



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Education Service District 121, Cedar/Duwamish Room
800 Oakesdale Ave SW, Renton, WA 98057

March 9-10, 2016

Minutes for the Washington State Board of Education (SBE)'s Bi-monthly Board Meeting

Wednesday, March 9

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung and Ms. Madaleine Osmun (15)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)

Members Excused: Tre' Maxie (1)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:04 a.m. and introduced Mr. John Welch, Superintendent of the Puget Sound ESD. Mr. Welch thanked the Board for hosting its meeting in the Renton community and shared the ESD's work with local districts.

Chair Muñoz-Colón invited board members to share personal updates and their experiences at the March 8 community forum and Boeing tour.

Executive Director Update & Board Discussion

Mr. Ben Rarick, Executive Director

Mr. Rarick provided an overview of the meeting agenda and how items related to the Strategic Plan goals. He reported the following:

- The Legislature did not have a supplemental budget deal yet, but staff hoped to have more current information during the Legislative Update presentation on Thursday. A piece of charter school legislation was put on the House floor calendar and news releases report that a vote is expected to take place later that day.
- SBE applied and was selected for the National Association of State Boards of Education's Deeper Learning Grant. Board members were asked to take action on

approving the Memorandum of Understanding for the grant on Thursday during business items.

- The Workforce Training and Coordinating Board invited Mr. Rarick to engage with their members at its recent board meeting to discuss the role of work-based learning and work-based planning.
- Staff will be constructing their PowerPoints using content already in board packets in order to decrease the number of printed additional materials.

Mr. Rarick provided an overview of the letter to the National Collegiate Athletic Association (NCAA) regarding acceptance of the *Bridge to College* Transition Course. The letter was circulated to the Washington Student Achievement Council, Office of Superintendent of Public Instruction and State Board of Community and Technical Colleges. Districts have reported the NCAA has been rejecting these courses as core courses when determining the eligibility of student athletes. The purpose of the letter is to emphasize that the courses bolster the college readiness of high school students and request that the NCAA work with the state on statewide approval rather than on a district-by-district basis. Members provided feedback on the content of the letter and asked for clarifying information on why the issue is only affecting athletes and not all students trying to meet the minimum course-taking requirement.

Mr. Rarick provided an overview of the position statement addressing participation rates for the Smarter Balanced Assessment (SBA). The Office of Superintendent of Public Instruction (OSPI) will send a reminder letter to districts of the federal accountability requirement for participation in the statewide assessment. Staff anticipate the same set of challenges this year as last because the assessment is not yet a graduation requirement for high school juniors. Very few schools qualify this year for the Washington Achievement Awards because of failure to meet the participation rate requirement last year.

Mr. Rarick provided an overview of the letter addressed to the *Every Student Succeeds Act* (ESSA) Accountability Workgroup. He has been working with OSPI on convening a workgroup for the purpose of implementing ESSA accountability requirements, and OSPI has agreed to have the letter be a joint correspondence. [Board members received an updated copy of the letter, which included Dr. Gil Mendoza's edits, on Thursday during business items.]

Mr. Rarick reported he received input on the Strategic Plan from Members Avery, Member Maier, Member Koon, Member Bailey and Member Bolt and provided a summary of each submission. The Executive Committee will review them in the next few months, and proposals will come before the Board at the September retreat. Members discussed how best to move forward with the process of reviewing and processing the proposed ideas.

Competency-based Learning for Career and College Readiness

Ms. Alissa Peltzman, Vice President of State Policy and Implementation Support, Achieve

Ms. Peltzman presented on a working definition of competency-based pathways, provided a brief overview of what peer states are doing, and spoke to policies and guidance on what would help districts expand opportunities for competency-based graduation requirements. Ms. Peltzman stated there will most likely be challenges in implementing the system to ensure that

it closes achievement gaps rather than exacerbates or create new ones. She presented strategies to the Board on how SBE can create and implement a system that reflects equitable pathways.

Members discussed the following:

- More resources available for teachers on implementing a competency-based learning system are needed;
- Risk to equity;
- Best practices and communication strategies to offer alternative pathway opportunities to all students;
- Need for policies targeting specific subgroups;
- Transition from districtwide policy to statewide policy; and
- Difference between standards-based grading and competency-based crediting.

Competency-based Crediting in Washington High Schools

Ms. Linda Drake, Director of College- and Career-Ready Initiatives

Ms. Lillian Hunter, Director, OSPI Digital Learning Department

Mr. Dave Sather, Principal, Lopez Island High School, Lopez Island School District

Ms. Kathe Taylor, Assistant Superintendent, Teaching and Learning, OSPI

Ms. Drake introduced the panel members and the topic of competency-based crediting. A steering committee that included principals, guidance counselors and OSPI staff have created a draft guidance handbook to help districts implement competency-based crediting. The committee was tasked with identifying different types of competency-based credits and to develop a framework based on the rules important for competency crediting. The Board may be asked to approve the final version of the handbook at the May Board meeting.

Board members discussed the following regarding the guidance handbook:

- Narrowing the definition of competency-based crediting and competency-based learning ;
- Retroactively awarding credits to students that have failed a class, but passed the Smarter Balanced Assessment in that subject;
- Equivalency course of study options; and
- How to encourage the opportunity, but maintain rigor.

Ms. Hunter provided an overview of how students earn credits and demonstrate mastery in both CTE-based instruction and alternative learning experiences. Often a student's ability to demonstrate mastery allows them to earn college credit for the course in which they are currently enrolled. There are also often non-negotiables in performance for students who feel they've mastered a skill through other experiences outside of the classroom, but legitimate markers where the student has to demonstrate the task are still required. Ms. Hunter summarized the process for a vendor to become approved as a Washington state provider for online learning and the benefits to students engaged in online learning. Some of the challenges of competency-based crediting are ensuring parents are aware of these opportunities and students have access to the technology. Her recommendations were for well-defined outcomes and performance requirements articulated in a board policy, a broad cultural change in schools

and an active discussion around the concern for losing full-time equivalent (FTE) credit when students graduate early due to earning competency credits. Ms. Hunter said there are good benefits to offering alternative pathways to students, but it requires a good platform and thoughtfulness before launching a policy.

Mr. Sather shared details of the programs his district is doing in competency-based learning. He is interested in how his district can award credits for some of the programs they've implemented, including foreign trips and learning experiences outside of the classroom. The district has the experience of competency-based learning, but the framework doesn't necessarily fit with the Common Core. His staff are concerned about developing the rubric and metrics needed to determine mastery of a skill and how that would compare with what other districts are doing. How would credits compare across districts? He's also concerned about losing FTEs if students move through competency crediting too quickly and graduate early. Mr. Sather is interested in providing credits for alternative pathways, but feels there are many questions that can't be answered until competency crediting has been implemented.

Ms. Taylor provided a historical perspective of the Board's implementation of competency-based credit while she was the Board's Policy Director. She found trying to operationalize the process of awarding competency-based credits can be difficult. While she was Policy Director, SBE initiated a pilot project with world languages. The Board convened groups with OSPI and WSSDA to discuss what credits would look like in different scenarios and what value each credit could be. They also worked with both college and high school faculty on the policy work, since World Languages was a requirement for four-year college admission. The policy is now available for districts should they choose to use it, and many students are earning credits through it.

Members discussed the following:

- Explore the problem without losing innovation for learning;
- Economy of scale, what works in a small school or district may not work in a larger school or district;
- Coaching change management in districts; and
- Using the World Language policy as a guide for competency-based crediting in other subjects.

Option One Basic Education Act Waiver

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported that Mary Walker School District requested a waiver of three school days for the 2015-16, 2016-17 and 2017-18 school years for the purpose of professional development of staff. The application is presented as a renewal, but it is a new application because the district did not have a 180-day waiver for the 2014-15 school year. The district's last waiver was an Option Three waiver for the 2011-12, 2012-13, and 2013-14 school years, granted in August 2011. The Board eliminated the Option Three waiver by rule in November 2011 and Mary Walker School District did not request an Option One waiver when its Option Three expired at the end the 2013-14 school year.

Board members were asked to take action on the application during business items on Thursday.

Public Comment

Mr. David Fichtenberg, Public Member

Mr. Fichtenberg is concerned about the hazardous condition of a potential long-term power outage. A number of federal agencies have recognized that this is a serious condition and can come from many different factors. The National Aeronautics and Space Administration has indicated a chance of a massive solar storm taking down the grid. Mr. Fichtenberg feels SBE is the best voice for this concern because it has access to students, teachers, parents and community. Mr. Fichtenberg also suggested the Board advocate to Governor Inslee in getting power available during times of emergency.

Mr. David Berg, Big Picture Learning, Issaquah School District

Mr. Berg is the Learning Through Interest Coordinator at Gibson Ek High School. Gibson Ek was recently granted a credit waiver in order to provide personalized and competency-based Learning in action. Mr. Berg is also the Director of Technology for Big Picture Learning and has worked with innovative school leaders around the country. The challenges to implementing competency-based learning are teacher training, change in practice and having the right tools for competency-based learning. Mr. Berg feels there is a lack of tools for teachers to manage this learning, to communicate the learning and expectations to students and parents, and for school leaders to track quality. Competency-based learning is new and not widely implemented and there is no market for companies to invest in cutting edge competency learning management tools. Mr. Berg suggested one role that SBE can offer is to help identify the tools needed for operationalizing competency-based learning. This may be through engaging with leading technology companies in our state to build public/private innovation partnerships or technology grants.

Mr. Michael DeBell, Member of the School Facilities Advisory Panel

Mr. DeBell is concerned about meeting the goals of the class size reduction that is built into the basic education funding model. Reducing class size during the early years of learning is a research proven effective strategy and we do not have the classroom space to meet those goals or a long term plan to address it. Washington has problems of enrollment growth as well as sufficient space to redeploy the new teachers and classrooms that would be required to meet the demand. Mr. DeBell said there is a new program for class size reduction grants and several requests from schools have been received. The cost to fund those requests, which is only the first year and stage of the process, is not sufficient to what the legislature has allocated. Mr. DeBell asked the Board to be thinking about how we can develop a stronger capital program to provide high quality classrooms for the early stage of K-12 learning.

Ms. Grazyna Prouty, Teacher

Ms. Prouty stated that she is a teacher that has been targeted. She asked OSPI for assistance and is concerned that OSPI is not accountable and what is happening in our country is merging three branches of government for accountability and oversight in education. She doesn't feel they're providing accountability and oversight. OSPI has been talking about the gap for years. Ms. Prouty provided [documents](#) for the Board to review. Schools are experimenting by

targeting teachers like herself who are applying for the job from the outside. She is not sure if board members are nominated or applied for the position they hold, but if nominated, she stated they may be doing an agenda not of their own. She cautioned the Board of outside agendas and encouraged them to examine why they are making the decisions that they make in education.

Mr. Stuart Jenner, Parent

Mr. Jenner is frustrated with the emergency clause for the charter school bill being debated today by the legislature and feels the emergency is the future of all children. He's especially concerned looking forward to college and how challenging it is for Washington students to compete with out-of-state students, many of whom have exceptional backgrounds, attending our local universities. Mr. Jenner feels there is very little research for appropriate limits of screen time in the school day and Mr. Jenner would like to see SBE address it. In the Highline community, it's mathematically impossible to run a bond with enough money to pay for all the buildings that need replacement. Mr. Jenner feels school construction costs could be shared with additional city entities or private groups and the cost for school space in a new school is unrealistic. The Board may also want to consider co-location with housing, which would be providing housing above the school buildings. In regards to the Highly Capable program, Mr. Jenner feels there is room for improvement.

Ms. Jennifer Ferguson, Candidate for U.S. Congress

Ms. Ferguson read a text message to the Board she received from a parent. The message was a question directed to the Board regarding the rights of parents for special education students that have been assaulted by another student and OSPI has been unresponsive. Ms. Ferguson asked the Board to consider the protection of special needs children.

Teacher of the Year Recognition

Mr. Nathan Gibbs-Bowling, AP Social Studies Teacher, Tacoma Public Schools

Mr. Gibbs-Bowling currently teaches at Lincoln High, which has a high poverty population. He sees the impact of often well intended, but sometimes poorly implemented, education policies that come from the state level. Mr. Gibbs-Bowling feels to improve outcomes for students, it requires building intentional support to identify and retain impactful and effective educators. He believes teacher quality is the primary in-school factor that's impacting student achievement and our most effective teachers should be placed with the neediest students, especially in high poverty schools. He spoke on resolving the state's teacher shortage problem, need for job-embedded professional development, diversify the profession, and the concern of under-market pay for teachers. Mr. Gibbs-Bowling shared concerns his colleagues also have about education policies around redundancy of testing, classroom introduction for new teachers, student absenteeism, the need for teacher advisory councils for each of the policy making institutions and little oversight for dual credit programs. Mr. Gibbs-Bowling asked the Board to employ the voice of effective teachers in the policy making process because it benefits schools and the community.

Board members engaged in conversations with Mr. Gibbs-Bowling about the impact to schools and students with the number of tests required for high school and postsecondary pathways.

Mr. Gibbs-Bowling spoke about the benefits of having new teachers mentored and co-teaching their first year.

Update on the Work of the ESSA Accountability Workgroup

Dr. Andrew Parr, Research and Data Manager

Dr. Parr reported the latest Index data was provided to district for validation purposes. The OSPI is presently analyzing the latest achievement results to determine the schools eligible to be removed from the Priority and Focus School lists and will be generating an updated Priority and Focus School list. OSPI and the SBE will collaborate on identifying recipients of the Washington Achievement Awards.

Dr. Parr stated the Board will consider approving a letter to the Achievement and Accountability Workgroup (AAW) regarding the development of the statewide accountability system for the *Every Student Succeeds Act* (ESSA) state plan. With reauthorization, the SBE has the opportunity to infuse the state's accountability system with elements not previously supported by the prior law. A dual role for the AAW is to define and describe a recommended statewide accountability system for the ESSA state plan and continue to advise the Board on accountability issues. The state plan will be submitted by OSPI, but the ESSA Accountability Workgroup has the opportunity to support, provide input and make recommendations. OSPI intends to submit the state plan in the fall.

Board members gathered in small groups with discussion questions and were tasked with providing feedback for each topic, which will be reported back to the AAW at its next meeting. Members reconvened as a large group to share their feedback.

Question: If not 100 Percent, What Should the Long-term Goal be and how to Communicate This? Or do you Believe That 100 Percent Should be the Target?

Members discussed the definition of "long-term" for a goal and what period of time measurable progress would be evident. Getting all students to graduation should be the goal, but staying on track has shown to be problematic and would like to explore what other alternatives or support could be provided for those failing students. Members discussed changing outcomes when the last few years haven't shown change despite setting high standards and what other factors impact student achievement.

Question #2: What are Your Concerns About Using Non-assessment Measures as an Index Indicator?

Members discussed the following:

- If there was a need to collect additional data when the data already collected has been sufficient;
- The importance of using attendance, discipline, and community support as a measure;
- The different between highly qualified teachers and highly effective teachers in the classroom;
- How an indicator for highly effective teachers would be measured; and
- The impact of highly effective principals in a school and retaining highly effective teachers.

Interpretive Statement on Calculation of Instructional Hours for BEA Compliance

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Linda Sullivan-Colglazier, Assistant Attorney General, Office of the Attorney General

Mr. Archer summarized the changes made in instructional hour requirements in past legislation. Changes made have raised questions from districts as to what a district-wide annual average is and how it is calculated. In response, SBE has advised that district-wide annual averages be an average of the instructional hours offered in each school in the district. In discussing with stakeholders and counsel, staff determined that the advice was not clearly based in the text or intent of the law, and that there were other ways to read and apply “district-wide annual average” in a district context. The Board could elect to engage in rule-making on this subject to clarify the instructional hour requirement for districts or issue an interpretive statement under the Administrative Procedures Act, as proposed.

Mr. Archer defined what an interpretive statement is and how it may be used. Staff determined there is no single method of calculating district-wide annual average that comes out of the text of the statute, no definition of district-wide annual average in current or prior law, and no discernible intent in the statute that one specific way is exclusively correct.

Ms. Linda Sullivan-Colglazier spoke on the benefits to districts from issuing an interpretive statement on the calculation of instructional hours. Mr. Archer recommended the Board issue an interpretive statement advising that either a simple average of schools or a weighted average by student is seen as consistent with basic education law and valid for assuring compliance with instructional hour requirements. The statement acknowledges that there may be still other legitimate ways of making the calculation of district-wide annual average instructional hours, and SBE would ask districts to bring any such methods forward for the Board’s consideration before certifying basic education compliance through the standard annual SBE process.

Staff did not request action on the proposed interpretive statement. Board members may be asked to take action at the May meeting after staff have received feedback.

Communication Plan Update

Ms. Stefanie Randolph, Communications Manager

Ms. Randolph presented the communication and outreach efforts recently made by the Board. Staff have changed their online marketing provider for electronic communications, which has resulted in reaching wider audiences, better analytics, improved tracking methods and the ability to target specific audiences. Ms. Randolph reported the gains made in communication plans, blog posts, and social media posts. Ms. Randolph also reported the most popular topics the public and stakeholders have shown interest in through the various communication outlets. She is currently working on communication preparations for the spring WSSDA regional meetings, developing better video strategies to improve video viewership, and improve technology for live streaming. Members reviewed the analytics of the attendance and topics of the 2015 community forums.

Board members suggested focusing on specific topics the board is currently seeking public feedback on at future community forums. Board members discussed the positive outcomes and public feedback gained from the community forums.

Board Discussion

Position Statement on the Smarter Balanced Assessment Participation

Mr. Rarick has received feedback from the education community that there is a lack of clarity in what districts are required to do for administering the assessment, consequences of not meeting participation rates and what benefits students receive from taking the test. Although OSPI has authority to require districts to administer the tests, Mr. Rarick stated it's appropriate for the Board to provide this clarity for districts. OSPI is in support of the content of the letter and SBE will have a communication plan on how it will be shared with stakeholders.

Board members provided suggested edits for the position statement and various ways to share it with stakeholders. Board member were asked to take action on the position statement on Thursday during business items.

Every Student Succeeds Act (ESSA) Accountability Workgroup Letter

Dr. Parr highlighted the revisions that were made from the original letter in the board packet to include Dr. Gil Mendoza's edits. Board members proposed further edits to the letter and were asked to take action on the document during business items on Thursday.

Meeting adjourned at 5:02 p.m.

Thursday, March 10

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Mr. Randy Dorn, Mr. Dan Plung and Ms. Madaleine Osmun (15)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (9)

Members Excused: Tre' Maxie (1)

Call to Order

The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón.

Implementing the 24-Credit Graduation Requirements from a Student's Perspective

Mr. Baxter Hershman, Student Board Member

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun and Mr. Hershman provided updates of their personal and academic lives.

Ms. Osmun presented the history of Washington school credit requirements and shared her own class schedule that aligns with a 24-credit format.

Ms. Osmun and Mr. Hershman independently interviewed some of their local educators, parents and students to gather feedback on implementing the 24-credit graduation requirements and shared their findings with the Board. Ms. Osmun's district has received a waiver to delay implementation. There is currently no competency-based crediting offered, but her school is considering it. Ms. Osmun's principal is most concerned with credit retrieval, which will include offering options that require time and funding. Ms. Osmun presented her school's communications efforts to inform parents and students of the new graduation requirements. Her district has created a user-friendly website on graduation requirements to guide incoming students through high school. School counselors are concerned about credit retrieval and a possible decline in graduation rates. Mr. Hershman reported that his district's biggest concern about implementation is budgeting for programs to help with credit retrieval, providing enough options for students to earn and retrieve credits, and a clear line of communication on the requirements.

Update on the 24-Credit Graduation Requirements Implementation Workshops

Ms. Linda Drake, Director of College- and Career-Ready Initiatives

Ms. Stefanie Randolph, Communications Manager

SBE has offered several workshops to the public on implementing the 24-credit graduation requirements in various locations in the state. Ms. Randolph reported the workshops were originally targeted to teachers and principals, but found counselors were an additional audience interested in the information as well. In-person participants and videoconference participants were both given opportunities to ask questions and receive information during the workshop. Ms. Randolph presented the attendance numbers and locations of the workshop already held around the state, as well as upcoming ones. Ms. Randolph reported staff have compiled the participant questions and answers generated from those workshops and posted them on the SBE web site for others to benefit.

Ms. Drake has been encouraged by the level of creativity and professionalism on the parts of workshop participants in their intentions to implement the new requirements.

Members reviewed the summarized question topics from workshop participants and requested to revisit the district feedback data in May or July to determine if possible rule revision is needed. Members were concerned about the possible drop in graduation rates across the state, how the Board will monitor it and how to provide policy guidance if rates decrease.

Legislative Update & Discussion

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Rarick provided an overview of the proposals by the Senate and House on the 2015-2017 Omnibus Budget – 2016 Supplemental for public schools. The supplemental budget had not yet passed the Legislature.

Mr. Archer presented a comparison of the Board's 2016 Legislative Priorities to the legislative actions that have taken place this session. He presented a bill tracker document, which included the SBE position, summary and the current status of each bill related to SBE policy work. Mr. Archer said the presentation document will be updated when the Legislature completes its work.

Mr. Archer reported on E2SSB 6194 relating to public schools that are not common schools passed on March 9, 2016. He said that amendments were adopted in the House the day before, one of which added the Superintendent of Public Instruction, or a designee, and the Chair of the SBE, or a designee, to the membership of the Washington State Charter School Commission. The Senate still had to vote on the House amendments. Mr. Archer stated that most of the Board's duties under the prior charter school law remain the same in E2SSB 6194, but that there would be immediate work required by the Board around certain dates written into the new law.

Education Data Spotlight: New Data on the Statewide Indicators of Educational System Health and Disaggregation of SBE Results

Dr. Andrew Parr, Research and Data Manager

Mr. Parker Teed, Data Analyst

Dr. Parr reported the next ESSB 5491 report is due to the legislature in December 2016 and if indicators are not on track to meet targets or endpoint goals, the SBE must recommend reforms to address those indicators in the report. Staff intend to enhance the next report by adding descriptions of achievement gaps and the Opportunity to Learn Index. Dr. Parr presented the following:

- Recommended statewide indicators;
- Indicators not meeting their annual targets;
- Minimum reforms staff plan to recommend;
- Percentage of high school graduates attaining a credential, certificate or apprenticeship prior to age 26;
- Percentage of students graduating high school on-time;
- Percentage of eight graders meeting standard on all three eighth grade Smarter Balanced Assessments (SBA) with comparison to Measurements of Student Progress (MSP) results;
- Percentage of third graders meeting standard on the third grade English Language Arts (ELA) assessment with comparison to Measurements of Student Progress (MSP) results; and
- Percentage of Asian students meeting standard on the third grade ELA assessment.

Dr. Parr reported the OSPI chose not to conduct any linking, bridging, or concordance studies for the transition from the MSP to the SBA because the SBA results are considered a new baseline.

Dr. Parr advised the Board while reviewing the data that the MSP and SBA are based on two different set of standards and another year of SBA data is needed before conclusions can be made. He noted some disproportionate impact for the Students with Disability and English

Language Learners subgroups and speculated it may be related to their accommodations provided for the assessments.

Mr. Teed presented the following:

- History of how Washington has disaggregated and reported data for student subgroups;
- The gaps found in performance between Asian Student group and the Pacific Islander Student group by subject area and grades;
- The stages of disaggregation for the 2015 SBA results by grades and various subgroups;
- 2015 ELA and math SBA third, fourth and fifth grade results combined for Asian student group;
- 2015 ELA and math SBA sixth, seventh and eighth grade results combined for Asian student group;
- 2015 Science measurements of student progress on fifth grade and eighth grade results for Asian student groups; and
- 2015 ELA and Math SBA Results combined for third, fourth and fifth grade for Pacific Islander Student Group.

Dr. Parr and Mr. Teed requested feedback from board members on resetting new goals for third and eighth grade indicators based on the SBA results and if the data should be used or reported in the next ESSB 5491 report to the legislature.

Board Members discussed resetting the targets, but using the methodology that's been used in the past and what would those same targets look like using that the methodology.

Board Discussion of Basic Education Act Waiver

Ms. Sue Mclsaac, Business Manager, Mary Walker School District

Dr. Cathy Froome, Consultant, Mary Walker School District

The Board asked Ms. Mclsaac to explain why a waiver was not submitted in advance for the 2015-2016 school year. Ms. Mclsaac responded that the district's former business manager was in a serious car accident and was unable to submit a waiver application in a timely manner. When Ms. Mclsaac accepted the position as the district's new business manager at the beginning of the current school year, she discovered a waiver was missing and inquired immediately with SBE to resolve the issue.

Board members asked clarifying questions regarding the district's transformational goals and if the professional development days were mandatory. Dr. Fromme replied the district will be implementing an AVID school model for elementary, middle and high school to reach their goals and confirmed that the professional development days were mandatory for teachers.

Public Comment

Mr. Bill Keim, Washington Association of School Administrators

Mr. Keim feels there hasn't been a policy-level discussion about what additional resources may be needed to get all students to graduation. When looking at a graduation requirement improvement, the percentage goal for 2020 results in a percentage reduction in students not

reaching graduation. He encouraged the Board to look at a percent improvement in the rates of students not graduating because that's adjustable to what the problem is and can be a consistent rate.

Ms. Keitha Bryson, Retired Teacher

In her retirement, Ms. Bryson connects educator and community voices to solutions. She feels impartiality is missing for the Senate in their budget proposal. Ms. Bryson recently heard from a student from Spokane about his inability to pass the end-of-course biology exam. He is an honor roll student and musician, but was told he couldn't graduate this year nor take music classes. This student didn't know how to study for the test and his teacher couldn't help him. Ms. Bryson appreciated that the Board has lobbied to suspend the end-of-course biology test. She also knows a candidate for teacher certification that has passed all her college classes and has taken the Pearson ES test, and the test is just another obstacle that needs to be removed. She provided board members supporting [documents](#). Ms. Bryson asked the Board to consider eliminating obstacles in testing.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

Mr. Jeffries said that much of the discussion around the challenges students and schools are facing to achieve 24 credits is related to time. State law says all students have access to a free public education through the school year of their 21st birthday. Mr. Jeffries feels there is a long-standing and rigid cultural expectation that students will graduate in four years, and a stigma has been created for students who don't graduate in the four years. Mr. Jeffries acknowledges there are challenges to extending a student's access to high school beyond four years, but schools have addressed them. We need to start strengthening relationships between K-12 and post-secondary sectors to begin transferring the support of kids who have not met the 24 credits beyond the traditional four years.

Mr. Dave Larson, Member for Tukwila School Board

Mr. Larson feels a discussion of advocacy to meet the basic needs of students is missing from the SBE Strategic Plan under Goal 1 for gap closures. The achievement gap in Washington between low income and high income students has widened more than any other state. Students can't meet their full academic potential if their basic personal needs aren't met. More support for homeless students and more social workers in schools are needed. Mr. Larson encouraged the Board to advocate for meeting the basic human needs of students as part of a plan to close the achievement and opportunity gap.

Ms. Sarah Butcher, Parent and Advocate for Students with Disabilities

Ms. Butcher spoke on the drop in percentage of students with disabilities meeting standard in the transition to the SBA. In talking with parents and districts, Mr. Butcher found that special education teachers were not getting trained for the new standards at the same time as the other teachers. A vast majority of IEP goals aren't always connected to standards, and if they were, they may not have shifted to the new standards. Ms. Butcher cautioned the Board about assuming that the percentage drop is related to an issue with the SBA. She feels there is lack of coordinated, intentional and proactive statewide effort around how to increase access, opportunity and outcomes for students with disabilities. Ms. Butcher said she sees an opportunity in the conversations SBE is having around achievement and accountability to embrace this work.

Mr. Don Bunger, Retired Teacher

Mr. Bunger has a long history of teaching in high school. He used to worry about the pensions for retired teachers. Recently he was asked by Mr. Robert Butts at OSPI about how to keep teachers and he referred to a [chart](#) he provided board members. The original person who wrote the chart defined it as the corporate global privatization complex. Mr. Bunger is concerned about suicides occurring nationwide among active teachers. Teachers don't feel they have any power. He referenced the web site on the chart and suggested members visit it. Mr. Bunger asked the Board to consider what's being asked of teachers and give them ownership.

Ms. Grazyna Prouty, Teacher

Ms. Prouty stated that she was a teacher and her career was ended in a brutal way. She stated that teachers are losing their careers and urged the Board not to support the loss of teaching careers. She is awaiting restoration of her teaching position. Many board members are nominated, others ran unopposed, and that is like not really being selected. She voiced support for open-source education. Students can work on their own time with open-source education. She said that there is not a shortage of teachers. Good teachers are being pushed out of their careers. Tahoma School District is building new buildings while teachers have been let go. Legislators should be kept out of education. There is no real accountability in education. She wants to teach and awaits restoration of her teaching position.

Mary Jean Ryan, Community Center for Educational Results

Ms. Ryan invited board members to attend an event her organization is holding in the coming months. She is working with districts and organizations to improve student achievement and the event will be a celebration of success. She expressed a desire to collaborate with SBE on this work towards closing gaps and equity. Ms. Ryan requested the Board help build awareness of the new federal education law.

Board Discussion**Position Statement Addressing Participation Rates for Smarter Balanced Assessments**

Mr. Rarick presented proposed edits to the original position statement, which strengthened language on the ability to monitor and support the progress of all students, particularly those not on track to graduate. Board members discussed having the goal challenges be a single page with the position statement linked to it.

Members discussed the benefit of providing the [Smarter Balanced Assessment Agreement](#) as a resource to schools and students.

Letter to National Collegiate Athletic Association

In order to expedite the mailing of the letter, Mr. Rarick requested to remove the SBE Chair's signature and replace it with the directors of State Board of Education, Office of Superintendent of Public Instruction, Washington Student Achievement Council and State Board of Community and Technical Colleges instead. Chair Muñoz-Colón agreed.

Achievement Workgroup Letter

Members discussed the membership of the Achievement and Accountability Workgroup, now known as the Accountability Workgroup, tasked with providing input for the work of state implementation of the Every Student Succeeds Act.

Business Items

Motion made by Member Lavery to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made by Member Koon to approve Mary Walker School District's waiver request from the 180-day school year requirement for three school days, for the 2015-16, 2016-17, and 2017-18 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made to by Member Lavery to approve temporary waivers of the career- and college-ready graduation requirements for the following districts for the reasons requested in their applications to the Board:

- Bremerton School District for the 2019 and 2020 graduating classes
- Crescent School District for the 2019 and 2020 graduating classes
- Port Angeles School District for the 2019 and 2020 graduating classes

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the position statement addressing participation rates for the Smarter Balanced assessment, as shown in Exhibit A.

Motion seconded.

Member Bolt declared she won't vote in favor of the motion and is concerned about linking graduation to one test isn't what's in the best interest of students.

Superintendent Dorn said the state is only requiring one test in high school and the AP classes. Pre-SAT, SAT and ACT tests are all voluntary.

Members discussed the focus of the position statement is on how the test will benefit students and that students, parents and educators will need to be educated on it.

Motion carried.

Motion made by Member Jennings to approve the letter to the National Collegiate Athletic Association regarding acceptance of the Bridge-to-College transition courses, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Bailey to approve the letter to the Achievement and Accountability Workgroup regarding the Every Student Succeeds Act, as shown in Exhibit C.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the Memorandum of Understanding from the National Association of State Boards of Education for the Deeper Learning Project stipend, as shown in Exhibit D.

Motion seconded.

Motion carried.

Superintendent Dorn reminded members that districts now have the option to offer the math Smarter Balanced Assessment to students during their sophomore year in order to reduce the number of tests required during their junior year. Member Bailey reported that big conversations are taking place in the state regarding the over-testing movement.

Chair Muñoz-Colón adjourned the meeting at 1:51 p.m.