

Washington State Board of Education
Regular Meeting
Whatcom Community College
Bellingham, Washington

MINUTES

Wednesday, May 14, 2008

Members Present: Chair Mary Jean Ryan, Dr. Steve Dal Porto, Mr. Steve Floyd,
Ms. Linda Lamb, Dr. Sheila Fox, Mr. Jack Schuster, Dr. Kris Mayer, Dr.
Terry Bergeson, Ms. Phyllis Frank, Ms. Lorilyn Roller, Ms. Austianna
Quick, Mr. Zachary Kinman,
Mr. Eric Liu, Dr. Bernal Baca

Members Absent: Mr. Warren Smith (excused), Mr. Jeff Vincent (excused),
Ms. Amy Bragdon (excused)

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

The meeting was called to order at 9:05 a.m. by Chair Ryan.

Dr. Kathi Hiyane-Brown, President of Whatcom Community College, welcomed the Board and audience to the College.

Ms. Quick was introduced as the new student Board member, replacing Mr. Kinman. Ms. Quick comes from Oroville High School and expressed her interest in serving on the Board.

Chair Ryan reviewed the Agenda with Members.

MOTION was made to approve the March 2008 Board Minutes.

MOTION seconded.

MOTION carried.

MOTION was made to approve the April 18, 2008 Special Board Meeting Minutes.

MOTION seconded.

MOTION carried.

MOTION was made to approve the April 28, 2008 Special Board Meeting Minutes.

MOTION seconded.

MOTION carried.

Meaningful High School Diploma: High School Graduation Requirement Options: Culminating Project, High School and Beyond Plan, and Credit Framework

Mr. Eric Liu, Board Lead
Dr. Kathe Taylor, Policy Director

CORE 24 is the new set of draft credit requirements for high school graduation being considered by the Board. It will require students to develop a plan for their future and choose classes to help them achieve their goals, whether they live in Forks, Seattle, or Warden. A strong high school preparation has to be a line in the sand for all high school students' needs. There are significant implementation issues that will need to be tackled. CORE 24 will provide students with a strong academic foundation, with flexibility that will prepare them for whatever path they choose, whether it's the workforce, an apprenticeship in the trades, or a community or four-year college. Sample schedules for CORE 24 were provided in the Board packet.

The Core 24 graduation credit framework was presented at the March 2008 Board meeting. Members discussed refinements to the proposal; including suggestions for how to graphically represent key concepts associated with the framework, at the April 22 work session. The suggestions included:

- CORE 24 as the set of requirements in which all students would be enrolled automatically, unless they selected the technical/career or four-year college options.
- Differences between the CORE 24 "default" focus of study and the other two emphases.

Public Outreach sessions are scheduled statewide for the first week in June to give the community an opportunity to talk about their concerns. A survey will be available on the State Board of Education Web site, which will give the community another venue to give feedback. Members commented on middle school options to meet requirements and skills content versus course credit requirements. The plan would be phased in and tied to increased funding resource issues.

Culminating Project and High School and Beyond Plan

The April 22 work session included discussion about the Culminating Project and High School and Beyond Plan graduation requirements. Highline, Kent, and North Thurston School Districts were represented at the meeting and presenters from the districts gave an overview of the approach the districts are taking. They provided feedback about the benefits and challenges to implementation of the Culminating Project and High School and Beyond Plan.

Policy questions to consider are:

- What is the relationship between the High School and Beyond Plan and the Culminating Project?
- How can the High School and Beyond Plan and Culminating Project be made more meaningful and be used to make the high school experience more intentional?
- When should the High School and Beyond Plan process begin?
- What key elements of a Culminating Project meet the intent of the Board's requirement?
- What are the pros and cons of assigning credit to the requirements?

Responses and recommendations from 145 of the 246 districts, with high schools, were provided in the Board packet for the members to review. Many districts require project proposals or letters of intent and a few require students to complete a college application, participate in a senior exit interview, or attend a college/career fair. Districts reporting tended to elaborate more on the Culminating Project rather than the High School and Beyond Plan, saying that the information provided indicated considerable variation across districts. The Board posed a question, via email, to the superintendents of districts, asking "From your perspective, on the ground level, what, if anything, would you want the Board to do about the project and plan requirements (e.g., leave as is, provide more specific guidance, attach credit to them, etc.)?" The responses were categorized as follows:

- Leave as is.
- Attach credit.
- Don't attach credit.
- Eliminate the requirements.
- Fund requirements.

The Board was asked to give direction for next steps for the Meaningful High School Diploma work and approve a work session on June 5. An implementation date has not been decided; however, the timetable indicates that an approval of graduation requirements is scheduled for the July Board meeting in Vancouver.

Public Comment

Sandra Sheldon, Warden School District`

There is concern among superintendents that the Culminating Project and High School and Beyond Plan are already in place in most school districts. There are a large number of students who are bilingual or English as Second Language (ESL), and/or children of migrant workers. There is also a high poverty rate in the Warden School District. The District believes all kids need to go on to post-secondary education, including the military, and Ms. Sheldon presented a handout reflecting the courses that are currently in place in the District. Students in 8th grade are already working on their career path. Kids are assessed twice a year and the District uses flexibility in helping them get what they need to move forward. The District currently requires 26 credits, but is concerned that CORE 24 will limit the flexibility for students to access the courses with skills they need. Ms. Sheldon asked the Board to reconsider removing the flexibility from the Warden School District and encouraged them to visit school districts such as Warden, Davenport, and others who might have a different perspective. In Chelan, people across the board were saying, "please don't do this, we can't take anymore." One more piece of straw will break the camel's back. How do we support the kids who don't have support at home or have to work full time and still go to school so they can help their families survive? The District wants to be involved; however, they need to be there for their kids.

Rodney Luke, Auburn School District

The District appreciates the Board's work on the CORE 24; however, Mr. Luke asked the Board to consider funding beyond just a six period day and also include other needs for basic education, as well as the additional staff and facilities that will be needed to address all the needs of the students. He asked how the cost of living allowance for employees, as well as funding the implementation of CORE 24 would be managed. He encouraged the Board to consider the smaller school districts and the impact of additional graduation requirements and funding for their programs and potential dropouts.

Bonnie Kayla, Washington State Parent Teacher Association (PTA)

The Washington State PTA annual state convention convened two weeks ago, where the member delegates voted to unanimously support a resolution which explains their position on the third math credit. The PTA supports the elements of the draft rule as follows:

- Recommends to the Board that the third math credit shall be required for high school graduation.
- Resolves that the third math credit be aligned with Algebra II level concepts and skills.
- Resolves that equivalent career and technical education mathematics courses also satisfy the third math credit requirement.
- Resolves that students have the opportunity to substitute another high school math course for Algebra II, when that choice aligns with their High School and Beyond Plan.

The PTA fully appreciates the funding and implementation challenges that this will pose to both the state and local school districts. They want to work with the Board to advocate for appropriate levels of state funding to ensure successful implementation and believe that this will benefit all the children in Washington State.

Jim Kowalkowski, Rural Education Center and Davenport School District

Mr. Kowalkowski understands the pressure the Board is feeling to complete tasks; however, he asked the Members to imagine the pressure that the Basic Education Finance Task Force is under to re-define basic education funding. The small and rural schools are concerned about the potential impacts and unintended consequences that may occur if the CORE 24 high school graduation requirements are adopted without proper support and resources. He reminded the Members that the majority of school districts in Washington State are small districts. Mr. Kowalkowski addressed some of the concerns of the small districts as follows:

- Basic education in Washington State is currently under funded.
- There is currently a documented shortage of qualified math and science teachers in the state.
- Is it possible to cross credit CTE courses that have significant science background so they count for high school science credit?
- Under CORE 24, will a high school student be able to take four years of band, four years of music, and/or four years of drama?
- What will happen to students who need additional assistance in math?
- Students take elective classes to explore career possibilities in CTE courses. Will CORE 24 eliminate or reduce these opportunities?
- What impact will CORE 24 have on our alternative programs and schools?
- There will be less opportunity for students to repeat a course or take advantage of opportunities such as work-based learning if districts offer a six period day.
- Start with 5th grade to prepare for middle school courses they need.

Mr. Kowalkowski asked the Board to consider a CORE 24 pilot in a small sample of districts representing very small high schools to large comprehensive high schools and complete an in-depth analysis of the pilot. He asked that the Board contact each superintendent and high school principal as was done when the Culminating Project and the High School and Beyond Plan were adopted.

Dave Rudy, Washington State CTE Directors Association

The Association supports arts and world language for students and the CTE equivalencies. Many high schools have adopted Navigation 101, which is a phenomenal program and fits in with the High School and Beyond Plan. Mr. Rudy encouraged the Board not to limit students with CTE classes. He is concerned that if clear language and guidelines are not provided, districts cannot be consistent. Additional options in middle school should be available. How will waivers of credits work for students? Credit make-up options should be across the board, to ensure that students have the credits they need to graduate on time.

Bellingham School District High School Graduation Requirements

Dr. Kenneth D. Vedra, Superintendent
Ms. Sherrie Brown, Deputy Superintendent

The Bellingham School District commends the work being done by the Board to do the right thing for every child. The Board is setting a good foundation for Washington's kids.

After two years of study and substantial community and parent input, the Bellingham School Board voted to phase in new graduation requirements in English, math, and world language over the next seven years. The purpose for reviewing the district graduation requirements in 2007 was:

- To review the current level of preparation and expectation the district has for graduates.
- To review the District's graduation requirements, to ensure all graduates are college eligible.

Ms. Brown led the District Task Force, which included representatives from each high school; parents, community members, teachers, and administrators; experts in mathematics, world

language, and instructional technology; and libraries. The Task Force process, as well as their recommendations for requirements, was presented to the Board.

A graduation implementation task force was established in 2008-09, to develop a multi-year Management Action Plan (MAP) to ensure the implementation of the new graduation requirements. The MAP includes detailed plans in the areas of curriculum and instruction, staffing, budget, special programs, professional development, and other issues. Bellingham will implement these new requirements by a resource reallocation rather than using new money. They already have a six period day.

Dr. Vedra encouraged the Board to continue their work in building a future for kids. He said the formative and summative assessment piece will ensure that standards are being met.

Public Comment

Chris Korsmo, League of Education Voters

Ms. Korsmo said that opportunity is a bit of an obsession with her, both professionally and personally. She believes that opportunity means that each high school graduate should be able to enter a four-year college and take credit bearing classes at a community college without remediation. For those kids whose families don't have a history of going to college, leaving this to chance will leave and already has left kids behind. A recent report analyzed transcripts statewide showing that only 41% of the graduates from the classes of 2005 and 2006 took the required courses for admission to a Washington State four-year college or university. All students deserve the opportunity to achieve to his/her highest ability. Research shows all students benefit from more rigorous expectations and coursework. Our state needs to be competitive both nationally and internationally. Right now, opportunity is being left to chance and this is simply not good enough. One million public school children are depending on us to do better. The Board has the power to design a system that gives each high school graduate the opportunity and tools necessary to take whatever steps desired and Ms. Korsmo urged the Board to use that power.

Meg Van Wyte, Washington State PTA Member and Highline Parent

Ms. Van Wyte has three children and stated that she is interested in hearing more about the senior project. She fully supports CORE 24 and the different pathway options; however, she is concerned that the plans the Board has set forth do not have the funding to implement. She encouraged the Board to work together with others to get the funding, so that other programs will not be taken away from the kids.

Wes Pruitt, Workforce Training Board (WTB)

The Workforce Training Board supports the proposal for CORE 24. Mr. Pruitt said that he likes the three CTE credits. CTE is pushing development to include post-secondary components. The funding that is coming out will go to grants to invest in high-end areas, which includes a lot of apprenticeships. Mr. Pruitt asked the Board to look at the terminology in the CORE 24 plan because there are implications that perpetuate a myth regarding the "world to work." There are clearly defined skill sets for CTE designated courses. He encouraged the Board to align the High School and Beyond Plan with Navigation 101 and to align the CORE 24 with the Culminating Project. He also recommended supporting the resources to allow districts to do cross credit equivalencies.

Dennis Schatz, Pacific Science Center

Mr. Schatz commended the Board's efforts in making a higher standard of rigor and is happy about the flexibility of the process. The equivalencies are important. He said that most creative scientists are the best artists he knows. He thanked the Board for thinking broadly and offered his assistance in any way possible. Implementation will need a lot of consideration.

Bob McMullen, Association of Washington State Principals (AWSP)

Mr. McMullen continues to meet with high school principals to talk about the process and their concerns about CORE 24. Some principals are concerned about the rate of drop-outs, because the students are concerned about passing math. Principals are questioning how to get real kids together with real schedules in a real system. Kids “wobble” for a variety of reasons and too many of them do not have a significant adult at home. Local control can meet particular needs rather than looking globally. The principals are asking for more workability by creating some space for recovery of credits. Many kids come to high school unprepared. They worry about requiring 24 credits to graduate in a system that does not provide a lot of flexibility and suggested there must be some way to identify credits in a partnership with districts. Principals would like to talk more about embedded outcomes. Mr. McMullen expressed the importance of remembering our kids. The funding of this is very important.

Toby Marston, Mount Baker School District

In Mount Baker High School there are 700 students, with half of them on free or reduced lunch and many are ESL students. The high school also has one of the highest rates of students meeting standard on the WASL in the state. Currently, the District budget is being cut by \$500,000 and pink slips are being distributed today to teachers, counselors, and staff. The District needs support to help teachers with not only implementing new standards and programs, but most importantly to help them build relationships with their students in the process. The lack of support received by districts is critical, and Mr. Marston stated that if the districts get the support system, the proposals coming through the Board will work.

Steve King, Mount Baker High School

Mr. King considers his staff the best in Washington State and acknowledges the work of the Board. The District agrees with CORE 24 and believes in higher rigor and the WASL; however, the teachers, principals, and counselors are spending less time with the students due to the work that needs to be done to keep the standards, WASL, etc. moving forward. They need a graduation specialist so that they can be free to meet with students. He asked the Board to understand that it's important the way implementation is done and encouraged them to allow others to participate in the decision-making process. He asked the Board to slow down the fire hose a little bit, the cement is still not dry on the WASL, and think hard about what is being approved. Without support, buy-in, and capacity there will be no sustainable success.

Student Voices Video and Public Outreach Strategies

Ms. Kristi England, Consultant

Ms. Sara Jones, Consultant

The consultants gave an overview of the work they are doing on behalf of the Board, as follows:

- The first e-newsletter was implemented this week. A high school graduation requirements survey is coming in a future e-newsletter, for further feedback from the community.
- A series of interviews with under-represented communities were conducted and the report is available for review.
- Media outreach is continuing around the math standards and the consultants are working with various reporters to keep them informed.
- Public Outreach meetings are scheduled for June 2 in Spokane, June 3 in Yakima, and June 4 in Seattle to discuss the meaningful high school diploma and accountability.
- The consultants will meet with editorial boards in July on the meaningful high school diploma.
- The consultants and Michael Cuddy Productions are working to develop a video focusing on students.

The video was presented to the Board for feedback and Members gave the following comments:

- Too long.

- Too many students talking.
- Goals and purpose should be well reflected.
- See more positive rather than negative comments.
- Should have more reflection on elementary school.
- Be careful not to insult principals and teachers.
- Needs a call to action at the end.

Trends in On-line Learning Brief and Local District Perspective

Mr. Brad Burnham, Legislative Specialist

Ms. Ann Reed, Director, Instructional Technology and Libraries
Bellingham School District

Washington State is one of 42 states that provide supplemental or full-time online learning programs or initiatives. The state does not have a state run online school but it does have a subsidized nonprofit online resource organization that provides services. There are several online schools run by school districts in Washington State with approximately 14,000 students enrolled for credit in the 2007-08 school year. School districts monitor with policies in place to provide credit. Members were directed to their packets for a list of the programs available in the state. It was noted that not all online schools offer high school credits. Formats for online learning include:

- A component of a brick-and-mortar class.
- Online resource materials, such as online libraries, college and career planning, tutoring, credit recovery, and complete online courses.

The State Board of Education does not have any direct or separate oversight of online learning. Online learning programs are part of a school district and; therefore, must meet the requirements of the Basic Education Act and the minimum high school graduation requirements.

Online schools provide another avenue to meet student learning needs and specific content that schools may not be able to provide. Many states are doing audits to learn what is going on with online learning. Ms. Reed reported that currently, in the Bellingham School District, there are 631 students in grades K-12 accessing online learning. Most commercial courses are not paid for by district funds.

Lessons Learned through research, show:

1. Students still need a teacher for assistance, collaboration, and help to meet deadlines.
2. Online environment works well for some students.
3. Students can access courses that meet their needs and/or interests.
4. Students can extend their learning beyond the school day.

Online learning is also used for professional development, to deliver technology training for staff, expand the resource for next year, and receive positive feedback from staff currently using the system.

Math Standards Recommendations for Algebra I and Geometry:

Strategic Teaching Report

Mr. Steve Floyd, Board Lead

Ms. Edie Harding, Executive Director

Ms. Linda Plattner, Strategic Teaching

As required by the 2008 Legislature, under SB 6543, the Board hired Strategic Teaching to conduct a benchmarking report of the OSPI March 5 draft of the revised K-12 math standards and to recommend specific language and content changes needed to finalize the K-12 standards. By May 15, 2008, the Board will receive a review of the report, after which they will meet with the Math Panel and hold a public hearing. By July 1, OSPI will revise the standards according to recommendations outlined in the report. The Board will approve adoption of the revised standards by July 31 and develop a plan to ensure that recommendations are implemented and standards are adopted by September 25, 2008.

On April 18, the Board approved Strategic Teaching's April 14 "Edited Expectations" for the K-8 math standards and on April 28, they approved OSPI's adoption of the April 25 K-8 math standards, based on an affirmation by Strategic Teaching that the new OSPI standards met the "Edited Expectations" report. On May 1, the consultant met with the Math Panel to review feedback for its Algebra I and Geometry edited expectations. On June 12, the consultant will meet with the Math Panel for feedback on its Algebra II edited expectations.

A report that incorporates feedback from the Math Panel and others will be presented on July 23 at the Board meeting in Vancouver. The Board will listen to public comment, make any modifications necessary, and take action on the Strategic Teaching report on July 24. If the report is approved, OSPI will draft the new Algebra II standards, which the Board will review at a special meeting in early August.

Update on Third Math Credit Rule

Ms. Edie Harding, Executive Director

Mr. Steve Floyd, Board Lead

The Board was asked to give staff direction before the third math credit rule is filed with the Code Reviser. The Board reviewed changes to the current WAC 180-51-061 rule and discussion followed.

Public Comment

Pat Montgomery, Auburn Parent and Volunteer

Mr. Montgomery expressed his concern about how his kids are going to pass the requirements without tutoring. He urged the Board to keep in mind the need of the kids to succeed.

Jim Kowalkowski, Rural Education Center and Davenport School District and Basic Education Finance Task Force

Mr. Kowalkowski referenced the comments earlier from Mr. King and Mr. Marston, when they gave their thoughts on CORE 24. Despite encountering many obstacles and challenges, Mount Baker High School is seeing tremendous student success and their statement was, "expect results at the level of the support that is given." That statement is also applicable to the third math credit. School districts, especially small and rural districts will need additional support and increased resources in order to help all students meet the increased math requirement. He encouraged the Board to provide schools with flexibility and consider how the end of course assessments will mesh with the new requirements and how they will be coordinated with student schedules that may not meet the traditional course taking. He said that he likes the flexibility within the third credit and offered assistance where it might be needed.

Wes Pruitt, Workforce Training Board

Regarding the discussion around equivalency and CTE, he wanted to pass on the following information: When the new CTE legislation passed, it said that if districts grant equivalency they will put it on the transcript as an academic credit. That should help with the issue around postsecondary institutions giving credit because somebody has put it on as a CTE course rather than academic credit.

Bob McMullen, Association for Washington School Principals

We have a math program that is evolving throughout the state. The end of course math assessment will ensure students meet the standards.

Pat Montgomery, Auburn Parent and Volunteer

The fewer rules we have to deal with the better. This is reminiscent of the old "seat time". We've got end of course assessments so couldn't we just say the students passed the end of course assessments, wouldn't that take care of it?

The meeting was adjourned at 4:55 p.m. by Chair Ryan.

Wednesday, May 15, 2008

Members Present: Chair Mary Jean Ryan, Dr. Steve Dal Porto, Mr. Steve Floyd, Ms. Linda Lamb, Dr. Sheila Fox, Mr. Jack Schuster, Dr. Kris Mayer, Dr. Terry Bergeson, Ms. Phyllis Frank, Ms. Lorilyn Roller, Ms. Austianna Quick, Mr. Zachary Kinman, Dr. Bernal Baca, Mr. Jeff Vincent

Members Absent: Mr. Warren Smith (excused), Ms. Amy Bragdon (excused), Mr. Eric Liu (excused)

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

The meeting was called to order at 9:05 a.m. by Mr. Steve Floyd.

Strategic Planning Process

Ms. Mary Campbell, Mary Campbell & Associates

The Office of Financial Management requires each state agency to submit a strategic plan by mid-June, prior to their budget submittal to the Governor, for the following biennium. Ms. Campbell was hired to facilitate the process. The Executive Committee, with the assistance of Dr. Fox and Ms. Frank, took the material generated from the March Board meeting to develop goals, objectives, strategies, and measurement indicators for the Board's new strategic plan. Staff asked for Board approval of direction for the strategic plan, based on any modifications Members choose to make at today's meeting. The strategic plan will be finalized after the Board retreat, August 18-19 in Ocean Shores.

The three goals the Board has decided to adopt are:

1. Improve achievement for all students.
2. Improve graduation rates.
3. Improve student success in postsecondary education, 21st century world of work and citizenship.

System Performance Accountability, Contracts, and Accountability (SPA)

Dr. Kris Mayer, Board Lead

Dr. Evelyn Hawkins, Research Associate

Ms. Edie Harding, Executive Director

Dr. Hawkins was thanked for her SPA work, as well as her work on the 180-Day Waivers. The Board appreciates her work and wishes her well as she moves on to join the Higher Education Coordinating Board.

The SPA committee has two consulting firms performing studies to assist with their work. The Northwest Regional Educational Laboratory (NWREL) is conducting the policy barriers study and Mass Insight is working on options for state and local partnerships for priority schools. As a result, they are conducting interviews and focus groups with administrators, teachers, and key policy stakeholders. Early feedback indicates that they are receiving useful and meaningful information.

Staff has investigated accountability measures related to the performance of low income students and a school awards program. Two technical work groups are being planned with educators who have the knowledge and experience in K-12 data and assessment issues.

Policy barriers will be prioritized by key stakeholders and education practitioners in terms of state vs. local responsibility and the state's ability to eliminate identified barriers.

State and local partnerships will place turnaround in a broader accountability context by:

- Need for state turnaround.
- Teacher and principal surveys on how to help schools improve and reactions to specific ideas.
- Union focus groups.
- A design team of 10-12 Washington educators to craft and respond to proposals.

A work session is scheduled for June 19 at the Puget Sound ESD in Renton, where draft findings will be presented.

The process of the accountability index was to classify schools into tiers of assistance and identify priority schools. Staff investigated the inclusion of academic performance of low income students in the accountability index, used to assign schools to tiers of assistance.

Findings and recommendations include:

1. The impact of the measure taken on the initial tier sorting outcome is minimal.
2. The information these measures provide is valuable.
3. Staff recommends using one or more of these measures in the further analyses step, instead of the initial tier assignment step.

Options for school awards examination are as follows:

1. OSPI's schools of distinction.
2. Achievement despite challenges.
3. Sustained high performance, with minimal achievement gaps between subgroups of students.

Mr. Pete Bylsma was hired to assist the Board to:

- Refine the accountability index for the initial sorting into tiers of assistance.
- Propose criteria for an award program.
- Establish criteria for the further analyses step in determining priority schools.
- Use work groups to review the accountability index.
- Complete accountability index revision by September 15.

OSPI Update on Progress of Contract for Washington State Assessment System

Dr. Joe Willhoft, Assistant Superintendent, OSPI

The Office of Superintendent of Public Instruction (OSPI) currently has agreements with four contractors for the assessments used in schools. Three of the contracts expire in 2008, covering the WASL, the Washington Alternate Assessment Systems (WAAS), the Assessment of Segmented Math, and the Collection of Evidence.

In July 2007, OSPI released a request for proposals inviting vendors to bid on components of the Washington State Assessment System with bids due October 31, 2008. The two major components of the RFP, funded by the legislature, are maintenance and enhancement. The results of the customer survey were highly successful with 1,007 responses received. OSPI met with the Governor and Legislature for further direction to include:

- Shortening the WASL.
- Adding diagnostic and formative resting tools for classroom use.
- Adding End-of-Course math tests to align with new math standards for high school.
- Adding translated accommodations for English Language Learner students.
- Adding read aloud accommodations to WASL Reading, for students with a reading handicap.
- Adding Braille forms with reduced visual complexity.

During the lunch break, outgoing student representative Zac Kinman was recognized for his service and his parents were introduced to the Members.

Public Comment

Holly Koon, Mount Baker High School

Ms. Koon was asked, by the Washington Education Association, to attend the meeting to talk about accountability. Ms. Koon is a national board certified teacher and teaches AP science. The Board is talking at the policy level and Ms. Koon encouraged the Board to talk at a lower level where it affects those in the field. She presented documentation on work that needs to be done to implement accountability. Ms. Koon referenced Mr. Marston's presentation regarding hopeful statistics and said the hope is that we can do this. The vision the Board is putting forth is a powerful one and it's hopeful. However, when talking funding, Ms. Koon reminded the Board that Mount Baker School District is cutting ten positions today, which includes the entire counselor program for the elementary schools. She asked the Board to stop and say "we're in crisis; we can't keep adding programs and requirements without resources."

Mack Armstrong, Washington Association of School Administrators (WASA)

The work that is being done is a reality check for us and it's healthy. Mr. Armstrong thanked Ms. Harding for attending the WASA meeting in Chelan last week with 100+ superintendents. There are different local needs and demands in each of the districts. The challenge is complex and requires a systems alignment with everyone at the table. Mount Baker, Bellingham, and Warden School Districts spoke yesterday of challenges in their districts, but they are not the only ones with a challenge. The Higher Education Coordinating Board (HECB) and Professional Educator Standards Board (PESB) need to be involved in the decisions being made. Ms. Koon's point today, about laying off staff – a lot of those being terminated are math teachers – how will that help impact the decisions made here? Districts are currently funded, by the state, for five periods a day. When adding credits to 24 – it's the same staff teaching six periods a day, which requires funding. The Board is changing the basic education formula for accountability. Mr. Armstrong encouraged the Board to maintain the system capacity to meet the needs of the kids and how we are going to fund it. CORE 24 pushes things out that we will continue to wrestle with. The mantra in legislation is "no unfunded mandates" – every time changes happen our flexibility has been able to sift it in; however, it's becoming impossible to have the flexibility to make it happen anymore. He believes that the work can be done and the high standards is the right way to go, but we need to work together to figure out how to do it so it won't crumble. Somebody has to step up and say "we're going to own this." Mr. Armstrong encouraged the Board to keep the complex work understandable by communicating efficiently. WASA is committed to taking the journey with the Board and wants to be in the conversation so that we can get it done together.

Wendy Rader-Konofolski, Washington Education Association (WEA)

Ms. Rader-Konofolski indicated that the quality of the public comment here today is overwhelming and thought provoking. The WEA supports high standards and a strong accountability system; however, accountability isn't an end in itself and will not increase student learning. If teachers and principals need to be accountable, then the state needs to be accountable also. She thanked the Board for allowing the WEA to be involved in the policy barrier study focus groups and encouraged the Members to keep moving forward on the funding issue.

Approval of David Heil Report on Science Standards Review

Mr. Jeff Vincent, Board Lead

Dr. Kathe Taylor, Policy Director

Mr. David Heil, CEO, David Heil & Associates

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

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

David Heil & Associates' recommendations for changes to the K-10 science standards were developed after an analysis of the standards conducted by the Expert Review Panel. The Science Standards Advisory Panel reviewed and discussed the draft recommendations at panel meetings held on February 28 and April 16, where OSPI curriculum and assessment staff members were included in the discussion. Six focus groups, conducted in Spokane, Wenatchee, and Seattle offered participants the opportunity to give feedback, and an online survey posted on the Web site elicited over 600 responses. With approval of the recommendations, OSPI will revise the essential academic learning requirements and grade level expectations for science by December 1, 2008.

Based on the review and analysis of the current science standards for Washington State, the review team recommends that the standards should:

1. Be a comprehensive K-12 document that sets high expectations for all students.
2. Create a vision for the science content, methods of science, and applications appropriate for all K-12 students in Washington State.
3. Result in greater coherence across the full spectrum of the education system, including curriculum development, selection of instructional materials, professional development, and assessment.
4. Simplify the organization of the Washington science standards document.
5. Increase the clarity and specificity of the standards, as well as increase the rigor.
6. Strengthen the standards for inquiry.
7. Improve the standards for Science and Technology.
8. Address Science in personal and social perspectives.
9. Reflect the balance and depth of content found in the National Science Education Standards.

The values expressed by the Expert Review Panel, Science Advisory Panel, and participants in the Public Input Process are as follows:

The Standards Should	The Standards Should Not
<ul style="list-style-type: none">• Empower educators to work towards improving science education.• Support the use of well-designed curricula.• Set high expectations for students.• Allow teachers the flexibility to use a variety of instructional strategies.	<ul style="list-style-type: none">• Preclude educators from making local decisions about the instructional strategies that will help their students to achieve the standards.• Be used to limit educational opportunities and course offerings for students who can achieve higher expectations in science.

Public Comment

Jim Kowalkowski, Rural Education Center and Davenport School District and Basic Education Finance Task Force

Mr. Kowalkowski thanked the Board for allowing the conversations today, saying that they have been enlightening. He encouraged the Board to not short change arts and music. The best investment we can make is in our kids. Elementary teachers are currently given science kits to be science experts and that's not realistic. He asked the Board to consider professional development opportunities for science teachers. The single most important factor is quality of

the classroom teacher. Don't do away with waiver days until the funding is in place. Mr. Kowalkowski commended the students on the Board for their work.

Louis Gates, Raymond Leaver, Deborah DeKalb, and David Aspholm
Methow Valley School District

The District put in for six days on their 180 day waiver. The District is in the process of restructuring and last year received a school of distinction award. They've looked at different models for restructuring the day, to include trying early releases, which is often times an issue in terms of child care. There's an issue with geography in the District with the current fuel costs. They looked at quality time and felt that full days are better than part of a day for releases. The full day release would be much more helpful in accomplishing what needs to be done for the teachers. Ms. DeKalb said that after listening to discussion of time and planning that occurred here to today – this needs to happen at the district and classroom level. They have tried to find ways to accomplish that and were not successful due to time constraints. It's very important to the district to have K-12 focus and have vertical and horizontal alignment with integrated curriculum where teachers work together. We need time to talk to each other and currently, teachers in the District are doing this on personal time. We have to build relationships with kids to get them to learn. Mr. Aspholm said that there's only a short amount of time to build relationships with the kids and there's concern of wasting that time. It's important to remember quality versus quantity.

Brian McNevin, Science Advisory Panel Member

The professional development for science teachers begins with looking at the GLEs, aligning and realigning, and ends with looking at the WASL, and aligning and realigning assessments. Professional development is very low and Mr. McNevin encouraged the Board to give science teachers time for more development. Currently, all are independently attempting to align to standards.

Holly Koon, Mount Baker High School

As a high school science teacher, Ms. Koon encouraged the Board to look at science at the elementary level. There is very little science happening. It's not about resources and realigning – there is no time. The high schools cannot make up for a nine year gap.

Karen Madsen, Washington State School Directors Association

Thanked the Board for approval of 180 day waivers, saying that they are critical for teachers' professional development. She thanked Chair Ryan for attending the Basic Education Finance Joint Task Force because the Board's work intertwines with the Task Force. We are at the "red alert" level of finance. She asked the Board to review Ms. Jennifer Priddy's presentation regarding the funding situation for K-12. We need to work together to require more funding for all this. She encouraged the Board to think about how to make the science standards fit with the assessment.

Mark Emmitt, North Cascades Science Partnership

Mr. Emmitt recommended that the Board identify the number of expert roles that would be appropriate on the science committee and also consider a professional development expert as a participant.

Business Items

180-Day Waivers

MOTION was made to approve the 180-Day Waiver request for the fifteen school districts listed in the Board's materials for the number of days and years indicated.

MOTION seconded.

MOTION carried.

Direction on Third Mathematics Credit rule and High School and Beyond Plan

An alternative language piece for the third math credit was distributed and Mr. Floyd explained the differences from yesterday's document.

MOTION was made to direct staff to file with the Code Reviser; a CR102 for adoption at the July Board meeting with proposed language that:

1. Amends WAC 180-51-060 to require three credits of mathematics and 20 total credits for high school graduation.
2. Amends WAC 180-51-061 in the draft language, provided to the Board today that incorporates the suggested edits from yesterday and today's discussion.

MOTION seconded.

MOTION carried.

Approval of Heil K-10 Science Standards Review Report

MOTION was made to approve the Report of David Heil and Associates for changes to the K-10 Science Standards.

MOTION seconded.

MOTION carried.

Additional work to be done (**no motions adopted**)

Direction of High School Graduation Requirements

June 5 and July 14 work sessions are scheduled.

Strategic Teaching Report on Algebra I and Geometry Standards

Ms. Plattner, Strategic Teaching, will continue to work on the report and the Math Panel will meet on June 12 to discuss Algebra I, Geometry, and Algebra II standards. A final report will be completed by June 23 and the Board will consider adoption at its July 23-24 Board meeting.

Systems Performance Accountability

A work session on consultant reports on the policy barriers and state/local partnerships is scheduled for June 19.

Direction of Strategic Plan

MOTION was made to approve the framework of the Boards strategic planning process for submittal to OFM with the following goals:

1. Improve achievement for all students.
2. Improve graduation rates.
3. Improve student preparation for success in post-secondary education and the 21st Century world of work and citizenship.

MOTION seconded.

MOTION carried.

Delegation of Authority to Executive Director

MOTION was made to adopt the resolution delegating authority to the Executive Director for the duties as set forth therein.

MOTION seconded.

MOTION carried.

Approval of Contracts for Studies

MOTION was made to amend the contract with Strategic Teaching, to include conducting exemplar comparison and recommending specific changes to OSPI's revised K-12 Mathematic Standards.

MOTION seconded.

MOTION carried.

MOTION was made to award the BERC Group the contract to conduct a transcript study of students in 100 schools.

MOTION seconded.

MOTION carried.

Basic Education Finance Task Force

Ms. Mary Jean Ryan, Chair

Chair Ryan gave a briefing on her presentation at the Basic Education Finance Task Force, saying that she tried to lay out the case for stronger high school education. She briefed the Task Force on accountability work but since we're not real far along, she assumed that if there is going to be an initial investment in K-12 there may very well be a desire for better accountability. She talked about the 180 day issue and how important instructional time for teachers and planning time is, and should be funded. It's critical to be involved with the Basic Education Finance Task Force. We need to look for more opportunities to help them come up with a good package. Structural problems have to be solved but we can't stop there. We need to respect the fact that we have to address the structural problems and funding.

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