



THE WASHINGTON STATE BOARD OF EDUCATION

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

Pacific Lutheran University, Chris Knutzen Hall
12180 Park Ave S, Tacoma, WA 98447

March 11-12, 2015

Minutes

Wednesday, March 11

Members Attending: Chair Isabel Muñoz-Colón, Ms. Janis Avery, 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., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Dr. Daniel Plung, Mr. Jeff Estes, and Ms. Madaleine Osmun (16)

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

Call to Order

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

The Chair introduced Pacific Lutheran University President, Dr. Thomas Krise, who shared the University's focus on global education and helping students discern their vocation.

The Chair administered the oath of office for Ms. Janis Avery.

Member Estes shared information on the e-newsletter distributed by the Leadership and Assistance for Science Education Reform (LASER) that reaches education leaders all over the state. Board and staff may want to be connected with the newsletter as a way of sharing updated science graduation requirements and policy work.

Mr. Rarick provided an overview of recent changes to the agenda, which included revisions to the Legislative Update and Business Items portions of the agenda.

Consent Agenda

Motion made to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the January 7-8, 2015 Board Meeting.

Motion seconded.

Motion carried.

Strategic Plan Dashboard

Ms. Stefanie Randolph, Communications Manager

Ms. Randolph presented an update on the Dashboard, which is based on the newly adopted Strategic Plan. Highlights from the Executive Summary included the release of the first data spotlight on gap reductions and SBE legislative open house that took place in February.

Ms. Randolph presented updated pages of the SBE web site, which included the strategic plan, membership, and the addition of notification updates.

Staff held a Community Forum and Diverse Communities Roundtable event on March 10 at Pacific Lutheran University and valuable feedback was received from those that attended.

Career and Technical Course Equivalencies

Ms. Linda Drake, Research Director

Ms. Betty Klattenhoff, Career and Technical Education Director, OSPI

Ms. Anne Gallagher, Mathematics Teaching & Learning Director, OSPI

Ms. Kathleen Lopp, Assistant Superintendent, OSPI

Dr. Kristine Chadwick, Consultant, Educational Policy Improvement Center

Ms. Drake requested members review the process of developing Career and Technical Education (CTE) equivalency course framework in preparation for taking action on approving them at the May meeting. Senate Bill 6552 increased the opportunities for students to access course equivalencies by mandating that each district offer at least one math or science equivalency from an approved list of course that meet high school graduation requirements. The law does not interfere with locally developed course equivalencies that districts may have in place already, but it does streamline the process by 'pre-approving' course frameworks that would normally be developed locally and then be sent to OSPI for review and approval.

Dr. Kristine Chadwick from the Educational Policy Improvement Center (EPIC) has been working with OSPI in creating course equivalency frameworks for courses in both math and science. In developing the framework, OSPI conducted a series of reviews with educators from across the state. The first round of reviews was conducted by CTE instructors who used an online tool to evaluate the units taught within the courses based on using a commonly used course framework. The instructors were tasked with the following:

- Looking at the common core standards, next generation science standards, 21st century skills, industry standards
- Determine whether or not those standards were relevant to the courses.

In reviewing the findings of the data, the majority of the courses reviewed by the instructors were found to have addressed science and math standards.

The second review was a technical group for a more extensive review. The technical group was formed of two CTE instructors, two math or science experts and one EPIC facilitator. The group was tasked with the following:

- Reviewing the first round findings and increase the rigor by adding standards
 - Identify or draft at least one performance assessment aligned to the standard
 - Review the draft course equivalency framework
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In reviewing the findings of the data, the group found challenges in finding appropriate standards to be course equivalent. Another round of work sessions led by OSPI will take place to review these remaining courses.

OSPI is moving toward finalizing the framework to align academic course titles, amount of credits, 21st century skills, performance tasks and unit descriptions.

After the framework is approved, it will be provided to districts and used for instructor professional development. Student performance in the content areas of math and science will be reviewed to validate equivalency.

Exploration of Assessment Alternatives for Graduation

Ms. Linda Drake, Research Director

Dr. Doug Kernutt, Consultant

Dr. Kernutt and Ms. Drake met with various education stakeholders to collect additional information on assessment options. Dr. Kernutt found that precision exams were relatively new and used by most districts, but were not necessarily of comparable rigor to the state assessments since the design, content and purpose of the exams are so different from the state assessments. ACT WorkKeys focus on the application in a workplace setting and the few districts utilizing it found it useful, but was also a costly model. CTE Programs of Study varied greatly between districts, and do not require a certain number of credits or course type or necessarily cover the same content as assessed by the Smarter Balanced Assessment Consortium (SBAC).

Stakeholders expressed agreement that it was difficult to evaluate CTE options for the ‘comparable rigor’ required by statute for state assessment alternatives. They expressed that the current Career and College Ready standard is focused on readiness for college, but does not adequately address readiness for careers. District size will continue to impact students’ access to alternatives.

Dr. Kernutt recommended further research in how College and Career Ready concepts impact students and further discussion needed for the concept of academic preparation for college as it relates to academic preparation for a career.

Members expressed the importance of having data and validation studies on CTE equivalency courses. Transition courses with the same equivalent rigor to our current assessment to the SBAC is needed. Members discussed what the appropriate definition of rigor could be and if the concept is for college readiness only.

Elementary and Secondary Education Act (ESEA) Reauthorization

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Gayle Pauley, Assistant Superintendent, OSPI

Mr. Alan Burke, Executive Director, WSSDA

Ms. Erin Jones, AVID District Director, Tacoma Public Schools

Mr. Archer provided an overview of the federal Elementary and Secondary Education Act (ESEA) Act, including the original goal, reauthorization as the No Child Left Behind Act (NCLB), and the loss of Washington state’s waiver in 2012. Mr. Archer reported the current status of the House bill on ESEA reauthorization by Representative Kline, H.R. 5, and Senator Murray’s negotiation with Sen. Alexander on a bipartisan Senate bill.

Ms. Pauley reported the following major comparisons of the House Bill and proposed Senate Bill as it's currently written:

- The House bill proposes testing to occur annually in grades 3-8 and once in high school. The Senate Bill proposes the same, but an addition option to select a grade span.
- Both the House bill and the draft Senate bills by Sen. Alexander are proposing to remove the one percent cap for testing severely disabled students.
- The House Bill proposes waiving English language learners (ELL) from being included in accountability outcomes for three years.
- The Adequate Yearly Progress (AYP) requirement is proposed to be removed in both the House and Senate Bill.
- The House and draft Senate bills both still mention public school choice for parent options.
- Both the House and Senate Bills would allow the state to implement its own accountability system. Disaggregating data for all subgroups and providing a report card of district and school performance would still be required.
- Students would be required to take annual state assessments under both bills.
- There would no longer be a requirement to seek approval of a specific accountability system from the U.S. Department of Education under either bill.
- States would have the flexibility to set their own professional credentials and criteria in proficiency for teachers support by Title I funds under both bills.
- H.R. 5, and the draft Senate Bill each provide for Title 1 portability, the authority for Title 1 dollars to follow a student to a public school of choice.
- Under H.R. 5, the Title III section of the bill for ELL students was removed and moved to Title 1.
- H.R. 5 would bring significant changes in how Title I funds would be distributed among states and districts.

Mr. Burke shared WSSDA's outreach efforts with members of Congress regarding ESEA reauthorization. He said both the House and Senate are faced with several challenges in order to proceed with their bills, and that it is possible President Obama could veto the bill if areas of concern to him are still included. Mr. Burke said that issues with reauthorization include early learning funding, Highly Qualified teachers, charter schools and teacher evaluation, but that the issues that will impact Washington schools the most will be annual testing, portability of Title funds, and state-based accountability.

Ms. Jones shared her recent engagements with U.S. Senators in Washington D.C. about the importance of providing more resources for a Pre-16 model, creating meaningful and useful data from state testing, and funding for innovation.

A member voiced concern that there is too much focus on the testing issue in the reauthorization bills and very little emphasis on the original goal of ESEA, which is to support low-income students.

Public Comment

Ms. Liesl Santkuyl, Stand for Children

Ms. Santkuyl applauded Board members for their commitment to the 24-credit diploma and high standards for kids. It's difficult to keep those standards high when the pressure is to get kids to graduation. She wants her children to be able to compete in the current work environment. Prior to education, Ms. Santkuyl was in public health work. She said you must take basic math and science through all four years of high school years in order to compete in the medical field. Many graduating students Ms. Santkuyl has mentored needed to take remedial classes, and the cost to the families and students is significant. It's not acceptable for kids to graduate and have to take remedial classes.

Ms. Kim Irene Gimm, Stand for Children

Ms. Gimm thanked the Board for hosting the Diverse Communities Roundtable on March 10 and providing people the opportunity to engage with staff and members. She is very passionate about teacher preparation and is concerned that teachers are graduating from teaching programs without the skills needed. Ms. Gimm asked the board to consider what can be done differently to create effective cultures in schools that are welcoming and how can we improve teacher preparation and recruitment.

Mr. Will Jenkins, Sr., Stand for Children

Mr. Jenkins is concerned that the most current data on the OSPI web site is for the 2010-2012 school year. He believes it would be difficult to make effective decisions regarding education without more current data. Mr. Jenkins is also concerned about disproportionate discipline, and said that Tacoma has a high rate of minorities in grades 6-11 being expelled. He believes we cannot reach all kids reaching graduation until disproportionate discipline is addressed.

Ms. Rebecca Padilla, Stand for Children

Ms. Padilla is concerned for the school climate in Tacoma Public Schools. She feels her son has been bullied, threatened and assaulted repeatedly at his school and there is a lack of social and safety skills at the schools. She asked the Board to consider the social and emotional component in education as part of the Board's work.

Ms. Dana Oride, Stand for Children

Ms. Oride believes we need to maintain high standards for writing skills. Students entering college and the workforce don't have the skills needed. She is thrilled that students in her children's schools are able to visit specialists, that classroom teachers have the opportunity to plan as a grade level team, and teachers get consistent planning time daily. She would like to see more funding available for specialists in order to provide student initiated activities in smaller class sizes.

Ms. Gabriela Villagomez-Morales, Stand for Children

Ms. Villagomez-Morales was an English language learner while attending elementary school and struggled with transition from high school to college and the workforce. She feels students aren't receiving sufficient post-secondary preparation and teachers need professional development opportunities to help students prepare for beyond high school.

Rule Amendments and Repeals – Public Hearing

Mr. Jack Archer, Director of Basic Education Oversight

Mr. T.J. Kelly, Director of School Appointment and Financial Services, OSPI - video conference

A public hearing was held on the following proposed rules for repeal:

- WAC 180-51-001 Education Reform Vision
- WAC 180-16-225 Waiver – Substantial Lack of Classroom Space
- WAC 180-44 Teachers' Responsibilities

Mr. Archer provided a brief summary of the rules. Mr. Kelly reported there is no fiscal impact statement to school districts for the proposed repeals. An opportunity for public testimony was provided. No testimony was submitted.

Members voiced concern that repealing WAC 180-16-225 (Waiver – Substantial lack of classroom space) may impact districts that have lost a bond and are seeking options.

Members were asked to take action to adopt the proposed repeals on Thursday during business items.

Achievement Index Update

Dr. Andrew Parr, Senior Policy Analyst

Dr. Parr recommended the 2014 English Language Acquisition Award be based on a two- or three-year average of Washington English Language Proficiency Assessment (WELPA) data. This methodology enhancement will make the award criteria consistent with other Washington Achievement Awards and ensure that the award recipients have demonstrated marked improvement over time. To qualify for the award, a school must meet the following criteria:

- Have at least 20 reportable and matched cases for each year on the WELPA
- The school met Title III AMAO 1 for each assessment year
- The school met Title III AMAO 2 for each assessment year
- The school is in the top five percent of school based on the median point gain on the WELPA (two- or three-year average) by
 - Program size (small program = 20 to 99 matched records and large programs \geq 100 matched records)
 - School level (elementary, middle, high school, or combined school).

Approximately 42 schools are expected to qualify for the English Language Acquisition Award.

In addition to enhancing the English Language Acquisition Award, Dr. Parr investigated the Special Recognition –Gap Reduction Award with the understanding that the award may require changes on account of the new SBAC assessment. The Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) provided feedback to enhance the 2014 award and SBE staff conducted two trial analyses using student proficiency as the basis. The only substantive difference was that Trial 1 compared the gap reductions between the Targeted Subgroup and the All Students group for each school, while Trial 2 compared the gap reductions between individual student groups (White-Black, White-Hispanic, and NotFRL-FRL for example). Trial 2 was favored by the EOGOAC and the SBE staff as the methodology compares mutually exclusive groups and is less likely to mask the underperformance of a group of students.

The 2014 Special Recognition - Gap Reduction Award would be based on the following proposed criteria:

- The measure will be the gap reduction over three assessment years based on reading and math (combined) proficiency.
- The school must have reportable subgroup data for reading and math for each of the three years being analyzed.
- The proficiency rates for both groups must not decline in any of the three years.
- The total gap reduction for the three years of data must be equal to or greater than 10 percentage points.
- The school may not be a newly identified Priority or Focus School.

Members discussed the following:

- Too many exclusions may be in place in how schools are recognized for reducing gaps, which may result in failing to recognize many schools making significant improvements.
 - What qualification and criteria would be for receiving multiple gap reduction awards points.
 - The impact of school demographics and distribution of subgroup to the data results.
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Staff plan to incorporate Board feedback and direction into a revised model in collaboration with the Equal Opportunity Gap Oversight and Accountability Committee.

Dr. Parr reported that SBAC assessments will require changes to the Index and that the Board may want to consider new proficiency, growth and indicator weightings for high school ratings under the Washington Achievement Index. Changing the indicator weightings may more closely conform to stakeholder values and be approved for federal accountability with the United States Department of Education. Dr. Parr proposed that the Proficiency and Career and College Ready (CCR) Indicators be weighted more heavily than the Growth indicator and that the graduation measure be equal to or greater than the proficiency measures. The proposed indicator weighting changes for high schools are:

- Increasing Proficiency from 33.3 percent to 35 percent (equally weighted for Reading/ELA, Math and Science)
- Decreasing Growth from 33.3 to 20 percent (equally weighted for Reading and Math)
- Increasing CCR from 33.3 percent to 45 percent (40 percent weighting for Graduation and 5 percent for Dual Credit Participation)

The proposed changes will reflect the value of favoring proficiency over growth in high school, reduce the reliance on a three-year Student Growth Percentile calculation, and makes graduation at least as important as proficiency.

Members expressed concern about reducing growth in the indicator weighting, because reflecting the acceleration of growth was the Board's original purpose when revising the Index.

Members were asked to consider taking action on approving the new Indicator weightings under the Washington Achievement Index on Thursday during business items.

Required Action Districts Update

Ms. Linda Drake, Research Director

Mr. Andy Kelly, Assistant Superintendent, OSPI

Ms. Drake informed the Board of the requirements concerning the release of districts from required action status upon completion of an implemented three year action plan. The following Required Action Cohort 1 Districts have implemented a required action plan for three years:

- Lakeridge Elementary School, Renton School District
- Morton Junior-Senior High School, Morton School District
- Onalaska Middle School, Onalaska School District
- Soap Lake Middle and High School, Soap Lake School District

OSPI recommends a district be released from RAD status based on their achievement gaps, state assessment improvements and if the district has any school on the Persistently Lowest Achieving schools list. Upon verification that the requirements for release have been met, the SBE shall release districts. At the time of Ms. Drake's presentation, OSPI had not yet finalized the Persistently Lowest Achieving List. Therefore the SBE lacked the data necessary to verify the requirements for release. Designation of release of RAD status will occur at the May SBE meeting.

If the board decides not to release the districts, members may designate them to remain in RAD I status or assign them to RAD II status. The Board must submit findings to the Education Accountability System Oversight Committee to provide an opportunity for review and comment.

- If a district is re-designated to Level I, the district must submit a new or revised required action plan to the Board for approval.
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- If designated to Level II, the district will have a needs assessment and review within 90 days and a Level II required action plan based on the needs assessment.

In addition, Ms. Drake recommends members consider modifying rules on the deadline for designating Required Action Districts. Districts are recommended by OSPI in January of each year; however, data necessary for making a recommendation are typically unavailable until February. Staff recommend that designation to take place by the end of March of each year.

Mr. Kelly presented OSPI's recommendation to release districts Morton, Onalaska and Renton from Required Action District status and for Soap Lake School District to continue in Required Action District Level I status. Mr. Kelly reported that (although not publicly released) OSPI has identified Priority Schools for the 2015-2016 school year, and that although the original school that cause the district to be designated for Required Action has exited the Priority Schools list, another school within the district has now been identified as a Priority School. By law, a district cannot be released from Required Action status if any school within the district is identified as a Priority School.

Members requested the following:

- Provide student achievement data for Soap Lake Elementary before the Board takes action on releasing Soap Lake School District from RAD status.
- Consider sharing success factors of the RAD Cohort 1 districts across the state with other districts
- Continue to monitor the Cohort 1 districts on how their gains are continuing to increase

Option One and Option Two Education Act Waivers

Mr. Jack Archer, Director of Basic Education Oversight

SBE received Option One applications from Newport School District, Shoreline School District and South Bend School District. The term "Option One" differentiates from the "Option Two" waiver available to a limited number of small districts for purposes of economy and efficiency.

Newport School District requested a waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. This was a new request, but the district had previously had a waiver of five days for the 2011-12, 2012-13 and 2013-14 school years. Newport stated that the purpose of the proposed waiver plan is to continue to improve student academic success through improved instructional practices.

Shoreline School District requested a waiver of five days for each of the next three school years. Shoreline originally submitted this request for consideration at the Board's meeting on January 7-8. The Board tabled the motion for approval pending receipt of additional information requested from the district. The purpose of the Shoreline request, as for the one-year request in May 2014, was for professional development of teachers on Common Core State Standards and Next Generation Science Standards. The objectives are to reduce the achievement gap while increasing academic growth and proficiency of all students in meeting the new standards.

South Bend School District requested waiver of three days for each of the three years. The request was for renewal of the waiver of three days granted in March 2012. The purpose of the waiver plan was to provide complete days during the school year for teachers to collaborate and obtain professional development targeted at increasing student achievement and student learning opportunities.

Mr. Archer explained that the purpose of Option Two waivers is to enable adoption of a flexible school calendar, typically resulting in a four-day school week with longer school days. The statute limits eligibility for the waiver to no more than five districts at any time, two for districts with student populations of less than 150, and three for districts with between 150 and 500. Waivers may be granted for up to three years.

Bickleton School District requested renewal of its Option Two waiver of 30 days for school years 2015-16 and 2016-17 (or as long as allowed by current law). The bell schedule provided by the district indicates that most school days run to 3:45 p.m. The proposed school calendar indicates that 14 of the 30 Fridays on which students would not be attending would be used for professional development of staff. Three others (two in August and one in May) are teacher in-service days.

Members were asked to take action on approving the Option One and Option Two waiver applications on Thursday during business items.

Credit-Based Graduation Waiver

Mr. Jack Archer, Director of Basic Education Oversight

SBE received a credit-based graduation waiver application from Highline School District for Big Picture School. The Board adopted a rule in 2000 with the purpose of providing school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education. The waiver must include specific standards for increased learning that the district or school plans to achieve, how the district or school plans to achieve the higher standards, and how it plans to determine whether the standards are met. A school or district seeking renewal of a waiver under this section must inform the Board about the activities and programs implemented under the waiver and whether higher standards are being achieved.

Highline School District seeks continuation of its waiver from credit-based graduation requirements for Big Picture School for an additional four years, or through 2018-19. Big Picture School states that since the waiver's initial approval in 2008, enrollment has grown from 120 students to nearly 200, that seventh and eighth grades have been added, that high school students have been connected to internships in numerous professional organizations, that test scores have improved in all subjects, that graduating seniors have earned offers of admission to scores of colleges and universities, and that the school is earning a state and national reputation as an innovative learning center.

Members were asked to take action on approving the credit-based graduation waiver application on Thursday during business items.

Board Discussion

Required Action District

Members were concerned about taking action at this meeting to approve the four Cohort 1 districts for exiting RAD status without having confirmation that none of the districts have schools on the persistently low achieving list. OSPI is expected to have the data available to make a confirmation by March 31 and members discussed possibly hosting a special board meeting in April. Members discussed the time-sensitive nature for taking action soon because of the long process required by districts if the Board decided to deny releasing them from RAD status.

Member Plung requested that a letter be sent to all four districts acknowledging their gain in student achievement and encouraging them in continuing in their improvement efforts.

Achievement Awards and Index

Members discussed modifying the percentages of each indicator for the Achievement Index when factoring in dual credit. Staff stated that the federal government is approving ESEA waiver applications most consistently when the graduation rate is weighted as the heaviest indicator at the secondary level in the Achievement Index. Members were concerned that the percentage used for the Growth indicator would be significantly reduced to include the dual credit indicator, and could impact several districts.

Gap Reduction Award

Members were concerned that the criteria for the award may exclude schools that made gap closure progress, because of existing gaps in other subgroups. Members also voiced concern that the criteria may not accommodate various district sizes and regions that have more diverse subgroups. Member Maxie was concerned the ten percent reduction may not be the most appropriate value for the criteria being proposed. Mr. Rarick and Dr. Parr indicated they'll propose other criteria to members on Thursday that could be used to identify schools for the award.

ESEA Letter

Members discussed the following modifications to the letter to the Congressional delegation on the reauthorization of the Elementary and Secondary Education Act:

- Strengthening language to support the research and development of an improved testing system.
- Keeping the message of the letter consistent with other stakeholders' positions on reauthorization.
- The Board's position on the federal government's role in state assessments.

Minutes

Thursday, March 12

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., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madaleine Osmun (16)

Staff Attending: Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia
8:05 a.m.-3:40 p.m. Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (8)

Staff Attending: Mr. Ben Rarick (1)
11:00 a.m.-3:40 p.m.

Mr. Ben Rarick was in attendance from 11 a.m. to 3:40 p.m. Mr. Archer was Acting Executive Director from 8:05 a.m. until 11 a.m. when Mr. Rarick was in attendance.

Call to Order

The meeting was called to order at 8:05 a.m. by Chair Muñoz-Colón.

Student Presentation

Ms. Mara Childs, Student Board Member

Ms. Madaleine Osmun, Student Board Member

Member Childs and Osmun updated the Board on their academic and extracurricular activities. They presented on original research done in their districts on the High School and Beyond plan and the role of life skills lessons in the education system. They focused on student interests and experiences by holding focus groups at Shorecrest High School in Shoreline School District and Mt. Spokane High School in Spokane School District. They presented two videos of instructors who offered a teacher perspective on the High School and Beyond plan

They reported on the following major conclusions of their research:

- Schools do a good job of doing college-oriented things.
- Schools are beginning to branch out.
- Narrow focus on college is detrimental to some – loses their attention.
- Kids want to be better rounded in their skills; most parents do not teach these things.
- Practical skills are more important than rote memorization.
- Hands-on experiences beat a textbook any day.

Legislative Update & Discussion

Mr. Ben Rarick, Executive Director

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman summarized the status of bills related to the Board's legislative priorities. She provided a diagram showing where the bills were in the legislative process at the time of the meeting and discussed other bills of interest to the Board.

Education Data Spotlight: Advanced Course-Taking Trends

Dr. Andrew Parr, Senior Policy Analyst

Ms. Barbara Dittrich, Program Supervisor, OSPI

Mr. Parker Teed, Operations & Data Coordinator

Dr. Parr presented on recently released graduation and dropout rate data from the 2013-2014 school year. The data showed improvements from the Class of 2013 to the Class of 2014. The data also showed major, positive differences in between the four-year on-time and the five-year extended adjusted cohort graduation rate for Students with Disabilities and English Language Learners. However, when the graduation rate changes are viewed over five cycles of graduating classes, some student groups experienced considerable decreases in their four-year on-time graduation rate.

Dr. Parr summarized the use of the Preliminary Scholastic Aptitude Test (PSAT) to determine Advanced Placement (AP) Potential, a predictive measure of whether a student will be successful on the AP tests. The results showed that many students were deemed ready to complete AP tests but small percentages of students pass the AP tests. In short, AP Potential indicates that more kids are ready for AP coursework and tests than are currently taking AP courses or tests.

Ms. Dittrich presented on AP exam- and course-taking trends that showed disproportionate representation of White and Asian students compared to other student groups. She presented on the AP program in Washington and how it has expanded in recent years due to state and federal work. The following are state efforts to attain more equity and access:

- Advanced Placement Incentive Program 2000-2009
 - Four federal grants administered by OSPI with the goal to increase AP participation
 - Advanced Placement Test Fee Program – on going since 1999
 - OSPI federal grant to reduce exam fees for low-income students
 - College Readiness Initiative – 2008 to present
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- OSPI private grant from College Spark Washington to help low-income students prepare for and succeed in college
- Advancement Via Individual Determination (AVID) and Navigation 101

Mr. Teed presented an analysis of course-taking data that showed significant gaps between student groups in higher-level math and science courses. These data showed large gaps between the Asian student group and all other student groups. He summarized the potential barriers to advanced course-taking and potential ways to lower the barriers so that all student groups are proportionately represented in higher-level courses.

Board Discussion on Basic Education Act Waivers

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the waiver requests before the Board. There were three Option 1 waiver requests, one Option 2 waiver request for the purpose of economy and efficiency from Bickleton School District, one credit-based graduation requirement waiver for Big Picture School in Highline School District, and 23 requests for temporary waiver of the 24-credit graduation requirements. Members offered an opportunity for district staff to respond to questions about the waiver requests.

Option 1 Waiver for Newport School District

A member stated that Newport compared the All-Students group to the Low-Income student group even though the All-Students group is inclusive of the Low-Income student group. She requested that, in the future, Low-Income student data be compared to Non-Low-Income student data.

Option 1 Waiver for Shoreline School District

Members asked clarifying questions about the waiver application. Ms. Marla Miller, Deputy Superintendent of Shoreline School District, and Ms. Teri Poff, Director of Teaching and Learning at Shoreline School District, responded to questions.

Option 1 Waiver for South Bend School District

The Board did not have any clarifying questions for South Bend School District. Mr. Jon Tienhaara, Superintendent of South Bend School District, and Ms. Kresta Boddington, Principal of South Bend Chauncey Davis Elementary School, were present.

Option 2 Waiver for Bickleton School District

Members asked clarifying questions about the waiver application. Mr. Ric Palmer, Superintendent of Bickleton School District, responded to questions.

Credit-Based Waiver for Big Picture High School in Highline School District

Members asked clarifying questions about the waiver application. Mr. Loren Demoroutis, Principal of Big Picture High School in Highline School District, responded to questions.

Public Comment

Ms. Stacy Gillett, Governor's Office of Education Ombuds

Ms. Gillett said that the Office of the Education Ombuds helps students to resolve conflicts in their public schools. She cited data about the number of students they serve and the number of situations they help to resolve. She stated that she is here to testify on outcomes for special needs students. She

stated that the issues they deal with range from compliance with federal policies to exclusionary discipline and the use of restraints. She voiced concern that the promise of the federal law was never realized because of problems with the implementation of a federal law on supports for Special Education students. She noted that outcomes for special education students are not good in Washington. She urged the Board to consider further work to improve accountability for the Special Education program in the state accountability system.

Mr. Mike Jacobs, President of Shoreline School Board

Mr. Jacobs stated that he realizes the waiver is not a panacea for solving problems. He linked programs Shoreline is implementing to the goals stated in the waiver application. He noted the use of the Danielson Framework. He said that the Shoreline School Board believes that giving staff the opportunity for professional development and planning will increase the performance for each student group and all students.

Mr. Owen Rocks, Student

Mr. Rocks said that autism is often considered a disability. He went through terrible problems with the public school system. He noted issues with teachers, lack of intervention, and bullying from other students. The bullying issue was handled without any punishment for the bully and he was physically abused in the school. He felt like committing suicide at points. The teachers in the district need time to deal with issues like this. He said that the whole system has stayed in the 1960s, 70s, or 80s in these regards. He said that all kids are entitled to an education that meets their needs. But, that isn't really the situation in schools. He said that a little bit of support would make all of the difference in a student's life. They don't do much for people like me who need this help. He learned his social issues from scratch. He urged the Board to improve the situation for students with autism.

Ms. Annie Rocks, Parent of a Student

Ms. Rocks addressed issues of serving students with autism. She stated that she is a military spouse and that her children have been enrolled in multiple schools. Of her three children, one has autism. When children with autism receive the support they need, they are able to grow to a level of success. She stated the ambitious goals of her children. She stated that support is necessary for students to realize their goals. There is inadequate training for teachers and educators. She had to pull her son out of school at points and homeschool him. One time, a teacher approached her, shook her hand, and stated that she made the right decision by pulling him out of the public education classroom that he was in. She said that it isn't a problem with the people teaching but it is a big problem at the system or state level. Students with disabilities can succeed but that they aren't being educated by the system in a way that meets their needs.

Ms. Lynne Tucker, Various Special Education Parent Teacher Student Associations

Ms. Tucker said that she has a child with autism who dropped out of the public education system. She came to testify to raise awareness of special education issues. She provided written testimony that included data on poor outcomes for special education students. She stated that the Special Education Advisory Committee isn't following its bylaws and practices. She said it is viewed by many as a defunct group that looks at compliance rather than outcomes. Her child entered college in tenth grade and was able to thrive. There are ways to educate special education students so that they do thrive. She stated that, for the recommended reforms in the Report to the Legislature on the Indicators of Educational System Health, no special education group was contacted. She said that a group is needed to move forward with improving special education. She encouraged the State Board of Education to convene a committee or group. She stated that she would appreciate it if the board considered her recommendation and reviewed the data that she provided.

Rebecca Miner, Superintendent, Shoreline School District

Ms. Miner stated that in Shoreline they place emphasis on student outcomes. As part of that effort to improve student outcomes, they have embarked on a new study to improve equity. She said that they are aligning professional development with their school improvement plan, improve outcomes for student groups. She said that Shoreline was named one district with high AP participation rates. The students still receive the required number of hours during the school year. The waiver would also allow Shoreline to provide professional development so that the teachers can improve student outcomes.

Ms. Marla Miller, Deputy Superintendent, Shoreline School District

Ms. Miller cited programs that Shoreline School District has bolstered to improve student outcomes. She stated that time is necessary to review data to improve instruction and serve student groups. She said that the district now has students with lower performance entering kindergarten than they had in the past. Shoreline did not have the funds to buy a curriculum so it has taken a lot of time to develop its own. The time granted by the waiver allows the students to achieve success and graduate. The teachers have longer days with the students, and students are not losing instructional time due to the waiver.

Ms. Teri Poff, Director of Teaching and Learning, Shoreline School District

Ms. Poff said, in response to a question, that parts of the waiver request do speak to the intentionality of the strategies to improve outcomes for each student group. They are requesting the waiver in response to changes in student demographics over the years. The professional development allows teachers to gain the skills needed to serve those student groups. It is important that the professional development allow them to master the Common Core standards so that all kids reach proficiency. She stated that they are examining student growth and looking at the targeted subgroups within their classes. She stated that they have specific activities to look at instructional strategies that engage a variety of student learners with a variety of student needs. They are focusing their strategies on improving student growth. They are using resources to improve instruction for English Language Learners. They are increasing their AVID program to serve student groups who are traditionally disadvantaged.

Mr. Ray Vefik, Auburn school board

Mr. Vefik said that Auburn school district has high levels of achievement, English Language Learners, and students on Free or Reduced Price Lunch. He cited statistics on demographics and good student performance. He noted that they have received a number of awards. He said that their school board believes that the new assessments are providing a weak foundation for the accountability system. He offered the following five concerns:

1. He said that it is a psychometric misstep to use the assessment for the graduation threshold score;
2. Holding students accountable for learning the Common Core when they have not been instructed in it throughout their education is not a good decision;
3. Too much testing compromises instructional time, facilities, and other resources;
4. High standards without high support leads to frustration and morale issues; and
5. The technology of the Smarter Balanced assessment does not work efficiently and effectively.

Board Discussion

Board members discussed motions and documents in preparation for the business items section of the meeting. In particular, members discussed the achievement award categories and the letter to the congressional delegation on ESEA reauthorization.

Business Items

Motion made by Member Laverty to approve the Newport School District's waiver request from 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.

Motion made by Member Jennings to approve Shoreline 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.

Motion made by Member Laverty to approve the South Bend School District's waiver request from 180-day school year requirement for three 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.

Motion made by Member McMullen to approve Bickleton School District's waiver request from the 180-day school year requirement for the purpose of economy and efficiency for thirty days, for each of the 2015-2016 and 2016-2017 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Maxie to approve continuation of Highline School District's waiver from credit-based graduation requirements for Big Picture School for an additional four years for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member McMullen to direct the Executive Director to draft an appropriate letter to the Education Accountability System Oversight Committee with regard to our proposed actions on the Required Action Districts.

Motion seconded.

Motion carried.

Motion made by Member Wilds to approve the new criteria for the English Language Acquisition Award and the new criteria for the Special Recognition – Gap Reduction Award as set forth in Exhibit D.

Motion seconded.

During discussion, Member Maxie requested that the English Language Acquisition Award and the new criteria for the Special Recognition – Gap Reduction Award criteria be moved as separate motions.

Staff were directed to split the exhibit into separate exhibits with the new criteria for the English Language Acquisition Award as Exhibit D and the Special Recognition – Gap Reduction Award as Exhibit I.

Motion made by Member Fletcher to approve the new criteria for the English Language Acquisition Award as set forth in Exhibit D.

Motion seconded.

During discussion, Member Maier and Member Plung requested that the Board have a mechanism for sharing best practices of Achievement Award recipients. The Chair stated that

the Board will commit to having a discussion of the process for sharing best practices of Achievement Award recipients.

Motion carried.

Motion made by Member Fletcher to approve the new criteria for the Special Recognition – Gap Reduction Award as set forth in Exhibit I.

Motion seconded.

Motion carried. Member Maxie voted no.

Motion made by Member Fletcher to approve the filing of a CR-102 amending WAC 180-17-010 to modify the date by which Required Action Districts are approved as set forth in Exhibit E.

Motion seconded.

Motion carried.

Motion made by Member Wilds to approve calling a special meeting on August 25, 2015 for the purpose of setting the Graduation Threshold Score for the Smarter Balanced Assessment, and to direct staff to issue the required notices specifying the time and place for the special meeting.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the process for setting the graduation threshold score as recommended by Office of the Superintendent of Public Instruction based on the State Board of Education position statement adopted January 8th, 2015, as set forth in Exhibit F.

Motion seconded.

Motion carried. Member Avery abstained.

Motion made by Member Lavery to approve temporary waivers from implementing the High School Graduation Requirements of WAC 180-51-068 for Blaine Blaine School District, Central Kitsap School District, Edmonds School District, Highline Public Schools, Kiona-Benton City School District, Lynden School District, Mead School District, North Thurston Public Schools, Pasco School District, Richland School District, Sedro-Woolley School District, Shoreline School District, South Bend School District, Sultan School District, Tahoma School District, Toutle Lake School District, North Kitsap School District, Kalama School District, Marysville School District, Ellensburg School District, Prosser School District, Chehalis School District, and Central Valley School District as set forth in Exhibit G for the number of years and reasons requested in their applications to the Board.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the letter to the Congressional delegation on the reauthorization of the Elementary and Secondary Education Act as set forth in Exhibit C.

Motion seconded.

Motion carried.

The meeting was adjourned at 3:40 p.m. by Chair Muñoz-Colón.
