

Washington State Board of Education
Regular Meeting
New Market Skills Center
Olympia, Washington

MINUTES

Wednesday, January 9, 2008

Members Present: Chair Mary Jean Ryan, Vice-Chair Warren Smith, Ms. Linda Lamb, Mr. Jack Schuster, Mr. Jeff Vincent, Dr. Steve Dal Porto, Mr. Zachary Kinman, Dr. Sheila Fox, Ms. Lorilyn Roller, Ms. Amy Bragdon, Dr. Terry Bergeson, Mr. Steve Floyd, Ms. Phyllis Bunker Frank, Mr. Eric Liu, Dr. Kris Mayer

Members Absent: Dr. Bernal Baca (excused)

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

The meeting was called to order at 9:07 a.m. by Chair Ryan

New Market Skills Center Superintendent, Joe Kinerk, joined the meeting to welcome the Board to the Center saying that the staff and students are happy to host the January Board meeting.

Announcements

Chair Ryan gave an overview of the agenda reminding the audience to sign up for public comment, which will occur several times during the course of the meeting. The members introduced themselves to the audience.

Approval of November Board Minutes

MOTION was made to approve the November minutes

MOTION seconded

MOTION carried

Independent Review of Washington K-10 Science Standards

Mr. Jeff Vincent, Board Lead

Mr. Vincent gave an overview of the science standards project and introduced staff member Dr. Kathe Taylor and contractors from David Heil & Associates as those working with him on the project.

Science Update: Standards Review and Graduation Requirements of Other States

Mr. David Heil, President and Project Co-Director, David Heil & Associates

Dr. Rodger Bybee, Project Co-Director, David Heil & Associates

Mr. Harold Pratt, Project Co-Director, David Heil & Associates

The Board hired David Heil & Associates to perform the work of the science standards review and selected 19 people representing a diverse array of science-related experiences and perspectives to serve on the advisory panel. The panel met on December 18, 2007 with Mr. Vincent setting the stage for the project. Mr. Heil, Dr. Bybee, and Mr. Pratt gave a history of the standards movement and provided input on key considerations for Washington's science standards. The next advisory panel meeting is scheduled for February 28, 2008.

Mr. Heil, Dr. Bybee, and Mr. Pratt summarized the input provided by the Science Standards Advisory Panel at the December meeting, and explained next steps in the review process. Mr. Heil introduced Ms. Kasey McCracken as the Project Manager for the project.

The project timeline is November 2007 to May 2008 and includes the following deliverables:

- Research and review documents and summarize preliminary findings.
- Attend science panel meetings in: December 2007, February 2008, April 2008, and May 2008.
- Develop methodology and instruments to support expert review.
- Submit preliminary report.
- Facilitate expert review of Washington science standards.
- Analyze and interpret results of expert review.
- Submit interim report.
- Facilitate public input.
- Submit final report.

The team explained the process for selecting California, Colorado, and Massachusetts as the benchmark states and Finland and Singapore as the benchmark nations. The criteria used in the selection process included: 1) new economy indicators; 2) comparison studies of state standards reviews; and 3) national and international Assessments (NAEP, TIMSS, and PISA).

The consultants offered a preview of likely areas for recommended changes, which included:

- Connections between the standards, curriculum, and assessment.
- Content of the standards in terms of grade-level appropriateness and emphasis.
- Amount of content and balance between standards that address understanding of scientific concepts, scientific skills related to inquiry, and the application of scientific concepts.
- Structure and usability of the document.
- Strategies for implementation of the standards.

Science Graduation Requirements

Ms. Sue Thilo, Member, Idaho State Board of Education

Ms. Susan Bodary, Executive Director, EDvention

Dr. Kathe Taylor, Policy Director, SBE

Idaho and Ohio have recently changed their science graduation requirements to mandate three credits. Ms. Thilo and Ms. Bodary spoke with the Board about the changes that were made and the rationale behind the changes.

Currently, Washington requires all students to earn two credits of science, with one being a lab science. When the Board reviewed graduation requirements for all districts, it found that the vast majority of districts required students to earn only the state two-credit minimum. In order to align with Washington's public baccalaureate's minimum college admissions standards, the Board would need to change the second credit of science to an algebra-based lab science. Many questions will need to be considered by the Board, as it evaluates Washington's science requirements.

When asked about sharing lessons learned, Ms. Thilo said she would not have moved forward without funding for the recommendations. Idaho lost a lot of momentum for positive change when their legislature did not provide funding for the additions.

Ms. Bodary shared that Ohio Higher Education folks were at the table with them as they made changes. Four-year institutions made the Ohio "core" a prerequisite; and, were discouraged from taking students who were not on track. Colleges are able to report back to high schools. They also worked with early learning folks through 12th grade to imbed science and math content in all disciplines. They work to stay focused on the goals and not let school funding crisis interfere with progress.

It was very important to have clarity and an open process. "Spend the time to save time." Mis-information was very difficult to overcome and prevented some participation by key people. Both states are working on teacher quality, teacher capacity, and facilities issues.

End of Course (EOC) Assessment Study

Ms. Jennifer Vranek, CEO, Education First Consulting

Ms. Vranek introduced her team as follows:

- Ms. Jessica de Barros, Educational Policy Consultant
- Mr. Richard Brown, Psychometrician and Assistant Professor, USC Rossier School of Education
- Ms. Betheny Gross, Senior Research Analyst, University of Washington's Center on Reinventing Public Education
- Christopher Mazzeo, Education Policy Consultant, Consortium for Chicago School Research

Senate Bill ESSB 6023 directed the Board to examine and recommend changes to high school assessments with a limited series of end of course assessments. The Governor vetoed this provision because she felt that the study should not predetermine that end of course assessments would be implemented, and asked the Board to do a study to understand the implementation issues, costs, and lessons learned.

Before Ms. Vranek presented her findings to the Board, she explained the project methodology. The team:

- Conducted a thorough review of the primary and secondary literature on EOCs and comprehensive tests and analyzed the use of these formats for exit exams and school accountability.
- Researched and summarized nine states' EOC programs, including: California, Indiana, New Jersey, South Carolina, Tennessee, Texas, and Virginia.
- Used research findings to consider policy implications for Washington State's high school assessment system.

Comprehensive assessments are more common than EOCs; however, more states are shifting to EOCs. Sixteen states currently use EOCs and eleven additional states are planning to use them. There is no single approach to end of course high school tests. States are testing many subject areas and courses, and the stakes for students vary, which Ms. Vranek showed in her presentation.

The overall findings found that comprehensive testing systems:

- Usually focus on 10th grade or lower standards.
- Assess a slice of high school standards rather than deep knowledge of particular subjects.
- Can potentially narrow the delivered curriculum to what is tested.
- Provide a snapshot of system performance.
- Often take up less testing time overall and cost less.
- Take a more straightforward approach to exit exams and school accountability.
- Rarely provide information on students' readiness for postsecondary education coursework and training.

The overall findings found that EOC testing systems:

- Vary widely with respect to number and kinds of courses assessed.
- Will measure a broader and deeper range of standards.
- Do not assess all students against common standards.
- Can promote more consistency.
- Motivate students to learn through exit exams as well as other forms of lesser student stakes.
- Are more complicated to hold schools accountable.
- Are better suited for placing students in postsecondary education courses.

The nine detailed findings include:

1. Well-designed comprehensive test systems and EOC systems share many characteristics of high-quality testing.
2. State EOC systems vary widely on the number and kinds of courses that are assessed.
3. While both types measure standards, EOCs are typically chosen by states to promote more consistency of teaching.
4. Changing test formats will not necessarily improve student learning of state standards or increase student performance.
5. Both EOCs and comprehensive assessments can be used as exit exams and can be used as part of student course grades.
6. It can be more complicated to hold schools accountable with EOC tests.
7. States can use EOCs to meet No Child Left Behind requirements in reading, math, and science.
8. EOCs are better suited to determine student readiness for postsecondary education and training than comprehensive tests given in 10th grade.
9. Other studies have shown that alternative assessments vary in how they measure the skills and knowledge tested on the WASL.

Ms. Vranek discussed the sequencing of policy decisions, as well as the recommended policy questions. If policymakers were to consider transitioning to an EOC-based system, Ms. Vranek recommended that they:

- Minimize cost and development time by working in collaboration with other states to implement standards-based, criterion-referenced assessments.
- Require all students to earn a common set of course credits and take the corresponding EOCs in these subjects, to ensure equity.

- Maintain the 10th grade WASL in reading and writing, rather than creating EOCs in these subjects.

New Market Skills Center Students in Math and Science Programs

Ms. Jessica Vatne, Student, Professional Medical Careers
 Ms. Codi Fiman, Student, DigiPen Computer Science
 Mr. Delaine Woods, Student, Clinical Scientific Investigation Program
 Kristian Parten, Student, Environmental Exploration
 Mr. Chris Mondau, Instructor and Math Specialist

The students introduced themselves to the Members and each gave an overview of what the New Market Skills Center programs have meant to them in assisting with their education and career plans. The discussion was both enlightening and thought-provoking for the Board, who asked clarifying questions of the students.

Third Math Credit: How Relevant is Algebra II for All Students?

Mr. Bob McIntosh, Director of Mathematics, North Thurston School District
 Dr. Bill Moore, Policy Associate, State Board for Community and Technical Colleges
 Dr. Helen Burn, Chair of Pure and Applied Sciences and Mathematics Instructor,
 Highline Community College
 Dr. Shepherd Siegel, Manager of Career and Technical Education, Seattle School District

The Transition Math Project (TMP) is a K-16 public-private partnership focusing on improving math readiness for college-bound students. The three critical features of the project are:

- 1) Agencies jointly defined and worked with education leaders to clarify math remediation as a problem to address.
- 2) Sectors collaborated to identify a solution and secure funding.
- 3) The project emphasized from the beginning on implementing, not just defining standards.

The standards were developed by teachers and faculty from high schools, community and technical colleges, and universities working together. The project is coordinated by the State Board for Community and Technical Colleges as the lead agency, OSPI, the Council of Presidents, and the Higher Education Coordinating Board. The final College Readiness Standards were released in March 2006 and are competency-based statements about what a student needs to know and be able to do in order to successfully transition to entry-level college coursework in math or other studies requiring an understanding of math.

Since 2000, several community colleges have developed alternatives to the traditional intermediate algebra course. The curricular change was motivated by:

- Local evidence that intermediate algebra is not serving the educational/career/life needs of students in non-science and non-business majors.
- A national trend towards statistics over college algebra as a more appropriate introductory college mathematics course.
- Cognitive science research that suggests linear and exponential growth is better learned in context using modeling.
- The quantitative literacy movement within the discipline of mathematics.
- Interest in better serving the needs of the partner disciplines to mathematics.
- A history of innovation in undergraduate mathematics in Washington State.

To ensure strong implementation of the mandate for a third year of math, four recommendations were presented:

- 1) Broaden the math required for the third year to include a range of mathematical topics.
- 2) Present a coherent vision for teaching mathematics to all students and support it with extensive professional development, community education, and student intervention programs.
- 3) Provide incentives to ensure a pool of high-quality math teachers and align teacher preparation programs with the vision for teaching math to all students.
- 4) Make reducing dropout rates a top priority.

Math Standards Review Update, Third Math Credit, and Date of Effectiveness for Requiring Math WASL for Graduation

Mr. Steve Floyd, Board Lead

Ms. Edie Harding, Executive Director, SBE

Ms. Linda Plattner, CEO, Strategic Teaching

During the 2007 session, the legislature requested the Board to revise high school graduation requirements to include a minimum of three credits of math. The completion date was initially December 1, 2007; however, the work was extended for adoption (by legislative agreement) to the March Board meeting.

The three options that were presented would incorporate a career and technical education (CTE) option and appropriate accommodations for special education students.

- Option 1: The content of the third math credit would exceed the content taught in the first two years of high school. Courses, whether academic or CTE, that fit into this category would include some content from grades 9 and 10, with at least 50% of the content - going beyond 9th and 10th grades. Mastery of content would be expected.
- Option 2: The content in the third math credit would be the same content as that in Algebra II. This does not mean that it would need to be a formal Algebra II course.
- Option 3: The content in the third math credit would be the same content as that in Algebra II, but a student and his/her family could meet with a high school counselor after the first year of high school and decide, through a formal sign-off on the high school and beyond plan, that the student will take the math outlined in Option 1.

Based on the Board's decision, staff will draft a rule by January 23, 2008 for action at the March Board meeting.

Public Comment

Lisa Macfarlane

League of Education Voters (LEV)

The League of Education Voters believes that Algebra II should be a graduation requirement with sensible opt-out provisions and the changes should go into effect for the class of 2012. Ms. Macfarlane indicated that LEV has listened to contrary views and understands the concerns; however, Algebra II is the right thing to do for three principal reasons:

- 1) The burden of low expectations falls disproportionately on our poor, black, and brown children who are underrepresented on college campuses and graduation stages.
- 2) Our state needs to be competitive nationally and internationally.
- 3) If implemented thoughtfully, increasing expectations will not translate into decreased graduation rates.

Many of these changes will challenge the system; however, the system needs to be challenged if we are serious about providing all of our children with quality educational opportunities. LEV suggests three prerequisites, or hot issues, that must be addressed as we move forward:

- 1) Increasing the graduation requirements by adding Algebra II must not become another unfunded mandate.
- 2) System-wide improvements are needed.
- 3) Rigorous program of study options must be available to all students, statewide.

Eleni Papadakis, Executive Director

Workforce Training and Education Coordinating Board (WTECB)

The WTECB is grateful for the Board's consideration of the role of career and technology education (CTE) in mathematics preparation. Ms. Papadakis expressed her concern that those students who are already disenfranchised from their education will be made more so by new requirements. She believes that students should be held to high standards of achievement. If we decouple the discussion of the third math credit from consideration of how students learn; the pace at which they learn; and developmentally, when they are best suited to learn key concepts, we are having only a small portion of the conversation. The issue is greater than concerns that there are not enough teachers qualified to teach math. Are we preparing teachers to engage, enthuse, and enfranchise students to wonder about the world and how it works, to understand math not just as a concept but as a tool and a vehicle for understanding the world around them? Ms. Papadakis encouraged the Board to think about how to engage those, within our education system and within the larger community, who can instill a sense of wonder and excitement in our students. A task force has been implemented to establish criteria for evaluating the academic content of CTE courses. Ms. Papadakis hopes that the Board's report to the legislature will recommend that such considerations be deferred to the task force. A fourth option that combines Options 1 and 2 is optimal and leaves the most room for student interest and learning styles to be accommodated, while building the necessary competencies for success beyond high school.

Kim Howard, Community Relations

Washington State Parent Teacher Association (PTA)

The PTA strongly supports any work that will address the needs of a broad range of kids. When a new mandate is added, the PTA's fear is that districts and their communities have to figure out what they can cut to implement the third credit of math. It is critical that resources of time and funding be addressed in order for the whole community to be comfortable with this. Districts, parents and kids have worked very hard to implement the unfunded mandate of the past decade of education reform. The PTA trusts that the Board will work very closely with stakeholders as they proceed down this road. The PTA appreciates the openness of the meetings in relation to this discussion. It doesn't seem, to the PTA, that the Board is ready to make a decision in this area, and suggests that it would be better to take more time to make sure all the bases are covered rather than getting the push back and having it take longer in the long run.

Bill Keim, Superintendent

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Mr. Keim is more encouraged by today's discussion. He likes what he's hearing about moving forward toward a set of competencies and identifying them rather than assuming that Algebra II, as a requirement, is going to get our kids where they need to be. Kids who are good in math take higher level courses but it cannot be assumed that it works in reverse. He is not clear why option three is needed. Most kids that are college bound are already on their way with option two. Those who are not college bound are taking the path of least resistance. Mr. Keim supports

option one. Mr. Keim was also concerned with the definition for content to meet the credit requirements and materials available to teachers for the courses in a timely fashion.

Lew McMuran, Vice President

Student Affairs for Government Software Alliance

Mr. McMuran recommends option two for Algebra II. The reasons are much more compelling to do so than not to do so. By getting students ready for math, we can help women and students of color move toward technology careers. Other countries are way past this decision. It makes a lot of sense to match up the college requirements with high school requirements.

Boo Drury, Mathematics Initiative Specialist

Office of Superintendent of Public Instruction

Mr. Drury taught math in high school for 20 years and wanted to bring a personal perspective to this issue. Mr. Drury gave an example of a friend who worked with him in a warehouse who decided he wanted to be an electrician. He found out he had to take college algebra to be a journeyman electrician. He went to community college and found that he wasn't skilled enough to accomplish his goal and gave up. His friend retired from the warehouse making \$1500.00 a month. Mr. Drury was more fortunate than his friend and was able to move on. He encouraged the Board to keep all the doors open for all children to prepare them for their whole life, rather than their first job.

Chris Mondau, Math Specialist

New Market Skills Center

Mr. Mondau's expertise is working with students who are not necessarily college bound. He gave an overview of the different levels he has taught in his career, including special education and others. He's excited and proud to be a part of New Market's program. The college bound student will have a college degree as their ticket to life and the high school student who isn't college bound will need that diploma as their ticket to life. He's concerned about the discussion around the Algebra II requirement because not all students will be ready for that. There are kids at the New Market Skills Center who are not even ready for pre-algebra. Mr. Mondau hopes that the Board will take very seriously CTE programs where the students are very motivated. Motivation is the key to success, but oftentimes success is the key to motivation. If students continue to fail they will give up. Relevance is the key to motivation as was heard in the students' testimony earlier today. He felt that many can be successful with 10th grade level math skills.

Ann Varkodos, Assistant Superintendent

Bethel School District

Bethel has a three credit math requirement, which has served the class of 2008 well. Kids going to college are encouraged to take Algebra II and about two-thirds are taking it; however, there is a problem with kids passing Algebra II. The District has also instituted applied math but the problem is finding the right teacher. Ms. Varkodos supports the CTE options. She believes in the three credits but also believes in options for kids. She doesn't like the opt-out because the wrong people opt out. She encouraged the Board, while looking at curriculum, to understand that music and art is a very valuable curriculum. She supports a third credit with an "option".

The meeting was adjourned at 5:02 p.m. by Chair Ryan.

Fall Public Outreach Summary Update

Mr. Brad Burnham, Policy and Legislative Specialist, SBE

The Fall Public Outreach was an effort to improve requirements for high school graduation to better prepare students for life after high school. The Board discussed how the economy of our state and prospects for high school graduates have changed since the state last reviewed the number of high school graduation credit requirements 22 years ago. The meetings included a conceptual framework for improving state graduation requirements and the opportunity to listen to public input. Questions posed at the meetings were:

- 1) What essential skills should students learn in high school?
- 2) What are the pros and cons of requiring all students to meet a common core of state requirements in order to earn a diploma?
- 3) What are the pros and cons of raising graduation requirements to prepare students to take non-remedial coursework in community and technical colleges and/or matching graduation requirements to meet four-year college entry requirements?
- 4) What changes would you recommend to the state minimum high school graduation requirements, and why?
- 5) What should the content be for a required third credit of math?

Meaningful High School Diploma Update

Mr. Eric Liu, Board Lead

Dr. Kathe Taylor, Policy Director, SBE

At its September 2007 meeting, the Board clarified the purpose of the meaningful high school diploma as follows:

The purpose of a diploma is to prepare a student to be ready for success in postsecondary education, gainful employment, and citizenship. The diploma should meet the personalized education needs of each student as well as society's needs.

At its November 2007 meeting, the Board reviewed a purpose statement for a diploma and suggested that a revision be made to clarify the nature of a social contract by specifying who the contract is with.

Staff recommends that the Board consider a definition as follows:

The purpose of the diploma is to prepare a student to be ready for success in postsecondary education, gainful employment, and citizenship and to be equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs and reflects, at its core, the state's basic education goals. The diploma is a compact between the state and whatever institution or employer the graduate moves on to – a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ, whether a student earns credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial; they are equally acceptable.

Changes to the language will be discussed and Mr. Liu and Dr. Taylor will provide recommendations later in the day. Members questioned funding implications of a sixth period day, phasing in models, legal requirements, and work to personalize a student's education, such as Navigation 101.

Career and Technical Education (CTE) Study

Dr. Kyra Kester, Senior Research Associate, Washington State University Social and Economic Research Center

The method of preparing the status report is as follows:

- OSPI student record data and graduate follow-up study data were used.
- Characteristics of all exiting students, high school graduates, CTE program completers, and CTE program completers who also graduated were compared.
- Data for 2004-05 and 2005-06 school years were used.

As defined in Washington, Career and Technical Education is a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, and preparation for high skills, high wage employment, and advanced/continuing education.

The findings include:

- 1) Students leaving high school in 2006 were very similar to those who left in 2005. Slightly more students and graduates were in special education and poor, but the changes were small.
- 2) Overall, the general characteristics of CTE completers largely match those of all students. Females and Asian students were underrepresented among CTE completers.
- 3) The graduation rate rose slightly from 2005-06. CTE completers increased by 1.5% from 2005-06. Statewide CTE enrollment of all kinds, however, continued to decline.
- 4) CTE completers' schools were slightly more often urban and slightly less often rural than their peers.
- 5) CTE completers also varied widely in their rate of meeting standards on the WASL when grouped by their CTE program clusters.
- 6) There were no program completers in one cluster in either year for government and public administration. Jobs in these categories comprise 10.2% of Washington's economy.
- 7) The greatest changes in CTE appeared in student movement among programs. The significant changes could cause very different educator perceptions of the state of CTE, depending on the program under consideration.
- 8) The number of students earning industry certifications increased substantially. The proportion of students earning industry certifications without completing a CTE program increased at an even greater rate.
- 9) Washington has a strong tradition of Tech Prep, enhanced by the dual credit policies of the state. Tech Prep program completion continues to rise. However, Tech Prep credits are not all accepted in four-year institutions.
- 10) While all CTE programs had strong outcomes for student employment, rates of employment varied widely, as did college attendance. Programs differed fundamentally by how many students required remediation in post secondary education, as indicated by the rates of remediation for students who completed CTE programs in various clusters.

In clarifying answers to member questions, it was noted the definition of a High School "completer" is 360 hours; for a Skills Center it is 540 hours; statistics were available only for the Class of 2005, due to social security number identification issues; a military career is considered a government path.

Public Comment

Nancy Hartnell, Board Member

Washington State PTA

The PTA appreciates the opportunity to participate in the outreach meetings and we will assist with getting the word out to parents. CTE is an important piece to prepare students for the work force with skills needed to be successful in the global market. In Ms. Hartnell's school district, a new school is being built that has no wood shop, auto body, or engineering classes for students. If they choose to take Tech Prep classes they will need to go to another high school for the classes, which is not feasible for some kids who don't have access to transportation. It is important to make sure all kids have the opportunity.

Wendy Rader-Konofalski,

Washington Education Association

Ms. Rader-Konofalski told about her first-hand experience with the New Market Skills Center. Wednesday, on her way to the meeting she hit black ice, which caused a wheel alignment problem on her vehicle. She talked with James Bowers, staff member at the Skills Center, about where she could get her car fixed. He took her down to the automotive shop at the Skills Center and the students were able to fix her car right there. She commended the students on their excellent work. While WEA supports a third math credit, they believe that decisions about which courses and how they are configured are best made at the local school district level. The New Market Skills Center addresses different learning styles, which motivates students and makes them feel they are being respected as professionals. WEA encourages not putting a specific name on the third credit of math. There is a need for funding no matter what decision is made for the math credit and the meaningful high school diploma. It is important to be sensitive in the discussion of the overall work load of our teaching staff; to not change the WASL math date for graduation and to address needs of the earlier grades, prior to high school entrance. WEA is enthusiastic about the opportunity to participate in the public outreach meeting and thanked the Board for including them. The top priority for WEA, this session, is to raise teacher salaries and lower class sizes. She also asked members to consider that in international comparisons, Finland has no high stakes test, has higher teacher pay, more teacher training, lower class size and local control.

Marc Frazer

Washington Roundtable

Mr. Frazer commended the Board on the work that is being done. The Roundtable strongly supports Algebra II as the third credit of math. Making it a requirement for all students will build equity. The Roundtable recommends that the opt-out policy be very narrow. Remediation is a clear misalignment of our education system and the Roundtable thinks there is something wrong with the number of kids requiring remediation and it's clearly not the way to go and is not cost effective. This is Washington's opportunity to capture the character and spirit that Washington Learns articulates. The Roundtable encourages the Board to exercise the opportunity to implement Algebra II. The Roundtable expects a bill this session for getting more teachers and providing the financial flexibility to pay more. The Roundtable can be counted on for support on the bill; and they will assist with a public information campaign.

Wes Pruitt

Workforce Training Board

Mr. Pruitt served on the Meaningful High School Diploma Advisory Committee and when the Committee began the discussion, the message was clear to use the diploma and graduation requirements to make it meaningful for students. He is concerned that the message is not getting across. The high school and beyond plan, as well as the culminating project should be taken seriously. Ask students to take electives that will help them when they leave high school. Are they getting the additional skills to prepare them? CTE makes training relevant to students and what they need when they leave high school. "No one suffers from over preparation", he added.

Dave Fisher, Representative

College-Work Ready Agenda and previous member of the Accountability (A+) Commission

The College-Work Ready Agenda supports the requirement for Algebra II. The vast majority of the careers require training after high school, whether it is a four-year college or community/technical training. Most people today go through multiple career changes and they will need to be prepared for those changes. Mr. Fisher urges the Board members to apply their own sense of reason and analyze the trends to make a decision.

Mack Armstrong

Washington Association of School Administrators (WASA)

Mr. Armstrong believes that the Board is building capacity and encouraged the Board to move forward in setting high standards by creating the capacity of multiple options. WASA hopes that the Board will invite others to be involved. School superintendents and administrators across the state are clear that there is not one blanket answer for the task at hand. They are diverse in their thinking but at this point are all over the map on this. Mr. Armstrong was concerned that there has not been talk about accountability. The superintendents encourage the Board to think about a systems diploma. He encouraged adding parents as well as students in the compact language.

Karen Madsen, President

Washington State School Directors' Association (WSSDA)

In looking at the language presented this morning, Ms. Madsen encouraged the Board to have the purpose firmly in mind and clearly articulated. She appreciates the commitment to policy first before the implications. It makes sense to the WSSDA to do the job well, which is not necessarily quickly. Ms. Madsen encouraged the Board to take the time to put decisions into play and recommended the 2013 implementation date for the math requirement and appreciates the Joint Math Action Plan's well-rounded approach.

Bob McMullen

Association of Washington State Principals (AWSP)

Mr. McMullen is working with principals across the state on school improvement and has the opportunity to hear what they have to say. He is pleased to see the work that is being done for the meaningful high school diploma. The AWSP asks that principals continue to be part of the dialogue along the way. In the process of putting policy into action, principals are responsible to put the decisions into process. Principals believe that it is better to have highly qualified teachers to teach the curriculum and it is important to have flexible learning outcomes; and that middle school math needs to be addressed. It is important that what is discussed is reality based.

John Aultman, Assistant Superintendent
Office of Superintendent of Public Instruction

Mr. Aultman is concerned about the misconceptions about CTE heard during the meeting today, which includes low salary, low quality jobs. Most CTE programs are aligned with high demand and high wage jobs. He gave examples of programs at the New Market Skills Center where students have been successful. Most summer school students are those who cannot fit career and technical classes into their school year. The future of CTE programs will be lined up with high demand, high salary programs. The programs will assist in closing the ten-year gap between high school and postsecondary. Instructors are often second-career individuals and multiple programs have launched AP courses. There is also a need for junior high/middle school science, technology, engineering, and math (STEM) courses. There are 11 Skills Centers currently in place. There is a request to also look at satellite campuses.

Teacher of the Year Recognition

Ms. Laura Jones, Pasco High School Marketing and Instructional Coach, was introduced as the Washington State Teacher of the Year, 2007-08, and was congratulated by Chair Mary Jean Ryan. Ms. Jones was asked to speak to the members and the audience.

English Language Learners

Dr. Richard Cole, Superintendent, Sunnyside School District
Kevin Chase, Superintendent, Grandview School District
Steve Meyers, Superintendent, Toppenish School District

A group of Yakima County Superintendents met with the Governor, OSPI, and legislators to discuss concerns that a significant number of English Language Learners have yet to pass portions of the reading and writing WASL. This could lead to a disproportionate number of these students not receiving a diploma.

The superintendents are requesting that students in graduating classes 2008-2012 be allowed to graduate without a Certificate of Academic Achievement (CAA) if they do not meet the reading and writing standards on the high school WASL, or its alternative, but meet all other graduation requirements. The data that was presented addressed questions such as what grade levels have the largest percentage of new English Language Learners and WASL passage rates of students who have exited the program.

The English Language Learners Graduation Standards consist of “*Balancing what is best for students with state graduation requirements without lowering state or local standards.*” The purpose of today’s presentation includes calling attention to the following facts:

- The combination of poverty and language has a negative impact on WASL performance.
- Students need five to seven years to develop Cognitive Academic Language Proficiency, (CALP) in addition to 0-five years to develop Basic Interpersonal Communication Skills (BICS).
- Students must possess high-level CALP skills to meet WASL benchmarks in reading, writing, math, and science.
- Limited language skilled students will have continuing difficulty passing the reading and writing WASL.
- ELL students in the Yakima Valley are making significant achievement gains in literacy skills.
- In the Yakima Valley, 70-80% of all students are passing literacy portions of the WASL.

Dr. Howard DeLeeuw, Program Administrator for Migrant/Bilingual Education, OSPI
Ms. Isabel Munoz-Colon, Policy Analyst, OSPI
Ms. Yoonsun Lee, Director, Assessment and Psychometrics, OSPI

In spring 2007, OSPI analyzed WASL performance, focusing on students in the class of 2008 who were also in the 11th grade. This analysis will be used to further focus on the 1,980 English Language Learners (ELLs) in the class of 2008. Of the 1,980 ELLs enrolled as 11th graders in April 2007, 73% have been in the program for three or more years. By September 2007, of the 1,980 ELLs, 1,836 were enrolled, 78 dropped out, 60 transferred out of state, and six completed high school. Of the 1,980 ELLs in the class of 2008, 171 reached English language proficiency on the Washington Language Proficiency Test (WLPT-II) during the 2006-07 school year.

The WLPT-II is designed to measure English language proficiency in the domains of reading, writing, listening, and speaking. It is not an academic test. Confirmatory factor analysis of the 2006 scores showed that WLPT-II is a valid measure of English language proficiency. The results of this analysis have been reviewed and approved by the state's national technical panel. WLPT-II has a reliability of 85% or higher for each grade level, which is comparable to the WASL.

Bilingual Program Evaluation is underway, with OSPI working with the Northwest Regional Education Laboratory to conduct a review. An extension of the study required in E2SSB 5841, regarding teacher competencies and professional development, focused on language acquisition strategies. This is a two-step process, which includes identifying the scope and objective. As part of this program, notification to parents and students regarding students' status with respect to graduation requirements and the availability of school district programs, courses, and CTE opportunities will occur, as well as extended learning opportunities.

Spokane Public Schools serve more than 1,000 ELLs, out of a total district size of 29,000 students. Forty-eight language groups are represented in the district; Russian, Spanish and Marshallese are the top three languages.

Presenters were asked to comment on whether the WLPT-II "exits" students too soon; limiting ability to participate further in gaining language tools. Data is not available to answer, as yet.

Business Items

Purpose of Meaningful High School Diploma

MOTION was made to accept the following language for the purpose of a meaningful high school diploma:

"The purpose of the diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner. The diploma represents a balance between the personalized education needs of each student and society's needs, and reflects, at its core, the state's basic education goals. The diploma is a compact among students, parents, local school districts, the state and whatever institution or employer the graduate moves on to, a compact that says the graduate has acquired a particular set of knowledge and skills. How the student demonstrates those skills may differ; whether a student earns credit by participating in formal instruction or by demonstrating competency through established district policies is immaterial--they are equally acceptable.

MOTION seconded

MOTION carried

Direction for Math Credit Rule Adoption

MOTION was made to direct staff to draft rule language for review at the March State Board of Education meeting that requires all students to complete a third credit of math in an Algebra II course that meets the content standards to be approved by the Board. This course requirement can be completed through an approved CTE course of study that is comparable in course content but allows the student to earn more than one credit to complete. This will be in effect for the Class of 2012.

Upon completion of a second credit of mathematics meeting the 9th and 10th grade GLEs, students may elect to pursue, or continue to pursue, an approved program of study that leads to a specific career goal. This election shall allow the student to replace the Algebra II requirement with a third math credit that furthers this approved program of study. The election shall require a high school counselor or administrator approval and shall include a counseling session with the student and family/guardian that at a minimum makes sure everyone understands the future opportunities that may be unavailable to the student by making this choice. It shall also encourage the student to take additional math courses during the remainder of their high school studies that assist them towards their career goals and maintain their math skills.

MOTION seconded

MOTION to amend the effective date to Class of 2013

Discussion followed with members voicing their opinion on the effective date of 2012 vs. 2013.

AMENDMENT carried

MOTION was made to amend paragraph one, line three – change language to:

....."Algebra II course that aligns to the high school math standards and to the course content to be approved by the Board".

Discussion followed

AMENDMENT carried

MOTION carried as amended as follows:

MOTION was made to direct staff to draft rule language at the March State Board of Education meeting that requires all students to complete a third credit of math in an Algebra II course that aligns to the new high school math standards and to the course content to be approved by the Board. This course requirement can be completed through an approved Career and Technical course of study that is comparable in course content but allows the student to earn more than one credit to complete. This will be in effect for the Class of 2013.

Upon completion of a second credit of mathematics meeting the 9th and 10th grade GLEs, students may elect to pursue, or continue to pursue, an approved program of study that leads to a specific career goal. This election shall allow the student to replace the Algebra II requirement with a third math credit that furthers this approved program of study. The election shall require a high school counselor or administrator approval and shall include a counseling session with the

student and family/guardian that at a minimum makes sure everyone understands the future opportunities that may be unavailable to the student by making this choice. It shall also encourage the student to take additional math courses during the remainder of their high school studies that assist them towards their career goals and maintain their math skills.

Direction for Math WASL Effective Date

MOTION was made to require students in the class of 2012 to pass the math standard on the 10th grade WASL as a high school graduation requirement.

MOTION was declined

180 Day Waiver

MOTION was made to approve the waiver requests from the 180 day minimum annual requirement for: Auburn, Port Angeles, and Shoreline School Districts.

MOTION seconded

MOTION carried

End of Course Assessment

MOTION was made to accept, for transmittal to Governor Christine Gregoire, the End of Course Assessment Study prepared by Education First Consulting

MOTION seconded

MOTION carried

Career and Technical Education Study

MOTION was made to accept, for transmittal to the Washington State Legislature, as requested in RCW 28A.230.090, the High School Graduation and Career and Technical Education Report prepared by Washington State University's Social and Economic Research Center.

MOTION seconded

MOTION carried

PRIVATE SCHOOLS

MOTION was made to approve under RCW 28A.305.130 (5) the following private schools for the 2007-2008 school year:

- Evergreen Christian School
- Hamlin Robinson School
- Kapka Cooperative Primary School
- Prism School
- Seabury School
- The Harbor School

MOTION seconded

MOTION carried

Acceptance of Districts' Minimum Basic Education Requirement

MOTION was made to accept the Minimum Basic Education Completion Reporting Form, SPI 1497, submitted by the 295 Washington State School Districts.

MOTION seconded

MOTION carried

APCO Contract

MOTION was made to approve the Amendment to the Contract between the State Board of Education and APCO Worldwide.

MOTION seconded

MOTION carried

David Heil & Associates Contract

MOTION was made to award and approve the contract for review of the state's K-10 Science Standards to David Heil and Associates, Inc.

MOTION seconded

MOTION carried

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