



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

Education Service District 112, Lewis and Clark Room
2500 N 65th Avenue, Vancouver, WA 98661

Exhibit C

November 4-5, 2015

Minutes

Wednesday, November 4

Members Attending: 8:00 am. -5:00 p.m. Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, and Ms. Madaleine Osmun (11)

Members Attending: 1:00-5:00 p.m. Chair Isabel Muñoz-Colón (1)

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

Absent: Mr. Tre Maxie, Mr. Dan Plung, Ms. Judy Jennings and Mr. Baxter Hershman (4)

Call to Order

Acting Chair Laverty called the meeting to order at 8:01 a.m. and announced that absent members Maxie, Plung, Hershman and Jennings are excused from attending the meeting.

Mr. Tim Merlino, Superintendent of ESD 112, welcomed the Board to the Vancouver area and thanked them for holding the community forum on November 3. He expressed appreciation for the attendance of staff and members at the ESD 112's regional superintendent meetings. Mr. Merlino shared the ESD's recent facilities expansion to offer more early learning services and their initiatives that support the work of SBE.

Consent Agenda

Motion made by Member Fletcher to approve the consent agenda.

Motion seconded.

Motion carried.

Opportunity and Achievement Gaps From the Perspective of a Student

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun began her presentation by providing a student update to the Board. She's currently in her senior year and participating in cross country. Her school has a new bell schedule to fulfill the increased

instructional hour requirements. Ms. Osmun is excited to be enrolled in a financial literacy class, which she successfully lobbied to have offered at her school. She elected not to take as many Advanced Placement (AP) classes this year to have more time for family, personal interests and preparing for post-secondary life. She shared other new personal experiences, such as a new family dog and learning to drive a manual shift car.

Ms. Osmun presented on the differences between opportunity gaps and achievement gaps. The members and staff engaged in an activity led by Ms. Osmun that involved throwing paper into a can from where they sat. She stated that this activity symbolized that every person has a different shot at success due to racial, economic or social standing. Ms. Osmun shared examples of opportunity gaps and what factors create them.

Ms. Osmun brainstormed many potential opportunity gaps but provided detail on the following possible opportunity gaps:

- Nutrition
- Peer association
- Geographic location
- Inexperienced parents or students in navigating system
- Access to technology
- Social-emotional environment

Ms. Osmun presented on how opportunity gaps contribute to achievement gaps and addressed other types of opportunity gaps not normally examined, such as psychological, expectations, relationships and participation. No longer being enrolled in as many AP classes this year, Ms. Osmun has been introduced to a different population of students at her school and shared the division she's observed between regular classes and AP classes.

Ms. Osmun closed her presentation by emphasizing that success looks different for everyone. She feels wealth or good fortune may make life easier, but it does not determine success or happiness. She encouraged the board to continue their work on opportunity gaps that it has stewardship over and that a positive and encouraging environment with caring staff can change lives.

Executive Director Update

Mr. Ben Rarick, Executive Director

Mr. Rarick noted the protocol change of the meeting agenda and the cross-referencing of the strategic plan goals and objectives with each particular agenda item. Mr. Rarick presented the Board with the following:

- Overview of strategic plan goal #3 (Career- and College-Readiness) and goal #4 (Basic Education Oversight) and how it's linked to several of the November meeting agenda items
 - Progress the Board has made in its strategic plan since September
 - Working with Results WA on communication with families that have students with a level 1 SBAC score
 - Sharing CTE math and science course equivalency statewide frameworks with the Boeing Company.
 - Outreach plans to conduct regional meetings throughout Washington to receive feedback about implementing 24 credit graduation requirements and including competency-based credit as an integral aspect of it
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Upon the Supreme Court's ruling in September overturning the Charter Schools Act, the Board suspended completing the 2015 Charter Authorizer Annual Report. However, the Washington State Charter School Commission has been given guidance recently to submit their annual report, which was to be included in the SBE's report. Since no order has followed since the Supreme Court's decision and apportionment payments are still being made to charter schools, Mr. Archer moved forward with work on the report for submission on December 1; pending any further developments from the Supreme Court. Members were asked to review the draft report in the online meeting materials, but were not asked to take action on it at this meeting.

Mr. Rarick met with several board members since the September meeting and there was a common concern among members on equity. He invited members to have a discussion of how the Board would like to accomplish Goals 4.F.1. and 4.F.2 related to statewide system health and offered approaches to closing the opportunity gaps at different levels of the system.

Member Maier proposed a process to help members provide input and new ideas. His proposal called for the Board to identify three areas to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the strategic plan. Once those areas have been identified, staff would provide background information and research and consult with experts to assist the members in the exploration process. Members agreed that there is a need to have an organized way for members to provide input to new ideas. Member McMullen encouraged the Board to not only seek information from staff, but also collaborate and work with stakeholders.

The Role of Assessment in a Career- and College-Ready Diploma Framework

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

Ms. Drake reminded members that a presentation (<https://prezi.com/8las8tzffy71/assessment-system/>) was sent to them in October with an overview of issues concerning the topic of assessments. A work tool was also sent to members to help record additional questions, take notes, and formulate ideas on assessment topics. Staff compiled information from the tool and summarized member questions and responses. The topics that members identified as the most important for discussion were as follows:

- The value of exit exams and whether to delink tests from graduation
- The Board's position on HB 2214
- Time spent on testing, in response to the President's Action Plan
- Exploring alternative assessments that demonstrate career readiness
- Options for students to graduate who performed poorly on exit exams
- Phasing out the former assessment system
- What the SBE can do to make assessments meaningful and valuable to student outcomes.
- Differentiating the purposes of assessments

Ms. Drake noted that motivation to do well on the exit exams if delinked from graduation is a big concern. Data on how results change when a test is linked or delinked to graduation show that stakeholders receive a clearer picture of student achievement when assessments are linked to graduation. Ms. Drake presented the Principles for Fewer and Smarter Assessments in the U.S. Department of Education's Testing Action Plan, which recommends states set a two percent cap of instructional time used for state-mandated tests. Members reviewed breakdowns of testing time by grade nationally and noted the decreasing number of Washington high school assessments required beginning in 2016-2017. Ms. Drake presented the positive and negative aspects of administering the SBAC test in the 10th grade as opposed to the 11th grade, and observed that other states are having similar discussions about the most appropriate time to administer the test. Washington higher education partners have agreed to use the 10th grade ELA results for placement decisions and Running

Start program. Ms. Drake reviewed 2EHB 2214, a bill that did not pass in the last session, but that may be brought forward again in the next session. The bill discontinued the Biology EOC and the 10th grade reading, writing and math assessments and eliminated all but one objective alternative to the state assessment. SBE testified in support with concerns because the bill changed some of the graduation requirements for students already in high school.

Members discussed the following:

- The importance of investing in early learning
- The impact on the achievement gap if exit exams were delinked
- The effort and resources needed for students scoring Level One on the Smarter Balanced assessments
- The value of assessments in determining where students need help early on and identifying the educational health of schools
- High-stakes testing drains resources and doesn't appear to improve individual student achievement
- Exit exams are costly and time consuming; these resources could be used to help students in other ways
- Opportunity gaps for Level One students
- The need to identify the reasons for the volume of testing
- Categorizing students by their SBAC level score

Results from Statewide Teacher Survey on Administering the Smarter Balanced Assessments During the 2014-2015 School Year

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Sally, McNair, Implementation Coordinator, Washington Education Association Learning and Education Policy Center

Ms. Bethany Gordon, Research Analyst, Washington Education Association

Ms. Amy Frost, High School AP Teacher, Edmonds School District

Ms. Shelley Moody, Special Education Teacher, Vancouver Public Schools

Ms. McNair reported the WEA conducted a statewide teacher survey in June at the conclusion of last year's assessment cycle. The survey was sent to certificated and paraeducator members electronically and the WEA received extensive feedback of their member's experience administering the SBAC test.

Ms. McNair presented the survey results as follows:

- List of districts and their participation rate
- Level of Common Core curriculum alignment in their building or district
- Districts with the highest member ratings and lowest member ratings of Common Core alignment
- Components of the SBA system
- Percentages of instructional hours respondents used to practice for the SBAC
- Mean ELA completion time for Grades 3-5 and Grades 6-8 compared to the estimated time of completion
- Mean math completion time for grades 3-5 and grades 6-8 compared to the estimated time of completion
- Student's keyboarding proficiency and screen size
- Data of reported technical issues for students

Respondents rated their overall experience administering the SBAC as slightly difficult and frustrating and the clarity of the SBAC student instructions as somewhat unclear. Respondents rated the overall

impact of the SBAC administration on their buildings, facilities and school day as very disruptive and teachers felt their professional expertise were undermined by the assessment. Student directions were unnecessarily complicated and created confusion for many students. Respondents with students requiring accommodations rated the test as having a somewhat low ability to meet the required accommodations of student's IEPs and/or 504 plans. Survey results indicated the student's experiences with the test varied greatly from school to school, often due to inequitable resources to administer the new on-line assessment.

Ms. McNair presented a summary of respondent comments related to the Common Core and curriculum implications, test completion time, test administration, student experiences, technology, and accommodations.

Ms. Moody shared the challenges her students faced emotionally and physically when taking the SBAC test. She feels the test comes with a great cost to students and not providing a valuable tool for indicating student achievement. The test is also costly to administer and the funds could be used more effectively in other ways to help students become successful.

Ms. Frost shared the experience of a student that recently had to miss several days of schools to retake the SBAC test, which may jeopardize his ability to pass the class. She has high standards for the students in her classroom and feels it's challenging to help them reach those standards when they miss significant instructional time. She feels assessment tests should not be linked to graduation.

Public Comment

Tim Knue, Executive Director, Association for Career and Technical Education

Mr. Knue thanked the Board for their discussion on required testing. He requested the Board to consider delinking exit exams with graduation requirements and seek to implement policies supporting the achievement of diplomas based on classroom performance, class-based assessments and teacher recommendations. The loss of opportunity comes from required testing and limits students from taking classes that support their personalized pathway credits.

C.J. Nickerson, Public Member

Mr. Nickerson appreciates the transparency of the discussion members are having about assessments and asked the members to focus on what teachers are reporting about their SBAC experiences. He encouraged the Board to ask themselves why exit exams should be linked to graduation and if it's to compare with what other countries are doing. He appreciates the community forums and hopes part of the conversations on testing could be continued at future community forums.

Molly Baasch, Special Education and Populations Programs Coordinator, Washington Education Association

Ms. Baasch is concerned for students with disabilities taking the SBAC test. She referred to Ms. Sally McNair's presentation slides that included teacher comments regarding lack of services for special education student while administering the SBAC. Ms. Baasch feels this is a breach of IEP agreement and violation of rule. The teacher comments from the WEA survey indicated limited or lacked student accommodations were provided and disabled students have the legal guarantee of accommodations during the several weeks of testing. Ms. Baasch feels, without the support agreed to by the individual students IEP or 504 plan, these students will be set up for failure. School districts need the resources to prepare students and staff for the assessment and have staff trained to provide specially designed instruction to eligible students during the testing window. Ms. Baasch requested the Board to stop using any standardized test as a graduation requirements because the pressure and anxiety it places on kids is

not conducive to a positive teaching and learning environment. She encouraged the members to trust in the teachers to accurately measure the growth of their students and invest in post-secondary transition programs, student internships, and those evidence-based practices.

Brig Williams, Teacher, Vancouver Public Schools

Mr. Williams is concerned about the equity and access barriers the SBAC test brings for ELL students. He feels asking students to take high-stake tests with only a few years of English experience is unreasonable. The math test becomes a literacy test for these kids that aren't proficient in English. Although Mr. Williams is not against testing, there should be a balance between public funds and accountability. He feels these tests are being used to identify ELL students as below standards and leading them to remedial education, which eventually leads them to lack of success in the system.

Marie Sullivan, Representative for Pasco School District

On behalf of Pasco School District, Ms. Sullivan shared that the district sees HB 2214 as a step forward in the discussion of high-stakes testing. The bill held the class of 2016 harmless, which waived students who had already met graduation testing requirements, or were in alternatives, from meeting new requirements. As the Board considers the benefit of linking the assessment to graduation, Ms. Sullivan asked the members to consider the impact on ELL students. Often it isn't a cognitive problem, but a language problem, that prevents students from meeting the scores to pass. For many college-bound students, it wasn't clear how admissions officers would use the SBAC for class of 2016 students. On competency-based credits, Ms. Sullivan state there was some concern at a recent AAW meeting that the Board might be considering different policies or requirements. She encouraged the Board to talk with districts about why they didn't adopted competency-based credits and to consider that districts might have the need to focus resources on other priorities that have been handed down from the Legislature and the Board.

Recognition of Cindy McMullen

The Board recognized Ms. Mullen for her work on the Board. She was presented with a plaque, a letter from Governor Inslee and various gifts donated by board members.

Presentation by Representatives from Skyview High School

Ms. Becky Phillips, Associate Principal, Skyview High School
Lynn Schedler, Assessment Coordinator, Skyview High School

Mrs. Phillips reported that Skyview High School was predicted to have a 35 percent participation rate for the high school SBAC test from the state. The school administration made a goal of reaching a participation rate of 90 percent and successfully reached 85 percent. The staff formed an assessment team that met frequently to discuss strategies for reaching their goal. To prevent removing teachers from their classrooms, retired teachers were hired to be the test proctors.

Ms. Schedler shared challenges of negative media coverage of the Common Core testing, the "opt out" movement and juniors and their parents knowing the test wasn't required. The assessment team that began meeting in early January included the assessment administrator and assessment coordinator, IT support, teacher leaders and classified staff. The following steps were taken by the assessment team to achieve their goal:

- Used the media center and the foyer area outside the main gym as a quiet place to test the students
 - Increased wifi access and supplied the headphones
 - Evaluated who was eligible for accommodations and what kind
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- Began communicating with parents constantly in January with newsletters, web site, letters, emails, and robo calls. The wing clerks called Running Start parents to inform them.
- Didn't allow students to have refusal forms, and parents were required to meet with the administrator first if they wanted to opt out their student
- Only used district refusal forms and not the generic version on the web
- Communicated with students on how the test impacted ratings with colleges
- Waived Compass test if the students scored high enough on the SBAC
- Communicated with the faculty regularly at meetings and was transparent about scheduling so teachers could plan
- Met with impacted teachers in small groups and trained teachers in how to do the performance task
- Performed separate testing sessions for students that needed accommodations
- Used Wing Clerks to locate missing students

For extended testing and make up tests, Ms. Schedler reported she compiled spreadsheets nightly. If computers were available, she located the students for them to continue testing or to retake it. Running Start students were offered evening sessions, but this was not successful.

Ms. Schedler shared the assessment team will begin early planning in January using the same communication model as last year with students and parents. Parents will be required to meet with administrators again before opting out and the district will notify Running Start students early of their requirement to take the test. Although the school received a high percentage rate, Ms. Schedler felt the time and effort required to achieve their goal impacted her teaching and personal life significantly.

Board members discussed the impact on scores and participation rates if exit exams were de-linked from graduation requirements.

Board Discussion

De-Linking Exit Exams from Graduation Requirements

Members were concerned that some students do not take testing seriously unless it's a graduation requirement. Members would like to see data of schools that have high percentage participation rates of juniors, the difference in proficiency between 10th and 11th graders and the performance differences between states that have exit exams and states that don't require them. Member Bailey requested data on what other states use to measure student proficiency and growth in place of exit exams if they don't have high-stakes testing. Some members felt a student's diploma shouldn't be granted based on the SBAC.

Defining 'Career Readiness' in Standards, Policy and Practice

Mr. Tim Probst, Director of Workforce Development Strategic Initiatives, Washington State Employment Security Department

Mr. Probst introduced the presentation by speaking on child poverty rates nationally, closing opportunity gaps and the definition of career readiness. He provided an overview of the partnership between the Employment Security Department (ESD), OSPI, Workforce Development Councils, the State Workforce Board and several school districts begun in 2013 to help students receive access to more work-based learning opportunities. Schools can apply for funding from YouthWorks, an initiative that will bring industry together with schools to improve education and employment outcomes for young adults. The funds received are designed to supplement the cost of programs already in place within the schools to increase employer internships, employer mentors, and career goals for students.

Mr. Probst presented results generated from the five pilot districts for the first two years of YouthWorks. All five districts experienced increases in work-based learning, student internships, employer mentors, graduation coaches and teacher externships. The increases were not as high when YouthWorks went statewide the second year. Mr. Probst believes the fluctuation is due to adding out-of-school youths the second year and the significant increase in participation size. Stakeholders are discussion plans for the third year and potential next steps.

Members discussed how a measurement to determine a student's college readiness is in place, but not for determining career readiness yet.

Consideration of SBE Legislative Priorities

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Randy Dorn, State Superintendent, OSPI

Ms. Jennifer Wallace, Executive Director, PESB

Mr. Archer presented five priorities for the Board to consider adopting as its 2016 legislative priorities. Each of them is based on a legislative priority for a prior session, a board resolution, a position statement, a legislatively mandated report, or other formal action of the Board. The priorities proposed are as follows:

- Implementing the Supreme Court's mandates in the *McCleary* decision
- Continuing to strengthen and streamline the career and college-ready diploma
- Elimination of the biology end-of-course test as a graduation requirement and its replacement, on a date certain, with a comprehensive science assessment aligned with Next Generation standards
- Defining the High School and Beyond Plan in statute or rule
- State funding of professional learning time for educators outside of the 180-day calendar and within the state's program of basic education
- Recommendation that the Legislature increase access to expanded learning opportunities for disadvantaged students

Superintendent Dorn presented OSPI's [2015-2017 Biennial Budget Requests](#) and [Teacher Shortage Budget and Policy Requests](#) for the 2016 legislative session.

Ms. Wallace presented on the PESB's progress on implementing SHB 2261 and what PESB is doing to help resolve teacher shortage issues. The PESB board is seeing much teacher shortage due to the late hiring of teachers, which can result in loss of instructional time. On behalf of the PESB Board, Ms. Wallace proposed a joint legislative priority of improving funding predictability for districts.

Members discussed the increase of diverse candidates to the teacher preparation programs across the country, respect for the profession, and salary issues. Members felt it was important to address the reasons why teachers leave the profession or decline to choose it as a career.

Members reviewed the legislative priorities, asked clarifying questions about the content, and made suggested edits. Staff were directed to revise the document for continuation of the discussion on Thursday. Member Koon requested the Board discuss on Thursday adding de-linking exit exams from graduation requirements as a legislative priority.

Meeting adjourned at 5:19 p.m.



Thursday, November 5

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, and Ms. Madaleine Osmun (12)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (8)

Absent: Mr. Tre Maxie, Mr. Dan Plung, Ms. Judy Jennings, Mr. Baxter Hershman and Ms. Linda Drake (5)

Call to Order

The meeting was called to order at 8:02 a.m. by Acting Chair Laverty.

Board Member Reports

Members around the table shared their experiences at recent conferences, stakeholder meetings and international school site visits. The Board discussed the importance of improving communication strategies so the public can stay informed about the Board's work.

Member Laverty presented Member Maier's proposal for the process for board members to explore and identify new ideas. Members were asked to take action on the proposal during business items.

Review of the 2015 Basic Education Compliance Report

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Parker Teed, Data Analyst

Mr. Archer reported that all school districts are asked to submit a program assurance form each September, through OSPI's electronic reporting system, certifying compliance with basic education requirements. At its November meeting, the SBE, by rule, must certify each district as being in compliance or noncompliance with basic education program approval requirements.

Mr. Teed presented data compiled from district reports, which included the following:

- Which method (1027 or 1000/1080) was used by districts for determining compliance with calculating total instructional hours requirements
 - District progress towards the 24-credit graduation framework
 - High school districts already requiring a third credit of science for the class of 2016
 - Districts requiring other credit for the class of 2016
 - Districts requiring the High School and Beyond Plan for credit compared to a not-for-credit requirement
 - Districts offering competency-based crediting for the Class of 2016, and those allowing World Language competency-based crediting
 - High school districts receiving temporary waivers of 24-credit graduation requirements for the class of 2019, and their enrollment
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Members were asked to take action on adopting the 2015 school district Basic Education Act compliance report on Thursday during business items.

Board Discussion

Delinking Assessments as a Legislative Priority

Members discussed whether to add delinking exit exams from graduation requirements as a legislative priority. Member Dorn was concerned that the tests were designed to determine career and college readiness and not graduation. Member Muñoz-Colón values the high standards in place for all students and believes the assessments are still an effective tool to measure that students are receiving a rigor education. Member Avery believes the test results from last year were encouraging and indicate the state is on the right track, but the Board should advocate for providing resources needed to administer the test.

Member McMullen feels some students are proficient, but can't show it in the form of an exit exam, and those students need other pathways to reach graduation. Member Koon feels the assessments help with accountability and measuring, but the tests could still provide those results without being linked to graduation.

Members were interested in discussing alternative pathways to graduation for struggling students who can't pass the exams, instead of delinking exit exams. Members were concerned about the unintended consequences of delinking, and questioned how student achievement could be measured without assessments linked to graduation.

Member Koon expressed concern that the assessment tests and their alternatives are costly and the resources required to administer them could be used to help students in other ways.

Data Spotlight – Collections of Evidence

Dr. Andrew Parr, Research and Data Manager

Mr. Parker Teed, Data Analyst

Mr. Brian Goforth, Assessment Director, Evergreen Public Schools

Ms. Allison Harding, Associate Principal, Heritage High School

Mr. Teed presented on the three ways for a student to reach a diploma – Certificate of Academic Achievement, Certificate of Individual Achievement, and diploma without either - and the number of students not meeting assessment requirements for a high school diploma. Members reviewed data on alternative options accessed over the last three years and collection of evidence rates by subject area. Collection of Evidence (COE) was the most commonly accessed alternative for earning a Certificate of Academic Achievement. Mr. Teed presented participation rates for the COE by subject area, with mathematics collections being the most used.

Dr. Parr presented the following to the Board:

- Proportionality among student groups in participation on all COEs
 - Outcomes for the Math Year-1 COE for the 12th graders in the Class of 2013
 - Examples of reading COE success rates of different student groups
 - Outcomes for the Math 1 COE for the 12th graders in the class of 2013
 - Summary of the most recent pass rates for all the COEs
 - Math 1 COE data on student groups that passed at higher or lower rates than the state average on the COE
 - Participation data for the Biology COE
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Mr. Goforth presented COE stats of currently enrolled students and the results for math, writing, math and science COE for the 2014-2015 school year. COEs are conducted in classrooms during the day and can be awarded credit recovery. Teachers utilize the COE web site for training and materials and teach the standards needed to pass the test. Mr. Goforth reported there will be no science COE next year because of changes in graduation requirements for the class of 2016.

Ms. Harding shared the process her school follows to place a student in a COE class. She provided an overview of what a COE classroom and web site look like, and shared that her biggest challenge faced is with ELL students and seniors needing to pass science during their final year.

Members asked Ms. Harding questions regarding her school's efforts in assisting students on a five-year graduation track, benefits of a third year of math, and the impact of teacher placement to conduct COE classes. Members discussed whether a COE is considered a test or a class, since teachers do not grade the student's results.

Public Comment

Brian Mathleson

Mr. Mathleson is concerned about linking exit exams to graduation requirements. A lot of time and resources are needed to administer the tests, which could be used more effectively in other ways to help kids.

Regional Teacher of the Year Presentation

Ms. Bethany Rivard, Fort Vancouver High School

Ms. Rivard teaches senior English language arts at a diverse school with low-income immigrant students. She shared her passion for helping students become college- and-career ready and the barriers facing many kids. Through personal statements written by her students, she discovered a majority of her students weren't aware of how to apply for college, and their barriers made college and career readiness scary. Ms. Rivard shared her efforts to help her students become informed in taking steps towards post-secondary education and being a first-generation college graduate. Ms. Rivard feels school needs to be like a second home with caring and trusting adults. She asked the Board to consider alternative ways to show proficiency as an alternative to high-stakes testing.

Ms. Muñoz-Colón presented Bethany with a resolution for being ESD 112's 2016 Regional Teacher of the Year.

Board Discussion

Delinking Assessments as a Legislative Priority

Members discussed the following:

- Exploring alternative pathways to getting a diploma for struggling students instead of delinking exit exams
 - Tabling the discussion until January when members had sufficient time to think about the topic and obtain more information
 - Waiting another year when more data are available and reevaluate the discussion for next year's legislative priorities
 - College remediation rates don't change for states that don't have exit exams
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- The resources for exit exams could be used to help struggling students in other ways and expanding alternatives results in more funding hardships for districts
- Exit exams linked to graduation bring anxiety and harm to students who are proficient but struggle passing a test

Members asked clarifying questions of staff about content in the draft legislative priorities and suggested edits.

Business Items

Motion made by Member Fletcher to approve the date and location change from September 14-16, 2016 in Everett to September 13-15, 2016 in Stevenson, as shown in Exhibit A.

Motion seconded.

Motion carried.

Member McMullen abstained.

Motion made by Member Bailey to approve the date changes for the 2017-2018 board meeting calendar, as shown in Exhibit B.

Motion seconded.

Motion carried.

Member McMullen abstained.

Motion made by Member Fletcher to approve the 2019-2020 board meeting dates and locations, as shown in Exhibit C.

Motion seconded.

Motion carried.

Member McMullen abstained.

Motion made by Member McMullen to approve the 2015 School District Education Compliance Report, as shown in Exhibit E.

Motion seconded.

Motion carried.

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

- Naches Valley
- Washougal
- Entiat

Motion seconded.

Motion carried.

Motion made by Member Maier to approve adding the Strategic Plan Issues Exploration Process, as shown in Exhibit G, to the Board Norms.

Motion seconded.

Motion carried.

Members reviewed the letter to Governor Inslee on budget priorities for the supplemental budget. Member McMullen was concerned with the language in the letter regarding separation of local levy funding from basic education funding would be problematic for schools since typically levy dollars are

tied to every budget item within a district. Members revised the language to urge the Legislature to address the use of local levy funding for basic education obligations that are properly the state's responsibility.

Motion made by Member Fletcher to approve the letter to Governor Inslee on budget priorities for the supplemental budget, as shown in Exhibit F.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the *McCleary* Implementations section, as shown as in Exhibit D, and the Professional Learning for Educators section, as shown in Exhibit H, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the High School and Beyond Plan section, as shown in Exhibit I, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the Expanding Learning Opportunities, as shown in Exhibit J, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Motion carried.

Motion made by Member Maier to approve Aligning Educator Compensation Systems with New Credentialing Policies and Address Teacher Shortages, as shown in Exhibit K, of the 2016 State Board of Education legislative priorities.

Motion seconded.

Member Bailey suggested tabling the motion until the January board meeting to give members time to consider the motion and to receive feedback from stakeholders.

Member Maier withdrew his motion and requested it be tabled to the January meeting.

Motion made by Member Bailey to delay action on adding the Career and College-Ready Diploma Requirements, as shown as Exhibit L, as part of the 2016 State Board of Education legislative priorities until the January meeting.

Motion seconded.

Member Koon made a friendly amendment that the Board delay action on adding the Career and College-Ready Diploma Requirements as part of the 2016 State Board of Education legislative priorities and revise the current Exhibit L to address only ending the Biology end-of-course exam as a high school graduation requirement.

Member Bailey accepted the friendly amendment.

Member McMullen made a friendly amendment to have delaying action on the career and college-ready diploma requirements and approving the biology end-of-course exam requirement as a legislative priority as two separate motions.

Member Bailey accepted the friendly amendment.

Member Bailey withdrew her motion.

Motion made by Member Bailey to adopt Exhibit L, which states "The Board urges the Legislature not just to suspend, but to end the biology end-of-course exam as a high school graduation requirement, effective with the class of 2018. A comprehensive science assessment aligned with Next Generation Science Standards should be first administered in 2017-2018."

Motion seconded.

Member Koon made a friendly amendment to remove the words “in 2017-2018” and replace with the words “according to the schedule for the assessment developed by the Office of Superintendent of Public Instruction.”

Member Bailey accepted the friendly amendment.

Motion carried.

Motion made by Member Bailey to delay the adoption of Exhibit M on Career & College Ready Diploma Requirements as a State Board of Education 2016 legislative priority until the January meeting.

Seconded.

Member Muñoz-Colón and Maier stated the Board should continue to look towards alternatives and that she was opposed to the motion. Member Bailey and Member Koon urged the Board to delay the motion until members have an opportunity to review more objective data on what other states are doing about exit exams and the benefits to linking graduation to assessment tests.

Motion failed on a roll call (4 yes, 6 no). Chair Laverty requested the roll call. Those voting yes: Member Hughes, Member McMullen, Member Bailey, and Member Koon. Those voting no: Member Fletcher, Member Laverty, Member Avery, Member Estes, Member Muñoz-Colón, and Member Maier.

Member Maier made a motion to adopt Exhibit M.

Motion seconded.

Member Maier made an amendment to remove the word “testing” and change the words “11th grade” to “high school.”

Motion seconded.

Member Bailey said she felt this motion should be delayed until the Board knew which grade the high school assessment would effect.

Amendment passed.

Member Bailey made an amendment to delete the wording “test required for graduation.”

Motion seconded.

Members discussed if it was appropriate to remove the wording since the test is currently required under law.

Member Bailey withdrew her amendment.

Member Avery made a friendly amendment to add the wording “and fund” before “alternatives for students.”

Motion seconded.

Member Maier was concerned about adding a request for funding in the motion language.

Amendment passed.

Member Bailey abstained.

Motion carried.

Acting Chair Laverty adjourned the meeting at 3:46 p.m.
