



THE WASHINGTON STATE BOARD OF EDUCATION

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

2100 Building, Rooms A & B
2100 24th Ave South, Seattle, WA 98144

July 7-9, 2015

Minutes

Tuesday, July 7

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Ms. Connie Fletcher (Member at-large), Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty (Member at-large), Ms. Cindy McMullen J.D., Vice Chair Dr. Deborah Wilds, Ms. Judy Jennings (Immediate Past Chair), Dr. Daniel Plung, Mr. Jeff Estes, and Ms. Madaleine Osmun (14)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, Ms. Kristin Collins and Ms. Denise Ross (11)

Members Excused: Mr. Randy Dorn, Mr. Bob Hughes (2)

Call to Order

The meeting was called to order at 8:13 a.m. by Chair Muñoz-Colón.

The Chair welcomed board members to the first day of the Board's annual retreat and bi-monthly meeting and provided an overview of the day's agenda items. Members and staff engaged in ice-breaker activities in a large group format.

School Site Visits

Members visited the summer school programs at Aki Kurose Middle School and Cleveland High School. Members toured classrooms and were provided an opportunity for students to ask the Board questions about its policy work.

Executive Session Discussion for the Purpose of Executive Director Evaluation

Members convened in executive session at 1:00 p.m. for the purpose of completing forms for the Executive Director's annual evaluation. The board reconvened in open session at 1:49 p.m. Ms. Kristin Collins, Human Resource Manager, OSPI, distributed and collected the evaluation forms to members.

Race and Social Justice Training

Ms. Patricia Lally and Ms. Benita Horn from the City of Seattle's Office of Civil Rights conducted the training for members and staff. The training focused on the various privileged groups, oppressed groups and how diverse groups experience oppression differently.

Meeting adjourned at 5:00 p.m.

Minutes

Wednesday, July 8

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Ms. Connie Fletcher (Member at-large), Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty (Member at-large), Ms. Cindy McMullen J.D., Vice Chair Dr. Deborah Wilds, Ms. Judy Jennings (Immediate past chair), Dr. Daniel Plung, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Randy Dorn and Ms. Madaleine Osmun (16)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, Ms. Kristin Collins and Ms. Denise Ross (11)

Chair Muñoz-Colón announced that members will continue their retreat format from 8:00 to 11:30 a.m. before beginning public presentations.

Chair Muñoz-Colón introduced Superintendent Larry Nyland of Seattle Public Schools. Dr. Nyland gave the Board welcoming remarks and shared the strengths and challenges currently facing the district in funding, testing and student discipline rates. He thanked members for visiting Aki Kulrose Middle and Cleveland High the day prior.

Board Work Session: Review of Strategic Plan and Board Priorities

Mr. Ben Rarick, Executive Director

Mr. Parker Teed, Data and Operations Coordinator

Mr. Rarick introduced the discussion focus by summarizing the Chair's vision and priority for the Board in closing achievement and opportunity gaps. Mr. Teed presented summarized feedback collected from both the previous community forums and diverse communities roundtable and how the Board has responded.

Members discussed the following:

- Personal reflections of the member's experiences at the community forums
- Structuring future community forums to receive desired feedback and reach target audiences
- Stronger liaison presence at stakeholder meetings
- Student engagement at community forums
- Stronger communication with participants of the forum's purpose, the Board's authority and its role in education oversight
- Broadening outreach efforts to families with disabilities, English language learners, and other students facing various challenges.

Members divided into three small groups for further discussion in assigned topics.

Workgroup #1 – [Interpreting SBE Statutes](#)

Workgroup #2 – [Ideas from Executive Committee Retreat](#)

Workgroup #3 – [SBE Role in Closing Achievement and Opportunity Gaps](#)

Members reconvened into a large group to share small group discussion summaries as follows:

Workgroup #1:

- Definition of strategic oversight and advocacy work
- Strategies for creating a personalized education for every student
- Continued advocacy work in respecting cultures and learning styles to help students become successful

Workgroup #2:

- Definition of 'career-readiness'
- More work is still needed in getting all kids to 24 credits
- More information about competency based education is needed
- How work-based learning relates to competency-based education
- Interests in learning how other states are doing in career and college readiness
- Flexibility in personalizing education in 24 credits requirements
- The need for more teachers to fulfil the 24 credit requirements
- Reaching all students and helping them get to graduation

Workgroup #3:

- Focusing on opportunity gaps
- Advocating and bringing about change in opportunity
- Measuring results in student achievement
- Having a definitive list of opportunity factors
- Connection between poverty and opportunity
- Flexibility revolving around the 24 credit work
- Cultural values as related to opportunity gaps
- Desire to hear more student feedback on opportunity gaps

Members shared topics they'd like to see the Board discuss further in its policy work:

- Defining strategic oversight and advocacy, and how it relates to the Board's work in the Achievement gap and opportunity gap. How the Board can capture its recommendations, why it was recommended, what's been achieved and was the result the intention of the Board's action.
- Understanding the factors that are driving the opportunity gaps – what is actionable around that?
- Where do we have the most opportunity to bring change that will be meaningful to kids?
- How does the action of the Board taken around advocacy and policy work have a direct impact on a child in the classroom?

More detailed notes of the discussion are provided in the September 10-11, 2015 board packet on page 54.

Recognition of Dr. Deborah Wilds

The Board recognized Dr. Deborah Wilds for her work on the Board. She was presented with a plaque and a letter from the Governor recognizing her work on the Board.

Ms. Marcie Maxwell, Senior Policy Advisor for Governor Inslee's Office, thanked Dr. Wilds for her service and announced that Dr. Mona Bailey has been appointed to finish Dr. Wild's membership term.

Call to Order

Chair Muñoz-Colón called the meeting to order at 12:40 p.m. and administered the oath of office for Mr. Baxter Hershman.

Mr. Parker Teed announced a revision of the minutes for the May 13-14, 2015 meeting. Ms. Wendy Rader-Konoflaski indicated that the transcript of her public comments made on May 13, 2015 was incorrect. She requested it be corrected and include a copy of the letter she read during public comment. Mr. Teed revised the minutes to include a full copy of the letter.

Consent Agenda

Motion made to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the May 13-14, 2015 Board Meeting.

Motion seconded.

Motion carried.

Call for Nominations

Mr. Bob Hughes, Nominations Chair

Mr. Bob Hughes reminded the Board that an election for the vice chair position will be conducted on Thursday. He announced that members Koon, Laverty and Fletcher have been nominated to date and asked if there were any further nominations. No further nominations were made, and Mr. Hughes called for a close of nominations.

Motion made to close nominations for the vice chair position on the Executive Committee.

Motion seconded.

Motion carried.

Update from Current RADs and Soap Lake Required Action Plan

Ms. Linda Drake, Research Director

Mr. Parker Teed, Operations and Date Coordinator

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Ms. Drake introduced the purpose of the update from the five required action districts (RADs). Marysville School District, Tacoma Public Schools, Wellpinit School District and Yakima Public Schools were designated for required action a year ago, and Soap Lake School District was recently re-designated for Required Action Level 1 by the Board. The Board will hear from each district on its progress report and members will be asked to approve Soap Lake School District's required action plan.

Ms. Drake directed members to the Soap Lake School District required action plan, which included district responses to questions addressing the required elements of the required action plan. The plan was reviewed by a sub-committee of members that included Member Maier, Member Fletcher and

Member Laverty. The committee members had additional questions that were forwarded on to the district regarding how the plan specifically addressed the elementary school and the process of building sustainability. District representatives have been asked to respond to those questions during their presentation to the Board. Soap Lake School District anticipates they'll be eligible for release of required action next year and has submitted a one-year action plan based on that timeline.

Mr. Teed presented a data comparison of the proficiency and growth averages of priority schools, RAD cohort 1, RAD cohort 2 and all other schools in the state. In response to the Board's desire to follow up with districts after their release from required action district, staff will continue to provide this data on a yearly basis to members.

Dr. Mendoza presented the following:

- Review of academic progress for RAD cohorts
- Update of progress and academic audit recommendations for RAD cohort II
- A review of Soap Lake School District's data and next steps in required action

Mr. William Hilton introduced himself as the principal of Washington Middle School in Yakima Public Schools. Mr. Hilton reported the three areas of recommendation from their improvement plan last year and the changes made in response to it:

- All students in Regular Core ELA and math classes with support for at-risk students
 - Removed intervention classes as the Core classes
 - More data-driven to identify students needing support
- Expanding capacity for the leadership team – Data driven and defining
 - Identified problem of practice and theory of action in rigor, comprehension and English language learners
 - To increase student engagement and learning, staff focused on teacher practices in the classrooms
- Safe and culturally-sensitive learning environment
 - Implemented a PBIS program that significantly reduced student suspensions
 - Surveying parents
 - Family and community events

Mr. John Adkins introduced himself as the superintendent of Wellpinit School District. Mr. Adkins thanked the Board and OSPI for their support, encouragement and guidance during the past year. Mr. Adkins acknowledge the outstanding work of the Wellpinit Elementary principal, Ms. Kim Ewing. Through her leadership, the school has all new staff, increased enrollment, secured grant funds and achieved the support of their local school board.

Ms. Ewing gave an overview of the focus areas of change, which were teacher practices, alignment in curriculum for reading and math, and intentional outreach to families and community. She presented data comparison of grade level reading and math data for both the fall and spring. For most of the grades in both reading and math, data showed significant reduction in the achievement gap. The school met its goal in setting learning targets and objectives with its teachers, but still is working towards creating highly engaging classrooms. Wellpinit Elementary conducted several community involvement events last year, but would like to hold monthly events to engage with parents on a more regular basis.

Mr. Zeek Edmond, principal of Stewart Middle School at Tacoma Public Schools, presented the four-point scale his staff used to evaluate their progress and change this past year. The middle school made several personnel changes, implemented digital walk-through tools and discipline incident tracking, increased professional development for teachers and worked with both students and teachers in how

growth develops in the classroom. Community input for the school has grown significantly and is anticipated to continue growing next year.

Mr. Ray Houser, superintendent of Marysville School District, reported Quil Ceda Tulalip Elementary faced unique challenges the past year, but still saw gains in student behavior and student achievement. Ms. Kristin DeWitte, principal of Quil Ceda Tulalip Elementary, presented the following changes implemented during the 2014-15 school year and what the school's plans will be for the 2015-16 school year:

- Academics
- Culturally relevant instruction and materials
- Family and community engagement
- Social, emotional and behavior

Ms. Dewitte also presented data on student discipline referrals for the 2013-14 and 2014-15 school years, which showed a decline in the average referrals per day.

Mr. Dan McDonald, superintendent of Soap Lake School District, shared the changes the elementary and middle/high school have made in personnel, re-structure of fund allocations, alignment of curriculum to state standards with increased rigor, increased professional development, and the plans for continued improvement for 2015-16.

Mr. Rick Winters, assistant superintendent of Soap Lake School District, thanked OSPI and the Board for their leadership and support during their time of improvement.

Board members reviewed the questions given to Soap Lake School District that represent each of the required elements of the plan and the district's responses. Members were given an opportunity to ask Mr. McDonald and Mr. Winters additional questions on the following:

- Budget funds used for improving instruction at the elementary school
- Use of Guided Language Acquisition Design (GLAD) Training for teachers
- Purpose and use of Monday late starts

Chair Muñoz-Colón asked Mr. McDonald to provide copies of their answers to SBE staff for the additional questions the review committee provided. Members will review the answers in preparation to approve the district's final plan during business items on Thursday.

Public Comment

Ms. Brenda Running, Tahoma School District

Ms. Running is a paraeducator for Tahoma School District and a parent of two boys who received special education services. She sees on a daily basis kids being segregated and allowed limited access to the general education classrooms. As a result, special education students struggle to take the annual tests. Their poor test scores are from the lack of access to general education and not their disabilities. Special education students need to be in general education first with special education as a service so students with disabilities can be successful. Ms. Running requested the Board provide actions as to what will be done to include special education in the State Board's work to close the achievement gap.

Ms. Dannira Jimenez, Member of the Public

Ms. Jimenez is an in-home care provider and provided comment on behalf of her nieces and nephews. She would like to see the cut score set at a level three or level four. Ms. Jimenez attended a school at a level two curriculum and did very well, but struggled when she was transferred to a school at a level

four. She was able to complete the math work, but failed at the testing and this caused her to graduate a year late. Ms. Jimenez feels she and her teachers should have been held accountable in helping her succeed in math and wants to ensure her nieces and nephews are offered the best opportunities. Setting the score at a one or two would not provide the best education they deserve.

Ms. Diana Alonso, Ambassadors of Lakeview Achieving Success

Ms. Alonso feels the cut score should be set at level three or higher because the state should have higher standards for students. Her father insisted college would be a waste of time and money because she wouldn't learn anything, but Ms. Alonso believes differently and plans to graduate from high school with a meaningful education.

Ms. Maite Cruz, Ambassadors of Lakeview Achieving Success

Ms. Cruz feels the cut score should be set at level three for graduation because it'll show the confidence the state has in a student's ability to graduate at high standards. Ms. Cruz feels students can achieve higher than a level two and all students should be prepared for college. Her brother had to begin college last year in remedial classes and Ms. Cruz feels this was curriculum he should have been taught while still in high school.

Beth Sigall, Parent

Ms. Sigall is an advocate for special needs students and is parent of three children in Lake Washington School District. She feels we must prepare all students for career and college readiness and it's important to set a cut score at a level three for graduation. She believes when standards are lowered in public schools, especially for students with disabilities and at-risk students, the achievement gap is exasperated. Ms. Sigall's autistic son splits his instructional time between a private school and public school, but not all parents have the resources for private school education. We need to rely on our public schools to provide a diploma that is rigorous and meaningful. Ms. Sigall has struggled to have basic questions answered regarding her child's academic progress in public school. She believes there shouldn't be higher standards in private school and lower standards in the public system. We aren't going to have all students prepared for college, workplace and life success if we don't have a cut score of three or above.

Public Hearing – Amendment of Rules for Private Schools

Ms. Linda Drake, Research Director

Mr. T.J. Kelly, Director, Financial Appointment, OSPI

A public hearing was held on the proposed amendment to WAC 180-90 for Private Schools. Mr. Kelly reported there is no fiscal impact to school districts for the proposed amendment of rules.

An opportunity for public testimony was provided and no testimony was submitted. Members were asked to take action to adopt the proposed amendments on Thursday during business items.

Public Comment Continued

Bill Harris, Seattle Public Schools

Mr. Harris is a teacher and asked the rhetorical question of whether the Board is trying to determine what minimum score demonstrates proficiency on a test or to determine what score will not decrease high school graduation rates. They are two different things, as one question is based on what students should know and the other on possible impacts of the decision. As a teacher, his daily decisions are made on what students should know and not how all students can pass with an "A" grade. Not every student will get an "A" grade, but Mr. Harris can make sure every student learns the information they

need. Mr. Harris encouraged the Board to consider whether the importance of setting the cut score is based on graduation rates or what level of knowledge we want students to know from their education.

Executive Session Discussion for the Purpose of Executive Director Evaluation

Members convened in executive session at 3:00 p.m. for the purpose of evaluating the performance of the Executive Director. The Board reconvened in open session at 3:50 p.m.

Option One Basic Education Act Waiver Requests

Mr. Jack Archer, Director of Basic Education Oversight

SBE received three Option One waiver requests. They are from Auburn School District, Cusick School District and Tacoma Public Schools.

Auburn School District requested waiver three days for the 2015-16 school year.

Cusick School District requested five waiver days for the 2015-16, 2016-17 and 2017-18 school years.

Tacoma Public Schools requested ten waiver days for the 2015-16, 2016-17 and 2017-18 school year.

Members were asked to take action on approving the Option One Basic Education Act Waiver requests on Thursday during business items.

Budget and Legislative Update

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Senior Research Analyst

Mr. Archer provided an overview of the 2015-17 operating budget. A copy of the presentation can be found at www.sbe.wa.gov.

Staff reviewed the following elements of the budget:

- Enacted K-12 budget
- K-12 policy enhancements
- Major funding enhancements of SHB 2776: What is required and when?
- New SB 2776 funding
- Other K-12 enhancements
- Basic education enhancements in House and Senate proposals not included in final budget
- K-12 Savings
- Achievements of the budget
- Concerns about the budget

Mr. Archer presented on concerns about the budget related to additional investments, new revenue, professional development funding, savings from elimination of the biology EOC, and reducing reliance on local levies.

Members discussed the suspension of the biology EOC graduation requirements for two years and the impact it will have on students.

Minutes
Museum of Flight, Skyview Room
ADDRESS, Seattle, WA 98144

Thursday, July 9

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madaleine Osmun (15)

Members absent: Mr. Randy Dorn (1)

Staff Attending: Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Mr. Ben Rarick, Ms. Tamara Jensen, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

Call to Order

The meeting was called to order at 8:07 a.m. by Chair Muñoz-Colón.

Student Presentation

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun presented on lost learning opportunities due to discipline. She suggested social-emotional learning as a way to create a safe, productive environment and improve cultural competency. She stated that the disproportionality of discipline among student groups may be due to lack of cultural competency, but noted that disciplinary action should be used to deal with inappropriate behavior if the decision was made with cultural competence.

Executive Committee Election – Vice Chair Position

Member Koon rescinded her candidacy for the Vice Chair position on the executive committee.

Member McMullen moved to suspend the bylaws to allow the Board to elect a vice chair whose term would commence at the end of Dr. Wilds current term and continue for the two year term that would begin in September 2015.

Motion seconded.

Member Maxie proposed a friendly amendment to suspend the bylaws and allow for election of a vice chair who would begin his or her term effective July 16, 2015 to fill out the existing term plus two additional years.

Friendly amendment accepted.

Member McMullen restated the motion to suspend the bylaws to allow the Board to elect a vice chair whose term would commence on July 16, 2015 to fill out the existing term and continue for the two-year term that would begin in September 2015.

Motion carried.

Member Laverty was elected Vice Chair with eight votes. Member Fletcher received five votes for the Vice Chair position.

Achievement Index Transition Position Statement

Dr. Andrew Parr, Senior Policy Analyst

Dr. Parr summarized the following proposed changes to the accountability system, particularly the Achievement Index. He reviewed the proposed position statement that would make changes to the high school Index indicator weightings and start a three-year cycle of identifying new Priority and Focus schools. He described issues with using school growth data during the transition to the Smarter Balanced assessment.

Members had questions about the inclusion of Dual Credit in the Achievement Index and whether it was based on credits earned. Dr. Parr stated the Dual Credit measure is based on the participation rate but that future data could allow for credits earned to be included in the Dual Credit measure.

Review of Smarter Balanced Assessment Experiences From Districts

Ms. Robin Munson, Assistant Superintendent, OSPI

Ms. Sarah Rich, Director of Assessment, North Thurston Public Schools

Mr. Eric Anderson, Director of Research & Evaluation, Seattle Public Schools

Ms. Annie Wolfley, Director of Teaching and Learning, Riverside School District - via videoconference

Dr. Munson thanked Ms. Osmun for her comments about the Smarter Balanced assessment during her student presentation earlier in the day. Ms. Munson offered to include the student board members in a video about the Smarter Balanced assessment.

A panel of district and state officials presented on their experience of the implementation of the Smarter Balanced assessment. The [audio recording of the board meeting](#) has detailed information from the panelists about their experience with the Smarter Balanced assessment on the following topics:

Ms. Robin Munson, Asst. Superintendent, OSPI – SBAC Roll-Out

- What Went According to Plan – Review of ‘Wins’
- Technology Challenges
- Score Report Challenges
- IT Challenges
- Student Refusal Challenges (Extent of ‘Opt-Out’ – do we know the data, and what impact is it Likely to Have on Standard Setting? What are Federal Participation Requirements?)
- Implications for Policy & Practice in Future
- How Does SBAC Receive User Feedback on Washington’s Experience? How Can SBE provide SBAC this Feedback?

Ms. Sarah Rich, Director of Assessment, North Thurston School District

- What Went According to Plan – Review of ‘Wins’
- Experience of Non-Field-Test Schools
- Technology or Administrative Challenges Experienced
- Recommendations for the State, and for SBAC Vendor Going Forward

Mr. Eric Anderson – Director, Research, Evaluation & Assessment, Seattle Public Schools

- What Went According to Plan – Review of ‘Wins’
 - Technology or Administrative Challenges Experienced
 - Recommendations for the State and for SBAC Vendor Going Forward
-

Ms. Anne Wolfley, Director of Teaching & Learning, Riverside School District

- What Went According to Plan – Review of ‘Wins’
- Unique Technology or Administrative Challenges Experienced by Rural Districts
- Recommendations for the State and for SBAC Vendor Going Forward

Board members discussed the upcoming August 5, 2015 special board meeting to set the graduation score on the Smarter Balanced assessments. They requested information about the methodology being used to set the graduation score ahead of the August 5 meeting. Members also asked staff to follow up with information in response to the following questions:

- When will complete data from the 2014-15 Smarter Balanced testing be available?
- When will the analysis of the student refusals be complete?

Board Discussion of BEA Waivers

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the waiver requests from the minimum requirement of a 180-day school year. The requests were from Auburn School District, Cusick School District, and Tacoma Public Schools. District administrators were given the opportunity to comment on their districts’ waiver requests.

Public Comment

Ms. Tracy Drum, Teacher in Highline School District

Ms. Drum stated that she is excited by the emphasis on social justice and addressing the opportunity gap. Through listening to the Board and reading through the materials, she read that one important way to close the opportunity gap is to continue to focus on the Smarter Balanced Assessment. She stated that it is misguided. She teaches in a diverse, high poverty school. Social studies, science, and art are no longer being taught with as much time or focus. An afterschool broadcasting class was cancelled and a limit on only three field trips was introduced. She stated that these opportunities are not lacking in higher income schools. She stated that the testing movement comes out of the eugenics movement on the early 20th century. The eugenics movement focused on finding traits of a superior race and that I.Q. tests were given to that end. She said that she doesn’t believe that the creators of the Smarter Balanced assessment are eugenicists but that the pattern of testing plays out again and again. Children from poverty don’t do as well as wealthier students. Testing serves the purpose of ranking and sorting people. It serves the purpose of offering certain groups of people opportunities and denying those opportunities to other groups.

Ms. Marie Sullivan

Ms. Sullivan stated that she was not representing any group during this comment. Her daughter, a junior in high school, is entering her senior year. She said that the majority of kids at her daughter’s school who opted out of the Smarter Balanced assessment were in Advanced Placement, International Baccalaureate, or Running Start. When considering how to interpret the SBAC results for setting a cut score, the Board should be mindful of who opted out. She views it as a social justice issue. There is a leadership opportunity for the State Board on Dual Credit. The Legislature talks a good game about putting value on Dual Credit but then they take the money and supports away. This year, HB 1546 was a bill aimed at taking Running Start in the High School away. Central and Eastern came up with Running Start in the High School to provide college credits to students who did not want to leave their schools. We had several students who wanted to earn credit without leaving their school because they were very engaged in their school. There is an opportunity for the State Board to look outside of the box and offer access and opportunities to students to earn college credit. The state needs to step up with the funding because most of the funding for Dual Credit programs besides Running Start does not come

from the state. As the Board includes Dual Credit in the Index, the Board should look at why students would want to earn college credits while remaining at their high school.

Mr. E.B. Vodde, Recent Graduate from Eastern Washington University, Advocate for Student Success in Higher Education

Mr. Vodie commented on the Smarter Balanced assessment. The state has been stepping up funding for education and the first higher education tuition reduction just passed. It is exciting that Washington is getting closer to providing access to higher education and the tools to succeed at it. He took Math 115, a class required for a Bachelor of Arts degree. He thought the recent high school graduates would do well at it but they didn't and only half of the class passed. That is the status quo. If the SBAC score gets lowered and students only have a partial knowledge of the subject, then the students will not succeed with that partial knowledge of the subject matter. An SBAC score of three is adequate, then they can complete college-level courses and graduate. Completing remedial courses increases the length of time needed to earn a degree, is demoralizing, and causes students to drop out. From a higher education perspective, if the state wants to reach a goal of 70% of students with degrees and working, then the SBAC score needs to provide an adequate level of understanding so that they can succeed in higher education.

Ms. Thelma Jackson, Black Education Strategy Roundtable

Ms. Jackson commented on providing acceptable levels for students to assess on the Smarter Balanced assessment. She appealed to the Board to set a standard for the educational system and the students in this state. A cut score of three must be instituted if we are to deliver on our commitment to have each student be college and career ready when they leave our public schools. She says this as a longtime advocate of excellent and equitable outcomes for all students, particularly as an advocate for black students who have historically, traditionally, and disproportionately left behind in the achievement gap. Their educational success will not be helped with limited instruction, low expectations, less-than-rigorous curriculum, and a lack of system accountability for student learning. A cut score of three should be implemented and should be implemented by the 2020 school year at the latest. The current system is ill-equipped to deliver an excellent and equitable education for all students, particularly those who have not been successful in this outdated, outmoded, and culturally irrelevant system. Our students must be able to access the educational and economic opportunities available to them by being college and career ready. We will hold them accountable to things that they were never taught to be prepared for. Setting a cut score of three and a new target date of 2020 is no guarantee that things will change without some fundamentally different approaches to how we do school. We must take the challenge more seriously to educate the culturally diverse students who populate our schools instead of continuing the education system of yesteryear. Be bold in your decisions and be sure that our schools and students are held to the highest standards. Our schools and communities deserve no less.

Ms. Jen Wickens, Chief Regional Officer, Summit Public Schools Washington

Summit Public Schools has seven public charter schools in the Bay Area and two opening in Washington, one in Seattle and one in Tacoma. All of our schools serve a heterogenous student population. She summarized statistics showing high performance on preparing students for college. She advocated for a high standard for students by setting a cut score of three on the Smarter Balanced assessment. Students will rise to the challenge. The cut must be set to career and college readiness so that students reach their potential. As policymakers and educators, it is our responsibility to raise expectations so that all students succeed. Resources and priorities must be shifted to provide for equitable distribution.

Mr. Kevin Washington, Chair of the Education Committee, Tabor 100

Mr. Washington noted the importance of high standards. From the point of view of having a prepared workforce, career and college readiness is vital. He said that there is a shortage of knowledgeable and skilled workers to meet the demand of companies. Jobs should be filled with Washingtonians who are coming out of Washington's schools instead of workers brought in from outside of the state or of the country. He stated that preparing students for career and college is important to small, minority-owned businesses because they need the level of competence in the general workforce to remain high. He stated that cut scores below three do not accomplish what the state needs. Struggling students will need supports to reach level three. Resources will need to be shifted to support those students. Equity is one thing and equality is something else. If students need the extra support, then it is the responsibility of the state to give those students extra support. It is the Board's responsibility to ensure that students receive the education that they need. Lower expectations will fail the students. He would also like accountability to ensure success for the 2019-2020 school year. If the implementation proves too difficult, the state should be prepared to delay.

Mr. Cary Evans, Government Affairs Director, Stand for Children

Ms. Evans is a proud parent of three children in the Everett School District. At Stand, their mission is to ensure that every child, regardless of background, has the ability to go to college if they so choose. Currently in Washington, half of students enrolling in community college need remedial courses. Their high school experience has not prepared them for college and they pay for those remedial courses out-of-pocket. Graduation rates are meaningless if students aren't prepared when they graduate. The Board is uniquely situated to maintain a good policy with a cut score of three. Stay the course, be hopeful, and don't let politics in the Legislature dictate policy. Please keep policy over politics. Set a cut score of three.

Ms. Maya Vengadasalan, Kent School District

Ms. Vengadasalan stated a cut score of three should be set with a phase-in approach. This would help to ensure that all students graduate college and career ready. Although her son received good grades in high school, he was not prepared for the rigors of college upon graduation. The point of the test is for our children to understand what they need to achieve their goals and not what they already may know. Scores of one or two on the Smarter Balanced would not signify that students understand what they need to achieve their goals. Remediation rates are high and not all students are prepared to meet a level three. That is why we must immediately take action and provide the necessary supports in early years so that students can achieve their aspirational goals. Professional learning resources should be increased so that teachers are prepared to support their students. We need to believe that our students are reading and willing to meet the expectation that they be adequately prepared for career and college. Setting a score of one or two sends the wrong message to our kids. Please consider setting the cut score at a level three as an aspirational goal and signal that you are willing to provide the resources to get them there.

Ms. Betsy Cohen, Mother of Two High School Graduates in Issaquah School Districts

Ms. Cohen thanked the Board for its work in ensuring that all students receive a meaningful education. She requested that the Board continue that work by setting a cut score of level three. Expectations should not be lowered simply because some students are not meeting them. Imagine a world where instead of correcting vision, eye doctors simply redefined what good vision is. Lowering our standards is absurd. Working with non-English speaking communities, she sees firsthand how kids can fall through the cracks when parents can't help their students or can't advocate for them. This is a social justice issue and I urge you to not let these kids down by lowering standards. Kids can pass courses with As and Bs and still fail to pass the state assessment. We need an objective way to ensure that students are meeting standards. She offered an anecdote about how important it is to have a test to ensure that all

students are learning the material. Testing is needed for all childrens and standards should be kept high. You cannot raise achievement by lowering expectations.

Ms. Kelly Munn, State Field Director, League of Education Voters

Ms. Munn stated that her son currently works in Panama. He is fluent in Spanish and Chinese. When he wanted to take early Spanish, he wasn't allowed to. Her son reminded her that he wasn't allowed to because other people decided that he wasn't ready and that he couldn't learn it because his grades weren't that great. However, he loved languages. He was from an affluent, white neighborhood where Ms. Munn could buy him what he needed. She enrolled him in Japanese at a community college and he was successful. His middle school wouldn't let take Spanish. He is affluent and people make decisions for him. What if you were a person of color or poor? People would be making decisions for you. The problem that prevented him from taking Spanish in eighth grade was that there was not a common vision of what students need. A level three creates a vision of what students need for career and college when they graduate. She stated that she understands that the Board is in a difficult position with setting a cut score. If the Board sets a level one or a level two, then kids will be thinking of their own achievement as only a level one or two, short of the career and college ready level. League of Education Voters urges the Board to set a level three and set a timeline for reaching a level three. There can't be no deadline and just a two or one.

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

Ms. Liu thanked the Board for its leadership. She stated that she believes in the Board's vision of a high quality education system that prepares all students for career, college, and life. This vision should be realized with a fierce urgency. In regards to setting the graduation score, she stated that she realizes that there are limits to what the Board can and cannot do. She understands that the Board can't control all parts of a large and complex system, public opinion, or the Legislature. The thing that the Board does control here is setting the graduation cut score. She said that the Board may not get another chance to set the graduation score. It is unclear if the Board will get another shot at setting the cut score. Put the stake in the ground and let the Legislature control what they can control – implementation, supports, delays, et cetera. Set a level three and we will be with you every step of the way. Control what you control, boldly. Lead the State towards realizing the Board's vision.

Board Discussion

Staff summarized the exhibit documents that board members will be voting on and answered questions regarding the proposed actions to be taken by the Board.

Business Items

Member Laverty moved to approve the date changes for the 2015-2018 Board Meeting Calendar as set forth in Exhibit A.

Member seconded.

Motion carried. Member Wilds abstained.

Member Jennings moved to adopt the Private School Rules as set forth in Exhibit B, as amended, and approve filing the CR-103 to amend Chapter 180-90 WAC, Private Schools.

Motion seconded.

Motion carried.

Member Wilds moved to approve the Soap Lake Required Action Plan as set forth in Exhibit C.

Motion seconded.

Motion carried.

Member Koon moved to approve the **Auburn School District's** waiver request from 180-day school year requirement for three days, for the 2015-2016 school year, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Member Koon moved to to approve **Cusick School District's** waiver request from the 180-day school year requirement for five days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Member Koon moved to approve **Tacoma Public Schools'** waiver request from the 180-day school year requirement for ten (10) days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Member Laverty moved to approve temporary waivers from implementing the High School Graduation Requirements of WAC 180-51-068 for the following school districts for the number of years and reasons requested in their applications to the Board:

- Aberdeen
- Chimacum
- Darrington
- Eatonville
- Franklin Pierce
- Hoquiam
- Lake Stevens
- Mossyrock
- Ridgefield
- Rochester
- Toledo
- West Valley (Spokane)
- White Pass

Motion seconded.

Motion carried.

Member Wilds moved to approve the *Provisional Position Statement on the Accountability System During the Transition to the Smarter Balanced Assessment* as set forth in Exhibit D.

Motion seconded.

Motion carried.

Member Jennings moved to approve the private schools as set forth in Exhibit E and Initial approval with minor deviation for A Journey School.

Member seconded.

Motion carried.

Member Fletcher moved to adopt amendment to WAC 180-17-010 as set forth in Exhibit F, as amended, and to approve the filing of the CR-103.

Motion seconded.

Motion carried.

Member Lavery moved to approve a three percent COLA salary increase for all State Board of Education staff effective July 1, 2015 consistent with the appropriation for all state employees by the legislature in the 2015 session.

Motion seconded.

Motion carried.

Member Wilds moved to approve a two percent increase in the Executive Director's salary in addition to the 2015 three percent COLA approved by the legislature.

Member seconded.

Motion carried.

Chair Muñoz-Colón adjourned the meeting at 3:20 p.m.

