



Washington State
Board of Education



Working to Raise Student Achievement Dramatically

November 1-2, 2007 Meeting Highlights

November 5, 2007

On November 1-2, the State Board of Education met at Highline Community College to discuss updates on several initiatives, including revisions to the state's math standards and requiring a third credit of math for high school graduation. The Board also heard updates on the Board's: Public Outreach effort, System Performance Accountability work, Meaningful High School Diploma work, End of Course Assessment contract, Tribal Memorandum of Agreement, Science Standards Review, Navigation 101, Collection of Evidence update, Opportunity to Learn possibilities, and the Higher Education Coordinating Board's Master Plan.

Board Actions

The Board adopted cut scores, proposed by OSPI for the SAT on reading (score of 350) and writing (score of 380) and the ACT on reading (score of 13). These tests can be used as alternatives to meet standards for students who took the Washington Assessment of Student Learning, but did not pass. The Board is waiting for the SAT/ACT concordance table to establish the ACT writing score.

The Board adopted the charters for the work on System Performance Accountability and Meaningful High School Diploma as well as an overall work plan and budget for 2007-08 year. The Board has an expectation that its work in these areas over the next seven months will result in proposals that the Board will adopt at its July 2008 Board meeting in preparation for the 2009 legislative session. The work will include extensive public outreach, work sessions, case studies, a transcript study, and a symposium.

The Board approved four private schools for the 2007-08 academic year.

The Board approved the extension of its Memorandum of Agreement with the Tribal Leader Congress of Education to December 1, 2008. The Board concluded that it cannot make a decision about whether or not to include tribal history, culture, and government as a graduation requirement by December 1, 2007. The Board wants to consider this issue as part of its overall review of all graduation requirements. Social studies requirements have not yet been examined.

Public Outreach

The Board has begun its outreach to the public across the state on a diploma for the 21st century. The meeting schedule can be found at: www.sbe.wa.gov.

The Board is asking the following questions, which will be used to inform the work sessions the Board conducts over the next seven months.

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 to earn a diploma (with consideration for special education students)?
3. Should high school graduation requirements prepare all students to:
 - a. Take non-remedial coursework at a community or technical college?
 - b. Enter a four year college or university?
4. What changes would you recommend to the state minimum high school graduation requirements (high school and beyond plan, culminating project, and state credits)? And Why?

Those who cannot attend the outreach meetings, are encouraged to complete the feedback survey online at www.sbe.wa.gov.

Mathematics Update

Ms. Vavrus and Dr. Bright, from the Office of the Superintendent of Public Instruction (OSPI) and Dr. Seeley, from the Dana Center updated the Board on the math standards revision process. OSPI has hired the Dana Center to conduct the rewrite process. They have three teams working on the standards: the Standards Revision Team, Articulation Team, and an Editorial Team. OSPI has a link to the Dana Center with details of the work at: <http://www.utdanacenter.org/wamathrevision/>.

A draft of the new math standards will be ready by December 4, 2007. A final rewrite will be due to the legislature January 31, 2008. The Board's Math Panel will meet with Strategic Teaching to review the first draft on December 13, 2007.

Ms. Edie Harding gave an overview of the legislative requirement for the Board: "...the State Board of Education shall revise the high school graduation requirements under RCW 28A.230.090 to include a minimum of three credits of mathematics, one of which may be career and technical course equivalent in mathematics, and prescribe the mathematics content in the three required credits." ¹ The Board is supposed to take this action by December 1, 2007.

¹ 2SHB 1906 from the 2007 Legislative Session

Strategic Teaching was asked to look at the career and technical education equivalent as well as the math content of the three credits. Ms. Harding pointed out that OSPI will not be done with its standards rewrite until January 31, 2008; therefore it is awkward for the Board to adopt a third credit of math until it sees the final standards. She recommended that the Board contact legislators to see if the deadline could be extended to the March 2008 Board meeting. Board members agreed that it made sense to pursue a revised timeline.

Ms. Linda Plattner of Strategic Teaching reviewed her work to define content in Algebra I and II and Geometry as well as integrated math I, II, and III. She then shared her work on reviewing the math needed for workforce and college requirements. Ms. Plattner found that while there are no minimum math requirements to enter the workforce directly from high school, more math generally equates with more opportunities for success in postsecondary education and family wage jobs. Two high school math classes and a Career Technical and Education course will prepare students from some apprenticeships and some community and technical college programs. However, students cannot take credit bearing math classes at a community and technical college or a four year college or university unless they have taken at least Algebra II and successfully passed the math placement test.

Adequate Yearly Progress under No Child Left Behind

Ms. Gayle Pauley, from OSPI presented on No Child Left Behind's (NCLB) accountability system updates. She reported that for 2007, the Adequate Yearly Progress (AYP) calculations included for the first time the performance of students in grades 3, 5, 6, and 8, in addition to grades 4, 7, and 10. The inclusion of more grades in 2007 meant that more subgroups of students had a large enough N-size to be included in the AYP determination. This resulted in many more schools not making AYP in 2007 compared to 2006. Ms Pauley also reminded the Board that the AYP goals for all grade bands will take a jump next year; this may result in even more schools not making AYP. Currently it is estimated that over 700 schools (out of 2100 schools statewide) did not made AYP for 2007.

Teacher Retention and Mobility

Dr. Ana Elfers and Dr. Marge Plecki, from the University of Washington presented findings from their study of trends in teacher retention and mobility. The study focused on middle and high schools in six districts: Highline, Pasco, Seattle, Spokane, Tacoma, and Yakima. These districts are not to be considered representative of districts in the state, but have a high number of students of color and low income students.

The study investigated the relationship between student characteristics and teacher retention and found the following relationships were most pronounced at the middle school level: lower teacher retention rates were related to higher poverty rates, lower percent of white students, and lower WASL reading and mathematics performance.

For additional information and Board meeting materials go to: www.sbe.wa.gov or call the Board office at: 360-725-6025.