of math but wants to be sure that options are available for students who don't do well in a traditional setting and curriculum. WEA encourages the Board to look at multiple ways for students to learn.

Mr. Pat Montgomery

Local levy dollars are paying for basic education and there's a deficit of resources to fund basic education. Mr. Montgomery doesn't believe it's within the Board's mandate to address funding adequacy, but urged the Board to consider basic education funding needs, in creating final products.

Next steps

- Delve in to science
- End of Course study
- Make sure to read the materials in the FYI folders that have been provided.
- Need to think about discussions with legislature in relation to the 2009 data issue. We need a comprehensive plan to do analysis for change. Concerned about the lack of data we have. It will take some thought in 2008 to find ways to create the data for an action item in 2009.
- Thanks to Edie and staff for reaching out to communities
- Encouraged by Ms. Daley's invitation for the Board to work with them in the future
- WSSDA conference is coming up and Steve Dal Porto, Phyllis Bunker Frank, Mary Jean Ryan, Edie Harding, and Kathe Taylor are attending. Edie encouraged others to attend.
- Compliment staff for the work on the meeting today
- Appreciate the preparation of the work sessions

The meeting was adjourned at 2:43 p.m. by Chair Ryan.