

Washington State Board of Education
Regular Meeting
Department of Natural Resources, Rm 172, Olympia
March 12-13, 2007

MINUTES

March 12, 2007

The meeting was called to order at 9:02 a.m. by Chair Mary Jean Ryan. Chair Ryan announced that Ms. Thompson competed with her team in DECA and won the right to compete nationally; Dr. Bergeson and Mr. Schuster won awards from the Washington Federation of Independent Schools; Mr. Kinman was unanimously voted MVP of his basketball league. She complimented the Board on its first year of service and staff for their hard work. Chair Ryan then provided an overview of the meeting's agenda.

Members Present: Bernal Baca, Terry Bergeson, Amy Bragdon, Steve Dal Porto, Steve Floyd, Sheila Fox, Phyllis Bunker Frank, Zac Kinman, Linda W. Lamb, Eric Liu, Kris Mayer, Mary Jean Ryan, John C. Schuster, Warren T. Smith Sr., Tiffany Thompson, Jeff Vincent

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

APPROVAL OF MINUTES

Approval was tabled until Tuesday morning.

SYSTEM PERFORMANCE/ACCOUNTABILITY

Chair Kris Mayer reviewed the work of the committee, to date, and acknowledged the members of the committee.

Chair Mayer reviewed statistics of students/schools, in Average Yearly Progress (AYP), needs assistance especially at the middle and high school levels. The focus should remain on mathematics and possibly science in the next year. Accountability at the present time rests on the backs of students. A shift is needed to a system that allows students to achieve and improve. She discussed the levels of support currently in place. Another area of concern is system capacity—how do we make mid-course corrections, is it providing value? The committee is also looking at a report and public outreach. Another area being looked at is school comparisons and rewarding good schools and creating bridges from the good schools to the low performing schools with the same

demographics. What goals do we have for our schools? All the work needs to point to system goals.

Dr. Bergeson provided information on the availability of funds and the type assistance that is currently available to schools and districts through the federal, state, and Gates Foundation funding. This year, 90 schools wanted assistance; only 24 were selected for the three year cohort group because of the funding issue. Dr. Bergeson stated that the presentation at the last meeting on college readiness bothered her; she is encouraged by the direction of the committee.

Board members discussed the focus of the committee and system needs at length. Request was made for a report on the student dropout issue.

System Goals

Chair Mary Jean Ryan presented information on the system goals through a Power Point presentation outlining the Architecture—vision, goals, baselines, objectives, measures, strategies, feedback (data on results), and course corrections.

Sample Visions

- ✓ To provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives (Basic Ed. Act).
- ✓ The State Board envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life (State Board of Education).

Sample Goals

- ✓ Read with comprehension, write with skill, and communicate effectively in a variety of ways and settings;
- ✓ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness;
- ✓ Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems;
- ✓ Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities (Basic Ed. Act);
- ✓ All students meet standard by 2014;
- ✓ Eliminate the achievement gap;
- ✓ Reduce the drop-out rate (No Child Left Behind);
- ✓ Raise student achievement dramatically (State Board of Education);
- ✓ All students will transition from third grade with the ability to read well, do basic math, and the ability to actively participate in a learning environment;
- ✓ All students will transition from eighth grade with demonstrated ability in core academic subjects, citizenship skills, and an initial plan for high school and beyond;

- ✓ All students will complete a rigorous high school course of study and demonstrate the abilities needed to enter a post-secondary education program or career path. (Washington Learns Goals-Excerpts).

Sample Objectives

- ✓ SBE/AYP Performance Improvement Objectives (these should be examined and re-set)

Reading:	2006-07	61.5%
	2008-10	74.3%
Math:	2006-07	43.6%
	2008-10	62.4%
- ✓ SBE Needs to Develop

Writing	No targets developed
Science	No targets developed
- ✓ To strength performance and accountability, we need clearer goals and measurable objectives for the K-12 system.

Chair Ryan also reviewed baseline targets that are now in place and what is used to determine Adequate Yearly Progress (AYP). Dr. Bergeson noted that the graduation rate and drop-out rate are two complex measures of the system and system behavior, better measures than test scores.

Missing Pieces of the Puzzle

- ✓ Baselines, objectives and measures/(data) related to teacher quality;
- ✓ Baselines, objectives and measures/(data) related to return on investment;
- ✓ Baselines, objectives and measures/(data) related to appropriate course taking.

Dr. Bergeson reported that, through the work with the College Council of Presidents, districts, and the Office of Superintendent of Public Instruction, there will be a universal college readiness test this year through legislation or budget language.

Chair Ryan presented some draft statements—overarching goal; system improvement objectives; developing objectives. Considerable discussion was held on the return of investment issue and how it relates to schools. Investment cannot be limited to state funding without looking at other types of investments (community, parental, community, etc.)

What's Next?

- ✓ Accountability subcommittee and High School Diploma subcommittee input on goals and objectives, measures and data needs;
- ✓ Further Board discussion in May;
- ✓ Further work on goals, baselines, objectives, measures, and accessing necessary data.

The draft overarching goal is a good starting point. Dr. Bergeson noted that the finances of the system have not been addressed—state dollars and local dollars. The state has to be held accountable along with districts and students.

ENGLISH LANGUAGE LEARNERS

Dr. Joe Wilhoft, Assistant Superintendent for Assessment and Research with OSPI, presented information on the Washington Language Proficiency Test (WLPT-II) for English Language Learners (ELL). The Stanford English Language Proficiency Test (SELP) is the basis for WLPT-II and contains the four elements required by the United States Department of Education—reading, writing, listening, and speaking. SELP was aligned to the Washington standards. ELL teachers were convened to look at content standards—identified areas of misalignment with English Language Development (ELD) standards; misaligned items were edited or removed; and new items added for areas without adequate coverage. Passing scores and cutscores were set last May using a Composite Scale. Standard-setting used same Item Mapping method used with the Washington Assessment of Student Learning (WASL). The test is given in English. The WASL cannot be used to determine English proficiency. Dr. Wilhoft reviewed choices for exit criteria using only WLPT-II Transitional; use of WLPT-II Transitional or WASL met standard; use WLPT-II Transitional and WASL met standard.

Other Next Steps

- ✓ Address federal requirement to include mathematics and science language proficiency standards in state ELD standards;
- ✓ Augment assessment to include assessment of language proficiency in mathematics and science;
- ✓ Continue to monitor primary-level performance;
- ✓ Consider Pre-Kindergarten/Kindergarten form of SELP

Questions were raised concerning the larger numbers of students exited early from the transition program and how the various language subgroups are doing. Concerns were expressed regarding teachers training and state language learner needs.

ELL ACTION PLAN

Dr. Alfonso Anaya, Director of Bilingual and Migrant Education with OSPI, presented information on the action plan. Dr. Anaya provided information on the number of students who entered high school last year, the number of ELL students in 10th grade and the number of those who took the 10th grade WASL, and their percentage scores (12 percent made Level 4; 27 percent made Level 3; 61 percent made Levels 1 and 2). He also reviewed the Action Plan developed to help ELL students.

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Dr. Bergeson reviewed the proposal to delay graduation requirements for ELL students enrolled in the State Transition Bilingual Instruction Program (STBIP). Senator Rodney Tom has provisions in his bill to delay graduation requirements for ELL students. She will be meeting Governor Gregoire regarding the proposed change. This is aimed at students who enter high school without having been in the system prior to this time.

In response to a question, the largest group is Spanish-speaking and is taught English language classes by non-Spanish speaking teachers. Dr. Anaya responded to several other questions including the staffing issue, primary language instruction in K-4 grade, confusion between mis-identification as special education or those with a foreign sounding name automatically placed into ELL programs, the project demonstration models, birth origin versus primary language used at home, and resources. Concern was expressed over the difference between academic vocabulary and conversational language skills.

PUBLIC COMMENT

Bill Williams, member of the North Thurston Public Schools Board of Directors and the Washington State School Directors' Association Board of Directors, reinforced the comments regarding resources and that the Legislature is part of the equation. Increased salaries are important. However, it lowers capacity of the system at the local level, must increase revenue to meet added budget. Accountability system—one size fits all will not work. Any changes in the system are dependent on the local communities. You can't dictate from Olympia.

Ricardo Sanchez, chair of the Latino/Latina Education Achievement Project (LEAP), complimented the Board on its work. The English as a Second Language is the worst method of teaching students English. LEAP is supporting HB 1907 to identify 50 junior students who are Bilingual to become bilingual teachers.

MEANINGFUL HIGH SCHOOL DIPLOMA

Chair Eric Liu introduced the members of his committee: Amy Bragdon, Bernal Baca, Linda W. Lamb, Steve Dal Porto, Tiffany Thompson, Warren T. Smith Sr., Mary Jean Ryan, Edie Harding and Kathe Taylor.

The first meeting of the committee was February 22; the next meeting is March 14 at 9:00 a.m. He reviewed the first meeting on the following two items:

- ✓ Defining "meaningful" relative to the diploma—how we want to measure and define;
- ✓ Readiness—college, work place, and civic.

Work Plan

1. Credit requirements/graduation requirements;
2. Differentiated diploma;
3. Alignment with higher education entrance requirements;
4. Learning format (delivery of learning);
5. System implications of any changes;
6. Experiential feedback.

Dr. Fox asked the committee not to forget special education students and incarcerated youth who need a meaningful high school education to have a chance to succeed in life. Dr. Bergeson felt this is the perfect time to have this committee at work. Mr. Smith noted that he always looked at cultural competency for teachers and it is an interesting shift to focus on students. Mr. Liu stated that Ms. Thompson had been talking to current students and students who had graduated about how they see the diploma. They consistently asked for more applied learning opportunities.

Chair Ryan suggested listening to the “users” of the students produced by the K-12 system to “open/enlarge” opportunities (foreign language, trades, “right” math). Once the graduation requirements are decided, either the High School Diploma or Accountability Committee will need to address the feedback assessment end of the equation.

AMERICAN DIPLOMA PROJECT

Chair Liu introduced Mike Cohen, President of Achieve, Inc.; Dr. Ron Peiffer, Deputy Director, Maryland Education Department; Theresa Levy, Program Specialist, Oregon Department of Education.

Mr. Cohen complimented the committee on its direction. You can’t talk about the diploma without knowing where the students will be going after high school. High school should be preparing students not just for their first jobs but the best jobs. You also have to look at the whole system to make sure you are getting what you need in your students. Two or three sustainable jobs will require post secondary education.

Mr. Cohen provided background information on Achieve and its formation and ties to Washington State. He described the research that was done prior to the formation of the diploma network. The first cohort was five states. They identified a set of skills needed by students who go onto college or the work place. For mathematics, they found that four years of mathematics (algebra 1, geometry, algebra 2, and probability/statistics) helps close the gap between African/American, Hispanic, and Caucasian students. A survey showed students felt that with more mathematics classes they did better.

Most standards that were developed by the states do not reflect what students really need to know following high school graduation. Most of the standards and system assessments measure what students in other countries learn at the seventh or eighth grade level. Students, when surveyed, would have taken harder courses while in high

school. Any state joining the Project has to agree to a four-part agenda. Achieve does the following for network members:

- ✓ Technical assistance and training;
- ✓ Research and development;
- ✓ Policy development;
- ✓ Networking.

Mr. Cohen shared that a good resource for state comparison data is found at biztools4schools.org.

Dr. Peiffer reviewed Maryland's involvement with the Achieve project. They have set a statewide curriculum. This was established after a review by Achieve. Maryland is a member of the Diploma Project. Maryland had started moving to end of course assessments before becoming involved in the Project. They have found that Advanced Placement and International Baccalaureate tests are raising the bar. The standards were established in 1993 and revised in 2003-04 when new graduation requirements were incorporated. The review needs to happen more often. They are very much in favor of end of course exams.

Ms. Levy noted that Oregon's State Board of Education, in January, adopted a new high school diploma. The diploma is the lynch pin for the entire system. They were working on the diploma before joining the American Diploma Project. Their goal is that each student demonstrates the knowledge and skills necessary to transition successfully to their next steps: advanced learning, work, and citizenship. This does not mean "one size fits all". They have asked the Legislature to do away with the Certificate of Initial Achievement and Certificate of Advanced Achievement. By 2014 Oregon students will have to have the following credits:

English/language arts	4
Mathematics	3 (Algebra I and above content)
Science	3 (lab experiences/scientific inquiry)
Social Sciences	3
Physical Education	1
Health	1
Second Language, Art	
Professional Tech Ed.	3
Electives	<u>6</u>
Total	24

The career and technical education students are out-performing other students on the state exams because of the support they are getting through Perkins and the fact that they use AYP as a starting point. They have given students the option to use performance-based credit in certain classes. With the essential skills, the state will set the content and the local district will verify that the students are able to do the skills; the diploma is the sign that the skills have been mastered and verified.

In response to a question, Dr. Peiffer noted that they put standards in place in 1996; they brought in teachers in the four core courses to set standards on what the students need to know at the end of the course. They developed their tests from that process. They had teachers suggest the cut score for the test. The districts are looking at intervention at the middle level.

Mr. Cohen stated that the real question is how to keep the WASL on track and what to do when there is a delay. You need to look at what type of assessment will support the increased rigor of curriculum content and graduation requirements.

In response to a diploma question, Ms. Levy stated that Oregon had had the differentiated diploma and the conclusion was to stay with one diploma for all students. Dr. Peiffer noted that in 2003 they approached the Board with a differentiated diploma—state level for passing all the assessments, one issued by the local district if they did not. He noted that Massachusetts is looking at raising their cutscores.

In response to an accountability question, Mr. Cohen stated that you need to look at assessments of high end learning and increased graduation rates. Louisiana is looking at how to reward the adults in the high schools to encourage students to take more rigorous courses. You also need to look at what students do after high school. How do you reward high performing schools? What do you do with low performing schools?

In response to a question, Ms. Levy stated that they have not developed the assessments for the diploma as yet. Dr. Peiffer stated that they will have a modified assessment for those students that qualify. They are beginning to pilot a comparable assessment similar to Washington's Collection of Evidence. Maryland students have to fail one of the state assessments at least twice.

In response to a capacity question, Mr. Cohen stated that states are all over the place. He also stated that the states using the Algebra II test are finding that helps improve standards. He mentioned the McKenzie study that compared Ohio with the best in the world. Mr. Liu stated that the committee would look at curriculum that works.

Dr. Dal Porto asked the group to not forget the 11th and 12th grades and not focus entirely on the WASL. Mr. Cohen stated that you need to differentiate between replacing the WASL and supplementing the WASL. Dr. Peiffer stated that Maryland is looking at translating their mathematics testing to language arts.

In response to an electives question, Ms. Levy stated that the committee is looking at the arts/electives to make sure they are included. They have not looked at length of school day or school year. Achieve has found that arts, career, and technical are not being eliminated but there is a decrease in the number of electives. Where they are finding a problem is funding at the local level.

In response to a funding question, Dr. Peiffer stated that Maryland has four-period block and six-period classes. In districts that have the mix of four and six period days, they are finding that they don't have enough credits to keep the students busy.

Mr. Cohen responded to a question stating that the states are using college readiness/work place readiness. There are states that are using education in work to grant certificates of competence for work-related job skills.

In response to a question on graduation requirements, Ms. Levy stated that Oregon looked at a matrix of what other states are doing and what they want their students to be able to do. Dr. Peiffer stated that in Maryland they looked at increasing the course content. Mr. Cohen stated that no state starts with a blank slate, but this is what we have and this is what we want. The problems come when moving from Carnegie units to performance-based.

Dr. Bergeson stated that several years ago the Board implemented performance based credit options but no guidelines or funding. Whatever does happen now there has to be resources attached.

LEGISLATIVE UPDATE

Pat Eirish, SBE staff, provided information on budget and program bills that are still alive. The state budget forecast will be released on Thursday, March 15. Senator McAuliffe's bill on basic education funding study has due dates this year with the final report to have timelines for the new funding system. There is pilot legislation on data systems still alive in the Senate; Hunter's data system bill died in committee. Executive Director Edie Harding reviewed the several WASL bills being worked on at this time. Rep. Pat Sullivan would like to do end of course assessments in mathematics and get rid of the mathematics WASL. The ones that have a chance HB 2327; McAuliffe/Tom bill is looking at end of course assessment (SB 6343). The Governor's bill (SB 5161) is still clean and the Governor has no interest in adding to the legislation.

Dr. Bergeson passed out her proposal that has been shared with legislators and the Governor. It would have segmented mathematics as a temporary fix until the mathematics standards are reviewed and the WASL changed. Districts, like Bellevue, that have built a complete K-12 curriculum would take a financial hit in revamping their curriculum. Considerable discussion was held on the legislation, especially those bills dealing with the assessments.

Ms. Harding reviewed the two bills that would have the Governor appointing the review panels for mathematics and science. There is striking language that looks like it will be accepted in the House; the Senate may not be willing to accept the language.

Dr. Bergeson presented a proposal for English Language Learners to help them meet graduation requirements. She has a comparison of students passing the WASL which doesn't happen until they meet Level 4 on WLPT-II. She is proposing that these students be in a language program for the next three years for spoken and academic language. She is also proposing that the on-time graduation date is extended one or two years. This is similar to Sen. Tom's bill but more prescriptive on the timeline.

Meeting recessed at 5:09 p.m.

March 13, 2007

The meeting was called to order at 9:02 a.m. by Chair Mary Jean Ryan. Steve Floyd provided information on an article about Jeff Vincent in Seattle Business.

Chair Ryan noted that on Monday evening the Legislature passed bills that effect the administration of the WASL (delay or remove).

Members Present: Bernal Baca, Terry Bergeson, Amy Bragdon, Steve Dal Porto, Steve Floyd, Sheila Fox, Phyllis Bunker Frank, Zac Kinman, Linda W. Lamb, Eric Liu, Kris Mayer, Mary Jean Ryan, John C. Schuster, Warren T. Smith Sr., Tiffany Thompson, Jeff Vincent

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

SCIENCE LITERACY

Chair Ryan introduced Dennis Schatz of the Pacific Science Center. Policy Director Kathe Taylor introduced panel members Theresa Britschgi, Director of Bioquest (Seattle Biomedical Research Institute [SBRI]); Ethan Smith, Tahoma Senior High Science Teacher; Lynda Paznokas, Associate Dean for School and Community Collaboration at Washington State University; and Roy Beven, Science Assessment Specialist, and Eric Wuersten, Science Curriculum Program Supervisor at Office of the Superintendent of Public Instruction.

Mr. Wuersten prefaced the panel presentation regarding the needs of students in this century. He noted that the goals for science are labeled as science literacy. He explained the science literacy symbol and what a system (e.g., a tree) affects all lives on the planet.

Ms. Britschgi provided information on what Bioquest and SBRI do and her background. Bioquest works with high school students and teachers teaching biomedical concepts. She showed a short movie illustrating how an infection is spread in mammals and insects. Ms. Britschgi talked about the connection between business and industry and science students coming out of our high schools. You can't succeed at unloading a cargo carrier unless you know and understand pulleys (physics).

Ms. Paznokas provided information on her background—preparing K-8 teachers in science. She spoke to the fact that what the universities are asking of high school students to do is not inappropriate. She has been working with the LASER Project, Leadership and Assistance for Science Education Reform, www.wastatelaser.org and pre-service program. Attributes:

- ✓ Enriches people's lives;
- ✓ Fulfills increasing demand for workers who can think and provide answers;
- ✓ Creativity, skepticism, questioning;
- ✓ Body of science knowledge is constantly changing—dynamic;
- ✓ Science in K-12 needs to be more than what is on the test;
- ✓ Science affects all aspects of life.

There is no test for entering students to determine if a student needs remediation or can be put in a credit bearing class. Students should be taking science classes in their junior and senior years. There is a program similar to the Mathematics Transition Project to help students make the change to college from high school—Attributes:

- ✓ Relevance;
- ✓ Response;
- ✓ Skills Assistance;
- ✓ Attention to detail;
- ✓ Behavior;
- ✓ Real World Problems;

Mr. Smith provided information on his teaching career. He provided a live science demonstration on convection, conduction, and radiation. Mr. Smith provided information on where Tahoma School District was ten years ago; where they are now (making students think like a scientist); and where they are headed in the future. He noted that the science standards and the Grade Level Expectation (GLEs) are clear in what students need to be able to do and learn. They had to modify their program to include thinking skills along with investigative and inquiry skills. By using real life situations, it helps the students develop the skills they need to solve problems.

1. Science literacy is not what science programs around the state are tooled for;
2. Districts need direction from items such as the GLEs; SALT—Science Assessment Leadership Team is also helping;
3. The motivator for the Tahoma School District has been the WASL.

Mr. Beven provided information on his background as a physics teacher. He described the assessment program—the science WASL gathers information on student learning in the area of science. He provided information on two of the scenario examples which have been on the science WASL for two years. Students are not scoring well on the content of the test but do better with the concepts. Instruction materials need improving because they do not use common terms consistently. They conduct leadership institutes to provide professional development for science teachers.

Mr. Wuersten provided closure in stating that not all schools are where they need to be and they are ramping up to offer better classes.

Mr. Schatz provided information on his involvement with science education in cooperation with LASER, Pacific Science Center, and OSPI.

In response to questions, Mr. Smith stated health and safety are part of the learning when the investigations are based on real life systems.

In response to a question, Ms. Paznokas stated that students in college will take what is most comfortable—if they did not take chemistry or physics in high school, they don't tend to take them in college.

In response to a question, Mr. Wuersten stated that students need to be able to do investigations with information that is relevant to life situations. He also stated that the content of science classes needs to be improved. The graduation requirements could stay at two if the content and concepts increase.

In response to a question, Mr. Wuersten stated that they do not have information on what the districts are capable of in capacity. Mr. Beven stated that districts are capable of doing science at a greater level; are the districts doing up to capacity—that is unknown. There is a fine system of science assessment leadership infrastructure in the ESD's. We need networking.

In response to a question, Mr. Beven stated that the AP courses are dependent on a K-12 system that incorporates science throughout all years. AP standards go beyond the K-10 standards.

In response to a question, Mr. Beven stated that end of course exams do not measure what the students can do as they are factoid questions. Mr. Smith stated energy transfer is not taught beyond the sixth or seventh grade but it is part of the whole system.

Mr. Kinman noted that when the presentations were made yesterday, faces were not engaged. Mr. Smith's presentation had everyone's interest and this needs to be translated to the classroom.

Ms. Thompson asked about the science WASL alignment to the GLEs. The WASL is aligned but classrooms have not made the transition in content.

Chair Ryan noted the Board will be reviewing the science standards. She also stated that we need help in working with the Legislature not to destroy what is out in the field. What was passed out of both Houses of the Legislature last night, if allowed to stand, will destroy what has been accomplished.

JOINT MATHEMATICS ACTION PLAN

Executive Director Edie Harding provided information on the report that is due to the education committees the first part of April. Mickey Lahmann, Assistant Superintendent of Curriculum & Instruction for OSPI; and Roger Erskine, member of the Professional Educator Standards Board, joined the discussion. They reviewed the progress report on the Mathematics Action Plan. (Copy of report on file with these minutes.)

In response to a question, Mr. Erskine stated that the new teacher competencies will be coming online in the next few months and the new test by late 2008. The competencies will be available to current teachers if they want to upgrade their skills through professional development opportunities.

Ms. Harding provided information on the RFP that closed on March 2. She did not make any announcement as the companies have not been notified. We have had about 55 suggested review panelists with about 30 having responded with letters of interest. The panel and consultant will be working from April through mid-August.

Ms. Harding reviewed the Board actions on the Plan, to date, and what is coming down the line dealing with mathematics.

IMPLEMENTATION OF GRADUATION CREDITS AND ALIGNMENT WITH STANDARDS

Executive Director Edie Harding provided information on communicating the rule clarification, which may be adopted during the afternoon session. Information will be sent out in Board Highlights, a memo from Mary Jean and Terry, a bulletin from OSPI, through conferences, education agencies, and through association publications and web sites. Ms. Lahmann stated that implementation will be more difficult because districts are all over the place with the alignment to GLEs. This should be on a faster track. Mrs. Lamb stated that this is step one for accountability to clarify what we expect so that the districts can be more accountable. Mrs. Bragdon suggested pulling together information to see what systems are in place to share with others. Dr. Mayer asked for a good communication plan; to come to the May meeting with a differentiated and incremental plan for improving the alignment in the districts. Mr. Liu suggested including legislators in the communication plan. Mr. Vincent stated that we need to start moving and be directionally correct, making refinements as we go along. Ms. Newman suggested the memo state that the instruction and assessment must be driven by standards (GLEs) for all subjects.

Special recognition was given to Pat Eirish, program manager for the State Board, who is leaving to work with OSPI's Title I program.

PUBLIC HEARING AND ADOPTION OF PROPOSED CHANGES TO RULE

Deanna Winterrose presented her views on the proposed changes to Chapter 180-51 WAC. She noted that the Board is legally okay but asked about morally. She felt it was unfair to expect the students in graduating classes of 2007 and 2008 to be able to meet the proposed clarifications of the chapter.

Pat Eirish, SBE staff, presented the proposed clarification changes. She has discussed each of the clarifications with subject area specialists at OSPI.

Motion: Moved by Mrs. Lamb and seconded by Dr. Baca to adopt the proposed changes to Chapter 180-51 WAC.

Dr. Dal Porto suggested a clarification of adding "and/or" with regard to the science classes. There was discussion regarding the clarification of the rules in general and the advisability of allowing an appeal for students in the classes of 2007 and 2008.

Motion carried on a roll call vote of 13 yes and one excused.

Motion: Moved by Mr. Vincent and seconded by Dr. Baca to adopt the proposed changes related to E2SHB 3098. Motion carried on a roll call vote of 13 yes and one excused.

ADOPTION OF MINUTES

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to adopt the minutes of the January 25-26 meeting. Motion carried.

BOARD RETREAT

Steve Dal Porto and Sheila Fox have been asked to facilitate organization of a Board retreat. They asked for input from Board members. The dates being looked at are August 27-28 and October 1-2.

SELECTION OF CONSULTANT FOR STANDARDS REVIEW

Motion: Moved by Mrs. Lamb and seconded by Mr. Schuster to authorize the SBE Executive Committee to review the Request for Proposals (RFP) received for the "Independent Review of the Washington K-12 Mathematics" and award the contract to the consultant that in their judgment best meets the requirements of the RFP; and to authorize the Executive Director to enter a contract with the consultant selected upon the Executive Committee's award of the contract. Motion carried.

BOARD BUSINESS

Chair Ryan discussed her trip to the National Association of State Boards of Education (NASBE) conference and meetings with the Washington State Congressional Delegation members (Senators Murray and Cantwell). Much of the discussion will center on the reauthorization of No Child Left Behind (NCLB). She will also be meeting with LARASA, the major Hispanic organization dealing with the reauthorization and English Language Learners (ELL). Dr. Fox noted that Senator Murray held a meeting in Northwest ESD 189 on NCLB.

It was noted that if the Board members find an opportunity to attend a meeting or conference that deals with the work of the Board this year to let Ms. Harding know. Dr. Mayer asked that the members consider the value of one person going to bringing someone to the meetings.

Mrs. Lamb asked for time on the agenda to discuss liaison activities.

Ms. Harding presented the Board's travel policy to members.

Chair Ryan asked how many members would be attending the July meeting. It appears that everyone will be attending the July meeting in Spokane.

Chair Ryan introduced Carolyn Tolas, past chair of the State Board of Education.

180-DAY WAIVER REQUEST

Pat Eirish presented the waiver requests under the current policy. She noted that many of the requests are from very small districts. Auburn is requesting a new waiver for five days; several mid-size and large districts also have requests. Ms. Eirish explained the request from Seattle School District. Under the statute, the parent/teacher/guardian conferences are considered instructional time. Seattle is not having students attend on all days. Members expressed concerns about what the definitions are for the waivers. Discussion was held on the criteria and what it really means.

Motion: Moved by Mrs. Lamb and seconded by Mr. Schuster to approve the waivers with the exception of Seattle School District. Motion carried.

Motion: Moved by Mrs. Lamb and seconded by Mr. Smith to approve the waiver for Seattle School District.

John Cert, legal counsel for Seattle School District; Coe Elementary and Bryant Elementary, presented information on the request for a waiver. David Elliott and Linda Robinson related how the time off for three days differs from the half days of conferences held in the fall. Considerable discussion was held on the viability of the waiver.

Motion carried.

180-DAY WAIVER COMMITTEE REPORT

Chair Jack Schuster thanked the members of the committee for their work, including Dr. Jim Koval, Superintendent of the North Thurston Public Schools; and Lisa Kodama and Scott Poirier of the WEA. Most of the education family members were involved. The committee voted for the recommendations unanimously. The recommendation of the committee is to keep the 180-day waivers available for districts with clarity of purpose and accountability. The committee is also recommending that the Board meet with a group of districts to discuss waivers. They are also recommending that the Board advocate with the Legislature to fully fund planning time for school districts.

Dr. Koval expressed four items of need to districts regarding the waivers:

1. Funding;
2. Community involvement;
3. Staff development time;
4. Improvement of student learning.

It is not just about professional development for teachers but for all staff members. He advised the Board to:

1. Set some criteria that are specific and responsive;
2. Set goals in line with school improvement plans;
3. Be able to measure goals;
4. Community involvement;
5. Ongoing communication.

North Thurston is able to provide three non-student days at a cost of \$275K to \$290K per day.

The committee will go forward with more planning or stop depending on the Board's wishes. The Executive Committee recommended the 180-Day Waiver Committee work with the System Performance Accountability Committee to improve the school improvement plan. Questions were raised about the quality of the school improvement plan and the financial viability of the district to provide the days. Dr. Fox asked the Board to keep in mind student performance. Mr. Vincent asked for what is the measurement of the investment of time. Ms. Bragdon asked if we are stuck on seat time with the 180 days. Dr. Mayer asked that the financial aspect be on the table. Mr. Schuster asked for clarification of the committee's charge.

Meeting adjourned at 4:10 p.m.