

September 25-27, 2012
Walla Walla Community College
Walla Walla, Washington

MINUTES

Tuesday, September 25, 2012

Members Attending: Chair Jeff Vincent, Vice-chair Amy Bragdon, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Ms. Mary Jean Ryan, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Dr. Bernal Baca, Mr. Eli Ulmer, Ms. Judy Jennings, Dr. Kris Mayer (14)

Members Excused: Mr. Tre' Maxie (1)

Staff Attending:

8:00 am - 10:30 am: Mr. Ben Rarick (1)

Staff Attending

10:30 am - 4:15 pm: Ms. Sarah Rich, Mr. Aaron Wyatt, Mr. Jack Archer, Ms. Loy McColm, Ms. Linda Drake, Ms. Emily Persky, Ms. Colleen Warren (8)

The retreat began at 8:15 a.m. Minutes were not taken for the presentations from Dr. Jennifer Macaualy and Ms. Paula Smith.

The McCleary Court Case

Mr. Ben Rarick, Executive Director

Mr. Jeff Vincent, Chair

Guiding questions were presented for discussion as follows:

1. What is the pertinent history that led to McCleary?
2. What is the significance of ESHB 2261 and SHB 2776 as it relates to the state meeting and its paramount duty?
3. What does the McCleary decision say, and what is the job of the Joint Task Force on Basic Education Funding?
4. Ultimately, how can this process change the lives of kids in Washington State?

The language in ESHB 2261 and SHB 2776 was reviewed with the Board. Cost of implementation for SHB 2776 and the current funding were presented.

The key passages of the McCleary Decision were presented as follows:

- ".....the state has not complied..... with its duty to make ample provision for the education of all children"
- "The state must amply provide for the education of all Washington children as the state's first and highest priority before any other state programs or operations"

- Ample provision means “considerably more than just adequate”
- “.....This court cannot stand on the sidelines and hope the state meets the constitutional mandate to amply fund education”
- “We defer to the Legislature’s chosen means of discharging its article IX, section one duty, but the judiciary will retain jurisdiction over the case to help ensure progress in the state’s plan to fully implement education reforms by 2018.”

The Joint Education Funding Task Force, consisting of eight legislators and three governor appointees, was created by HB 2824 in the 2012 Legislative Session. The Task Force was tasked with making recommendations on how the Legislature can meet the requirements outlined in Chapter 548, Laws of 2009 and Chapter 236, Laws of 2010. The Task Force shall develop a proposal for a reliable and dependable funding source to support basic education programs. A report is due December 31, 2012.

The future of McCleary was discussed.

SBE Strategic Plan Update and Review

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Director of Communications and Partnerships

The Members reviewed the current work related to the Boards 2011-2014 Strategic Plan. Staff presented a revised Strategic Plan for Board consideration.

The annual review bar chart included products reflective of work with accountability, the Achievement Index, and graduation requirements. The dashboard executive summary includes the following:

1. Goal One – Governance: legislative proposals.
2. Goal Two – Achievement: AAW webinar.
3. Goal Three – Transitions: graduation materials.
4. Goal Four – Math and Science: standard setting and cut scores.
5. Goal Five – Workforce: report review.

The Strategic Plan revisions of products and staff assignments were reviewed with the members and discussion followed.

The revised Strategic Plan was presented as follows:

Current Plan	Proposed Plan
Advocate for effective and accountable P-13 governance in public education.	Efficiency and accountable P-13 governance.
Provide policy leadership for closing the academic achievement gap.	Closing achievement gaps.
Provide policy leadership to strengthen students’ transitions with the P-13 system.	Comprehensive statewide K–12 recognition and accountability system
Promote effective strategies to make Washington’s students nationally and internationally competitive in math and science.	Strategic oversight of the K–12 system.
Advocate for policies to develop the most highly effective K–12 teacher and leader workforce in the nation.	Career and college readiness for all students.

Staff provided topics for Board discussion.

Review of Data

Mr. Ben Rarick, Executive Director

Mr. Emily Persky, Research Analyst

The presented K–12 system data included data on:

1. Children in poverty.
 - For a household of four, the poverty guideline is an income of \$23,050.
 - Washington's rate of children living in poverty increased 27 percent between 2008 and 2010.
2. Median family income.
 - Washington's median family income decreased less during the recession and remains higher than the nation's.
 - Washington's income went from \$60,900 in 2008 to \$57,100 in 2010.

A comparison of median family income disaggregated by race and ethnicity was provided for discussion.

The following racial/ethnic subgroup student populations that are expected to increase the most by 2030 are:

1. Bi-racial and multi-racial students by 85 percent.
2. Asian/Pacific Islanders by 53 percent.
3. Hispanics by 28 percent.

The counties in central and eastern Washington that are projected to have the largest school age populations in 2020 also have some of the highest child poverty rates in the state.

In-migration is expected to increase over the next 20 years.

The economic recession continues to disproportionately impact children and families of color. Counties with the largest child poverty rates are projected to experience the greatest percent increase in their student populations. Some of our most under-served subgroup student populations are expected to increase by more than 25 percent over the next 20 years.

Grade four reading scores decreased 12 percent since 2005, while math scores increased 13 percent. American Indian student's percentage meeting standard on 4th grade reading decreased 24 percent in 2005–2006. Only 52.2 percent of American Indian students met standard in 2011-2012. American Indian and Black students are increasingly overrepresented in special education.

More knowledge about the changes that took place around 2005 could explain the peak and subsequent decrease in 4th graders meeting standard. Whatever the cause(s) may be for the drop in 4th grade reading scores, the most under-served subgroups are being disproportionately impacted.

The percent of eighth graders meeting math standard is significantly lower than the percent of fourth graders meeting reading standard; however, we are making gains toward closing proficiency and opportunity gaps. Except for American Indian students, they are the only subgroup that didn't experience a bump in the percent of students meeting the eighth grade math standard. The low rate of English Language Learners (ELL) meeting standard in eighth

grade math comports with several reports in the last five years recommending that content teachers receive professional development to support their instruction of ELLs.

Graduation rates for Pacific Islander students and English Language Learners have decreased over the last five years while other subgroups' rates have increased.

Board discussion followed regarding how to improve and prepare students for the future.

Legislative Priorities

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Senior Policy Analyst

Staff provided three possible priorities for the 2013 Legislative Session for the Board's review and discussion:

1. Summary of Phased-in Implementation of College and Career-Ready Graduation Requirements

In ESHB 2261, during the 2009 Legislative Session, the Legislature defined the instructional program of basic education to include instruction that provides the opportunity to complete 24 credits for high school graduation, subject to a phased-in implementation of the credits by the Legislature. It directed the Quality Education Council to recommend a schedule for the concurrent phase-in of the changes to the instructional program of basic education and the funding formulas and allocations to support it with full implementation to be completed by September 1, 2018. In order to achieve full implementation by 2018, as required by law, the Legislature must move forward in the coming Legislative Session with a schedule for phasing in new credit requirements.

SBE will provide direction and support to the Legislature for phasing in 24-credit graduation requirements. A variety of options were discussed. Because of its relation to the SBE strategic goal to improve math and science achievement, one option would:

- Add an additional lab science course for a total of three science credits, two of which must be lab in 2014–2015 for the Class of 2018.
- Add one credit of Arts in 2015–2016 for the Class of 2019.
- Add two credits of World Languages in 2016–2017 for the Class of 2020.

Full implementation of the Career and College-Ready Graduation Requirements would be in place in 2017–2018 for the Class of 2021. Staff agreed to explore additional phase-in options.

2. Summary of "School Day" for Basic Education

The definition of "school day" in basic education law gives rise to difficulties for both policymakers and school districts. Parent-teacher conferences are explicitly included within the definition of "instructional hours" for basic education compliance and are implicitly excluded from the definition of "school day."

SBE will request legislation to amend RCW 28A.150.203 as follows:

- Specify that full-day parent-teacher conferences are within the definition of "school day" for purposes of RCW 28A.150.220.
- Define "school day" in terms of minimum instructional time.

3. Summary of Assistance for Improvement of Struggling Schools

From 2001–2002 through 2011–2012, Washington has had state, federal, and some private funding available for assistance to persistently lowest-achieving schools. State funding through the Focused Assistance Program was eliminated in the 2011–2013 biennial budget and federal School Improvement Grants which targeted districts with greatest need to support school turnaround strategies are not available in the next two years. The federal ESEA waiver, for which the state has obtained conditional approval, will make substantial new federal resources available for school improvement activities. In the meantime, this leaves a funding gap for help to schools in Required Actions Districts and others in need of immediate support to make progress toward academic standards. A bridge needs to be built to that funding so that progress made can be sustained and no school in urgent need of help is neglected.

SBE, in consultation with OSPI, will seek funding in the 2013–2015 biennial budget for assistance to persistently low-achieving schools with first priority to Required Action Districts.

Discussion followed.

The meeting was adjourned at 4:15 p.m. by Chair Vincent.

Wednesday, September 26, 2012

Members Attending: Chair Jeff Vincent, Vice-chair Amy Bragdon, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Ms. Mary Jean Ryan, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Dr. Bernal Baca, Mr. Eli Ulmer, Ms. Judy Jennings, Dr. Kris Mayer, Mr. Tre' Maxie (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Aaron Wyatt, Mr. Jack Archer, Ms. Loy McColm, Ms. Linda Drake, Ms. Emily Persky, Ms. Colleen Warren (8)

The meeting was called to order at 8:00 a.m. by Chair Vincent.

Dr. Steven VanAusdle, President of the Walla Walla Community College welcomed the Board to Walla Walla and talked about the College and the work done to educate students for their future.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- Minutes from the July 11–12, 2012 Board meeting
- Minutes from the August 6, 2012 Special Board Meeting

Motion seconded

Motion carried

Call for Nominations to the Executive Committee

Ms. Amy Bragdon, Vice-chair

There being no requests for additional nominations to the Executive Committee ballot, the ballot stands as final for the afternoon vote.

OSPI Briefing on 2012 State Assessment Results

Mr. Randy Dorn, Superintendent of Public Instruction, OSPI

Dr. Alan Burke, Deputy Superintendent, OSPI

Ms. Maria Flores, Associate Director of Innovation, OSPI

This is the first year that assessment results, determined by new SBE approved cut scores for the End-of-Course (EOC) in biology, are available.

RCW 28A.657.030 requires the Superintendent of Public Instruction to provide a report twice per year to the Board on the progress made by all school districts designated as Required Action Districts (RAD).

Required Action Districts

The purpose of E2SSB 6696 is to identify persistently lowest achieving schools. It requires districts to select one of the following four federal intervention models: 1) transformation; 2) turnaround; 3) restart; 4) closure and to create a local plan of improvement.

Criteria for selection and exit were presented and discussion followed. Data for School Improvement Grant Cohorts one and two were provided for the following districts: 1) Morton, 2) Onalaska, 3) Renton, and 4) Soap Lake.

Discussion followed.

Review of Certificate of Academic Achievement (CAA) Options for End of Course Exams

Ms. Linda Drake, Senior Policy Analyst

The graduating classes of 2013 and 2014 will be required to pass one math End-of-Course (EOC) exam. The graduating class of 2015 and beyond will need to pass two math EOCs and one biology EOC. With the new requirements, more students are likely to participate in the following approved alternative assessment options:

1. Alternative assessments (ACT/SAT/approved subject AP) tests.
2. Grade comparison.
3. Collections of Evidence (COE).

Districts award a CAA or Certificate of Individual Achievement (CIA) for students with an Individualized Education Program to students who pass the state assessments required for graduation. The state has approved alternatives to state assessments, allowing students options for earning their CAA or CIA. CAA options were presented.

Legislation postponed required math and science assessments in 2007 and 2011 so alternative assessments in math and science have never been fully implemented. The numbers of SAT, ACT, and AP scores and grade comparisons submitted as approved alternative assessments in 2011–2012 were presented.

Discussion followed.

Revising the State Achievement Index

Ms. Sarah Rich, Policy Director

The Board will be asked to approve the following documents during the Business Items section of the Agenda:

1. A proposed Theory of Action for the revised Index.
2. A letter to the Achievement and Accountability Workgroup (AAW).

The Theory of Action was initially discussed at the July 2012 Board meeting. It outlines the rationale behind the revised Index, including the reasons for its revision, what assumptions are being made, and what the intended result will be. The document reflects that the Index is not, in itself, an entire accountability framework, but is a critical component of a comprehensive accountability system. The Theory of Action was drafted with input from the ESEA Committee which includes Board Members Bernal Baca, Amy Bragdon, Bob Hughes, and Kris Mayer.

The letter to the AAW outlines the input the Board is seeking from the AAW. In November, the Board will consider what performance indicators to include in the Index. Proficiency and growth are required as part of the ESEA flexibility, but Career and College Readiness is optional. The AAW will advise the Board on which performance indicators to include.

The Joint Select Committee on Education Accountability responsibilities was provided. The first meeting was held on August 29, 2012, with the next meeting scheduled in December 2012.

The Index revision timeline was presented for discussion as follows:

July 2012	Resolution and AAW Charter
September 2012	Theory of Action and AAW Letter
November 2012	Performance Indicators
January 2013	Prototype Index
March 2013	Modeling Data and Design Decisions
May 2013	Review Draft Index
June 2013	Approve and Submit to US Education Department
September 2013	Adopt

Discussion followed.

Public Comment

Sharone Navas, Equity in Education Coalition

The Equity in Education Coalition is comprised of communities of color and low-income serving organizations, and most are represented throughout the Achievement and Opportunity Gap. Members of the African-American, East African, Latino, Native American, Asian and Pacific Islander, as well as Refugee and Immigrant communities are at the table to discuss not only how best to close the achievement and opportunity gap for our kids but also the opportunities that our Legislature has to ensure school districts throughout the state work towards closing that gap. An abysmal number of our children of color and low-income children are entering the K-12 system already behind because of inadequate access to early learning opportunities. Our children of color and low-income are often falling further behind each school year. Over 70 percent of children in ELL classes are American born. Many children of color are spending

more time in ELL classes. The Equity in Education Coalition is looking at more targeted and comprehensive approaches to improve educational achievement. They are looking at strategies that take into account the effects of poverty, homelessness, racial and institutional discrimination, segregation, children of parents whose first language is not English, and family instability. Ms. Navas also talked about the McCleary decision saying that it presents an opportunity to ensure that significant additional resources are directed at improving academic achievement in Washington's public schools and eliminating the achievement and opportunity gap as well as reducing the dropout rate. The Equity in Education Coalition believes that significant additional resources should be appropriated to the following educational activities and services:

1. Expand state Pre-K in a culturally competent, integrated delivery system.
2. Implement extended day learning and summer school opportunities, including enrichment activities.
3. Provide wrap-around support services, including but not limited to guidance counseling, social services, mental health services, health care, financial assistance, dropout prevention and intervention, parental involvement and mentoring.
4. Accelerate implementation of full-day kindergarten for all low-income schools.
5. Improve existing transitional bilingual programs, emphasizing dual language instruction.

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

Ms. Sullivan expressed her concern regarding the Fiscal Impact Statement email that was distributed by OSPI to districts on July 23, 2012 asking for feedback on the proposed waiver rules. Since most districts are closed the month of July, she asked that the Board give the districts more time to respond in the future. She also asked the Board to encourage active stakeholder involvement for legislation during the 2013 legislative Session.

English Language Learners (ELL) in a Statewide Accountability Index

Ms. Sarah Rich, Policy Director

Ms. Emily Persky, Research Analyst

Washington State K–12 schools receive additional funding to support English Language Learners (ELLs) through the Transitional Bilingual Instructional Program (TBIP). ELLs take a placement test that identifies their level of English language proficiency as follows:

- Beginner (level one).
- Intermediate (level two).
- Advanced (level three).
- Transitional (level 4).

Students who score at level four do not qualify for the additional funding or support offered by the TBIP. Students who place into levels one through three are assessed annually to track progress and proficiency.

The following significant policy developments will impact English Language Learners and the TBIP:

1. The Legislature directed OSPI to prepare for implementation of a differentiated funding model in in 2013–2015. One proposed model would fund level one students at 125 percent of their current level, level two students at 100 percent, and level three students at 75 percent of their current level.
2. ELL student performance and growth data must be included in our revised Achievement Index and Accountability Framework.

After analyzing progress of students who entered the TBIP in 2006, staff found that students who assessed at level three in 2006 were more likely to have made slow or no progress, and 13 percent of them remained at level three for at least six years. This analysis suggests that Washington may have a significant number of students who would be considered Long-term English Learners (LTELs). LTELs are secondary students whose English language acquisition plateaus at intermediate or advanced levels despite six or more years of instruction.

TBIP Funding Models in legislation were presented for discussion.

Basic Education Waiver Requests

Mr. Jack Archer, Senior Policy Analyst

The following Option One waiver applications were submitted for review:

- Lyle School District requests a waiver of four days for the 2012–2013 school year for staff in-service training.
- Orondo School District requests a waiver of four days for the 2012–2013 school year for parent-teacher conferences.
- Riverside School District requests five waiver days for the 2012–2013 school year. The first day requested is for training of certified and classified staff on the Riverside School District Instructional Framework.
 - ✓ Discussion followed with review of the number of days they are asking for.
- Sultan School District requests six waiver days for school years 2012–2013, 2013–2014, 2014–2015 for: 1) two days for professional development, and 2) four days for parent-teacher conferences.
- Walla Walla School District requests a waiver of three days for school years 2012–2013 and 2013–2014 for parent-teacher conferences.

Public Hearing

Chair Vincent announced the public hearing on the proposed changes to the Basic Education Waiver Criteria and introduced the following attendees who wished to comment at this time:

Coralee Mackey, Citizen

Ms. Mackey said that taxpayers are not getting the service that they pay for. She said it scares her that levies continue to increase, and if taxes are increased more she's concerned about what is going to happen. Taxes can't be increased anymore and the children can't read. She asked the Board to give taxpayers the services they are paying for.

Bob Fowler, Tri-Cities Tea Party

As a property taxpayer, Mr. Fowler is dismayed, disgruntled, disappointed and disgusted with the quality of education the state is providing for the children of Washington. He stated that the low quality of education is a national crises as well, and that he can cite statistics that prove the decline in public sector education began the first three years after the unionization of public sector teachers was allowed. Math and science offer us the only common basis for comparing American schools to the rest of the world. He is concerned that by the time our students are ready to leave high school - ready to enter higher education and the labor force - they are doing so badly with science that they are significantly weaker than their peers in other countries. Washington's idea of "advanced" is clearly below international standards. There appears to be a consistent weakness in teaching performance in physical sciences that becomes magnified over the years. He gave comparisons of Amercia vs. 41 other countries as follows:

- Our 8th graders rank 28th in math and 17th in science.
- Our 12th graders rank 19th in math and 16th in science; 15th in advanced math and 16th

in advanced science

Additionally, only 38 percent of America's 12th graders are proficient in reading; only 25 percent of 8th and 12th graders are proficient in writing; and only 24 percent of our 12th graders meet the minimum standard for spelling. The overall average is 29 percent.

Mr. Fowler is of the opinion that to straighten out the sad state of public education would require a number of bold moves as follows:

- Expand the school term to 365 days minus holidays and weekends.
- Initiate a teacher performance evaluation and test the teachers semi-annually, subject all teachers to the same international tests the students take.
- Make all collective bargaining with public sector teacher unions results based.
- Terminate all teachers that fail to pass evaluations and/or international tests.

The current state of education in Washington injures three distinct classes of people: 1) The students that know no better and truly feel they are getting an education; 2) The taxpayers that are continually asked to pay higher taxes for a product that gets worse every year; 3) The many competent teachers that are guilty by association.

Jami Lund, Freedom Foundation

Mr. Lund presented the following three points:

1. Research suggests that students are harmed by a shortened school year. During public comment in a previous Board meeting, Mr. Lund emphasized the many opinions of education champions who oppose shortened school years. He provided a handout that shows citations for the research suggesting students are better served with a robust calendar.
2. The proposed rule lowers scrutiny. Preapproved waivers for conferences invite all districts to shorten their school year. Other elements are softer than they should be.
3. Please revise the rule by limiting it to those cases which increase services and to a low number of days.

Marcene Hendrickson, Citizen

Ms. Hendrickson read an article about the SAT scores from several newspaper articles. She said that she contracted for 185 days when she began teaching. She was required to work from 8:00–5:00. There were no conference days. Teachers did conferences in the evenings and on weekends. Teachers didn't feel abused at that time. Ms. Hendrickson appreciates that teachers get better pay and benefits but is concerned about the decline in funds. We can't blame the entire problem on fewer teaching days and hours. It's harder for teachers now to do the work they need to do to teach the students.

Election of Officers to the Executive Committee

Ms. Amy Bragdon, Vice-chair

The results of the election for members of the Executive Committee are:

Chair – Jeff Vincent

Vice-chair – Mary Jean Ryan

Member at Large – Judy Jennings

Member at Large – Kris Mayer

Business Items

Theory of Action for Revised Index

Motion was made to approve the Theory of Action for the Washington Achievement Index

Motion seconded

Motion carried

Communication to the AAW on Framing Performance Indicator Discussion

Motion was made to approve the letter from SBE and SPI to the Achievement and Accountability Workgroup.

Motion seconded

Motion carried

Waiver Requests

Motion was made to separate Riverside from the original motion

Motion seconded

Motion carried

Motion was made to approve Lyle, Orondo, Sultan and Walla Walla School Districts waiver requests from the 180 day school year requirement in RCW 28A.150.220 for the number of days and schools years requested in their applications to the Board

Motion seconded

Motion carried with 4 nays

Motion was made to approve the Riverside School Districts waiver requests from the 180 day school year requirement in RCW 28A.150.220 for the number of days and school years requested in their application to the Board.

Motion seconded

Board discussion

Motion carried

Proposed Strategic Plan

Motion was made to approve the Board's 2012–2014 revised Strategic Plan

Motion seconded

Motion carried

Approval of Private Schools

Motion was made to approve the additional twenty private schools submitted by OSPI for the 2012–2013 Legislative Session

Motion seconded

Motion carried

Legislative Priorities

Motion was made to approve the Board's directive regarding the phased-in implementation of Career and College ready high school graduation requirements

Motion seconded

Motion carried with 2 nays

Motion was made to approve the Board's directive regarding the definition of school day for basic education

Motion seconded

Board discussion

Motion carried

Motion was made to approve the Boards directive regarding the assistance for improvement of struggling schools

Motion seconded

Motion carried

Motion was made to direct staff to add the compulsory school attendance to the legislative priorities for the 2013 Legislative Session

Motion seconded

Board discussion

Motion denied

Motion was made to amend the last paragraph of the Native American Resolution to state "effect on Washington students." and to change the term American Indian to Native American throughout the Resolution.

Motion seconded

Board discussion

Motion carried

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