

Washington State Board of Education
Regular Meeting
Olympia School District, Olympia, Washington
September 14-15, 2006

MINUTES

September 14, 2006

Vice Chair Warren Smith called the meeting to order and welcomed members and guests to the meeting. He introduced Superintendent Bill Lahmann and Board President Russ Lehman, Olympia School District.

Superintendent Lahmann provided information on the school district and the challenges they are facing. The Olympia School District is a leader in providing students with healthy food options for lunches and for snacks. President Lehmann encouraged the board, as they deliberate their policies, to consider what happens in the classroom with the students. He also hoped the board would remember the importance of a liberal, well-rounded education.

Members Present: Dr. Bernal Baca, Amy Bragdon, Dr. Steve Dal Porto, Steve Floyd
Dr. Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Eric Liu, Mary Jean
Ryan, John C. Schuster, Warren T. Smith Sr., Jeff Vincent, and Student
Representative Tiffany Thompson

Members Excused: Kristina Mayer, Superintendent Terry Bergeson, and Student
Representative Zachary Kinman

Staff Present: Edie Harding, Bob Butts, Pat Eirish, Laura Moore, Sarah Bland, and
Assistant Attorney General Colleen Warren

APPROVAL OF MINUTES

Motion: Moved by Mrs. Lamb and seconded by Dr. Fox to approve the minutes as corrected. Motion carried.

WASL SPRING RESULTS

Dr. Joe Willhoft, assistant superintendent for Assessment and Research with the Office of the Superintendent of Public Instruction (OSPI), presented the information on the spring WASL results via PowerPoint (on file with these minutes). NAEP, SAT, and ACT tests all show Washington students at the top in the nation. This also holds true for the Advanced Placement (AP) tests. He responded to questions on the various types of national tests.

Dr. Willhoft reviewed the gains and declines in all areas of the WASL testing. The seventh grade reading WASL had the same questions as in 2005 which had a nine percent gain over 2004. This year had a seven percent drop. The seventh grade test results have been reviewed four times along with reviews of the testing and scoring procedures. In response to a question, Dr. Willhoft noted that on the OSPI Web site under "Report Card", members can pull up the ethnic

groups and see how they are doing statewide and by district. In response to another question, Dr. Willhoft noted that with the advent of testing at grades 3, 5, 6, and 8, more data will be available on each class as they move through the system for comparison purposes.

At the tenth grade, students were taking the test seriously as it is a graduation requirement. Gains were made in all areas but science. The mathematics gains were not as substantial as everyone would have liked. In response to a question, yes, we are doing better than the nation but the bar is not that high nationwide.

There needs to be an aligned system which includes:

- ✓ High expectations for all
- ✓ Clear standards
- ✓ State and classroom assessments aligned to standards
- ✓ Curriculum aligned to standards
- ✓ Skilled teaching with professional development to help teachers diagnose and intervene effectively with diverse learners
- ✓ Coaches on site to assist
- ✓ Intervention programs for struggling students
- ✓ Effective leadership, parent support and system-wide commitment

Both Dr. Willhoft and Dr. Gayle Pauley, director of Title 1/LAP Programs at OSPI, provided information on the various types of intervention strategies that could be used to help students having problems. Concerns were expressed by board members on time and opportunity to learn, alignment of curriculum, and diagnostic and intervention skills of teachers.

Dr. Willhoft noted that testing at grades 3, 5, 6, and 8 is now mandatory under No Child Left Behind. This enables us to track cohort and individual student performance. He also reviewed the testing for special education students, which now includes the WASL at grade level with level two as passing or WASL at learning grade level (lower than grade level). The assessment options are decided by the Individual Education Program team which includes parent(s).

Dr. Willhoft reviewed the types of excuses that are allowed and not allowed before affecting adequate yearly progress (AYP). Board members asked to have the data on progress broken down by ethnicity, poverty level and second language learners. The achievement gap, at the 10th grade, is closing in reading and writing but not in mathematics. Roots of the mathematics problem include:

- ✓ Fragmented national research
- ✓ Fierce debate on key elements of mathematics education
- ✓ No aligned K-12 mathematics curriculum
- ✓ National attitude—it's okay to be bad at math; disbelief that everyone needs mathematics

Solutions include:

- ✓ National discussion to end debate: "Reaching for Common Ground in K-12 Mathematics"
- ✓ Work in progress—OSPI refined mathematics Grade-Level Expectations
- ✓ National Council of Teachers of Mathematics (NCTM) "Focal Points" released September 12
- ✓ National Mathematics Panel
- ✓ New focus on statewide alignment—menu of curriculum options with coordinated professional development for educators

For a world-class, learner-centered system:

- ✓ Double achievement overall; triple for struggling groups
- ✓ Solve the mathematics problem
- ✓ Engage students, keep in school
- ✓ Build a better educated population

Dr. Gayle Pauley, director of Title 1/LAP at OSPI, reviewed adequate yearly progress (AYP) for students in the state of Washington. The first part of her PowerPoint presentation (on file with these minutes) was a review of an earlier presentation by Bob Harmon, assistant superintendent for Special Programs at OSPI. Sanctions for not meeting AYP are directed at Title 1 schools only. The rule that districts in AYP set aside 20 percent of their Title 1 funds at the beginning which was hurting the districts was removed. Dr. Pauley reviewed the AYP improvement steps for members at the school and district levels. Several questions were generated regarding the state's responsibility for intervention versus the district's responsibility for school level intervention. OSPI does do an education audit of the districts to see what is being done. In response to a system accountability question, Dr. Willhoft stated that an outcome measure is needed to see where the students are. This is not a growth model. In response to another question, Dr. Pauley and Dr. Willhoft stated that there are schools and districts that would not be meeting AYP that do not receive Title 1 funds. If a district chooses not to work with the state, the only option is the removal of funds, which will not be done. Eligibility for Title 1 funding is based on the census not need. The board asked for the legal authority for the statements that the state superintendent does not have the authority to intervene in school districts. A question was asked if there has been any grade level configuration analysis of the test results.

STRATEGIC PLAN AND WORK PLAN

Executive Director Edie Harding provided an update on the work done at the August meeting on the board's strategic plan. The proposed technical changes from Mrs. Frank were discussed. Board consensus was to incorporate those changes into the strategic plan.

Budget—the board cannot continue to meet for two days each month. Director Harding explained that there is a small reserve that she would like to use to keep Bob Butts on through November and hire a researcher for the board's business in January. In response to a question, the researcher would work on the accountability issue.

Dates—Director Harding presented the proposed dates for 2007 and 2008. A question was raised on the November 2007 dates which will be looked at in terms of the WSSDA conference. Consensus of the board was to use the proposed calendar as amended.

Future Meeting Items—Director Harding presented the proposed future agenda items.

Work Plan—Director Harding presented the proposed work plan for the board for the next year. She reviewed the various elements of the plan and the studies that need to be done. The process was opened up for board discussion. She also suggested doing a yearly report to the Legislature on what the board has accomplished and what needs to be done.

Members of Washington Learns were able to define "globally challenge states" for other board members. This is based on the economic benchmarks. The comparison states are poised to become global players as is Washington. In response to a question, Mrs. Bragdon stated that

Washington Learns will be looking at using existing organizations to implement the recommendations coming out of the study.

In response to a question, mathematics will be a topic of discussion for the remainder of the year. It was suggested that the board report to Washington Learns and let them know what the board wants to take on within the legislative mandates.

Mrs. Frank suggested some language changes to make the plan more open for discussion. Washington State School Directors' Association's (WSSDA) legislative assembly will be talking about the board's role in accountability and local control. This would also be a good place to talk about the "whole child" and the learning styles that affect the child.

OLYMPIA SCHOOL DISTRICT

Superintendent Bill Lahmann; Matt Grant, principal of Olympia High School; and Alice Burman, program administrator for assessment services, presented information on what is happening in the Olympia School District on the WASL and what strategies are being employed to help those students not meeting standards. Gender is a problem—girls tend to do better than boys in all standards. Percentages of near misses would have raised several scores at all levels. The district is making it mandatory for the level one students in mathematics to participate in extra mathematics work. Students were called to participate in summer school—very few of the level one students attended; mostly high level two students took the opportunity. The GPA for current mathematics classes is a good indicator of how students will do on the WASL. The district is moving to an articulated curriculum between elementary and middle school. In reading and writing, the achievement gap is closed basically. In mathematics there is still a problem. At the high school level, there are about 31% of the students not meeting the mathematics standard on the WASL. Reading and writing are woven across the curriculum at all grade levels. According to Mr. Lahmann, the district is looking at diversity and the issues around it for their students.

According to Mr. Grant, the colleges are beginning to drive the schedule at Olympia High School along with the pressure from the WASL. Parents are the biggest advocates for the students to have needed college level classes. The district hopes to be at 92 to 94 percent meeting standards by 2008. Olympia High School has been focusing on specifics and small goals that are very achievable for students and the school. Focused instruction is also a strategy that is working for the high school. Mr. Lahmann reviewed the professional development days (14) available to the staff.

In response to a question, Mr. Grant feels there needs to be more structure in the earlier grades that increases the expectations for the lower performing students. In the short term, there needs to be uniformity in all classrooms.

NORTH THURSTON SCHOOL DISTRICT

Superintendent Jim Koval introduced Judy Wilson, board president; Phil Dommies, director of assessment, and Linda Coble, assistant superintendent for instructional services. Dr. Koval stated that without great principal leaders along with the teacher leaders in each building the work will not get done. He reviewed what is happening in the district; mathematics is the biggest challenge for the district. The district has set a goal of 95 percent meeting standard in mathematics. The district brought in an independent third party to assess the curriculum within the district. Trail Blazers is the mathematics curriculum being used and they are looking at ways to fill the holes that exist in the curriculum for the elementary schools. They are looking at new

curricula that are either reform or traditional curriculum. There is not a single silver bullet for mathematics.

Professional development needs to be aligned with the curriculum being taught. We need to differentiate the curriculum depending on the students in the classroom. We haven't been very good about developing teachers who can teach mathematics at all levels. There are 24 percent of 10th grade students in North Thurston at level one.

Dr. Koval's suggestions:

- ✓ Mathematics is as valuable as reading—not hearing this at the present time.
- ✓ All students can do mathematics—need to change the attitude.
- ✓ Need to know where students are and what needs to happen for them—getting down to the individual student.
- ✓ Teachers need to be confident and competent—grades 5 and 6 are where students begin to lose hope.
- ✓ Rigor, relevance and relationships—it may not be about increasing the number of credits but the content.
- ✓ We won't need to worry about what kids take in the grades 11 and 12 if we make sure they succeed in grades 9 and 10.
- ✓ We need to raise the floor—the literacy achievement gap is close; graduation rate has increased; drop out rate needs work; special needs students are doing better.
- ✓ You need a board that is totally supportive.
- ✓ Mathematics—there needs to be something similar to the reading model in mathematics. We need resources for modules and coaches—coaches make a difference.
- ✓ Time is critical—everyone is willing to give time but at what cost. They have been using their waiver days productively along with some early release days.

Dr. Koval encouraged the board to share his concern with mathematics. He feels that the struggle will be the last 20 to 25 percent of students getting to standard. In response to a question, Dr. Koval stated that two items that came out of Washington Learns discussions were using a longer day and a longer school year needs discussion. The discussion has occurred in North Thurston but the problem is convincing the public that it is necessary. It's not just communities, but also the teacher advocate groups, the legislature, etc. In response to a question, the achievement gap is closed in reading and writing, and continues to need work in mathematics for students of diverse backgrounds and those in poverty. You need to celebrate diversity every day and it has to be viewed as a strength. It is a shared mission and vision of the community that will establish the relationships and help a school grow and thrive—the quality and character of the principal leading the building.

In Olympia School District, the assessment director presents the data for the schools to make the decisions on operation to help students. You need to break it down to where it is manageable for teachers to work with students.

QUESTIONS AND REFLECTIONS ON THE WASL

Personalized Education Plan—do districts have a plan similar to Olympia's? If not can the board recommend it? It was suggested that the Washington Association of Student Councils do a paper on it. Who documents best practices and sees that they are shared across the state? There is no one body in the state that does it. There needs to be a clearinghouse for those districts who can afford to hire someone to look at data and look for those programs.

What comes out of Washington Learns as a recommendation for extra resources will be targeted to the students who really need the help. Ms. Thompson asked to have a document showing how much money the districts presenting have to do their work along with the demographics of the districts.

One of the upcoming topics should be increasing the number of credits required in mathematics graduation. Maybe it should be mandating the level of the mathematics that is required not additional number of credits.

Why can't we institute middle school requirements? Why can't we delineate what middle school students must know before they reach high school? It was suggested that credits be established for middle school students that count towards graduation. It is recommended that the board not think of "middle schools" but middle grades. Establishment of the credits at the middle level grades needs to be done by the Legislature. The 10th grade WASL requires algebra and geometry. Discussion continued regarding mathematics requirements at high school and middle level grades.

WORK PLAN AND STRATEGIC PLAN (CONTINUED)

Our culture does not support mathematics. How do we convince students that mathematics is important to them not only for school but for later life and learning? There is also the industry driven mathematics requirements at the community college. Once students master mathematics at the algebra and geometry levels, other mathematics will come easy.

1. Greater concentration on teaching mathematics.
2. Everyone that succeeds at the mathematics WASL has had algebra and geometry.
3. The districts that have the greatest success have brought instruction and data down to the student level.

There needs to be a list of contacts for best practices on OSPI's Web site for districts to implement in their classrooms. Attendance is also another consideration that needs to be looked at by districts.

We need to create more flexibility for teachers and involve teachers more in the process of development of the changes. Part of the definition of basic education could be what a teacher is required to do during the day and after the school day has concluded. We need to include the education association in the conversations and be very transparent in this work.

Ms. Thompson suggested an acronym definition to the Work Plan appendices.

TESTIMONY TO HOUSE EDUCATION COMMITTEE

Dr. Fox reported on the testimony she provided to the House Education Committee this afternoon. The testimony from OSPI was on the Collection of Evidence. Dr. Fox provided information on the board's involvement in the Collection of Evidence process. She discussed some of the questions asked during the testimony.

The meeting recessed at 5:15 p.m.

September 15, 2006

Vice Chair Smith called the meeting to order at 9:05 a.m.

Members Present: Dr. Bernal Baca, Superintendent Terry Bergeson, Amy Bragdon, Dr. Steve Dal Porto, Steve Floyd, Dr. Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Eric Liu, Dr. Kristina Mayer, John C. Schuster, Warren T. Smith Sr., and Student Representative Tiffany Thompson

Members Excused: Mary Jean Ryan, Jeff Vincent, and Student Representative Zachary Kinman,

Staff Present: Edie Harding, Bob Butts, Pat Eirish, Laura Moore, Sarah Bland, and Assistant Attorney General Colleen Warren

MATHEMATICS ACHIEVEMENT

Superintendent Terry Bergeson provided information on the Office of the Superintendent of Public Instruction's mathematics work plan. She discussed the fact that other entities are also working on mathematics. The graduation standard will be an issue during the legislative session starting in January. Richard Char, Texas Instruments, has been concerned about the mathematics problems within the country. He pulled together a group to debate with the problems in mathematics (Finding Common Ground article). Focal Points are the new mathematics standards for K-8 from the National Council of Teachers of Mathematics (NCTM). There are four mathematicians at OSPI working with the focal point document against the grade level expectations to make sure the ideas are incorporated. This is a long term fix, but will not help in the short term. Once the analysis is completed, there could be changes to the state grade level expectations.

There needs to be more training for teachers to be able to assess what is happening in the classroom with their students. Teachers also need to have the assessment data available to help students. There are no dibles at this time for mathematics as there are for reading. More power has to be put in the hands of teachers. Curriculum matters to the teachers that are not strict mathematicians and need a plan to help students learn.

Washington K-12 Mathematics Goals

- ✓ Keep mathematics standard and assure equitably distributed 90 percent graduation rate in 2008.
- ✓ Double the number of students meeting standard on the Washington Assessment of Student Learning (WASL) by 2014 for all students and triple it where necessary for struggling groups.
- ✓ Assure all students enter high school with a grounding in algebra (eliminate general mathematics classes).
- ✓ Assure post-high school mathematics success in college and 21st Century work.
- ✓ Move Washington into the top tier of nations on mathematics achievement benchmarking with the Third International Mathematics and Science Study (TIMSS) and/or Program for International Student Assessment (PISA).

The changes will be difficult for some teachers, but the changes will improve how students learn and how they will do on the assessments. Once the mathematics work plan is in place, there will be a call for a mathematics summit with the Governor in the leadership role. Dr. Bergeson is

hoping that the Focal Point document and ensuing discussions will help elementary teachers to learn more about mathematics and be able to diagnose and teach mathematics to their students. Training has to be tied to the curriculum being used by the teachers every day. Unless teachers with a K-8 certificate have a better foundation in mathematics as they complete their preparation programs, there will continue to be problems at the tenth grade. A lot of districts are using Investigations curriculum for the elementary program along with support to supplement the weak areas of the program.

The classes of 2008, 2009, and 2010 need severe interventions to get them to graduation in mathematics. Middle school is where the feeling of hopelessness sets in (6th grade). There needs to be a concentration at that level.

Dr. Bergeson would like the board to help with the investigation of TIMSS and PISA to be able to benchmark in our state.

Immediate Steps

- ✓ Analyze results from mathematics summer school programs and August WASL retakes.
- ✓ Identify and evaluate diagnostic/screening tools that may be used to determine functional mathematics levels for students. Disseminate information about these programs to districts using the OSPI Web site and regional training.
- ✓ Advise districts on critical action steps for all middle and high school students to plan for mathematics success. For example, development of individual student plans driven by appropriate diagnosis, appropriate interventions and mathematics course sequences, post-high school requirements, etc.
- ✓ Identify best curriculum resources including intervention materials that are closely aligned with the Grade Level Expectations (GLEs) and support districts in their use.
- ✓ Refine OSPI mathematics instructional modules for expanded use during the 2006-07 and 2007-08 school years and increase training to appropriate use.
- ✓ Develop instructional modules for students in level 1 of WASL and design/purchase additional proved interventions for low performing students.
- ✓ Design focused job-embedded professional development and deliver through regional and district cadres to help secondary school teachers diagnose and intervene with struggling mathematics students.
- ✓ Disseminate "refined" GLEs.

2-5 Years' Steps

- ✓ Build a quality K-12 mathematics materials curriculum menu for districts and give OSPI authority to enter into master agreements so as to reduce program costs. Add quality professional development for teachers with these materials. Provide programs online.
- ✓ Implement a statewide master plan for professional development to deepen K-12 teachers' knowledge and skills in mathematics content and instruction; continuing and sustaining what was started during the immediate stage.
- ✓ Develop Regional Centers of Mathematics Excellence staffed by a team of OSPI, ESD, district and university faculty leaders to provide job-embedded, sustained professional development and technical assistance.
- ✓ Improve pre-service mathematics teacher preparation in partnership with PESB and higher education.
- ✓ Expand OSPI's student information system to track development of students in Pre-K through high school for skill development and course sequences and evaluate relationships between mathematics programs and courses and mathematics achievement.

- ✓ Connect “Navigation 101” student planning with information on mathematics careers.
- ✓ Implement more stringent guidelines and requirements for mathematics courses for high school graduation
- ✓ Reduce the number of students enrolling in college mathematics remediation courses by 50 percent.
- ✓ Use conditional loans, wage premiums and other financial and professional incentives to attract and retain more high quality mathematics teachers.
- ✓ Expand quality mathematics teaching skills through two-year induction support with quality mentors (state paid).
- ✓ Use state funds to implement a mathematics mentor/coach certificate program and allocate these mentors/coaches to districts.
- ✓ Build and implement a public engagement campaign to change attitudes and beliefs about mathematics.

Standards are the important driver—without an alignment to the standards, any curriculum will have problems with development.

5-10 Years—Long Term Stage

- ✓ Support and maintain effective articulation of mathematics learning Pre-K through post-secondary.
- ✓ Reduce the number of students enrolling in college mathematics remediation courses by 90 percent.
- ✓ Track and improve degree attainment and employment in mathematics, science, and technology fields.
- ✓ Continue to develop excellence mathematics curriculum resources with aligned quality professional development.
- ✓ Use quality K-12 mathematics coaches to reform teacher education (pre-service). (Need to have movement between the K-12 and post-secondary worlds and make improvements in both.)

PROFESSIONAL EDUCATOR STANDARDS BOARD (PESB)

Executive Director Jennifer Wallace and Roger Erskine, PESB board member, provided information on the mathematics preparation of teachers. When PESB took over teacher preparation programs, they began work on the mathematics first. Program approval standards will be revised in November. The subject area test will be more aligned with the new standards. The PESB will be looking a more standardized test for attainment of the professional certificate.

The program review process has been changed and now includes experts in the fields under review. There is now a cadre of trained evaluators on the site visit teams. The Professional Educator Advisory Boards (PEABs) are being revised and restructured. There is now a pilot on cross-sector collaboration.

The alternative route program has increased the number of highly qualified mathematics teachers. There is also a need to create more diversity in the workforce. The endorsement of mathematics specialists (coaches) was not well received by districts. The PESB is concerned about how to work to end the out-of-endorsement assignments and how to get the data needed to see what is going on in the districts, especially the small and remote districts.

The Standards Board is working to create an educator workforce data system. There is a bill in the legislature for data transparency. The Board is also working on new standards for clock hour providers. They are also looking at more specific rules related to planning and reporting of the

use of certification fees. There is the option of moving away from clock hours to use of professional growth plans.

Other Work of the PESB

- ✓ Fate of the K-8 endorsement
- ✓ Professional Certificate—uniform, state-administered assessment
- ✓ Compensation aligned with expectations
- ✓ Adequate professional development

In response to a question, about 30 percent of the 540+ individuals going through the alternative routes program are in mathematics and science. There needs to be an integrated data system which will take pressure from the Standards Board and the State Board. The alternative routes program is a mentored program. In response to a question, the standards and assessments of the standards as used by the programs are the important work of the Standards Board. It is also important to have uniformity between preparation programs. Dr. Dal Porto related experiences he had as a superintendent/principal in small schools—a PhD in Chemistry vs. Business Teacher; Business Teacher was better qualified to teach pre-algebra. The endorsement assignment chart will be discussed at the November Standards Board meeting with possible revisions. Dr. Fox stated that the preparation programs are moving to a performed based system so that the students exit with the same skills and knowledge base.

MATHEMATICS GRADUATION REQUIREMENTS

Bob Butts presented information on the mathematics graduation requirements. The setting of the credits is the purview of the State Board. He reviewed the current mathematics requirements in the current graduation requirements. The course requirements have to cover the Essential Academic Learning Requirements (EALRs) through Benchmark 3. In response to a question, geometry is not covered. The State Board survey found that of the 171 responding districts, 110 have 2 credit requirements; 60 have 3 credits; and 1 (Davenport) has 4 credits required.

- ✓ 8 states have local requirements only
- ✓ 22 states do not specify which courses must be included
- ✓ 17 states require Algebra and Algebra 1
- ✓ 7 states specifically require geometry
- ✓ Several states allow the use of Integrated Mathematics
- ✓ Future—14 states will be more specific regarding what courses must be taken

Mr. Butts reviewed the recommendation from Washington Learns:

- ✓ State Board will define world-class mathematics and science high school graduation requirements
- ✓ State Board and Higher Education Coordinating Board will align high school graduation requirements and minimum college admissions standards, moving towards a system based on demonstrated competence for college level work, not seat time.
- ✓ Expect rigor and relevancy in mathematics courses by eliminating general mathematics in middle and high schools and by enriching mathematics and science classes with applied, creative, and project-based opportunities.

He reviewed the current requirements for mathematics under the Higher Education Coordinating Board along with the proposed restructuring of the requirements. The proposed changes are on

hold until Washington Learns report is published. One of the proposed changes is to use passage of the WASL to satisfy up to two credits in mathematics and English.

Mr. Butts presented the distribution of students with the WASL score information. He also reviewed what has happened in six other states. Of the students still in schools in the senior class, most are graduating with retakes, student and parent involvement, and educator involvement.

In December, the State Board, Superintendent of Public Instruction, and Professional Educator Standards Board will present to the House and Senate Education Committees. The questions are what should the board recommend about the number of credits and what should the Legislature do about the mathematics graduation requirement. The schedule is to have the board develop its recommendation by the November meeting.

There was some discussion on the timeline with making the recommendation to the Legislature on the graduation requirement. The opportunity to learn, tied to the certificate of academic achievement, has not been determined.

PSAT, SAT, ACT CUT SCORES

Dr. Joe Willhoft, assistant superintendent for Assessment and Research, presented information on the cut scores for mathematics using the PSAT (Pre-SAT), SAT (Scholastic Aptitude Test), and ACT (American College Test) tests. He reviewed the options for setting the cut scores and have them determined to be valid and reliable. They would like to take the information to the National Technical Advisory Committee (NTAC) for development of a recommendation to the board. He reviewed several options for determining the scores that are no longer under consideration. The model to be used will be an adaptation of the GPA-Cohort Model—similarity to another option for the certificate of academic achievement helps with communication; has technical advantages of the “conditional probability” model. Dr. Willhoft discussed how the process will work.

Next Steps

- ✓ Alternative Technical Advisory Committee (Alt-TAC) recommendation presented to the State Board for review/approval
- ✓ OSPI conducts analysis
- ✓ Results presented to National TAC for comment; National TAC recommends cut scores to the State Board
- ✓ Cut scores presented to State Board
- ✓ State Board adopts cut scores

In response to a question, Dr. Willhoft stated that the SAT did make changes to the test, but not in mathematics. There are agreements on file with the College Board and ACT to share the data files. OSPI may go to the Legislature to see about sequencing the PSAT so that it does not cause problems. There is no talk about resetting the standards on the WASL. In response to a question, Dr. Willhoft acknowledged a review of the cut scores to be reviewed with the change of the concordance tables.

COLLECTION OF EVIDENCE

Dr. Lesley Klenk, CAA Options Administrator, OSPI, presented information on the Collection of Evidence scoring process and criteria. Registration will take place from November to January

with scoring to take place the third week in April. Teachers who will have students preparing a Collection of Evidence will be required to attend a training session—one eastside and one westside. In response to a question, Dr. Klenk stated that she will be presenting information at several conferences. She reviewed the guidelines, protocols, scoring process—criteria and rigor; and scoring guides. There will be some courtesy phone calls to districts on the protocols and forms.

There will be a public input period from September 15 through October 25. The board will be asked to adopt the scoring process at the October 25-26 meeting.

It is unknown how many collections will be returned for scoring. The best estimates are between 600 and 2500. Samples will be added to the Certificate of Academic Achievement (CAA) options page of the superintendent's Web site.

In October there will be a public hearing before the adoption of the Collection of Evidence protocols and scoring guides.

WORK PLAN

Chair Pro-Tem Kristina Mayer outlined some of the proposals for the upcoming meetings. Budget is tight.

Upcoming Mandatory Items

Collection of Evidence

Mathematics

Accountability Issues/Reauthorization of No Child Left Behind

Equity Issues

Other Desires

Information from the Higher Education Coordinating Board

It was suggested to have presentations one day and work session on the second day.

Discussion was held on what response the board wants to say and do about the mathematics requirement with the December deadline looming. It was suggested to put a committee together to work on the mathematics and bringing recommendations to the October meeting for discussion. There needs to be coordination between all groups involved. The first priority has to be mathematics and getting students in 2008 to graduate.

JOINT REPORT BY STATE BOARD AND STANDARDS BOARD

Pat Eirish, State Board staff, and Jennifer Wallace, Executive Director of the Standards Board, presented the draft copy of first Joint Report which needs to be presented to the Legislature by October 15. Both explained the format of the document. Discussion was held on the P-20 Council and how it is structured.

Director Harding asked that board members get any comments to Dr. Fox or Ms. Eirish as soon as possible.

BUSINESS ITEMS

Strategic Plan—Director Harding presented the revised strategic plan. She asked if the members felt Objectives 1-4 are in correct order. Ms. Bragdon stated that the common thread of the first two hearings of Washington Learns is the redefinition of basic education. Consensus of the board was to move Objective 3 to Objective 1. Dr. Dal Porto suggested having only one goal—raising student achievement dramatically. Ms. Thompson suggested leaving the plan alone for awhile.

Motion: Moved by Dr. Fox and seconded by Dr. Dal Porto to change to one goal—raise student achievement dramatically with Tasks 1, 2, and 3. Motion carried.

Motion: Moved by Mrs. Lamb and seconded by Mr. Schuster to remove the numbering of the objectives. Motion failed.

Mrs. Lamb suggested that all of the objectives are important and should be considered together.

Motion: Moved by Mrs. Bragdon to renumber in the following order: 3, 1, 4, 2 and seconded by Mrs. Lamb. Motion carried.

Mr. Schuster and Mrs. Lamb expressed concerns about accountability being the first priority.

Motion: Moved by Mrs. Lamb and seconded by Dr. Dal Porto to adopt the revised strategic plan. Motion carried.

Rules Adoption—Pat Eirish and Laura Moore, State Board staff, and Colleen Warren, Assistant Attorney General, provided information on the technical edits to rules being retained by the State Board. The changes reflect language contained or required by E2SHB 3098.

In response to a suggestion from Attorney Colleen Warren, Mrs. Lamb noted that language from the RCW has been included in rule in the past.

Ms. Eirish went through the chapters listed and gave explanation for each technical edit over the individual chapters. Ms. Moore reviewed the Office of the Code Revisers process to rule making and adoption.

180-Day Waiver—Pat Eirish, presented the request from Ferndale School District for two days from the 180-day calendar for this school year. She reviewed the mathematics score improvements and how they are using their time.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Bragdon to approve the request by Ferndale School District for a waiver of two days for 2006-07. Motion carried.

Where is the legislative intent for these days? Does the waiver match current context? We need to review this as part of the work plan. Director Harding will be inviting WEA and WASA to look at the framework for the waiver study. Board requested that the future waiver requests be for restructuring.

Gates Grant—Director Harding stated that the budget for the rest of the year is tight. The need is there for a researcher and to keep Mr. Butts working on mathematics through November. She asked for permission to pursue the Gates grant for outreach, a meaningful diploma, and mathematics. Consensus was to allow the executive director to pursue the Gates grant or other grants.

Motion: Moved by Dr. Dal Porto and seconded by Mrs. Bragdon that the board authorize the executive director to apply for private or public grants to pursue the board's work and that the board be informed of the process. Motion carried.

Dates for 2007 and 2008—Executive Director Harding presented the proposed recommendations for meeting dates for 2007 and 2008.

Motion: Moved by Dr. Baca and seconded by Mr. Floyd to approve the dates for 2007.

Motion: Moved by Mrs. Lamb and seconded by Mr. Floyd to adopt the 2007 dates amending the November dates to November 7-8. Motion carried as amended.

Memorandum of Agreement—Bernal Baca reported on the September 13 meeting with the tribal representatives on the agreement along with representatives of the Office of Superintendent of Public Instruction. He reviewed several questions posed to the tribal representatives. This is still an open dialogue with the tribal representatives. The timelines for the State Board are not attainable by the board; these are arbitrary dates and can be changed. The Tribal Leaders Congress wants to integrate tribal history and culture into current curriculum.

Mrs. Lamb expressed the desire for more conversation and an addendum to correct some of the language. Dr. Dal Porto supports the concept but has concerns with exactly what the tribes are asking for. The board has something the tribes want. He would like to see the tribes come to the board with a proposal for the board to consider. He is not in favor of signing the document at this time without a look at the whole. Dr. Fox stated that to imbed this in social studies, there needs to be a conversation with the Standards Board. Mrs. Bragdon stated that the curriculum should be infused throughout the curriculum not just at the high school level. Mrs. Lamb stated that she didn't feel that they were sure what they are asking for. She feels there are too many unknowns on the content side. Mr. Smith feels that the tribes are looking for recognition of their contributions to history in the state. He feels that this should be applicable to all subgroups. He suggested working with the Multi-Ethnic Think Tank, of which the tribes are a member, to include all groups in this plan.

Dr. Baca asked for authorization from the board to proceed with signing and discussion. He is reluctant to get back to the tribes without signing. This will be on the October agenda for discussion. Mr. Smith is reluctant to sign. Staff would like to get advice from the assistant attorney general before October. Dr. Mayer would like to have a discussion of memorandum of agreements in general.

Washington Learns—Judy Hartmann reported on Washington Learns and the hearing process taking place now. She reviewed the document produced by Washington Learns for public review of the recommendations. She described the hearings process for members. There have been over 250 people attend the hearings.

She noted that some of the advisory committees are still doing some work such as the K-12 Advisory Committee which has been working on K-12 finance issues. The Steering Committee had an overview of the K-12 current finance structure at its meeting this week. Early Learning Advisory Committee is also working on finance problems. The deadline for the final report is November 15. Ms. Hartmann outlined some the possible inclusions in the final report, noting that mathematics is already part of the document.

Areas of Interest for Board Members

- ✓ Accountability—in the first section of the report; accountability is shared and required for a world class system. It is time to start meeting goals already established to bring about the accountability needed.
- ✓ Ten-year plan—need to think strategically for the future once the immediate concerns are addressed.
- ✓ Teacher Preparation—changes may need to be made in the preparation programs.
- ✓ Mathematics and Science—this has been raised to a higher level of importance among members of the committee
- ✓ P-20 Council—this would look at the seams of the system and how the systems work together.
- ✓ Management Systems—help to build capacity for the system.

The document represents the potential for a huge change in the system. There are a lot of transition pieces in the document. It also contains the differences between reform as defined in the past as opposed to now. Other concepts, not included in the final document, will not be lost. In response to a question, Ms. Hartmann stated that there are some issues on finance, all-day kindergarten, a 13th year, etc., that are being expressed but not really regional issues. In response to a question, Ms. Hartmann stated that, rather than dropouts, it is focusing more on how to help struggling students so they don't drop out. Mrs. Frank stated that the toughest item will be the investment and prioritizing. In response to a question, Mrs. Bragdon stated that there are areas where technology does not exist.

Mrs. Frank noted that, in the testimony from Chair Ryan, something should be stated about time being a resource. It is also financial but it is a resource needed to help students and teachers. Director Harding asked members to send comments to her as soon as possible so that something can be submitted to Washington Learns. Mr. Floyd suggested that it should be signed by the board. Mrs. Bragdon felt that it should be submitted as testimony. Director Harding asked for anyone attending the hearings to let her know.

Meeting adjourned at 3:37 p.m.