

# The Washington State Board of Education

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

Green River Community College  
Lindbloom Student Center  
Glacier Room  
12401 SE 320<sup>th</sup> Street  
Auburn, Washington

March 14-15, 2012  
Green River Community College  
Auburn, Washington

## MINUTES

### Wednesday, March 14, 2012

Members Attending: Chair Jeff Vincent, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Mr. Jack Schuster (14)

Members Excused: Mr. Randy Dorn, Dr. Bernal Baca (2)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Loy McColm, Mr. Aaron Wyatt, Ms. Colleen Warren, Mr. Jack Archer (6)

The meeting was called to order at 8:33 a.m. by Chair Vincent.

Ms. Edith Bannister, Interim Vice President of Instruction and Vice President of Extended Learning and Economic Development, Green River Community College welcomed the Board to the College. Members asked clarifying questions about the programs at the College.

Ms. Connie Fletcher was given the Oath of Office for her gubernatorial appointment to the Board in Position Four. Ms. Fletcher's appointment began on January 23, 2012.

### Consent Agenda

**Motion** was made to approve the Consent Agenda:

- Approval of Minutes from the January 11-12, 2012
- Approval of Minutes from the February 23, 2012 Special Meeting

**Motion** seconded

**Motion** carried

### Washington Science Standards, the Fordham Foundation Review, and Preparing for Next Generation Science Standards and National Trends in STEM Education

Mr. David Heil, President, Heil and Associates, Inc.

The 2012 Fordham Report on the State of State Science Standards scored Washington's standards with a grade of 'C.' Twelve states and the District of Columbia fared better and 27 states fared worse. Mr. Heil, who led the Boards review of Washington's science standards in

2008, provided a perspective on the meaning of the Fordham Report's assessment. He previewed the issues the Board may want to explore as Washington considers the next wave of science standards.

Washington is one of 26 lead states providing input and reactions to the work of the writers of the Next Generation Science Standards (NGSS). The NGSS are based on the Framework of K-12 Science Education, released in July 2011 by the National Research Council of the National Academy of Sciences. The NGSS are scheduled to be released in fall 2012. Washington, as a lead state, has committed to giving "serious consideration" to adopting the new standards.

Mr. Heil joined representatives from the Office of Superintendent of Public Instruction in previewing issues the Board may want to explore in consideration of the Next Generation Science Standards.

### **Washington Next Generation Science Standards**

Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI

Ms. Ellen Ebert, Science Director, OSPI

Dr. Craig Gabler, Regional Science Coordinator, ESD 113

Washington's common core implementation timeline focusing on the foundation includes the following phases:

1. Common Core State Standards (CCSS) exploration and adoption.
2. Build awareness and begin building statewide capacity.
3. Build state capacity and classroom transitions.
4. Statewide application and assessment.
5. Statewide coordination and collaboration to support implementation.

The key components of Washington's process include:

#### **Exploration**

- Engagement of state content leadership associations and educators in reviewing and providing input on drafts.
- Conducting targeted outreach for input during development.
- Once finalized, conduct comparisons and seek widespread input through a variety of methods.

#### **Adoption**

- The state Superintendent makes the final adoption decision only after the following:
  - ✓ Engagement throughout the process of key statewide partners and stakeholder groups.
  - ✓ Recommendation from the State Curriculum Advisory and Review Committee (CARC).
  - ✓ Consideration of the current state context around recent standard adoptions, assessment changes needed for system-wide capacity to support implementation.

The K-12 framework for science education is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in science and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.

The next generation science standards include the following dimensions:

1. Scientific and engineering practices.
2. Crosscutting concepts.
3. Disciplinary core ideas.

Washington's role as the lead state partner includes:

#### K-12 Framework Dissemination

- Building Capacity for State Science Education (BCSSE).
- Information and implementation across the state is just beginning.
- Washington STEM grant opportunities.
- Potential MSP opportunities.

#### Next Generation Science Standards (NGSS)

- Lead state meetings with Achieve.
- Confidential draft reviews.
- Public draft review.
- Anticipated timeline to finalize.

The implications at the state, regional, and local levels for NGSS include:

- Increased professional learning needs.
- Infusion of engineering processes and content.
- Material/kit alignment.
- 21<sup>st</sup> century curriculum.
- Learning progressions over K-12 span.
- Improves STEM opportunities.
- Science in kindergarten.
- High school requirements.

Dr. Craig Gabler joined the presenters to discuss reflections on NGSS in Washington and discussion followed.

#### **ESEA Waiver Status and Future Work of the Joint Select Committee on Education Accountability**

Ms. Sarah Rich, Research Director

Mr. Jack Archer, Policy Associate

Dr. Alan Burke, Deputy Superintendent, OSPI

In September 2011, the U.S. Department of Education (ED) announced guidelines for state educational agencies wishing to apply for flexibility waivers. The waivers would allow relief from existing sanctions under the No Child Left Behind (NCLB) accountability system. On February 27, 2012, the Office of Superintendent of Public Instruction submitted an ESEA Flexibility Request to the U.S. Department of Education. The request was developed in partnership with SBE and was aligned with the expectations of RCW 28A.657.110, which directed OSPI and SBE to seek approval from the ED to use the Achievement Index to replace the federal accountability system known as No Child Left Behind.

Four required principles were established by the Education Department for states to meet, which include:

1. College- and career-ready expectations for all students for Washington.
2. State-developed differentiated recognition, accountability, and support.
3. Supporting effective instruction and leadership.
4. Reducing duplication and unnecessary burden.

Explanations of the four principles were provided in the packet for the Board's review.

The E2SSB 6696 requires the Legislature to consider what should happen if a Required Action District continues not to make improvement after an extended period of time. To answer this question, the Legislature created the Joint Select Committee on Education Accountability made up of four members from each of the largest caucuses of the Senate and the House of Representatives. The Committee is scheduled to convene after May 2012. The Committee is required to produce an interim report to the Legislature in September 2012 and a final report, with recommendations by September 2012. The Committee was directed to:

- Identify and analyze options for a complete system of education accountability, particularly consequences in the case of persistent lack of improvement by a Required Action District.
- Identify appropriate decision-making responsibilities and accompanying consequences at the building, district, and state level.
- Examine models and experiences in other states.
- Identify the circumstances under which significant state action may be required.
- Analyze the financial, legal, and practical considerations that would accompany significant state action.

A committee of SBE members will take the lead on accountability work with support from staff. Members of the SBE ESEA Committee include: Kris Mayer, Bernal Baca, Amy Bragdon, Sheila Fox, and Bob Hughes. Their charge will be to:

- Become familiar with the ESEA Flexibility request.
- Be knowledgeable of the Education Department's feedback and revisions to the request.
- Be familiar with developments of the Joint Select Committee on Education Accountability and potentially participate in Joint Select Committee meetings.
- Contribute to Board member discussions during Board meetings.

A letter to the Joint Select Committee on Education Accountability was provided for review. Discussion will continue during the Business Items on Thursday for approval to move forward with the letter.

Timelines are as follows:

	Spring/Summer 2012	September-December 2012	January-August 2013	September-December 2013	January-March 2014
SBE and OSPI	May-September 2012, engage stakeholders to develop updated Achievement Index	OSPI and SBE pilot updated Achievement Index to determine Reward, Priority, and Focus schools	OSPI and SBE monitor and adjust updated Index as needed	OSPI fully implements updated Achievement Index to determine Reward, Priority, and Focus schools	Legislative approval and/or implementation of State Accountability System (Incorporating the Joint Select Committee

	Spring/Summer 2012	September-December 2012	January-August 2013	September-December 2013	January-March 2014
					recommendations)
Joint Select Committee	May 2012: Joint Select Committee convenes  September 2012: Joint Select Committee interim report due			September 2013: Joint Select Committee final report due	

### **Call for Additional Nominations for Vice-Chair Election**

Mr. Jeff Vincent, Chair

Chair Vincent announced the names submitted for nomination for the currently vacant Vice-chair position. They are: Dr. Kris Mayer, Ms. Phyllis Frank, and Ms. Connie Fletcher. Chair Vincent added Ms. Amy Bragdon as an additional nominee for the position. This election is to fill out the existing term of Dr. Dal Porto through September 2012. At the retreat meeting in September, elections will be conducted for all members on the Executive Committee. Chair Vincent asked the nominees to indicate whether they accept or decline the nomination to fill out the current term. Dr. Mayer, Ms. Frank, and Ms. Fletcher respectfully declined the nomination and voiced their support for Ms. Bragdon to fill out the remainder of the Vice-chair position through September 2012. Action will be taken during Business Items on Thursday.

### **Public Comment**

#### Wendy Rader-Konafalski, Washington Education Association (WEA)

Science: The Board's conversation today revolved around how to make our system ready for the New Generation Science Standards. Our science teachers are also very enthusiastic about more emphasis put on a broad and rich science curriculum. The reality is that currently there is one, and only one, assessment for science and that is the End of Course biology. Originally there were two planned, one in biology and one in chemistry, but funding prevents the development of the second test. Moreover, this test is being used as a high stakes graduation requirement starting with this year's freshmen. Two things result: 1) students taking biology in the 9<sup>th</sup> grade have not had a grounding in biology in the earlier grades and expecting them to pass this year is unrealistic. Teachers predict a train wreck with most kids not passing the test for no fault of their own or of their teachers. There is simply not enough time to get the kids up to speed on the new standards in such a short time; 2) with funding short and priorities needing to be set, many schools are reducing other parts of their science programs, eliminating physics, chemistry, astronomy, etc. in favor of biology only. This is not preparing a fertile ground from the New Generation of Science. WEA believes the Board should put this issue on their list of things to change. By delaying the use of this test as a graduation requirement we allow time to let the new standards come in and align assessments in a common sense way at the appropriate time and in a way that does not engineer artificial focus on only one area of science.

The Joint Select Committee on Accountability: Ms. Rader-Konfalski reminded the Board that this provision was written into SB 6696 specifically in answer to “what if the Required Action Districts do not perform well even after intervention and assistance?” The first, and probably only RAD cohort, is still in its second year. If the RAD experience is anything like the School Improvement Grants (SIGs), then we have no reason to believe that these schools will not make great strides and the interventions planned in the Joint Select Committee will be moot. RADs must have federal money to be implemented and that money is not forthcoming, so there will likely be only this one cohort of RADs. It doesn't seem like this Committee really has much to do and seems unnecessary. The real issue is how do we continue the funding and resources that the RADs currently have for three years in order to continue the good work. An accountability committee in place of true support and funding seems a questionable trade-off. Finally, a call for inviting teachers to come and speak formally to the Board on issues at hand: The practitioners are the ones who know what is happening, are trained to provide insight and guidance, and need to see the value of policy changes in order to be able to implement them. WaKIDS, waivers, accountability, science—our teachers need to be able to come before you to provide you with up to date information and for you to ask questions of.

#### Peggy Douglas, Paterson School District

The Paterson School District has been blessed to be part of the modified calendar pilot for the past three years. The modified calendar has shown that that students are missing less school time and test scores have increased. More than 60 percent of students in the District are English language learners and due to the modified calendar teachers are able to spend more time with them and other struggling students. Ms. Douglas thanked the Board for the opportunity to be on the modified schedule and asked them to consider continuing the schedule for the District.

#### Lauri Hawker, Paterson School District

Ms. Hawker spoke about the many benefits of the four-day school week, which includes: higher test scores, fewer missed school days, longer instruction time, and more family time. She encouraged the Board to continue giving Paterson School District the opportunity to continue on the four-day school week schedule. She spoke with many parents before attending today's meeting who are in favor of the four-day school week and who said that going back to the five-day school week would be very detrimental to children and the community. Paterson School District has shown that the four-day school week is a good program in every aspect.

#### River Hawker, Paterson School District Student

Ms. Hawker asked the Board to continue the four-day school week because she has more time for family and more time to study. She thanked the Board for allowing Paterson School District to have the shorter school week.

#### Lori Keener, Paterson School District

Even though Ms. Keener has taken a pay cut with the four-day school week, the extra time for student interaction has been very beneficial. The four days a week has allowed staff to schedule appointments on the fifth day rather than taking away from the classroom to do that. The benefit allows for a lot of wonderful things in the District.

#### Dawn Steinmetz, Paterson School District

Families in the Paterson School District live in a very rural area and the closest town for families to shop, see doctors, etc. is 30 or more miles away. Most families would have to pull their child out of school for a day to go for appointments and staff would have to do the same. With the four-day school week this is not necessary. A modified schedule also allows many other



benefits other than personal ones. It allows for a shorter school year, alleviating the costs to operate on the fifth day. Working in the classroom since the modified schedule started, she has noticed a difference with children's learning experiences. Teachers are able to spend a little longer on one subject and go in depth with the explanations for their subjects. Students are getting more information and better involvement with the tasks on hand. They have never had a problem adjusting to the longer school day and are eager to learn and are well adapted.

#### Ric Palmer, Bickleton School District

Thanked Ms. Douglas from the Paterson School District for her work on getting the modified calendar pilot in place, which benefitted Bickleton School District as well. In his School District, the community has to drive 25 miles to get gas or other amenities. The pilot has saved money for the District, which was redirected back to the classroom. The District is still use the Reading First model, which is highly effective. Due to the cost savings with the modified calendar, the District can continue using it. With the modified calendar, student attendance has increased and staff absenteeism is very low. The District English language learners and struggling students are benefitting from the extra attention die to the schedule. Mr. Palmer stated that he and Ms. Douglas look forward to approaching the Legislature to get language in the rules for the modified calendar.

#### **Option One, Option Two, and Graduation Requirement Waiver Requests**

Ms. Sarah Rich, Research Director

Mr. Jack Archer, Policy Associate

The Board has the statutory authority to grant waivers from the basic education requirement for a 180-day school year to districts that propose to operate schools on a flexible calendar for purposes of economy and efficiency. No more than five waivers may be granted at any time, including no more than two districts with student enrollment of less than 150, and no more than three districts with student enrollment of 150-500.

At its special Board meeting on February 23, the Board reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on the discussion at the February meeting, the framework was revised as follows:

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data and that can be substantiated by external data to the extent available?
2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?
3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:
  - Impact on children who rely on free and reduced price nutrition services.
  - Impact on the ability to recruit and retain employees in support positions.
  - Impact on children whose parents work during the missed school day.
  - Other concerns raised by the community at the required public hearing.

Three districts have applied for Option Two waivers and their applications were analyzed in light of the three-point framework for approval. The districts include: Bickleton School District, Mill A School District, and Paterson School District. Applications were provided in the member packets for review and a summary was provided during the meeting for Board discussion.

Option One waiver requests were presented for approval as follows:

District	Days	Years	New/Renew
Eastmont	5	3	New
Granger	5	3	Renew
Snohomish	4	3	New
South Bend	3	3	Renew

The credit-based graduation requirements request includes:

Existing waivers:

- Highline School District, Odyssey High School – expires after 2018-19.
- Highline School District, Big Picture High School – expires after 2011-12.
- Federal Way School District, Truman High School – expires after 2012-13.

Current waiver request:

1. High School District, Big Picture High School – through 2014-15.

Members will be asked to take action on the waiver requests presented for approval during Business Items on Thursday.

### **Understanding the Changing Workforce Needs in Washington's Economy**

Ms. Eleni Papadakis, Executive Director, Washington Workforce Training and Education Coordinating Board (WTECB)

By statute, the Board is required to continue ongoing collaboration with workforce representatives. RCW 28A.305130 lists among the Boards duties the responsibility to *“articulate with the institutions of higher education, workforce representatives, and early learning policymakers and providers to coordinate and unify the work of the public school system.”*

The Workforce Board is lined directly to the intent of HB 2170 – the Career Pathways Act. The Board has taken particular interest in this bill due to its inclusion of language pertaining to the opt-out procedures associated with Algebra II coursework and the third math credit graduation requirement.

The WTECB places a high priority on weaving workforce experience into a student's high school coursework and is working on a grant from the U.S. Department of Labor designed to match schools with employers through a web-based database.

Ms. Papadakis presented on how to best define the workforce problem in key data points. The WTECB co-sponsored a study released in 2011 entitled *A Skilled and Educated Workforce* and a slide from that report on 2010 wages and unemployment education level was provided for the Boards review.

The Workforce Training and Education Coordinating Board consists of two parts:

1. Improving youth outcomes.
2. Performance accountability considerations from a workforce development perspective.

Ms. Papadakis presented information to improve outcomes as a top priority of the WTECB for 2012. She reviewed the United States unemployment rate from July 1980-2010 for youths 16-24 and adults 25 and over.



WTECB has a two-pronged strategy, which includes:

1. Advocating for policy reform regarding pathways to prosperity strategies.
2. Programmatic research, development, and demonstration using a U.S. Department of Labor Workforce Innovation Fund Grant for work-integrated learning and positive youth development.

*A summary of the Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21<sup>st</sup> Century* was provided for members review. Discussion followed with clarifying questions from Members.

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

### **Thursday, March 15, 2012**

Members Attending: Chair Jeff Vincent, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis (Bunker) Frank, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Mary Jean Ryan, Mr. Tre' Maxie, Mr. Matthew Spencer, Ms. Cindy McMullen, Mr. Kevin Laverty, Mr. Jack Schuster (14)

Members Excused: Mr. Randy Dorn, Dr. Bernal Baca (2)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Ms. Loy McColm, Mr. Aaron Wyatt, Mr. Jack Archer (5)

Staff Excused: Ms. Colleen Warren (1)

The meeting was called to order at 8:17 a.m. by Chair Vincent.

### **Student Presentation**

Mr. Matthew Spencer, Student Board Member

Mr. Spencer presented on improvement of K-12 education in Washington State. He offered the following ideas to help improvement:

#### **Student-teacher Communication**

1. Teachers clearly communicate standards to hold students accountable.
2. Create time to allow students to approach teachers during school hours.
3. Hold teachers accountable for grades.
4. Post current grades online for students and parents.

#### **SBE Steps to Improve Communication**

1. Continue to promote innovation both on a smaller and larger scale.
2. Encourage districts to incorporate an online grading system.
3. Encourage flexible schedules – promote the idea of an “Options Period.”

Mr. Spencer encouraged the Board to move ahead on instituting a 24 credit requirement. He suggested bringing in school districts that are already doing this to a future Board meeting to share their experiences and then to promote those shared ideas on the SBE website or through communication materials.

**Call for Election of Vacant Vice-Chair Position**

Mr. Jeff Vincent, Chair

**Motion**, by acclamation, was made to appoint Ms. Amy Bragdon as the Vice-chair filling the term vacated by Dr. Dal Porto through September 2012.

**Motion** seconded

**Motion** carried

**Auburn School District -- Washington Achievement Award Schools and Discussion of Reform Efforts**

Dr. Kip Herren, Superintendent, Auburn School District

Dr. Herren highlighted reform efforts in the Auburn School District and gave an overview of the District’s strategic plan. Teacher Leadership Academies were implemented in the District as a key strategy for improving the quality of instruction. Dr. Herren presented statistics in the District and answered clarifying questions from the Board. A copy of the District strategic plan goals were provided for the Boards review.

**P-13 System Goals-Setting – Lead System Indicators**

Mr. Ben Rarick, Executive Director

SBE has initiated a goals-setting project for the purpose of helping the P-20 system to define success and track improvement. Members discussed the consideration of potential Leading System Indicators (LSIs) with which to gauge the health of the system and set P-20 goals.

SBE will solicit stakeholder feedback on potential LSIs in anticipation of a May Board meeting adoption. In May, the Board will also explore additional data points instrumental to improving performance on LSIs.

Staff has developed the following timeline of stakeholder engagement and Board action leading to final adoption of a complete set of indicators and goals in November 2012.

<b>Timeline</b>	<b>Action/Topic</b>
March Board Meeting	<ul style="list-style-type: none"> <li>• Propose/adopt timeline engagement of stakeholders.</li> <li>• Propose/adopt committee of the Board to work the project between meetings.</li> <li>• Propose initial set of Lead System Indicators (no adoption).</li> </ul>
Between March and May Board Meeting	<ul style="list-style-type: none"> <li>• Two stakeholder engagement meetings.</li> <li>• One to two sub-committee discussions.</li> </ul>
May Board Meeting	<ul style="list-style-type: none"> <li>• Adopt LSIs as foundation of goals-setting structure.</li> <li>• Propose goals on LSIs.</li> <li>• Propose initial set of Foundation Indicators.</li> <li>• Discuss link between Achievement Index, AMO’s required for ESEA and the Boards goals.</li> </ul>
Between May and July Board Meeting	<ul style="list-style-type: none"> <li>• Two stakeholder engagement meetings.</li> <li>• One to two sub-committee discussions.</li> </ul>

<b>Timeline</b>	<b>Action/Topic</b>
July Board meeting	<ul style="list-style-type: none"> <li>• Adopt LSI goals (ten year).</li> <li>• Adopt Foundation Indicators.</li> </ul>
Between July and September Board Meeting	<ul style="list-style-type: none"> <li>• Seek stakeholder input on initial package of goals, website construction, usability, etc.</li> </ul>
September Board Meeting	<ul style="list-style-type: none"> <li>• Board reviews product in its entirety.</li> <li>• Makes suggestions and modifications to reflect last wave of feedback.</li> </ul>
Between September and November Board Meeting	<ul style="list-style-type: none"> <li>• Raise awareness among key stakeholders.</li> <li>• Communications plan/publicity.</li> </ul>
November Board Meeting	<ul style="list-style-type: none"> <li>• Final adoption of set of goals.</li> <li>• Initiate discussion on policy implications and best practices that help the state achieve the goals.</li> </ul>

The Lead System Indicators, recommended by staff, include:

1. Third grade reading.
2. High school graduation.
3. Postsecondary attainment rates of credential, certificates, or degrees.

Other Lead System Indicators considered but not initially recommended are:

1. The achievement gap.
2. A whole child indicator.
3. Kindergarten readiness.
4. Middle school math performance.

Following is feedback received by staff from the recent meeting of the Graduation – a Team Effort (G.A.T.E) group:

1. What about the whole child? Why isn't there a dedicated LSI for the whole child?
2. Concerns about health and social service indicators; as well as socio-emotional learning. The vision is to include these as foundation indicators.
3. Why isn't kindergarten readiness an LSI? When does the system begin? What are we accountable for? Data availability? Classic foundation indicator?
4. Why the gap between third grade reading and graduation rate? What about middle school math and science?
5. Why is the Board building a separate website?
  - OSPI report card, ERDC site.
  - Ultimate long-term plan could be to 'turn over' the website to the SLDS initiative.
  - We want to set the goals, but we don't want to become a 'data administration' agency.

The SBE Washington Forward Committee includes: Connie Fletcher, Tre' Maxie, Kevin Laverty, Cindy McMullen. The Committee will:

1. Maintain continuity and member engagement and guidance on the project between meetings.
2. Help shape the work product and how it can leverage change.
3. Facilitate and engage in stakeholder input process.

Committees have no formalized powers.

### **Green River Community College Math Transcript Placement System**

Dr. Joyce Hammer, Dean of Transfer Education, Green River Community College  
Ms. Christie Gilliland, Dean of Transfer Education, Green River Community College

The Board reviewed Green Rivers Community College's (GRCC) innovative mathematics course placement method. Instead of relying on ACCUPLACER and COMPASS tests solely, GRCC developed a multiple-measures approach to course placement, factoring students' school coursework, the proximity of that coursework to community college enrollments, and grades. This approach develops strong collaborative relationships between community colleges and neighboring districts. It appears to offer an incentive to students to take more math courses, since doing so potentially gives them more control over their course placement at the community college level.

The transcript placement methodology is part of the Transitions Math Project at the State Board for Community and Technical College and is also a focus of the K-12/higher education summit, initiated by Superintendent Randy Dorn last fall.

### **Implications of the McCleary Decision for the Washington State Legislature**

Representative Pat Sullivan, House Majority Leader

Representative Sullivan was unable to present at the meeting due to the 2012 Special Session.

### **Legislative Review**

Mr. Ben Rarick, Executive Director  
Mr. Jack Archer, Policy Associate

The proposed 2012 supplemental budget spreadsheet was provided for the Members' review. A summary of the budget was provided and discussion followed.

The current legislative activity was provided and discussion followed.

### **Public Comment**

#### **Natasha Mckibben, Eatonville School District**

For her senior project, Ms. Mckibben participated in a flexible schedule committee designed to investigate the possible implication of a four-day school week in the Eatonville School District. The committee found that not only would the flexible schedule save the District money to reallocate back to the District, the off day would also provide valuable time for teachers needing professional development, meeting in teams to support struggling students, and curriculum alignment with the Common Core State Standards. It would potentially save the District's current programs and continue the upward trend the District is seeing in the classrooms. The committee expected that by eliminating one day of food service, utility bills, and buses, the District would be able to add free full day kindergarten in addition to other programs. After calculating the deduction, the committee determined that the flexible schedule would not be practical for the 2012-2013 school year but might still be a possibility in future years. Ms. Mckibben thanked the Board for the opportunity to speak.

#### **Marie Sullivan, Washington State School Districts' Association (WSSDA)**

Ms. Sullivan encouraged the Board to review bills that are currently being considered. She gave a brief overview of the bills.

Jeff Petty, Highline Big Picture

Big Picture's waiver was approved four years ago and if the waiver is renewed, the School will have another four years. When Big Picture got the initial waiver there was no contact with the Board, which doesn't give the Board an opportunity to push the School in its work or give the School an opportunity to push the Board in its work as. Mr. Petty feels like the School is implementing a model that goes against leading with the standards and doesn't address in a specific way the use of EALRs. It's not serving kids well when they drop out. There is a great risk of moving students through the day and then they go on to do it in college as well. Where's the depth in their education? Mr. Petty suggested that if their waiver is approved for another four years, that they see the Board once a year to be accountable and offer some dialog with the Members.

Sandy Zimmerman, Highline Big Picture

Ms. Zimmerman spoke on her experience in the school's internship program, which is based on participating in the program two out of five days a week. She distributed a copy of her resume to the Members. Her internship experience is during the school year as well as in the summer. Ms. Zimmerman was accepted in to corporate internships at Starbucks and the Port of Seattle. She stated that she's not sure she would've been given the same opportunities without the internship in school. She has been accepted at four colleges and is looking forward to having the opportunity to choose the best school for her future.

Samanth Ayala, Highline Big Picture

Ms. Ayala interns at two law firms and has learned a lot of social skills and working with other adults. The internship is preparing her for the future to be independent and learn early on. The teacher/student connections are a benefit. Teachers are welcoming and are great advisors. The environment makes her motivated and gives her the opportunity to make plans for herself.

Loren Demeroutis, Highline Big Picture

Mr. Demeroutis thanked the board for the time to speak. He explained that Big Picture is the only school that he's worked at that every single student has made significant progress. Students have connections to learning and an understanding of where they want to go in their lives. Students that weren't going to school at all and enrolled in Big Picture are now attending college. Mr. Demeroutis invited the Board to visit Big Picture. He said that he is happy to come to the Board meetings to make periodic reports, which would be a benefit to the school as well as the Board Members.

**Business Items**

Waivers: 180 School Day (Option One/Economy and Efficiency); and Credit-Based Graduation Requirements

(a) Approval of Economy and Efficiency Waivers (RCW 28A.305.141)

**Motion** was made to approve Bickleton and Paterson School Districts applications for an economy and efficiency waiver under RCW 28A.305.141 from the 180 day school year for school years 2012-13 and 2013-14 for the number of days requested.

**Motion** seconded

**Motion** carried

(b) Approval of Option One Waivers (RCW 28A.150.220; RCW 28A.305.140; WAC 180-18-040)

**Motion** was made to approve Eastmont, Granger, Snohomish, and South Bend School Districts from the 180 day school year requirement for the number of days and school years requested in their applications to the Board, subject to the following condition:

*If a state law is enacted authorizing or mandating that a school district operate on less than a 180 day school year, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall be automatically reduced by a number equal to the total number of school days a district reduces its school calendar for that year below the current 180 school day requirement.*

**Motion** seconded

**Motion** carried

(c) Approval of Credit-Based Graduation Requirement (WAC 180-18-055)

**Motion** was made to approve Highline School Districts Big Picture High School application for a waiver from the credit-based graduation requirements in WAC 180-51-061; WAC 180-51-066; and WAC 180-51-067 for school years 2012-13 through 2014-15.

**Motion** seconded

Discussion

**Amended Motion** was made to approve Highline School Districts Big Picture High School application for a waiver from the credit-based graduation requirements in WAC 180-51-061; WAC 180-51-066; and WAC 180-51-067 for school years 2012-13 through ~~2014-15~~.

**Amended Motion** seconded

Discussion

**Amended Motion** denied

Discussion

**Original Motion** carried

SBE Strategic Plan Modifications

**Motion** was made to approve the plan modifications to the State Board of Education's Strategic Plan.

**Motion** was seconded

**Motion** carried



SBE Letter to Joint Selection Committee on Accountability

**Motion** was made to approve the State Board of Education's letter to the Joint Select Committee on Education Accountability.

**Motion** was seconded

**Motion** carried

SBE Committees:

(a) Goal Setting/Washington Forward Committee

**Motion** was made to approve the establishment of the State Board of Education Goal Setting/Washington Forward Committee composed of the following members:

1. Connie Fletcher
2. Kevin Lavery
3. Tre' Maxie
4. Cindy McMullen

**Motion** seconded

**Motion** carried

(b) Accountability Committee

**Motion** was made to approve the establishment of the State Board of Education Accountability Committee composed of the following members:

1. Bernal Baca
2. Amy Bragdon
3. Sheila Fox
4. Bob Hughes
5. Kris Mayer

**Motion** seconded

**Motion** carried

Meeting was adjourned at 3:21 p.m. by Chair Vincent.