

The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

November 7 – 8, 2012
ESD 112
Vancouver, Washington

MINUTES

Thursday November 8, 2012

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

Members Excused: Chair Jeff Vincent, Dr. Bernal Baca,

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

The meeting was called to order at 8:30 a.m. by Vice Chair Mary Jean Ryan.

Kevin Lavery recounted his representation of SBE to the Vietnamese student delegation. They presented Kevin with a piece of artwork, which he gave staff to hang in the SBE office.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- September 25-27, 2012 Board Meeting Minutes
- October 17, 2012 Special Board Meeting

Motion seconded

Motion carried

SBE Strategic Plan Update and Review

Mr. Ben Rarick, Executive Director

Mr. Aaron Wyatt, Director of Communications and Partnerships

The Members reviewed the current work related to the Boards 2012-2014 Strategic Plan.

Initiative 1240 Status Update

Mr. Jack Archer, Senior Policy Analyst

Ms. Colleen Warren, Assistant Attorney General

Votes are still being counted as of this meeting, however, the initiative appears to be passing. Sec. 209 of Initiative 1240 requires the State Board of Education to establish an annual application and approval process and timelines for entities seeking approval to be charter school authorizers. Eligible authorizers are school district boards of directors and the

Washington Charter School Commission established by the act. The initial process and timelines must be established no later than 90 days after the effective date of Sec. 209. This must be implemented through rule adoption. Ninety days after the effective date of this section is March 6, 2013. In order to adopt rules by this date, as required by this section, SBE would need to initiate rule-making through approval of the filing of a CR 101, Preproposal Statement of Inquiry, at its November 2012 meeting.

The Board considered the following:

1. What are the responsibilities of the State Board of Education under Section 1240, Initiative 1240, relating to charter schools?
2. How must these responsibilities be met through rule adoption?
3. Why is it necessary, should the measure be approved, to initiate rule-making through approval of the filing of a CR 101 at the November Board meeting.

Board members discussed the differences between the two different “Authorizers,” the Charter School Commission and school district boards of directors. School district boards of directors are subject to SBE approval and oversight, but the Charter School Commission is not.

Members suggested that staff include interdependencies/tandem actions of the Charter School Commission in planning materials.

Review AAW and Staff Recommendations for Revised Index

Mr. Aaron Wyatt, Director of Communications and Partnerships

Ms. Sarah Rich, Policy Director

Member Mayer framed the presentation by sharing the ESEA Committee’s work. Key decision points include:

- Achievement gaps and growth.
- College and career readiness.
- The use of improvement as a way to acknowledge schools without including it in the composite score.
- Weighting math, science, reading, writing equally.
- Washington has also recently joined a consortium adopting standards that correspond with the Common Core. This may result in a new test with potential impacts for ELL accountability.

Performance indicators are major accountability measures aligned with the goals of the system. As an example, the current Index is primarily an “academic proficiency” – based Index – looking mostly at objective levels of student performance on state assessments.

Washington’s Elementary and Secondary Act flexibility waiver will require the revised Index to also include student growth measures and data disaggregated by student sub groups.

With assistance from the Achievement and Accountability Workgroup (the AAW), SBE and OSPI will revise the Achievement Index and incorporate the required changes including additional indicators to better support a statewide accountability framework.

The Board considered the inclusion of the following in the revised Achievement Index:

1. Achievement gaps in both student proficiency and student growth.

2. A career and college readiness performance indicator that includes high school graduation rates as well as additional career and college readiness subindicators.
3. The use of improvement in the identification of schools for recognition but not as a performance indicator to be factored into a composite Index score.
4. A performance indicator for student proficiency which includes equally weighted math, science, reading, and writing assessments.

Staff recommends further exploration of disaggregation by subgroups for measuring achievement gaps.

Discussion followed.

Opportunities for Collaboration with the Office of the Student Achievement Council

Mr. Jay Reich, Student Achievement Council (SAC)

Mr. Jay Reich discussed the challenges facing different systems along the Pre-K to Postsecondary education continuum including:

- Demographic trends.
- Creating two societies: those that can compete and those that can't.
- Absence of a strategic plan to address the challenges, and lack of coordination between universities and community colleges, K-12 and higher education, Pre-K and K-12.
- Stable and accountable funding.

SBE will have the opportunity to discuss emergent work and possible areas for collaboration between SBE and the Council.

Mr. Reich requested feedback from the Board on issues the SAC should focus on in the development of their Strategic Plan.

Topics and questions included:

- **Core to College Initiative**
 - Should the new 11th grade Common Core/Smarter-Balanced Test be used for course placement and admissions decisions in post-secondary institutions in WA State? What benefits would this entail?
 - What attributes would the test need to have to meet the needs of the higher education community?
- **State Board of Education Achievement Index**
 - What are the characteristics of a college and career-ready student, and how can we most effectively measure those in an Achievement Index that attempts to quantify the performance of schools in this area?
 - What are the various ways in which a revised Achievement Index could serve the purposes of both the K-12 world and the Higher Education worlds?
- **Governance**

The Board considered the following:

1. How can the SBE and the SAC work together most effectively towards improved education outcomes for all children?

2. How can the State Board of Education (SBE) work with the newly established (July 1, 2012) Washington Student Achievement Council to further work of interest to both boards?

Discussion followed.

Standard Setting for Alternative Assessments to Math End of Course Exams

Ms. Cinda Parton, Director, Assessment and Development, OSPI

Dr. Tom Hirsch, Assessment and Evaluation Services

The State Board of Education is required, under RCW 28A.305.130(4)(b), to identify the scores high school students must achieve to meet standard in statewide student assessment and obtain a certificate of academic achievement. The SBE sets performance standards and levels in consultation with the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction asked the SBE to consider approval of the ACT and SAT scores equivalent to the mathematics EOC exams. The Office of the Superintendent of Public Instruction also asked the SBE to consider approval of the process of setting cut scores for the Collection of Evidence alternative assessment to the mathematics EOC exams.

The Washington State Board of Education (SBE) was asked to consider approval of the process for developing cut scores for the Collection of Evidence alternative assessment to mathematics End of Course (EOC) exams. This alternative assessment is available for students who have been unsuccessful in passing a mathematics End of Course exam. The Classes of 2013 and 2014 must pass one mathematics End of Course exam to graduate. The standard setting process for Collections of Evidence alternative assessment for comprehensive assessments in reading and writing was approved by SBE in August 2007.

The SBE was also asked to consider approval of scores for the ACT and SAT exams that are equivalent to passing the mathematics End of Course exams. The process for identifying equivalent ACT and SAT scores for the comprehensive assessments was presented to the SBE in November 2007.

Discussion followed.

Public Comment

Jana Carlisle - WA Coalition for Public Charters

Regarding implementation of I-1240, Ms. Carlisle expressed an interest collaborating with SBE members and staff as well as other stakeholders. She emphasized the intent that charter schools serve at-risk student populations and students from low-performing schools. Ms. Carlisle supports a performance based accountability system that is growth based, uses Key Performance Indicators (KPIs), and has targets at school, district, and state levels. The goals should be to measure achievement gaps in subject areas for all student groups, and to increase high school graduation and career and college ready rates.

Lisa MacFarlane – WA Coalition for Public Charter Schools

Ms. MacFarlane expressed her support of full and faithful implementation of I-1240 and desire to “stay in the game.” She emphasized the importance of quality charter schools serving high risk students. When developing the initiative, they looked to other states and the National Alliance of Charter School Authorizers (NACSA). She stated that SBE is the check and balance on school districts authorizing public schools, acting in an oversight and accountability

role. SBE will produce an annual report to ensure transparency. Ms. MacFarlane offered to be a resource and take part in an offline workgroup.

Tim Knue - ED Career and Technical Education

Mr. Knue requested that SBE pursue sub-indicators or additional indicators for college and career readiness, and advised SBE that some of these indicators are in process during high school; in some cases, students cannot be certified until they are 18 and have graduated. Students may complete a certificate at a later date, and that feedback data should be incorporated. Mr. Knue also advised SBE that indicators are already in place for schools receiving federal Perkins funds, and he requested that the revised Index not create another layer of accountability measures. Mr. Knue recommended that SBE explore ways to assess students' work readiness, such as WorkKeys.

Beth Reicher - League of Education Voters

Ms. Reicher supported the statements of Jana Carlisle and Lisa MacFarlane.

John Ketter, Principal – Tacoma Public Schools

Kristin Tinder Principal – Tacoma Public Schools

Mr. Ketter and Ms. Tinder advocated for SBE's approval of their waiver from the 180 day requirement. They stated that the waiver allows them the flexibility to offer an alternative calendar and negotiate with unions. They credit the alternative calendar with contributing to their low dropout rates and high graduation rates.

Susie Hansen – Washington Federation of Independent Schools (WFIS)

Regarding possible legislation to change the compulsory age requirement from eight to six years, Ms. Hansen clarified that if there was an exception for private and home schools, WFIS would rescind its disagreement with previous similar legislation.

Mark Clements – Battleground School District, River Home Link

Mr. Clements advocated for alternative learning experiences and innovative school funding for schools like River Home Link Alternative Learning. Funding has been cut even though his school had 100% of its students meeting proficiency, and performance has dropped since cutting funding. The few programs that have abused the system are negatively impacting those doing the right thing, and Mr. Knue views this as an overreaction on the legislature's part.

Basic Education Compliance

Mr. Jack Archer, Sr. Policy Analyst

- Identified the statutory mandates on SBE to assure compliance by school districts with minimum basic education requirements and state high school graduation.
- Described the process SBE uses, in cooperation with OSPI, to direct and facilitate district reporting on compliance.
- Summarized the status of district compliance as of the November Board meeting.
- Provided a sample for your review of a completed district report.
- Described how district requirements for high school graduation are solicited by SBE and reported by districts, and how the information will be used by SBE.

The board considered the following:

1. Are all districts in compliance with minimum basic education and state high school graduation requirements for the 2012-13 school year?
2. Is the process the SBE uses for assuring district compliance satisfactory? Could it be improved?

INSERT WAIVER REQUESTS

INSERT WAIVER RULES

Legislative Priorities

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Sr. Policy Analyst

At its September retreat, the SBE discussed and approved for further work three legislative priorities for the 2013 Session: Phased-In Implementation of Career and College-Ready High School Graduation Requirements, the definition of “school day” for basic education, and state assistance to struggling schools.

Two additional legislative priorities were presented for consideration and approval:

1. **Compulsory Age of School Attendance.** Washington is one of two states with a compulsory starting age of school attendance of eight. The U.S. average compulsory age is six. Legislation has been offered to lower Washington’s compulsory age, including two bills introduced in the 2011-12 Legislature. The proposal is to support legislation lowering Washington’s minimum compulsory age of school attendance to six. In your packet you will find a memo in the form of a policy brief and a report by the Education Commission of the States.
2. **Blended Learning and ALE Funding.** Blended learning is a form of alternative learning experience (ALE) consisting of a mix of online delivery of content and content delivered at a supervised brick-and-mortar location away from home. The use of blended learning models in Washington is impeded by the reduction in funding for ALE enrollments made by the Legislature in 2011. The proposal is to support a funding change for the next biennium that restores full funding for blended learning programs, and to work with OSPI in development of an ALE proposal. In your packet you will find a memo in the form of a policy brief.

Discussion followed.

Joint Discussion with the Professional Educator Standards Board Science Technology Engineering & Math (STEM) Vital Signs Report

Mr. Patrick D’Amelio, Chief Executive Officer, Washington STEM

Ms. Caroline King, Chief Operating Officer, Washington STEM

Washington STEM is a nonprofit organization dedicated to advancing science, technology, engineering and math education in Washington State. Representatives from Washington STEM presented information on the Vital Signs report for Washington State and answered questions concerning the report. Information in the report impacted some responsibilities of the Board, including accountability, graduation requirements, and the achievement gap. SBE and the Professional Educator Standards Board held a joint discussion concerning the report.

Policy considerations informed by the information presented by Washington STEM included:

- How will Common Core State Standards and Next Generation Science Standards affect student preparation for college and careers, particularly in STEM fields?
- What are the specific impacts of the achievement gap for STEM fields, and how might they be address?

Considerations of joint interest to SBE and the Professional Educator Standards Board included:

- Are teachers prepared to teach to high standards?
- How can the state support improved teacher preparation in STEM?

Discussion followed.

Presentation and Discussion on Teacher Assignment Data and Educator Workforce Development Policies and Practice

Ms. Jennifer Wallace, Executive Director, PESB

Mr. David Brenna, Sr. Policy Advisor, PESB

Ms. Linda Drake, Sr. Policy Analyst

Mr. Joe Koski, Policy and Research Analyst, PESB

The PESB shared and discussed two reports with the SBE:

1. An update on the development of Washington State's educator workforce.
2. A new report on high school mathematics teacher assignment.

Data on the number of teachers who teach out-of-endorsement has not been available previously. The PESB presented on teacher assignment practices, and a panel of district human resources personnel spoke about how assignment works at the district level.

The Board considered the following:

- What is the impact of teacher assignment on students meeting graduation requirements?
- How does information on these topics inform the transition to new standards?
- Should assignment and hiring practices be a district or school performance measure that could be included in an accountability system?
- How could information about teacher assignment and hiring practices be used to address low performing schools and districts?
- Data on numbers of teachers who teach out-of-endorsement has not been available before; what impact does this have on areas of SBE interest? What additional data of this type would be of interest to the SBE?

Friday November 8

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

Members Excused: Chair Jeff Vincent, Dr. Bernal Baca

The meeting was called to order at 8:30 a.m. by Vice Chair Mary Jean Ryan.

My Life as a Student

Elias Ulmer, Student Board Member

Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues. In his first presentation to the Board, student Board Member Eli Ulmer spoke about “My experiences (good, bad, and otherwise) in high school.”

Achievement Index Revision – Preparation for December AAW Meeting Discussion of next set of questions for AAW input

Ms. Sarah Rich, Policy Director

Mr. Richard J. Wenning, RJW Advisors, Inc (by phone)

SBE reviewed for approval a proposed letter to the AAW to guide the discussion at the December AAW meeting.

SBE also reviewed and discussed the questions presented in the AAW letter which include:

1. College and Career Readiness subindicators.
2. English Language Learner data.
3. Tier labels.
4. Performance Targets.

The board considered the following:

1. Does the proposed letter to the AAW accurately reflect SBE priorities and intentions for next steps in the Index revision process?
2. What have other states done to build their own accountability system that could inform these questions?

Discussion followed.

Members determined that they do not want to revisit the current tier labels and, accordingly, will not ask for AAW input on this component.

Recommendations Toward an Assessment System that Supports College and Career Readiness for All Students

Ms. Linda Drake, Sr. Policy Analyst

The SBE reviewed and discussed the changes to academic standards and to the state assessment system.

SBE is authorized by RCW 28A.230.090 to set high school graduation requirements including the certificate of academic achievement and certificate of individual achievement (RCW 28A.230.090 (1)(b)). The Superintendent of Public Instruction is required to consult with the SBE on the assessment system (RCW 28A.655.070(3)(a)).

The current system of tests required for graduation is prescribed by statute, so any changes in the type and timing of exit exams will require new legislation. The CCSS will be fully implemented in 2014–2015. Next Generation Science standards, if adopted, will be implemented in 2016–17 at the earliest. Both the Common Core and Next Generation Science standards will result in each graduating high school class experiencing different standards and/or assessments from the preceding and succeeding class for at least the next eight years.

In view of these changes, the SBE may consider adopting a position statement recommending policies which:

- Ensure fairness to students.
- Support educators during the transition to new standards and new assessments.
- Promote college and career ready standards.
- Encourage meaningful high school assessments.

The board considered the following:

- How will adoption of the Common Core State Assessment and the projected adoption of the Next Generation science standards affect the state assessment system?
- What is the role of an 11th grade CCSS assessment?
- What will be the role of SBE in setting cut scores for CCSS assessments?
- What are the implications of high school students being taught and assessed under different standards during their high school career?
- How will the new standards work with the state's Achievement Index?
- What high school assessments should be required for graduation?

Options for High School State Assessment

Alan Burke, E.D., Deputy Superintendent of OSPI

OSPI presented an array of possible high school assessment options for the Board's review.

Public Comment

Wendy Rader-Konofalski – Washington Education Association

Ms. Rader-Konofalski thanked Member Spencer for his letter to the Joint Task Force on Education Funding. She advocated for SBE to take the following into consideration when revising the Achievement Index:

1. Accountability should go hand in hand with financial assistance and support for schools.
2. Respect the local collective bargaining process.
3. Avoid a "state takeover" of local school districts.
4. The accountability system should be simple – not duplicative. The Index should align with Reward, Priority, and Focus school criteria already in place.
5. Ultimately, an accountability system should "do no harm."

Ms. Rader-Konofalski appreciates that SBE is not revisiting the Index tier labels, and stated that she has a visceral negative reaction to an A-F scale. She made the distinction between what the Index is and is not. It is an imperfect tool to guide decisions about resource priorities, and it is imperfect because it is based on test scores. It is not something teachers need to do their jobs well, and it shouldn't replace data systems at the school and district level. It is also not measuring individual student growth. She questioned the ability to use student growth percentiles in high schools and was supportive of including GPA as an indicator. Regarding assessments, Ms. Rader-Konofalski asked the board to focus on the key question of whether SBAC will be in addition to current tests as a graduation requirement; or will it replace current tests as a graduation requirement. She pointed out that when Finland found themselves in a similar assessment situation, they chose to do a 180 and get rid of their standardized tests and exit exams.

Bob McMullen – Principal's Association

Mr. McMullen noted that there are fewer principals to deal with management of school buildings because of the economy, and asserted that the testing process causes kids to leave school and colleagues to lose instructional time. He extended to SBE an offer of 90 minutes of discussion time with his group in January. Mr. McMullen shared his belief that less is better when it comes to assessments; he supports a minimalist overlay of assessments and end of course exams for every high school class. Mr. McMullen emphasized that principals doing amazing jobs and gave two examples. One principal wanted more teachers at his/her school who spoke a second language and there are now 17 different languages spoken by teachers at this school. Additionally a Native American principal of a rural school received national recognition. Mr. McMullen pointed out that these are just some examples of people who can share and dialogue how success happens on the operational side.

Marie Sullivan – WSSDA

Ms. Sullivan announced that WSSDA's annual conference would be taking place the next week and it is an opportunity to network with over a 1000 people who show up and hear speakers. She invited members to attend the conference as well as a WSSDA meeting on January 12, where she would set aside time if board members wanted to come and talk about their legislative priorities. WSSDA's first priority is full funding of basic education – and advocating for a full funding model based on sustainable and stable revenue. WSSDA also wants to protect LEA as a part of basic education funding. Ms. Sullivan stated that they view this as a critical funding stream and that it shouldn't be cut until full funding is in place. WSSDA also intends to take action around charter schools this session. WSSDA supports using end of course exams but does not believe that graduation should not be based on high school assessments. WSSDA supports fully reinstating ALE funding, decreasing the compulsory age of attendance, and funding contact time not days.

Business Items

Revised Achievement Index Indicators

Motion was made to approve the staff recommendations for the revised achievement index indicators provided to the board.

Motion seconded.

Motion carried.

Letter to the AAW on Revised Index – Part II

Motion was made to approve the Board's letter to the Achievement and Accountability Workgroup, with one change: the tiers, number three, crossed out.

Motion seconded.

Motion carried.

Waiver Requests

Motion was made to approve the 180 waiver requests from Deer Park, Issaquah, Odessa, Vashon island, and Waterville School Districts for the number of days and years requested in their applications to the Board.

Motion seconded.

Motion carried.

Motion was made to approve the 180 school day waiver requests from the Tacoma School District for the Science and Math Institute and the Tacoma School of the Arts for the number of days and years requested in the district's application to the Board.

Motion seconded. Board Discussion.

Motion carried.

Cut Score Equivalents

Motion was made to approve the scores for the mathematics portions of the SAT and ACT that a student must achieve to meet or exceed standard on the mathematics end of course assessments as follows: for the Algebra Integrated Year I mathematics end of course exam a score of 390 for the SAT, and for the ACT the corresponding score established in the concordance tables published by the College Board; and for the Geometry Integrated Year II mathematics end of course exam a score of 400 for the SAT; and for the ACT the corresponding score established in the concordance tables published by the College Board.

Motion seconded.

Motion carried.

BEA Compliance

Motion was made to certify that all 295 state public school districts are in compliance with the Basic Education program approval requirements.

Motion seconded.

Motion carried.

2013 – 2014 Board Meeting Dates

Motion was made to approve the 2013-2014 Board meeting dates.

Motion seconded.

Discussion of additional meeting for charters.

Motion Passed.

CR 101 for Initiative 1240

Motion was made to approve the CR 101 for Initiative 1240 for filing with the Code Reviser.

Motion seconded.

Motion carried.

Waiver Rules Adoptions

Motion was made to approve the proposed amendments to WAC's 180-18-040 and 180-18-050; and to approve new section WAC 180-18-065.

Motion seconded.

Motion carried.

Private Schools Approval

Motion was made to approve Spring Academy and The Bridge School as private schools for the 2012-2013 academic school year.

Motion seconded.

Motion carried.

LEGISLATIVE AGENDA ITEMS

Move to approve the Board's directive regarding the minimum compulsory school age attendance and ALE funding and accountability.

Motion Seconded. Discussion. Friendly amendment to the ALE portion of the directive restoring full funding for ALE enrollments and to apply necessary and appropriate requirements for student teacher contact as a condition of ALE funding.

Motion carries.