

THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

January 13-14, 2010
New Market Skills Center
Tumwater, Washington

MINUTES

Attending: Chair Mary Jean Ryan, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Dr. Kris Mayer, Ms. Austianna Quick, Mr. Randy Dorn, Mr. Jeff Vincent, Mr. Eric Liu, Ms. Connie Fletcher, Dr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Vice Chair Warren Smith (14)

Absent: Mr. Bob Hughes (excused), Ms. Anna Laura Kastama (excused) (2)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Ashley Harris, Ms. Loy McColm, Ms. Colleen Warren, Mr. Aaron Wyatt (6)

Staff Absent: Mr. Brad Burnham (excused) (1)

January 13, 2010

Call to Order

The meeting was called to order at 9:09 a.m. by Chair Ryan.

Announcements

Mr. Kinnerk, Executive Director of the New Market Skills Center, welcomed the Board to the Skills Center. The Center serves 900+ students every day, as well as ten districts. Currently, there are 60 high schools with online capabilities.

Approval of Meeting Minutes

Motion was made to approve the January 4, 2010 special meeting minutes

Motion seconded

Motion carried

Motion was made to approve the November 2009 Board meeting minutes

Motion seconded

Motion carried

Consent Agenda

Motion was made to approve the Consent Agenda as presented

Motion seconded

Motion carried

Accountability Update: Final Accountability Index with Subgroups

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Board Consultant

The Board approved the provisional SBE Accountability Index and proposed the recognition system in May 2009. The Index provides ways to examine all schools and districts based on a variety of different outcomes and indicators. Schools and districts can use the Index to visually determine where they have made significant improvements as well as where achievement gaps exist for their students based on reading, writing, math, science, and high schools on extended graduation rates.

The Board, along with the Office of Superintendent of Public Instruction (OSPI), plans to recognize schools for high achievement and improvement in May 2010, using the provisional Accountability Index with some OSPI additions. The new Index will not be used for identifying low achieving schools unless the Board and OSPI are successful in obtaining a waiver from the U.S. Department of Education or making changes in the No Child Left Behind (NCLB) Reauthorization. In 2010, the Board will work with OSPI to request that the federal government consider the SBE Accountability Index.

The goal of the Index will be to replace the federal method of determining Annual Yearly Progress as well as recognition and continuous improvement for all schools if the federal government permits Washington to use the new Index.

Dr. Bylsma has revised the provisional Accountability Index for final Board review and approval during tomorrow's business items. He briefed the Board on the proposed English language learners (ELL) policy to exempt those ELL students for three years, the addition of a subgroup matrix for accountability, and Annual Yearly Progress (AYP) rules. OSPI will be asked to post results of the Washington Language Proficiency Test (WLPT) by district and school for ELL learners. Board members wanted to be sure the numbers reported did not reveal individual students. SBE staff will work with OSPI staff to seek U.S. Department of Education waiver to allow the use of the SBE Accountability Index in place of the current AYP.

Ms. Harding briefed the Board on the changes to the January 4 SBE approved bill for required action for low performing schools. Ms. Harding and Ms. Warren clarified questions from the members. Board discussion followed with members asking whether another vote needed to be taken after changes were made to the January 4 approved bill. As part of the approval on January 4, the Board approved changes to the document and gave authority to the Executive Director to make the changes as noted. That being the case, a new vote is not necessary during the action items approval on Thursday; however, Ms. Harding welcomed a motion if the members wished to do so.

2010 Legislative Session, Quality Education Council, and Race to the Top Update

Ms. Mary Jean Ryan, Chair

Ms. Edie Harding, Executive Director

Legislative Update

The 2010 Legislative Session began on January 11 and will end after 60 days on March 11. The biggest issue being addressed during this session is the budget revenue, which is predicted to create a \$2.6 billion shortfall for the remainder of the 2009-2011 biennium.

Governor Gregoire released her Supplemental Budget in December, which proposed using the remaining budget stabilization funds, increasing government efficiency through program consolidation and elimination, as well as making cuts across state government.

The SBE will present its accountability bill to the education committees early in the session as part of the Governor's Race to the Top legislative package.

Race to the Top

Race to the Top complements the state's existing reform efforts under HB2261 and can help jump start the following projects:

- STEM.
- Formative Assessments.
- Longitudinal data systems.
- Effective teachers and leaders.
- Expanding the number of low achieving schools served under required action.

Washington State would be eligible for \$150-\$200 million for the state and local districts to address some key reform efforts. The process for applying includes:

- Washington State will apply for Round Two.
- Governor Gregoire, Superintendent Dorn, and Chair Mary Jean Ryan are participating as the steering committee and must sign off on the proposal.
- Since fall 2009, a work team from the Governor's office, the OSPI, the Professional Educator Standards Board (PESB), and the SBE have been working with McKinsey Consulting to develop a draft education reform "theory of action" framework, key legislative provisions, as well as bold proposals for grants.
- The final application is due to the U.S. Department of Education on June 1, 2010.
- New requirements have been identified as follows:
 - ✓ Develop a state educational reform plan and theory of action.
 - ✓ Develop an application for RTTT based on the plan.
 - ✓ Secure LEA (district sign-offs) via a memorandum of understanding.
 - ✓ Meet the grant's very prescriptive scorecard.

The grant proposal must address four categories: 1) standards and assessments; 2) data systems to support instruction; 3) great teachers and leaders; and 4) turning around struggling schools. Ms. Harding gave an overview of the RTTT grant requirement areas, ranked by a number of possible points. She also gave an overview of the draft K-12 Theory of Action, which was provided in the agenda packet. Board discussion followed.

Quality Education Council

Chair Ryan gave an overview of the Quality Education Council's work and discussion followed.

Public Comment

Barbara Landwehr, Washington Education Association (WEA) - Kent

Ms. Landwehr expressed support of the proposed ELL policy and the recommended approach for counting ELL results. She said it is reasonable to exclude ELL results for the first three years of enrollment. She supports Dr. Dal Porto's theory that new ELL students entering secondary education are at a great risk for not meeting standards. Many students come from countries where critical thinking isn't used. If critical thinking skills are not used in a student's first language, it is near impossible to teach in a second language. Ms. Landwehr also supports a sliding scale for ELL students to adjust exclusion periods based on initial English ability. Many students come in with prior education, and in some cases, English as a foreign language. Other students come in as nomadic farmers with no prior education and no written language. These kids haven't held a pencil or learned to use scissors. Ms. Landwehr invited the Board to experience a high school ELL class, by visiting her Kent Lake classroom.

Danny Waldo, Washington Education Association (WEA) - Snohomish

Mr. Waldo assured the Board that most school districts in the Snohomish District are able to come to agreements without a mediation process and even fewer go on to Superior Court. Mr. Waldo gave an overview of what the District does, locally, for collective bargaining as follows: 1) last year the District had two learning improvement days to work on staff development; 2) this year the days were decreased to one; and 3) there may be no days next year. Working with the community, administrators, and classified staff, the District modified the collective bargaining agreement, staying within state compliance, to lengthen school days for early release of students on Friday's to offer professional development for teachers. The District also has started compensation of up to \$5,200 for teachers to help pay for their masters degree. Locally, the District works well with community members and administration to solve problems, which is the best thing to do. He thanked the Board for the work on the accountability bill.

Ann Varkados, Bethel School District

Ms. Varkados commended the Board for their continued support in raising the bar for rigorous educational opportunities for all students in the state of Washington. In reading the handouts on the math and science achievement gap for this meeting, she felt a need to remind the Board that districts are financially challenged. There is more the districts want to do; however, they need the time and money to do it. She asked the Board to consider no more unfunded mandates. Ms. Varkados thanked the Board for being proactive in assisting districts with meeting professional development needs through the use of waiver days.

Achievement Gap Oversight and Accountability Committee Report

Ms. Erin Jones, Assistant Superintendent, OSPI

The Achievement Gap Oversight and Accountability Committee was created during the 2009 Legislative Session, through 2SB 5973, to continue to address the achievement gap in Washington State. The Committee has met seven times since September and is staffed by OSPI's Center for the Improvement of Student Learning and the Office of Equity and Civil Rights. The completed preliminary assignments include: 1) developed a governance structure; 2) developed a theory of action; 3) completed synthesis of Achievement Gap studies; 4) drafted recommendations based on the Achievement Gap studies.

The racial achievement gap grows in magnitude as a child nears entry to the workforce from grade four to grade twelve. The Committee recommends that the Board advocate for modifying Washington's local control statutes and regulations. The Committee also recommends that the Board revise its regulations in order to strengthen existing requirements or develop new statewide requirements for schools' district improvement plans. The Committee opposes the adoption of Core 24 graduation requirements. It strongly advocates for funding decisions that ensure students can meet existing, as well as future, graduation requirements.

Board members requested more follow up with the Oversight and Accountability Committee to keep an open mind about the possibilities of Core 24 to help all students be prepared for the 21st century.

Graduation Requirements Update

Dr. Kathe Taylor, Policy Director

Mr. Eric Liu, Board Lead

Dr. Duane Baker, BERC Group

The Meaningful High School Diploma Advisory Work Group met several times to consider and revise the culminating project and the high school and beyond plan draft proposals. Both proposals differ from the current policy as follows: 1) each explicitly connects the two requirements; and 2) each prescribes specific content to increase consistency in implementation across districts.

In the culminating project proposal:

1. All students shall be required to complete a project or series of projects for graduation that is related to the students' post-high school goals and interests per their high school and beyond plan.
2. The project shall include a portfolio, presentation, and a product. The project may also include a research or reflective paper, community service, job shadowing, internship, or other components deemed appropriate by the district.
3. The project shall demonstrate the application of core academic skills and learning competencies from each of the following categories:
 - Learning and innovation skills.
 - Information, media, and technology skills.
 - Life and career skills.
4. Assessment of skills and successful completion of the project shall be determined by the local school district.

In the high school and beyond plan proposal, all students shall be required to complete a personally relevant plan that includes reflective practice and documentation of the student's:

1. Personal interests and career goals.
2. Four year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life based on personal and career interest.
5. Participation in a postsecondary site visit.
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

By fall 2010, staff will reach out to the principals', superintendents', school directors', and counselors' associations to elicit feedback about the proposed changes and will work with the OSPI to analyze the fiscal impact on districts. The Board may want to consider changes to the culminating project and high school and beyond plan within the overall context of the Core 24 policy revisions.

At the February 5 Core 24 meeting, the work group will be looking at connections between middle and high school and what does automatic enrollment mean. No new issues will be brought forward at the March 15 Core 24 meeting but the work group will be working on a consensus for recommendations to the Board. The Core 24 Task Force report will be presented to the Board at its May meeting.

Transcript Study

The Board asked the BERC Group to conduct two follow-ups to the review of 14,875 students who graduated in 2008 from 100 schools in 100 districts across Washington State. The transcripts were coded and analyzed to determine the percentage of students at each school meeting or exceeding minimum Higher Education Coordinating Board (HEC Board) college entrance requirements and Core 24 requirements. The minimum HEC Board requirements were used because they provide a standard, measurable metric of comparison in Washington State.

The first follow-up produced a series of research briefs that organized the data by academic subject area, groups, race and ethnicity, and topics of interest. The second follow-up study looked at the connections between students' postsecondary and high school course-taking by analyzing data from students in the original transcript study who pursued postsecondary study in the year following graduation from high school. These will be posted on the SBE website.

Preliminary Results are as follows:

1. The follow-up transcripts of 13,247 students, representing 89 schools were matched with records from the State Board for Community and Technical Colleges (SBCTC) and the Office of Financial Management (OFM), to determine college enrollment. SBCTC identified students attending Community and Technical Colleges. OFM identified students attending six universities in Washington as follows:
 - Central Washington University
 - Eastern Washington University
 - Evergreen State College
 - University of Washington
 - Washington State University
 - Western Washington University
2. Discrepancies were found in four-year college enrollment records for the six colleges/universities.
3. Two four-year college/universities have not released results beyond attendance.
4. Additional data are available to analyze two-year and four-year college enrollment through the National Student Clearinghouse, which will provide information about attendance at all colleges, rather than only six colleges/universities.

There appears to remain a mismatch between preparing students for higher-level math and college expectations. Even when students are eligible for college, they are often not prepared (level of work and persistence). The only strong predictors of four-year college attendance were levels of math and foreign language and there were no predictors for two-year college attendance. Approximately 25 out of 100 students entering the freshmen class of 2004 persisted in college for five years or completed a degree within five years.

First Annual 'Chool' in School Video Contest

Mr. Aaron Wyatt, Communications Specialist

Ms. Austianna Quick, Student Board Member

To help support the “core” of Core 24, Mr. Wyatt, with the assistance of student members, Ms. Quick and Ms. Kastama, will conduct a video contest designed for middle and high school students. This year’s contest will ask participants to create a five minute video focusing on “why arts education is important.” The contest is to increase awareness of the Board’s work and provide student videographers with an opportunity to showcase their talents in a fun and creative way.

Students are encouraged to explore all facets of art education, both in the fine arts, the performing arts, and beyond. The process is as follows:

1. Students will work in teams of three to create a five minute video supporting this year’s theme.
2. There are two categories: middle and high school.
3. Entries must be submitted by DVD or through YouTube.
4. Entries that meet all prerequisites will be linked via the Board website and the YouTube channel.
5. Access to a video camera is required, as well as internet access or a dvd/cd burner.

Students should have final information about the contest by February 14 with a deadline for submitting videos.

Excellence in Math and Science

Dr. Kathe Taylor, Policy Director

Dr. Alan Burke, Deputy Superintendent, OSPI

Mr. Dan Newell, Assistant Superintendent, Secondary Education, OSPI

Ms. Klattenhoff, Director, Career and Technical Education, OSPI

Student performance on the math and science state assessments continues to be a concern of the Board, as the percentage of students meeting proficiency in these subjects is much lower than the percentage of students meeting proficiency in reading and writing. Sophomore pass rates in the past five years provide evidence of this trend.

The OSPI is taking multiple steps to address math and science achievement. The Superintendent will request legislative action to make policy changes to amend the state’s graduation requirements in math and science. OSPI is also recommending a series of systemic actions to improve student achievement.

Dr. Burke presented OSPI’s draft recommendations for improving student achievement in math and science:

Recommendation One:

Focus on improving core classroom instruction in math and science.

- ✓ Align with common core standards and assessments and provide funds to support the purchase of textbooks and instructional materials that are highly aligned to standards in math and science.
- ✓ Develop an online, formative assessment system for math and science.

Recommendation Two:

Increase the number and quality of entering math and science teachers.

- ✓ Improve pre-service training, focusing particularly on elementary school teachers.
- ✓ Streamline rules that govern granting teaching certification for math and science professionals who have a desire to change careers and enter teaching.
- ✓ Recruit math and science majors to become teachers.

Recommendation Three:

Recommend that science be taught at a minimum according to the guidance as follows:

- ✓ 100 minutes per week in grades one and two.
- ✓ 150 minutes per week in grades three through five.
- ✓ 200 minutes per week in grades six through eight.

Recommendation Four:

Support district implementation of stronger math and science programs by increasing professional development of teachers through leveraging public and private resources to expand statewide system improvement initiatives.

Recommendation Five:

Introduce policy initiatives that will support new programs designed to promote early learning in math and science. Develop a math training program for early learning providers that focus on numbers, geometry/spatial thinking, and measurement.

Recommendation Six:

Make it easier for districts to join multi-district cooperatives for the purposes of beginning a STEM focused high school, irrespective of existing district boundaries, and continue to promote program development at skill centers that focus on STEM-related training.

OSPI is currently examining the alignment of our new math standards into the proposed national common core of math standards. The alignment is pretty close. A public draft will be out in February.

The Board staff will be working in collaboration with OSPI mathematics and Career and Technical (CTE) staff, to provide guidance to school districts seeking to identify rigorous, high school level course alternatives to Algebra II/Integrated Mathematics III that qualify for the third math credit.

The SBE, in collaboration with OSPI and the State Board for Community and Technical College's Transition Math Project has supported the development of a proposal for a new model course that would provide an alternative Algebra II pathway in an applied, career and technical education context. Students opting for this course as a third credit of math might not choose to pursue a traditional pre-calculus/calculus route.

Math and CTE educators met over five days, in August and December 2009, to envision the course and develop the skeleton of a proposal. One objective of the CTE leadership involved in developing the course is to provide a rigorous alternative to the third credit of mathematics that would not require students to engage in the elective process currently outlined in rule and described above. Once the course is developed, the SBE will need to review it and determine whether such a policy change is warranted.

Board members discussed their concern that delay was premature. OSPI needs to build a credible plan to ensure students and teachers have what they need to meet our new math and science standards.

Update on 180 Day Waivers Next Steps and Possible Revision of WAC 180-08-002 as Part of Periodic Review of Rules

Ms. Edie Harding, Executive Director

Currently, the SBE and the OSPI have the authority to grant districts waivers from the Basic Education Act requirements. The Board provides waivers to districts for long term planning to increase student achievement. Waivers may be granted for up to three years for the following requirements:

1. Minimum 180 day school year.
2. Minimum 180 day school year for the purpose of economy and efficiency.
3. Total instructional hour.
4. Student to teacher ratio.

In the new pilot process, SBE could make a policy level decision to create a new process with parameters. Under the new process, any district that meets specified requirements could use a certain number of waived days once they have notified the Board. The full Board would not review each plan or need to give its approval. The SBE staff would review submitted notifications to ensure district compliance with the requirements. If a district's proposal does not meet the requirements, SBE staff would request that the district revise their plan or submit it as an application for approval by the Board. This new pilot process would come to an end before the 2018-19 school year or when the legislature provides funding for three or more LIDs.

Ms. Harding gave an overview of the draft pilot process eligibility and program requirements with the following timelines for the work:

Date	Item
January Meeting	Waivers Committee presents draft revised procedures to Board.
February	SBE submits proposed rule language to the Code Reviser.
January-February	Stakeholder input. Draft application and procedures posted on the website and shared with stakeholders, including: <ul style="list-style-type: none"> ✓ School districts with current waivers. ✓ Members of past 180 day waiver Advisory Committee ✓ Other agency and legislative staff.
March Meeting	Board will consider adopting revised procedures. Board will hold a hearing if needed for rule change. A Board decision at this time of year will assist districts as they negotiate collective bargaining agreements for the 2010-11 school year.
March – May	Waivers Committee will develop a rubric for assessing the success of waivers.
May Meeting	Stakeholder input. Draft rubric posted on the website and shared with stakeholders, including: <ul style="list-style-type: none"> ✓ School districts with current waivers. ✓ Members of past 180 day waiver Advisory Committee. ✓ Other agency and legislative staff.
July Meeting	Board will consider adopting draft rubric for assessing the success of

Date	Item
	waivers.
September	SBE will post the rubric for assessing the success of waivers on its website.

Public Comment

Thelma Jackson, Washington Association of Black School Educators (WABSE)

Dr. Jackson stated that conceptually, Core 24 is the direction Washington needs to be headed. When we look at statements around Core 24, it reads “contingent on funding.” It should not only read contingent on funding but should also include the phrase “assurance that equity of quality education is available for all students.” As the Board works toward Core 24, science standards, rigorous curriculum, and other issues, Dr. Jackson encouraged the Board to remember that we need to know that the system is ready and able to allow all students to have access to this equitable education. The shortage of resources isn’t really that short. When do we begin talking about the systemic impact of what we’re talking about so that everything moves concurrently? As a state, we must begin to assume responsibility that we are failing far too many of our kids. Looking at the cultural differences when it comes to learning, there’s work to do and we need to hear more public discussion and more acknowledgement of the work. Where is the plan to begin to tackle the issues and when do we begin to get serious about doing the fundamental work we need to do – not extended day, not extended week, not extended year. We need more funding but it can’t go towards funding more of what we already have. The Board, the Governor, OSPI, and the legislature must begin to articulate so that the public can clearly understand. Once there’s an understanding, Core 24, science standards, etc. can be moved forward.

Kenn Peterson, Mercer Island High School

As a freshman in high school, counselors help students plan their four years in high school to set students up to be successful. As a senior, Mr. Peterson has taken 24 credits. He believes that Core 24 is possible if students are given support and assistance to be successful. It will reduce the dropout rate and help students after high school to work toward college or work. It would also help students to prepare for life after college.

Gerald Kitsis, Mercer Island High School

Mr. Kitsis attended school in Factoria through grade eight and moved to Mercer Island High School in grade nine. He said he still keeps in touch with friends in Factoria and has noticed that a lot of them are not taking AP classes even if they’re offered. All students take AP classes in Mercer Island because it’s the norm. For those students who feel like it’s not a norm or cannot take such rigorous classes, they can attend the Crest Learning Center where students can get their credits. Regarding the discussion of math scores and SAT – it has become more difficult to get in to the University of Washington and other universities. Four credits of math are not going to be nearly enough to get into college in the future.

Lydia Lee, Mercer Island High School

In comparison to other schools, Ms. Lee feels like Mercer Island High School prepares their students for college and life beyond high school. At Mercer Island High School, counselors go into all the graduating classes twice a year to help students get on the path to what they want to do. She has friends in other schools that don’t have anything like what Mercer Island has for students. If the Board made classes a requirement in high school, kids would be more prepared when getting out of high school. Ms. Lee believes that students can do Core 24.

Frank Ordway, League of Education Voters (LEV)

The LEV understands the logistical and resource challenges. He questions why Washington is not moving forward, since other challenged states are already moving down this path. Mr. Ordway lives in Bellingham where Canadians are more prepared for the jobs that are available in that area and Marysville has one of the highest dropout rates in the state. If we keep the standards low, students meet the low standards. Mr. Ordway supports Core 24.

The meeting was adjourned at 5:03 p.m. by Chair Ryan.

January 14, 2010

Attending: Chair Mary Jean Ryan, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Dr. Kris Mayer, Ms. Austianna Quick, Mr. Randy Dorn, Mr. Jeff Vincent, Mr. Eric Liu, Ms. Connie Fletcher, Dr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Vice Chair Warren Smith (14)

Absent: Mr. Bob Hughes (excused), Ms. Anna Laura Kastama (excused) (2)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Ashley Harris, Ms. Loy McColm, Ms. Colleen Warren, Mr. Aaron Wyatt (6)

Staff Absent: Mr. Brad Burnham (excused) (1)

Call to Order

The meeting was called to order at 9:10 a.m. by Chair Ryan.

Strategic Planning 2010: Next Steps

Ms. Edie Harding, Executive Director

At the November 2009 Board meeting, the members began a preliminary conversation on the strategic planning process for 2010. Staff is preparing a request for proposal (RFP) to solicit, through a competitive process, for a consultant with expertise in strategic planning, to work with the Board on its plan. The timeline for this work is as follows:

January 2010	Consultant RFP completed.
March 2010	Consultant hired.
March 17-18, 2010 Meeting	Consultant presents process for strategic planning and receives feedback at the meeting in Des Moines (one day).
Mid April 2010	Consultant works with Board to create draft plan.
May 19-20, 2010 Meeting	Consultant will finalize draft plan with Board at May meeting in Spokane (one day).
June 1, 2010	Consultant will submit draft plan to Executive Director for review.
June 15, 2010	Consultant produces final draft plan to the Executive Director.
July 13-15, 2010 Meeting	Consultant will complete work and the Board will adopt the final plan at the July meeting in LaConner.

Staff will send out the RFP when prepared and Ms. Harding asked members to notify staff if they want the RFP sent to someone they are familiar with. She asked the members to send an email to her with interest in participating in the consultant selection process.

Business Items

Approval of Final Accountability Index (Action Item)

Motion was made to approve the revised SBE Accountability Index and direct staff to work with OSPI to seek federal approval for the use of the Index.

Motion seconded

Motion carried

Motion was made for the Board to recommend to OSPI that the results of the Washington Language Proficiency Test results for English Language Learners, by district, be posted on the OSPI website for the 2009-2010 school year.

Amended Motion was made to include “school” in the language

Amended Motion seconded

Amended Motion carried

Approval of Districts Meeting Basic Ed Compliance (Action Item)

Motion was made to certify under WAC 180-16-195 that all 295 school districts are in compliance with the Basic Education program approval requirements.

Motion seconded

Motion carried

Approval of 180 Day Waiver Requests (Action Item)

Motion was made that the Board proceed with filing a CR102 with the Code Reviser, proposing amendments to WAC 180-18-040 and WAC 180-18-050 as amended.

Motion seconded

Motion carried

Accountability Legislation

Motion was made to approve the proposed language to the Accountability Legislation providing for the superior court to render a final decision in a case where the parties in a required action district are at an impasse having been unsuccessful in mediation with the public employment relations commission in reaching an agreement on the requirements of a required action.

Motion seconded

Motion carried

Public Comment

Gary Foss, Stand for Children

The U.S. ranks 17th among developed nations in the proportion of college students receiving degrees in science or engineering, a fall from third place three decades ago. China has supplanted the U.S. as the world's number one high-technology exporter. We should be worried, because scientists and engineers comprise only four percent of the nation's workforce, but they disproportionately create jobs for the other 96%. Locally, they do this by designing the airplanes, the software, the electronics, and the biomedical innovations that drive the Puget Sound economy. The condition of science education in Washington is worse than the national average. Washington is number one in the nation in engineering jobs per capita, but number 38 in engineering degrees conferred per capita. As the President of the University of Washington says, "our sons and daughters will be washing the cars for the people who come here for the best jobs."

The authors of the new Washington K-12 science standards were wise to require that students demonstrate knowledge of scientific inquiry and engineering application. This links science textbooks to the real world. Just when we should be intensifying our focus on science education, the OSPI announced that the new science standards are too difficult to meet, and WASL science graduation requirements should be postponed until 2017 (this would be the third time it has been suspended). Science will get pushed to the back burner again, and this will be very bad for the future of Washington State.

Brooke Valentine, Stand for Children

Ms. Valentine expressed the importance to push through Core 24 so students can have higher expectations. She said that if students are given the chance, they won't let us down. She believes that we need to be competitive with other states and have a quality workforce. Teachers want standards to be raised as well. In the Kent School District, teachers are working hard to do the right thing for our kids.

Jennifer Harjehausen, Stand for Children

Ms. Harjehausen is a parent of two children enrolled in a Title I elementary school in the Kent School District. For the second year in a row, her family's school has failed in multiple areas of the AYP rating. She supports a statewide accountability system. State intervention in low performing schools is necessary to ensure that all children in our state have equitable access to education. She believes that support must be collaborative and helpful, not just an unfunded and unattainable mandate. Ms. Harjehausen supports the work of the Board to develop proposed legislation that creates a statewide performance accountability system and strongly encourages that schools and districts receive clear, collaborative support for attainable goals and action plans as well as the necessary funding to make equitable access to education a reality for all of Washington's children.

Erin Gustafson, Stand for Children

As Washington State struggles with a budget crisis, we are also struggling to become competitive for the Race to the Top funds. The state must make key changes if it is to qualify for the funds that are desperately needed. Stand for Children commends the Board for giving the state the power to compel failing schools to improve. The state needs the mandatory school improvement program for struggling schools – not a voluntary one. There must be consequences for poor performance and voluntary programs have no teeth and allows for excuses. She urged the Board to support Core 24, which would make the state more

competitive for the Race to the Top funds. It's important to ensure that every high school student graduates with a meaningful high school diploma and is ready to succeed in college and careers. Without 24 credits, many high school students have to take remedial classes upon entry into college or before they are even eligible to apply for college.

Dan Morris, Stand for Children, Stand for Children

Stand for Children is a non-profit, non-partisan citizen advocacy organization that works to teach parents and teachers how to be more effective political advocates, so that we can get more money and a better structure for public education. The organization has approximately 370 members in Washington State.

Mr. Morris encouraged the board to move forward quickly on Core 24, and not to delay the implementation of math and science standards. Core 24 is going to be critical to ensuring that our students are ready for life after high school and the sooner its implemented, the sooner Washington students will be able to catch up to kids in other states with more comprehensive high school experiences. Delaying the new math and science standards is a move in the wrong direction. He knows this was an idea proposed in good faith, to help more students graduate on time, but thinks that students will perform to whatever expectations are set for them. Mr. Morris commended the Board for moving forward to propose legislation that would allow the state to intervene in failing schools. This is a difficult move to make but there are plenty of concerned parents, teachers, principals, and other pro-reform advocates who will be standing alongside the Board to fight for these important reforms.

Betty Howse, Stanley Elementary School, Tacoma

Ms. Howse wants to bring students to a level that they can achieve. Those graduating with a 4.0 average take college exams and are not able to pass the entrance exam for college. She expressed the importance of doing something now to close the gap for our kids. She said it is time for us to up the level of what we expect our children to learn. The backing of the Board, children, and parents is needed to make it happen.

Ramona Hattendorf, Parent Teacher Association, Seattle

Ms. Hattendorf is visiting all the schools in the Seattle area. She has noticed that there is a great deal of difference between the successful and struggling schools. It is critical to have consistent standards for all kids and she encouraged the Board to think about the kids and the message being sent to the kids by dragging our feet on Core 24. Kids are routinely sent out of high school without the skills they need to get in to college. Some schools are privately funded and can go above the level but there are also schools that are not privately funded and are not able to reach a higher level. The children need support for a solid meaningful foundation.

Andre' Canty, Parent

We need to use education to create options for kids and meet the kids where they are. In South Seattle, the kids are not getting the support they need. Schools are fighting for resources. Does Core 24 meet the kids where they are and does it create options for them? Core 24 gives them an option outside of college to focus on a career. All kids cannot go to college so Core 24 provides them the alternative to be successful in life. There are too many struggling kids and we need the intervention to raise the expectations of the standards. If this does not happen, the achievement gap will continue to grow. Children of color need the support as much as all kids. Mr. Canty encouraged the Board to move forward with Core 24.

Tre' Maxie, Powerful Schools

We owe it to our children to ensure that we create a culturally sensitive strategy that reduces the current academic achievement gap while strengthening future graduation requirements. Core 24 is a thoughtful strategy that adequately educates our children and prepares them for life after school, whether they pursue college, work, or vocational school. Powerful Schools works inside eleven schools throughout Seattle, Tukwila, and Highline School Districts and many of the children are English language learners, ethnic minorities, or from families who qualify for free and reduced lunch. It's no secret that some of the children Powerful Schools serves are not meeting the current academic requirements for graduation. There is a gap between current graduation requirements and the requirements for graduates to enter college, vocational school, or the workplace after high school graduation. The Core 24 vision cannot achieve the gap alone. Together with strengthening graduation requirements, we must improve family engagement, especially towards minorities and English language learners. We must ensure effective teaching that is culturally sensitive, secure authority to intervene in persistently low performing schools, and ensures accuracy of data. Mr. Maxie is encouraged by the work of the Board and the new possibilities that will open doors for Washington's children through a plan that eliminates the academic achievement gap and improves the lives of our children by preparing them for life after high school.

Study of Retention and Mobility of National Board Certified Teachers

Ms. Jeanne Harmon, Center for Strengthening the Teaching Profession

Ms. Terese Emry, Center for Strengthening the Teaching Profession

Dr. Marge Plecki, University of Washington

Dr. Anna Elfers, University of Washington

Washington State has one of the highest numbers of National Board Certified Teachers (NBCT) in the nation. The 2009 Legislature appropriated \$64.8 million to support National Board Certification. A revolving fund supports conditional loans for eligible certification candidates. Teachers who hold a certificate from the National Board for Professional Teaching Standards earn an annual salary enhancement of \$5,000. This stipend is included in a teacher's pension calculation and may be continued if an NBCT becomes a principal. NBCTs with fulltime teaching assignments earn up to an additional \$5,000 if they teach in challenging schools.

Because of the significant investment in these policies, the SBE and the Professional Educator Standards Board want to know the effectiveness of these two incentives in the distribution and mobility patterns of teachers who earn National Board Certification, based upon school characteristics. The Center for Strengthening the Teaching Profession (CSTP) was awarded the contract to do this work.

The purpose of the NBCT study is to collect and analyze data regarding the impact of the state's two incentives for attaining NBCT certification and working in challenging schools. There are two lines of inquiry: 1) baseline data analyses to compare NBCT and non-NBCT teacher characteristics, retention, and mobility patterns in the schools where they work; 2) survey research to examine the contribution of the NBCTs in schools and districts and effects of the incentives.

The presenters discussed the challenging schools and their location, as well as the impact of incentives on decision-making. CSTP will: 1) finalize the analyses of the survey data; 2) continue analyses for subsequent years of 2007/2008 through 2009/2010; 3) design a comparison group of non-NBCTs with similar characteristics. A final report will be available in June 2010.

Washington School Board Standards and the Washington Lighthouse Project

Mr. Phil Gore, Director, Leadership Development Services, Washington State School Directors Association (WSSDA)

The Washington State School Directors Association provides leadership, advocacy, and services to support public school directors' efforts to improve student learning.

The Standards Task Force, created in August 2008, was charged to research and propose a comprehensive set of voluntary customized standards for Washington school directors and boards. The Standards were adopted by the membership in November 2009. Mr. Gore discussed the role of a school board and the performance expectations of the boards. He referenced the Washington School Board Standards, Benchmarks of Success and Indicators for Evaluation and welcomed the Board to review the documents and provide feedback if they wish.

The Lighthouse Project is an eleven year study of the relationship between school board leadership and student learning. The Lighthouse Project asks the question "Do school boards matter." There is a belief that:

- In high achieving districts, boards viewed the school system critically and were constantly looking for opportunities to improve.
- The social and economic conditions for the homes and community were seen as challenges.
- In low achieving districts, boards accepted limitations in students and the system.
- Their focus was on managing the learning environment.

Mr. Gore discussed Phase I and II of the Project.

Exceptional Educator Awards

Ms. Mary Jean Ryan, Chair

Ms. Hilary Seidel, Teacher Awards Coordinator, OSPI

Mr. Aaron Wyatt, Communications Specialist

The Board members, along with OSPI, recognized the following educators for their outstanding work and each was asked to speak to the Board. Representative Dave Quall joined the Board for the awards and recognition.

Teacher of the Year

Jamie Yoos, Teacher, Bellingham High School, Bellingham School District

2009 Milken Educator

Kymberly Larson, Teacher, Shaw Middle School, Spokane School District

2008 Presidential Award for Excellence in Science Teaching

Georgia Boatman, Science, Regional Science Coordinator, Educational Service District 123, Pasco

2008 Presidential Award for Excellence in Math Teaching

Michele Brees, Teacher, Mathematics, Madrona Elementary School, Highline School District

Next Meeting

Elections will occur at the March meeting for Board Chair, Vice Chair, and two one-year liaison positions. Chair Ryan asked the members to notify Ms. Harding if they would like to lead the election process.

The meeting was adjourned at 1:00 p.m. by Chair Ryan.