

May 8-9, 2012
Educational Service District 105
Yakima, Washington

MINUTES

Tuesday, May 8, 2012

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

Members Excused: Dr. Sheila Fox, Dr. Kris Mayer (2)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Aaron Wyatt, Mr. Jack Archer, Ms. Loy McColm, Ms. Janet Culik, Ms. Colleen Warren (7)

The meeting was called to order at 8:30 a.m. by Chair Vincent.

Ms. Jennings was given the Oath of Office for her appointment to the Board as the Private Schools Representative. Mr. Ulmer was given the Oath of Office for his appointment to the Board as the Junior Student Member for Eastern Washington.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- Approval of Minutes from the March 14-15, 2012 Board meeting

Motion seconded

Motion carried

Ms. Frank reported on her participation in the Washington Achievement Awards ceremony. She commended the students and others who made the ceremony a great success.

Strategic Plan Dashboard

Mr. Aaron Wyatt, Communications Director

Mr. Wyatt discussed the division of labor to allocate resources for SBE staff. He explained the new format for the Dashboard, which will be presented at each Board meeting in the future. Work completed in March and April was presented for the Members' information.

The current work on the 2012-2014 Strategic Plan goals were reviewed. Board discussion followed.

Legislative Perspective

Senator Curtis King, 14th Legislative District

Senator King provided his perspective on creating a student-focused K-12 system, including transition to a 220-day school year with a longer school day. Sen. King said research shows that the longer school year would maximize student achievement, especially for at-risk children, because students lose ground over the long summer break and have to catch up again when school resumes in the fall. Senator King proposed eliminating Grade 12 and increasing the state share of the property tax as possible ways to pay for a longer school year. He also advocated for giving building administrators more authority over personnel decisions and for changing the compensation system to reward teachers for doing an exemplary job.

The Board discussed the 2012 supplemental budget, which includes no program reductions in K-12 education, but provides approximately \$12 million in enhancements including several aligned with the Board's Strategic Plan goals. HB 2824, which eliminates Student Achievement Program (I-728) allocations and creates a Joint Task Force on Education Funding, HB 2483, which creates a Student Achievement Council for higher education planning and oversight, and HB 2492, which requires fiscal impact statements on proposed SBE rules, were reviewed and discussed.

Incorporating Student Growth into Statewide Accountability Systems – Colorado Student Growth Model

Mr. Richard J. Wenning, RJW Advisors, Inc.

This summer, OSPI will begin calculating student growth percentile data using the Colorado Growth Model. Building-level data will be available by fall 2012 for inclusion in a new draft Achievement Index aligned with the Elementary and Secondary Education Act (ESEA) flexibility principles. Dr. Wenning presented to the Board as a national expert on the design and implementation of education accountability and performance management systems. Materials provided for the Members included:

- *Growth Models and Accountability: A Recipe for Remaking ESEA* by Kevin Carey and Robert Manwaring.
- *Roadmap for Next-Generation State Accountability Systems* by the Council of Chief State School Officers (CCSSO).

Mr. Wenning provided a framework for understanding performance. The development of a Washington State school accountability framework that includes student growth data will be a priority for the Board moving forward.

Option One Waiver Requests and Discussion of WaKIDS 180-Day Waiver Implementation

Mr. Jack Archer, Sr. Policy Analyst

Colville School District submitted a waiver request of six days for three years for the purpose of professional development for teachers and administrators. Action was scheduled for the following day.

The Board reviewed Option One waiver requests for districts implementing the legislatively mandated program called the Washington Kindergarten Inventory of Developing Skills (WaKIDS). In the landmark school finance legislation of 2009 and 2010, the Legislature

extended the definition of basic education to full-day Kindergarten. WaKIDS is voluntary for districts receiving state support for full-day Kindergarten in 2011-12. It becomes mandatory in 2012-13. A required component of WaKIDS is the family-teacher conference called Family Connections. WaKIDS waivers will be granted for one year only. The Board will work with the Legislature for a permanent solution so that districts will not continue to need basic education waivers to implement WaKIDS.

Copies of the applications for waivers were provided for members before taking action on Wednesday during the business meeting.

Washington ForWard Discussion – Lead System Indicators

Mr. Aaron Wyatt, Communications Director

Ms. Sarah Rich, Policy Director

At the November 2011 Board meeting, a goals-setting action plan (ForWard) was initiated to help the Board move forward on its strategic plan goals. The project is intended to provide a quick snapshot of the overall health of the P-13 education system.

Potential timelines for the remaining work and the need for increased stakeholder participation were discussed. The Members decided to focus their immediate attention on the inclusion of student growth data into development of a statewide school accountability framework.

Public Comment

Steve Davidson, Washington Association of Learning Alternatives (WALA)

Mr. Davidson came into the alternative program with several goals: 1) to get kids back in the program and develop a more rigorous curriculum; 2) to develop online learning programs; and 3) to work with WALA to bring an accountability system to the state. The quality of education for a child at graduation is not always what it could or should be. It's everyone's responsibility to make sure kids get what they need to graduate. There is environmental damage to kids along their journey and it's crucial to create a learning environment for them. Mr. Davidson is working on a resolution proposal with WALA on unethical practices. WALA needs to take charge and set parameters. Not all kids in Mr. Davidson's program are going to college so WALA is looking at post-graduate activities for those students. Mr. Davidson asked to participate in the accountability process being created by the Board.

Standard Setting for End of Course Biology

Ms. Cinda Parton, Director, Assessment and Student Information, OSPI

Dr. Tom Hirsch, Co-founder, Assessment and Evaluation Services

Under RCW 28A.305.130, SBE is required "to annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, most specifically in schools with special circumstances and unique populations of students."

The following questions and clarification were provided for the Members:

1. What is standard setting?
 - Standard setting is a formalized process to determine how well students need to perform on an assessment to be classified into performance levels.
2. Why don't we do standard setting every year?
 - Once standards have been set, scores for tests given in later years are adjusted through statistical equating, assuring that the difficulty for the performance levels stays the same.

3. Why don't we just use something like 80 percent correct?
 - A pre-established percent correct would make the performance levels easier or more difficult simply due to how hard the questions are on a given year's test.

Following is the standard setting approval process:

1. The Superintendent recommends cut scores to be used on the end of course biology exam.
2. The exam has three cut scores, separating four levels of student performance:
 - The cut between Below Basic and Basic.
 - The cut between Basic and Proficient.
 - The cut between Proficient and Advanced.
3. The Board's cut scores will be used to report the 2012 results and will be used in future years until such time as the standards are revised or revisited.

Board discussion followed. The Board took action during the business meeting on Wednesday and will convene a special meeting on August 6, in Olympia, to review the cut scores.

Basic Education Waiver Criteria – Options Moving Forward

Ms. Sarah Rich, Policy Director

Option One, 180-day waivers are approved for districts to enhance educational programs and improve student achievement. The Board is considering the adoption of criteria to evaluate requests for waivers from the statutory requirement for a 180-day school year and providing for other requirements as determined necessary to evaluate a district's need for a waiver. The rule revisions will provide clarity, consistency, and greater certainty in how the Board will exercise its delegated waiver authority.

Staff recommendations are:

1. Continue to approve waiver requests for full-day parent teacher conferences.
2. Condense Option Three back in to Option One.
3. Establish criteria to review and approve Option One, which would now also include those previously eligible for Option Three waivers.
4. Cap Option One waivers at five days, exclusive of WaKIDS waivers but inclusive of other waivers for parent teacher conferences.
5. Create a new type of waiver for Innovation with a higher bar for approval and more rigorous renewal criteria.
6. Establish criteria to review and approve Option Two waiver applications.

The Board will discuss potential rule revisions in detail at the July 2012 Board meeting in Bellingham.

Common Core and Next Generation Science Standards and Implications for Assessment and Graduation Requirement Policies

Dr. Alan Burke, Deputy Superintendent, OSPI

Ms. Cinda Parton, Director, Assessment and Student Information, OSPI

Staff from OSPI presented an overview of the differences and commonalities between Common Core Standards and Next Generation Science Standards. Washington's implementation timeline and activities were discussed.

The adoption of revised standards will result in updated statewide assessments aligned to these standards. The revised tests will also result in slightly different assessment grades evaluated. The current testing system includes:

1. Reading and Math: Grades 3-8 and 10.
2. Writing: Grades 4,7, and 10.
3. Science: Grades 5, 8 and 10.

The Smarter Balanced Assessment and Common Core Standards testing system includes:

1. English/Language Arts and Math: Grades 3-8 and 11.
2. Science exams are required under ESEA but are not included in SBAC.

The current testing requirements for graduation by class was discussed. The Board asked clarifying questions and discussion followed.

Public Comment

Kelly Hennessey, Yakima School District

During her first four years of teaching at Davis High School, in addition to the required biology, honors biology, and honors chemistry courses, Ms. Hennessey taught molecular biology and marine biology. Those two courses, as well as anatomy and physiology, were elective science classes. None of the science electives, which fed the development of critical-thinking minds are now being offered. The schedule is now primarily composed of remedial and graduation-required classes. Davis High School is in the process of changing the master schedule to specifically accommodate the end of course assessment in biology. The focus has changed to meet the specific state standards; however, according to several biology staff members at the University of Washington, incoming students have critical-thinking skills that are consistently declining. The continuous changes in standards, testing, and requirements have diminished the legitimacy of the assessments. It's difficult to prepare students and impress upon them the seriousness of assessments that impact their graduation when those requirements change. A board assessment that will be sustained over time is needed. Accountability must begin with the family and student. Until schools are in control of all variables that impact student success and achievement, schools cannot be held accountable. Until other measures are in place for appropriate accountability on all participating parties, state testing will not be an appropriated gauge of student or school success. We need to see an increase in broad STEM-based courses that expose students to a variety of content and topics. The current system does not meet the needs of all students and is perpetuating the one size fits all system with the biology end of course assessment.

James Klarich, Yakima School District

Mr. Klarich stated that the state is not ready for the science exam. In his presentation today, Dr. Burke spoke about the timeline for implementation for Common Core Standards/Next Generation Science Standards being six to seven years; the timeline from the new science standards to biology end of course was two years. Dr. Burke also spoke about teachers being able to see the test while administering it; teachers have to sign a document promising not to look at the science test. He also stated that we "hope the EOC scores for biology are similar to math." Mr. Klarich pointed out that we should not be hoping, we should have some confidence and can have this by not requiring testing so soon. There are limited opportunities and resources offered by the state, ESDs, and others to help prepare schools. Schools don't know what alternatives there will be for the students who do not pass the biology end of course. Although this reform effort began nearly 20 years ago, we still are not ready for the biology

EOC to be a graduation standard. Mr. Klarich thanked the Board for the opportunity to speak and encouraged the Board to find a way for more time to be prepared for the exam.

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

Ms. Sullivan stated that at the September 2011 meeting, she asked for a partnership to discuss waivers. Even though staff are asking to file a CR101, it doesn't put the Board in a stakeholder mindset. She recommended that the Board step away from a CR101 at this time and partner with WSSDA for a discussion. WSSDA cautioned the Board to give LSIs some time before moving forward. She suggested that the Board look at the end goal and what will be the best for students, teachers, etc. She invited members to the WSSDA Board meeting on June 29.

Student Musical Performance

The Selah High School Combo joined the meeting and provided excellent entertainment.

The meeting was adjourned at 4:30 p.m. by Chair Vincent.

Wednesday, May 9, 2012

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

Members Excused: Dr. Sheila Fox, Dr. Kris Mayer (2)

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

Staff Excused: Ms. Colleen Warren (1)

The meeting was called to order at 8:07 a.m. by Chair Vincent.

ESD Superintendent, Steve Myers, welcomed the Board to the ESD and Yakima. He talked about activities within the ESD.

Before and After: Where I Started, Where I Am, and Where I'm Going

Mr. Jared Costanzo, Student Board Member

Mr. Costanzo talked about his school experience saying that in middle school and freshman year he was an average student. By sophomore year, he became involved in student government and started seeing above average grades. Mr. Costanzo was appointed to the SBE at the end of his sophomore year. He was one of the top five percent in his class in his junior year. After joining the SBE he was encouraged by former student Board Member, Anna Laura Kastama, to get more involved in clubs in school. In his senior year, Mr. Costanzo became ASB President and began the student voice project. He is very involved in debate as well and is slated to go to nationals this year. Mr. Costanzo has been accepted at American University in Washington DC, School of Public Affairs, which ranks number twelve in the country. In the future he would like to attend law school and has a passion for making a difference in public service. He would like to be appointed to the SBE and has aspirations for politics. Mr. Costanzo thanked the Board Members and staff for their constant support and encouragement during his tenure on the Board.

ESEA Waiver Update

Ms. Sarah Rich, Policy Director

On February 27, 2012, OSPI submitted an ESEA Flexibility Request to the US Department of Education. The request was developed in partnership with SBE and was aligned with the expectations of RCW 28A.657.110.

The Joint Select Committee for Education Accountability was created in legislation before there was any contemplation of an opportunity for flexibility from ESEA. The timeline provided to the Members for review includes the Flexibility Request and incorporates simultaneous SBE/OSPI work and Joint Select Committee work.

Ms. Rich provided information and clarification on the three addenda that were added to the original request and discussion followed.

Legislative Update/Wrap-Up

Mr. Jack Archer, Sr. Policy Analyst

During the Legislative Special Session, beginning in December 2011, the Legislature took a combination of actions to reduce the size of the budget deficit by \$480 million. The December early action budget left a remaining problem for the 2012 Legislative Session of more than \$950 million, plus whatever amount desired in ending reserves.

The budget that passed the Legislature in Second Special Session on April 11, increased budget resources by \$444 million while reducing appropriations by \$755 million. It left an ending fund balance (before vetoes) of \$54 million, and \$265 million in the state's "rainy day" fund.

The K-12 budget was presented with highlights that align with the Board's Strategic Plan Goals as follows:

- Strategic Plan Goal Two: Provide Policy Leadership for Closing the Academic Achievement Gap.
- Strategic Plan Goal Four: Promote Effective Strategies to Make Washington's Students Nationally and Internationally Competitive in Math and Science.
- Strategic Plan Goal Five: Advocate for Policies to Develop the Most Highly Effective K-12 Teacher and Leader Workforce in the Nation.

Center for Reinventing Public Education, SIG Report

Ms. Sarah Yatsko, Research Analyst, Center on Reinventing Public Education

The Center for Reinventing Public Education (CRPE) conducted a series of interviews in School Improvement Grant (SIG – also known as MERIT) schools in early 2011 during the first cohort's initial implementation year. They produced a set of findings and recommendations that were presented in *Tinkering Toward Transformation: A Look at Federal School Improvement Grant Implementation*, published in March 2012. Findings were that the schools at that point in the grant did not demonstrate bold and transformative change as envisioned by the US Department of Education. OSPI provided student achievement data from SIG schools as of spring 2012 for the Board's review.

Public Comment

Robert Sanders, Yakima School District

Mr. Sanders believes that the transformation model will work but the report is too early to show right now. Districts and OSPI did the best they could to meet requirements. Washington Middle School focused on reading and math and went with two new curriculum programs and is showing gains. The new curriculum moved 97 percent of students from level one to level three. It's important to know the behaviors we want staff to model. The Middle School has implemented an attendance coordinator to monitor absences, which has increased student attendance.

Dan Thomas, Sunnyside School District

Sunnyside High School, as one of the schools that received School Improvement Grant status in 2010 is part of Cohort One, which means it is in year two of the three-year grant. Sunnyside is committed to a philosophy of institutional trust, caring for one another and not hiding from flaws. This philosophy came from using Grant money to create a unique partnership with Gonzaga University, whose educational leadership program is preparing more principals who share this philosophy. The School also adopted the relentless use of meaningful data to drive instruction and promote growth, not simply to evaluate and move on. The Grant provided time to gather, analyze, and apply findings from this information with colleagues in weekly professional learning communities. Students are informed regularly about their average daily attendance rates, their individual progress towards graduation, and their growth in achieving learning standards. Students now inquire and talk about their own data with knowledge and understand how they are preparing to become productive citizens. Sunnyside has changed the culture of education based on the vision that 100 percent of students will graduate by performing at or above standard. The vision is being accomplished by the School's commitment to the curriculum, instruction, and assessment process throughout the building. The professional learning communities are used to identify in detail what students need to know and be able to do. Sunnyside has increased instructional time by adding an extra hour to the day, which allows the restructure to a five period day and a trimester system. The school implemented targeted, strategic, timely interventions to ensure student success. Attendance has risen to over 95 percent daily average; graduation has increased 20 percent (including ELL students); students meeting math standards have almost doubled; and the number of students passing all classes has risen 20 percent. Sunnyside has introduced a system where teachers are empowered to identify problems using solid data; to propose solutions based on research of best practices; to work collegially with peers, educational leaders, and administrators; and to hold themselves accountable for results. Mr. Thomas stated that "positive results can only be expected if we are empowered and supported in our mission."

Heather Harris, Yakima School District

Washington Middle School is one of the 17 schools in School Improvement Grant status. Ms. Harris' goal is to help students realize that they can be successful readers and move them on to high school. The school is in its first year in the Read 180 program. It offers teachers lower class sizes to work with small groups of students, differentiate instruction to their needs, and encourage them to believe in themselves. The school has two blocked periods to provide a 20 minute whole group activity, then move on to 20 minute rotations of: small group instruction; computer software; and modeled and independent reading. The school has become reading and math focused, with both programs providing many reports and data on individual students' progress. Teachers can identify strengths and weaknesses of the students and guide instruction to assist them. Both the math programs and Read 180 program allow students' practice on the computer to prepare them for online testing. The school has had approximately 70 hours of professional development in the Read 180 program. Mr. Thomas is confident that

next year's scores will be better after a year of practice with the program and training. Administrators have been proactive and have a plan for sustainability after the grant expires. They have elected teachers to be certified support specialists that will get additional training so the remaining teachers have continued support. All students in the school that are below grade level are currently receiving a Tier two reading intervention which adds another 30 minutes of reading instruction.

Kevin Chase, Grandview School District

Transformation is the only option the District has. It's very difficult and the most resistant path to follow. Mr. Chase talked about wholesale change in people's beliefs and the way they do business. Unions were an integral part of getting the grant and it was a partnership with the district. The district was the investment model, adding professional development and skills in the classroom. The exchange between adults and students in the classroom is an investment. We need to invest in our own employees. There's nothing streamlined about getting a grant. We all admit that students need help. It wasn't about the political cover but the political will to get things done. Districts are underfunded. We need ample funding to make it work.

Julio Sanchez, Yakima School District

The District is in its second year of the SIG program. Adams Elementary is considered a high end school, but that wouldn't happen without community and parent involvement. Parenting classes were implemented to give parents the opportunity to understand what's happening at the school. Adams also started having parent walk throughs in the classroom which created buy-in from the parents. Mr. Sanchez encouraged the Board to continue to invest in students and parents. Basic needs are critical for students to be successful. If parents don't have basic learning to help their children, they need to be assisted by the school.

Elaine Beraza, Yakima Public Schools

Ms. Beraza has experienced transformational schools outside of Washington State and said that transformation has helped Yakima schools. The Washington Education Association (WEA) has partnered with the district that has three SIG schools, which are all in high poverty areas. Every system in the district has to respond differently after the award of the SIG, which helped the district in making changes. Chaos sometimes creates amazing things. Things that were changed the first month helped us reevaluate and make further positive changes. There are areas where the district needs to find funding. Ms. Beraza said that the district appreciates the opportunity and feels they are good stewards of the money. Things aren't perfect but better. Staff need to believe all children can learn and that they can make a difference. SIG schools need more time to make it work.

Focus for Board Moving Forward

Mr. Jeff Vincent, Chair

Chair Vincent and Vice-chair Bragdon met with staff to discuss focus moving forward. Chair Vincent facilitated the discussion as follow:

- United effort behind Accountability and Growth Model Index
- Defer discussion of LSIs for now.

Board discussion followed.

School Improvement Grant Panel

Mr. Dave Chaplin, Principal, Washington Middle School, Yakima

Mr. Lee Maras, Principal, Adams Elementary, Yakima

Mr. Chuck Salina, Principal, Sunnyside High School, Sunnyside

Ms. Heidi Hellner-Gomez, Director, School Improvement, Sunnyside
 Mr. Ryan Maxwell, Assistant Principal, Sunnyside High School, Sunnyside

Representatives from three local School Improvement Grant schools were invited to present to the Board. Discussion included successful strategies for school improvement, data gathered from their efforts thus far, and future challenges.

Board members commented and asked clarifying questions of the panel members.

Waiver Discussion

Mr. Ben Rarick, Executive Director
 Ms. Sarah Rich, Policy Director

After the Tuesday discussion, staff was asked to review the language of the CR 101 changes to the rule as follows:

Original Recommendation	Revised Proposal
A1. Continue to approve waiver requests for parent-teacher conferences.	A2. Create a new category of pre-approved waivers for full day conferences. No cap of days.
B1. Integrate Option Three with Option One.	B2. Integrate Option Three with Option One.
C1. Adopt criteria for Option One waivers.	C2. Adopt criteria, but without the local/temporary criterion. Requirement of district-wide average of 1,000 instructional hours.
D1. Cap the number of waiver days available (Option One)	D2. Do NOT cap days, but requests over five days trigger additional Board Member review.
E1. Create a new innovation option with no cap of days.	E2. Not necessary (see D above).
F1. Adopt criteria for Option Two waivers.	F2. Same.

The timeline was discussed as follows:

	Proposed:	Option
Board approves filing of new CR 101 (intended rule making)	May 9	
File CR 101	By noon May 23	
Publication of CR 101 in Register	June 6	
Board approves CR 102 (text of proposed rule)	July 12	Discuss in July, approve in September
File CR 102	By July 18	September
Recommended hearing on CR 102	September 25	November
Board approves final rule	November 9	January
File CR 103	November 10	January
Rule effective	December 10	February

Board discussion followed.

Next Five SBE Meetings

Mr. Ben Rarick, Executive Director
 Ms. Sarah Rich, Policy Director

A trajectory of the May, July, August, September, and November meetings leading in to the 2013 Legislative Session was provided for Member discussion.

Business Items

Waivers

a. **Option One Waivers**

Motion was made to approve Colville School District's request to waive six school days from the 180 day school year requirement in RCW 28A.150.220 for school years 2012-13, 2013-14, and 2014-15.

Motion seconded

Motion carried

b. **WaKIDS Waiver Requests**

Motion was made to approve Anacortes, Edmonds, Everett, Federal Way, Ferndale, Highline, Mount Vernon, Prosser, Royal, and Wenatchee School Districts' requests for a waiver from the 180 day school year requirement in RCW 28A.150.220 for kindergarten students only, for the number of days and schools requested for the 2012-13 school year to allow for administration of the WaKIDS assessment.

Motion seconded

Discussion

Motion carried

End of Course Biology Standard Setting Process

Motion was made to approve OSPI's process for setting the End of Course Biology exam cut scores.

Motion seconded

Motion carried

CR101 for Waivers

Motion was made to approve the CR101 regarding waivers for filing with the Code Reviser.

Motion seconded

Motion carried

The meeting was adjourned at 2:50 p.m. by Chair Vincent