

September 15-16, 2010
Puget Sound Educational Services District 121
Renton, Washington

MINUTES

September 15, 2010

Members Attending: Chair Jeff Vincent, Co-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, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu, Mr. Warren Smith (15)

Members Excused: Dr. Kris Mayer (1)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris (7)

Call to Order

The meeting was called to order at 8:31 a.m. by Chair Vincent.

Announcements

Mr. Stephen Nielsen, Assistant Superintendent of Financial Services, welcomed the Board to the PSESD. He introduced Dr. Jonelle Adams as WSSDA's new Executive Director, commending her for her strong leadership skills.

Dr. Adams addressed the Board saying that she expects that the Washington State School Directors' Association (WSSDA) will have increased leadership and visibility in K-12 education, increased advocacy and collaborative partnerships for K-12 funding, and highly effective school board leadership at both the local and state levels. She encouraged the Board to attend the WSSDA conference in November and announced the theme as "Powering Up for 2011 and Beyond."

Consent Agenda

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

- Private Schools
- July 13-15, 2010 Board Meeting Minutes
- August 10, 2010 Special Board Meeting Minutes

Motion seconded

Motion carried

SBE Strategic Plan and Components

Ms. Edie Harding, Executive Director

Dr. Kathe Taylor, Policy Director

Mr. Aaron Wyatt, Communications Manager

Ms. Sarah Rich, Research Director

Mr. Brad Burnham, Legislative and Policy Specialist

The Board discussed ideas for its new Strategic Plan in March, April, May, and July. The plan was prepared with five goals as follows:

1. Advocate for an effective, accountable, governance structure for public education in Washington.
2. Provide policy leadership for closing the achievement gap.
3. Provide policy leadership to increase Washington's student enrollment and success in secondary and post-secondary education.
4. Promote effective strategies to make Washington's students nationally and internationally competitive.
5. Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation.

The Board discussed each goal and staff provided information to clarifying questions from members.

A work plan was prepared according to the objectives, strategies, timeline, and products/results. The work plan is laid out month by month from October 2010 through September 2011 with categories as follows:

- Goals.
- Board key decisions due.
- Board meeting topics and work sessions.
- Public outreach and additional meetings.
- Staff follow up.
- Reports and studies due.
- Current contracts.
- On the radar screen.

The communication outreach strategy will include:

- Primary objectives.
- Media strategy.
- Messaging principles.
- Materials needed.
- Media outreach.
- Stakeholder outreach.
- Qualitative goals.
- Measureable goals.

Timelines are as follows:

Date	Key Decisions
November 2010	<ul style="list-style-type: none"> • Final graduation requirements • Final Required Action Districts (RAD) Rule
January 2011	<ul style="list-style-type: none"> • RAD designation • Middle school study • SBE 2012 calendar
March 2011	<ul style="list-style-type: none"> • Draft graduation requirements rule • Math standard setting • Math and science collection of evidence • Innovative waivers rule adoption • RAD plan approval
May 2011	<ul style="list-style-type: none"> • Final graduation requirements rule
July 2011	<ul style="list-style-type: none"> • SBE Budget
August 2011	<ul style="list-style-type: none"> • High school math End-of-Course exam cut scores
September 2011	<ul style="list-style-type: none"> • Work plan and communications plan • Finalize 2011-2012 budget requests

Ms. Harding reviewed the budget issues for the Board for the next two years. She answered clarifying questions on the fiscal year 2011 cuts. Chair Vincent discussed the need for the Board to be more creative about how the work gets done. The initiatives for the legislative session could cause an impact on the Board and its work.

Mr. Burnham gave an overview of some issues that will possibly be part of the legislative session. However, they will most likely be overshadowed by the budget issues.

Organizing SBE Meetings for 2010-11

Ms. Connie Fletcher, Co-lead

Dr. Steve Dal Porto, Co-lead

With a new work plan in place to carry out the Strategic Plan, and the additional cuts to the Board's budget for FY 11, the Board needs to revisit the operation of the Board meetings to ensure that it uses time effectively and efficiently for deliberation and actions.

Ms. Fletcher and Dr. Dal Porto provided the following considerations and recommendations as a starting point for discussion:

1. Review ways to be effective as Board members –a handout was provided from the National Association of State Boards of Education (NASBE) titled "Boardsmanship Review," which provided helpful information for the members' review.
2. Extend Board meeting on second day to 5:00 p.m., if needed, with business decisions as the last item before reflections and next steps.
3. Incorporate work sessions into regular Board meetings.
 - a. Any additional work sessions needed would be done via Webinar.
 - b. Do not create any new charters as the Board did for Meaningful High School Diploma (MHSD) and the Systems Performance Accountability (SPA) work unless needed.
 - c. Fold SPA work into regular Board meetings and/or have two additional work sessions per year outside of Board meetings. MHSD will no longer meet.
4. Ensure that all local district or organization presentations are directly germane to the Board's current work.
5. Allow for public comment directly after each topic upon which the Board will make a decision – this portion of public comment will be for the current topic only.
6. Provide a primer for guests on how to address the Board.
7. Board members will provide a written report from liaison meetings attended.

Discussion followed. Board members will look at their liaison assignments and contact Loy by October 1 if they have any desired changes. This report will be incorporated into the Executive Committee planning for future Board agendas.

SBE Graduation Requirements

Dr. Kathe Taylor, Policy Director

The Board was asked to come to agreement on the following:

- Core graduation credit requirements.
- Policy recommendations, based on the work of the Core 24 Implementation Task Force, to increase flexibility and timeline.
- Phase-in strategy and timeline.

Changes to the high school and beyond plan and culminating project were reviewed, but no action will be taken until the November 2010 meeting.

The Board was asked to look at five graduation requirements options and consider the following four questions:

1. Do we want a common college/career pathway that students are automatically enrolled in? (State graduation requirements are by definition a common pathway).
2. What are the core requirements that all students should take for a common college/career pathway?
3. What does flexibility mean? Can a student substitute courses for the common pathway? If so, under what circumstances and when?
4. How many credits must all students earn for a diploma?

Dr. Taylor reviewed the [five options](#) being presented to the Board for consideration.

Public Comment

David Westburg, Operating Engineers #609

Mr. Westburg represents the classified employees of the Operating Engineers #609. He thanked the Board for its work. There are problems that arise when teachers from other unions are not included in school improvement grants and the process that SB 6696 requires. The collaboration, transparency and lack of accountability are not being seen. There are 700 classified employees in the Seattle School District and although OSPI and the federal government have approved school improvement grants, there has been no collaboration whatsoever. In Cleveland High School, the enrollment is 700 students and around 500 are free and reduced students with a lunch room that holds 100. In their school improvement grant, they decided to go from two lunch periods to one lunch period. That means that at least 70 percent of students in free and reduced lunch status would have to find another option for lunch. There are no options close to Cleveland High School and the students would need to travel at least two miles to get lunch in less than 30 minutes. If collaboration doesn't happen, precious education dollars are spent needlessly fighting occurrences such as this. With discuss from the union, they were able to resolve this issue.

Catherine Ahl, League of Women Voters of Washington

The proposal to make Washington State History a non-credit requirement and add .5 credit of civics is one that the League of Women Voters of Washington can enthusiastically support. If Washington State History is proposed to be eliminated as a requirement for graduation, the League will strongly oppose. Students need to learn about their state's history, government, and constitution as a background for further studies in U.S. History and civics. The League asked Representative Dave Quall to sponsor a bill requiring a class in civics as a graduation requirement and HB 2132 unanimously passed both houses of the legislature in 2009. Ms. Ahl

asked the Board to visit a class of seniors at a local high school and ask them if an election is being held this year and what offices will be on the ballot. She said to ask them the names of their local officials and what they do. The Board would be surprised at how little they know about their government. With a civics class required for graduation, maybe we can begin graduating young people who will be involved and participating citizens.

Steve Cotterill, Concerned Citizen

Mr. Cotterill shared his personal views on the Core 24 proposal graduation requirement options the Board is considering as follows:

1. To truly be career ready, students also need to be able to apply academics in context and some academic skills need more attention and development. Schools need to provide opportunities for students to take courses that help them explore the relevance of their education by creating authentic situations they may face in their careers, a skill that takes practice and intentional instruction that may need to be tailored to a student's specific career goals. He believes mandated courses are designed to accomplish this.
2. All students need foundational academic knowledge, especially in math and English language arts and in today's economic environment, all high school students need the academic skills necessary to pursue postsecondary education without remediation. Mr. Cotterill does not think it is widely understood that core academic areas are also the basis for all newly approved CTE courses in Washington State, as all new course frameworks must identify the essential learning's from all academic areas for program approval through the OSPI CTE office.
3. Mr. Cotterill believes the intent of the Basic Education Act was to provide the opportunity for students to complete 24 credits for graduation rather than require 24 credits for graduation. The current school funding formula bears this out as it currently only provides funds for 180 days of instruction. RCW 28A.150.220 has established the school educational day to be 5.5 hours in length, which equates to the maximum 22 credits for graduation as long as a student does not fail to complete a course.
4. The orange option provides the most flexibility to students and school districts, provided policy consideration #2 is included in the recommendation.

Janne Endreo, Seattle School District

As a parent of children in the Seattle School District, Ms. Endreo feels there is not enough guidance in the schools. By dropping the 150-hour requirement, there will be no minimum bar set for students. The WAC pertaining to the 150-hour requirement says there needs to be 50 minutes of instruction by a teacher. Mixed messages are given to the districts and they have failed in the state audit. The school is not following the rules and laws and the District is not holding the schools accountable. Ms. Endreo urged the Board to reconsider dropping the 150-hour requirement and put a bottom line on ensuring that schools provide the minimum time of instruction. Schools are not providing enough time in the classroom for students to learn.

Kim Howard, Washington State Parent Teacher Association (WSPTA)

The WSPTA appreciates the time taken by the Board to carefully consider the complexity of changing course requirements and increasing the number of credits required for graduation. The WSPTA knows that currently the number one reason that students fail to graduate is due to insufficient credit attainment. They also know that many students have to take non-credit bearing remedial classes in college. These are problems that need to be addressed to provide all kids with a solid foundation for the future. The WSPTA appreciates the boost in academic requirements and that the Board is more clearly tying the state's graduation requirements to the requirements that are needed for today's college and career options. However, there is concern about those students that are struggling with the current levels of academic requirements. Increased support is needed for those students during the earlier grades to ensure success in these classes at the high school level. One way to address this would be to initially choose the yellow option, which offers the core academic course requirement add-ons, flexibility for students, and the least number of total state-level credits required. The WSPTA supports the idea that all students should have the opportunity to take 24 credits as soon as possible. They also support the phase-in of 24 credit requirements over time, as long as the need for students

support programs were fully funded along with the implementation of new requirements. Districts may incur additional costs to meet the requirement of an additional credit of English and an additional .5 credit of civics, if implemented. Rather than hiring additional teachers, if districts simply shift instruction, what will they choose to give up? Ms. Howard encouraged the Board to ask some districts that question. WSPTA is also concerned about the statement under the 2013 implementation. Ms. Howard and others at WSPTA are looking forward to continuing to work with the Board as it moves forward on the final graduation requirements decision in November.

Lisa Jaret, Washington State Arts Commission

Ms. Jaret thanked the Board for their commitment to setting a high, but reachable, bar for all students. She thinks that two credits in the arts is a very good idea because it will produce more thoughtful, empathetic, collaborative young people. This year, IBM commissioned a global CEO study and asked CEO's in small and large companies and industries, what they felt was the most important leadership competency needed to manage in an increasingly complex world. The top answer was creativity. The arts support creativity and nurture it in unique and important ways. Learning in and through the arts also increases student and teacher engagement, helps students synthesize learning across multiple subject areas, and helps them process and communicate this learning in different ways. The arts develop creative habits of the mind and support the development of 21st century skills, such as critical thinking and problem-solving.

Flexibility is important because one size does not fill all in a one million student system. She understands that there are many circumstances that would require variations in graduation pathways and is in favor of building in options within the system. Ms. Jaret hopes that as the policy is refined, there will be guidelines that help people understand that the arts are a core subject because of the overall educational value they offer. Taking K-12 arts classes is no more about producing professional artists than math classes are about producing professional mathematicians.

Wes Pruitt, Workforce Training Board

Mr. Pruitt presented his version of the Core+Program of Study and graduation requirement proposal that is similar to the green or orange options presented today. In his version, he indicated a subject as:

- Career Exploration, which meets as a minimum the exploratory CTE standards as approved by OSPI.
- Program of Study, which are courses determined by the high school and beyond plan and can include world language credits, CTE credits, and/or "career concentration" credits.
- Career Concentration is coursework in which students gain knowledge and skills that further prepare them for their individual postsecondary plans per the high school and beyond plan.

Mr. Pruitt believes that the yellow, blue, and turquoise options are not acceptable because all kids are not getting the necessary skills needed. He is concerned that there is no flexibility in the requirements for struggling students and would like to see electives waived for those students if they need further instruction in other areas to succeed. A good counseling program is important and the Workforce Board provides funding for that.

Anne Luce, Partnership for Learning

On behalf of the business community, Partnership for Learning urges the Board to move forward, adopt, and implement the 24 credit package approved by the Board in 2008, which is now being referred to as the orange option. Currently, Washington State has one of the lowest numbers of credits required to graduate in the nation. The state has set a low bar for our students and as a result, graduates are not prepared to succeed in work or college after graduating high school. A college and work ready education is more important than ever. With a challenging economy, family wage jobs are scarce and without technical and high level skills,

jobs are difficult to come by. The adoption of the orange option changes this and prepares students to compete nationally and internationally for jobs. It is important that our state sets our kids up for success in whatever education or training they choose to pursue after high school. A low bar for high school graduation hurts the kids who most need the skills to participate in our economy. Kids should have to opt-in for a high school course curriculum that prepares them for college and work. The adoption of the orange option would ensure that students are prepared to succeed in a competitive 21st century. We have an obligation to ensure all students are ready to succeed in college and work and are not shut out of opportunities. The Partnership for Learning urges the Board to adopt the orange option and Ms. Luce thanked the Board for their time and dedication on this issue.

Arts Video

Mr. Wyatt showed the Arts competition video from Vashon Island High School to the members.

Graduation Requirements Continued

Social Studies Related Recommendations

Ms. Kelly Martin, Program Supervisor, Social Studies and International Education, OSPI

Ms. Martin discussed two of the proposed changes to social studies: 1) Adding .5 credits of civics; and 2) Making Washington State History and Government a non-credit requirement on the student transcript. She also noted the recent publication of the tribal sovereignty curriculum. RCW 28A.230.093 states that:

“If after July 26, 2009, the state board of education increases the number of course credits in social studies that are required for high school graduation under RCW 28A.230.909, the board shall also require that at least one half credit of that requirement be coursework in civics.”

The law requires that the course include:

1. Federal, state, and local government organization and procedures.
2. Rights and responsibilities of citizens addressed in the Washington State and United States Constitutions.
3. Current issues addressed at each level of government.
4. Electoral issues, including elections, ballot measures, initiatives, and referenda.

Currently, the SBE WAC 180-51-066 requires students to earn 2.5 credits in Social Studies for graduation; including .5 credit of Washington State History and Government. The OSPI WAC 392-410-120 requires a one semester course in Washington State History and Government in grades seven through twelve, combined, but not at each grade level.

Washington State History and Government are often taught in seventh grade, to the relevant Grade Level Expectations. However, to receive credit, the course must be taught to high school level standards (grade nine or above).

The proposed change is to make Washington State History and Government a non-credit requirement, which will be noted on student transcripts. The proposal will:

- Require that the course and content are still taught.
- Alleviate the confusion about earning credit for a middle school level course.
- Likely have little effect on districts.
- Allow OSPI’s recommendations and GLEs to remain consistent.

If the course remains in its current form, OSPI will need to consider altering the GLEs in order to reach high school level rigor and districts will need clear direction from OSPI and SBE regarding placement of this course.

Washington State History content must include the study of the Constitution of Washington State and is encouraged to include information on the culture, history, and government of the

American Indian people who were the first inhabitants of the state. The tribal sovereignty curriculum, Since Time Immemorial (STI), was created in response to HB 1495 in 2005, which encourages the teaching of tribal history. It encourages teachers and students to address essential questions in the context of tribes in their own communities. It also recommends an integrated approach by providing three levels of curriculum for each of the OSPI recommended social studies units. Members can access the website at tribalsov.ospi.k12.wa.us for further information.

Graduation Requirements Continued

Dr. Kathe Taylor, Policy Director

Dr. Taylor reviewed the [policy considerations](#) provided by the Core 24 Implementation Task Force (ITF). Discussion continued with clarifying questions being addressed.

Further discussion continued for the orange and green options.

SBE Rules and Waivers

Mr. Brad Burnham, Legislative and Policy Specialist

Ms. Edie Harding, Executive Director

Rule Revisions for Mathematics Graduation Requirements

1. At the July 2010 meeting, the Board reviewed proposed changes to the math graduation requirements rule to address three issues: Provision for taking classes simultaneously.
2. What constitutes an appropriate sequence?
3. Provisions for placing out of required courses.

Required Action District Implementation

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. Steps to be taken to determine which districts could become Required Action Districts are as follows:

- By December 2010, and annually thereafter, the OSPI shall develop a list of the five percent persistently lowest achieving Title I or Title I eligible schools.
- By January 2011, and annually thereafter, the OSPI shall recommend to the SBE Required Action Districts based on the availability of federal funds for school improvement and OSPI criteria as defined in rule.
- In January 2011, and annually thereafter, provided federal funds are available, the SBE will designate the Required Action District(s) based on OSPI's recommendations.

At the July 2010 Board meeting, the SBE and OSPI presented draft language for their respective rules. The Board asked for additional clarification from OSPI on its criteria and the final proposed criteria were provided for Board members in the packet for this meeting.

The SBE rule outlines the actions and dates for the Required Action Process, which includes:

- Designation of Required Action District.
- Process for submittal and approval of a required action plan.
- Process for review panel is requested.
- Process for submittal and approval of a required action plan, when mediation or superior court review is requested.
- Failure to submit or receive approval of a required action plan.
- Release of a school district from designation as a Required Action District.

Ms. Harding provided timeline scenarios depending on the different decisions that Required Action Districts or State Board of Education made in terms of acceptability of the Required Action District plan. The draft rule provided by OSPI for review was submitted.

Rule Revisions for GED Eligibility

ESSHB 1418 establishes a framework for a statewide dropout re-engagement program to provide education and services to older youth who have dropped out of school or are not expected to graduate from high school by the age of 21. Under the legislation, students enrolled in dropout re-engagement programs are eligible to take the General Educational Development (GED) test.

After discussion with the State Board for Community and Technical Colleges, it was determined that the GED Eligibility rule does not need an amendment at this time.

Rules Revision for Technical Fixes

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 of the Board. The draft amendment fixes inaccurate references to rules and statutes. The inaccuracies have developed over time due to modifications or deletions of the referenced rules and statutes.

Basic Education Program Requirements Waivers

In 2004, the Board granted the Tacoma School District a waiver from the 180-day requirement for 18 days through the 2006-07 school year for the Tacoma School of the Arts. Although the waiver ended in 2007, the District continued to structure their calendar as if they had an approved waiver. Currently, the District is requesting a renewal waiver of 19 days for SOTA. They are also requesting a new waiver for the Science and Math Institute of 19 days and a new waiver for Stewart Middle School of 11 days. These would all be one year waivers.

Public Comment

Jonelle Adams, Washington State School Directors Association (WSSDA)

WSSDA is pleased to share their perspectives on the Board's work on the meaningful high school diploma and high school credit requirements. They appreciate the task and challenges that lay before the Board in reaching a consensus. WSSDA supports the concept that high standards for our students promote higher achievement and success beyond high school. They support multiple pathways to a meaningful high school diploma, which prepares students to be college or career ready. WSSDA members appreciate the Board's position that Core 24 will not move forward unless it is fully funded by the legislature. The unfortunate reality is that, given the state's budget challenges for the next few years, there is very little chance for additional funding to support a move to mandating 24 credits. Without full funding, many districts will be seriously challenged to provide the teachers and the facilities needed to comply with a 24 credit schedule. It is still possible to effect changes that will improve achievement and promote a high level of college and career readiness and WSSDA is pleased that the Board is considering options to keep the state moving forward in these difficult financial times. They believe the best approach is one that is flexible, manageable and incremental, and ensures that implementation will be viable and sustainable. It is extremely important to the school boards that they have as much latitude as possible in offering a credit configuration that aligns with the college and/or career interests of their respective diverse student populations. Starting with Core 20+4 will allow our local school directors to provide the flexibility needed in their communities, minimize the initial fiscal impact and provide local districts with a feasible approach. WSSDA looks forward to continuing to work with the Board and others as we shape an approach to meet the state's overarching goal of the Education Reform Act of 1993 – to provide students opportunities "to become responsible citizens, contribute to their own economic well-being, and enjoy productive and satisfying lives."

Wendy Rader-Konofalski, Washington Education Association (WEA)

The WEA's position on Core 24 has always been that it be as flexible for districts and students as possible; be fully funded (which is not likely anytime soon); provide resources for all struggling students to succeed; and decrease, not increase, barriers for student success. We should recognize our state's success on the SAT scores of our students, the highest in the nation, and we have the highest percentage of high school students taking the test at 54 percent. One-third of those taking the test were students of color, showing distinct progress on closing the achievement gap. We need to acknowledge this when we talk about how poor the test scores in the state are because this shows a different story.

The WEA encourages the Board to stay the course on SB 6696 and not tweak it, but let it proceed as it was drafted. Earlier comments by Mr. Westburg make clear why the highly collaborative nature written into SB 6696 is so important and why we pushed so hard for that. The school improvement grants that are currently being implemented were not subject to that SB 6696 language. The WEA does not think any changes are necessary to make it any clearer than it is. As soon as the Required Action Districts are designated and put into action, all unions and stakeholders are required to be involved. There was a comment about making the evaluation section strong with regard to test scores and evaluation. First of all, that would not be in the purview of the Board to present any amendment on that part of the bill. The only part of the bill that the Board has purview over is the accountability section. Also, there are many reasons why that would be premature. Currently, the evaluation pilots are up and running and they should be allowed to finish their work.

Ann Randall, Washington Education Association (WEA)

The Board would be proud of the work of the evaluation pilots that were established in SB 6696. There are collaborative efforts between all the education stakeholders and great work is being done. Student growth issues are being looked at and there is an emphasis on what research shows to be the best way to evaluate educators for the benefit of student success. These are learning laboratories or incubators and we need to stay the course on the work. The Student Improvement Grant (SIG) schools – previously called Merit schools – are a collaborative venture and the WEA is viewing them as learning labs to see what works to improve student achievement.

Tim Knue, Washington Association of Career and Technical Education (ACTE)

The ACTE is in support of the orange option with a full 24 credits and the ability to waive two credits for extenuating student circumstances. The orange option creates the structure for the greatest opportunity to allow students to individualize their high school education and does not pit one subject against another. The ACTE also feels this will foster integration and collaboration among subjects and allows for a sequencing of courses, determined by the student that will allow them to graduate with a skills set that meets their personal goals to find their preferred future. Within this structure, students have the opportunity for the six credits needed to complete a skills center program if they choose. Success for CTE, in this option, will be in the definition of the three career concentration credits. ACTE looks forward to working with the Board in developing the definition so that it reflects the value of CTE opportunities for all students. The other vital component is the use of Navigation 101 to ensure the quality of the high school and beyond plan so students and parents fully understand that they have control and positive choices that will work for them. One size does not have to fit all and a CTE route is not a 'less than' route to succeed.

Mark Mansell, LaCenter School District

Mr. Mansell said that serving on the Meaningful High School Diploma (MHSD) committee and the Implementation Task Force (ITF) was a wonderful experience. He was able to see the Board's work and said he trusts the Board to do the right thing. There are many districts statewide that trust what the Board is doing. We can all agree that the current state of

requirements is unacceptable and are behind the times. If money was no issue, there would be 24 credits; however, money is an issue so we're stuck. The Board has been consistent not to enact anything without funding. The Board will choose what is best in the options provided today. Mr. Mansell encouraged the Board to find an option but not lower the bar for the vision of 24. He asked the Board to uphold its promise to the educational community and give the districts 20 but not more than 24.

John Ketler, Tacoma School District

Mr. Ketler discussed the reason for the waiver request that will be up for approval at the business meeting on Thursday for the Tacoma School of the Arts (SOTA), Science and Math Institute (SAMI), and Stewart Middle School. He explained that the purpose of the waivers is to provide extended school days to substitute for a set number of days when no instruction is offered, but other opportunities, such as internships, are offered. He gave examples of the accomplishments that have occurred in the three school locations and stated that SOTA has a 95 percent graduation rate. Mr. Ketler is proud of the students and their accomplishments and asked the Board to consider granting the waiver for his students' continued work.

The meeting was adjourned at 4:51 p.m. by Chair Vincent

Thursday, September 16, 2010

Members Attending: Chair Jeff Vincent, Co-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, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Ms. Amy Bragdon, Mr. Bob Hughes, Mr. Eric Liu, Mr. Warren Smith (15)

Members Excused: Dr. Kris Mayer (1)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Mr. Brad Burnham, Ms. Sarah Rich, Ms. Ashley Harris (7)

Call to Order

The meeting was called to order at 8:01 a.m. by Chair Vincent.

Student Presentation "Photosynthesis"

Ms. Anna Laura Kastama, Student Board Member

Ms. Kastama talked about the importance of photosynthesis in life and related education as being a vital part of a student's life. She expressed the importance of community involvement and talked about the connections that the School of the Arts has with the community. Ms. Kastama said "the point of education is for students to learn how to be part of the world and encouraged the Board to always remember to involve everyone in the education of students."

OSPI Briefing on 2010 State Assessment Results

Dr. Joe Willhoft, OSPI Assistant Superintendent for Assessment
Dr. Alan Burke, OSPI Deputy Assistant Superintendent

The OSPI implemented new tests called Measurements of Student Progress (MSP) for grades three through eight and the High School Proficiency Exam (HSPE), this spring, for all students. The MSP and HSPE have some changes from the previous tests, including the elimination of extended responses. Some middle school students took the test online; the remainder of the students used paper and pencil. A phase-in for all students to take the test online will be implemented over the next few years. These assessments measure how well students perform on the state standards. The assessments are also used to fulfill the testing requirements under

No Child Left Behind (NCLB). The classes of 2011 and 2012 must meet the high school standards in reading and writing assessments to receive a diploma. For the class of 2013, students will also be required to meet the math and science standards.

The reading, writing, and science assessments were based on standards that have not been changed in five years. The math tests were based on the new math standards adopted two years ago and thus comparisons to previous years under the old math standards should be taken cautiously. In August 2011, the Board will set the cut scores for the exams and assessments for the new science standards, which will be implemented next year. The SMARTER Balanced Assessment Consortium will examine the creation of the new assessments using the Common Core standards.

Dr. Willhoft gave an overview of the 2010 Measurements of Student Progress (MSP) and High School Proficiency Exam (HSPE) results showing the difference in percent meeting standards from 2009-2010. He then presented the transition to new testing timelines as follows:

Spring 2010

- First year of grades three through eight MSP and HSPE.
- New grades three through eight mathematics assessments aligned to new content standards.
- Began online testing in grades six through eight in reading and math.

Spring 2011

- End-of-Course (EOC) math exams; new grades five and eight science exams.
- Online testing: add grades four and five in reading and math and grades five and eight in science.

Dates are set for the testing and will be announced at a later date.

Dr. Burke gave an overview of the impact of first year EOC and 2013 math test requirements as follows:

Current students needing to take EOC:

- Enrolled in Algebra I/Integrated I 77,000
- Enrolled in geometry/Integrated II 77,000

In grade ten or lower, students took courses before 2010-2011:

- Previously took Algebra I/Integrated I 108,000
 - ✓ Now in grade 10 69,000
 - ✓ Now in grade 9 35,000
 - ✓ Now in grade 8 4,000
- Previously took geometry/Integrated II 39,000
 - ✓ Now in grade 10 35,000
 - ✓ Now in grade 9 4,000

OSPI is considering having just one exam for the class of 2013 in either Algebra I or Geometry. Annual Yearly Progress (AYP) requires one exam for at least grade ten. In addition OSPI has concerns about the cost of using the collection of evidence process for math. Many students may choose to do this and it is expensive to administer, particularly if they end up taking the assessment and meeting standard on a second try and also do the collection of evidence.

Renton School District Perspectives on New Measurements of Student Progress

Ms. Anna Horton, Assistant Principal, Lindbergh High School

Mr. John Schmitz, Principal, Dimmitt Middle School

Ms. Janet Fawcett, Principal, Highlands Elementary School

Ms. Fawcett gave an overview of how the test worked for Highlands Elementary School. Teachers observed that students were tired and discouraged trying to complete the test. They determined that the test should either be shorter or could be completed in a two-day period. There was concern that it might not be appropriate for English language learners and those with developmental issues.

Mr. Schmitz expressed concern about the length of the test. Reading took quite a bit of time. There seemed to be some student ambivalence. The test provides valuable data and is a high stakes indicator for student achievement so the districts take it seriously. The teachers are doing their best to keep up with the math standards. Dimmitt didn't participate online this year but Mr. Schmitz hopes to use the online process in the future.

Ms. Horton talked about the challenges of ever-changing graduation requirements. Keeping track to determine what tests need to be taken for graduation within the District. Lindbergh had 800 students taking the math test at the same time, which was an impact to the school. The length of the tests was difficult. Students will do fine with online testing; however, the resources to do that are a challenge. The more lead time for this the better. Parents are asking questions about when their children will take the tests for algebra and geometry. As the requirements are changing, it would be good to know what the formatting will be of the questions being asked.

Members asked clarifying questions and discussion continued. One of the most effective ways for struggling students to succeed in math in high school is to use a support class in addition to the math class they are enrolled in.

Graduation Requirements Continued

The Executive Committee presented a revised version of the graduation requirements as per the discussion on Wednesday. The revised version is as follows:

Phase-in considerations were presented, including:

1. Phase in over six years, beginning in middle school, with one planning year (Implementation Task Force recommendation).
2. Make no-cost or minimal cost changes effective as soon as possible.
3. Provide a window and a deadline for districts to determine when all changes will be made.

Proposed Phases:

<i>SBE Action</i>	<i>Year Funding Would Need to Begin</i>	<i>Year Rule Put in Place</i>	<i>Graduating Class Affected</i>
✓ Add math rule	Already in rule	2009	2013
✓ No rule changes	N/A	2010	2014
✓ Add one credit of English ✓ Add .5 credit of social studies (specifying .5 in civics education) ✓ Specify that math or science must be taken in senior year ✓ Implement no cost policy recommendations	Assumes these changes can be made with minimal state fiscal impact	2011	2015

✓ No rule changes	N/A	2012	2016
✓ Add remaining credits ✓ Start high school and beyond plan in middle school; clarify requirements	2013 Assumes funding is based on marginal costs to add new graduation requirements, not the costs to fund all of the underfunded parts of basic education	2013	2018

The proposed changes to the high school and beyond plan and to the culminating project, recommended by the Meaningful High School Diploma Advisory Committee and presented to the Board in January 2010, were reviewed briefly. Feedback on the changes will be sought and brought to the Board for discussion in November 2010.

Public Comment

Mary Fertakis, Tukwila School Board

Listening to the Board has reaffirmed Ms. Fertakis' reasons why local control and flexibility are so important to districts and their boards of directors. During the graduation requirements discussion, there was no mention of English language learners. The Tukwila School District has a non-English speaking population of 60 percent, so a normal progression of classes looks very different than the color coded charts presented today, for those students. They are in classes for English language learners, which are "electives" and do not count towards English or math credits. These students need the language skills to be successful academically, but if they are not able to accomplish this along with their required credits, they will not be able to graduate on time. If we do the right thing to support student needs by giving them more time in school, the extended high school career then counts against us for AYP purposes since an on-time graduation rate is one of the cells. The more diverse our communities become, the more important classes like civics will become. The Tukwila School District understands the importance of teaching immigrant and refugee students what it means to exercise the rights and responsibilities of living in a democratic republic. The District has student representatives on the school board; however, they cannot have elective credit for their service. According to HB 1495, the tribal curriculum applies only to recognized tribes, though districts are asked to teach about the local tribes in their communities. The Duwamish tribe is an unrecognized tribe and Ms. Fertakis distributed a copy of the resolution to the Board, which was passed in 2008 and presented to the Duwamish Tribal Chair, stating that the District intends to continue to tell the story of the Duwamish people as a sign of respect. Art classes serve as an equalizer in the District. Ms. Fertakis asked the Board to consider allowing a cross-curricular credit as an option. Infusing the arts in education develops the creativity that is so valued by many of the organizations that our students will eventually be working for and adds relevance to the overall education we want to provide to our students. She thanked the Board for their work.

Ann Varkados, Bethel School District

Ms. Varkados met with administrators in her District after yesterday's discussion on graduation requirements and received supportive feedback from them for:

1. Civics embedded in social studies courses.
2. All four high school principals support the ability for students to make up two courses that they might have failed within the 24 credits.
3. Culminating project – the District gives .5 credits over three years work embedded in course work. If increasing this, please give districts resources.
4. Implement all at once with funding; gets too confusing and science will be a challenge.

5. Rigor through CTE, career concentration, arts, and foreign language options to keep students interested in school.

Janne Endreo, Seattle School District

If the Board decides to remove the 150-hour requirement, Ms. Endreo encouraged the Board to consider what it will replace the requirement with. If it is not replaced with something, the districts will be confused as to what to use as guidance. This has been an ongoing discussion in the Seattle School District. She encouraged the Board to take their time in making a decision because it is too rushed and needs to have a viable substitute.

Una McAlinden, Arts Ed of Washington

We've already heard that employers and business leaders are seeking enhanced creativity in the people they hire. In the 2008 Conference Board survey, when asked to name the educational experiences that are indicators of creativity, school superintendents ranked arts study as the highest indicator of creativity. But there has been a gap between understanding this need for creative learning and putting it into meaningful practice. By specifying two arts credits, you change that. For more than a decade, credible research has been available that consistently demonstrates better outcomes for students highly involved in the arts: better grades, less likelihood of dropping out, and more positive attitudes about school. The studies also show that the benefits of high levels of arts participation makes the greatest difference for economically disadvantaged students. We know which kids are getting the arts (in school or at home) already. As a matter of social justice, we all need to make sure that this benefit is provided to all students, not just those who can afford it. Making the two credits of arts a requirement changes that and ensures that all students receive the benefits of arts learning as rigorous, relevant, and relationship-based. Ms. McAlinden understands and supports the need for flexibility and individualization for students – and must renew her caveat, from the July meeting, about the risk of a default waiver. The orange option addresses that with the auto route being two credits of arts. Clarity of expectations to school administrators, counselors, families, and especially to students is very important. She believes that the student who takes the auto route of the orange option will get a balanced and well-rounded education that addresses their social, emotional, physical, and cognitive growth - and ArtsEd wholeheartedly applaud the Board for that!

Frank Ordway, League of Education Voters

Mr. Ordway supports the revised orange option, discussed earlier today. Flexibility is important but often the flexibility can cause disparity with students who struggle. We need student flexibility after they graduate from school and the orange option allows them flexibility in life. It is important to ensure that students who are not attending college will be prepared to succeed in life. It is critical that the Board capitalize on the support of the legislature, for the orange option. The League looks forward to working with the Board more closely with local levels to eliminate the achievement gap.

Mark Mansell, LaCenter School District

The Board has made a difference, even though the requirements are not yet implemented. The mere conversation has changed the focus in districts. Twenty-four credits work for LaCenter School District and set the bar for students. Many districts across the state are moving forward and others are not ready. We cannot wait. Mr. Mansell is frustrated and expressed the importance of taking off the gloves with the legislature and not letting them off the hook. He thanked the Board for its consistency. Mr. Mansell will take what the Board had to say in this meeting to the districts and trusts the Board to make the right decision to support students and implement the rules in support of students. He suggested a webinar meeting soon, for the Implementation Task Force members and encouraged quick feedback from stakeholders when implementation occurs.

Dave Powell, Stand for Children

As the new Policy Director for Stand for Children, Mr. Powell looks forward to working with the Board to ensure children in Washington State achieve at the highest levels. He is concerned as to whether a choice is being made between greater student flexibility and greater district or local flexibility. He suggested that this is a false choice. Since the job of districts is to ensure students are succeeding in their academic endeavors, what is best for kids will ultimately be best for districts as well. The flexibility of the proposed orange option affords students, within an automatic framework of college and career preparation, is clearly best for all students. Concerns were raised that the orange option would not be best for struggling students due to the amount of support needed to help students meet the challenge of the number and nature of the required credits. As a former teacher of students with disabilities in high-poverty schools, Mr. Powell disagrees with that conclusion. High-performing educational systems are high-performing because they set high expectations for all students as a starting point. Once the expectations are set, students and educators will rise to the challenge set. The Board's task is to set a framework of high expectations that will allow all Washington students to get degrees that automatically sets them up to pursue their dream. Mr. Powell commended the Board for thinking ahead about how these requirements will be supported, implemented, and phased-in. He asked the Board to remember that the question at hand is not what funding or resources will be provided to support the graduation requirements. The question is whether the Board should set high expectations for Washington's students or not. A vote for the revised orange option will be doing just that.

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

Mr. Knue thanked the Board for the time and effort to implement Core 24. The ACTE is in support of the orange option with a full 24 credits and the ability to waive two credits for extenuating student circumstances. The ACTE feels this option creates the structure for the greatest opportunity to allow students to individualize their high school education. This option does not pit one subject against another. We also feel this will foster integration and collaboration among subjects. The orange option allows for a sequencing of courses, determined by the student that will allow them to graduate with a skill set that meets their personal goals to find their preferred future. Within this structure, students have the opportunity for the six credits needed to complete a skills center program if they have the opportunity and so choose. Success for ACTE in the orange option will be in the definition for the three career concentration credits. The ACTE looks forward to working with the Board in developing the definition so that it reflects the value of CTE opportunities for all students. The other vital component is the use of Navigation 101 to ensure the quality for the high school and beyond plan and that the students and parents fully understand that they have control and positive choices that will work for them. One size does not have to fit all and a CTE route is not a 'less than' route to success.

Ricardo Sanchez, Latino Educational Achievement Project

The number of credits has never defined quality, it defines seat time. Twenty-four credits is 60 percent higher than the current requirements for college. Students fail to graduate because they lack credits. Consider this – are you convinced that the additional credits will help the kids who need it the most?

Arts Video

Mr. Wyatt presented the 2010 arts contest video for Redmond High School.

Mathematics Systems Improvement Framework

Dr. Kathe Taylor, Policy Director

Ms. Greta Bornemann, Director, K-12 Mathematics, OSPI

The purpose of the Mathematics Systems Improvement Framework is to provide Washington's school districts actionable steps and guidance around which a comprehensive K-12 mathematics system can be built. The Framework is built on four principles from the NCSM PRIME Leadership Framework that "drives an improved future for mathematics education."

1. Ensure high expectations and access to meaningful mathematics learning for every student.
2. Ensure high expectations and access to meaningful mathematics instruction every day.
3. Ensure relevant and meaningful mathematics in every lesson.
4. Ensure timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning.

The key questions for mathematics improvement are as follows:

- How are we learning from past initiatives to inform systemic improvements in mathematics?
- How are we leveraging current resources to make a positive difference in the system now?
- What are we learning from research to inform systemic improvements in mathematics?

A statewide coordination of improvement efforts and support included OSPI, ESDs, and school districts. Based on a recommendation from the Washington State Mathematics Leadership team, a committee was formed to develop this project in spring 2009. The team now serves as an advisory panel for the project. OSPI's District and School Improvement and Accountability (DSIA) is piloting the Mathematics Systems Improvement Framework in its current work with districts and schools. The Framework provides DSIA the foundation to define and differentiate supports, services, and professional development planning.

There are five components for the Mathematics Systems Improvement Framework:

1. Mathematics leadership
2. Core mathematics program
3. High quality mathematics instruction
4. Mathematics assessment system
5. Mathematics intervention system

Crownhill Elementary School was one of the schools recently featured in a case study on the SBE website for winning three 2009 Washington Achievement Awards and has implemented the five components of the Framework, finding considerable improvement in mathematics achievement.

Business Items

Provisional High School Graduation Requirements

Motion was made to provisionally adopt the brown option of the graduation requirements framework as presented in the afternoon, based upon the morning's discussion on graduation requirements.

Motion seconded

Discussion

Motion to amend the credit requirements to 20+4

Motion seconded

Discussion

Amended Motion failed

Original Motion carried with one nay

Policy Recommendations:

1. 150-Hour Restriction

Motion was made to remove the 150-hour requirement for a high school credit. Substitute non time-based language for the current 150- hour definition and maintain the competency-based definition.

Possible substitute definitions for 150 hour credit requirement

- Successful demonstration of a unit of study as established by the district.
- Successful completion of the subject area content expectations or guidelines developed by the state.
- Satisfactory completion of all of the required work for a particular course or subject.

Motion seconded

Discussion

Friendly Amendment to remove 150-hour restriction on credit definition; substitute non time-based definition: “successful completion of the subject area content expectations or guidelines developed by the state, *per written district policy.*” (The competency-based definition will remain).

Amended Motion carried with one nay

2. Two for one with required district reciprocity

Motion was made for two-for-one with required district reciprocity in support of version one: “students may earn one credit and satisfy two graduation requirements (one academic and one career and technical) by completing a career and technical course determined by a district to be equivalent to an academic core course. Districts shall set the limit on the number of “two for one” classes a student may take. Students will still need to earn the state minimum number of credits.”

Motion seconded

Discussion

Motion carried

Motion was made to approve the remaining policy recommendations as follows:

- Start high school and beyond plan at middle school level.
- Make Washington State History and Government a non-credit requirement on student transcripts.
- Add .5 credit of civics.

Motion seconded

Motion carried

Proposed Phase-in

Motion was made to adopt the following phase-in option:

SBE Action	Year Funding Would Need to Begin	Year Rule Put in Place	Graduating Class Affected
Advocate for funding beginning in 2011 to be fully funded and implemented for the class of 2016	2011 Assumes funding is based on marginal costs to add new graduation requirements – not the costs to fund all of the underfunded parts of basic education	2011	2016

Motion seconded

Discussion

Motion carried with two nays

Name for graduation requirements

Motion was made to name the approved provisional graduation requirements “The Washington State Graduation Requirements – Career and College Ready.”

Motion seconded

Motion carried with seven ayes/six nays

Math Credit Final Rule

Motion was made to approve the final amendments to WAC 180-51-066 for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

Motion seconded

Motion carried

Required Action Draft Rule

Motion was made to approve the September 10 draft language implementing the accountability legislation for the required action districts for filing with the Code Reviser for proposed rule making under RCW 34.05.320.

Motion seconded

Motion carried

GED Eligibility Draft Rule

Draft rule was withdrawn as per discussion on Wednesday.

Technical Fixes Draft Rule

Motion was made to approve the draft language for 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

180-Day Waivers

Motion was made to approve Tacoma School District's 180 day waiver requests of 19 days for the Tacoma School of the Arts, 19 days for the Science and Math Institute, and 11 days for Stewart Middle for one year only in 2010-11.

Motion seconded

Motion carried with one nay

SBE Revised FY 11 Budget

Motion was made to approve the Board's FY 2011 Revised Budget.

Motion seconded

Motion carried

SBE 201-13 Draft Proposed Budget

Motion was made to approve the Board's proposed FY 2012-13 budget to submit to the Governor.

Motion seconded

Motion carried

Reflections

Ms. Frank was encouraged by the Board's effective deliberation during the meeting, while taking into consideration students and state of the current budget issues.

Mr. Baca reminded everyone that today is Independence Day in Mexico and that September is National Hispanic Month.

Ms. Kastama was glad to hear that the Board believes that not one size fits all.

Mr. Smith feels it is an honor and privilege to sit on this Board. He thanked Dr. Dal Porto and Mr. Schuster for their commitment to the work of the Implementation Task Force.

Mr. Hughes feels privileged to be a member of the Board and commended the group for the good work during the meeting.

Ms. Ryan agreed with Mr. Hughes.

Mr. Liu also agreed with others about being a member of the Board.

Ms. Bragdon commended staff for the amount of thought and attention taken to facilitating the emotional discussion to get critical points across. It was a difficult task but we can feel good about the work done today.

Mr. Costanzo thanked the Board for their hard work and dedication. "Good job to everybody."

Ms. Fletcher was happy that the Board could work together to come to a better product.

Mr. Dal Porto is glad that the Board members have learned how to agree to disagree and still come together with respect. He thanked the previous executive committee for their leadership in starting the graduation requirements process and passing on a good product to the new committee. He thanked Mr. Vincent for his leadership as Chair of the Board and his facilitation of the process at this meeting.

Mr. Vincent thanked the staff for their work in helping the Board come to a decision today.

The meeting was adjourned at 4:30 p.m. by Chair Vincent