

Joint Tacoma Community College and Tacoma Public Schools
 Board of Trustees Meeting
MINUTES
 October 26, 2016
 Tacoma Community College
 6501 S. 19th Street
 Building #9 – Room 101

ATTENDEES:

Tacoma Public Schools

Board of Directors: Karen Vialle, President, Debbie Winskill, Board Member, Andrea Cobb, Board Member, Scott Heinze, Board Member.

Administrators: Dr. Carla Santorno, Superintendent, Dr. Joshua Garcia, Deputy Superintendent, Doug Hostetter, Executive Director of Secondary Education, John Page, Director of Career & Technical Education/Guidance

Panel Participants

Sara Ketelsen, Lincoln High School Math Department Chair, Sue McCrummen, Secondary Mathematics Instructional Facilitator, Kristen Orlando, English teacher from Wilson High School and SAMI

Tacoma Community College

Board of Trustees: Bob Ryan, Board Chair, James Curtis, Trustee, Don Dennis, Trustee, Liz Dunbar, Trustee

Administrators: Dr. Sheila Ruhland, President, Dr. Tod Treat, Executive Vice President for Academics & Student Affairs, Tim Gould, Vice President for Administrative Services, Mary Chikwinya, Vice President for Student Services, Bill Ryberg, Vice President for College Advancement, Beth Brooks, Vice President for Human Resources & Legal Affairs, Judy Colarusso, Chief of Staff

Panel Participants: Trung Tran, Mathematics Professor, Sellie Clark, Mathematics Professor, Mary Fox, English Composition Professor, Tia Pliskow, Core to College Coordinator, Hayat Saleh, former Wilson High School student and current TCC student

Audience Attendees:

Mike Goncharuk
 Joe Shannon
 Dolores Haugen
 Tamyra Howser

Mike Flodin
 Shawn McGavin
 Rachel Payne
 Mecca Salahuddin

Kathryn Held
 Kim Ward
 Rick Brady
 Sam Morgan

I. Welcome and Introductions

Bob Ryan, Tacoma Community College (TCC) Board chair called the meeting to order at 8:00 a.m. He introduced Dr. Sheila Ruhland, President of TCC who introduced the TCC Board members in attendance: Liz Dunbar, James Curtis, Don Dennis and Chair Bob Ryan.

Bob Ryan introduced Dr. Carla Santorno, Superintendent of Tacoma Public Schools (TPS) who introduced the TPS Board members in attendance: Karen Vialle, President of the Board, Debbie Winskill, Andrea Cobb and Scott Heinze.

II. **Core to College**

Chair Ryan introduced Dr. Tod Treat, TCC Executive Vice President for Academic & Student Affairs. Dr. Treat led the discussion regarding Core to College. He began by introducing the panel participants:

Trug Tran, Mathematics Professor, TCC
 Sellie Clark, Mathematics Professor, TCC
 Mary Fox, Composition Professor, TCC
 Tia Pliskow, Core to College Coordinator, TCC
 Sara Ketelsen, Lincoln High School Mathematics Department Chair
 Sue McCrummen, Secondary Mathematics Instructional Facilitator for TPS
 Kristen Orlando, English Teacher, Wilson High School and SAMI
 Hayat Seleh, former Wilson student and current TCC student

Dr. Treat led the discussion by stating that when the two boards met in 2013 they charged TCC and TPS with identifying gaps between the schools in curriculum and then to develop strategies to better prepare students for college. The college obtained a grant for this work to reduce gaps between high school and college, better prepare students for college entry and increase the retention rate of students in their college programs. This is the 3rd year of the 3-year grant.

The panel members discussed the work that has been done in the writing and math programs, the goals, focus and what has been achieved. Discussion on the challenges that have been identified and next steps for both the writing and math programs were outlined. Handouts on the Core to College Program in Mathematics and Writing are attached to the minutes.

III. **Round Table – Highlights**

TCC Trustee Liz Dunbar discussed the importance of community partnerships in working together to improve educational opportunities for students. She shared information about a student program hosted by the Tacoma Community House earlier in the month in partnership with TCC, TPS and UWT. She is encouraged by the importance our community has placed on education and the willingness to work together.

TCC Trustee James Curtis expressed his support of the work that the panel discussed. As a former TPS and TCC student he knows from experience the challenges and barriers many students face. He encouraged TPS and TCC to continue to work for the underachieving and at-risk students.

TCC Trustee Don Dennis shared his support of the partnership between TPS and TCC which has developed over the years that he has served on the TCC Board.

Chair Ryan also expressed support for the Core to College Program that TPS and TCC have collaborated on and discussed the alternative testing options that have been developed to help the underserved and underachieving students of our community.

TPS Board President Karen Vialle thanked TCC for hosting the joint board meeting and expressed her appreciation for the work that has been done the past three years to align curriculum and alternative testing. She also commented on the importance of the state legislature to fund higher education. In her opinion, it is imperative that the legislature fund both high school and higher education.

IV. Adjourn

There being no further business, the meeting was adjourned at 9:25 a.m.



Robert Ryan, Board Chair TCC

Core to College Mathematics

TCC/TPS Joint Board
Meeting 10/26/2016

Grant Work 2014-2017

Reduce Gaps between High School and College

TPS created Course Specifications Chart to align their curriculum with Common Core State Standards for Smarter Balanced Assessment. TCC aligned developmental Math courses with TPS chart and discussed gaps.

Better prepare Students for College Entry

TCC Accuplacer, Math Dept Course Flow Chart, Math Placement Chart, Articulation Agreement, Graphing Guidelines, TPS Bridge to College Course

Relationship Building

Factoring Methods, Calculator Use, Graphing, OER, Statway, Productive Persistence, and sharing big picture ideas and expectations

PLACEMENT BASED ON SMARTER BALANCED EXAM SCORES

SBA Score	Student will be Placed Into:
4	MATH& 141, MATH 147
3	MATH& 107, 131, 132, 146
2	<u>Accuplacer</u> test required for placement; or MATH& 107, 131, 132, 146 contingent on B or better in the statewide <i>Bridge to College Math</i> course
1	<u>Accuplacer</u> test required for placement

Score Expiration: Students may enter directly into entry-level credit-bearing courses if they enroll the year they graduate from high school.

Sara Ketelsen (Lincoln HS)
Nicole Cason (Lincoln HS)
Yvonne Solmiren (Wilson HS)
Jacob Hansen (SAMI)
Jacob Elstein (Stadium HS)
Heidi Ewer (Mt. Tahoma)
Sue McCrummen (TPS)
Sellie Clark (TCC)
Kendra Feinstein (TCC)
Trung Tran (TCC)
Meredith LaFlesh (TCC)
Tia Pliskow (TCC)

-Sample of High School Articulation Agreement Document-

Tac: Alg 3 / 4 Pen: Alg 2 UP: Alg 3 / 4	Junior year		Place student according to the Accuplacer test.
	Senior year	C Range	Math 95
		B Range	Math 96/140, 107, 131, 132, 146, 147
	A Range	Math 96/140, 107, 131, 132, 146, 141, 147	
UP: Alg 5 / 6	Junior year	C Range	Math 95
		A & B Range	Math 96/140
	Senior year	C Range	Math 96/140
		A & B Range	Math 107, 131, 132, 146, 141, 147

Core to College: Crossing Institutional Boundaries

Tacoma Public Schools and Tacoma Community College

Who's Doing the Work? About 20 writing instructors from TCC and Oakland, Lincoln, Mount Tahoma, Foss, Wilson, Stadium, SAMI and Willie Stewart Academy

What's Our Goal? To improve the transition between the writing students do in Tacoma public high schools and at Tacoma Community College

What's Our Focus?

- To improve understanding about the writing done in high school and college classes,
- To more intentionally align our writing expectations,
- To improve college placement methods so that more students who are ready for college work are placed into college-level writing classes,
- To encourage ongoing conversations among high school and college writing teachers that are anchored in real-life educational implications on our students.

What Have We Achieved?

- We have shared research and resources, course syllabi, and writing assignments, objectives and rubrics among our Core to College team high school and college writing teachers.
- We have moved from placing high school students into TCC writing classes through their Accuplacer test scores to offering multiple placement options, including writing portfolios and grades in high school language arts classes. In Fall 2015, we piloted writing portfolios for placement. This year, we will add student grades on high school transcripts for placement. We hope to have alternate placements for at least 10 students from each comprehensive high school this year.

What Are We Looking Forward to Doing Next?

- We will expand the portfolio and transcript grid placement options so they are available for all Tacoma Public School students.
- We will collect data from TCC and TPS to help us understand what's working and what isn't.
- We will create a digital space where high school and college teachers are able to share assignments, syllabi, rubrics, writing samples, grading strategies and best practices, research and resources to improve understanding and foster meaningful, long-term collaboration. No more guessing.
- We will build systemic partnerships that will allow high school and college teachers to visit each other's classrooms, participate in shared professional development opportunities and collaborate in joint projects, such as open educational resource work.

What Are Our Challenges? We exist in separate universes: Our high school colleagues not only teach five or more classes per day, they coach water polo, coordinate poetry slam teams, chaperone dances, and run the Daffodil princess competition. Our schedules, among other things, simply don't match up.

- Creating a digital space for our work could transform it.
- Improving data collection and sharing will help us make sure our work is meaningful.
- Having administrative help to ensure teachers are paid in a timely manner is critical.

In addition to placement through the Accuplacer test, a student who graduated High School within the past two years may be placed according to their transcript and the chart below. In order to be placed by transcript students must have a cumulative GPA of 2.5 or higher

Course	Year Taken	Grade	Placement
Language Arts 10, honors	Sophomore	B or better	English 85
Language Arts 10, honors	Sophomore	A- or better	English 95
AP Language and Comp	Junior	C or better	English 95
AP Language and Comp	Junior	B or better	English 101
AP Literature and Comp	Senior	C or better	English 95
AP Literature and Comp	Senior	B or better	English 101
English 131 (UWHS)	Junior or Senior	B or better	English 101 *
English 111 (UWHS)	Seniors who passed 131 already	B or better	Will have already completed basic English requirements

*if earning college credit in the class, they will have earned the 101 credit and will be placed into English 102 (argument and persuasion) or English 103 (intro to lit)

Test	Score	Placemenet
AP English Language and Composition	Below 3	Use course grades or Accuplacer to place
	3	Placement into 101
	4 or higher	Credit for English 101

- Placement by this method expires two academic years after the student graduates from high school. The sooner they take their English courses at Tacoma Community College the better success they are likely to have, since English skills help them in all content courses

**DRAFT TRANSCRIPT PLACEMENT GRID FOR
STADIUM HIGH SCHOOL
EACH SCHOOL'S GRID IS SLIGHTLY DIFFERENT**