

Washington State Board of Education
Regular Board Meeting
January 14-15, 2009

MINUTES

Members Attending: Chair Mary Jean Ryan, Co-Chair Warren Smith, Mr. Eric Liu, Dr. Steve Dal Porto, Dr. Bernal Baca, Dr. Kris Mayer, Ms. Lorilyn Roller, Mr. Jack Schuster, Dr. Sheila Fox, Mr. Bob Hughes, Mr. Jeff Vincent, Ms. Amy Bragdon, Mr. Steve Floyd, Ms. Phyllis Bunker Frank, Ms. Austianna Quick (15)

Members Absent: Mr. Randy Dorn (1)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Dr. Kathe Taylor, Ms. Ashley Harris, Mr. Brad Burnham, Mr. Aaron Wyatt, Ms. Colleen Warren (7)

The meeting was called to order at 9:13 a.m. by Chair Ryan

Ms. Harding introduced Mr. Aaron Wyatt as the new part time Communications Specialist. Chair Ryan introduced new Board member, Mr. Bob Hughes, and announced the election of the new Superintendent, Mr. Randy Dorn, who will be joining the Board.

Mr. Joe Kinnerk, Superintendent of the New Market Skills Center, welcomed the Board to the Center. Mr. Kinnerk stated that the Skills Center has committed itself to green energy jobs as an option for our kids as they move forward in their careers.

MOTION was made to approve the November 5-6, 2008 meeting minutes

MOTION was seconded

MOTION carried

MOTION was made to approve the December 10, 2008 special meeting minutes

MOTION was seconded

MOTION carried

Accountability Update: Resolution, 2009 Work Plan, and Additional Work on the Accountability Index

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Board Consultant

Resolution

The December 4, 2008 version of the Resolution was prepared after the discussion at the November meeting and the December 23 version was prepared after feedback from the members. Ms. Harding explained changes that were made from the December 4 version.

Discussion followed with suggestions made to amend some language. A transmittal letter to the Legislature will be prepared to clarify the details of the Resolution, which is scheduled for adoption on Thursday, January 15.

System Performance Accountability (SPA) Work Plan

Ms. Harding discussed the highlights of the SPA Work Plan and explained the objectives as follows:

- Approve the state Accountability Index draft by March 2009 and finalize by May 2009. Work with OSPI to request the U.S. Department of Education to substitute our state Accountability Index in place of the current Federal AYP system.
- Finalize the joint OSPI/SBE recognition program by July 2009 for the 2009-10 school year, using the new Accountability Index.
- Work with OSPI and stakeholders to refine continuous improvement model processes by July 2009, which include OSPI programs plus the Innovation Zone and Academic Watch.
- Develop further indicators for the SBE accountability system by July 2009.
- Develop proposed new rule on school improvement planning by November 2009.

Ms. Harding and Dr. Bylsma are meeting with district superintendents, at each of the nine ESD's, to present the Accountability Index and Board concepts on accountability. The first meeting is scheduled for Friday, January 16 in Vancouver.

The next System Performance Accountability work session is scheduled for February 17 at the PSESD in Renton, and will include:

- Refinements to the Accountability Index, including ELL issues.
- Discussion with OSPI on changes to NCLB.
- Discussion of recognition program.
- OSPI presentation on Summit District work.
- Discussion of OSPI programs to support continuous district and school improvement, including the Innovation Zone.

Future SPA work sessions are: April 21, June 16, and October 14 at the Puget Sound ESD in Renton.

Changes in the Accountability Index

Dr. Pete Bylsma, Board Consultant

The Legislature requires the Board to develop a statewide accountability system that will help improve academic performance among all students in the state. Part of that requirement is to adopt objective, systematic criteria to identify schools and districts for recognition and for receiving additional state support. To meet the requirement, the Board developed an Accountability Index to sort schools and districts into different tiers based on multiple measures.

Dr. Bylsma presented the list of changes to the Accountability Index as follows:

1. Changed the first indicator - achievement by all students - to be achievement by non-low income students.
2. Changed the scale from five points to seven points.
3. Changed from four initial tiers to five initial tiers and adjusted the tier ranges accordingly.
4. Changed the recognition criteria to align with the seven point rating scale.

5. Propose exempting ELL results in the first three years of enrollment or until intermediate English proficiency is achieved on the Washington Language Proficiency Test (WLPT).
6. Propose using other means for holding alternative schools accountable.
7. Propose giving schools and districts the option to exclude the improvement indicator when they are performing at very high achievement levels.
8. Propose counting the highest grade ten exam results through August of grade ten.

Additional work to be done includes:

- Determine how a school/district makes AYP.
- Review of details by national experts.
- Continue receiving input from stakeholders.
- Collaborate with OSPI.
- Identify ways to show “reciprocal” accountability.

Status of Basic Education Task Force Report and Update on Legislative Session Issues

Representative Ross Hunter

Ms. Mary Jean Ryan, Chair

Mr. Brad Burnham, Policy and Legislative Specialist

Representative Hunter joined the meeting to discuss the new basic education finance model to meet the needs of today’s students.

The problems connected to meeting the needs of students include:

1. The graduation rate is less than 75%.
2. Students are not college or work ready.
3. There is an achievement gap, with the highest being between children of means and children with no means.
4. There is a bizarre distribution of funds between districts.
5. Structural problems with teachers’ salaries exist.
6. Washington is 40th to 45th in per-pupil funding, nationally.
7. The results are commensurate with our demographics, but are not any better.

Changes in teaching effectiveness are the most leveraged investments we can make and include:

1. Competitive base compensation.
2. Compensation based on demonstrated competence in the classroom.
3. Extensive mentoring.
4. Professional development.
5. Focus on student learning in each school, with a building based bonus for achieving annual student learning goals.
6. Provide current teachers with the option to move to the new system.

The Basic Education Finance Task Force recommends a common student information system, accounting system, and diagnostic system. They suggest: phasing in over six years by educational feature, funding a significant portion of the growth by taking a larger share of the natural growth of the state budget and, in time, returning to 50% of the general fund for K-12 education.

Chair Ryan distributed a DRAFT letter to the Legislature to urge the legislators to adopt the key policy recommendations of the Basic Education Finance Task Force. Chair Ryan asked the

Board to review the letter for discussion during Thursday's business meeting and for possible approval from the members to distribute the letter.

Public Comment

Karen Davis, Washington Education Association (WEA)

The WEA appreciates the refinement going into the Accountability Index with good ideas coming out of the work. The WEA supports the work plan of the Board and looks forward to joining upcoming meetings; however, they are concerned about the funding needed for policies that are passed. It will be a problem if the funding is not there and the WEA is concerned about where the resources will come from if the funding is not available. The WEA understands the difficult financial times, but encouraged the Board to consider the funding, as well as the policy. The WEA expresses the importance of having one accountability system and feels it is critical that we work together to ensure that the Federal Government approve the new plan.

Teacher of the Year Recognition

Chair Ryan introduced Susan Johnson, 2008 Teacher of the Year. Ms. Johnson presented "Students at the Center: Nurturing the Democracy by Empowering Student Voices."

Revisions to the State Board of Education Bylaws

Mr. Warren Smith, Board Co-lead

Ms. Amy Bragdon, Board Co-lead

Mr. Brad Burnham, Policy and Legislative Specialist

A committee of two Board members and one staff member was selected to review the Board Bylaws. As a result, the committee presented the amended Bylaws for the Board's review. Changes were discussed and the draft will be updated for the business meeting on Thursday, January 15.

Public Comment

Martha Rice, Washington State School Directors' Association (WSSDA)

On November 22, 2008, the WSSDA board adopted a resolution outlining the association's position regarding accountability, acknowledging the WSSDA's continuing support for accountability in districts and for improved academic achievement for all the students in Washington State. The WSSDA recognizes that there continues to be insufficient details in the resolution; therefore, it is challenging to offer definitive support or comment on some of the concepts. The phrases used in the resolution leave a variety of options and approaches open, some of which would be acceptable to the association and some that would not be acceptable. Ms. Rice gave examples of phrases that are of concern for the WSSDA.

The current resolution states that the Board will report jointly to the local community with the local school board. The WSSDA believes there is a role for the Board in communicating about educational issues; however, they believe that role is at the state level and not for each local school district.

Local districts will have primary responsibility in implementing the new accountability provisions and in that role they will need the legal authority and resources to fulfill their responsibilities.

The current resolution states that the accountability framework become part of the basic education funding revisions and that the Legislature provide appropriate legal authority and resources to the Board and OSPI.

The WSSDA understands that the accountability system is a work in progress and that the Board will continue to seek input from stakeholders. The association applauds the Board's understanding of the need to continually engage in dialogue and specifically that the accountability system cannot proceed effectively without the input of locally elected school directors.

CORE 24 Implementation Task Force

Dr. Steve Dal Porto, Co-lead

Mr. Jack Schuster, Co-lead

Dr. Kathe Taylor, Policy Director

The request for applications, to be considered for the Task Force, was posted on the Web site for 30 days and outreach was done with WSSDA, AWSP, WEA, WASA, and ESD superintendents, as well as the SBE e-newsletter. The committee received 155 applications, which included twenty-three superintendents and 72 principals. The remaining applicants were school board members, teachers, CTE directors, counselors, and educators in other positions. A decision was made to choose 20 participants; however, names of those selected were not available for this meeting since confirmations of participation have not yet been received.

The first meeting of the Task Force is scheduled for March 2 and a second meeting is scheduled for April 13, both at the PSESD in Renton. Board members were encouraged to attend the Task Force meetings.

The Meaningful High School Diploma meeting is scheduled for February 19 at the PSESD in Renton, where discussion about essential skills will resume. Board members were encouraged to attend.

High School Transcript Study

Dr. Kathe Taylor, Policy Director

Dr. Duane Baker, BEREC Group, Inc.

Dr. Candace Gratama, BEREC Group, Inc.

The purpose of the transcript study was to:

- Assess how well high schools are preparing students to succeed in postsecondary education, the workplace, and citizenship.
- Provide the Board with information regarding student course-taking patterns in relation to districts' current graduation requirements by analyzing a sample of transcripts from high schools across Washington State.

The BEREC Group examined 14,875 transcripts from 2008 graduates. Transcripts were coded and analyzed to determine the percentage of students at each school meeting or exceeding minimum Higher Education Coordinating Board (HECB) college entrance requirements. The HECB requirements were used because they provide a standard, measureable metric of comparison in Washington. Since the transcript study was first conceptualized, the Board adopted the CORE 24 requirements. For this reason, additional coding was added to answer the new questions posed by the Board with respect to CORE 24 requirements.

When the course-taking patterns were examined in relation to the HECB and CORE 24 requirements, the results by subject area were as follows:

1. English
 - 86.4% meet CORE 24 requirements
 - 78.8% meet the minimum HECB requirements
 - 21.2% did not meet the minimum HECB requirements
2. Math
 - 88.5% meet CORE 24 requirements
 - 65.5% meet the minimum HECB requirements
 - 34.5% did not meet the minimum HECB requirements
3. Social Studies
 - 91.9% meet CORE 24 requirements
 - 90.2% meet the minimum HECB requirements
 - 9.8% did not meet the minimum HECB requirements
4. Science
 - 54.6% meet CORE 24 requirements
 - 87.6% meet the minimum HECB requirements
 - 12.4% did not meet the minimum HECB requirements
5. World Language
 - 69.5% meet CORE 24 requirements and the minimum HECB requirements
 - 30.5% did not meet the minimum HECB requirements
6. Fine Arts
 - 39.7% meet CORE 24 requirements
 - 91.2% meet the minimum HECB requirements
 - 8.8% did not meet the minimum HECB requirements

The failure rate includes: 47.3% students failing credits throughout high school and 21.0% failing two or more credits. Additional analyses, drawn from a stratified random sample of the 14,875 transcripts, indicated that the most commonly failed classes are in the core subject areas as follows:

- 36.5% failed math
- 26.4% failed English
- 25.5% failed Social Studies
- 22.4% failed science
- 10.6% failed foreign language
- 7.0% failed fine arts

Ms. Harding clarified that the Board only decides on math content and that the remaining subjects' content is decided in the district. Dr. Baker and Dr. Gratama will work with Dr. Taylor to finalize the report, as a result of feedback from the members in today's meeting.

Update on English Language Learners (ELL) in Washington State

Ms. Edie Harding, Executive Director

Dr. Howard DeLeeuw, Program Administrator, Migrant & Bilingual Education Programs, OSPI

Ms. Liz Flynn, Pasco School District

The Superintendent of Public Instruction commissioned an external evaluation of the Washington State Bilingual Program with the Northwest Regional Education Lab. The three policy questions the study answered are:

1. Is there a clear vision for how ELL learners should be instructed?
2. Do the districts have adequate state funding for ELL students?
3. Is there an accountability system to ensure ongoing improvement?

The process included interviews with 17 district superintendents, 20 district ELL coordinators, 32 principals, 24 ELL specialists, and 28 mainstream teachers. School districts were chosen through a selection process, sampling 20 high-density ELL districts and 20 other districts. A large number of districts and schools declined to participate; however, 24 schools from 33 districts participated with 14 schools and 13 districts having high-density ELL.

Findings include:

1. Different interpretations of the state transitional bilingual law have been articulated by different program directors. Some of these interpretations have been difficult for some districts to implement, which has created tremendous frustration and confusion.
2. There is confusion about the role of the state Bilingual Program in administering and supporting the broader system. The role and purpose of the Bilingual program is not well defined. The Program office's role and responsibilities need to be clarified and then broadly communicated.

The recommendation is to clearly articulate the vision of ELL education, supported by the Bilingual program and to communicate this to a wide range of stakeholders.

Next steps for the vision include:

- Ms. Flynn will lead the Bilingual Program Improvement at the state level.
- Draft a vision for the state, with clearly defined roles for the state office and for districts and schools.
- The timeline is the end of March 2009.
- Share information, via K20 and state professional conferences .

While all the implementation mechanisms may require some strengthening, two stand out as in need of urgent attention:

1. Current funding levels make it difficult for many districts to hire sufficient certified staff.
2. In many instances, school staff members do not have adequate preparation to deliver the program model adopted by their school.

OSPI has proposed a significant increase in state bilingual funding as part of the Basic Education Finance Task Force, which would more than double the current state funding. The proposal would keep the funding categorical, to ensure it goes to the students who need it.

The next steps for funding include:

- Provide districts with clearer guidelines on how the Transitional Bilingual Instructional Program (TBIP) and Title III monies can be spent and incorporate additional guidance as the Bilingual Guidelines are updated
- Develop a strategic plan to increase state-level professional development and networking among districts of similar size and demographics to provide for high-quality programs.
- The timeline is the end of June 2009

To continue ongoing improvement and accountability, Washington State invests tens of millions of dollars to fund instructional programs for ELLs. Schools and districts should be accountable

for implementing the program model(s) they selected and ensuring those models produce good outcomes for student learning. Meaningful data should be available to help educators and policymakers identify success and problems to plan future changes.

Next steps for evaluation include:

- Create a comprehensive plan for ongoing evaluation for districts.
- Build in more evaluative components into iGrants.
- Tailor legislative report data to be more evaluative of programs to pinpoint successes and challenges throughout the state.
- The timeline is the end of June 2009.

The meeting was adjourned at 5:00 p.m. by Chair Ryan

Thursday, January 15, 2009

Members Attending: Chair Mary Jean Ryan, Co-Chair Warren Smith, Dr. Steve Dal Porto, Dr. Bernal Baca, Dr. Kris Mayer, Mr. Jack Schuster, Dr. Sheila Fox, Mr. Bob Hughes, Mr. Jeff Vincent, Ms. Amy Bragdon, Mr. Steve Floyd, Ms. Phyllis Bunker Frank, Ms. Austianna Quick, Mr. Randy Dorn (14)

Members Absent: Mr. Eric Liu, Ms. Lorilyn Roller (2)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Dr. Kathe Taylor, Ms. Ashley Harris, Mr. Brad Burnham, Mr. Aaron Wyatt, Ms. Colleen Warren (7)

The meeting was called to order at 9:04 a.m. by Chair Ryan

High School Mathematics Curriculum Review and Draft Recommendations

Ms. Greta Bornemann, Mathematics Director, OSPI

Ms. Jessica Vavrus, Operations and Program Administrator, OSPI

Ms. Porsche Everson, Consultant, OSPI

At the November 2008 meeting, the Board requested OSPI to come back to the January 2009 meeting to discuss the OSPI review for the supplemental curriculum, actions OSPI plans to take to help districts with unaligned curriculum, and the results of the Request for Information for an online curriculum that would be free to school districts. Ms. Everson, Ms. Bornemann, and Ms. Vavrus joined today's meeting for this purpose.

OSPI has completed the 2008 High School Mathematics Core Comprehensive Materials Review and Recommendations Report. Ms. Linda Plattner, consultant to the Board, will review the report and discussion will continue at the March meeting.

Ms. Everson presented the high school core/comprehensive instructional materials review, supplemental materials review update, curriculum usage and adoption survey, and online mathematics curriculum.

OSPI met with the SBE Math Panel and received the following feedback:

- Compare overall publisher bundles wherever possible.
- Make dashboards easier to read.
- Include information about instructional method, if known.

- Emphasize depth of field in traditional programs.
- Improve language about grade dips; treating data as individual courses or as a whole series.
- Make minor adjustments to language to improve clarity.
- Expressed concern over integrated standards alignment findings, especially in regard to end of course tests, and the need for supplementation, and asked if OSPI could reorder the standards.

Supplemental Mathematics Curricular Materials for K-12

Dr. Alan Burke, Deputy Superintendent for K-12 Education, OSPI

The initial recommendations for the supplemental curricular materials were Holt Mathematics, Discovering, and Core Plus Math. Dr. Burke explained the composite score and overall ranking. The observations are as follows:

1. Depth of field in traditional programs.
2. Recommendations provide a variety of instructional approaches.
3. Concern about integrated standards:
 - Almost 40% of students use integrated products.
 - High variability among programs regarding where standards are met.
 - End of course assessment very difficult to implement.
 - Provision and sequencing of supplemental materials may require more intense effort.

The next steps include:

- Work with stakeholders to develop effective visual analysis tools.
- Prepare a draft report by late January or early February.
- Present results to districts and other stakeholders.

Survey on Districts' Current Curricular Usage

Ms. Greta Bornemann, Mathematics Director, OSPI

OSPI conducted a survey on data collection in fall 2008. The data was collected for elementary, middle, and high school and represents the best picture of the landscape of mathematics curriculum usage ever obtained by the state.

In the elementary level, data was reported on 290 districts. Washington State's student usage included:

- 34% using Everyday Math.
- 32% using Investigations.
- 9% using Growing with Mathematics.

Former Superintendent Terry Bergeson's final recommendations were: Math Connects, Bridges in Mathematics, and Math Expressions.

In the middle school level, data was reported on 267 districts. Washington State's usage included:

- 65% using Connected Math Project.
- 6% using Math Thematics.

Former Superintendent, Terry Bergeson's final recommendations were: Holt Mathematics, Math Connects, and Prentice Hall Mathematics.

At the high school level, data was reported on 189 out of 246 districts that have at least one high school. Washington State's student usage included:

- 56% using a traditional series.
- 36% using curriculum with an integrated approach.

The high usage was Core Plus Mathematics with 16% usage.

All districts were invited to complete an online survey regarding adoption and purchasing practices. Curriculum leaders, superintendents, and principals from 141 school districts responded to the survey, which represents 67% of the statewide student population.

As per 2SHB 2598, Section 1, OSPI and the SBE are required to seek information from private vendors and/or nonprofit organizations to adapt existing mathematics curricula to align with the state's K-12 mathematics standards and be made available online at no cost to school districts.

The next steps include:

1. Support districts with supplemental materials:
 - Share results of supplemental review by early February.
 - "Birds of a feather" like user groups.
 - Provide additional information to the SBE at the March meeting.
2. Determine improvements on future reviews, such as science, mathematics, etc. for the March Board meeting.

Professional Educator Standards Board (PESB) Report on Math and Science Teacher Supply

Ms. Jennifer Wallace, Executive Director, PESB

Mr. Joe Koski, Research and Policy Analyst, PESB

The legislative charge for ensuring an adequate supply of well-qualified math and science teachers includes:

- Quantify, based on district report, current and projected supply and demand.
- Recommend how to meet demand.
- Conduct a Washington State Institute of Public Policy (WSIPP) study of differential pay programs in other states.

The January 2008 survey of districts projected 450 math teachers are needed based on graduation requirements. The demand exists; however, the extent of it is highly unclear. Better data systems as well as better district capacity and ability to anticipate workforce is needed.

Supply and demand in Washington State includes:

1. Three types of shortages:
 - Recruitment and retention
 - Training
 - Distribution
2. Not just a matter of increased production.
3. Urban and rural needs are different.
4. One size does not fit all – there is no silver bullet.
5. Systemic approach – not hodge-podge of projects.

To meet the demand, the Task Force reviewed current programs, data, research, best practices, and identified strategies in Washington. The Task Force's focus included: who's in the

pool and system support. The final report is available on the Professional Educator Standards Board Web site.

Commission Reports on Achievement Gap

Academic Success for All African American Students

Ms. Trish Millines Dziko, Co-Chair, HB 2722 Advisory Committee

Ms. Mona Humphries Bailey, Co-Chair, HB 2722 Advisory Committee

HB 2722 was sponsored by Rep. Pettigrew and was approved on April 1, 2008. The Bill:

- Addresses the needs of African American students.
- Authorizes the development of a plan to eliminate the achievement gap.
- Specifies that families, schools, and community should be key partners to develop the achievement gap plan.

The Bill authorized a strategic plan that contains goals to promote change; recommended state policies with funding needs, strategies for districts, schools, and communities to consider; and benchmarks to monitor progress over time.

Over 30% of African American students in Washington State are not graduating on time and 23.6% of African American students are dropping out of school between grades nine and ten. Although African American students are 6% of Washington's student population, only 2% are in gifted programs and nearly 17% are in special education. Performance on the WASL has improved; however, there are still gaps.

By 2014, 77% of jobs paying a livable family wage will require education beyond high school. Today's high school graduates may not be prepared for post-secondary opportunities.

The following recommendations were presented to the members:

1. Include specific language in the Basic Education Act that spells out requirements for excellent and equitable education for all students.
2. Expand the definition of Basic Education, to include early learning for three to five year old students at risk of not meeting learning standards.
3. Revise the State Board of Education's School Improvement Plan to require districts and schools to close achievement gaps.
4. Establish a statewide oversight committee to monitor progress through the CISL at OSPI.
5. Direct the Higher Education Coordinating Board, Office of Superintendent of Public Instruction, State Board of Education, and the Workforce Training Board to find ways to increase college access and technical career opportunities.
6. Establish collaborations between higher education and school districts to provide training to meet the needs of African American students.

Addressing the Educational Achievement of Native Americans in Washington State

Dr. Michael Pavel, Associate Professor of High Education, Washington State University

Indian education dates back to a time when all children were identified as gifted and talented. Each child had a skill and ability that would contribute to the health and vitality of the community. Everyone in the community helped to identify and cultivate these skills and abilities. The elders were entrusted to oversee this sacred act of knowledge being shared. That is the vision for Indian education today.

The purpose of the study was to conduct a detailed analysis of factors contributing to an educational achievement gap for Native American students. One of the primary foci was to analyze the progress in developing effective government-to-government relations between tribes and school districts and identification and adoption of curriculum regarding tribal history, culture, and government as provided under RCW 28A.345.070. The outcome is a comprehensive plan for promoting educational success and closing the achievement gap. These foci were addressed with recognition that there is an ongoing effort in the State of Washington to value place-based knowledge, revitalize First People's languages, and integrate culturally responsive pedagogy. The intent of the study; therefore, was to ensure that we close the achievement gap and maintain Native American cultural integrity while promoting indigenous knowledge, language, values, and practice.

Understanding Opportunities to Learn for Latino Students in Washington

Dr. Frances E. Contreras, Principal Investigator, University of Washington

Latinos represent approximately 14% of the K-12 population, yet only 4.2% of those students are enrolled in a Washington four-year public university. Only 56.5% of Latinos graduated from high school in 2006. Latino students constitute approximately 20% of today's kindergarten population in Washington State.

Research was conducted to determine:

- If Latino students possess the same opportunities to learn as their peers in urban, suburban, and rural contexts.
- The perceptions of parents and students with respect to their experience in school and with school staff.
- What the viable policy recommendations are for raising academic achievement in Washington.

Findings and Recommendations

1. Latino student achievement on the WASL is consistently low in all areas, particularly math. The policy recommendations are to increase access to curricular resources; access to materials and personnel, to support academic achievement; and remove the use of the WASL as an exit exam for high school graduation.
2. A comprehensive data and evaluation system that monitors annual student achievement and progress longitudinally is not readily available. The policy recommendations are to conduct an audit of school districts with Latino school populations of 25% or higher, or with more than 1,000 Latino students; and develop a statewide comprehensive evaluation framework.
3. Cohort graduation rates among Latino students were approximately 56% in 2006. The policy recommendations are to establish tangible goals to significantly reduce the Latino dropout rate by 2014. Courses taken and credits earned at the time of dropout need to be reported and factored into the calculation of dropouts.
4. There is a shortage of bilingual and bicultural teachers in the state, despite rapid demographic growth in the ELL student population. The policy recommendations are to increase teacher diversity by calling for teacher training programs and colleges of education in the state to develop an infrastructure for a 'grow your own' program; to require all future

teachers in Washington State to develop competencies related to meeting the needs of ELL students; and to require current teachers to participate in cultural competence training.

5. There is a disconcerting lack of clarity around models used for ELL instruction and variation in the use of paraprofessionals. The policy recommendations are as follows: require initial licensure to include training on meeting the needs of ELL students, not allow paraprofessionals to substitute for teachers in Washington classrooms, and invest in paraprofessionals to earn their degrees and become certified teachers.
6. Latino parents experience a considerable level of isolation with schools, in part, due to a language barrier, but also due to an environment in the schools where parents feel unwelcome. The policy recommendations are that the state should require: 1) correspondence be sent home translated in English and Spanish; 2) translators to be offered for parents who do not speak English; 3) greater efforts to verbally communicate with parents over the phone and in person; and 4) school districts to utilize a common, state-developed, instrument for principals and parents to determine their effectiveness in communicating with parents whose first language is not English.
7. A seamless continuum to college does not exist for Latino students. Information about college and financial aid for students is lacking. The policy recommendations are to: promote early knowledge about college for Latino students and their parents by hosting parent workshops; start education about HB 1079 prior to high school; audit the implementation of HB 1079 in higher education systems; and allow students who qualify as 1079 students to compete for state-funded financial aid grants.

Public Comment

Ms. Martha Rice, Washington State School Directors' Association (WSSDA)

Ms. Rice expressed her concern about the language found in the draft letter to legislators that supports the work of the Basic Education Finance Task Force without recognizing the work of the Full Funding Coalition.

Business Items

Approval of Accountability Resolution

MOTION was made to adopt the Accountability Resolution, dated December 23, 2008, for submittal to the 2009 Legislature.

MOTION to amend the language on paragraph one to read "*Whereas, the State Board of Education believes that all students deserve an excellent and equitable education.....*"

MOTION was made to approve amended language

AMENDED MOTION seconded

AMENDED MOTION carried

Approval of Bylaws

MOTION to amend the Board's bylaws as provided in the draft included with the January meeting materials, subject to the following changes:

The changes to the Bylaws include member responsibilities, the Executive Committee and officers, the Executive Director's job description creation, and process for evaluation of the Executive Director.

The changes are as follows:

1. Article III Membership and Responsibilities
 - The detailed information concerning Board membership is a duplicate of current statute, so it has been removed and replaced with information about Board responsibilities.
2. Article IV Officers
 - The Immediate Past Chair position has been modified to a one-year term in order to provide continuity of direction for one year of a new Chair's two-year term.
 - The automatic inclusion of the Superintendent of Public Instruction (SPI) as an officer and member of the Executive Committee has been changed. The change allows SPI to be an equal member of the Board with the possibility of being elected to an officer position.
 - One more member at-large was added making a total of two members at-large on the Executive Committee.
3. Article V Meetings
 - The current practice of both the Chair and the Executive Director making final decisions of items to be included in a Board meeting agenda has been incorporated in the Bylaws.
 - The number of members necessary to request a roll call vote was changed from a majority to one quarter.
 - A section describing a consent agenda and its use was added.
4. Article VI Executive Committee
 - The Executive Committee's responsibilities were modified by removing personnel issues.
 - The automatic inclusion of the Superintendent of Public Instruction (SPI) as an officer and member of the Executive Committee has been changed. The change allows SPI to be an equal member of the Board with the possibility of being elected to an officer position.
5. Article VIII Executive Director
 - The method for creating or modifying the Executive Director's job description and evaluation procedure has been modified. The change will allow more inclusion of the full Board.

MOTION seconded

MOTION carried

Approval of Districts Meeting Basic Education Compliance

MOTION was made to certify the school districts identified on the list provided to the Board as being in compliance with the basic education allocation entitlement requirements.

MOTION seconded

MOTION carried

Approval of Application for Waiver from Credit-Based High School Graduation Requirements

MOTION was made to approve the Granger School District's request for a five-day waiver from the 180 day minimum school year requirement for three years, effective as of the 2009-2010 through 2011-2012 school year, for the purpose of professional development.

MOTION seconded

MOTION carried

MOTION was made to approve the South Bend School District's request for a three-day waiver from the 180 day minimum school year requirements for three years, effective as of 2009-2010 through the 2011-2012 school year, for the purpose of professional development.

MOTION seconded

MOTION carried

Approval of Letter to the Legislators

MOTION was made to approve the letter to the Legislators, in support of the recommendations of the Joint Basic Education Finance Task Force and direct the Chair to move forward with distribution.

MOTION seconded with amended language

MOTION carried

Building Bridges Report on Dropouts

Ms. Annie Blackledge, Building Bridges Supervisor, OSPI
Dr. Sheila Fox, Board Member

In the 2006-07, 20,122 Washington students dropped out of school. To address the problem, the Legislature (under SHB1573) directed the Building Bridges Workgroup to make recommendations to reduce our state's dropout rate. The Building Bridges Workgroup urges bold and comprehensive action at the state and local level to solve the problem. The Workgroup has proposed actions in three primary areas to change the systems that provide support for struggling students and dropouts:

1. The state must create a clear vision and goals to address the dropout issue and track progress toward achieving them. State policymakers must direct state agencies to work

with each other and with schools, families, and communities to achieve those goals so that we have a coordinated system of cross-agency support at the state and local level.

2. School districts need resources and systems to plan and develop comprehensive, culturally relevant dropout prevention and intervention programs and activities, and to improve their capacity to work effectively with families and the local community to help all students graduate.
3. We must create a dropout retrieval system, which provides a meaningful career pathway option for students who have dropped out and are not likely to return to the K-12 school system. We cannot afford to give up on the many thousands of youth who have already dropped out or are so credit deficient that completion of a diploma before age 21 is highly unlikely. They need specialized and adequately funded education programs that are an integral part of Washington State's basic education system.

Approximately 21% of Washington students drop out of school each year. Ethnically, the dropout rate shows:

- 18.6% = Caucasian
- 39.9% = Native American
- 29.5% = Hispanic
- 23.6% = African American
- 18.3% = Asian (including Pacific Islander)
- 21.0% = All

Risk factors for the dropout rate include:

- Poor attendance and academic performance, repeating one or more grades, and truancy
- Social and health related issues
- Significant number of family moves
- High numbers of detentions and suspensions
- Conflict or lack of involvement between home and school culture
- Mental health, as well as drug and alcohol issues
- Lack of clarity for classroom goals, curriculum relevance, and personalized education

As a result of the research, students indicated the following reasons for the dropout rate:

Non-academic

- Boredom
- Low expectations of adults
- Assuming adult responsibilities
- Missed too much school to catch up

Academic

- Unprepared for high school
- Repeating a grade

Grants have been awarded to partnerships of schools, families, and communities to build a comprehensive dropout prevention, intervention, and retrieval system that identifies students at risk of dropping out of school, provides timely interventions and support, and re-engages students who have already dropped out. The grant period is January 2008-June 2009 with 15 grantees serving 36 school districts.

Due to the need to adjourn the meeting on time to accommodate Board members traveling to Eastern Washington, Dr. Fox was asked to continue her presentation at the March Board meeting.

The meeting was adjourned at 3:30 p.m. by Chair Ryan