

Washington State Board of Education  
Regular Meeting  
Phoenix Inn Suites, Olympia  
November 27-28, 2006

**MINUTES**

November 27, 2006

Chair Mary Jean Ryan called the meeting to order at 9:37 a.m. She welcomed everyone to the meeting noting that two members were traveling over the mountains by bus due to snow and ice conditions. She reviewed the agenda for the meeting.

The inclement weather necessitated that several members participated by speaker phone during the two-day meeting.

Members Present: Dr. Terry Bergeson, Dr. Steve Dal Porto, Steve Floyd, Dr. Sheila Fox (by telephone), Phyllis Bunker Frank, Linda W. Lamb, Eric Liu (by telephone), Dr. Kristina Mayer, Mary Jean Ryan, John C. Schuster, Warren T. Smith Sr., Jeff Vincent, and Student Representatives Zac Kinman and Tiffany Thompson

Members Excused: Dr. Bernal Baca and Amy Bragdon

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

**WASHINGTON LEARNS REPORT**

Executive Director Ann Daley provided information on the final report on Phase 1 work done by Washington Learns. The overarching duty in the state is to educate more of our students for the future. Washington Learns has three guiding phrases—world class, learner-focused, and seamless education. World class means providing an internationally competitive education system for all students in our state to help keep the state and nation competitive in the world economy. Ms. Daley reviewed the P-20 Council, stating it was not a new regulatory body, but a group of the key educational players to meet and discuss problems. Next steps:

- ✓ Accountability system revision—December 2007
- ✓ Reauthorization of No Child Left Behind—making sensible changes
- ✓ Redefinition of Basic Education—amend the goals section in 2007; other changes in 2008
- ✓ Develop a clear and understandable funding structure
- ✓ Ten-year implementation program

In response to questions, Ms. Daley stated that Washington Learns simply ran out of time to handle the finance issue. The K-12 Advisory Committee did work on the finance portion, but there was not enough time to do justice to the proposal. The Governor's budget will provide significant funding for education, including some pilot programs. Mrs. Lamb requested that when the statistics compare global economy nations to the United States they show how many students are not being educated. Ms. Daley noted that statistical information in the report is between Washington and the global-challenge states within the United States precisely because of the difficulty comparing the United States to other nations. Ms. Daley stated that the causes of the achievement gap were studied and some recommendations were made such as expanding to full day kindergarten. They will be approaching the Legislature to provide a Washington Learns Scholarship (low income; must complete high school on time, maintain a "C" average; and apply to college on time).

### **MATHEMATICS—PREPARATION FOR COLLEGE AND WORK**

Chair Ryan introduced Dr. James Sulton Jr., executive director of the Higher Education Coordinating (HEC) Board. He provided a Power Point presentation (on file with these minutes) and background information on preparing K-12 students for college and work. Dr. Sulton presented information on the prior proposal on possible new admissions requirements that was before the HEC Board before the work of Washington Learns began:

- ✓ Four credits of mathematics, one taken in the senior year
- ✓ Two credits of laboratory science, one algebra-based
- ✓ Three credits of academic core coursework in each year of high school
- ✓ Eliminate the College Admissions Index, which ranks students based on GPA and test scores

The proposals on the table would help eliminate remedial course work that is prevalent in the colleges today. The dropout rate for high school is deplorable; the same is happening at the post-secondary level.

In response to a question, Dr. Sulton stated that the HEC Board does realize there is a teacher shortage in specific areas. The HEC Board extended the deadline for implementation to 2008. In response to a question, the proposals are seat-time based rather than competency based, which is the reality throughout the country. In response to another question, most of the need for remediation is at the community/technical college level, but does occur at the four-year level. Board members also questioned Dr. Sulton about the capacity of the system to meet these requirements and the lack of a fine arts requirement and related rigor. There needs to be a balance between requirements and electives. Dr. Mayer issued an invitation for the HEC Board and Professional Educator Standards Board to meet with the State Board members on the consequences of changing requirements when the system is not ready to handle the changes.

## **MATHEMATICS TRANSITIONS PROJECT**

Bill Moore, State Board for Community and Technical Colleges, and Ron Donovan, Office of the Superintendent of Public Instruction (OSPI), presented a Power Point on the Mathematics Transitions Project. Foundation of the project is as follows:

- ✓ Rethinking the high school diploma—no high school senior left behind
- ✓ Need for “zippers” between disconnected systems
- ✓ Washington education reform efforts and existing state and national projects

College isn't necessarily for everyone, but college prep curricula is. Mathematics counts not only for college but also for careers. Robert Moses from the Algebra Project believes that Algebra II is required for most careers and is a “gatekeeper”. It is the new civil rights issue. The project is a public/private partnership to study mathematics requirements and remediation at the community college level. Mr. Moore reviewed the current funding, the current pilot projects throughout the state, use of standards to improve mathematics achievement, and a possible parent brochure. The mathematics placement advisory group recommendations including the design of a diagnostic test aligned to the new college readiness standards; modify the existing baccalaureate mathematics placement test to clearly define college readiness in mathematics based on the standards; develop a new lower-level version of the mathematics placement test for potential use in placing students into pre-college courses at the community colleges.

### ***Lessons Learned So Far:***

- ✓ Balance
- ✓ Too little, too early, and the wrong kind of mathematics
- ✓ Not just curriculum, but a consistent, coherent well-taught curricular approach
- ✓ Skills and attitudes for students, parents, and educators

Ron Donovan stated that the important item for the OSPI was making the report relevant for the intended audiences. The nine-ten grade level expectations (GLEs) were the basis for the work done in the Mathematics Transition Project to make the teaching in the classroom relate to the needs of students, teachers, and higher education. The current work along with the work of National Association for Educational Progress (NAEP) has been incorporated into the GLEs.

In response to a question, Mr. Moore stated that the focus has been on competencies. The level should be Algebra 2 or above. In response to another question, Mr. Moore stated that Achieve Inc. has done an external evaluation of the standards. In response to a question, Mr. Donovan stated that comments have been received from all strata of high school teachers. Courses need to be aligned to the standards and the placement tests.

## **MATHEMATICS FOR THE WORK FORCE**

Wes Pruitt, Workforce Training and Education Coordinating Board (WTB), reviewed the need for mathematics in the work place as well as recommendations from the WTB to this Board. He reviewed some of Bill Daggett's work in this area. The WTB is working on a work readiness credential in applied mathematics required for the workforce.

**Recommendations:**

- ✓ Support the Washington Learns recommendation for three years of mathematics
- ✓ Support Washington Learns recommendation for Algebra 2 proficiency or senior year mathematics
- ✓ Career and Technical Education options for fulfilling mathematics credits need to be available
- ✓ Senior year mathematics should be aligned with the High School and Beyond plan
- ✓ WTB opposes a four-year mathematics requirement

Dennis Wallace, Yelm Community Schools and Washington Association for Career and Technical Education (WA-CTE), provided more information on including mathematics in the career and technical education programs. The High School and Beyond plan helps students make the decisions as to what they want and what they need for their lives after school. In response to a question, Mr. Wallace stated that Yelm High School was a member of the pilot program. He also stated that Auburn Riverside High School was part of the pilot with a mathematics enriched class.

**JOINT MATHEMATICS ACTION PLAN**

Chair Ryan complimented Steve Floyd for his willingness to take on the subcommittee chair for the mathematics action plan. Other members of the committee were Amy Bragdon, Sheila Fox, and Tiffany Thompson. Mr. Floyd reviewed the work of his committee which was based on work done initially by Chair Ryan. The plan is a joint endeavor of the State Board, OSPI, and the Professional Educator Standards Board (PESB). He also reviewed the four sections of the plan.

Bev Neitzel, OSPI Mathematics Assessment, reviewed the components of Section 1—Align Standards, Curriculum, and Assessment. She reviewed the work that has taken place in reviewing the standards to date. The Washington Assessment of Student Learning (WASL) may have to be revised as a result of the study of the standards. They will be looking at providing a selected list of curricula for districts to use. This would require additional funding and legislation to allow OSPI to enter into master agreements. Funding would also be sought for online instructional resources.

Lin Douglas, PESB, reviewed Section 2—Ensure Quality Teaching. The alternative routes program will be looked at for possible expansion. *Pipeline to Education* is a possible program for paraeducators without a degree who would like to teach; retraining of elementary teachers for teaching middle level mathematics and science. The PESB will also be looking at professional development for teachers—evaluating providers and setting new standards for those providers.

Dr. Terry Bergeson reviewed the professional development requirements which OSPI will be working on—implement a statewide professional development system and provide time for educators to identify and implement effective strategies to improve mathematics achievement (up to 10 days paid by the state).

Mr. Floyd reviewed Section 3—Graduation Requirements. This would involve using the high school and beyond plan, a study of all graduation requirements, including additional credits or specific classes, requiring a placement test at the junior year, and increasing the rigor of high school mathematics classes.

Ms. Neitzel reviewed Section 4—Deliver Effective Instruction and Interventions. This would involve segmented teaching and testing. This could involve lengthening the school day. Funding will be sought to continue the Program for Academic Success (PAS) program and for increasing the number of modules for fifth grade through tenth grade. There will need to be individualized intervention programs for students, professional development for teachers, and addressing the unique needs to English Language Learners (ELL).

Mr. Floyd reviewed Section 5—Community Outreach. There needs to be a public-private partnership to let people know what the problems are and what steps are being taken to solve them. There also are goals, timelines, and measures outlined in the last portion of the plan.

Mrs. Lamb suggested not making the selection of the curriculum so restrictive as to preclude what a district has done if it is proving to be successful for its students. Mrs. Frank would like to see a way for students who want to accelerate their learning to do so. Dr. Mayer suggested including capacity issues and the lack of infrastructure. There is also concern with the abilities of the teachers currently in the field, i.e., reducing the out-of-endorsement assignment of teachers. Chair Ryan stated that the review of the standards should be as thorough as possible and as independent as possible. She would also like to see the limitation to one or two curricular choices. She will present clarifying language on the high school graduation requirements. The data is not available to monitor progress either in the system or for the students. Mr. Smith stated that when we get to the discussion of limiting curricula, the Washington State School Directors' Association (WSSDA) should be involved. Mr. Floyd noted at the WSSDA Board meeting, the directors were in favor of a limited menu. Mr. Vincent wants to see a data system in place before anything else is done.

## **TEACHER OF THE YEAR**

Chair Ryan introduced Andrea Peterson and her husband, Joel. Ms. Peterson is the Washington State Teacher of the Year and music teacher in the Granite Falls School District. Chair Ryan provided background information on Ms. Peterson and the program. Ms. Peterson is also a National Board Certified Teacher. In her remarks, Ms. Peterson said the best predictor of success is a good home life for students. Role models are extremely important for students and adults.

## **OPTIONS FOR THE MATHEMATICS PORTION OF THE CAA**

Mr. Floyd reviewed the four options affecting the classes of 2008 through 2010 for Board members:

1. Keep the requirements
2. Provide additional alternatives
3. Reduce the proficiency rate to Level 2 or allow students to pass 2 of 3 sections of the WASL
4. Extend the timeline for meeting the standard

### ***Public Testimony***

Sen. Rosemary McAuliffe, chair of the Elementary, K-12 & Higher Education Committee (ELK12HE), participated by phone and stated that she is pleased with the work done. She would like the Board only consider Options 1 and 2. She is concerned with the system capacity in Option 2. She is also concerned with special populations' attainment of mathematics as well as reading and writing.

Ted Thomas, president-elect of the WSSDA and board member from Longview School District, stated that the first look at the options was promising. He provided information from the school directors' association including three objectives followed by strategies for accomplishing them. He asked for clarification of the bullet requirement for districts to choose from a menu of curricula—districts failing or all districts? He asked that the Board review and set standards before adding more years of required mathematics. The college placement mathematics exam in the junior year should be a choice not mandated.

Lin Douglas, interim executive director of the PESB, spoke in support of establishing a data system. Without the data system, we cannot be sure of what has been accomplished and what still needs to be done. She is willing to help craft the language to include in the plan.

Barbara Mertens, Washington Association of School Administrators, congratulated the subcommittee on its work. Superintendents have endorsed the WASA plan and substituting a mathematics course if the student is not able to pass the WASL. Standards should be maintained. The system needs to be made ready to help all students. There needs to be flexibility in the curricular choices.

Julie Wright, elementary teacher parent, commented on the Joint Mathematics Action Plan. She is involved in "Where's the Math" organization. She would like to see the standards aligned with the international standards. She would like to see the independent mathematics advisory council made up of experts in the mathematics arena.

Laura Brandt, parent and member of "Where's the Math", is worried that all the power to rewrite the standards is going to OSPI. She would like to see an independent council convened to oversee the changes. She is not in favor of a limited choice of curricula for districts to choose from. She is concerned with the disparity between districts that have

resources and those that do not have them. Assessments are needed that compare our students with other states and nations.

Russ Killingsworth, parent, member of the Washington Mathematics Council, and preparatory teacher of teachers of mathematics, noted that early intervention is critical along with professional development. He is a strong believer in professional development to help teachers teach mathematics but not teaching a specific curriculum. He wants to know if the alternative routes program is effective. He doesn't want to have teachers teaching a specific curriculum. Mr. Killingsworth believes that teachers should be prepared to teach any mathematics class. Concerning the CAA Options, 3 and 4 are not options. In Option 2, which mathematics class is being considered?

Wendy Rader-Konofalski, WEA, thanked the Board for its work. She will be following up with written comments. Mathematics testing should not dominate the system at the expense of other courses. Standards should be available, district choice in curricula, multiple testing options, allowing student choice in classes, making the WASL a system check not an exit exam. She noted the problems associated with high stakes testing. There needs to be an independent review of the standards along with reviewing the WASL and issues around its calibrations. They have problems with the differential pay for teachers, limiting curricula, the college placement exams, limiting district choice.

Representative Gigi Talcott commended the Board for its work. She reviewed the various sections with comments. There needs to be citizen oversight through local control. She would like to see the section clarified.

Wes Pruitt, Workforce Board, spoke to the personalized intervention programs in the mathematics action plan. Career interest, diagnosis, etc., should be considered in the intervention process. He suggested expanding the concept.

Jerry Bender, Association of Washington School Principals, spoke to the Options on the Certificate of Academic Achievement. The principals association is supportive of Option 2. He asked that the decision be made as soon as possible for scheduling. Mathematics Action Plan—supportive of the scholarship, increased number of days is appreciated (make flexible), three years of mathematics as a graduation requirement, rename the college placement test.

Elliott Paull, representing Where's the Math, stated there has not been enough time for public comment. There needs to be a mathematics oversight committee; national normed assessment until the WASL and standards are aligned, separation between testing and those who supply the textbook; state standards should be scraped and rewritten entirely; state funding for textbooks is needed; open field of teaching to mathematicians and scientists; empower teachers in the classroom; increase the number and quality of mentors and coaches. The competition is not with Finland but with China and India.

Chair Ryan asked that any comments or suggestions for changes be given to Steve Floyd by the time the Board recesses this afternoon.

### ***Suggestions from Linda Lamb***

- ✓ Standards have been questioned.
- ✓ The test has been called into question—is it the lack of knowledge or problems with format?
- ✓ Why do we down grade students for getting the answer but not being able to show how?
- ✓ Curricular flexibility needs to be maintained.
- ✓ Needs to be a better use of time in the classroom.
- ✓ More rigorous teaching at the early grades.
- ✓ Teachers need to have the skills.
- ✓ What is the basic requirement—career and tech and college prep have different needs?
- ✓ Additional learning improvement days are needed—may get the Board out of the waiver business.
- ✓ Out-of-endorsement assignment—there was a requirement for a district plan for obtaining the proficiency.
- ✓ Funding for teachers to obtain the professional certificate.
- ✓ The right mathematics courses are important to students.
- ✓ Additional mathematics should be in the high school and beyond plan.
- ✓ If college is not the goal, why do they need a college placement test? The test should only be for testing for proficiency.
- ✓ What type of remediation is happening at the college level?
- ✓ What is the load the counselors are carrying now? Navigation 101 will solve the problem.

### ***Section 3—Graduation Requirements***

Dr. Bergeson asked for clarification on the concept that the two credit requirements be strengthened. Chair Ryan asked to confine the discussion to ninth and tenth grade. She would like to have the Board adopt a more meaningful requirement and put it in statute.

Mr. Floyd stated, on behalf of the committee, that geometry and algebra need to be taken before sitting for the WASL. This can be done at the middle level grades. Any additional mathematics courses would be dependent on the needs of the student and should be part of the High School and Beyond Plan.

In response to a question, Dr. Mayer stated that the content of the courses is the most important. Why can't we pull it together and then put it in a chapter of the Washington Administrative Code (WAC).

Mr. Schuster stated that the work of the committee is very good. There is also a mindset that students cannot learn geometry and algebra at the ninth and tenth grade.

Mr. Liu raised some questions on the structure of the document and timing.



Dr. Dal Porto raised questions on the timing. The Class of 2008 may need some flexibility, especially in the small and rural high schools. The plan for the Class of 2009 and beyond is fine.

Mr. Vincent asked for clarification of the requirement for the college placement test. The committee felt that this would be a good diagnostic tool. The paragraph needs to be re-written.

Dr. Mayer raised the question of the rigor of the classes being taken in each school be the same rigor in Yakima as it is in Bellevue or Mercer Island or wherever. Dr. Bergeson stated that use of Navigation 101 could be a good guidance tool for students and parents.

***Press Release from the Governor***

Dr. Bergeson provided background on the press release issued by the Governor today. There was no time to change some of the language.

**MATHEMATICS: OPTIONS FOR THE CERTIFICATE OF ACADEMIC ACHIEVEMENT**

Mr. Vincent stated that he is in favor of Option 1. He feels that this is becoming a political issue.

Mr. Floyd stated that he is in favor of Option 1. If Option 2 is selected he would like to see more meat added to it.

Mr. Smith is in favor of Option 2. There are a lot of students who have just been passed through the system and don't have the basics down to be able to pass. We need to get the ones who have no concept of basic mathematics to the level of being able to function in the real world. We have students who don't have basic concepts of more issues than just mathematics.

Mr. Schuster favors Option 2. He feels that the system is better able to handle Option 2.

Dr. Bergeson agreed with Mr. Floyd. In order to win any law suit, you can't have more than one standard.

Mr. Kinman favors Option 1 but can live with Option 2.

Mr. Liu would like to see a tougher version of Option 2. In a perfect world, he would stay with Option 1. Option 2 allows us to have legitimacy. He would like to see additional requirements and time added to Option 2.

Mr. Vincent is concerned with having an action plan. His daughter has a high school and beyond plan on paper but it isn't going anywhere.

Mrs. Lamb stated that Option 2 is translating to seat time over performance. There needs to be help for students to achieve what they need.

Mr. Smith stated that Option 2 offers the best hope for the Class of 2008 to achieve something meaningful. We need to fix the system to help the students coming up.

Dr. Bergeson stated that without the rest of the mathematics action plan, we cannot make the system work. There needs to be more professional development for teachers. We need to get this done within the next two or three weeks.

Chair Ryan noted that the change needs to be linked to a budget and fleshing out mathematics action plan. The system, as well as students, needs to make progress. This needs to be a positive effort.

### **PSAT/SAT/ACT CUTSCORES**

Dr. Joe Willhoft, assistant superintendent for Assessment and Research at OSPI, provided information on the proposal to substitute scores on the mathematics portion of the PSAT/SAT/ACT. The decision has to be made by December 1. The National Technical Advisory Committee (NTAC) recommended using the equipercentile analysis to determine the cutscores. The projected score equivalencies are as follows:

- ✓ SAT-Math at 27.69 percentile is **SAT-Math = 470**
- ✓ ACT-Math score from the concordance table is **ACT-Math = 19**
- ✓ Corresponding **PSAT-Math = 47**

#### **Concerns:**

- ✓ Hampered by the data on hand. A data set does not exist for 10<sup>th</sup> grade students who have taken the SAT.
- ✓ PSAT and SAT are not the WASL. Students can use in place of the WASL. These do not test to the standards in Washington State. There is nothing that asks how the student found the answer to a question.

In response to questions, the SAT was used as the basis as fewer students take the ACT test in Washington than SAT. The Legislature provided this option. The tests are not comparable.

#### **Public Comment**

Elliot Paull stated that this option gives parents an option for their students and an understanding of the process.

Representative Gigi Talcott stated that this was a political decision. She felt that the work behind the cutscores is solid. A student does not have to fail the WASL twice in order to use this option.

## **UPDATE ON ENGLISH LANGUAGE LEARNERS**

Dr. Alfonso Anaya, Bilingual and Migrant Education with OSPI, provided follow-up on his presentation at the Yakima State Board meeting.

### Areas of focus

- ✓ Secondary education
- ✓ Teacher/administrator skills development
- ✓ Student access to the core instructional program
- ✓ Parent empowerment

### Outcomes and Assessment

- ✓ Consistency
- ✓ Capacity building
- ✓ Sustainability
- ✓ Evaluation

### Characteristics—mobility, school attendance, poverty level

Chair Ryan stated that what the Board needs to know is if there is a disconnect between the grade level expectations and the program requirements. The exit criterion is the state's own criterion. There is a new test with new standards. A student exiting the program may not be academically ready to succeed in school. There is inconsistency around the state and the programs being used are not the most successful nationally.

Dr. Dal Porto stated that in the years he worked in two districts with these programs, only once did he find a teacher with the qualifications. He related a story of a child who could read but didn't understand what he was reading.

## **RECOGNITION OF BOB BUTTS**

Chair Ryan read a proclamation honoring the work of Bob Butts with the State Board.

Meeting recessed at 5:10 p.m.

### November 28, 2006

Members Present: Dr. Terry Bergeson, Amy Bragdon (telephone), Dr. Steve Dal Porto, Steve Floyd, Dr. Sheila Fox (telephone), Phyllis Bunker Frank, Linda W. Lamb, Eric Liu (telephone), Dr. Kristina Mayer, Mary Jean Ryan, John C. Schuster, Warren T. Smith Sr. (telephone in the afternoon), Jeff Vincent (telephone in the afternoon), and Student Representatives Zac Kinman and Tiffany Thompson

Member Excused: Dr. Bernal Baca

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

## **COLLECTION OF EVIDENCE**

Dr. Terry Bergeson and Dr. Lesley Klenk updated the Board on the Collection of Evidence (COE) implementation plan. The mathematics portion of the COE is being revised to clarify and simplify the process, including a simple guide for students and parents to use. Concerns were expressed by Board members regarding the complexity of the process, especially in the area of mathematics. Questions were raised regarding costs to districts for implementation; clarification of actual dollars available to schools; and whether or not the process information had been translated to other languages.

**Motion:** Moved by Mr. Schuster and seconded by Mrs. Frank to amend the guidelines for the mathematics Collection of Evidence consistent with the November 27 OSPI memo to the State Board of Education, contingent on approval by the National Technical Advisory Committee (TAC) of the reliability, validity, and comparability to the WASL of the revised guidelines. Motion carried with two abstentions.

## **MATHEMATICS ACTION PLAN**

Proposed amendments to the Mathematics Action Plan.

Dr. Mayer suggested requesting that the Professional Educator Standards Board strengthen the language regarding teacher preparation and professional development. Mrs. Lamb suggested some points to provide to the Standards Board on teacher preparation and professional development.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Smith to adopt the mathematics action plan.

**Motion:** Moved by Mr. Floyd and seconded by Mrs. Frank to insert after “junior year”, “the purpose of this common diagnostic test with a common cutscore is to identify for the students the level of college math they are presently prepared for. Based on the result of this test, students can better select the proper level of math instruction for their senior year in order to avoid remediation upon college entrance,”

Dr. Dal Porto suggested requiring one common college placement test. Ms. Bragdon suggested using the language “mathematics placement test”. Dr. Bergeson suggested that the change in name might not be as important for this purpose. The test needs to be the same for all the colleges.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Smith to strike “college” before “mathematics placement”. Motion failed on a roll call vote.

With technical amendments suggested by Dr. Bergeson, motion carried.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Schuster to remove the word “require” from the first line of the section and substitute the word “provide”. Motion carried.

**Motion:** Moved by Mrs. Lamb and seconded by Dr. Bergeson to strike the heading for Part III, Section A to “In addition,” and substitute “clarify and strengthen high school math graduation requirements.”

Strike the first paragraph and substitute, “The Board shall act immediately to revise the WAC to clarify explicitly that the two credit high school math graduation requirement is to be met by the successful completion of high school math classes that align with the high school math GLEs. To assist districts, OSPI will publish an initial course list by March 1, 2007. In addition, pursuant to OSPI guidance districts may petition to add eligible courses by providing relevant course information to OSPI. This requirement shall take effect for the 2007-08 school year.”

Concern was raised on the timeline and the ability of districts to meet it. Discussion was held on the ninth and tenth grade GLEs related to graduation requirements.

**Motion carried.**

**Motion:** Moved by Dr. Bergeson and seconded by Dr. Dal Porto to change Part 1, Section A, to move the last bullet to the front opening statement and in the third bullet move the word “independent” in front of “national”. Motion carried.

Discussion held on using a menu of curricula and an “opt out” provision for those districts that are making tremendous progress to use what they are currently using. Mr. Floyd stated that the discussion should be tabled until the accountability system is developed.

Part 2—Ensure Quality Teaching. Members asked that the language be strengthened. Several other suggestions for language changes were made.

**Motion:** Moved by Mr. Floyd and seconded by Dr. Dal Porto to change the title of Part 4 to “Deliver Efficient, Effective, Equitable Instruction and Timely Interventions. Motion carried.

**Motion:** Moved by Mr. Floyd and seconded by Dr. Dal Porto to strike the language in Part 4, Section B and add the language, “seek funding to examine the use of the school day and year to increase the effectiveness of learning. Review extending the school year to minimize the learning

loss that occurs due to lengthy summer break. Investigate ways to make the use of each day as efficient as possible.” Motion carried.

**Motion:** Moved by Dr. Mayer and seconded by Mrs. Bragdon to adopt the following language:  
Currently local school districts can choose the data system for entering their data. Eighty-five percent of the districts are on the Washington School Information Processing Cooperative. The larger districts have their own data system. The state has limited data on students through OSPI’s Core Student Record System. There is no automated statewide system on teacher qualifications.

To ensure that policy decisions are data-driven and focused on increasing student achievement, the PESB and SBE will work with OSPI to develop and implement state-level capacity to collect and analyze critical data on students and teachers. We need to ensure that we can have the two systems connect so that we can connect effective teaching with student achievement.

**a. Student Data**—Track individual students beginning in 3rd grade on the following, in addition to the OSPI Core Student Record System

**Elementary Schools**

Classroom grades in reading and math  
Attendance  
Classroom behavior

**Middle School**

Classroom grades in English and math  
Attendance  
Classroom behavior  
Course taking in math, science,

**High School**

Classroom grades in reading and math in elementary school  
Attendance  
Classroom behavior  
Course taking in math, science, English  
Credits earned

**b. Teacher Data**

Teacher identifier number to protect name when they enter teacher prep program  
Endorsements (dual endorsements – if you have science you can teach math)

Date of certification  
Where did they receive teacher preparation program  
Credential Type  
Course assignment  
Classroom assignment  
Teachers teaching by grade rather band (e.g. K-3, 4-6, etc.)

**Motion:** Moved by Dr. Bergeson and seconded by Mr. Schuster to eliminate Part A and all the lists. Motion carried.

Motion as amended carried.

**Motion:** Moved by Dr. Mayer and seconded by Mrs. Lamb to add to the Goals and Measures, the following:

Insert under Action: "Community Outreach"

Insert under Goal: "Engage Community, parents, business, educators, policymakers, general public".

Insert under Performance Measures: "Annual report; Public forums on education indicators".

**Motion carried.**

**Motion:** Moved by Dr. Mayer and seconded by Mrs. Lamb to adopt as part of the data system, the addition of a new bullet to read "Create annual accountability report on education system, which would include the factors listed above as well as student and teacher data systems."

Add additional language under action, insert "Effective instruction intervention strategies". Under Goal, insert the following bullet "Increase personalized education for all students". Under Performance Measures, insert the following bullets  
"Decrease dropout rates;  
increase graduation rates;  
increase readiness for post-secondary option and work lives."

**Motion carried.**

Staff will prepare the language.

**Motion:** Moved by Dr. Bergeson and seconded by Dr. Dal Porto to adopt the mathematics action plan as amended. Motion carried.

**Note:** Dr. Dal Porto and Mr. Kinman had to leave the meeting at this time because of weather problems at the airport and were not available for the remainder of the meeting.

**Motion:** Moved by Mr. Floyd and seconded that the SBE adopt the following recommendation concerning CAA Option for the class of 2008-2010.

After striking the word “allow”, insert: Students who have not met standard on the mathematics Washington Assessment of Student Learning (WASL) must continue to take two additional math classes until they pass the WASL or graduate. The classes would be based on targeted deficiencies identified through diagnostics to meet eighth grade Grade Level Expectations (GLEs). The student would have to demonstrate successful completion of the course requirements with at least a “C”. In addition the student must make two additional attempts at passing the WASL.

In addition the SBE strongly requests that the Joint Math Action Plan be adopted as the road map to creating a greater strengthening of capacity within Washington State schools in order to dramatically improve math learning. And that the standard for CAA as it presently exists be reinstated for the Class of 2011 and beyond.”

Chair Ryan expressed several concerns for Board consideration including making sure that the mathematics classes be high school level. Mr. Floyd clarified some of the language in his motion regarding the mathematics classes. Considerable discussion was held by Board members on the pros and cons of using Option 2 and the resources needed and opportunities for students to succeed.

**Motion:** Moved by Amy Bragdon and seconded by Mr. Schuster to add (with a “C” or better) after “successfully complete” in Option 2. Motion failed.

**Motion:** Moved by Mr. Schuster and Mrs. Lamb to strike “two” before “additional” in Option 2. Motion failed on a roll call vote of 3 yes, 10 no, 1 excused.

Dr. Bergeson provided clarifying language in that students need to continue taking the WASL each year until passage or graduation:

**Friendly Amendment:** Allow students in the Classes of 2008 thru 2010, who have not met standard on the Washington Assessment of Student Learning, to graduate if they successful complete the additional high school mathematics classes and continue to take the WASL on a yearly basis.



**Motion:** Moved by Mr. Floyd and seconded by Mrs. Frank to modify Option 2 as noted. Motion carried.

**Motion:** Moved by Mr. Floyd and seconded by Dr. Mayer that the State Board of Education select Option 2 as modified. Support for this Option is contingent upon the adoption and funding of the Joint Math Action Plan as the road map to creating greater strengthened capacity within Washington State schools in order to dramatically improve math learning and that the standards for the Certificate of Academic Achievement as it presently exists be reinstated for the Class of 2011 and beyond.

The State Board of Education also recommends funding of an incentive pool to reward districts and schools who make significant gains in their students' mathematics performance and on eliminating the achievement gap.

Board members discussed the use of incentives to reward districts who make significant gains in student success in mathematics and closing the achievement gap for all students. A friendly amendment was offered by Dr. Bergeson. Ms. Thompson proposed using a different diploma for the transition years in response to members who were still favoring Option 1.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Schuster to amend the motion to allow students to graduate with a alternative diploma. Motion failed.

**Motion on the adoption of Option 2 as amended carried.**

### **APPROVAL OF MINUTES**

**Motion:** Moved by Dr. Bergeson and seconded by Mr. Floyd to approve the minutes of the October 2006 meeting as presented. Motion carried.

### **CUTSCORE APPROVAL**

**Motion:** Moved by Mr. Floyd and seconded by Mrs. Frank to approve the cutscores for the PSAT/SAT/ACT alternative to the WASL. Motion carried.

### **180-DAY WAIVER**

Chair Ryan introduced Superintendent Linda Cowan of Auburn School District. Pat Eirish, SBE staff, presented the background information, with a recommendation not to approve.

Superintendent Cowan noted that the district does not use early release or late start. She explained that the locally-funded Time, Responsibility, and Incentive (TRI) days are

not specifically funded days, but are used as incentives for teachers, etc. They have a high mobility rate and are still a successful district on statewide tests. Superintendent Cowan introduced Rod Luke, executive director for K-12 Student Learning with the Auburn School District, who explained what the staff not involved in mathematics would be doing. Board members asked several questions on how the request was developed and how it would be used.

**Motion:** Moved by Mr. Schuster and seconded by Mr. Floyd to approve the Auburn School District for the two days for one year. Motion carried.

Meeting adjourned at 2:02 p.m.

Adopted: January 25, 2007