

Washington State Board of Education
Regular Board Meeting
November 5-6, 2008

MINUTES

Wednesday, November 5, 2008

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

Members Absent: Dr. Kris Mayer (excused) (1)

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

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

Chair Ryan gave an overview of the agenda and congratulated the “people” of the United States, as well as President-elect, Barack Obama and Governor Christine Gregoire. Board members reflected on the events that occurred during the election process.

MOTION was made to approve the September 24-25, 2008 meeting minutes as amended

MOTION seconded

MOTION carried

Charter for CORE 24 Implementation Task Force

Dr. Steve Dal Porto, Co-lead
Mr. Jack Schuster, Co-lead
Dr. Kathe Taylor, Policy Director

The purpose of the CORE 24 Implementation Task Force (ITF) is to examine the implementation issues associated with the CORE 24 High School Graduation Requirements Framework, passed by the State Board of Education in July 2008. The ITF will advise the Board on strategies needed to implement the requirements, including a phase-in process that would begin with the graduating class of 2013, with full implementation by the graduating class of 2016, depending on funding by the legislature.

Mr. Schuster and Dr. Dal Porto will act as Co-leads for the Task Force, with a central leadership group of approximately 15 people, to include working or recently retired practitioners with a wide understanding of systems issues, depth of expertise, and ability to think systemically and creatively. The practitioners participating on the Task Force will not be representing their organization, but will work as a team for the implementation of CORE 24. The application for participation is posted on the SBE Web site, with a deadline to submit of December 1, 2008.

The first meeting is scheduled for February 2 at the Puget Sound ESD in Renton. Updates from the Task Force will be provided at regularly scheduled Board meetings.

Members asked the Co-leads and Dr. Taylor to come back, on Thursday, with language changes that were noted during the discussion session. The Board will move forward with a funding request to the legislature and Joint Basic Education Finance Task Force to support the implementation of CORE 24.

Tribal Memorandum of Agreement

Dr. Bernal Baca, Board Lead

Dr. Kathe Taylor, Policy Director

The Board was asked, through a Memorandum of Agreement with the Tribal Leader Congress on Education, to reach a decision to include Tribal history, culture, and government as a graduation requirement by December 2007. In November 2007, the Board extended the deadline to December 2008 in order to allow sufficient time for the members to develop a comprehensive graduation requirements policy framework.

The Board postponed a decision on the Memorandum of Agreement in order to consult further with members of the Tribal Leader Congress on Education. A resolution will be put forward at the January meeting.

Karen Condon, Tribal Council for Confederated Tribes

Ms. Condon invited the Board to the Tribal Leader Congress on Education meeting, which will occur sometime around the end of November or the first week of December. The Congress is interested in talking with the Board and providing valuable feedback on the language in the resolution. She expressed the importance of engaging in a cooperative resolution.

Velda Gobin, Tulalip Tribes

Ms. Gobin expressed her appreciation to the Board for their collaboration with the Tribal Leader Congress and is excited that the Board will join the meeting to discuss the resolution and get feedback from the tribal members.

High School Transcript Study

Dr. Duane Baker, BERC Group, Inc.

Dr. Candace Gratama, BERC Group, Inc.

The purpose of the transcript study is to provide an analysis of transcript information that will enable the State Board of Education to generalize about the course-taking patterns of Washington State high school students.

Researchers collected transcripts of 2008 graduating seniors from 100 high schools, with at least one high school from every county. Transcripts were coded and analyzed to respond to a variety of research questions. One question was to determine the percentage of students at each school meeting or exceeding the minimum Higher Education Coordinating Board college entrance requirements, which include:

- Four years of English, which must include three years of literature
- Three years of mathematics, which must include an introduction to trigonometry
- Three years of social studies
- Two years of science, which must include at least one year of laboratory science

- Two years of foreign language
- One year of fine arts

Some of the conclusions and implications of this research are:

- Approximately 49% of students are college eligible, based on course taking patterns.
- There is no significant difference in course taking patterns, based on district graduation requirements.
- Merely requiring a certain number of credits is not likely to impact college eligibility rates; stating minimum level attainment is key.
- Students who take the more rigorous courses in math and science are more likely to meet standard on the WASL.
- Most transcripts reflected a six period day. The mean was 6.4.

The scope of the samples, provided by the BERG Group, should assist the Board in generalizing about the course taking patterns of Washington State high school students. The BERG Group will complete the full report and submit it to the Board by December 1, 2008.

Highline Big Picture High School's Request for a Waiver from Credit-based Graduation Requirements

Mr. Jeff Petty, Big Picture High School

Ms. Carla Jackson, Deputy Superintendent, Highline School District

The Highline Big Picture High School is requesting a waiver from credit-based high school graduation requirements for the maximum four years that are allowed. This waiver meets Washington State's school reform vision, as stated in the Board rules. The Highline Big Picture High School opened in 2005 and currently has approximately 120 students in grades nine through twelve. Big Picture is one of 12 high schools in the Highline School District.

Public Comment

Josh Hart – Big Picture High School Student

Mr. Hart talked about an auction that he coordinated on his own last year, which allowed him to learn better math skills. He also started a newsletter, which gave him good writing skills and allowed him the opportunity to become a published writer. He explained that students at Big Picture have to realize what they're learning and how it will benefit their future. The students spend time in their exhibition class talking about learning with peers and work closely with advisors and staff members to discuss what they're learning and why. The students' knowledge of what the benefits are to their learning helps them to get in to the community and understand what is going on in the community and other schools.

Stephen Duong, Big Picture High School Student

The Big Picture High School experience helps students to have good adult relationships with teachers and others in the community. He explained that while he was in middle school, his only relationship with an adult was with his counselor. There is a special bond with teachers and students at Big Picture and students are more comfortable with asking for more work or getting pointers to help with projects they're working on because of the bond they have with administrators. Most students, in general, don't have social skills. Communication is a large part of life and is needed to be successful.

Max Silverman, Highline Public Schools

Mr. Silverman has spent 20 years in high school education and admires the work of the Board on CORE 24. He commended the members for their hard work to ensure students take all courses necessary for graduation. He is proud to work in a district that has options that are not pointed at an alternative education and high school diploma. It is not a model to give the kids a diploma and move them out of the system. It's a model built on preparing kids for college, career, and citizenship. Big Picture High School and the Gates Foundation have made a large investment in this model to make sure it is well calibrated. As a state that doesn't have charter schools, it's critical to look at and realize that there is a number of ways to prepare kids after high school.

Report from Strategic Teaching on OSPI Math Curricular Menu Findings and Board Draft Recommendation

Ms. Linda Plattner, Consultant, Strategic Teaching

Mr. Steve Floyd, Board Lead

Ms. Edie Harding, Executive Director

The Board is required by the legislature to provide official comment and recommendations to the Superintendent of Public Instruction (OSPI) regarding the recommended mathematics curricula that best align with the new math standards. OSPI has provided the Board with its recommendations on the curricular menu of up to three programs each for elementary and middle school.

The Board requested that Strategic Teaching review the top four OSPI ranked programs for both elementary (K-5) and middle (6-8), although OSPI recommended only two programs each at the elementary and middle levels.

Strategic Teaching's findings support one of the two OSPI recommended programs, Math Connects, for the elementary level. They also recommend that Math Expressions be added to the OSPI elementary level curricular menu. Problems were found with Bridges in Mathematics (OSPI recommended) and Investigations (OSPI did not recommend), which will need more support and supplementation.

Strategic Teaching's findings concur with OSPI's recommendation of Holt and Math Connects, for the middle level. They also recommended that Prentice Hall be added to the OSPI middle level curricular menu and they did not support the inclusion of Math Thematics.

The Board accepted Strategic Teaching's report and requested OSPI to do the following:

1. Recommend Math Connects for the elementary grade level and add Math Expressions; revisit the decision on Bridges in Mathematics, in light of information provided by Strategic Teaching in their final draft report to the Board.
2. Recommend Holt and Math Connects for the middle grade level; add Prentice Hall, in light of the additional information provided by Strategic Teaching in their final draft report to the Board.
3. Brief the Board, at the January 2009 meeting, on the OSPI review for the supplemental K-8 materials, including:
 - What will be done for those programs that 70-80% of the schools are using now;
 - Findings from the district curriculum survey;
 - Actions OSPI plans to take to help districts with unaligned curriculum; and

- The results of the Request for Information for an online curriculum.
4. Brief the Board on suggestions for how to improve future curricular and instructional material reviews at the March 2009 Board meeting.
 5. Brief the Board on how OSPI could provide incentives to publishers, to align their curriculum with the new math standards.

Public Comment

Frazer Boergadine, The Math Learning Center

The Board members received a letter, dated October 30, stating the concerns that the Math Learning Center (which publishes the program “Bridges in Mathematics”) has with the Strategic Teaching Report. The three central issues that the Center has include:

1. The mathematical soundness document is central to the findings and yet it is based on one opinion. Given the circumstances, relying on one opinion is insufficient.
2. The analysis reflects on a particular set of assumptions and a specific point of view which results in problems.
3. The Report over-reaches in drawing conclusions. Neither the scope of the task nor the quality of the evidence Strategic Teaching puts forth, justifies the summary judgments offered.

The Center questions the conclusions in the Report that Bridges in Mathematics has problems in the presentation of some of the mathematics. In two areas of study, the typical student would not master the content or be ready for the next level of mathematics. The Strategic Teaching report relies on an analysis of “mathematical soundness” that makes a number of claims regarding Bridges in Mathematics that the Center finds without merit.

On behalf of the Math Learning Center, Mr. Boergadine asked that the Board allow a representative presentation of the programs reviewed.

Janel Keating, Deputy Superintendent White River School District

Ms. Keating spoke on behalf of the leadership team to clarify some questions on the Strategic Teaching Report. One of the most unique opportunities Ms. Keating has is to make decisions that affect her own child and use that as a lens on whether it is good enough for every child in the state. She helps her daughter with homework every night and has been amazed at her conceptual understanding. The District has been very transparent with their board, to include children coming to the meetings to communicate what they’re learning in math. High School math teachers have been attending the elementary training and are amazed at what the elementary level students are learning. She believes that Bridges in Mathematics is a very good program.

Janit Heigl, Private Consultant

As an independent consultant, Ms. Heigl works with school districts across the state to implement the program that they see as the best fit for their school, one being White River School District. Teachers that are implementing Bridges in Mathematics need staff development, content instruction, as well as help with how to take their old pedagogical methodology into a new generation with a much higher standard than they’re used to. Ms. Heigl asked the Board to consider ELL students when looking at curriculum. She said that Bridges in Mathematics is easy to implement and makes a difference for kids.

Richard Burke, Where's The Math

Where's the Math members respectfully request the following:

- The recommendations of Strategic Teaching for both K-5 and 6-8 programs should be approved. *The Strategic Teaching review process generally followed the lead of the NMAP final report, resulting in the compromise selection of mathematically balanced programs.*
- The Board should not endorse the K-5 preliminary recommendations of OSPI, nor should the state reconsider Bridges in Mathematics. *The Bridges program does not adequately develop critical mathematical topics and the student material lacks sufficient content. Students using this program will not develop mastery of Washington State's new math standards, nor will they be prepared for higher level math courses.*
- Mathematical content review of Saxon Math and Singapore Math should be carried out by Strategic Teaching. *Both of these programs have proven records of student improvement, are highly accessible to students and families, and were not included in the mathematical development review by Strategic Teaching due to process and reviewer bias in the K-5 instructional materials review.*
- The Board and OSPI should promote adoption of the Board recommended aligned programs immediately. *The plan to supplement existing deficient programs to better meet new standards is ineffective and would clearly fail. Extensive supplements make existing bloated programs even more ungainly and will not benefit students as much as rolling out new programs.*
- OSPI should discontinue the Instructional Materials Supplementary Review process and redirect funding to program deployment. *The evaluation of supplementary materials independently from actual needs is wasteful and ineffective. Supplementation should be evaluated, based on holes in specific programs or student achievement.*

Mr. Burke thanked the Board for their continued dedication to the students of Washington State and urged them to seriously consider the recommendations from Where's the Math.

Carol Brackman, Pearson Publishing

Ms. Brackman presented a statement from Pearson's Senior Vice President, Paul L. McFall as follows:

Since the findings of the Relevant Strategies evaluation regarding the mathematics programs submissions were first announced in September, Mr. McFall and Ms. Marcy Baughman have corresponded with OSPI and the Board, raising concerns regarding numerous inconsistencies in the methodology for evaluating the mathematics programs. Pearson asked that the Board postpone a decision until the challenges of the program evaluations are discussed and formally addressed by the Board, in writing.

Pearson is also questioning whether online assets for the Investigations elementary school program have been considered; as well as asking about evaluation of the middle school Connected Mathematics program, which is now used by more than half of the schools in Washington State. Schools using these programs have recorded improved test results on the WASL and Dr. Bergeson recently granted awards to many of these schools commending their performance.

Pearson is hiring an independent group of mathematicians to conduct a comprehensive review of their Scott Foresman-Addison Wesley enVisionMATH program, as well as the others being recommended in Washington. The report will confirm or deny their belief and although this evaluation will not impact the Board's process or decision, it will provide Pearson with publicly

available documentation to clarify the enVisionMATH program's validity for any other state who questions them regarding the Board's recommendations. It will confirm that authors, who help develop state standards, build programs that implement those standards.

Trish Dziko, Technology Access Foundation

The Accountability Index is an extremely important and necessary move for our children. Ms. Dziko indicated that her children are in a struggling school; however, they are fortunate to have two parents who are concerned about their education. Washington State has been holding children accountable rather than the adults. Our system needs some kind of power to ensure that failing schools have a program that is not an option, but required. The state should not only look at students who pass the WASL, but also at students who do not pass the WASL. She is concerned about children of color who are not being served well by the current system.

Maria Flores, Clover Park School District Math and Science Supervisor

Ms. Flores was part of the OSPI review and her main request is to look at both reviews because they are both very sound. By looking only at grades 2, 4, and 7, Strategic Teaching's review is just a snapshot. We are embarking on the high school review next week and Ms. Flores suggested that instead of having a separate Strategic Teaching review, we should have a combined review to show that we are united in student achievement. Two reviews tell our students that we are checking on what OSPI said and that is very confusing to everyone who is working so hard.

Representative Ross Hunter, Basic Education Finance Task Force

Rep. Hunter reported that he is spending most of his time working on school funding to try and change a system that is flawed. A lot of what the Board is doing is related to what he is trying to do. For years, if a student passed all the graduation requirements with straight A's they were unprepared to attend any college in Washington, unprepared for the apprenticeship program, etc. With CORE 24, reality is recognized that our students have to be prepared to succeed after high school. CORE 24 gives him a structural tool with the legislature to say, "This is what we need to fund." Because the Board has made the argument, Rep. Hunter can make a case for the funding. Accountability is a part of trying to make sure that we can fund the program that allows every student to make academic progress and provide resources to do so. He also indicated that he needs to make sure there is funding for students who start the school year behind, to ensure they have enough instructional time to catch up. There will be schools that are not on the same distribution curve of how they achieve results with the same academic input and the same resources. We see schools that languish at the low end of the distribution curve and we should not allow it. Having an accountability system that allows us to intervene in schools that languish and ruin lives for generations is important for what we do. He encouraged the Board to work with the legislature to get approval for a funding program that delivers the resources necessary to meet the goals.

A Draft Policy Framework for Accountability Concepts: An Accountability Index and State/Local Partnership Proposed Accountability Concepts

Ms. Edie Harding, Executive Director

Dr. Pete Bylsma, Consultant to SBE

Mr. Andy Calkins, Consultant, Mass Insight

Ms. Meghan O'Keefe, Consultant, Mass Insight

The Board continues to examine a state accountability framework to ensure that all students receive a quality education in Washington. The accountability system is a state/local

partnership that supports continuous improvement for all schools and districts. The Board is examining this system with the following components:

1. An accountability index to identify schools for exemplary performance, as well as those that need more assistance.
2. Current programs OSPI provides for assistance, as well as additional programs to build the capacity of districts to help their schools on improvement for student achievement.
3. A timeline and definition of what constitutes improvement by a district.
4. A set of steps for a newly defined, required state/local partnership if there is no improvement in the district.

At the January 2009 Board meeting, the Board plans to adopt a resolution to the legislature that states the guiding principles and key elements for a new statewide accountability system. The Board anticipates asking the federal government to use the new state accountability program in place of the current federal system.

Public Comment

Martha Rice, President-elect, Washington State School Directors Association (WSSDA)

WSSDA and the school directors appreciate the numerous opportunities for input regarding the Board's accountability. From conversations with the Board members, WSSDA hopes it is apparent that school directors support accountability and take their role in it very seriously. However, WSSDA insists on a fair system of accountability for the students in Washington State. The latest draft, with a focus on continuous improvement for all schools and districts, shows recognition of equity across the system. The delegates at WSSDA's recent legislative assembly affirmed their support for an accountability system by passing overwhelmingly a proposal stating, *"The WSSDA shall initiate and/or support legislation that retains local control over restructuring efforts (school/district improvement), and modifies the teacher evaluation process to allow for accountability at the school level. Specifically, all mandated corrective action shall be solely authorized and implemented by the local school board. The local board may seek assistance and support from the Office of Superintendent of Public Instruction."*

Ms. Rice noted the following components from the most recent draft, as encouraging to the WSSDA members:

- Recognition of schools doing an outstanding job for the students they serve.
- Creating a focus on different subgroups within non-struggling tiers demonstrates acknowledgement of the complexities of our educational environment and places an emphasis on groups that may benefit the most.
- Advocacy of a preventative, proactive system of support for all schools and districts by using various strategies, to include continuing voluntary training for school directors to effectively perform their governance role of monitoring student achievement, which shows an understanding for the multifaceted approach that is necessary.
- Opportunities for information gathering and submittal of an appeal, prior to placing schools in the Priority Tier, demonstrate an understanding of the uniqueness of our 295 school districts.
- Requiring a comprehensive peer review, prior to development of the implementation plan for academic watch, demonstrates flexibility and a respect for the expertise of our colleagues. WSSDA encourages the Board to include school directors in the peer review process.

Ms. Rice gave an overview of the areas that WSSDA would like the Board to focus on when refining the model. She indicated that WSSDA members look forward to working with the Board to refine the plan.

Mick Miller, Deer Park Superintendent and Representing the Northeast Washington Association of School Administrators (NEWASA)

Mr. Miller commended Ms. Bragdon and Dr. Dal Porto for their work representing the Board in the local communities. On behalf of the school district superintendents in the northeastern region of Washington State, Mr. Miller presented a letter from the NEWASA President, Polly Crowley:

The superintendents expressed concern about the lack of clear communication from the Board and about the timeline for the adoption of the proposed System Accountability and Innovation Zone. They do not question the positive intent of the Board to adopt this framework; however, they believe that a genuine strength of public education lies in the concept of local control. The NEWASA members suggest that the Board solicit greater input from educational leaders in the local school districts across the state, and integrate the input into any frameworks which ultimately emanate from the Board. They also feel that there has not been sufficient time to understand this proposal and its fiscal and programmatic impacts on the local school districts. The NEWASA is committed to the Board's stated mission; however, they do not believe that the Board is working with local educators and their elected Board members to develop and promote policies to improve student achievement. NEWASA urges the Board to postpone adoption of this framework and to engage in authentic conversations with local education leaders across the state.

Charles Hoff, Former School Board Member

Mr. Hoff suggested looking at the October 30 edition of Business Week to read about how to reform schools without spending a lot of money and adopting strategies. HB1209 talks about establishing an international set of standards but we are not there yet. He also expressed concern that parents should take a more active role in their children's education and students should be responsible for their education. There is discussion among educators about what they can do, which left the parents and children out of the equation. This is the group that needs to be involved. He stressed that Washington State is not doing the job that needs to be done for our students. He asked how to get more parents involved in the process.

Holly Williams, Evergreen Public Schools

Ms. Williams expressed her appreciation for the potential of the accountability index. She encouraged the Board to release the data, formulas, and spreadsheets so that a broader community can review them, saying that it will increase confidence in the schools. There are a lot of elements in the Innovation Zone that we know will improve student achievement. It is not currently done because we cannot change the rules and we do not have the money. All priority schools should have the opportunity to participate in the Innovation Zone. Reciprocal accountability is important as school district budgets get squeezed.

Kay Brader, Prosser School District

The Prosser School District Board of Directors embraces the goal of setting high academic performance standards for all students and supports the efforts of the Board as it moves forward to carry out the responsibilities given to them by the legislature. Prosser School District faces the daunting challenge of meeting the needs of students from diverse backgrounds. Because of the challenges, the District supports the concepts of multi-dimensional benchmarking and continuous progress that are embedded in the draft system performance proposal. The District

hopes that any new element of the system relating to district assistance, such as the proposed Innovation Zone, would thoroughly review systems already in place before requiring some form of arbitrary intervention. The District also believes that the new accountability policy must be easily understood and interpreted by the school community and the general public and it must be phased-in with clearly defined roles for schools, districts, ESD's, OSPI, and the SBE. Providing full funding for basic education for all districts must be the top priority to provide ongoing basic education programs and operations without the current roller coaster effect on budget that is caused by reliance on M&O levies. Prosser School District recommends that the proposed changes to the current accountability system include a cost analysis and be included in the overall recommendations that will be forwarded to the legislature by the Basic Education Finance Task Force in December.

Kim Howard, Washington State Parent, Teacher Association (PTA)

The PTA applauds the Board's efforts to develop an accountability index that will provide meaningful feedback to parents, educators, and policy makers about school performance. The PTA suggests two improvements to the conceptual design currently being considered by the Board and Ms. Howard gave an overview of the improvements suggested. The PTA believes that an index that more closely reflects the differences suggested would be more useful to all stakeholders and especially parents. The PTA encourages the Board to consider modifying the conceptual framework accordingly.

Mary Lindquist, Washington Education Association (WEA), President

Ms. Lindquist thanked the Board members for attending the September WEA Board meeting, saying that the members appreciated being heard and respected. She also thanked Dr. Fox for meeting with WEA educators in the Bellingham area. The feedback that Ms. Lindquist received was that it was a productive conversation. The WEA has followed the Board's efforts for the past two years and have registered the following concerns along the way:

- A statewide accountability system that could exacerbate the problems created by NCLB.
- A system that is punitive – one that even inadvertently blames or shames our students, teachers, and schools; and causes them to feel they are at fault while the main culprit is the lack of funding to do the job that our students need and deserve.
- A needlessly complex new system or one that inhibits innovations and improvement already underway in numerous districts, through their own initiative or through the OSPI Summit program.
- The Board has heard the concern about local control repeatedly today, by every major partner in our schools.

The WEA encourages the Board to develop a system that honors and respects the collaborative relationship between local school districts and local unions – one that views the union as part of the solution rather than part of the problem. The WEA appreciates the Board addressing their concerns in the latest proposal, which recognizes that achieving meaningful change will require local buy-in and a partnership between stakeholders and the state. The WEA favors measured steps that involve a partnership with OSPI and local districts or schools to provide the needed assistance, as described in the "Academic Watch" approach.

The WEA is a proud partner of the Full Funding Coalition. Along with the WSSDA, WASA, AWSP, and PSE a common request will be made for \$1.2 billion this coming biennium to begin a six year phase-in to fully fund basic education. The teachers and support professionals working in our public schools are willing and eager to do their part to help students reach their

potential; however, the state must do its part to provide the necessary and fundamental financial support.

Ms. Lindquist asked the Board to join her in promoting local collaboration and advocating for the necessary funding to continue moving forward. She promised that the WEA would continue to work as hard at their part as they hope the Board will at their part. By working together to share the responsibility, without assigning blame or fault, advocating for resources and funding, necessary to support our work, we can create a system where teachers are inspired by having the resources to reach every child and where every student is fully supported for success and lifelong learning.

Alan Spicciati, Highline Public School, Chief Accountability Officer

Mr. Spicciati served on one of the Board's advisory groups, with Dr. Bylsma, to formulate the accountability index. The index created by Dr. Bylsma is a profound improvement over the AYP system. The combination of achievement status growth and comparison to peers brings all schools in to play. The index must be perceived as fair and credible and he encouraged the Board to stay the course by using multiple years of data. The index should be free of bias, which can be checked by an objective measure of diversity of population, geographic region, etc. There are schools that need intervention and we don't want them to get lost in system bias. Alignment from the federal, state, and local level is important. The more the Board can provide alignment, the better off we'll be. The District has been building an accountability system and Mr. Spicciati gave an example of what is included in the index. Highline School District embraces accountability and encourages the Board to move forward.

Kathleen Anderson, Coupeville School District, School Board Director

On behalf of the Coupeville School District, Ms. Anderson thanked the Board for its dedication to the education of all students in Washington State and the hours of service to fulfill the responsibilities.

The District fully supports accountability for public education and understands that the Board has been charged by the legislature to create an accountability framework for schools and districts. The District knows that the Board will continue to consider multiple factors in devising the accountability index model and they support the WASL being a factor equal to the other criteria in the model. The District also believes that the system should work in coordination with current mandates. The accountability system should mesh with, or replace, existing WACs and be fully funded for direct and indirect costs. The District does not support having locally elected officials being removed through the accountability process. The right to elect local educational leaders belongs to the people of each district, not the State Board of Education. Transformational change proposals should be the standard for all schools and districts, not just the lowest performing schools.

The District is asking the Board to slow the process down to allow more time for review and input from districts and administrators. The District feels it would be prudent to have a full cost analysis and a firm commitment from the legislature to fund both the implementation costs, at the state level, and the local costs, at the district level before advancing the proposed accountability system. School districts cannot bear the burden of another unfunded mandate.

Larry Ehl, Partnership for Learning and Washington Roundtable

Mr. Ehl represents many of the state's employers. The Partnership for Learning and Washington Roundtable support the efforts to strengthen the accountability system. Mr. Ehl strongly encourages the adoption of a policy at this meeting, which is a key component of what

is being forwarded to the legislature. It's important to gather public support also. They agree that this should not be a punishment, but the option would be voluntary. There are a number of schools that have underperformed for a number of years and we need to do something about that soon.

Lisa McFarlane, League of Education Voters (LEV)

The question is not whether we should improve our schools or fund them – we should do both. There is a tendency to defend the status quo and Ms. McFarlane reminded the Board that there has been a lot of progress. There are some schools where there isn't a model of school improvement. The LEV appreciates that the accountability index will go much further than No Child Left Behind. She urged the Board to be bold with the accountability system. The schools that are in most need of support are going to be the ones who will not be the best for submitting the application. As we move forward, this is around supporting the schools and communities that need help. It's a relatively small number but it's the deepest concentration of poverty and color.

Kip Herren, Auburn School District, Superintendent

Mr. Herren appreciates the work that the Board does for our kids. Mr. Herren discussed the accountability index principles, saying that the District has concerns that a 2.0 is not acceptable. When creating an index and establishing criteria, that is where the energy and time is going to go with teachers, parents, and students. We do intensive intervention with students to move them along with reading and math. That doesn't leave time for the other classes. He asked the Board to be aware of the master schedule when putting the index together.

Board Discussion

Mr. Vincent recommended that the Board postpone the vote on the Framework during the business meeting on Thursday and encouraged the members to take a three-step process on the accountability issue:

1. Focus on understanding how the framework works.
2. Take time to solicit more feedback.
3. Vote on the Framework at the January 2009 Board meeting.

The meeting was adjourned at 5:24 p.m. by Chair Ryan.

Thursday, November 6, 2008

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

Members Absent: Dr. Kris Mayer (excused) (1)

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

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

Update on Bylaws Review

Mr. Warren Smith, Board Co-lead

Ms. Amy Bragdon, Board Co-lead

Mr. Brad Burnham, Policy and Legislative Specialist

The Board may be adopting amendments to its Bylaws at the January 2009 Board meeting. Co-leads, Ms. Bragdon and Mr. Smith, are working with Mr. Burnham to review proposed revisions for the members to consider.

The Bylaws committee will make language changes to the draft for presentation at the January 2009 Board meeting, with possible adoption at that time.

Funding Proposals for Basic Education and K-12 Funding

Ms. Edie Harding, Executive Director

Mr. Brad Burnham, Policy and Legislative Specialist

Although only the legislature can appropriate funds for K-12 education in Washington, the Board may advocate for all of its strategic plan goals in various forums and at different times.

The summary of some funding proposals that were presented to the Basic Education Finance Joint Task Force were presented for discussion. The Task Force will be meeting several times during November to review the proposal and processes. Mr. Burnham will bring further information, from the discussions with the Task Force, to the January 2009 Board meeting. The legislator's proposals include CORE 24 and Accountability.

Board Parameters on Basic Education Funding and Other K-12 Funding Components

CORE 24 Funding Framework: The Board believes that CORE 24 graduation requirements should be part of basic education in the 21st century. Suggestions are as follows:

- Six hours of instruction, including one hour of teacher planning and associated non-employee related costs and special education funding formula paid by the state.
- Seven hours of instruction for struggling students, including non-employee related costs and transportation.
- Support advisories, such as Navigation 101.
- Curricular phase-in support for additional course work. Students will take Math, Science, English, Arts, World Language, and Career Concentration.

- Other costs that will be looked at with the PESB, OSPI, and others including teacher incentives for recruitment, capital facilities, etc.

The Board recognizes that there are additional important components of K-12 basic education that must be funded under a new system. While the Board is not taking a position on individual components, it recognizes that many districts are facing large financial challenges under the current funding system. The state has made a significant investment in new standards for math and science. An aligned curriculum and instruction to students in the classroom are critical to see a significant change in student improvement.

The Board is developing a policy framework for a statewide accountability system that includes an Accountability Index to identify the status of all schools and to ensure continuous progress on a variety of indicators of student achievement; Innovation Zone; and a new required state/local partnership for districts that need additional assistance to improve student achievement. Funding for the accountability system should be implemented concurrently with revisions to the basic education funding formula and the investment in additional resources for alignment of the new math and science standards with classroom materials and instruction.

The Board currently provides waivers for 82 districts from the Basic Education Act requirement of 180 days of student instruction. The primary use of these days is for professional development; however, it takes important instructional time away from students. Thus, the Board supports the need for three additional professional development days so that the Board does not need to grant waivers for professional development.

Science Standards Revision Update and End of Course Assessment (EOC) Study

Dr. Rodger Bybee, David Heil and Associates

Ms. Kasey McCracken, David Heil and Associates

The Board recommended changes to the science standards in May 2008, based on a review by its consultant, David Heil and Associates, Inc. and the science advisory panel. The OSPI is revising the science standards, which are due December 1. The Board amended the Heil contract to give the team more opportunity to review the revisions and provide feedback to OSPI before they were completed. The Board will convene a special meeting on December 10 to receive the revised science standards from OSPI and to accept the Heil report on the revised standards.

The purpose of the review on implications of using science EOC assessments for high school exit exams was to learn:

1. How well comprehensive and EOC assessments meet the four major purposes of high school assessments.
2. How well comprehensive and EOC assessments serve the major goals of science education.

The assumptions, from the review, take into consideration the following factors that are contextual for Washington, including:

1. New standards for science education
2. Science credit requirement for graduation
3. Science assessment requirement for graduation
4. National requirement for state accountability for science
5. Washington stakeholders value of local control

The implications of EOC assessments for meeting the main goals of science education are as follows:

Science Content

- EOCs provide a better measure of depth of knowledge.
- EOCs would likely narrow the variety of science courses offered.

Scientific Inquiry

- Assessment should focus on measuring knowledge and abilities related to design of investigations, control of variables, collection of data, and use of evidence in support of a conclusion.
- EOCs provide more opportunities for in-depth and subject-specific evaluations.

Applications

- EOCs are better suited to assess specific disciplines and types of investigations.

Career Awareness

- A collection of EOCs could provide multiple assessments of inquiry and applications skills as they are introduced and learned in different courses or content areas.
- Use of EOCs would require statewide coordination regarding which science courses are used to address specific career awareness skills and abilities.

Other considerations include:

Graduation requirements

- New graduation requirements for science and the 10th grade WASL create an alignment challenge.
- Maintaining the science WASL and implementing science EOCs is an option.

Development and Implementation of EOC Assessments

- EOCs can leave open local options relative to instructional materials, teachers' professional development, and course selection for graduation.
- EOCs demand greater statewide consistency in high school course offerings.
- EOCs could raise tensions around issues of local control.

State, District, and School Accountability

- Either assessment type could support Board principles for an accountability index.
- Either assessment type could be used to meet federal NCLB requirements.
- EOCs would more closely measure how specific courses support student achievement.

Student Accountability and Engagement in Learning

- EOC medium stakes options include recording results on a student's transcript and basing a final course grade on an EOC.

Alignment of Standards, Curriculum, Assessments

- A comprehensive science exit exam will have implications for course sequencing.
- EOC exit exams would likely narrow the range of science course offerings.
- EOC exit exams would likely clarify content and performance expectations for science courses.

Comprehensive and EOC assessments for science have different implications for motivating and measuring student achievement, as well as meeting the major goals of science education across the educational system overall.

Public Comment

Martha Rice, President-elect, Washington State School Directors Association (WSSDA)

The CORE 24 Implementation Task Force Charter calls for movement towards CORE 24 requirements in the event that only partial funding is obtained. We don't have agreement amongst school directors for CORE 24; however, we do have agreement on the unfunded mandate. We have enough unfunded mandates already. This move toward partial funding is a nibbling around the edges. On behalf of the WSSDA, Ms. Rice encourages the Board not to move forward without full funding or it will be a huge impact on the districts that adds to what they're already doing. The Task Force should look in to the needs of every single student and find flexibility, which will go a long way toward addressing the charter.

Bob McMullen, Association of Washington School Principals (AWSP)

Mr. McMullen suggested slowing down the accountability framework process. We know that the metric for NCLB is not a metric that appeals to the philosophy of important progress for all schools. He suggested that the Board and others visit schools to see if the right schools are being targeted. One of the struggling issues is that we're dealing with the wrong schools because of the way the model is set up. Identifying schools as a financial watch is a much less complex task than identifying schools academically. We need to make sure that the efforts are directed in the right way. What makes the Board think that the protocols being developed will get the results anticipated? What is the leadership skills that a principal needs in his/her building that will result in improved learning for students? The state is doing lots of different things to try and do more for students. Mr. McMullen encouraged deeper examination to allow the Board to say that the protocols have efficacy and see results with a high level of predictability. The AWSP encourages the Board to go slowly in order to go fast and move forward with greater certainty that what we're doing will achieve greater results.

Sandra Hill, Pasco School District Superintendent

To be useful, accountability has to have integrity. It can be helpful and harmful – it is never neutral. Ms. Hill is hopeful that this plan will be the helpful kind but she doesn't think we're there yet. She lives every day with the outcome of a harmful index. Any connection with the current NCLB AYP will jeopardize the Washington State index. The two principles that should be at the top are:

- 1) Fair, reasonable, and consistent
- 2) Valid and accurate

Although the ELLs are a small population, they are the basic education program and should be looked at before the index numbers come. Ms. Hill does not believe that the WASL is a valuable instrument when it is only given in English. It takes time for ELL students to acquire enough English to have enough cognitive power to perform. When the index looks at WASL scores, especially at the elementary level, it's a disincentive for schools to do the right thing. The Innovation Zone only targets certain schools and she expressed the importance that it needs to target all schools.

Mack Armstrong, Washington Association of School Administrators (WASA)

Thank you to the Board for struggling with such significant work. Mr. Armstrong suggests slowing down so we can get it right, "so we can speed up." Practitioners get that concept because they oftentimes jump in and move too quickly. Superintendents have the significant job of creating the entire system and the capacity to embrace all the elements. They don't want to fight accountability but they are concerned about staying on target. There will be some thoughtful individuals coming forward in the CORE 24 implementation, with critical elements that need to be put in place. They will come with cautions not to move too quickly. CORE 24 and

accountability are very interrelated. Accountability is relatively new in the forefront with superintendents and they will come to the table with questions and a request to take time on the implementation.

Elena Waite, Wright Group/McGraw Hill

Wright Group is the publisher of the Everyday Mathematics program. Everyday Mathematics is much more strongly aligned to the standards than is reflected in the review. Ms. Waite looks forward to continuing to work with districts in Washington State to develop the state standards, and learning about the next steps in developing the standards for Washington.

Executive Session for Annual Evaluation of Executive Director

Chair Ryan announced the following:

“The Board will now go in to Executive Session for the purpose of conducting the annual evaluation of the Executive Director. We expect to conclude the Executive Session at 1:00 p.m.”

Business Items

Approval of Executive Director Evaluation

MOTION to grant the Executive Director a 2.5 percent pay raise, effective January 1, 2009.

MOTION seconded

MOTION approved

Approval of Policy Framework for Accountability

Action was not taken on the Framework. The Board will continue its work and a proposal will be put forward at the January 2009 Board meeting.

Approval of Implementation Task Force Charter

MOTION to approve the charter for the Implementation Task Force and to extend the timeline from June 2009 to December 2009, to address implementation issues.

MOTION seconded

MOTION carried

Approval of Tribal Memorandum of Agreement Resolution

The Board postponed a decision on the Memorandum of Agreement in order to consult further with members of the Tribal Leader Congress on Education. A resolution will be put forward at the January 2009 meeting.

Approval of Strategic Teaching Report on OSPI Mathematics Curricular Menu and Board Recommendations

MOTION #1 to approve Strategic Teaching’s K-8 Curriculum Review Final Report, dated October 27, 2008 and to provide the following Board recommendations and official comment to the Superintendent of Public Instruction regarding the proposed math curricula:

1. Recommend Math Connects and the addition of Math Expressions as the recommended mathematics curricula for elementary grade level, kindergarten through grade 5. Further, recommend that the Superintendent of Public Instruction revisit the decision on Bridges in Mathematics in light of the information provided by Strategic Teaching in its final report to the Board.
2. Recommend Holt and Math Connects as the recommended math curricula for middle level, grades 6 through 8. Further recommend that the Superintendent of Public Instruction add Prentice Hall as one of the recommended mathematics curricula, in light of the additional information provided by Strategic Teaching in its final report to the Board.

MOTION seconded

MOTION carried

MOTION #2 to request the Office of Superintendent of Public Instruction to:

1. Provide a briefing to the Board, at its January 2009 meeting, on the agency's review for the supplemental K-8 materials; in particular, discussing what will be done for those programs that 70-80% of schools are presently using; findings from the district curriculum survey; and actions OSPI plans to take in helping districts with unaligned curriculum.
2. Provide a briefing to the Board, at its March 2009 meeting, on suggestions for how to improve future curricular and instructional materials review.
3. Provide a briefing to the Board on how to provide incentives to publishers to align their curriculum with the new math standards.

MOTION seconded

MOTION carried

Approval of Highline Big Picture High School's Application for Waiver from Credit-Based High School Graduation Requirements

MOTION to approve Highline Big Picture High School's request for a four-year waiver from the graduation requirements of WAC 180-51-061(1)(a) through (h) and WAC 180-51-066(1)(a) through (h), effective as of the 2008-2009 school year through the 2012-2013 school year, and instead require, as a graduation requirement, that a student demonstrate successful completion of the competencies outlined in Highline's October 2, 2008 proposal to the Board.

Proposed Amendment

Approve for two years, and in addition to the annual report, the Board will ask OSPI to do a review of the methods by which the school is determining competency.

AMENDED MOTION seconded

AMENDED MOTION failed by roll call

ORIGINAL MOTION seconded

ORIGINAL MOTION carried

Approval of Private Schools

MOTION to approve Small World Montessori as a private school for the 2008-2009 school year.

MOTION seconded

MOTION carried

180 Day Waiver Requests

MOTION to approve Prescott School District's request for a waiver from the 180 day requirement in RCW 28A.150.220 for the 2008-2009, 2009-10, and 2010-11 school years.

MOTION seconded

MOTION carried

Approval of 2009-2010 Revised Board Meeting Dates

MOTION to approve the 2009-2010 Board Meeting Dates

MOTION seconded

MOTION carried

Meeting was adjourned at 3:37 p.m. by Chair Ryan.