



THE WASHINGTON STATE BOARD OF EDUCATION

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

Education Service District 113, Mason and Lewis
Room 6005 Tye Drive SW, Tumwater, WA 98512

January 13-14, 2016

Minutes

Wednesday, January 13

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. Tre Maxie, Mr. Baxter Hershman, Ms. Judy Jennings 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)

Absent: Mr. Dan Plung (1)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:03 a.m. and administered the oath of office for Ms. MJ Bolt.

Consent Agenda

Motion made by Member Jennings to approve the consent agenda.

Motion seconded.

Member Koon requested the November 4-5, 2015 minutes be amended. Vice Chair Laverty moved the approval of the November minutes to the business items.

Motion made by Member Jennings to approve the December 18, 2015 minutes.

Motion seconded.

Motion carried.

Dr. Dana Anderson, Superintendent of ESD 113, welcomed the Board to the Olympia area and shared how the ESD 113's work aligns with SBE's policy work. Dr. Anderson thanked the Board for their partnership.

Executive Director Update & Board Discussion

Mr. Ben Rarick, Executive Director

Mr. Rarick reported the following:

- The revised board norms that were approved at the November meeting are available in the meeting packet for review.
- There will be a policy change in the next state assessment cycle with the math test now being offered to 10th graders. Districts will be allowed to offer it, but are not required. OSPI felt providing this flexibility might benefit certain populations of students, especially those in Advanced Placement classes, in completing the math assessment during their sophomore year as opposed to their junior year when other tests are also required.
- Superintendent Dorn received notification from the federal government regarding the state's noncompliance with the required 95 percent assessment participation for the purpose of federal accountability. Superintendent Dorn responded to the federal government with a series of actions that OSPI will implement with districts and schools that did not meet the participation requirements.
- SBE has partnered with the Learning First Alliance in a project that would produce positive news for the public education system. SBE and other stakeholders involved have agreed to a small financial commitment toward the partnership.
- The SBE will be hosting workshops around the state in February and March on implementing the 24-credit requirement for high school graduation.
- SBE hosted a successful evening community forum on January 12 at ESD 113.
 - Members commented that many conversations were regarding the frustrations of the collection of evidence process, and that more people are attending from all different backgrounds.

Mr. Teed, Mr. Parr and Ms. Drake provided an overview of their presentations at the December 2015 Washington Educational Research Association conference.

Ms. Mara Childs, former student board member, shared her experience of her first year in college and how she's adapting to the transition from high school to higher education.

Chair Muñoz-Colón invited Ms. Eleni Papadakis and Ms. Thew to join the Board at the meeting table. Ms. Papadakis and Ms. Thew introduced themselves.

Toward a Better Balance: Bolstering the Second "C" in College and Career Readiness

Mr. Robert Hull, Project Director of College, Career and Civic Reading, National Association of State Boards of Education (via web conferencing)

Mr. Francis Eberle, Deputy Executive Director, National Association of State Boards of Education (via web conferencing)

Mr. Eberle shared that the National Association of State Boards of Education (NASBE) has reviewed national data on post-secondary outcomes for students and found there is lack of focus on how to define career readiness. Mr. Eberle presented the findings and recommendations of NASBE's career readiness study group, and the Department of Labor's reports on what industry desires in employees.

Mr. Eberle presented the following:

- Current challenges in CTE/workforce alignment and recent policy actions nationwide impacting CTE
- Possible policy considerations
- Levels of education required for select careers and preparing non-college enrollees for success
- Data points on percentages of high school graduates who don't advance to a two- or four-year college
- Economic success for both employed college enrollees and non-college enrollees
- Factors cited as to why high school graduates elected not to attend college

Board members asked for clarification on whether the study group worked on defining career readiness. Mr. Eberle and Mr. Hull responded that the study group did not result in a definition; however, NASBE is working on defining dispositions that will make a student college, career and civically ready. The work will be outside of the study group and will focus on measuring dispositions and how to hold schools and students accountable. Mr. Hull stated that NASBE is working with various states, networks and small groups on this model, and that funding is available for states that want to be involved in the work.

Board members discussed the benefits of receiving the Deeper Learning Grant and what other partners they should partner with in defining career readiness in a K-12 system. Chair Muñoz-Colón asked Chair England from the Workforce Training and Coordinating Board and Superintendent Dorn for their partnership going forward in defining career readiness.

Career Readiness Discussion

Ms. Eleni Papadakis, Executive Director, Workforce Training and Education Coordinating Board

Mr. Perry England, Chair, Workforce Training and Education Coordinating Board

Ms. Amy Anderson, Member, Workforce Training and Education Coordinating Board

Ms. Beth Thew, Member, Workforce Training and Education Coordinating Board

Ms. Caitlyn Jekel, Workforce Innovation and Opportunity Act Liaison for the Washington State Labor Council

Members of the SBE and the Workforce Training and Education Coordinating Board joined together at the Board table to engage in a conversation about career readiness. Topics discussed are as follows:

- Career readiness is not limited to CTE, but is about helping young people achieve economic success
- Career readiness and applied learning needs to begin earlier at a younger age
- Getting students excited about career possibilities, especially the vulnerable and disenfranchised
- Importance of involving other stakeholders and employers in the conversation
- Adding "Civic" to Career and College Readiness is a helpful reminder of other purposes for educating students, and that it's not exclusively about being ready for gainful employment
- Shortage of qualified workers and the high number of positions unfilled
- The need to offer a variety of skills and not just those for popular high-paying jobs

- College and academics are a major focus at school, but little conversations about transitioning into the workforce
- False images of certain career fields
- Aligning what is being taught in schools with the workforce demand and what the appropriate role is for public education in providing those skills
- Implementation of assessing students on career readiness and how it will impact educators
- More conversations are needed on equity and providing access to career readiness for students affected by the opportunity gap
- The connection between state assessments and the work of defining and assessing career readiness

The next steps discussed are the following:

- Partnership among multiple agencies and other organizations across the state
- Expansion of career readiness to include civics
- How to measure success in the career readiness indicator
- Cultural shift in PreK-12 in bringing a career readiness focus to the school system
- What needs to be in place for kids in the opportunity gap

Joint Legislative Priority with Professional Educator Standards Board

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board

Mr. Archer reminded members that at its November meeting the Board discussed adoption of a two-part, joint legislative priority with the Professional Educator Standards Board (PESB) concerning teacher shortages. Due to time constraints, members were unable to discuss the second portion concerning the salary allocation model, and it was tabled to the January meeting.

Mr. Archer introduced the topic of the joint legislative priority to align the state's salary allocation model with the new system of professional credentialing of teachers. He provided background information on House Bill 2261 (2009 Session), Senate Bill 6109 (2015) and Senate Bill 6130 (2015) as it relates to salary allocation. Mr. Archer reminded members that the Board is asked to consider an approach to the state allocation for teacher salaries as a legislative priority, and not on a specific compensation proposal.

Ms. Wallace reported the House Bill 2261 is considered unfulfilled in the notion of an enhanced salary allocation model that aligns with state expectations for professional attainments of educators. She presented the current salary allocation model that is based on years of service, education level and clock hours for teachers. Ms. Wallace stated the reasons the model was originally considered to be well aligned with the continuum of educator development, and the reasons the licensure continuum no longer aligns with the model. Members reviewed the salary allocation model that emerged from the Quality Education Council's (QEC) Compensation Technical Working Group. Ms. Wallace noted that PESB's purpose in the work group was not to suggest certain salary amounts, but to provide feedback on the concept of a

new salary allocation model. The model retains the years of teaching experience, but also awards additional salary based on attainment of performance-based standards.

Board members discussed the salary controls in statute and clarified that the joint legislative priority would be for the structure of the salary allocation model and not for salary amounts.

Ms. Wallace requested the support of SBE for a salary allocation model based on demonstrated performance as a joint legislative priority.

Members were asked to take action on the proposed joint legislative priority during business items.

Public Comment

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Rader-Konofalski provided board members with student testing bill of rights petitions signed by students, parents, educators and other community members. The petitions urge the Board to support a policy shift in removing graduations requirements from all high school standardized tests, reduce the number of tests and clarify the standardized test scores. The petitions also requested the test scores not be used to decide if students should be held back or be used to determine if students can take accelerated courses if their course work shows they are competent to do so. Parents and students should be allowed to opt out of any standardized tests without fear of repercussion to the student. Ms. Rader-Konofalski encouraged the Board to support closing achievement gaps through more teaching and learning time instead of the test practices, test retakes, and test alternatives that go with high-stakes testing. Achieving the new set of requirements in 24-credit implementation should be sufficient evidence of a student's qualifications to graduate.

Ms. Megan McClure, Parent

Ms. McClure is concerned because her son is terrified of testing and cries when it's time to take the test. Parents are concerned about the amount of time students have to take in preparing for testing. Ms. McClure feels her son is so busy trying to learn how to pass the test that he can't learn anything else. He's a smart student who is great at math, but panics once he's timed for testing and scores below standard even though he knows the materials. She asked the Board to adjust the standards, remove high-stakes testing and trust educators to decide when a child is ready to move on.

Ms. Raschelle Holland, Instructional/Data Coach and K-6 Math Specialist, Spokane

Ms. Holland is a parent, award-winning national board certified teacher and works in a high poverty school. Spokane Public Schools recently announced that all fourth and fifth graders that scored a level three or four on the SBAC may be enrolled in a new accelerated math program. Her school had a low number of students who scored a level three or four on the SBAC. The district created a video promoting the new accelerated math program showing only prominently white students from another school who had a high level of students that scored a level three or four. The achievement gap is widening because of these things and children are being filtered at a young age based on a single test. The test itself and the information received is not useful to educators and is showing to be invalid and unreliable.

Ms. Heidi Bennett, Parent

Ms. Bennett is an education advocate and her son recently completed the Running Start Program in Seattle. She proposed to the Board that Running Start be expanded to promote vocational and technical certifications offered by local community colleges and it be available to more high school students. Her proposal, similar to the successful College Bound program, would be open to any student and intended to be available as early as middle school. College preparation plans are not effective, too many students are assigned to one counselor and the majority of programs available to earn a certificate while in high school are located in areas too far for students to reach. There is also a stigma around a lot of CTE classes. Ms. Holland presented her [proposal](#) to the Board and stated conversations would be needed around cost, capacity, and possibly waivers to implement the proposal. She feels we need more kids thinking about careers in their schools, looking at technical degrees and utilizing community colleges.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

Washington Roundtable recently adopted a goal to put forth effort to graduate 70 percent of Washington students who will have earned some kind of postsecondary credential. When discussing postsecondary credentials, Mr. Jeffries asked to include bachelor's degree, associate's transfer degrees, industry certification, and program completions. The majority of jobs in the state for a family wage will require one of those credentials. When looking at the data of graduates and non-graduates, we are not meeting our goal of students exiting high school who will earn postsecondary credentials. Mr. Jeffries feels the only way we can increase those numbers is to be intentional in focusing our efforts on the traditionally underserved populations of students.

Ms. Amy Liu, Policy Director, League of Education Voters

Ms. Liu said that without assessment data statewide, it's very difficult to identify gaps. The path that Washington is on leads to three statewide assessments in the four years of high school. Although it's a complicated issue, graduation rates in the state have increased since exit exams have been instituted.

Mr. James Boutin, National Board Certified Teacher, Tye Campus (Highline Public Schools)

Ms. Boutin indicated he brought a group of educators and students from the Tye Campus to discuss the responsibilities of using assessment data. He asked the Board to hear their stories as they provide public comment after him.

Ms. Rupika Madhavan, Teacher, Ace High School

Ms. Madhavan feels tests shouldn't be the only measure of student success. Making students and teachers feel like failures over one test is not ok. Ms. Madhavan feels she strives hard to work on curriculum that makes her students engaged, but finds that because of high stakes testing, most of her time is devoted to testing. The assessments limit a teacher's creativity and doesn't give the training needed for ELL students. Ms. Madhavan shared she's had ELL students that don't understand the questions for the math test and she was frustrated that she couldn't help them even though the student probably really knew the answer, but didn't understand it because it was in English.

Ms. Marilyn Fabian, Student, Tyee High School

Ms. Fabian feels the state tests make people feel less confident if they don't pass the test. This is why many students drop out of high school. There are many ELL students at her school and Ms. Fabian feels it's harder for them to comprehend what they're learning when English isn't their first language.

Mr. Jorge Alfaro, Student, Ace High School

Mr. Alfara feels mandatory state testing is unnecessary and sets barriers for ELL students. Spanish is his first language and he struggled his first few years in school in the United States. He started school in Washington in the fourth grade not knowing any English and was expected to pass the MSP exam at the end of that year. Mr. Alfara feels these tests could also be difficult for other ELL students that don't speak English fluently, especially when the results are linked to graduation.

Mr. Deangelo Clifan, Student, Tyee Ace High School

Mr. Clifan feels testing should not be a requirement for graduating high school because if you pass all your classes, you shouldn't have the one thing you don't pass stop you from graduating. He took the test last year and it was very stressful. Mr. Clifan felt that all he could think about was the test and he didn't do his homework because he spent so much time studying for the test. When he received his test scores, they weren't as high as he hoped and he was discouraged because he didn't meet his goal. Some students just don't do well on tests and they become depressed and mad when they don't do well. Mr. Clifan doesn't think state test scores should be connected to graduation requirements.

Mr. Luis Trejo, Student, Ace High School

Mr. Trejo feels standardized testing shouldn't be required for high school and it's not helpful to a student's learning. The curriculum taught is hard for students to understand and comprehend. Mr. Trejo feels the focus should be on the group of students not graduating because of the test and how that's impacting them.

Ms. Anna Hawryluk, Teacher, Ace High School

Ms. Hawryluk shared that she failed the math assessment when she took it in high school. Her parents paid for a tutor so she could retake the test, but she failed a second time. She was not set to graduate with her class even though she had a high GPA, but the legislature's decision during her senior year to delay linking graduation requirements to testing by one year allowed her to graduate on time. Ms. Hawryluk feels students should be rewarded for coming to school and working hard instead of punishing students for not passing a single test.

Ms. Maile Valu, School Counselor, Ace High School

Ms. Valu shared her experience with a student who was considering suicide. She sees the everyday pressures of the students to graduate and her day is spent hearing the struggles of our youth. They survive in unimaginable situations, but a lot of their time and energy spent is on worrying about high-stakes testing. Ms. Valu feels it's difficult to watch youth struggle with their self-worth and depression because of a score on a test. During testing time, a lot of counselors spent their days entering in student demographic information and troubleshooting the computers, but Ms. Valu would instead like to see that time spent supporting the

emotional and social needs of kids. She asked the Board to de-link high-stakes testing to graduation requirements.

Ms. Kris Blum, Director, New Market Skills Center

Ms. Blum thanked the Board for their work on equivalency credit. Skill centers are still struggling with inequities in earning equivalency credits, but work is being done to resolve it and OSPI is looking at another framework for equivalency credit. Ms. Blum thanked the Board for starting conversations around equivalency credit and leading the path on it. She asked that skills centers be partners included in the Board's discussion about defining career readiness.

Ms. Sabrina Burr, Education Advocate and Parent

Ms. Burr's daughter has had good elementary teachers and she's been actively involved in her daughter's education. She chose to opt her daughter out of testing last year and she realized that several weeks of her Individualized Education Plan (IEP) was not facilitated correctly. Ms. Burr feels her daughter was disrespected and made to cry. For her daughter, testing hasn't done anything to help. The weeks she lost in education due to testing is the same amount of time it takes schools to do gap closing. Ms. Burr feels these tests aren't doing anything for schools and we are failing our kids. Students are stressed out and hiding because of these tests that do nothing to help.

Ms. Rita Green, National Association for the Advancement of Colored People (NAACP)

Ms. Green feels high-stake testing should be eliminated and the denial of graduation be removed from these tests. While her daughter was in high school years ago, she took both the math WASL exam and the HSPE exam and did not pass. During this time, instead of being denied graduation, she was required to take a basic math class during her senior year. She tested at college level when she took the Compass exam and is currently attending graduate school out-of-state. Ms. Green feels her daughter has a successful future, but in today's standards, her daughter would have been a student denied graduation from high school. Exams are needed to gauge where students are and where additional instruction is needed to help reach the intended goal, but should not be used to determine graduation. Ms. Green feels if a student fulfills the graduation curriculum requirement, one test should not stop them from graduating.

Ms. James Hong, Vietnamese Friendship Association

Mr. Hong feels the OSPI data he's reviewed shows that many students with limited English don't graduate on time and he doesn't believe that's a result from lack of testing. Many refugee and immigrant students come to the United States as young adults and face obstacles because of the lack of support from teachers. Mr. Hong is concerned that testing exacerbates some of those challenges especially because of the language barriers.

Ms. Allison Sherry, Student, Shorewood High School

Ms. Sherry requested the Board delink high-stakes testing from graduation. Students are being tested too much with assessments and are also taking end-of-course exams scheduled to be linked to graduation beginning this year. Ms. Sherry feels the test preparation during class often involves random irrelevant lessons and using class time to prepare for the SBAC seems inappropriate. Teachers and students know that classroom grades are the best indicator of how a student is doing in class and assessments can be overly influenced by external factors.

Ms. Sherry has known students who get good grades, but have anxiety when taking the test and can't pass it. It's not fair that students are denied a diploma and deprived of weeks of instructional time in order to prepare for high stakes tests.

Data Spotlight and Board Discussion: Opportunity Gaps

Dr. Andrew Parr, Research and Data Manager

Mr. Parker Teed, Data Analyst

Mr. Tim Stensager, Special Assistant for Performance Management and Data Governance, OSPI

Dr. Parr reported that staff have been exploring the development of an Opportunity to Learn (OTL) Index for the purpose of identifying access and opportunity barriers. Members reviewed a table showing current ideas for the Index structure. The specific indicators in the table are grouped under four domains, which are major categories of opportunity gaps. The OTL Index would seek to identify the causes of the achievement gaps and proposing targeted reforms that have the potential to reduce achievement gaps by first reducing opportunity gaps. Dr. Parr shared the staff's vision of the OTL Index as an opportunity to compare the performance of Washington to peer states on key indicators as part of the SB 5491 work. Dr. Parr also suggested collaborative work with OSPI and other agencies on the development of an Opportunity or Equity tool for Washington districts and stakeholders.

Mr. Teed presented a partial list of possible OTL Index indicators and measures. The structure of the Index was influenced by staff discussion and research from the Annie E. Casey Foundation, KIDS Count Report, and EdWeek Quality Counts 2016 Report. Based on staff's exploration of similar research, the categories of Health and Behavior, Community, Access to Quality Instruction and Equitable Funding were created. Mr. Teed provided an overview of the OTL structure and the broad set of potential indicators.

Mr. Stensager presented data on earnings and unemployment rates by educational attainment and 2010 data on college participation rates for low income students by state. Mr. Stensager was asked by Superintendent Dorn a few years ago to develop a data dashboard as a tool to measure success. OSPI created their own performance indicators and aligned them with research-based predictors of postsecondary success. The indicators are reviewed by Superintendent Dorn three times a year to ensure work is leading directly to student success. Mr. Stensager provided members a tutorial of how to access the OSPI Performance Indicators and their delivery scheduled on the OSPI web site through interactive worksheets, charts and animations at state and district levels. Members reviewed various data samples pulled from the interactive worksheets.

Members felt the online tool provides a good opportunity for seeing a comprehensive connection between the different opportunities that impact achievement. Members would like to see OSPI provide data for each individual school instead of only districtwide averages.

Members provided the following feedback to staff on the OTL:

- Including cultural importance of education, family stability, student mobility and percentages of Adverse Childhood Experiences as indicators and measures
- Including other measures besides primarily poverty

- Determining if OTL measures are useful and actionable based on which level its reported
- Possibility of receiving data from other sources that have collected it previously
- How the OTL differs from the OSPI performance indicators tool
- Under the Equitable Funding category, including “The gap between percentage of population identified as special education and what the school district is receiving”
- Partnering with others that have influence over certain measures to create the OTL

Governor Inslee’s Proposed 2016 Supplemental Budget

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer provided an overview of Governor Inslee’s proposed 2016 supplemental budget.

The following elements were included:

- What was added that impacts public schools
- What was not included that impacts public schools
- A comparison of the Governor’s budget to Superintendent Dorn’s budget request
- Proposed revenue for funding Governor Inslee’s proposal on teacher salaries and mentoring to address the teacher shortage problem

Members discussed the district’s reliance on local levies, the contempt fines of *McCleary*, and whether there is potential for progress to be made in full funding of basic education during this legislative session.

Board Discussion

Members reviewed the agenda for Thursday and discussed the following in preparation for business items. Members discussed replacing “teachers” with the word “educators” in the joint legislative priority document, and how soon the SBAC testing data will be available for the proposed August special board meeting for reviewing and establishing high school cut scores.

Superintendent Dorn brought attention to the language in the federal ESSA bill allowing local school districts to request other nationally recognized assessments in place of the statewide assessment, but that Washington state law requires the use of only one assessment system, which is the SBAC test. Also, the ESSA added new language to Highly Qualified for content-certified teachers. “Highly Effective” has now been required. OSPI plans to have discussions with districts about what it means and how it impacts teachers.

Members discussed concern regarding the PESB proposal for salary allocations and how the salary model proposed allows teachers to jump to a higher level of compensation without additional years of experience.

Required Action Districts Update

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

Mr. Michael Merrin, Assistant Superintendent, Office of Student and School Success, OSPI

Mr. Craig Shurick, Director of Operations, Office of Student and School Success, OSPI

Ms. Drake provided an overview of the Required Action District (RAD) process, what type of schools are designated and the Board's role. Members reviewed the Achievement Index data for Priority, RAD Cohort I and RAD Cohort II schools. Ms. Drake reported that the RAD process is effective and school performance of schools in the process showed general improving over a three year period of time. Former RADs have by in large maintained their improvement. For some schools, the targeted subgroups have shown more improvement than the All Students group, indicating that gaps are closing.

Mr. Merrin and Mr. Shurick presented updates for the 2015-2016 designated RAD schools, which included their demographics, 2012-2015 performance on state assessments and audit report recommendations. The districts included in the update were Soap Lake, Marysville, Tacoma, Yakima and Wellpinit. OSPI will continue to provide support to the districts, monitor their progress and report updates to the Board throughout the year.

Mr. John Adkins, Principal of Wellpinit, thanked the Board and OSPI for their support. He reported the district is very satisfied with the gains they are making in student achievement and provided an update on efforts they are continuing for implementing change.

Credit-based Graduation Requirements Waiver

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Bamba, Principal, Gibson Ek High School

Ms. Paula Phelps, Executive Director of High Schools, Issaquah School District

Mr. David Berg, Learning Through Interest Coordinator, Gibson Ek High School

Mr. Archer reported that SBE received an application and required documentation for a request by Issaquah School District and Gibson Ek High School for a waiver of credit-based graduation requirements as authorized by WAC 180-18-055. The waiver can be granted for up to four years, and only if the district demonstrates that the noncredit-based graduation requirements it proposes to replace the credit requirements meet the minimum college core admissions standards for students planning to attend a baccalaureate institution. Issaquah School District requests the waiver for the 2016-17 through 2019-20 school years for a new high school called Gibson Ek. Students must apply to be enrolled in the school and students that need a smaller school community or an alternative learning experience were encouraged to apply.

Ms. Bamba presented Gibson Ek High School's vision, mission and academic design. Mr. Berg presented the school's competencies and learning goals and stated the district has received strong community support for an innovative school model.

Some members were concerned if students would still be receiving an education that meet standards to be career and college ready if the waiver was approved. Other members stated that the previous Big Picture schools have had good results, and appreciated the district's bravery in starting this new school.

Ms. Phelps spoke about the district's decision to close Tiger Mountain Community School and how it assisted in the design of Gibson Ek High School.

Members were asked to take action on the application during business items.

Meeting adjourned at 5:15 p.m.

Thursday, January 14

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. Tre Maxie, Mr. Baxter Hershman, Ms. Judy Jennings and Ms. Madaleine Osmun (14)

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)

Absent: Mr. Dan Plung, Mr. Randy Dorn (2)

Call to Order

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

Career Readiness from a Student's Perspective

Mr. Baxter Hershman, Student Board Member

Mr. Hershman presented definitions of both college readiness and career readiness as provided by outside sources. Common Core lines up with college readiness and is measurable. Career Readiness is made up of “soft skills” and is not as easy to measure or standardize. Mr. Hershman defined “soft skills”, also known as 21 Century Skills, as an attribute acquired through doing and experiencing something. He indicated “hard skills” are the skills a person may list on their resume, but “soft skills” are attributes of a person’s personality, customer service and other’s impressions of yourself.

Mr. Hershman interviewed five recent high school graduates on their experience in receiving career preparation in high school and shared their responses to the Board. The graduates felt there was very little career preparation provided in high school. Students want general life and work skills and need help exploring their career options, especially with how to get there. Schools should remind students that a four-year university is not the only path, and career readiness is dependent on the career.

Mr. Hershman presented 2014-2015 unemployment rates for high school graduates and college graduates. He closed his presentation with the conclusion that high school insufficiently prepares students for careers and education and is based more around scores and numbers. The needs from students is for life skills and high school should provide more options for students to explore career choices and opportunities.

Every Student Succeeds Act: Briefing From Congress

Ms. Sarah Bolton, Education Policy Director, U.S. Senate Health, Education, Labor and Pensions Committee

Ms. Bolton provided a briefing on the Every Student Succeeds Act (ESSA), which reauthorizes the Elementary and Secondary Education Act, and key changes from the previous law to the new law. Ms. Bolton's briefing included the following:

- Background of getting the bill, under its previous name of No Child Left Behind Act, replaced and passed through both the Senate and House
- New requirements, programs, grants and restrictions
- Sections of the bill that remained the same and what was repealed or amended
- Implementation of the law and timelines

Every Student Succeeds Act: State Policy Implications

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Dr. Alan Burke, Executive Director, WSSDA

Mr. Bill Keim, Executive Director, WASA

Mr. Scott Seaman, Director of High School Programs, AWSP

Ms. Sally McNair, National/State Education Policy Coordinator, WEA

Panelists were asked to answer a series of questions that are posted on <http://www.sbe.wa.gov/materials.php>. Some of the common answers are as follows:

Question #1

- The role for the federal government in the rulemaking process
- Less federal oversight is beneficial
- The new bill is much more logical and balanced than NCLB
- Changes of leadership at the state and federal level, and how that will impact progress that's been made
- Concern for the amount of time that implementation will take
- Implementing the changes from the bill in a fair and equitable manner
- Working with stakeholders to create some consistent applications of collaborative venture
- Defining high expectations and doing what's best for kids and not adults
- No reduction in the amount of federally mandated tests
- Benefit of using more measures to assess schools and strong language in the bill focusing on a more well-rounded education
- The benefit to parents of the additional language on testing transparency.
- Concern about the assessment audits and getting a valid and reliable measure of indicators of school quality and student success

Question #2

All panelists stated they strongly believe that the leaders in Washington will continue to focus on disadvantaged students, keep high standards for kids and support struggling schools.

Question #3

- Developing the state plan is the core of the work this next year
- How to include the multiple outcome measures into the current Index

- Student feedback on what’s working well in schools should be considered in how the plan is built
- Having a growth mind-set in how we work with school improvement and create enough flexibility to customize what works in specific communities
- Keeping in mind the challenges schools are facing economically and socially when creating the goals and indicators

Question #4

- School improvement should be intentionally seeking the best practices that are happening in the state
- Addressing the social and emotional needs of students
- Providing support that makes sense to Required Action Districts

Board members discussed the following:

- Unintended consequences of increasing local flexibility with less oversight from the federal government
- What the role of the U.S. Department of Education will be now in state policy
- Loss of culture in schools with high staff turnover
- The importance of growth as a measure in the accountability system
- The work needed to submit a new accountability plan to the federal government

Members were asked to take action on an ESSA resolution during business items.

Alternative Learning Experience Update

Ms. JoLynn Berge, Chief Financial Officer, OSPI

Mr. Dierk Meierbachtol, Special Assistant for Legal Affairs, OSPI

Mr. Meierbachtol reported that some former Washington charter schools have requested to join an alternative learning experience option due to the Supreme Court’s decision finding the Charter Schools Law to be unconstitutional. In the wake of the ruling, Superintendent Dorn urged the Supreme Court to delay its final decision until the end of the school year, but the Supreme Court moved forward in finalizing its ruling in December 2015. Mr. Meierbachtol reported the Mary Walker School District offered to help design a program that could temporarily enable students to be served in the former charter schools for the remainder of the school year, pending legislative changes, using the OSPI’s Alternative Learning Experience (ALE) finance rule. Mr. Meierbachtol summarized the rule that allows districts to receive funds for programs without using a typically seat-time methodology for accounting for those students. OSPI made minor temporary changes to their rules in order to accommodate the students of the seven former charter schools that elected to enroll in the Mary Walker School District. OSPI will pay the district an apportionment for claiming those students under authority of OSPI’s rules, and the district is contracting with those former charter school operators to provide services to those students. Mr. Meierbachtol indicated there are some potential legal questions that could arise with Mary Walker School District operating a program in other school districts, and this change in rule is only a temporary solution to prevent an interruption of instructional time for this year. Mr. Meierbachtol gave an update on each of the nine former charter schools’ current status as reported to OSPI.

Members were concerned about potential legal ramifications and how students from other districts being enrolled in Mary Walker School District will impact the Achievement Index data.

Public Comment

Ms. Phyllis Bunker Frank, Citizen Advocate and Former SBE Board Member

Ms. Frank expressed disappointment the High School and Beyond Plan and graduation requirements were not included in the Wednesday morning discussion on Career and College Readiness. Ms. Frank noted that the culminating project was, unfortunately, discontinued with the Legislature's passage of the 24-Credit Graduation Requirements. Ms. Frank asked the Board how much and in what ways will they be keeping the High School and Beyond Plan as a focus? Regarding the opportunity gaps data spotlight presentation, she felt that learning time was a missing input that should be added. For the ESSA discussion, Ms. Frank is interested to know who will be looking at the funding for supplementary learning and summer learning and how they will come back to the districts to support learning around the year. Schools are losing money on reteaching and reviewing due to learning loss outside of the traditional school day and year. Ms. Frank feels that if we're asking for more money from the legislature, then we need to be accountable to how we are going to support supplemental learning over the summer and outside of the school year. She raised concern over the loss of funding for supplemental learning. She also raised concern on the financial cost of summer and outside-the-school-day learning loss.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

Mr. Jeffries stated the United States Department of Education has already begun negotiated rule making and they specifically requested that, in addition to educators, that business leaders, civil rights organizations, advocacy organizations, parents and students and be part of the process. Mr. Jeffries requested the groups he previously mentioned be considered as strong stakeholders and that their opinions and thoughts are invited and valued. He opposes delinking assessment tests to graduation. Students have historically graduated with a diploma that didn't have the content needed to take advantage of the opportunities post graduation. Mr. Jeffries feels SBE has a strong voice in the conversation and it's absolutely necessary for the success of students that they be provided an education that prepares them for careers and college. The assessment tests are a necessary measure to ensure kids receive it.

Ms. Julia Warth, League Education Voters

Ms. Warth was excited to hear from both the ESSA panelist and the Board speak of their dedication to keeping high standards, closing gaps and using data to target resources. Our system is inadequate in supports it provides to students that are struggling and that face challenges. Ms. Warth feels eliminating the tests or reducing accountability will only hide the problem and not help students or help close gaps. We need to maintain high standards and use the data we have to provide schools and students with the supports they need to meet those high standards. Data should be leveraged to improve student learning earlier on. Ms. Warth feels students are going to face high-stake tests throughout their life and many employers require a technical skills test when applying for a job. We need to be preparing students for those experiences too. Ms. Warth looks forward to working with the Board on how we can

improve the use of assessment data to target support and better prepare students. She also looks forward towards further discussion about implementing ESSA.

Board Discussion

Impacts of ESSA and Implementation

Mr. Rarick stated there are impacts of the ESSA on the work of the Board. Members reviewed the reading and math performance improvement goals in WAC 180-105 adopted by the Board after the No Child Left Behind Act was adopted in 2002. Mr. Rarick stated these goals will need to be updated in response to the new federal law and for state law to be aligned with the implementation of ESSA. There is a requirement in state law that the Legislature be allowed to respond when the Board sets performance improvement goals. Mr. Rarick suggested members discuss the new structure through the spring and summer and possibly take action at the September meeting. This will depend on discussions of timelines with OSPI.

Mr. Rarick has requested OSPI and SBE collaborate in determining the processes for implementing ESSA. He also has invited Superintendent Dorn to add new members of his choice to the Achievement and Accountability Workgroup in order to begin discussions about ESSA work. Members felt it was important for OSPI and SBE to have a common message to the public in the process moving forward, and discussed sending a letter to Superintendent Dorn requesting partnership. Board members requested Mr. Rarick updated members on discussions with OSPI and progress being made.

Mr. Rarick stated it's unclear if there is a requirement to change the Achievement Index, but there are certain parts of the law that suggest opportunities to make changes. Members discussed the role of both SBE and OSPI in submitting and revising the accountability workbook for federal law. Members also discussed possible advocacy efforts to the Legislature regarding recommendations for a revised accountability system and creating a subcommittee of members to explore and identify those recommendations.

Career Readiness

Members discussed the following:

- The relationship between career and technical education (CTE) and career readiness
- The importance of career readiness and that it hasn't been communicated well to students
- Pursuing NASBE's Deeper Learning Stipend
- The impact to school systems and educators of assessing students in being career ready once it's been defined
- The value of adding "Civic" to the definition of College and Career Ready
- Benefits of having all kids engaged in a culminating project or some alternative
- Need for teachers to be intentional in helping students become prepared for the workforce
- Only common and popular careers are emphasized in school and students should be exposed to a diverse range of careers throughout their K-12 experience
- Assessing students as career ready should not result in another assessment exam

Opportunity Gaps

Mr. Rarick reported that Mr. Stensager and the Washington Association of Nonprofits are engaged in similar projects around creating an Opportunity to Learn Index (OTL). He plans to recommend a partnership to both groups in forming a collaborative project for a district-level OTL.

Members were concerned about the amount of time and resources that will be needed for the Board to take on the several new projects. Mr. Rarick recommended delegating the Executive Committee to manage some portions of the work between bi-monthly board meetings.

Business Items

Motion made by Member Lavery to approve the location change from Gig Harbor to Everett for the March 8-9, 2017 board meeting.

Motion seconded.

Motion approved.

Member Hughes abstained.

Motion made by Member Bailey to approve a special board meeting for reviewing and establishing high school cut scores, including alternative assessment cut scores, on August 15, 2016.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve temporary waiver of graduation requirements for the following districts for the number of years and reasons requested in their applications to the Board:

- Clarkston School District
- Everett Public Schools
- Spokane Public Schools

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the minutes from the November 4-5, 2015 board meeting.

Motion seconded.

Member Koon moved to amend the November 4-5, 2015 minutes as shown in Exhibit C.

Motion seconded.

Member Osmun commented the minutes on page nine of the board packet referenced that she was not taking any Advanced Placement classes this year in two different paragraphs and that was not correct.

On behalf of Member Osmun, Member Koon made a modification to her amendment to add the words "not to take as many" after "She elected" in the second sentence of page nine of the board packet and add the words "as many" before "AP classes this year" in the second to last paragraph of that section on page nine.

Motion seconded.

Motion carried.

Motion made by Member Koon to adopt “Align and Address Educator Compensation Systems with New Credentialing Policies and Address Educator Shortages” as a 2016 legislative priority, as shown in Exhibit A.

Motion seconded.

Mr. Teed stated the original exhibit document was amended to have the word “teacher” replaced with “educator” in the document title and in the last sentence of the document. Members discussed the value of the salary allocation model and if it helps teacher shortages to make more certification requirements.

Motion carried.

Motion made by Member Fletcher to approve the credit-based graduation requirements waiver for Issaquah School District for the 2016-17, 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Motion seconded.

Member Maxie requested the Board continue to receive updates of how the school is doing. Member Jennings was concerned the motion language implies the waiver is for the entire district and not exclusive to Gibson Ek High School.

Member Fletcher withdrew her motion.

Motion made by Member Fletcher to approve the credit-based graduation requirements waiver for Gibson Ek High School as requested by Issaquah School District for 2016-17, 2017-18, 2018-19, and 2019-2020 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Bailey to adopt the Every Student Succeeds Act resolution, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Laverty to approve staff drafting and filing a CR-101 for possible amendment to Chapter 180-105 Washington Administrative Code – Performance Improvement Goals.

Motion seconded.

Motion carried.

Board Discussion

Mr. Rarick recommended the Board expand the Achievement and Accountability Workgroup to include individuals OSPI would recommend and begin those conversations around implementation of the ESSA. Board members discussed writing a letter to OSPI from Chair Muñoz-Colón stating the recommendation, but decided to allow Mr. Rarick to meet with Superintendent Dorn first in the following weeks. Mr. Rarick will recommend next steps of action to Chair Muñoz-Colón based on his discussions with OSPI.

Chair Muñoz-Colón adjourned the meeting at 2:47 p.m.