



# Indiana State Board of Education

Room 225 State House  
Indianapolis, Indiana 46204-2798

## MINUTES

### INDIANA STATE BOARD OF EDUCATION

March 2, 2011

Department of Education

James Whitcomb Riley Conference Room

151 West Ohio Street

Indianapolis, Indiana 46204

The meeting of the Indiana State Board of Education convened at 9:03 a.m. Board members Dr. Tony Bennett, Jo Blacketer, Mike Pettibone, David Shane, Sara O'Brien, Daniel Elsener, James D. Edwards, Vicki Snyder, Dr. Gwendolyn Griffith-Adell, and Neil Pickett were present. Board member Steve Gabet was not present.

#### I. **Call to Order**

Dr. Bennett led the Pledge of Allegiance.

#### II. **Approval of the Minutes**

Mr. Pettibone moved for approval of the minutes. Mr. Shane seconded the motion. The motion passed unanimously.

#### III. **Statement of the Chair**

Dr. Bennett said he wanted to clarify the reading initiative that was approved by the Board at the February 2 meeting. Recent newspaper articles have created confusion, and clarification needs to be made regarding the position of the Board and the Department of Education (DOE). The rules passed in February establish that reading at third grade is essential and necessary for promotion to fourth grade. Within that policy, however, there is authority for a school corporation to differentiate instruction in a subject that is not literacy based. If a child does not read at third grade level, but can perform math at fourth grade level, the school corporation can provide math instruction for that child at fourth grade. The student, however, will be tested under ISTEP at third grade. The policy provides a mechanism to ensure that third graders read at third grade level. The newspapers led readers to believe that there was a much softer position on this issue. Dr. Bennett said he wanted to clarify and affirm a policy behind which DOE stands strongly - that children should be able to read at third grade level.

Dr. Bennett said he has been in front of over 7,000 educators in the past several months, to talk about potential legislation, goals of the DOE, and where we hope education transformation goes in Indiana.

Dr. Bennett said he wanted to dispel the myth that DOE has not listened to teachers. The outreach of the Department in the last two years, and the outreach especially in the last six months, could not be higher.

Dr. Bennett mentioned Dr. Peggy Hinkley, Superintendent, MSD Warren Township, who has been instrumental in helping some of our technical assistance schools utilize the 8-Step continuous improvement process to drive growth among their students. Dr. Hinkley and others are providing a resource for turn around, and a resource for continuous school improvement.

Dr. Bennett discussed SB 1, saying the DOE has received input from individual teachers, administrators, and superintendents. The idea that the Department is not listening is false. A plan for transformation in education was rolled out in December. There is common agreement about the need for improvement. Some are opposed to

the Department's plan. The folks saying they are against the DOE plan, however, have not submitted a different plan that the Department and General Assembly can talk about.

Dr. Bennett said he has been going with legislators to local town hall meetings which are drawing a tremendous amount of interest. He will also continue to meet with teachers, dispel myths, provide factual information, and continue to work with superintendents, principals, and education associations.

Dr. Bennett said he appreciates the Board's support and input on the legislative agenda.

Jeffery P. Zaring, Chief of Results and Reform, informed Board members that the next time they meet, wireless internet access should be available, which will make it much easier for them to use the electronic agenda.

#### **IV. Spotlight on Learning**

Mr. Zaring said the Spotlight on Learning focuses on the Walker Career and Technical Education Center. Matt Fleck, Director of Career and Technical Education (CTE) introduced Lou Anne Schween, Director, Walker Career Center.

Ms. Schween said over 3,000 students have taken one of the 23 programs offered at the career center. Last year, they awarded over 2,000 dual college credits, which in turn have saved families hundreds of thousands of dollars after the students graduated from high school. The graduation rate for the career center's students is 90.8 percent, and they have also met 100 percent of the core indicators. Ms. Schween said Walker Career Center programs are committed to integrate Indiana English and algebra standards into the CTE curriculum, and this is the practice of every class. Certification can be obtained in cosmetology, A+, Net+, AWS, EST, Welding, NATEF Auto Service/Collision, ProStart, and others.

Six students spoke about the classes they are taking at the career center and post secondary plans:

- Laurent Hunt (teaching profession).
- Evann Smith (reporter).
- Raquel Ortega (cosmetology).
- Jacob Wheatley, 2010 graduate, (electronics).
- Isaiah Sloss (biomedical sciences).
- Jessica Newman (engineering and biomedical sciences).

Cindy Frey, Assistant Director, introduced A J McAdams, Nancy Campbell, and Randy Decker, teachers from the Walker Career Center.

In closing, Ms. Schwenn said Board members have in their folder a brochure about the center's culinary arts program, which was named in the top 100 programs in the nation.

Dr. Bennett said this was the ultimate in education competition, and he very much appreciates the work being done at the Walker Career Center and all the technical education classes throughout the state.

Mr. Fleck discussed college and career preparation and career and technical education student performance indicators. Mr. Fleck said approximately 20 percent of the funding for Indiana's CTE programs is provided through the federal Carl D. Perkins Act. This Act requires states annually to report CTE student performance based on specific college and career preparation indicators.

Indiana's 49 CTE districts are held accountable for meeting a specific performance level with their students. While 11 districts met eight student performance levels this year, the districts will be held accountable for meeting 14 performance indicators starting next year. Mr. Fleck said districts that do not meet the required performance indicators in any one category are required to target 10 percent of their federal funds

toward improving that student performance measure. They must target 15 percent of federal funds if they fail one measure for two years.

Mr. Fleck discussed the following highlights of the CTE program:

- Graduation rates for students enrolled in CTE programs are six percent higher than the graduation rate for all students.
- CTE student performance on math and English state assessments is significantly higher than for all students.
- The percentage of students who graduate from high school, complete a CTE program, and transition to college or become employed has increased dramatically.

Mr. Zaring said the Boards' responsibility for career and technical education will be strengthened if SB 482 or HB 1340 become law, and this will help foster what has been presented today.

**V. Board Member Comments**

**VI. Adjudications and Hearings**

A. Mr. Zaring presented a request for approval of the amended Governing Body Selection Plan for the Board of School Trustees of Richmond Community Schools.

Mr. Pettibone moved for approval. Mr. Pickett seconded the motion. The motion passed unanimously.

**VII. Public Comments**

Public Comments were provided by Russ Phillips and John Hammond, Ice Miller.

**VIII. Discussion**

Mr. Zaring said he and Amy Horton, Policy Staff member, are working on a deregulation project that will examine every rule and determine if the rule is needed. Assistant Superintendents will help determine if a particular rule should be kept, needs to be improved, or needs to be eliminated. This deregulation work may have implications for underlying statutes and may prompt some 2012 legislative recommendations.

For the assessment update, Mr. Zaring said we are currently in the ISTEP applied skills administration window.

Mr. Zaring gave an update on accountability. Staff is continuing with visits to schools managed by the potential turnaround school operators. Those visits will not be completed by the April Board meeting, but an updated report will be provided.

The current legislative process is at a standstill, and no one knows what the future holds. Mr. Zaring said some bills that passed out of the house of origin are proceeding. The Speaker and the House Minority Leader are going to meet soon to talk about further legislative action.

Mr. Fleck and Davis Moor, Career and Technical Education Consultant, discussed an initiative that brought together a task force of superintendents, principals, counselors, and other educators to look at the Core 40 with Technical Honors Diploma and see what can be improved. Parts of the Technical Honors Diploma are unclear, and it currently is looked upon as a “noncollege bound diploma.” Many of the four-year institutions do not recognize the Technical Honors Diploma.

Mr. Fleck said the task force met three times and came up with two options to address concerns with the Technical Honors Diploma. Option I would keep the current Honors Diploma model, but minor adjustments would be made. This option also includes recommendations on simplifying the process and provides additional avenues for students to show proficiency. Option II combines the components of the current Core

40 with Academic Honors Diploma and the Core 40 with Technical Honors Diploma into one “Honors” Diploma.

Mr. Fleck said a majority of the committee felt that Option II would be an ideal option and was the best method for simplifying the current process. Dr. Bennett said Option II would have a fiscal impact because of the Academic Honors Diploma distribution in the funding formula. Board members discussed both options and prefer Option I.

Mr. Pickett made a motion to approve Option I and start a rulemaking process. Mr. Shane seconded the motion. The motion passed unanimously.

Mr. Foughty gave an update on mathematics. This past November the Board discussed the possibility of increasing the requirements for the Core 40 Diploma to include a “math experience” requirement. This requirement addresses the need to provide students with rigorous courses that build mathematical proficiency in each year of high school.

Mr. Foughty said meetings will be held with the Commission for Higher Education and high school counselors to insure that college admission requirements are explicit to all students. Although math experience courses may count towards the Core 40 Diploma, students who want to attend to go to certain four-year institutions, such as Purdue-West Lafayette and IU-Bloomington, should enroll in true fourth-year mathematics courses.

The Department does not have a completed list of math experience courses at this time, but has begun to identify courses that will meet this expectation. The math experience courses will include science, economics, Project Lead the Way, computer science, and engineering and technology education, to name a few.

Mr. Foughty said the expectation for all students should be completion of Algebra I (or its equivalent) by the end of the freshman year. If this new expectation is set, Math Lab and Pre-Algebra would serve the same purpose: to provide students a course

during which they can receive additional support for Algebra I or other Core 40 mathematics courses. The Department now recommends the two courses be combined together into a new course, “Algebra I Enrichment.” To support schools using the integrated sequence, it may be beneficial to develop “Integrated I Enrichment” as well.

In order that “Algebra I Enrichment” is not simply Pre-Algebra with a new name, Mr. Foughty discussed several structural requirements recommended by the Department for this course.

Board members voiced concerns that the Department was mandating a senior math course. Mr. Foughty said this was not the case at all.

Board members were asked to provide input in order to bring formal recommendations to the Board at the April meeting.

**IX. Consent Agenda Items**

**X. Action**

A. Alyson Luther, Textbook Adoption Chair and Zach Foughty, Math Consultant, presented a request for approval of additional adoption of mathematics textbooks aligned with the Common Core State Standards.

Mr. Pickett made a motion that the Department publish one complete list of all the textbooks that were submitted for review, along with links to the Textbook Advisory Committee comments and the publisher’s response to those comments. The complete list should also state a blanket waiver is available for schools to use, if they so desire. Mr. Shane seconded the motion. The motion passed unanimously.

The Board recessed at 11:02 a.m. and reconvened at 11:20 a.m.



B. Anne Davis, Director of Special Education, and Michelle Walker, Director of Assessment, presented a request for approval of amendments to the criteria for participating in the ISTAR alternate assessment.

Mr. Pettibone moved for approval. Mr. Elsener seconded the motion. The motion passed unanimously.

C. Mr. Zaring presented a request for approval of course standards for Exploring for College and Careers, Preparing for College and Careers, and Personal Financial Responsibility.

Mr. Pettibone moved for approval. Mr. Pickett seconded the motion. The motion passed unanimously.

## **XI. Board Operations**

Mr. Pickett mentioned reading an article in the newspaper about Arlington Woods Elementary School and said he would like to have them recognized for the Spotlight on Learning in April.

Mr. Pickett moved for adjournment. Mr. Shane seconded the motion. The motion passed unanimously and the meeting adjourned at 12:12 p.m.