

Washington State Board of Education
Regular Meeting
ESD 123
Pasco, Washington

MINUTES

Wednesday, September 24, 2008

Members Present: Chair Mary Jean Ryan, Co-Chair Warren Smith (telephone), Mr. Steve Floyd, Ms. Phyllis Frank, Dr. Steve Dal Porto, Ms. Lorilyn Roller, Dr. Kris Mayer, Dr. Terry Bergeson, Mr. Jeff Vincent, Ms. Amy Bragdon, Ms. Linda W. Lamb, Dr. Sheila Fox, Dr. Bernal Baca, Mr. Eric Liu (telephone), Mr. Jack Schuster, Ms. Austianna Quick (16)

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

The meeting was called to order at 9:12 a.m. by Chair Mary Jean Ryan.

Mr. Bruce Hawkins, Superintendent of the ESD 123, welcomed the Board to the meeting.

The Board members introduced themselves to the audience.

Ms. Harding thanked Ms. Sandra Hill for the Pasco School District tour on Tuesday. Along with Ms. Harding, those attending the tour were Dr. Dal Porto, Ms. Frank, Ms. Lamb, and Dr. Taylor.

Motion was made to approve the July Board meeting minutes with corrections noted

Motion seconded

Motion carried

Motion was made to approve the July 30 Special Board meeting minutes

Motion seconded

Motion carried

Update on System Performance Accountability (SPA)

Dr. Kris Mayer, Board Lead

Ms. Edie Harding, Executive Director

Most schools and districts are doing a good job educating kids; however, one out of 14 students is in a struggling school. The legislature has charged the Board with developing an effective solution for these schools. The legislative requirements for the Board, under RCW 28A.305.130(4), include: 1) adopt criteria to identify schools and districts that are successful, in need of assistance, and those where students persistently fail; 2) identify schools and districts where intervention strategies are needed; 3) identify a range of intervention strategies, and 4) identify performance incentive systems. To date, the Board has completed the review of:

- Federal and state requirements
- National studies
- Other states' intervention authorities
- Washington student performance

- OSPI school district and other states' school improvement programs
- Trends in teacher retention and mobility
- State and Local Policy Barrier Study
- Direct feedback from SPA Advisors, the public, and stakeholders

Conclusions from this work include:

- Washington is one of 18 states with no intervention authority.
- Approximately 7-8% of Washington students are in schools defined as struggling according to our proposed accountability index.
- States need to invest in teaching and leadership building capacity.
- Teaching quality is important.
- Higher education mobility rates are found in high poverty schools.
- Barriers include: 1) insufficient and impermanent funding; 2) lack of time for professional development; 3) inflexibility in allocating resources to higher need areas to improve student achievement; and 4) lack of coherent systems to support hiring and retaining quality staff.
- An accountability system that: 1) creates a sense of trust; 2) includes a role for school boards; and 3) builds a deep level of ownership at the local level.
- Provide resources that: 1) enable transformational change; 2) train leaders to make changes; 3) allow flexibility in operating conditions; and 4) ensure a coherent system of state educational programs.

A work session is scheduled for October 21 at the PSESD in Renton to discuss:

- Accountability Index
- Examination of Curricular Menu requirements
- Innovation Zone
- Academic Receivership
- Draft policy framework for Board discussion and possible approval at the November Board meeting

Proposed Accountability Index

Dr. Pete Bylsma, Consultant

The legislature mandated the Board to identify objective, systematic criteria for successful schools and districts, as well as for those needing assistance. Accountability is a comprehensive state education system. The federal accountability system of Annual Year Progress (AYP) required by No Child Left Behind (NCLB) is viewed as unfair, too complicated, and punitive. The guiding principles of the new state system were reviewed according to a process that includes: 1) a diverse set of advisors; 2) application of proposed rules to existing data, to ensure validity and adjustment made to increase precision; 3) feedback received from OSPI and others; 4) feedback from today's meeting with further adjustments, if necessary; and 5) a final presentation at the November Board meeting.

Twenty components, including five outcomes, each calculated against four indicators, are considered to create the Accountability Index. The five outcomes include results from four assessments (reading, writing, math, and science) aggregated together from all grades and an extended graduation rate for all students. The four indicators are: achievement, achievement vs. peers, improvement, and achievement by low income students.

State/Local Partnership Proposed Accountability Concepts

Mr. Andy Calkins, Mass Insight

Ms. Meghan O'Keefe, Mass Insight

Dr. Kris Mayer, Board Lead

Mass Insight presented its draft proposal for state and local partnerships, which include an Innovation Zone and Academic Receivership. Under the Innovation Zone, a local school board, whose district contains Priority Schools, would be invited to apply to participate. The Innovation Zone concept will enable a small number of districts to undertake transformative change, which could include extending the school day or year, revising the collective bargaining agreement with approval from management and the union, as well as combining state funds from different sources to address student achievement issues in a more holistic way.

Districts with Priority Schools that elect into the Innovation Zone or pursue their own actions but do not make progress after a specified period of time, would go into "Academic Receivership." These districts would be referred to a peer review group who would develop a tailored recommendation to the Board to address a change in management or governance in the district.

The guiding principles as created by the design team include:

- The initiative is driven by one mission – student success.
- The solution we develop is collective.
- There is reciprocal accountability among all stakeholders.
- To have meaning, reciprocal accountability is backed by reciprocal consequences.
- The solution directly addresses common barriers to reform.
- The solution requires a sustained commitment.
- The solution requires absolute clarity on roles.

A flow chart was presented, explaining the different steps of being in the Innovation Zone. The steps include:

- Step 1: The state identifies Priority Schools and sets readiness factors for application to the Innovation Zone.
- Steps 2 & 3: Districts selected in the first round get assistance to develop a plan to enter the Zone.
- Step 4: Districts are selected for participation in the Innovation Zone's first cohort.

Public Comment

Wendy Rader-Konofalski, Washington Education Association (WEA)

On behalf of the WEA, Ms. Rader-Konofalski thanked the Board for its thoughtful and in-depth deliberations on these weighty accountability issues and for soliciting the WEA's input throughout the process. A part of the WEA's input included a recent meeting between several of the Board members and about 100 WEA board members, consisting of teachers and school personnel from across the state, middle school, elementary school, high school, rural, urban, suburban schools, and all areas and disciplines. It was a rich conversation. Ms. Rader-Konofalski thanked Dr. Baca, Chair Ryan, Ms. Harding, and Dr. Dal Porto for taking a Friday evening to engage with these practitioners. She shared highlights of the comments from the WEA board meeting with the SBE members. The WEA was excited about the lively dialogue between themselves and the Board and felt that the Board heard what the WEA members were saying. Since the practitioners and professionals in the field will always be the most important resources for work around improving our schools, the WEA hopes to facilitate more conversations over the next few months.

The WEA knows there are a number of issues that remain to be worked out, as part of the "devil in the details," and since that is where our teachers and students live, the WEA members will

want to continue to be involved to assure that the main issues, listed below, are included in the final plan:

- Avoiding the pitfalls of AYP/NCLB is key and using the WASL as the sole indicator or primary indicator does not give teachers and school personnel trust that there is any difference.
- Wanting union/district collaboration and good working relationships to be a criterion for all stages of any new accountability plan.
- Collective bargaining relationship upheld throughout the entire process. At no point, even when schools continue to fail, do we relinquish collective bargaining rights or allow outside companies to come in and take over our schools.
- Avoid the punitive nature, even the threat of it.
- Funding is necessary for all the unmet basic funding needs, as defined by the Full Funding Coalition request of \$1.2 billion, before any added-on requirements. This is in keeping with the reciprocal accountability to which the Board subscribes.

Karen Davis, Washington Education Association (WEA)

The WEA continues to have a deep commitment to help educators and students in our joint efforts to close the achievement gap and help all students succeed. The WEA's comments, today, are in the context of improving the accountability proposal. The WEA will offer changes and questions to more clearly understand the intent of the language.

With the exception of graduation rates for high schools, the proposed Accountability Index is based entirely on the WASL. For elementary and middle schools, it's only the WASL. While the Index looks at the WASL scores in the four content areas by different indicators, the root of all of the calculations is the WASL. The WEA understands that the state has no other statewide data to use. The over reliance on the WASL, however, causes high stakes decisions to be made based on the test. Further, this Index will be used to identify every school in the state into one of four tiers. The WEA asks, "Why label all schools when the Board will not be able to help the majority of schools identified as 'struggling'?" The WEA asks that the Board consider not dividing all schools into the four tiers of exemplary, good, adequate, and struggling and make this public. Instead, the Board could meet its legislative mandate by recognizing high scoring schools and identifying only a limited number of struggling schools after a deeper analysis that includes other contextual issues beyond the WASL results. This would mean that the only public information would be the announcement of those schools being recognized for their accomplishments and those struggling schools being invited to apply to the Innovation Zone, not a labeling of each school.

Punitive consequences have been an issue for the WEA from the beginning. Educators have lived under No Child Left Behind (NCLB) for over six years and know that the sanctions do nothing to improve student achievement, while hurting staff morale and damaging community support. The WEA advocates for finding the underlying reasons that contribute to not making the achievement goals. When the needs are identified, then the strategies and supports can be given to meet those needs. Just as our membership has supported charters, we have a similar aversion to Academic Receivership.

The Board has heard the WEA repeatedly emphasize the need to involve the union in this accountability process. Some of the criteria for participation in the Innovation Zone are areas where the WEA strongly believes collective bargaining is the best approach. Length of school day, length of school year, selection and assignment of staff to a building, pay for additional time, additional responsibilities and incentives, and other working conditions are all topics of bargaining. If these schools are going to have a real chance to make a turnaround, collective bargaining will give the educators their voice at the table and will guarantee buy-in by both the union and the district. The WEA and Steve Pulkkinen have provided examples of where bargaining has created solutions to working on student achievement.

Wes Pruitt, Workforce Training Board (WTB)

The Building Bridges work group is charged to make recommendations, on an annual basis, to the legislature on the dropout issue. The work group includes 90 people in various committees, building the initial recommendations, which will be presented in December to the legislature. The December report will call for the state to pay greater attention to the dropout issue. Based on the latest statistics from OSPI, 20,122 kids dropped out of K-12 schools in the 2006-07 school year. WTB has done surveys in the field and are finding that resources are severely limited and districts are not equipped with knowledge and training to support these students who are difficult to work with. WTB is particularly interested in an initiative in King County, through the Building Bridges process, to develop a published guide for school districts on how to address the dropout issue and school improvement plan. WTB is considering recommendations on the first draft, such as 1) provide meaningful incentives and rewards for districts to improve their graduation rates; 2) incorporate the dropout, an intervention/prevention component in the school improvement process; and 3) provide a focused assistance program specifically for dropout prevention.

Dave and Carolyn Herrud, Teachers in the Othello School District

Mr. and Ms. Herrud have been instrumental in the school improvement process in the Othello School District and have extensive knowledge about how the school improvement process works. School improvement was the hardest thing the District has done. There were trust issues with administrators during the process but over time trust is being built back. Because of the hardship, the District has lost many qualified teachers but they are on the right track with teachers who are willing to do whatever it takes to help students succeed. The community believes in the changes in the District. Othello is one of the five districts accepted for the summit grant. Because of the summit grant, the District is going through a school review, with a school analysis beginning next week, which includes interviewing teachers in the District. The District has a stakeholder group of 71 members, with 45 of the members being teachers.

Jan Fraley, Pasco School District and SE Region WEA

Public educators and education take every child who walks through the doors. Sometimes the students are nurtured and motivated students; however, some are broken and throwaway children and the best they can do is walk in and get through another day. And yet, the standard is that they all pass the WASL. The standard for sanctioned schools or AYP schools is the WASL. Teachers feel passionate about the work they do and need to be involved in the process. Ms. Fraley asked the Board to remember that teachers need to be involved or there won't be buy-in. The WEA needs to be involved because it can make a huge impact on reform. Ms. Fraley expressed concern that Academic Receivership could potentially be a death sentence to the careers of teachers and the work they are trying to do. She suggested that perhaps the label "Academic Receivership" needs to be more clearly defined. Teachers can't do the work alone and we need partnerships with the state, OSPI, communities, and parents.

Executive Director's Evaluation

Motion was made to extend the 2% COLA to Edie Harding

Motion seconded

Motion carried

Update on OSPI Math Curricular Menu Recommendations and Update on On-Line Math Curriculum Request

Ms. Lexie Domaradzki, Assistant Superintendent, OSPI

Ms. Porsche Everson, Consultant to OSPI

Dr. Terry Bergeson, Superintendent of Public Instruction

The Board retained Strategic Teaching to review the methods used by Relevant Strategies, examine the highest ranking programs to ensure there is a clear content match to the standards, and to ensure that those programs are mathematically sound. Strategic Teaching is looking at four curriculum material reviews, including the two recommended by OSPI.

OSPI retained Relevant Strategies to recommend up to three mathematics programs to the Board, which was tasked by the legislature. In June 2008, Relevant Strategies worked with advisory groups to train forty-two reviewers, and to evaluate twenty-seven different comprehensive programs for elementary and high school. It also provided a statistical analysis of the curriculum review. The group reconvened the first week of September 2008 to review supplemental materials that align to specific programs.

OSPI described the process they used to review the K-8 math instructional materials to determine alignment in the new math standards. They are recommending two programs in both elementary and middle school that, based on their review, which they think best met the alignment with the new K-8 math standards. The programs recommended are for grades K-5 Math Connects and Bridges in Mathematics, and for Grades 6-8 Holt Mathematics and Math Connects. The Board's consultant, Strategic Teaching, is reviewing those programs, as well as two others that were ranked highest by OSPI. The Board's Math Panel will work with Strategic Teaching to provide feedback to the OSPI recommendations. The Board will receive the feedback report at its November 5-6 Board meeting at Highline Community College.

The Professional Educator Standards Board (PESB) has implemented a task force to work on teacher retention. Their progress, as well as the lack of coherence in terms of the WASL test schedule and methods, will be discussed at the November Board meeting.

Public Comment

Barbara Chen, Richland School District

Ms. Chen has seen the rank order of the curriculum review and believes it is time for a reality check. "It is time to determine if we are throwing good money after bad, by continuing down the road of a fatally flawed process."

She is concerned that after using Singapore standards as an exemplar and supposedly benchmarking our standards to Singapore's, that Singapore math is ranked not just in last place, but last place by an extremely wide margin. How is a 35% alignment possible and how is it possible that TERC Investigations is in the top three when it does not support fluency with standard algorithms or memorization of math facts? Even the data produced by the IMR committee clearly suggests this. After all the work Strategic Teaching did to emphasize the critical importance of math facts and computational fluency, we appear to be well on our way to supporting another decade of omitting these skills from our math curriculum.

Ms. Chen encouraged the Board to take the time for a sanity check. She asked the members to review the rubric used by OSPI's IMR committee. Ms. Plattner's comments today indicate that the priorities of the IMR reviews are indeed questionable. To neglect this is to drive yet more of our educated, affluent population out of the public school system.

Mack Armstrong, Washington Association of School Administrators (WASA)

Mr. Armstrong thanked the Board for their good work. Many of the Board members have expressed the complexity of trying to make all the connections and make things meaningful and tying them together. Everything the Board does is linked to everything else that is changing. It's both the process of complexity and the impact it has. If the state fully funds every school it allows every school to attend to all the issues that have been mapped out. As the initiatives are moved forward, he encouraged full funding. We're coming at this with the potential of a bottle neck. How do we decide what needs to move forward. The superintendents haven't been

engaged in the accountability piece so far. Ms. Harding is coming to the fall workshop to present on accountability, which will help to get folks engaged in accountability. It's part of looking to the end. The WASA has given Mr. Bylsma input and Mr. Armstrong has been in contact with him about the Index piece. The model that is being initiated has had positive feedback. Regarding Mass Insight - no matter where a district ends up in scoring, whether positive or negative verbiage, people are going to co-own the results. It's only as good as those people's presence and the local buy-in for all of the parties. We're working on changing the community and the progress of the schools. It's about creating buy-in and co-ownership. We're not only changing processes in schools, we're also changing the community. WASA will continue to take the journey with the Board. The Board needs to be bold but the work happens in conversation.

Carol Brackman, Pearson Curriculum Group

Pearson knows the challenges that the Board has, as well as the heavy responsibilities of the Board and OSPI to make the right decisions for students in Washington. Pearson has been a part of the math community in Washington for many years. Limiting choices for students will only hurt students and teachers in the state. There is no "one or two sizes fits all" when it comes to student demographics across the state. If the recommendations do go forth Ms. Brackman recommended that the language be clear to school districts that this is not a mandate at this time. She also encouraged the Board to consider, when evaluating the report, the contributing stakeholders. Some stakeholders are actually leaders in the math community as well as authors. When looking at the stakeholders, the Board will see some that are from other programs, which are not listed in the top two or three and Ms. Brackman asked the Board to consider that when reviewing the report. She asked them to please consider the various resources coming to them from OSPI, saying that the Board should look at not only the alignment, but look at what strong math instruction is and where our students will be going in the future.

Proposed State Board of Education Strategic Plan, Work Plan, and Budgets for 2009-11

Ms. Edie Harding, Executive Director

In May 2008, the Board approved a draft Strategic Plan, which was submitted to OFM in June. A new goal of improving graduation rates was added and staff has prepared a work plan to incorporate all the current work, as well as the anticipated work for the next year, to meet the goals and legislative requirements. Ongoing major projects include:

- Implementation considerations of CORE 24.
- Joint work on the science and math action plans.
- System Performance Accountability with a focus on the academic index.
- Innovation Zone and ultimate management and governance consequences for schools and districts that do not improve.

To address the Board's goal of improving graduation rates, staff has drafted a work plan and 2009-11 biennial budget request around the theme "Stop the Drop(out) Rate." Staff is asking the Board to review the new package, as well as a supplemental budget request for a science curricular menu review, which staff has submitted, in draft form, to OFM.

Educator Workforce Data System

Mr. Brad Burnham, Policy and Legislative Specialist, SBE
Ms. Nasue Nishida, Policy and Legislative Specialist, PESB
Mr. Roger Erskine, Board Member, PESB

The Professional Educator Standards Board (PESB) and the State Board of Education seek a multi-faceted and comprehensive educator workforce data system readily accessible by educators, districts, and policy makers. For educators, an electronic certification (E-Cert) application would provide an efficient and accessible online tool, housing information for

applying and renewing certificates. For districts, the system would allow easy access to an educator's information, such as their preparation experience, certificates, endorsements held, and other quality indicators, like a teacher's highly qualified status. For policy makers, the system would efficiently report data, yielding information tying an educator's credentials to their teaching assignment.

The PESB and SBE propose the following stipulations to funding that ensure an educator workforce data system is delivered and completed:

1. The system must be completed by the beginning of the 2010-2011 school year.
2. The system must respond to clearly defined needs and include specific data elements as identified by education stakeholders, including the PESB, SBE, the Washington School Personnel Association, legislative staff, and other relevant organizations.
3. At a minimum, the system must include full implementation of E-Cert and ability to produce annual reporting of teacher assignments tied to endorsement information.

In 2004, OSPI developed and implemented the first phase of E-Cert as an online and optional tool to assist educators in organizing and collecting information required for certificate application/renewal. An educator workforce data system will provide the necessary data for the PESB, the SBE, and legislators to better inform policy decisions about K-12 education. Without a data system, Washington will be unable to answer fundamental questions about the educator workforce. This will reinforce the states over-dependence on anecdotal and personal stories that influence policy decisions. This work would impact the entity responsible for completing and delivering the data system and the entity to do the work will be determined by the legislature. There is a one-time only start-up cost associated with developing the data system; however, there will be upkeep costs to maintain the system. If not funded, Washington will not know, or have the ability to know, quality indicators of its educators. Data will continue to be collected and reported in an ad-hoc fashion by multiple systems that will remain disconnected from one another.

Wendy Rader-Konofalski, Washington Education Association (WEA)

It is absolutely correct that certain types of teacher data do not exist in this state. It is very frustrating when various organizations and individuals state, or imply that Washington does not have qualified teachers in the classroom, based on inaccurate information, rumor, and innuendo. The WEA can support the proposed data system legislation as long as it collects only the information as described: 1) whether and where teachers are assigned; 2) their teaching assignment versus their qualifications; and 3) their qualifications related to student demographics by school.

The WEA will watch to ensure that it does not cross the bright white line test by trying to link specific teachers or principals to specific students. Those who are working in the public education world know that a student's success or failure is reflective of many items, not just one teacher or principal.

The meeting was adjourned at 5:15 p.m. by Mr. Steve Floyd.

Thursday, September 25, 2008

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

Members Absent: Dr. Terry Bergeson (excused) (1)

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

The meeting was called to order at 8:40 a.m. by Chair Ryan.

CORE 24 Implementation Task Force Charter

Dr. Kathe Taylor, Policy Director

The Board considered the draft charter for the CORE 24 Implementation Task Force, recommended revisions, and directed staff to begin designing a formal recruitment and application process. Formal action on the revised Charter will be taken at the November Board meeting. The Board will move forward with a funding request to the legislature and the Joint Basic Education Finance Task Force to support implementation of CORE 24.

The purpose of the CORE 24 Implementation Task Force is to examine the implementation issues associated with the CORE 24 High School Graduation Requirements Framework and advise the Board on strategies needed to implement the requirements, including a phase-in process that would begin with the class of 2013, with requirements becoming fully implemented for the class of 2016, contingent on funding approved by the legislature.

Mr. Liu will continue to serve as the Board Lead on the Meaningful High School Diploma (MHSD) project. He will provide strategic guidance needed to advocate for CORE 24 and will continue to carry the unfinished MHSD work forward, leading the policy development of the Board's approaches to the Culminating Project, High School and Beyond Plan, and essential skills. Mr. Schuster and Dr. Dal Porto have agreed to be co-leads to oversee the work of the Task Force.

The Task Force will be comprised of a central leadership group of practitioners that will consider systems issues that need to be addressed to implement the CORE 24 Graduation Requirements Framework. Some of these issues include: phase-in, flexibility, and resources. The Task Force will consist of approximately 15 people. As part of the recruitment process, members will be asked to recommend possible candidates for the Task Force.

Further discussion about the Implementation Task Force will occur at the November Board meeting. It was decided to begin the Task Force in January 2009.

The Student Board members gave a report from the Washington Association of Student Councils (WASC) board meeting, saying that the students are excited about CORE 24 because they think it will be more solid and the diplomas will have more meaning. The Board members were invited to the WASC conference on October 11 at Richland High School.

New STEM High School in Tri-Cities

Mr. Mike Kluse, Director, Pacific Northwest National Laboratory

Ms. Sandra Hill, Superintendent, Pasco School District

Dr. Vicky Carwein, Chancellor, Washington State University, Tri-Cities

The STEM High School is a collaboration between Battelle, Washington State University Tri-Cities, as well as the Richland, Kennewick, and Pasco School Districts. The school is highly personalized, attracts a broad spectrum of students, and immerses them in science, technology, engineering, and mathematics focused learning experiences. The school's objectives include:

- Creating new learning opportunities for a broad spectrum of students.
- Using a model for teaching and learning that is research based, rigorous and relevant, as well as sustained through a professional development plan.

- Implementing a performance-based curriculum that focuses on inquiry centered, problem based learning with cross disciplinary connections and relevant STEM learning experiences.
- Engaging all students through technology.
- Using a student-centered teaching approach.

The school, anticipated to open in August 2009, is not only designed for advanced science and math students, but will serve students from diverse socioeconomic backgrounds and interest areas throughout the Tri-Cities. The school will start with 100 students and the hope is to increase the enrollment to 400. Students will receive diplomas from their home districts. The school will operate at a temporary location, which was offered by WSU-TC and CBC, for the 2009-2010 school year. A permanent location for the school has not been determined.

Social Studies Grade Level Expectations and Tribal Sovereignty Unit: Efforts to Ensure the Teaching of Native American History

Mr. Caleb Perkins, Supervisor, Social Studies and International Education Program, OSPI

OSPI has taken several steps to ensure that students have opportunities to learn about tribal history and governance. OSPI's recommendation for the Classroom-Based Assessment (CBA) is one social studies CBA, per grade level or per social studies course. The recommended resources for the CBA's include: Point No Point Treaty Unit – created with expertise from Evergreen State College, and the Tribal Sovereignty Unit. Recommended objectives from the Sovereignty Unit are as follows:

- Elementary students will be able to define tribal sovereignty.
- Middle school students will be able to understand that according to the United States Constitution, treaties are the supreme law of the land.
- High school students will be able to recognize landmark court decisions and legislation that affected and continues to affect tribal sovereignty.

OSPI has invested in the development of a sovereignty curriculum that is designed to help students understand sovereignty from the perspective of native peoples.

Tribal MOA

Dr. Bernal Baca, Board Lead

Dr. Kathe Taylor, Policy Director

The Board discussed possible responses to the Tribal Memorandum of Agreement (MOA) with the Tribal Leader Congress on Education. The Board asked Dr. Baca to work with Ms. Lamb and Dr. Dal Porto to bring back, to the Board, concrete suggestions for action, to the November Board meeting.

Public Comment

George Juarez, Othello School District and ESD 123

At a recent meeting that 20 superintendents attended, the July Board meeting highlights, as well as the Meaningful High School Diploma document, were discussed. Some people will continue to offer comment about whether CORE 24 will deliver the skills that meet our covenant with the students we serve, their families, and the communities that regularly support our public schools.

The superintendents' group admires the Board's courage to take a bold stand on behalf of students and prefer to spend their time in dialogue to ponder and deliver upon the Board's vision with an implementation that is thoughtful, creative, and sensitive to the social context that our families experience.

The region is most interested in the CORE 24 attributes expressed in: 1) phase-in strategies and tactics; 2) testing of flexibility options; 3) facility and teacher impact in the context of phase-

in strategies, tactics, and flexibility options; and 4) all implementation steps strongly tested with research strategies that position the Board to support full implementation costs and benefits.

The superintendents know that the Board will develop a research plan to test various models for effectiveness of achievement and cost impact. They take the position that this is critical and asked the Board to expect that the vision will need tactical adjustment. "How will the Board know if they are getting for the students what they have worked so hard to assure them?" While there is data related to what is required of students to graduate from high schools across the nation, narrowing down to what specific requirements lead to student performance at the highest levels is regularly debated. This is simply not acceptable. The superintendents offer their support and desire to be the Board's colleagues as the research elements are designed, tested, and implemented.

As the Board moves forward this fall, the superintendents know that the members will appoint an implementation task force. For all aforementioned reasons, the superintendents feel that there are several outstanding choices in southeastern Washington for membership and Mr. Juarez asked the Board to consider those colleagues, when looking for phase-in strategies and sites.

Ann Varkados, Bethel School District

Time continues to be an issue in the elementary schools. The lack of social studies is a time issue. Ms. Varkados explained the amount of time for each elementary class as follows:

- 120 minutes, per day, for reading, writing, and communication arts
- 60-90 minutes, per day, for math
- 60 minutes, three times per week, for science
- 30 minutes, per day, for health and fitness
- 30 minutes, once per week, for music and art
- 30 minutes, once per week, for library
- 40-45 minutes, per day, of intervention

Not to mention lunch, recess, and early release days. There's just not enough time.

Update on 2008 Washington Assessment of Student Learning (WASL) Results and Annual Yearly Progress Under No Child Left Behind

Mr. Brian Jeffries, OSPI

The report was presented as follows:

1. Percent of the class of 2008 (grade 12) – out of 67,031 students:
 - 91.4% met Standards in reading and writing.
 - 70.53% earned a Certificate of Academic Achievement or Certificate of Individual Achievement.
 - 8.6% did not meet the Standards in reading and writing.
2. Percent of the class of 2009 (grade 11) – out of 72,248 students:
 - 85.5% met Standards in reading and writing.
 - 60.0% earned Certificate of Academic Achievement or Certificate of Individual Achievement.
 - 14.5% did not meet the Standards in reading and writing.
3. Percent of the class of 2010 (grade 10) – out of 75,779 students:
 - 75.0% met Standards in reading and writing.
 - 46.6% earned Certificate of Academic Achievement or Certificate of Individual Achievement.
 - 25.0% did not meet the Standards in reading and writing.

Business Items

Motion was made to approve the Board's revised Strategic Teaching Plan and work plan

Motion seconded

Motion carried

Motion was made to approve the dollar amounts in the 2008-09 Supplemental and 2009-11 Biennial Budget Requests.

Motion seconded

Motion carried

The approval of the CORE 24 Implementation Task Force Charter has been moved to the November Board meeting.

Motion was made to join with the Professional Educator Standards Board in asking OSPI to implement the Educator Workforce Data System, as described in the materials provided with the Agenda.

Motion seconded

Motion carried

Motion was made to approve the dates for the 2009-2010 Board meetings

Discussion followed regarding the addition of the retreat incorporated in to the July meeting dates.

There was a friendly amendment to add July 15, to the 2009 dates and July 14, to the 2010 dates to incorporate the annual retreat.

Motion seconded

Motion carried

Motion was made to award the contract for the Accountability Index Data Analysis to Mr. Pete Bylsma.

Motion seconded

Motion carried

Approval of Private Schools

Motion was made to approve, having met the requirements set forth in RCW 28A.195.010, the list of private schools recommended by staff as Approved Private Schools for the 2008-09 school year.

Motion seconded

Motion carried

Next Steps and Reflections from the Board Meeting

Dr. Steve Dal Porto – while the implementation charter will reappear in November, Mr. Schuster, Dr. Taylor, and Dr. Dal Porto will proceed with the mechanical work that needs to be done before the November meeting so that invitations can be prepared for the Implementation Task Force.

Chair Ryan – There's a lot of complicated work to do before the November Board meeting. She asked the Board to think about what needs to be done and remember the work sessions, to prepare for the meeting.

The meeting was adjourned at 1:20 p.m. by Chair Ryan.