

The Washington State Board of Education

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

January 9 – 10, 2013
ESD 113
Tumwater, Washington

MINUTES

January 9, 2013

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, Ms. Judy Jennings, Dr. Kris Mayer, Tre' Maxine, Dr. Bernal Baca

Members Excused: Chair Jeff Vincent, Mr. Eli Ulmer

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

The meeting was called to order at 8:15 a.m. by Vice Chair Mary Jean Ryan.

Amy Bragdon and Bernal Baca's term on the board has ended and this is their last meeting. Replacement board members have not been appointed yet at this time.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- November 9, 2012 Board Meeting Minutes

Motion seconded

Motion carried

THE 2013-2014 STRATEGIC PLAN

Board members reviewed progress on the 2013-2014 strategic plan. This update complements the extensive strategic plan review that happens annually during the Board retreat.

DATA REVIEW FOR CURRENT ACHIEVEMENT INDEX DATA, GRADUATION RATES

A review of timely and topical P-20 continuum data is regularly presented to the Board at every meeting for their review. This presentation provided an overview of school performance in the current Index as well as recent nationwide changes to the calculation and reporting of graduation rates. The most recent U.S. Department of Education release of states' graduation rate data reflects graduation rates that have, for the first time, been calculated using the same

standardized methodology. The new standardized data allows us to compare and rank states' graduation rates. Washington's 2010-11 "4-year Actual Adjusted Cohort rate" was 76%, which ranked 32nd in the nation.

THE ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) AND SBE STAFF RECOMMENDATIONS FOR A REVISED ACHIEVEMENT INDEX.

Board members reviewed the recommendations of the Achievement and Accountability Workgroup (AAW) in regard to the following questions. Note: The recommendations of the AAW are outline in detail in the [December 12 Feedback Report](#).

- What specific sub indicators should be included to measure college and career readiness? Which of these should be reported but not used in an Index calculation?
- Should the revised Index include language acquisition data (currently Washington English Language Proficiency Assessment)? Should the Index include a subgroup of former English Language Learners?
- Which sub indicators should be norm-referenced and which should be criterion-referenced?
- How should the Index incorporate subgroup data to ensure that gaps are visible to the greatest extent possible?

Board members discussed these recommendations, as well as SBE staff recommendations for inclusion on a revised Achievement Index.

1. Incorporation of the following into a career- and college- ready performance indicator:

- The percent of students who either pass a dual credit course or received certification.
- The percent of students who perform at a career and college-ready level on the 11th grade Common Core State Standards Assessment.
- The percent of students who graduate within four years with credit given for five-, six, or seven year graduation rates
- Disaggregated data based on the current eleven federal student subgroups.

2. Targets:

- Criterion-based targets for proficiency (grades 3-8 Measurement of Student Performance tests, High School Proficiency Exams, and End of Course Exams) and graduation rates, in alignment with the current Index.
- Norm-based targets for the percent of students earning high school credit in dual credit coursework or receiving industry credentials, and the percent of students meeting career- and college-ready performance levels on the 11th grade Common Core State Standards. Possibly transition to criterion-based targets in the longer term.
- Norm-based and criterion-based targets for student growth: median growth and growth-to-standard.

Board discussed studies of college student performance data, student growth models, and requirements of the federal government as well as the merits of the aforementioned indicators and others, while reiterating the principle that the Index fairly reflect school performance and contain indicator data that is user friendly for schools, parents, and other stakeholders.

Board wants the Index to include four and five year rates, displaying them separately, but weighting them the same.

Staff recommend devoting further study to English Language Learner data, and the Board directed staff to request a presentation from OSPI on a revised set of federal AMAO measures for ELL students. These data are not intended to be included in the revised Index, but should be publicly reported.

I-1240 AND QUALITY CHARTER SCHOOL AUTHORIZING

Mr. Alex Medler, Vice President of Policy and Advocacy at the National Association of Charter School Authorizers (NACSA), addressed best practices for charter school authorizing, the NACSA perspective on Washington's charter school law, and discussed the SBE can carry out duties under I-1240 in a way as to promote best outcomes for students.

Mr. Medler outlined some of the lessons learned in NACSA's evaluation of the nation's public charter schools and charter school authorizers and also provided insight to members on anticipated work as the state moves forward in the implementation of public charter schools.

Public Comment

William Lay - Pioneer Youth Corps of Oregon

Mr. Lay shared the success that Pioneer Youth Corps of Oregon has experienced being one of the first Charter Schools to be established in the state of Oregon. Mr. Lay expressed support of Charter Schools as an education option in Washington to benefit the various learning styles and to serve the at-risk student population

Christine Shardelman – Education Research

Ms. Shardelman expressed concern of SBE's direction around rules and regulations necessary to implement I-1240 including the flexibility in funding available according to the Washington Charter School legislation.

Melissa Westbrook – Seattle Schools Community Forum

Ms. Westbrook stated that NACSA is funded by the Gates Foundation, Dell Foundation and Robertson's Foundation. The Robertson's Foundation is a religious-based funding source and could be inappropriate to advocate for public schools. The media sheet posted on the SBE's website containing details for SBE's role in overseeing Charter Schools implies this includes the Charter Schools Commission, which is inaccurate and contradicting to sections 209 and 212. SBE's oversight will be limited to only Charter School Authorization based on the Initiative, sections 209 and 212 which does not include the Charter School Commission. Ms. Westbrook requested SBE understand the Charter School Commission's limited role as defined in Sections 209 and 212.

Tim Knue – Washington Association for Career and Technical Education

Mr. Knue is in favor of Career and College Readiness. This is a vital part of a student's education in order to prepare them for adult life in addition to employment. Mr. Knue thanked the SBE in their work with the Achievement Index.

TEACHER OF THE YEAR

Board members recognized Jeff Charbonneau, the Washington State Teacher of the Year. Members presented Mr. Charbonneau with a resolution acknowledging his achievements and

welcomed his insights on how we can improve career and college readiness for Washington State students.

Public Comment:

Jim Spady - President of Charter School Commison Center
Mr. Spady supports charter schools and recommends charter school authorizer reports be granted with the restriction of 2014 as the first eligible year of the school opening.

DRAFT RULES – SEC. 209 (PUBLIC CHARTERS)

The Board’s work with public charter schools began with the passage of Initiative 1240. Initiative 1240 calls for the State Board of Education to work with local school districts who wish to authorize a charter school. Local school boards seeking to be charter school authorizers must apply to and be approved by the State Board 90 days from effective date.

Members discussed draft rules for Section 209 of the Initiative. The draft rules establish an annual application, approval process and timelines for local school boards seeking approval to be charter school authorizers. For example, the current draft rules will require school districts to submit an authorizer application to the State Board by June 15 and for the State Board of Education to make decisions on those applications by August 15. The draft rules also set requirements for districts applying to authorize charter schools, as well as criteria for the evaluation and approval or denial of those applications.

The draft rules are available under “Charter School Rule-Making” at www.sbe.wa.gov/materials.php. A public hearing on the draft rules is scheduled, upon approval by the board, for February 26 at the offices of the Superintendent of Public Instruction.

Board discussed conversion schools, evaluating finances of applicants with prior history of weak finances, re-applying upon denial, and the timeline for beginning the evaluation of applications submitted.

SBE recommend the board to approve the draft rules on Section 209 for CR102 and public hearing

REQUIRED OUTCOMES FOR THE FEBRUARY ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) MEETING

Members approved formal direction to the AAW to guide the discussion at the February 13 AAW meeting. The AAW, comprised of representatives from multiple stakeholder agencies, will play a vital role of informing SBE and OSPI in the development of a revised Achievement Index.

For the February meeting, AAW members will explore the questions relative to the potential use of the Achievement Index to identify high-achieving schools (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging). Members will also consider the implications of using the revised Achievement Index to establish Annual Measurable Objectives. Finally, the Board will also direct the AAW to provide input on how Index indicators should be weighted for elementary, middle, high, and district calculations.

A detailed letter to the AAW outlining these questions and more is available on the “meeting materials” page of our website.

MODIFICATIONS TO THE STATE ASSESSMENT SYSTEM

The state assessments required for graduation are prescribed in statute. Anticipated changes to assessments due to implementation of the Common Core State Standards and Next Generation Science Standards may involve changes to the state assessment system, which would require new legislation. SBE discussed the importance of assessment policies that will meet the following goals:

- 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 for high school graduation.

Members discussed options for changes to the high school assessment system as a result of the implementation of new standards. The discussion included an examination of the following questions:

- 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 high school assessments should be required for graduation?

The Assessment Committee and the Board discussed the value of exit exams and the data provided, while acknowledging issues around the state costs to implement, timing in the school year for the exams, and the implications for the number of required tests.

Randy Dorn presented his proposed changes for the state assessment system that will reduce the number of required tests.

SBE's statutory role in the state assessment system is clarified in RCW 28A.230.090, which requires SBE 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 SBE on the assessment system (RCW 28A.655.070(3)(a)).

Thursday, January 10, 2013

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

Members Excused: Chair Jeff Vincent, Eli Uhlmer

The meeting was called to order at 8:15 a.m. by Vice Chair Mary Jean Ryan.

The following are modifications to the January 10 agenda:

The Joint Task Force agenda item was moved to 8:15 a.m.

Student Presentation agenda item was moved to 8:45 a.m.
Continued discussion of Achievement Index agenda item was moved to 9:00 a.m.

THE JOINT TASK FORCE ON BASIC EDUCATION FUNDING

Members received an update of the proceedings and Final Report of the Joint Task Force on Basic Education Funding. The Joint Task Force's final report does not include committee recommendations for addressing the current shortfall in basic education funding as representatives to the Task Force could not reach a consensus. Rather, the report includes both Republican and Democrats' recommendations for revenue solutions and funding options.

Career and College ready package discussed by the Task Force was more than just 24 credits. It included:

- Additional 80 hours of instruction at the high school level
- Additional counseling support
- LAP, bilingual and parent involvement coordinators

Republican members of the Committee declined to vote for the list of revenue options supported by the Democrats on the Committee. Instead, they offered a separate proposal, outlining a spending plan that would be supported without new taxes. The central premise of the proposal was to fund K-3 class size and full day kindergarten first in the sequence of program enhancements required by House Bill 2776 and also to "Fund Education First" – funding the public schools budget fully prior to providing funding for any other program or service in the state budget.

Board members discussed that districts are increasingly using levy dollars to support basic education. Creating a reliable revenue stream from the state will reduce the burden of local districts to run levies to maintain existing programs in schools.

Build Strong Relationships

Matthew Spence, Student Board Member

Student presentations allow SBE Board Members an opportunity to explore the unique perspectives of their younger colleagues. In his fourth presentation to the Board, student Board Member Matthew Spencer spoke about the importance of building strong relations, setting high expectations for yourself, lessons learned from failures, positive influences and communication.

REQUIRED OUTCOMES FOR THE FEBRUARY ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) MEETING

Members continued discussion of the required outcomes for the February AAW meeting agenda item from January 9, 2013. Members approved formal direction to the AAW to guide the discussion at the February 13 AAW meeting. The AAW, comprised of representatives from multiple stakeholder agencies, will play a vital role of informing SBE and OSPI in the development of a revised Achievement Index.

For the February meeting, AAW members will explore the questions relative to the potential use of the Achievement Index to identify high-achieving schools (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging). Members will also consider the implications of using the revised Achievement Index to establish Annual Measurable Objectives.

Finally, the Board will also direct the AAW to provide input on how Index indicators should be weighted for elementary, middle, high, and district calculations.

A detailed letter to the AAW outlining these questions and more is available on the “meeting materials” page of our website.

Staff recommended a four year graduation rate for the Index and with the option to earn additional credits when more time is needed to achieve graduation.

The Board would like the Index to include 4 and 5 year rates, displaying them separately, but weighting them the same. Reports for 6 and 7 year rates are needed to compare drop out recovery, but not to be included in the Index.

BOARD MEMBER RECOGNITION AND FAREWELL

Board members recognized the outstanding work of two members retiring from the Board, Amy Bragdon and Dr. Bernal Baca.

2013 LEGISLATIVE PRIORITIES

Members received an overview of the Governor’s education budget, which included the division of funds and revenue sources.

The Board discussed legislative priority statements in the following areas:

- Implementation of Career and College-Ready High School Graduation Requirements
- Implementation of a unified state accountability system, using the revised Achievement Index*
- Strengthen the 180-Day School Year
- Compulsory Age of School Attendance
- Blended Learning and ALE Funding
- Required assessments for high school graduation
- Full funding for basic education, as required in the McCleary court ruling and the Washington state Constitution *

Randy Dorn’s budget recommendation is full funding for basic education, as required in the McCleary court ruling and the Washington state Constitution.

Board discussion followed.

Public Comment

Wendy Rader-Konoflaski- WEA

Suggested SBE repurpose high stakes tests and exclude them from graduation requirements. Ms. Rader’s recommendation to SBE is to reflect how effective ASBAC will become and to analyze the volume of tests given to students.

Bob McMullen – Association of Washington School Principals

AWSP launched a graduation testing requirements survey to all high school principals in the state and a 1/3 of them responded. The concerns were highest about keeping graduation testing to a minimum of three assessments. High school principals are not opposed to the testing but the instructional disruption of the process. There needs to be relevance for student SBAC test

scores in being part of the college matriculation and technical school qualification. Principals strongly object the slow return of test result information to schools for course and scheduling planning needs. Concern was expressed about the remediation wake adversely impacting needed course offerings for students needing to take senior courses such as AP and capstone classes.

Business Items

CR 102 – Proposed Rules for I-1240, Sec. 209

Motion was made to approve for filing with the Code Reviser the CR 102 for proposed rules implementing Section 209 of Initiative 1240.

Motion seconded.

Motion carried.

CR 101 – Proposed Statement of Inquiry for I-1240

Motion was made to approve the filing with the Code Reviser of the CR 101 for proposed rulemaking regarding Initiative 1240 as amended at the meeting. (The CR 101 was amended to provide for possible rulemaking of any other rules necessary to implement the initiative in addition to those specific sections set forth in the CR 101.)

Motion seconded.

Motion carried.

Revised Achievement Index Indicators

Motion was made to provisionally approve the index prototype for the revised Achievement Index shown on the graph labeled “Prototype Index” presented to the Board at this meeting.

Motion seconded.

Motion carried.

Letter to the AAW on Revised Index – Part III

Motion was made to approve the Board’s letter to the Achievement and Accountability Workgroup as presented at the meeting.

Motion seconded.

Motion carried.

Private Schools Approval 2012-2013

Motion was made to approve Colville Valley Junior Academy as a private school for the 2012-2013 academic school year.

Motion seconded.

Motion carried.

2013 Special Board Meeting Dates

Motion was made to approve the February 26, 2013 and March 29, 2013 Special Board Meeting dates.

Motion seconded.

Motion carried.

Legislative Priorities

Motion was made to approve the following as the SBE's Assessment Position: The State Board of Education (1) recognizes the state is in a time of transition with implementation of the Common Core State Standards (CCSS); (2) strongly urges alignment and work with higher education so the Smarter Balanced Assessment Consortium (SBAC) 11th grade assessment would be meaningful in admissions and placement; (3) affirm exit exams as part of a meaningful high school diploma; (4) move towards exit exams consisting of: Algebra 1 EOC, Biology EOC, Reading and Writing transitioning to ELA (comprehensive SBAC 10th or 11th grade needs further exploration); and (4) more work to broaden Science assessment options (concerns about narrowing of curriculum through biology EOC).

Motion was made to approve the 2013 SBE Legislative Priorities set forth on pages 100-101 of the Agenda Material as amended (provide for full funding of basic education, as required in McCleary as first legislative priority; support the continued implementation of the common core standards).

Motion seconded.

Motion carried.