

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building, Room 253  
P.O. Box 47206  
600 Washington St. SE  
Olympia, Washington 98504

November 9-10, 2010  
New Market Skills Center  
Tumwater, Washington

## MINUTES

### **November 9, 2010**

**Members Attending:** Chair Jeff Vincent, Vice-Chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Bernal Baca (telephone), Ms. Mary Jean Ryan, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu, Mr. Warren Smith, Dr. Kris Mayer (16)

**Staff Attending:** Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (8)

### **Call to Order**

The meeting was called to order at 8:36 a.m. by Vice-Chair Dal Porto.

Mr. Kinnerk welcomed the Board to the New Market Skills Center. He talked about some new programs being created at the Skills Center.

### **Consent Agenda**

Ms. Frank requested that the SBE Strategic Plan 2010-14 be moved to the Business Items.

**Motion** was made to approve the following consent agenda items as presented:

- Private Schools
- September 15-16, 2010 Board Meeting Minutes

**Motion** seconded

**Motion** carried

### **SBE Data Dashboard on Strategic Plan**

Ms. Edie Harding, Executive Director

Mr. Aaron Wyatt, Communications Manager

In September 2010, the SBE finalized its Strategic Plan. As a result, staff created the strategic plan dashboard, which includes the following components:

- Part one – Goal overview and progress bar
- Part two – Objectives, products, and results

Mr. Wyatt reviewed the Dashboard with the members and answered clarifying questions about the tool and how it works.

Ms. Harding announced that Mr. Jesse Burns, graduate student at the Evans School of Public Affairs, University of Washington, has been retained to work on issues around governance. He will be working under the direction of Dr. Bill Zumeta at the University of Washington.

Ms. Fletcher, Mr. Liu, Mr. Schuster, and Dr. Mayer expressed the importance of determining a process to measure outcomes for students. They volunteered to work with the Board staff to determine a process.

**OSPI Fiscal Analysis of SBE Graduation Requirements**

Mr. Shawn Lewis, Assistant Superintendent, OSPI

Mr. Lewis gave an overview of the cost of implementation for the proposed graduation requirements analysis as of November 2, 2010:

	2010-12	2012-13	2013-14	2014-15	2015-16
<b>Operating Costs</b>					
Total cost for Initiation of the High School and Beyond Plan in grade 8	\$3,844,220.84	\$3,878,930.05	\$3,897,009.05	\$3,866,729.50	\$3,809,859.45
Total cost for high school updates to High School and Beyond Plan		\$2,602,070.66	\$5,604,054.91	\$8,998,801.31	\$11,522,950.81
Additional high school counselor needs		\$15,883,645.85	\$7,493,522	\$12,723,395.90	\$15,911,427.87
Total cost of additional materials		\$1,337,839.62	\$222,973.27	\$222,973.27	\$222,973.27
Additional instructional time				\$35,448,228.89	\$35,772,423.32
<b>One Time Only Capital Facility Costs</b>					
Total facility cost based on survey responses		\$28,365,360.00			
<b>Total costs per school year</b>	\$3,844,220.84	\$38,470,224.80	\$17,217,590.16	\$61,260,128.87	\$67,239,658.30

Note: facility costs are a one-time only cost and may begin as early as 2012.

The science class size information below is not considered to be a cost of the requirements and is only provided as supplementary information for the Quality Education Council:  
 Lower class size in science for every one student = \$3,418,997.37. Approximate cost to reduce to 22.5 is \$19,796,000.00. Current science course class size and funding is not differentiated within the current prototypical model.

Development of a HSBP in grade eight is a necessary component to meaningful adoption of the proposed graduation requirements. The assumption is:

- A basic education class size of 28.53.
- Thirteen hours of certificated staff time.
- \$2,625 per prototype school for materials, supplies, and support costs.

Annual updates and revisions to the HSBP will be required for each student throughout their high school career. The assumption is:

- A phase-in for the Class of 2016.
- A basic education class size of 28.53.
- Ten hours per year of certificated time.
- \$5,250 per prototype school for supplies and support.

High school counselors will be required to monitor significantly more individual requirements and ensure that student choice options are reflected in the HSBP. Where requirements are increased, additional instructional materials will need to be purchased by school districts. Additional credit requirements will create additional student FTE costs to the state. Added student FTEs are comprised of students who currently do not take a full 24 credits and those who are recovering credits. In some districts, the additional requirements may require additional facilities. The Office of Superintendent of Public Instruction has evaluated the Board's plans, to add an additional credit of English and a half a credit of social studies, as well as to remove the 150 hour requirement for a credit, provide two graduation requirements for one credit and make Washington State History a non-credit requirement, and has determined that they do not have a fiscal cost if implemented.

The Board asked clarifying questions and discussion followed.

### **SBE Provisional Graduation Requirements Feedback**

Dr. Kathe Taylor, Policy Director

Ms. Sarah Rich, Research Director

At the September 2010 meeting, the Board gave provisional approval to a revised framework of career and college ready graduation requirements. As a result, the Board reached out to stakeholders through face-to-face and webinar presentations, online materials, and an online survey. The online survey was developed to gather feedback from stakeholders and to inform discussion of the final graduation requirements framework. There were 4,090 responses received. The SBE also received 215 emails; 206 of those expressed support for fitness to be a mandatory requirement, not a student choice. All correspondence received was provided for the Board's review at the meeting.

Ms. Rich reviewed the results of the online survey with members and answered clarifying questions.

### **SBE Provisional Graduation Requirements: Culminating Project and Credit Framework High School and Beyond Plan**

Dr. Kathe Taylor, Policy Director

Dr. Taylor reviewed for the Board several areas where clarification was needed to understand the intent of the Board. The Board was asked to address the following issues:

1. The nature of the automatic enrollment process.
2. Whether fitness would be required of all students.
3. The criteria for local waiver authority.
4. Whether a senior year quantitative course would be required.

In addition, the High School and Beyond Plan and Culminating Project components were reviewed; discussion followed.

### **Technical Fixes Public Hearing on Final Rule**

Mr. Brad Burnham, Legislative and Policy Specialist

In 2009, the Board began a periodic review of its rules, as stipulated by WAC 180-08-015. The review process is designed to fix outdated text and to align the rules with the current work for the Board. At the September 2010 meeting, the staff presented draft revisions to the Board's rules to fix outdated text that have developed over time. A public hearing was conducted at this meeting. Hearing no comments, the public hearing was closed.

### **Required Action District Public Hearing on Final Rule**

Mr. Brad Burnham, Legislative and Policy Specialist

The 2010 Legislature passed E2SSB 6696, creating Required Action Districts that contain persistently lowest achieving Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading. The Board and Office of Superintendent of Public Instruction (OSPI) were given authority to develop rules in order to implement E2SSB 6696. The Board conducted a public hearing on the proposed revisions to create a new chapter in the Title 180 WAC for accountability. Public hearing comments were as follows:

#### **Wendy Rader-Konofalski, Washington Education Association (WEA)**

Ms. Rader-Konofalski thanked the Board for the transparent process of rule making and stated that she had no concerns with the language of the proposed rules. She reported that at a national conference on priority schools, Washington State was singled out as the state that most took seriously the federal guideline recommendations to work collaboratively with unions. Washington State is viewed as the beacon on this effort in the nation. Ms. Rader-Konofalski is grateful that the rules make very clear that the designation of RADs includes whether they can be funded or not. The WEA reads that to mean that schools will not be designated and then not funded or able to implement an improvement plan, which is hugely important to our schools, educators, and communities. Twenty districts volunteered and there was only enough funding for nine districts, which far exceeds anyone's expectations and countered notions that there are a lot of schools out there who refuse help and persistently will not get better. Having two systems running alongside each other (the voluntary Merit Schools and the mandatory RADs) may cause problems. How can we make them as similar in process as possible? Regarding bargaining, some took a little longer than others, but all came together in the end without having to resort to extreme measures. The WEA appreciates the RAD language that says "the number of school districts that shall be recommended shall be based on the availability of federal funds and the amount of funding needed for each identified school."

### **Public Comment**

#### **Ellen Rice, Parent**

The Board does not have sufficient information to move forward in decision-making. Ms. Rice does not see where the Board has put much effort into interviewing a statistically significant number of today's juniors and seniors to understand how the proposed graduation requirements will affect high school students. Because this has not occurred, there may be many issues that the Board is not considering. Ms. Rice suggested that art be an elective, not a requirement and gave some options for the Board to consider: 1) move all high schools in the state to a 9:00 a.m. start time; 2) make the

last class of the day the team activity class. One of the challenges with public education is that the power is fragmented, with principals, school boards, and legislators each making decisions. If the decision-makers cannot come together for a workable solution then we risk losing everything to a larger governing body. Do not wait – start doing your homework and shelve the Core 24 program until class sizes are human. Drop the non-career requirements, like art, and tweak the other requirements so they truly are pertinent. You do not have to be a superman to do this.

Lisa Tuengel, Snohomish School District and the Washington Alliance for Health, Physical Education, Recreation, and Dance (WAHPERD)

The WAHPERD recognizes that the Board has worked hard and spent energy developing the current graduation requirements proposal. They see that the Board desires excellence for our students; however, they know that sometimes when we are intent on a goal, we may not realize or see some of the unintended consequences of our decisions. Ms. Tuengel asked the Board to be aware of the impact to students when they are not required to take physical education in high school. This would negatively impact academics because without a healthy body how can one have a healthy mind? Ms. Tuengel gave statistics around the country, saying that 80 percent of the states require high school students to take physical education in order to graduate. She understands the Board's concern about student academic performance and suggested that it look at the most recent research on the brain and exercise, by reading John Ratey's, *Spark* or John Medina's *Brain Rules*. She encouraged the Board to consider the benefits of requiring physical education and to not forget the unintended consequences of not requiring it.

Wendy Rader-Konofalski, Washington Education Association (WEA)

The WEA believes that every child in the state deserves a great public school with a well-trained, dedicated, effective, motivating and caring teacher in every classroom. The WEA members believe in teaching to the whole child and in the proposition that every child can learn, have the skills to go to college or pursue a career of their choice, and be successful in their lives in a variety of ways. Our educators know that there are limits to how much they can provide their students, especially those who are struggling, when overall funding and resources continue to dwindle and cuts in counselors, librarians, teachers, para-educators, support staff and support programs, increased class sizes, and less time for personal attention become more the reality of everyday life. Despite these cuts, they continue to produce students who outscore most other states on the NAEP and SAT tests. The WEA appreciates the Board's hard work in developing new graduation requirements with flexibility and local control in mind, but are most grateful for the promise that the Board made early on not to implement this new plan without full funding to do so. The WEA encourages the Board to hold fast to the wise decision about full funding for the new graduation requirements, taking into consideration that underfunding is already there. Ms. Rader-Konofalski thanked the Board for articulating its commitment to implementing the whole package only when such core funding is there. Anything short of this would inadvertently lead to higher dropout rates and an exacerbated achievement gap, which is the opposite of all our goals.

Randy Spaulding, Higher Education Coordinating Board (HECB)

Mr. Spaulding commended the Board for its diligent work in helping to more closely align high school graduation requirements with the HECB minimum college admission standards. The new standards will increase the number of high school graduates who enroll in baccalaureate institutions and better prepare students to complete associate degrees, certificates, and apprenticeships. More work will be needed to achieve a curriculum that prepares high school graduates, especially given the possibility of further budget cuts in the next biennium. The HECB urges the Board to move as quickly as possible to implement the provisionally adopted changes in English, social studies, and the automatic enrollment policy. The HECB also supports the added credit in science; however they feel it is more important to align with the current standards before adding to them. The HECB supports

the Board adding language to address a senior year quantitative course and offered assistance in working with the SBE staff on a common definition. Mr. Spaulding thanked the SBE Executive Committee for meeting with the HECB's Education Committee to develop a joint agenda that includes revisions to the minimum admissions standards as well as proposed changes to the high school graduation requirement.

Catherin Ahl, Concerned Citizen

The Board spoke of students being excused from fitness but still having to meet the total credits. Ms. Ahl suggested that the Board give a credit for competency if the intent of the fitness credit is met through other means. She hopes the waiver for Washington State History is maintained for students having passed a state history class in another state. Ms. Ahl was glad to see the costs laid out for the changes proposed in the High School and Beyond Plan and the Culminating Project. She asked the Board to keep in mind that what is being done currently with these two requirements has never been funded. Parents and older community members were outraged to learn of the proposed change to the definition of a credit, eliminating the 150 hours of instruction. The 150 hours requirement is an important tool that parents have to hold the district accountable. When Ms. Ahl's district announced to parents, in July, (without having involved them in the planning) that personal learning communities would begin in September (starting the school day later and reducing the instructional time from 155 hours per credit to less than 150 hours), the parents were able to cite state law. The district was then forced to change the schedule to ensure the 150 hours requirement was met. The language proposed to replace the 150 hours requirement appears to meet the quality, but not the quantity requirement of the Basic Education Act. Ms. Ahl asked the Board not to eliminate the 150 hours requirement.

Bruce Caldwell, Washington Music Educators Association (WMEA)

Mr. Caldwell commended the Board for its earlier decision to require a second credit in the arts for students to graduate from high school. All arts educators believe in the value of a broad-based, comprehensive education. To have the importance of that recognized by the Board's actions is greatly appreciated. However, the music educators are alarmed at possible unintended consequences of the total requirement package included in the Core 24 proposal. It appears that many students will be unable to register for music classes through their four years of high school. Mr. Caldwell brought attention to a letter sent to the SBE by WMEA president, Kevin Paustian, which states that there are districts that have graduation requirements over and above the state's requirements. Also, for college-bound students, the foreign language option becomes a foreign language requirement. Students should have access to arts programs taught by highly qualified arts educators every day of their educational career. Requirements and schedules that directly or indirectly prevent students from taking arts classes are cheating the students and the public from the possibility of a complete educational experience. On behalf of all music educators and students, Mr. Caldwell asked the Board to ensure that the Core 24 requirements, when coupled with additional district and college-entrance requirements, can be adjusted to assure our students that are wishing to take four years of high school music can do so without constraint or penalty in other areas.

Jo Caldwell, Retired, Edmonds School District

In reviewing the proposed Core 24 schedule of requirements, coupled with additional classes the district requires and college-entrance requirements, it is clear to Ms. Caldwell that there are not enough class periods in the day for students to truly receive a broad-based, comprehensive education. It cannot be done in a four, five, or six-period day. She understands that these are very difficult times for our state and that funds for everything are limited, but she does not think we should settle for a curriculum based on a list of requirements that fill up students' schedules. The proposed requirements will force students into a "one size fits all" curriculum. To be prepared for their futures,

students need more opportunities and more choices. Ms. Caldwell urged the Board not to implement Core 24 until there is adequate funding for a seven-period day in all high schools.

Rashad Norris, Highline Community College

On behalf of the students of color, there is a large gap in achievement. Mr. Norris asked the Board to look at the numbers of students who are failing in our system every day. Students do not know what is going on and they will be confused if they are not communicated with. Just because you have access, does not mean you have participation. He is nervous about students of color getting the option to step out of the education system and move on to the work force. He encouraged the Board to build a support system and then build on making students successful.

Lisa McFarlane, League of Education Voters (LEV)

Ms. McFarlane has worked half of her career in the juvenile justice system and the other half strengthening Washington State's public school system and all that work was done for the same group of kids. Some call them poor kids, others call them minority kids. But these monikers do not convey who they really are or their potential. What we do know is that these are the children who haven't been served well by the educational system. The burden of low expectations falls hardest on these children. When schools do not offer them college-bound courses, or their teachers do not expect much of them, these children plummet through the cracks. Their parents did not go to college, so they did not get the memo that higher education opens doors of opportunity. These kids drop out the back door or slip out the front door, not ready for the world of college or work. And way too many of them end up in our criminal justice system or draining our social service coffers. The cost to their families and our communities is devastating. The Board has done a tremendous amount of listening and has made compromises. The flexibility given to students is spot on, as long as high expectations rule the day. She impressed upon the Board the urgency of adopting the new graduation framework now. It's time to remove the obstacles to student success. In this state, a huge barrier has been our high school graduation requirements that do not align with college entrance and do not prepare our poor kids, or kids of color, for much of anything. It's a fact of life now that a young person needs to pursue some kind of postsecondary education and get a degree or certificate if s/he is going to have a living wage job. It's time for the system to raise the bar and expect of its students what this democracy and economy of ours now demands. The alternative is to spread more inequity. The LEV thanks the Board for its leadership on this very important issue.

Greg Bert, Tumwater School District

We need to put physical education above the blue bar on the 2016 graduation requirements plan and make it mandatory. If students do not take physical education it would be an impact to them and to our state. Mr. Bert provided handouts about physical education programs and how they work to improve literacy in schools. He suggested using physical education teachers as more of a resource to improve students' thinking. Mr. Bert encouraged the Board to reconsider the plan for physical education in the requirements and commended the Board for its work.

Wes Pruitt, Workforce Training and Education Coordinating Board (WTECB)

The WTECB is supportive of the Culminating Project and the High School and Beyond Plan components that came out of the Meaningful High School Diploma committee, which haven't received as much air time. The Culminating Project is one of the few pieces the Board has for kids to learn the skills for an occupation in the work place. Our employer surveys say these skills are critical for the work place. He expressed the importance of getting kids engaged in their High School and Beyond Plans to help increase their achievement beyond postsecondary education. Support is needed for these kids to see themselves in their own education. More rigor is needed in the Culminating Project and High School and Beyond Plan. Mr. Pruitt asked the Board to rethink the idea of approving a quantitative course requirement saying that if kids are motivated in their High

School and Beyond Plan, and the quantitative course requirement doesn't line up with the High School and Beyond Plan, it doesn't make sense to require it.

### **Joint Meeting with the Professional Educator Standards Board**

#### **Results of Study of Pay Incentive for National Board Certified Teachers to Teach in High-Need Schools**

Ms. Edie Harding, Executive Director, SBE

Ms. Jeanne Harmon, Center for Strengthening the Teaching Profession

Dr. Marge Plecki, University of Washington

Ms. Terese Emery, Center for Strengthening the Teaching Profession

In 2007-2008, the state's annual salary enhancement for National Board Certified Teachers (NBCTs) increased from \$3,500 to \$5,000 with an additional \$5,000 annual bonus for NBCTs working in challenging schools.

The SBE requested an analysis, focusing on a baseline year and the initial years of policy implementation. The two lines of inquiry were:

1. Baseline data analyses to compare NBCT and non-NBCT teacher characteristics, district and school placement, and retention and mobility.
2. Survey research to examine the contribution of NBCTs in schools and districts and perceived effects of the incentives.

Washington State ranked second in the nation for the number of new NBCTs in 2009 and fifth in the nation in total number of NBCTs. In 2009, 31 percent of teachers were NBCTs and 46 percent of those were 40 years of age or younger. NBCTs holding a Master's degree or higher were 85 percent. In 2009-10, there were a persistently low percentage of teachers of color, both NBCTs and non-NBCTs. The proportion of NBCTs in the state's highest poverty schools dramatically increased over the four year period studied. NBCTs are located in schools with similar proportions of students of color as teachers, statewide.

Over 90 percent of all NBCTs report that certification made a positive impact on their ability to evaluate student needs, use multiple strategies with students, and use assessments to inform instruction. The majority of principals surveyed confirmed a positive impact on the ability to work with students and contribute to the professional community including mentoring and coaching responsibilities.

Dr. Plecki presented a set of challenges and talked about each one:

1. Recruiting and retaining the next generation of teachers.
2. Fully supporting current teachers in meeting increasing curricular and instructional demands.
3. Reducing inequities in the distribution of teach talent across districts and schools.
4. Coping with acute economic pressures.
5. Supporting leaders in responding to new demands.

Clarifying questions and discussion followed.

### **Improving Educator Workforce Development and Local Staff Practices**

#### **Developing Human Capital in Schools and Districts**

Ms. Jennifer Wallace, Executive Director, PESB

Dr. Marge Plecki, University of Washington



A focus on human capital is necessary because people represent 80 percent of expenditures, teachers are the clearest and closest link to improved student learning, the quality of leadership makes a difference, and relationships matter in creating a productive school culture.

The teacher workforce in Washington State includes the following statistics:

1. After five years, more than 75 percent of novice teachers are still working in Washington schools.
2. The mobility of teachers within a district is greater than movement out of the district, even in urban districts.
3. Twenty-five percent of beginning teachers are located in high poverty schools. When beginning teachers move, the most common move is to a school of a similar poverty level.
4. After five years, about 20 percent of teachers exit from the Washington State system, half of whom are probably retirees.
5. The yearly rate of teacher retention increased in the past year, likely influenced by the economic downturn.

Options for improvement were presented and discussion followed.

New State-level Initiatives in Washington

Ms. Jennifer Wallace, PESB

Ms. Wallace gave an overview of the PESB approach to workforce development and what is changing:

Previous	Now/Future
“Firehouse” supply	Pipeline
Candidate interest drives enrollment	State/local need drives enrollment
Student teachers “guests in schools”	Field placement benefits student learning/veteran teachers
Supervising – release time	Mentoring – co-teaching, integration, skilled support
Beginning teachers marks the end of preparation	Retooling Career long continuum Specialist credentials

Ms. Wallace gave an overview of the approach to workforce development taken by the PESB and discussion followed.

State Education Reform Plan and PESB/SBE Strategic Plans

Ms. Edie Harding, Executive Director, SBE

Ms. Jennifer Wallace, Executive Director, PESB

The two boards developed new strategic plans to determine their goals with some objectives that support each board’s work as well as the draft education plan.

Ms. Harding and Ms. Wallace discussed their board’s strategic plans. The members asked clarifying questions and discussion followed regarding how the two boards can collaborate in support of stronger district and preparation program partnerships. They also discussed how the two boards can support improved district staffing and workforce development practices overall.

### Issues for Joint Advocacy During 2011 Legislative Session

Ms. Edie Harding, Executive Director, SBE

Ms. Jennifer Wallace, Executive Director, PESB

The SBE and PESB are committed to supporting the goals of the state's education reform plan goals. They will jointly urge the Governor and the legislature to support continued progress during the 2011 Legislative Session.

Ms. Wallace reviewed the joint policy position statements with the members and discussion was opened up for members to ask clarifying questions. Members identified the following areas for priority:

1. Uphold high standards and accountability (SBE graduation requirements).
2. Support strategies to close the achievement gap.
3. Support legislative funding for focused professional development.
4. Support implementation of e-certification and other common data.

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

### **November 10, 2010**

**Members Attending:** Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Bunker Frank, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Mary Jean Ryan (telephone), Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu, Mr. Warren Smith, Dr. Kris Mayer (16)

**Staff Attending:** Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (8)

### **Call to Order**

The meeting was called to order at 8:05 a.m. by Chair Vincent.

### **Graduation Requirements at Chiawana High School**

Mr. Jared Costanzo, Student Board Member

Mr. Costanzo gave an overview of the High School and Beyond Plan and the Culminating Project process at Chiawana High School in Pasco, Washington. Mr. Costanzo offered quotes from Principal, Teri Kessie and Counselor, K.C. Bennion. He presented the courses he plans to take throughout his high school experience. Chiawana High School requires 22 credits; however, Mr. Costanzo's plan is to graduate with 26.5 credits. The Board asked clarifying questions and discussion followed.

### **High School Graduation Requirements Discussion**

Dr. Kathe Taylor, Policy Director

Discussion began with a review of the Washington State graduation requirements career and college ready resolution.

The seven proposed High School and Beyond Plan (HSBP) components were reviewed and discussion followed. The components were noted as follows:

1. Personal interests and career goals.
2. Four-year plan for course-taking that is related to the student's interests and goals.
3. Research on postsecondary training and education related to one's career interest, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life, based on personal and career interest.
5. Participation in a postsecondary site visit(s).
6. Completion of an application for postsecondary education and training.
7. Completion of a resume.

Proposed changes to the Culminating Project were reviewed as follows:

1. Relate the Culminating Project to a student's post-high school goals and interests per their HSBP.
2. Specify that the project shall include a portfolio, presentation, and a product.
3. Require students to demonstrate the application of core academic skills and learning competencies from each of the following categories:
  - Learning and innovation skills.
  - Information, media, and technology skills.
  - Life and career skills.

The Board clarified its intent with respect to the four issues previewed on the first day: 1) the nature of the automatic enrollment process, 2) whether fitness would be required of all students, 3) the criteria for local waiver authority, and 4) whether a senior year quantitative course would be required.

### **Science Strategies/Plans: Next Steps**

Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI

Ms. Ellen Ebert, Science Director, OSPI

Ms. Gilda Wheeler, Program Supervisor, Environmental and Sustainability Education, OSPI

Mr. Scott Munro, Principal, Hearthwood Elementary

Ms. Kari McArthur, Teacher, Hearthwood Elementary

In order to promote effective strategies to make Washington students nationally and internationally competitive in math and science, the Board is providing system oversight for math and science achievement and strengthening science high school graduation requirements. The Office of Superintendent of Public Instruction (OSPI) produced a "state of the state" description of science education. The report, "Science Education in Washington State," is currently in draft form. OSPI staff used the report as a jumping off point to discuss these questions:

1. How are we leveraging current resources to make a positive difference in the system now?
2. How are we learning from past initiatives to inform systemic improvements in science?
3. What are we learning from new research in science to inform systemic improvements in science?

The Executive Summary of the report was provided to members for their review.

OSPI will continue their collaboration with the science community to support statewide science instructional systems. Ms. Ebert presented the Science System Success Framework.

OSPI staff talked about the importance of spending more time teaching science, particularly in the elementary schools. Hearthwood Elementary School has succeeded in helping students achieve in science, as evidenced by the students' performance on the state assessments. Ms. McArthur and

Mr. Munro joined the meeting to talk about Hearthwood Elementary and the importance of science. The school's success in science can be attributed to:

1. Teaching exclusively to the standards.
2. Dedicating professional development to science.
3. Realizing the power of science.

Mr. Munro reported that several of the teachers at Hearthwood are content experts and others are encouraged to do the professional development necessary to become experts as well.

### **Public Comment**

#### **Bob McMullen, Association of Washington State Principals (AWSP)**

Mr. McMullen commended the Board on their work. Principals are encouraged and excited about the progress being made but are concerned about implementation. We're talking about transferring behaviors in our schools and we do not have a clear insight about what the transfer is. We're asking 75,000 people to have the same picture as they deal with students in the system. What is the clear message? We cannot just assume it will happen.

#### **Tim Knue, Washington Association for Career and Technical Education (ACTE)**

The ACTE and its members in the field ask that the Board define "Career Concentration" credits as Career and Technical Education (CTE) courses for the set of automatic credits. With the Board proposing an 'opt out' process similar to the 'third year' math credit process, it places an undue burden on the student and their families which limits the opportunity for students to exercise their options for these credits. With the flexibility of the 'Student Choice' credits, students through their High School and Beyond Plan (HSBP) may choose to change the structure of those credits in a different way and would also be able to exchange those two CTE credits for courses of their choice. This position is predicated on the SBE's proposal to align the 'opt out' process from the automatic set of credits in a way that is a "less than" value statement to the automatic credits. This is a change in what the ACTE understood the Board intended to do with the HSBP and it opposes this change due to the adverse effect it has now for students having an upfront knowledge of the process that is perceived in a positive way by students and parents. As a result of the HSBP planning process, the student chooses the option because it fits with his/her plans for the future; this is a much more positive process for all. If the Board can provide in their final decision to address these concerns the ACTE can support the proposal as it moves forward in the legislative process. The ACTE truly believes this meets the intent of the Board to improve the high school diploma for all and better positions students for further education and success after high school, while not placing additional strain to deliver programs across the system.

#### **Tom Hathorn, Bethel School District**

Mr. Hathorn encouraged the board to develop state policies that support science by influencing whether science is taught. Bethel School District is serious about the new science standards so why is it that our elementary science instructional time only amounts to 20-40 percent of a student's K-10 science experience? Mr. Hathorn offered some quotes from teachers about classroom decisions and professional development course-taking decisions. He expressed concern that leaders need the Board's help with policies that will influence teacher and administrator decisions about teaching and learning in science. Mr. Hathorn referenced a study called *Factors Influencing College Science Success* saying that it found that students who at age 13 declare their intent to pursue science are up to four times more likely to actually pursue college majors and be in science careers by age 30. If our teachers are being influenced to teach less science, talk less about science instruction, and learn less science content themselves, then it should not surprise us if fewer children decide to pursue science courses, majors, and careers. If we are serious about STEM education, the science should be its anchor, not an optional element.

Ann Varkados, Bethel School District

Ms. Varkados gave the Board three points for consideration:

1. All graduation related communication needs to be written in clear, concise language. Students and parents need to be able to understand the new requirements and their role in the decision and making it a reality. Administrators, teachers, legislators, stakeholders, and support staff need to be well informed as well.
2. Students, parents, counselors, administrators, advisors, and legislators need to be reminded of choices. There needs to be transparency in choices and choices are not always clearly communicated or understood.
3. The last three years have been spent experiencing several large state financial cutbacks. There is no such thing as no financial impact and things like I-732 and I-728 need to be restored prior to asking our schools to do more.

Una McAlinden, ArtsEd Washington

Over the past few years, there has been talk about the increased demand for creativity and innovation in the workplace. The Board is familiar with the strong impact that sustained arts participation has on student success and engagement. The ArtsEd Washington strongly supports the two arts credits and appreciates the flexibility that the Board has built into this framework. One of ArtsEd's biggest concerns has been equity, not only of access but of provision. The National Endowment for the Arts is compiling new data on youth arts participation, which Ms. McAlinden was able to preview: since 1980, the participation of young people in the arts, either in or out of school, has dropped from 65 percent to 49 percent for kids overall. But what's really alarming is when you look at these numbers by race. For Caucasian kids the participation went from 50 percent to 49 percent, not significant statistically. But for Hispanic kids it dropped from 46 percent to 25 percent and for African American, the drop was from 50 percent to 22 percent. So, for most kids, if they're not getting the arts in school they're not getting it at all. As the Board has seen, there's been a strong energy from education leaders around the country towards ensuring that the arts is part of a complete education for every student and there's no doubt that the Board is at the front of this wave. National, and other state education leaders, are noting the Board's commitment to students and are taking notice of the way it worked to achieve a graduation requirement that sets high expectations for all students. By addressing the whole child, the Board has created a framework to launch students on a trajectory for fulfilling their potential.

Kristy Vetter, Centralia School District

Ms. Vetter asked the Board for its consideration and support of policies which would set minimum levels of time spent on science at the elementary level and defines science as part of basic core education. She spoke of a national study on time spent on science in grade four. Washington ranked fiftieth out of all states. This trend of decreased time spent on science is a national trend and is the result of increased time spent on reading and math. Science should be considered a core area of basic education and should have the same value as other core areas. Evidence of significant increases in science learning can be found in Seattle schools who participate in the Observing for Evidence of Learning (OEL) science research project. Further evidence comes from El Centro School District in California. It shows not only increased science test scores, for all groups of students, but also significant increases in reading, writing, and math by using science as the core to provide a context for learning. Washington State has a science network envied by other states. This network is an asset already in place and supporting the necessary professional development. The gains in elementary science instruction in Centralia School District would not have been possible without our involvement in the state Laser program. Ms. Vetter thanked the Board for its time and consideration for strengthening policies, which would elevate the value and importance in Washington schools.

### Craig Gabler, Educational Services District (ESD) 113

Mr. Gabler expressed his support of increased science learning opportunities for all students. There are many factors to weigh when considering the proposed changes to graduation requirements, including those presented in the report from the Office of Superintendent of Public Instruction (OSPI) science team and from staff at Evergreen School District and Central School District. Washington State's wealth lies in the network it has for supporting high quality science learning. The network consists of key partners such as the Washington State LASER, ESDs, higher education, OSPI, Washington Science Teachers Association, and corporate partners such as Boeing, Intel, Institute for Systems Biology, and Battelle. Having served in leadership at the national level, Mr. Gabler had the opportunity to look inward at Washington through the eyes of others. Washington's science network is envied by most of the other states in the nation. As the Board moves forward with crafting policies and finding tools and resources to improve student achievement, consider supporting and utilizing one of Washington's greatest resources – our statewide network for supporting quality science education.

### Mack Armstrong, Washington Association of School Administrators (WASA)

Mr. Armstrong thanked the Board for its significant work on the graduation requirements for the past three years. WASA supports the commitment to high standards for graduation requirements and as the Board aligns the requirements, he encouraged funding up front. Requiring high standards without resources is an issue. He asked the Board to ensure the flexibility of the implementation of the requirements. He suggested that each high school meld requirements in to their work. The field is anxious about available resources to do the job correctly. There is no longer any give in the system to do the work. There are further cuts coming so there has to be an understanding of what can be eliminated in the system. Currently there are four or five agencies pushing reform and new standards at a school district. The Board is working with the PESB but there are others who need to be involved to understand what the expectations are. WASA is available to help with career and college ready graduation requirements. It's a marvelous time to be in K-12 education.

### Jonathon Johnson, National Association of the Advancement of Colored People (NAACP)

The last two years the NAACP has tried to get parents involved in education. He believes that we can't wait for superman. We have to do it ourselves. There's a responsibility at the family, school system, and the society level. The costs for those are tremendous. A strategy has to be in place before we can do anything. In Tacoma, districts are losing 1,500 students per year. Those students are ending up in prison at a yearly cost of \$40,000 for each one of them and for some of them, multiple years. He applauds the Board for setting high standards but the resources for implementation are not available. Mr. Johnson gave an example of students registering for classes but no resources are available for them to get the classes they want. These students have worked very hard but couldn't get the classes they needed. Strategy is important, we need standards and resources, and we need to have a measure. If after this process is implemented and we still see 1,500 kids dropping out, Mr. Johnson is concerned that it's a metric for failure.

### OSPI Science End of Course Assessments

Dr. Joe Willhoft, Assistant Superintendent for Assessment, OSPI

The complexities to implement the current schedule for graduation tests were outlined. Dr. Willhoft explained the issues surrounding the state assessments, their relationship to potential Common Core assessments and the connections of the assessments to high school graduation.

End-of-Course (EOC) assessments were implemented statewide in 2010-2011 as follows:

1. Students enrolled in an EOC class in spring 2011 must take the end of course test, regardless of grade level.

2. Students taking an EOC class in grades six through eight will need to take the end of course and the MSP in math for their grade level in MSP.
3. Office of Superintendent of Public Instruction staff, in both assessment and federal programs, are working with the U.S. Department of Education on a plan to use the Algebra I/Integrated Math I test for high school Adequate Yearly Progress.
4. Classes of 2013 and beyond must pass both the EOCs to qualify for a diploma.

Dr. Willhoft gave an overview of who takes which tests and discussion followed.

Under the current law:

- Science tests are required for the Class of 2013 and beyond.
- Biology EOC will be implemented, statewide, in 2011-2012.

Clarifying questions were asked and discussion followed.

### **State Education Plan**

Ms. Edie Harding, Executive Director

Ms. Sarah Rich, Research Director

The purpose of the State Education Plan is to:

1. Establish a roadmap for all Washington State education agencies, boards, departments, divisions, and offices to align action plans, and monitor and report on progress.
2. Establish priorities on which investment and policy decisions will be based.
3. Rally support for education reform across the state and among policy makers, the public, and practitioners.
4. Develop a common communication tool for discussing Washington's common education priorities.

The members were asked to complete the feedback tool: goals, strategies, and expected results by ranking the following four goals from most important to less important:

1. All Washington students enter kindergarten prepared for success in school and life.
2. All Washington students compete in mathematics and science nationally and internationally.
3. All Washington students attain high academic standards regardless of race, ethnicity, income, or gender.
4. All Washington students graduate able to succeed in college, training, and careers.

Discussion followed and Board members provided written feedback to take to the State Education Plan Coordinating Committee.

The timeline for completing the Plan is as follows:

<b>Date</b>	<b>Action</b>
October 28	Post survey tool
Weeks of November 1 and November 8	Conduct focus groups; align lessons learned and needs analysis to strategies
November	Identify patterns within feedback and incorporate
Week of November 15	Share revised reform plan and feedback process with Steering Committee and the Quality Education Council
Weeks of November 29, December 6, and December 13	Establish baseline data and projected targets for each expected result and establish action plans
Weeks of December 6,	Refine education-related legislative agenda, organizational changes,

13, and 20	and budgets
Week of December 13	Share revised reform plan and priorities with Steering Committee and Quality Education Council
January 2011	Write and edit new version of 2010 State Reform Plan document and implementation plan
January 2011	Develop communication and dissemination plan
February 2011	Disseminate
March 2011	Allocate funds to priority strategies

## **Public Comment**

### Ellen Rice, Parent

Teens go to sleep about 11:30 p.m. and have their deepest sleep between 5:00 a.m. and 7:00 a.m. That's why it is so hard to get them up to catch the bus. School districts in Minnesota that pushed back the school day found that school attendance improved, discipline problems declined, and graduation rates improved. She encouraged the Board to tell the districts that if they move start times back to 9:00 a.m. then the Board will approve a physical education credit for team activities with the understanding that team activities practice can begin during sixth period. Top scores on the SAT have two commonalities: 1) top scorers regularly watch the TV show, *The Simpsons* – the smart kids take time to laugh; 2) top scorers eat dinner with their family. Have a Core 24 certificate of recognition but leave room for independent sailors. The Board is here because it wants to serve the students of Washington but we don't have the money for Core 24. We have to set sail in another direction. Let science direct you.

## **Business Items**

### High School Graduation Requirements Resolution

Board discussion

**Motion** was made to approve the resolution of the Washington State Graduation Requirements, dated November 10, 2010.

**Motion** seconded

**Motion** carried with one nay

### High School and Beyond Plan

**Motion** was made to make common enrollment pathway decisions part of the High School and Beyond Plan (HSBP) process, relate the HSBP and the Culminating Project, and to include the following changes in the HSBP:

1. Personal interests, abilities, and relationship to current career goals.
2. Four-year plan for course-taking that is related to graduation requirements and the student's interests and goals, including consideration of dual credit opportunities within such a plan.
3. Research on postsecondary training and education related to one's career goals, including comparative information on the benefits and costs of available choices.
4. Budget for postsecondary education or training and life, based on potential education and training choices.
5. Participation in a postsecondary site visit(s).
6. Completion of an application for postsecondary education and training.



7. Completion of a resume.
8. Identify assessments that may assist in planning or are required to achieve educational/career goals.

**Motion** seconded

Board discussion

**Motion** carried

#### Fitness Requirement

**Motion** was made to clarify that students will be required to take fitness unless they are excused, per statute.

**Motion** seconded

**Motion** carried

#### Local Waiver Authority

**Motion** was made to affirm the authority of local administrators to waive up to two credits for individual students, provided those students attempt 24 credits and earn credits in all mandatory courses.

**Motion** seconded

**Motion** carried

#### Quantitative Class

**Motion** was made to affirm that enrollment in the common pathway requirements will align with the Higher Education Coordinating Board's minimum admission requirements for four-year public Washington colleges or universities in order to keep all post high school options open to students.

**Motion** seconded

Board discussion

**Motion** carried with one nay

#### Culminating Project

**Motion** was made to relate the Culminating Project to the High School and Beyond Plan and express intent to make changes to the Culminating Project that will assure greater consistency across districts.

**Motion** seconded

Board discussion. This connection was already approved in motion on the High School and Beyond Plan.

**Motion** withdrawn

Required Action District

**Motion** was made to approve the new rule WAC 180-17 to implement the accountability legislation for the required action districts for filing with the Code Reviser for proposed rulemaking under RCW 34.05.320.

**Motion** seconded

**Motion** carried

**New Motion** was made to adopt WAC's 180-17-010 through WAC 180-17-050 as proposed in WSR 10-19-115.

**Motion** seconded

**Motion** carried

Technical Fixes for SBE Rules Final Rule

**Motion** was made to approve the technical changes to Title 180 WAC for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

**Motion** seconded

**Motion** carried

**Motion** to repeal the motions approved earlier by the Board under Business Items #8 and #9.

**Motion** seconded

**Motion** carried

**New Motion** made to adopt the amendments to Title 180 WAC as proposed in WSR 10-20-143.

**Motion** seconded

**Motion** carried

State Board of Education Calendar for 2012 and 2013

**Motion** was made to approve the calendars for 2012 and 2013 for SBE meetings.

**Motion** seconded

**Motion** carried

## State Board of Education Strategic Plan

**Motion** was made to approve the 2011-2014 State Board of Education Strategic Plan.

**Motion** seconded

Discussion

**Original Amended Motion** to Goal two, section A, number seven: add – reflect upon constructive alignment of allocated and supplemental opportunities to learn in a school calendar year that is efficient, effective, and equitable.

**Motion** for original amendment seconded.

Discussion

**Second Amendment** to Goal two, section A, number seven: add - reflect on constructive alignment of compulsory and supplemental school time to better use the school day, extend the school day, and reorganize the school year for an efficient, effective, and equitable opportunity to learn.

**Motion** seconded

Board discussion

No vote taken

**Motion** for original amendment carried with one nay .

**Motion** was made to approve the 2011-2014 State Board of Education Strategic Plan with amendment to Goal two, section A, number seven.

**Motion** seconded

**Motion** carried with one nay.

## Board Liaison and Stakeholder Meeting Protocol

Discussion ensued about the need for members to attend liaison meetings to represent the Board. They asked to have a better understanding of the travel budget to determine attendance at meetings.

## Reflections and Next Steps

Chair Vincent commended the Board and staff for the work done at the meeting.

The meeting was adjourned at 4:54 p.m. by Chair Vincent