

The Washington State Board of Education

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

Pacific Lutheran University
Chris Knutzen Hall
12180 Park Avenue South
Tacoma, Washington
253-535-7450

September 14-15, 2011
Pacific Lutheran University
Tacoma, Washington

MINUTES

Wednesday, September 14, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Ms. Mary Jean Ryan (phone), Mr. Jared Costanzo, Mr. Bob Hughes, Ms. Amy Bragdon, Mr. Matthew Spencer, Mr. Tre' Maxie (13)

Members Absent: Dr. Bernal Baca (excused), Dr. Kris Mayer (excused) (2)

Staff Attending: Mr. Ben Rarick, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (7)

The meeting was called to order by Chair Vincent at 8:36 a.m.

Dr. Anderson welcomed the members to the University. This is the second week of the new school year on campus and the University hosts a record first-year class of 734 students and a total of 3,500 students.

Chair Vincent also introduced the new Executive Director, Ben Rarick, to the Board.

Motion was made to approve the Consent Agenda to include:

- Minutes from the July 12-14, 2011 Board Meeting
- Minutes from the August 9, 2011 Special Board Meeting
- Private Schools

Motion seconded

Motion carried

Strategic Plan Dashboard

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

Members reviewed the 2011-2014 strategic plan goals and discussion followed. All five goals have been worked on and will be completed by the November Board meeting. Mr. Wyatt gave an overview of the work accomplished under the five goals. It is time to revisit the Strategic Plan to determine what goals need emphasis. Staff were asked at the July meeting to work on updating the Strategic Plan and will have this completed by the November 2011 meeting.

Waiver Requests

Ms. Sarah Rich, Research Director

Fifteen districts are requesting waivers from the 180-day school day basic education requirement as follows:

Auburn	Five days	2011-12
Bainbridge Island	Four days for grades K-6 Two days for grades 7-8	2011-12; 2012-13; 2013-14
Deer Park	Four days	2011-12; 2012-13
Entiat	Four days	2011-12; 2012-13; 2013-14
Highline	Four days for elementary Two days for secondary	2011-12; 2012-13; 2013-14
Kettle Falls	Four days	2011-12; 2012-13; 2013-14
Medical Lake	Four days	2011-12; 2012-13; 2013-14
Mount Vernon	One day	2011-12; 2012-13; 2013-14
North Kitsap	Five days	2011-12; 2012-13; 2013-14
Oak Harbor	Four days	2011-12; 2012-13; 2013-14
Okanogan	Four days	2011-12; 2012-13; 2013-14
Orondo	Four days	2011-12
Sunnyside	Seven days	2011-12; 2012-13; 2013-14
Thorp	Two days	2011-12
Wahkiakum	Four days	2011-12; 2012-13; 2013-14

Full applications from the above mentioned districts were provided for the Board Members review. Ms. Rich directed the Members to the summary of waiver requests and the graph showing the requests for each district.

Innovation Waivers

The 2011 Legislature passed HB 1521 and HB 1546 regarding innovation in education. The Board is directly involved in HB 1546, which encourages innovation by establishing innovation schools and zones with a focus on arts, science, technology, engineering, and mathematics. Within the scope of their statutory authority to waive, OSPI and SBE may grant waivers for innovation schools/zones and shall provide an expedited review of requests. The bills were provided in the Members' packets.

The timeline for the process is as follows and includes those dates specifically listed in the bill indicated in bold:

September 19, 2011	Applications distributed by OSPI
January 6, 2012	Districts submit applications to the Educational Service Districts (ESDs)
January 11-12, 2012	Board Meeting
February 10, 2012	ESDs recommend to OSPI
February, 2012 (date TBD)	Special Board meeting to consider waiver requests
March 1, 2012	OSPI will notify districts of approval
SY 2012-13	Districts begin implementation
January 15, 2013 and odd-numbered years thereafter	OSPI reports to the education committees on the progress of the innovation schools/zones

Discussion followed.

Review of Waiver Criteria

The Board reviewed the key points from the waiver discussion they had in July and gave direction to staff for bringing forward draft rules in November.

The Board reviewed the key points from the waiver discussion they had in July and gave direction to staff for bringing forward draft rules in November. The July discussion included general agreement to cap the number of waiver days, build in additional accountability for the minimum 1,000 instructional hours, and to require districts to write a report at the end of the waiver period. After reviewing July's discussion, the Board considered whether or not to continue to grant waiver days for parent teacher conferences and discussed the importance of giving districts flexibility regarding days as long as the minimum 1,000 instructional hours continued to be met.

Draft Revisions to SBE Graduation Requirements and Credit Definition Rules

Dr. Kathe Taylor, Policy Director

The Board approved new graduation requirements in November 2010; however, the requirements are not yet implemented, pending financial support from the state.

Dr. Taylor reviewed the statutory requirements met by the Board along with the OSPI fiscal analysis presented to the Board at the November 2010 meeting.

Within the 20 credit framework already in rule, changes to WAC 180-51-066 include:

- Increase English from 3 to 4 credits.
- Increase social studies from 2.5 to 3 credits (adding .5 credit of civics per [RCW 28A.230.093](#)).
- Clarify that 2 credits of health and fitness are .5 credit health and 1.5 credits fitness.
- Decrease elective credit requirements from 5.5 to 4.
- Make Washington State History and Government a non-credit requirement that must be successfully passed and note that the requirement has been met on the student transcript.
- Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements while earning one credit.

These proposed changes would go into effect for the graduating class of 2016.

Make the following policy change to WAC 180-51-050:

- Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.

Final draft changes made at this meeting will be filed with the Code Reviser and communication will go out to stakeholder organizations. A public hearing will be held at the November 2011 meeting.

Public Comment

Marie Sullivan, Washington State School Directors' Association (WSSDA)

Ms. Sullivan raised the issue of why now and what the impact will be on the districts that don't have these graduation requirements in place – from both a fiscal and a social cost. She provided a list of districts – ranging from big (Seattle with ten high schools) to mid-sized

(Olympia, North Thurston, Central Valley near Spokane) and small (Wellpinit). School districts are stretched thin already. Staff has mentioned that they haven't spoken with these districts to determine impact. The fiscal analysis provided by Shawn Lewis at OSPI is not an official fiscal note and Seattle didn't respond to the survey when he was creating the analysis. She encouraged the Board to talk with districts and understand the impact. This isn't about agreeing or disagreeing with whether this is the right thing to do. It's about the timing. Life has changed in the time since the Board started talking about this, and the revenue forecast tomorrow won't be any better. She is concerned about impacts to LEA, and future cuts to education. Kids who are on a college track already will take 4 credits of English and 3 credits of social studies, regardless of what is required by the state or district. This has the impact of reducing electives that are used for things like art or for credit retrieval. For Seattle Public Schools, it will reduce their 5.5 electives to 4 – they don't have more than the current set amount. WSSDA's regional meetings are scheduled at the end of this month through October and Ms. Sullivan urged the Board to use those as an opportunity to find out what districts think and how they would implement the new requirements. She stated that there is no rush for the Board to take action tomorrow on filing the 102 with the Code Reviser and instead gather the information for the next two months and take action in November.

Wendy Rader-Konofalski, Washington Education Association (WEA)

The WEA thanked the Board for its consistent commitment to keeping the implementation or enforcement of the new graduation requirements contingent on funding. When talking about funding, distinctions weren't made between state or local costs. If there is a cost at the local level, then imposing this would simply be an unfunded mandate at a time when morale is low, teachers are slammed dealing with new tests, new curriculum, and more kids in their classrooms. The Board did not put a time limit on that commitment, so regardless of how many years it takes, WEA hopes that the Board will stay true to their commitment. Currently, educators and districts are struggling about how to preserve the quality of education for students under the dramatic cuts we are experiencing. Class sizes are huge. Thousands fewer adults are in our schools, counselors and support staff are gone in many districts or reduced, the last remnant of state funding professional development is gone and teachers are struggling to maintain the ability to collaborate or mentor each other. Dealing with these urgencies must precede additions to credit expectations.

Bruce Caldwell, Washington Music Educators Association (WMEA)

WMEA believes that every child should have equal access to rigorous music classes taught by highly qualified music educators, that those classes meet every day, and that students may enroll in these classes every term of their high school career. To achieve that end, Washington State graduation requirements, when combined with district graduation requirements and college entrance requirements, should not impact this access with unintended consequences by limiting students' abilities to maintain continuous enrollment in sequential terms of music classes, such as band, choir, and orchestra. WMEA was not aware of the direction of the Board's work until recently. As they represent more than 1,600 music teachers who connect with 50 percent of the students in the state each year, they ask that the following requests be considered:

1. The decision involving the reduction of electives to 4 credits be delayed beyond the November meeting to give WMEA time to work with the Board to find a possible alternative that will benefit students.
2. If that cannot be done, then whether electives remain at 5.5 credits or are reduced to 4 credits, WMEA asked that they be identified as "student-choice electives" and that school districts be strongly urged to not encroach on those electives with additional requirements.

Heather Pope, League of Education Voters (LEV)

LEV supports the graduation requirements. Postsecondary education includes many areas and LEV agrees that it's time to move forward. Our kids deserve so much more. It's our responsibility to figure out how districts need support and move forward.

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

Mr. Knue echoed the comments of the music educators. He encouraged the Board to foster the innovation zone.

Brooke Brod, Stand for Children

Ms. Brod thanked the Board for being a strong voice for a career- and college- ready diploma. The Board has always done tremendous work and the recommendations have helped lay the foundation students need and deserve. She urged the Board to continue moving forward on adopting the changes in the credits for graduation requirements. The Board is well versed in the facts and figures that highlight the pressing need for ensuring students are ready for postsecondary education. Ms. Brod gave examples of some that stand out for her as an advocate and former teacher. She strongly encouraged the Board to move forward with adoption of the graduation requirements at the November meeting.

Bob McMullen, Association of Washington School Principals (AWSP)

AWSP is concerned about the Board's intention to proceed at this time with the adoption of the Graduation Requirement and Credit Definition Rules package. AWSP believes it is not well understood what the financial and work time impact will be on school districts if this package is implemented at this time. Their concern is exacerbated because of the continuation of Washington State's budget shortfall and multi-year budget cuts, which continue to devastate education with the loss of thousands of employees and the cutting of hundreds of essential programs. It is AWSP's belief that implementation of the SBE Graduation Requirement and Credit Definition Rules package is highly likely to create additional time and fund expenditures to school districts. Three examples:

1. English and Social Studies graduation requirement credit increases: What will be the time and financial costs to implement these graduation requirements? It will likely require high school staffing adjustments, acquisition of new materials, school and district record keeping changes and policy rewrites, and intensive parental communication.
2. Washington State History as a non-credit graduation requirement: What will be the time and financial costs to schools and districts to increase the civics requirement and adjust Washington State History to a non-credit graduation requirement? It will likely require Washington State History to be moved to middle school/junior high, the creation of high school make up provisions, record keeping changes and policy rewrites, and intensive parental communication.
3. The "two for one" policy addition: What will be the time and financial costs to schools and districts to implement a policy enabling students to take CTE-equivalent courses which satisfy the two requirements? It will likely require policy establishment defining and aligning specific CTE courses, the identification of CTE instructional hours expected to reach the identified equivalencies, the rewriting of CTE course learning expectations, CTE teacher training, and intensive parental communication.

AWSP recommends that the Board take the time to attain a clearer understanding of anticipated implementations costs prior to enacting the SBE Graduation Requirements and Credit Definitions Rules package.

Anne Luce, Partnership for Learning

The Washington Roundtable and Partnership for Learning (PFL) support the proposed rule changes. Restructuring the course requirements for a high school diploma will provide greater

alignment to the postsecondary entry requirements in Washington State and is a step in the direction toward the implementation of the new graduation requirements. Our business community supports these graduation requirements. The business community supports the graduation requirements because they better prepare our students for the job market in Washington State. The proposed rule changes support competency-based learning. By adopting a non-time based definition of a credit and enabling a two-for-one policy the Board will recognize that students learn at different paces and have varying experiences outside of the classroom that impact their learning. Based on the data presented today by the Board staff, the Washington Roundtable and the PFL believe that the rule changes will not negatively impact districts given that the majority of the districts in our state already provide three credits of social studies and four credits of English.

Wes Pruitt, Workforce Training Board (WTB)

The WTB has supported two reports issued this year emphasizing the need for students to be career ready. He suggested that as the Board moves forward to help kids become more college ready we're leaving behind the resources for students to become more career ready. There is a balance in the original proposal that might not be present in the current proposal. He suggested reading Pathways to Prosperity, which talks about students with multiple pathways.

Brooke Valentine, Parent, Kent School District

As a parent in Kent, she supports the Board's adoption of the graduation requirements. It's important to move forward on the requirements. It's important to parents that students are prepared for college.

2012 Legislative and Budget Considerations

Mr. Ben Rarick, Executive Director

Mr. Rarick presented the proposed SBE fiscal year 2011 budget. The Office of Financial Management (OFM) has asked all agencies to prepare for more cuts in response to the economic forecasts, which project a deficit in the 2011-13 budget. Discussion followed on the impact to the SBE and how it impacts the K-12 system overall.

Mr. Rarick highlighted a few bills from last year's legislative session that are likely to re-emerge during the 2012 session, including changes to the Transitional Bilingual funding formula, as well as important aspects of how alternative learning experience programs are regulated and funded.

2011 Legislative Session key issues include:

1. Alternative Learning Experience (ALE) program changes:
 - HB 2065 required OSPI to develop funding methodology achieving a 15 percent reduction.
 - Emergency WACs issued by OSPI established 80 percent and 90 percent reduction thresholds based on contact time requirements.

Emerging issues include:

- What does the 180 day and 1,000 hour requirement mean in the ALE context? What does the BEA minimum guarantee in the virtual world?
 - What does a non-seat time based funding formula look like? Is the future a 'mixed model' of virtual and bricks and mortar learning delivery models?
2. Transitional Bilingual Program (TBP) funding change:
 - Provision in Senate Bill 5919 allowing for re-calibration of per student allocation amounts based on language proficiency. Exit bonuses introduced.

Emerging issues include:

- Are students spending too long in the program? How long is too long?
- How does the new funding structure play out in terms of winners and losers?
- Can the exit bonuses be considered Basic Education if they are not dedicated to actual TBP qualifying students?
- The Quality Education Council (QEC) required a report due December 2011. What will it say?

Discussion followed.

Governance Draft Work Plan Discussion

Mr. Ben Rarick, Executive Director

During the 2011 Legislative Session, the Governor proposed a new education governance system for Washington, which would have established a Secretary of Education to oversee all aspects of the system. Senate Bill 5639 was the legislative vehicle for these proposals and was amended and passed out of the Senate Early Learning and the K-12 Education Committee. The bill never passed out of the Ways and Means Committee. The House Companion Bill, HB 1973, never received a hearing.

During spring and summer of 2011, the Board conducted analyses of different governance structures, looking in detail at Massachusetts, Maryland, and Colorado. At the July 2011 Board retreat, the following key points emerged:

- Government emerges from “governance.” The Board expressed an interest in working on governance as a precursor to helping shape government structures.
- A necessary component of good governance is a meaningful system-wide strategic planning process for the preschool through high school education system, referred to as “P-13.”
- Such a system must involve continuous and broad stakeholder input, and incorporate goals, strategies, and measurable indicators of student success.
- Seven goals were identified as a preliminary launching point for such a plan. The goals included three of the four State Education Plan goals, plus four state basic education goals as specified in statute.
- A goal was established to develop governance recommendations for consideration by the new governor who takes office in January 2013.

Mr. Rarick provided questions for discussion:

1. Where have we been:
 - The 2011 Legislative Session Governance Proposal was discussed at the July Board Retreat, which included:
 - ✓ Government vs. Governance.
 - ✓ Governance: effective strategic planning for a P-13 system.
 - ✓ January 2013 recommendations to new governor on government.
 - ✓ Action plan for new process done by the Executive Director.
2. Where we are going?
 - Goals:
 - ✓ Start with Education Reform Plan and Basic Education goals.
 - Strategies:
 - ✓ Specific enough to convey a priority.
 - ✓ Can someone reasonably disagree with this strategy?
 - Indicators:
 - ✓ Outcome indicators (are key student outcomes improving?).

- ✓ Process indicators (are we planning or coordinating toward improved student outcomes?).
- Reporting Structure:
 - ✓ Report Card and ongoing stakeholder engagement strategy.

Existing models to build from were presented and discussion followed.

Wenatchee School District Teacher/Principal Evaluation Pilot

Mr. Jon DeJong, Assistant Superintendent, Organizational Development, Wenatchee School District

Mr. Mark Goveia, Principal, Sunnyslope Elementary School, Wenatchee School District

At the July 2011 meeting, the Board heard two presentations on the state's Teacher/Principal Evaluation Pilot (TPEP). Staff from OSPI presented an overview of the program and staff and faculty from Anacortes discussed their teacher evaluation pilot. Wenatchee staff joined the meeting today and presented their principal evaluation pilot. They provided a one-page summary outlining the purpose for each of the background materials enclosed in the Board packet.

The Wenatchee School District (WSD) Pilot committee structure is comprised of:

- Steering committee: superintendent, four administrators, and three teachers.
- Teacher committee: five administrators and six teachers.
- Principal committee: six administrators and five teachers.

The committee goals were:

- Develop evaluation tools that reflect current research and promote professional growth.
- Review the current tools and retain those aspects that are effective and eliminate or revamp those aspects that are not.
- Build off of previous work and experiences.
- Effectively use multiple measures of student growth for building and instructional improvement.
- Develop tools that are truly beneficial, not just the fulfillment of a requirement.
- Develop a teacher/principal evaluation system that reflects the WSD vision of becoming a world class school district.

The following challenges, now and in the future, were discussed:

- There is not much available in the way of principal frameworks.
- Time and timelines.
- Changing our culture to provide adequate accountability and support to ensure growth.
- Refining the use of data as a measure of effectiveness and determining impact on student learning.
- Maintaining professional development in the face of diminishing resources.

Public Comment

Ann Varkadas Bethel School District

Ms. Varkadas has listened to Core 24 for the past four years and is fully in support; however her concern is for the districts who don't have it. The resources for history and English are not available for curriculum. There are materials and technology needed to do a good job. Anytime a credit is added it's not free. She asked the Board to consider highly qualified teachers in small communities. It's a very complex idea and the funding has to be there. With all the cuts that have occurred and more coming in the future, everyone is working very hard and doing their best to provide for students.

The meeting was adjourned by Chair Vincent at 4:20 p.m.

Thursday, September 15, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Mr. Jared Costanzo, Ms. Amy Bragdon, Mr. Matthew Spencer, Mr. Tre' Maxie, Mr. Bob Hughes (12)

Members Absent: Dr. Bernal Baca (excused), Dr. Kris Mayer (excused), Ms. Mary Jean Ryan (excused) (3)

Staff Attending: Mr. Ben Rarick, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Ashley Harris, Ms. Colleen Warren (7)

The meeting was called to order by Vice-chair Dal Porto at 8:10 a.m.

Preparing Washington State Students

Mr. Jared Costanzo, Eastern Washington Student Board Member

Mr. Costanzo compared graduation requirements among Washington, Oregon, and Idaho. He talked about the admission requirements for the University of Washington or Harvard vs. the three state comparisons.

Online Learning: Alternative Learning Experience and Multi-district Providers

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

Mr. Karl Nelson, Director, Digital Learning, OSPI

Ms. Susan Stewart, Chief Administrative Officer, Washington Virtual Academy (WAVA)

Mr. William Fritz, Superintendent, Steilacoom School District

At the July 2011 meeting, Mr. Mueller, Mr. Nelson, and a student and staff member from the Everett School District presented on the following:

- Defined key terms in online learning.
- Discussed the online learning options available to districts and students, including how students earn high school credit.
- Reviewed OSPI's multidistrict online provider approval process.
- Discussed the implementation of a district-run online program in the Everett School District.

Alternative Learning Experience (ALE) is a method for claiming state basic education funding, using the existing funding system and definitions.

The issues that arose with the 2005 ALE rules were:

- Growth of interdistrict enrollment.
- Emergence of large contracted programs.
- Low rates of ALE student participation in state assessments.
- Parent stipends and reimbursements.
- Diminished role of the certificated teacher in some parent-partnership programs.
- Some ALE programs look more like home-based instruction rather than public education.

The changes made to the ALE rules in spring 2011 include:

- Re-emphasize the role of Washington certificated teachers.
- Parent reimbursements are prohibited.
- FTE part-time students must be included in accountability reporting.
- New definitions and structural changes to improve clarity of requirements.
- Changes in the enrollment reporting process.

ESHB 2065 defines ALE in statute. It adds new restrictions to spending on ALE programs and creates a differential funding scheme to accomplish a 15 percent statewide cut to Basic Education. The Bill prohibits employees receiving recruitment bonuses and requires districts to issue credit for certain online courses.

Online courses in 2009-10 included 10,000-16,000 students and 40+ online school programs. Approximately two-thirds of students in online ALE programs transferred from one district to another to attend the program. Sixty percent of online students in CEDARS have grade history data. Ninety-two percent of online courses were completed and 98.3 percent of all courses, statewide, were completed.

The difference between online and non-online grades include:

- Online courses often use a proficiency-based grading model.
- Online courses are often more rigorous.
- Online courses often attract students of varying academic backgrounds and motivations.
- Programs may not filter out students who are not suited for online learning.

The Washington Virtual Academies (WAVA) are statewide, tuition free, public school programs for grades K-12 of the following districts:

- Steilacoom Historical School District, K-8.
- Omak School District, K-12.
- Monroe Public Schools, 9-12.

WAVA is approved by OSPI's digital learning department – multidistrict online school programs and is accredited by the Northwest Accreditation Commission.

WAVA provides:

- Washington State certificated teachers, employed by the districts and are part of the districts' collective bargaining agreements.
- Washington State credentialed administrators.
- Curriculum, materials, and supplies.
- K-12 traditional mastery-based curriculum for K-8.
- Traditional high school curriculum for 9-12.
- Online school, class connect, and data management tools.
- School-wide activities.

WAVA assessment requirements include:

- DIBELS testing.
- MSP/HSPE testing for grades 3-8 and 10.
- End-of-Course (EOC) exams.
- Annual Yearly Progress (AYP).

- Curriculum aligned to Washington State standards.
- District and state graduation requirements.

OSPI Briefing on 2011 State Assessment Results and Adequate Yearly Progress

Dr. Alan Burke, Deputy Superintendent, OSPI

Dr. Robin Munson, Assistant Superintendent, OSPI

The state assessments for new learning standards include:

- New elementary and middle school math standards were approved in 2008-09 and were first assessed on the math Measurements of Student Progress (MSP) administered in spring 2010.
- The new high school math standards occurred in 2009-10 and were first assessed on math End of Course assessments (EOCs) in spring 2011.
- The new K-12 science standards were approved in 2009-10. Elementary and middle school standards were first assessed on the science MSP in spring 2011. High school standards will be assessed on the biology EOC in spring 2012.

In spring 2011:

- Students took EOC exams in algebra I and geometry. The results set a new baseline for math EOCs. Data for at least three years is needed to determine effectiveness of the new math standards.
- In spring 2011, grades five and eight MSP tested students on new science learning standards, which set a new baseline for the science MSP. Once again, data for at least three years is needed to determine effectiveness of the new science standards.

Presenters provided results on assessments and discussion followed.

The changes to state testing in 2012 include:

- Online testing starting with grade three in reading and math and more online participation.
- New EOC biology exam.
- More restricted access to Collection of Evidence (COE) as an alternative for meeting graduation requirements.
- New English Language Proficiency assessment.
- Revised Washington Alternative Assessment System (WAAS) Portfolio.

Graduation rates were presented and discussion followed.

Accountability Update

Ms. Sarah Rich, Research Director

The accountability system created in E2SSB 6696 outlines two phases for implementing an excellent and equitable education for all students and the tools necessary for schools and districts to be held accountable. Phase One has been completed but most of the work in Phase Two is yet to come. Federal funds for voluntary School Improvement Grants and Required Action Districts are likely to be eliminated.

The Board has the opportunity to continue exercising its strategic oversight role and provide thoughtful leadership to more fully develop an effective statewide accountability system. More and more schools are labeled 'failing' under the No Child Left Behind Act. Recommendations for next steps include:

- Explore ways to include the English Language Learner data in the Index.

- Propose ways to use the Index to identify schools in need of improvement and support.
- Continue oversight of the Required Action process and begin to develop research-based state intervention models for required action.

Ms. Rich gave an overview of the process used to identify and recommend Required Action Districts and discussion followed.

Moving forward with the Accountability Index will be discussed further at the November meeting in Vancouver.

Othello School District Video, Cardboard Confessions

Staff provided a video entitled “Cardboard Confessions,” which was created by students in the Othello School District.

Middle School Survey of College and Career Ready Practices

Dr. Kathe Taylor, Policy Director

Throughout its three-year discussion of graduation requirements, the Board has repeatedly recognized pre-high school preparation as a contributing factor to high school success. In order to get a clearer picture of the college- and career-ready strategies practiced in Washington’s middle schools, the Board surveyed principals in schools that included grades 6, 7, and/or 8. Of the 563 principals queried, 185 or 33 percent responded. The inventory of practice, listed by school, is available on the SBE website under “For Schools.” Individuals can search the database to identify schools that are engaging in similar practices. They can also identify schools that reported achieving significant success in improving student attendance, behavior, English, or math performance that they would be willing to share with others. Principals of schools not currently included in the database can complete the survey at <http://www.surveygizmo.com/s3/507163/Middle-Level-Survey>.

The Opportunity Gap: African American Students

Ms. Erin Jones, Assistant Superintendent of Student Achievement, OSPI

Ms. Trise Moore, Director, Family and Community Partnership, Federal Way School District

Mr. Tim Herron, Director/Founder, Act Six Leadership and Scholarship Initiative, Tacoma

Mr. Mycal Ford, Student, PLU and Act Six Scholar

Ms. Danay Jones, Student, PLU

Ms. Nicole Jordan, Student, PLU and Act Six Scholar

Mr. Obe Quarless, Admissions Counselor, PLU and Act Six Scholar

The Opportunity Gap speaks to the lack of access many students have to resources that lead to academic success. Cultural competence is a set of skills that professionals need in order to improve practice to serve all students and communicate effectively with families. These skills enable the educator to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits. Change in the following areas was discussed:

1. What data is collected, how data is collected, who sees the data, and how data informs decisions.
2. The recruitment, hiring, placement, retention, and training of educators.
3. The engagement of families and communities in the education of students.
4. The academic, physical, social-emotional, and cultural support provided to students.
5. The transitions for students from one academic level or school to the next.

African American and Hispanic students trailed Caucasian peers by an average of more than 20 test score points on the NAEP math and reading assessments at fourth and eighth grades—a difference of about two grade levels. These gaps persisted even though the score differentials between African American and Caucasian students narrowed between 1992 and 2007 in fourth grade math and reading and eighth grade math.

Both Caucasian and Asian American students were at least twice as likely to take classes considered academically rigorous in core academic subjects than African American and Hispanic students. Fewer than 10 percent of African American or Hispanic students participated in rigorous coursework in 2009.

The panel gave presentations of experiences as African American students in schools and answered clarifying questions from the Members.

Report from NASBE Common Core Meeting

Ms. Connie Fletcher, Board Member

Ms. Phyllis Frank, Board Member

Washington is the 44th state to join the Chief State School Officers/National Governors Association effort to support the development and implementation of Common Core State Standards in English Language Arts (ELA) and mathematics, nationwide. The Gates Foundation joined with the National Association of State Boards of Education (NASBE) to sponsor four regional meetings inviting state board and education department members to provide stimulus and guidance in the development of Individual State Action Plans (ISAP).

The new standards will be implemented in state classrooms in the 2013-14 school year. On everyone's mind is how the national assessment will work with End-of-Course and individual state assessments. The national assessment is to occur in grade eleven with one opportunity for retake. Washington State's participation and leadership in the Smarter Balanced Assessment Consortium is addressing the conflicts this may present for states.

Public Comment

Marie Sullivan, Washington State School Directors' Association (WSSDA)

Ms. Sullivan thanked the Board for the great discussions the past few days. She also welcomed Mr. Rarick as the new Executive Director to the Board. This afternoon the Board will discuss proposing new rules that increase the credit requirements for English and Social Studies. When the Board approves this, it is about filing draft rules that will be published in the Washington State Register. That's a signal to stakeholders and districts that you intend to adopt changes. She asked the Board to table this decision until the November meeting and gather the information, to write informed rules. WSSDA's regional meetings are scheduled where the Board can get direct feedback from affected districts; Dr. Taylor will be meeting with school principals next month, which will also be very helpful, and WSSDA will try to help with the outreach too. WSSDA is concerned about the process, when you will decide to close public comment – will it be the same day as when you vote on adoption of the rules? How does that really take into consideration the impact or public comments if you vote the same day? It doesn't allow for much handling of the public comments. She suggested the following options to consider, rather than voting today to file the CR 102:

1. Set aside for the next meeting, and direct staff to make active outreach to districts that will be affected.

2. Set the date of compliance to the class of 2018 – this would align better with common core and with when ESHB 2261 planned to have the education reform elements fully funded. 2016 seems arbitrary.
3. Talk with districts that don't meet the requirements now and encourage them to adopt – rather than imposing an unfunded mandate; this would signal your interest and provide you with information about what might be holding them back.

Reva Palmer, Franklin Pierce School District

Ms. Palmer welcomed the Board to the District. She encouraged the Board to get input from principals about the different configurations of graduation requirements when thinking about funding and working with the Legislature. She expressed the importance of not cutting off the options for students. Ms. Palmer thanked the Board for their work on the graduation requirements.

Wendy Rader-Konofalski, Washington Education Association (WEA)

Hawthorne Elementary School, one of the three SIG schools in Seattle, did not make Annual Yearly Progress (AYP) for nine years. This year is the second year into their SIG effort and they are now making AYP in every cell. But this didn't happen because they were identified and told to get better. They receive \$2 million from the Department of Education to divide between three schools. Seattle district received \$4 million from the state several years ago to help with their low performing schools and they also have a TIF grant for \$12 million. This goes to show that as WEA has always said, our schools and educators are willing and excited about innovation to improve student success—and given support, resources, time, respect, they will get there. On the other hand, shaming, blaming, and then abandoning schools is not productive. WEA suggests that OSPI not identify new low performing schools this year when they know there is no funding to help. Use the \$50,000 it costs to identify low performing schools to help students at the school level. AYP is already penalizing enough now that all our districts are suffering from cuts and struggling to preserve quality, this isn't the time to pile on negative energy.

Business Items

Waiver Requests

Motion was made to grant waivers to Auburn, Bainbridge, Deer Park, Entiat Highline, Kettle Falls, Medical Lake, Orondo, Sunnyside, Thorp, and Wahkiakum School Districts from the 180 day school year requirement for the number of days and school years requested. Provided; however, that if a state law is enacted authorizing, or mandating that, a school district operate on less than the current statutory requirement of 180 school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current statutory requirement.

Motion seconded

Motion carried

Draft Proposed Language for WAC 180-51-050 and 180-51-066

Motion was made:

(1) To approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-51-066 as shown in **Attachment B**.

(2) To approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-51-050 as shown in **Attachment B**.

Discussion

Motion seconded

Amended Motion was made to approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-51-050 as shown in **Attachment B** and WAC 180-51-066 as shown in **Attachment B-2**.

Discussion

Amended Motion denied

Ayes: Vice-chair Dal Porto, Mr. Randy Dorn, Ms. Connie Fletcher, Mr. Hughes
Nays: Ms. Bragdon, Dr. Fox, Ms. Frank, Mr. Maxie, Mr. Schuster, Chair Vincent
Abstain: Ms. Ryan

Discussion

Original Motion carried

Ayes: Ms. Bragdon, Mr. Dorn, Ms. Fletcher, Dr. Fox, Ms. Frank,
Mr. Maxie, Mr. Schuster, Chair Vincent
Nays: Mr. Hughes, Vice-chair Dal Porto
Abstain: Ms. Ryan

SBE 2012-13 Draft Proposed Budget

Motion was made to approve the SBE budget for 2012-13 subject to the Executive Director's authority to make adjustments as required by subsequent legislative action.

Motion seconded

Motion carried

The meeting was adjourned by Vice-chair Dal Porto at 4:35 p.m.