



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Education Service District 105
Yakima, WA

May 11-12, 2016

Minutes for the Washington State Board of Education (SBE)'s Bi-Monthly Board Meeting

Wednesday, May 11

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Lavery, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Randy Dorn, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, Tre Maxie, and Ms. Madaleine Osmun (16)

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

Staff Absent: Ms. Linda Sullivan-Colglazier (1)

Others Attending: Ms. Lindsey Salinas (1)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:04 a.m. and introduced Ms. Lindsey Salinas, the incoming eastern Washington student board member. Chair Muñoz-Colón thanked Mr. Steve Myers for his years of service as the Superintendent of ESD 105 and presented him with an Exemplary Educator Resolution.

Motion was made by Member Muñoz-Colón to approve the resolution.

Motion carried.

Mr. Steve Myers, superintendent of ESD 105, shared the demographics of the district's students and the ESD's accomplishments in early learning, career readiness opportunities and school safety.

Member Lavery invited members to provide updates. Member Fletcher shared her experience at the Wide Hollow Elementary school site visit the day prior and felt the educators showed great examples of teaching. Member Lavery felt the community forum the night prior had robust conversations about teacher shortages. Member Bolt shared her experience visiting Union Gap School on Monday and felt there was great student engagement taking place.

Mr. Archer noted the additional item on the consent agenda. Senate Bill 6194 requires the SBE to execute a new charter authorizing contract to Spokane Public Schools. The district's board will also need to approve the new contract at its next meeting on the evening of May 11. Members would typically be

asked to take action on the business item on Thursday, but due to the timing of the next Spokane Public Schools board meeting, members were asked to approve the delegation of authority to the Executive Director to execute a new charter authorizing contract with Spokane Public Schools at the beginning of the SBE meeting. Members reviewed the technical changes in the contract.

Consent Agenda

Motion made by Member Jennings to approve the consent agenda.

Motion seconded.

Motion carried.

Executive Director Update & Board Discussion

Mr. Ben Rarick, Executive Director

Ms. Linda Drake, Director of Career- and College-Readiness Initiatives

Ms. Stefanie Randolph, Communications Manager

Ms. Denise Ross, Executive Assistant

Mr. Rarick provided an overview of the agenda and how each item relates to the Board's strategic plan.

Ms. Drake reported that staff offered additional 24-credit implementation workshops in the last few weeks and recorded a webinar. As a result of the workshops, staff created a draft Frequently Asked Questions (FAQ) document for members to review.

Members will be asked to approve a special board meeting of May 31, 2016 during business items on Thursday. Ms. Drake stated the purpose of the special meeting is to approve cut scores on the Washington Access to Instruction and Measurement (WA-AIM) assessment for science.

Ms. Randolph reported her efforts in using Twitter to expand the media coverage of the Washington Achievement Awards. She received great results with users participating in the Twitter campaign and with the number of people reached by tweets.

Mr. Rarick summarized the April 18 School Improvement Grant and Required Action District Summit visit at Wellpinit Elementary. Member Fletcher, Member Laverty and Member Bolt were also in attendance.

Mr. Rarick updated the Board on a new administrative policy, drafted by Ms. Ross and Ms. Sullivan-Colglazier, outlining appropriate conduct with student board members. The Executive Committee had reviewed and approved the policy prior to members receiving it in the board packet. Ms. Ross highlighted the most substantial change in practice, which is the addition of a required background check for any staff or adult board members electing to be a chaperone or mentor to a student board member.

Mr. Rarick provided an update on the work of the Strategic Plan proposals submitted by Members Bailey, Maier, Bolt, Avery, and Koon. The Board will review and discuss each proposal at the July meeting to prepare for strategic planning at the September meeting.

Mr. Rarick reported that he and Chair Muñoz-Colón met with the Seattle Times editorial board regarding the Board's 90 percent/10 percent challenge. He has received primarily positive feedback from the education field, but has received concerns from school principals about lack of support from the state to meet the participation requirements.

Career and Technical Education (CTE) Course Equivalency Frameworks

Ms. Linda Drake, Director of Career- and College-Ready Initiatives
Dr. Gil Mendoza, Deputy Superintendent, OSPI
Mr. Ned Walsh, Culinary Arts Management Instructor, Yakima Valley Technical Skills Center
Mr. Dennis Wallace, Skilled and Technical Sciences Supervisor, OSPI

Ms. Drake provided an overview of the legislative charge the Board has been given to approve CTE course equivalency frameworks. The Board approved the first round of statewide CTE course equivalency frameworks last year. Members were asked to consider approving additional frameworks in science and math. Statewide equivalencies are limited by statute to the STEM fields of science, technology, engineering and math (RCW 28A.700.070). School districts must at a minimum offer one academic course equivalency from the frameworks the Board approves. There is a waiver available from the requirement for districts with smaller populations of students.

Mr. Wallace summarized the process of which the frameworks were developed and reviewed. OSPI will be providing guidance, support and professional development for school districts to implement the equivalencies next year.

Mr. Walsh shared how he embedded the framework into the curriculum taught at his skills center. He spoke of the importance of relying on professional development opportunities and resources available.

Board members discussed the Board's role in approving course equivalencies.

Board members were asked to take action on approving the frameworks on Thursday during business items.

Discussion on Career Readiness

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

Ms. Drake asked board members to gather in small groups to identify five guiding principles on defining career readiness. Staff will use the small group feedback to finalize a letter addressed to the Workforce Training and Education Coordinating Board. The intent of the letter was to begin recommendations on a statewide shared definition for career readiness. Members were given materials to help guide their small group discussions.

Board members reconvened to a large group and shared the following:

- Career readiness is the ultimate goal and college is a pathway there, but avoid limiting student pathways by focusing on college preparation.
- The goal is to give students the ability to move into the pathway of their choice and not the specific skills for any and every career.
- Even if a student isn't ready for a four-year college, denying students a diploma because they've failed the Smarter Balanced Assessment denies them other options.
- Core academics, soft skills, work readiness, industry-specific skills and flexibility to move up the career pathway.
- Career entry is not the ending point, but potentially the start for advancement for returning to education.
- Importance for students of gaining workplace experience and real-world applications.
- Avoid making the definition of career readiness too broad.
- Not losing sight of entrepreneurial skills and disposition.
- The K-12 system is heavily focused on being college-ready, and we're not giving career readiness the focus it needs.

Board members were asked to take action on approving the letter to the Workforce Training and Education Coordinating Board on Thursday during business items.

Public Comment

Mr. Pablo Ledesma, Sunnyside High School

Mr. Ledesma is concerned with the state testing system and feels it's a single measure of one-size-fits-all approach. The students Mr. Ledesma is most concerned about are the English Language Learners and special education students whom often function below grade level. Although they may be able to read the test questions, their limited English skills are an obstacle in demonstrating their learning. This single measure doesn't accurately assess learning or skills, but instead places additional barriers for students to overcome. Mr. Ledesma stated the days are filled with testing and students are missing instructional time, which is where the learning occurs. We need to use multiple measures to assess students and not just one test.

Mr. Karl Johnson, Sunnyside High School

Mr. Johnson has seen an improvement of student performance on state exams. However, this was not due to a single focus on tests, but rather from increased rigor in the classroom to engage students. To support students in their academic journey, staff tracked all the things students needed to be successful. Mr. Johnson felt the data allowed staff to target students with additional supports both in the classroom and outside of school. While state tests do assess state targets, they only provide one brief snapshot that doesn't measure growth from one day to the next. Mr. Johnson is finding students needing the most attention are English Language Learners and special education students. They are the most deprived of the attention needed because of a focus on mandated state tests. Mr. Johnson asked the Board to consider how we can reduce the number of unnecessary tests and allow for more authentic assessments of learning, especially for our most needy populations.

Mr. Dave Gering, Manufacturing Industrial Council of Seattle

Mr. Gering asked the Board to approve the Core Plus equivalencies for science and math. He appreciates that there may be some problems around the English and reading qualifications. He encouraged the Board to move on it if possible, and if not, continue to work with them. K-12 is the leader in the system. If we're not capturing students at this age and helping them deal with their issues now, society will have the assignment to reengage them later using additional time and resources.

Mr. Brian Jeffries, Washington Roundtables

Mr. Jeffries acknowledged the Board's discussion around differentiating career readiness and college readiness. The lack of the diploma is not the barrier to postsecondary success, and most students who lack postsecondary success actually lack skills. If the rigor of the diploma is delinked from those skills, it'll result in a disservice to students. Mr. Jeffries asked the Board to focus on opportunity and the skills student needs to avail themselves to opportunities. Most of the conversation around accountability that came out of federal law and state law has focused on schools. If all that's done in the accountability system is focus on the percent of lowest performing schools, there is a population of students being missed. Many students didn't earn the Level Three on the Smarter Balanced Assessment and they're spread among many schools, not just the lowest performing schools. The accountability system should be focused on students and not on schools.

Recognition of Ms. Madaleine Osmun and Mr. Tre' Maxie

Members recognized Member Osmun and Member Maxie for their contributions during their terms of service.

Public Comment

Ms. Roberta Agar-Jacobsen, Ph.D., Western Governors University

Asked Board members to share a professional development flyer for school nurses.

Accountability Work Update

Dr. Andrew Parr, Research and Data Manager

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Ms. Deb Came, Director of Student Information, OSPI

Dr. Mendoza presented an overview of the Every Student Succeeds Act (ESSA), changes from the No Child Left Behind Act and updates on the OSPI's transition plan.

Ms. Came summarized themes and discussions that have taken place in the ESSA Accountability Workgroup meetings.

Dr. Parr reported the Index was released in April 2016 and there were several changes that impacted schools; in particular the high schools. Many high schools still scored in the Exemplary tier and there are no changes to the Priority or Focus schools this year. Dr. Parr provided an overview of the impact to the Index due to the Smarter Balanced Assessments and low participation rates of the assessment.

Dr. Parr stated the accountability workgroup will begin discussion on establishing long-term goals for ESSA accountability. The ESSA goals will be a factor in school identification and Washington Achievement awards and must also satisfy the requirements of the district and school improvement goals specified in state law. With the signing of the Every Student Succeeds Act, the Board is obliged to revise the current performance improvement goals for schools and districts and those revised goals be presented to the education committee of the legislature at the start of the next legislative session. The SBE and OSPI will be working together to set improvement goals and long-term goals that meet both federal and state requirements.

Board members reviewed the results of the online ESSA Implementation Survey members completed in early May. Dr. Parr presented trials for long-term goals and the likelihood schools would achieve the goals based on the level of ambition, rigor, term and trajectory.

Board members discussed the following:

- Challenge in determining the level of change expected every year due to the implementation of Common Core
- Setting goals without a statewide definition of equity
- Identifying the key factors that influence the output
- Other additions to measure that will frame the long-term goals
- What causes long-term goals to be successful
- The role goals play in closing opportunity gaps and achievement gaps

Board members discussed the responsibilities of the Board under the new ESSA law and how it impacts the Achievement Index.

Guiding Principles for the Statewide Accountability System and Potential Impacts of the Every Student Succeeds Act

Mr. Ben Rarick, Executive Director

Dr. Parr asked board members to provide values and principles based on the state and federal law mandate to set long-term goals for the proficiency indicator and graduation indicator. Board members discussed the following:

- Aspirations
 - Encouraging re-engaging of drop-out students
 - Improving educational delivery with a focus on the achievement and opportunity gaps
 - Reasonably attainable
 - Align with the indicators of educational system health
 - For goals and measures of proficiency, increase participation and ensuring successful outcomes for students in the early grades
 - Goal achievement should be meaningful with a short-term timeline

- Other Measures
 - Use only data that is already reported and has validity at the school level
 - Budgetary measures and portability of funding
 - Importance of social-emotional and behavioral strategies
 - Reduction in chronic truancy
 - Access for quality pre-school for students
 - Support for homeless students
 - CTE equivalency data, encouragement and awards to people trying new methods
 - Measures that encourage other forms of education beyond the traditional method

- Pitfalls
 - Avoiding implementation goals not within the Board's authority

Board members discussed options for identifying one goal with a short-term timeline. Although the ESSA specifically prohibits the Secretary of the U.S. Department of Education from specifying the timeline of a goal, the Board has the option to recommend multiple action points throughout a long-term goal.

Charter Schools Update

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Rarick provided an overview of the recently enacted House Engrossed Second Substitute Senate Bill 6194, Relating to public schools that are not common schools. The bill amends and re-enacts the state charter school law that was invalidated in its entirety by the state Supreme Court last year.

Mr. Archer presented the changes under the new law and how they impact the Board's duties and responsibilities. He reported that the most significant change was that the Board Chair or designee now becomes a member of the Charter School Commission, which means the Board's portfolio has expanded to the authorizing of charter schools through its representation on the Commission. The Board will also be required to execute new contracts with previously contracted charter school authorizers. Mr. Archer reported that staff have filed a CR-101 for the intent of amending Chapter 180-19 to align the rules with E2SSB 6194 and make other technical changes.

Options One Basic Education Waiver Requests

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported SBE received four Option One Waiver requests. They are from Columbia School District, Davenport School District, Mukilteo School District and Riverside School District.

Columbia School District's request is a new waiver for two school days for each of the next three school years for professional development of staff. This district is located in Walla Walla.

Davenport School District requested a waiver of two days for each of the next three school years for professional development of staff. This is a request for a renewal of a waiver.

Mukilteo School District requested a waiver of two days for each of the next three years of staff development. This is a request for renewal of a waiver.

Riverside School District requested a waiver of two days for each of the next two school years for professional development of staff. This is a request for a renewal of a waiver.

Board members were asked to take action on the Option One Waiver applications during business items on Thursday.

Requests for Waiver of Credit-based High School Graduation Requirements

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Tom Venable, Superintendent, Methow Valley School District

Ms. Sara Mounsey, Independent Learning Center Advisor, Methow Valley School District

Mr. Damien Wallace, Student, Independent Learning Center

Mr. Barry DePaoli, Principal, Lake Chelan High School

Mr. Crosby Carpenter, Principal, Chelan School of Innovation

Mr. Archer reported that SBE received two requests for waiver of credit-based graduation requirements under WAC 180-18-055. The requests were from Lake Chelan School District and Methow Valley School District. Mr. Archer explained that the waiver can be granted for up to four years, and only if the district demonstrates that the noncredit-based graduation requirements it proposes to replace the credit requirements meet the minimum college core admissions standards for students planning to attend a baccalaureate institution. Lake Chelan School District requests the waiver for four years for Chelan School of Innovation. Methow Valley School District requests the waiver for four years for Independent Learning Center.

Mr. Venable provided an overview of the district's graduation rates and the areas of strategies they've identified through their Listening and Learning Campaign.

Ms. Mounsey spoke about the positive outcomes they've achieved with implementing various aspects of competency-based learning programs, which included flexibility in curriculum and personalized learning plans for students. She said that a credit-based waiver would allow them even greater flexibility in competency-based learning and provide options for students to reach graduation.

Mr. Wallace shared his experience with learning outside of the classroom and that student engagement is higher when kids are involved in hands-on learning.

Members asked the Methow Valley staff questions regarding the option to adopt a district level policy for competency-based learning in lieu of a waiver, how student achievement will be demonstrated, and what kind of reception postsecondary institutions have to their instructional approach.

Mr. DePaoli presented the history of how the Chelan School of Innovation was created.

Mr. Crosby presented the following:

- Statistics in graduation rates, discipline, and credits earned
- Student centered learning cycle
- Competency-based assessment
- Learning competencies

Board members were asked to take action on the credit-based requirement waiver applications on Thursday during business items.

Meeting adjourned at 5:04 p.m.

Thursday, May 12

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. MJ Bolt, Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, Tre Maxie, and Ms. Madaleine Osmun (16)

Members Absent: Mr. Randy Dorn (1)

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

Others Attending: Ms. Lindsey Salinas (1)

Call to Order

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

Student Presentation – My Past, Present and Future Plans

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun began her presentation by sharing her characteristics and personality as a young child. She described herself as innovated, creative and curious with dreams of turning her ideas into reality. She experienced difficulties forming lasting relationships due to her family frequently relocating and expressed gratitude for the opportunities her term on SBE has allowed in meeting people with various backgrounds.

Ms. Osmun shared the lessons individuals could learn from failure and how failure shouldn't be feared. She spoke about the value of serving others, relationships and creativity. Ms. Osmun presented her plans for college, employment, career field options and long-term life goals.

Regional Superintendents Panel Discussion

Ms. Becky Imler, Superintendent, Wapato School District

Dr. Jack Irion, Superintendent, Yakima Public Schools

Mr. Mark Heid, Superintendent, Goldendale School District

Dr. Ken Bergevin, Chair Educational Administration, Heritage University

Mr. John Schieche, Superintendent, East Valley School District

Mr. Kevin Chase, Superintendent, Grandview School District

Ms. Imler shared the challenges her district has faced with a teacher shortage problem and the demographics of district students. She spoke of the impact to students due to the teacher shortage and the efforts she's made to recruit new teachers. Ms. Imler feels the beginning salary base and the complicated certification process are the primary factors for the shortage issue.

Dr. Bergevin spoke about the benefit of retired teachers mentoring or coaching new teachers in the classroom or universities program. House Bill 6455 included provisions about retired teachers returning to the workforce as instructors without liability on their benefits, but there was no specific language mentioning retired teachers returning in a mentor or coach capacity. Dr. Bergevin asked the Board to seek clarification from legislators on House Bill 6455.

Dr. Irion spoke about his district's struggles with a shortage of teachers and substitutes. In order to resolve the teacher shortage problem, flexibility should be granted for retired teachers to return for mentoring, teaching and supervising without penalty to their benefits. Dr. Irion state the long-term solution for teacher shortages is to increase more student teachers, but the process and limitations to recruit teachers out of the state is too restrictive. Local universities have a shortage of student teachers and it's become necessary to recruit in other states. Dr. Iron asked the state certification barriers be eliminated for hiring candidates the district selects.

Mr. Heid has been facing a teacher shortage in Goldendale for several years. He found offering stipends to teachers that sign contracts early to be effective, but challenges still exist with their community being isolated and remote. Mr. Heid shared the various teaching positions they have unfilled, student demographics and funding challenges. He asked the Board to help bring respect back to the teaching profession and consistent teacher pay base across the state.

Mr. Chase spoke of the importance of providing opportunities for people to get into the teaching profession and become embedded in the community. He shared characteristics that should be addressed in the school funding and compensation policies advanced for the next legislature, which include funding for rural areas, testing for ELL students, resources for small districts, creating greater working conditions for teachers.

Mr. Schieche spoke of the challenges in implementing 24-credits, state assessments and offering pathways to career readiness.

Education Data Spotlight: New Data and Work Plan for the 2016 Report to the Legislature on the Indicators of Educational System Health

Dr. Andrew Parr, Research and Data Manager

Mr. Parker Teed, Data Analyst

Mr. Teed presented the following disaggregated data for Native American Student Groups:

- Stages of Native American Tribal Nation Groups for the 2015 Smarter Balanced Assessment (SBA) ELA 3rd, 4th and 5th graders combined
- Grades three through eight combined for 2015 English Language Arts SBA
- Three through eight grades combined for 2015 mathematics SBA
- Percentage of district enrollment that are Native American
- Enrollment Count of Native American Students by district

Mr. Teed reported considerable gaps exist in test scores among students identifying with Washington tribal nations, but these gaps are masked when the group is aggregated to the federal “American Indian and Alaska Native” student group. A geographical unit of analysis is difficult because many Native American students receive education in districts outside of reservations. As with the Asian and Pacific Islander student group, there is a large “other” group that does not provide further information on who the students are and subethnic data is only available for certain groups. Mr. Teed believes further work is needed to examine the factors that are contributing to gaps in schools and districts.

Dr. Parr presented the reset goals for three of the statewide indicators. The Board has the option to set different goals for the different measures or align the goals. To maintain comparability and the legislature’s aspirations for the state’s educational system, Dr. Parr preserved the goal setting methodology unchanged from the previous work. Dr. Parr presented a comparison of the Smarter Balanced Assessment in math and English Language Arts. The drop in performance was predicted by the consortia, but Washington students performed well compared to other SBA states.

Dr. Parr presented the old and reset targets for the third grade literacy indicator. To meaningfully report on the educational system, the annual targets must be reset to align to the new assessment system. He presented data on the All Students group showing the annual target trajectory if baseline were set on the 2014-15 results only.

Dr. Parr presented the annual steps for each of the student groups and percent of students who met standard on all three content area assessments.

Dr. Parr presented the Quality of High School Diploma indicator, but noted the calculation is potentially misleading. When the underlying data file was received from the ERDC, it was determined that for students who graduate, but who do not enroll in college, the original calculation counts these as bypassing remedial coursework. To make the measure more meaningful, the annual targets were reset based on the recommended indicator in the initial 2013 report.

Dr. Parr indicated the report to the Education Committees of the Legislature will be submitted in December and will include descriptions and status of each indicator, comparison to peer states and national comparison. Recommended reforms to bolster the performance of indicators not on track will also be included. The big additions to the next report will include work framed in equitable outcomes and the state level Opportunity to Learn Index data for national and peer state comparison.

Staff is recommending the Board focus on the targets for ESSA first and come back and align them to the indicators later.

Board Discussion: Board members discussed addressing gaps in the report, but delay setting goals until another year of assessment results are available.

Board Discussion of Basic Education Act Waiver

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Lou Gates, Superintendent, Columbia School District #400

Mr. Archer provided a summary of the applications for a waiver from the 180-day school year requirements. SBE received applications from Davenport School District, Mukilteo School District, Riverside School District and Columbia School District #400. Members were given an opportunity to ask clarifying questions to representatives of the districts that were present.

Members asked Mr. Gates if the district was ready now to perform the professional development training for staff. Mr. Gates summarized the district's plan for training teachers using the automaticity approach outlined in the district's waiver application.

Members requested clarification if the Mukilteo School District was currently meeting the 180 day requirement. No representatives of the district were present to respond.

Public Comment

Mr. Jim Kowalkowski Superintendent, Davenport School District

Mr. Kowlofaski thanked the Board for their work in improving K-12 public education and was impressed with the Board's discussion regarding guiding principles for the accountability system. Mr. Kowlofaski encouraged the Board to approve the waiver requests for Methow Valley and Lake Chelan School District. Mr. Kowlofaski thanked members for listening to the regional superintendent panel of regarding teacher shortages and asked the Board to help get the flexibility the superintendents are seeking. He asked members to continue supporting waiver requests so districts can continue to improve the quality of educators.

Mr. Earl Lee, International Technology & Education Institute and APEX

Mr. Lee doesn't feel there is a teacher shortage in the state. Teachers are applying for open teaching positions, but the problem is those positions are really for tutors or mentors of student teachers. The certified teachers are not given the same opportunities because they're looked at as certified mentors. Equality and imbalance are part of the problem. Many schools are not teaching information that's relevant or exciting enough to learn. Mr. Lee thinks more embedded learning that promotes student engagement is needed.

Mr. Eugene Willis, Pilgrim Rest Baptist Church

Mr. Willis thanked the Board for their interest in improving education. He thinks kids in Washington are headed in the right direction, but he's concerned that students can't apply a spiritual base to education. We need reframe the way we set all the dimensions around children and bring a spiritual base into educating them.

Ms. Phyllis Bunker Frank, National Association of Year Round Education

Ms. Frank is an advocate for summer learning loss and feels the traditional school calendar should be extended. The school calendar has an inequitable impact on all kids, but most particularly the students of poverty and English Language Learners. Ms. Frank feels it's time to include summer learning loss in the accountability system and asked the Board consider developing a time and learning accountability indicator.

Ms. Wendy Rader-Konoflaski, WEA

Ms. Rader-Konoflaski expressed excitement about the new changes in ESSA and the possibilities it holds. She referred to two reports on accountability she asked Mr. Rarick to forward to members prior to the board meeting. In order to not repeat the mistakes of the past, we need to change the paradigm. Any of the new targets the Board develops must be based predominantly on other indicators than just test scores. The new targets should also be actionable targets and contingent on the state providing the resources to make these possible. Ms. Rader-Konoflaski feels the state is out of compliance with ESSA because the Smarter Balanced Assessment is used to determine graduation when the test was not designed for that purpose. One step to restoring respect in the teaching profession would be to use the state test scores for what they were designed for and not for determining graduation.

Mr. Lou Gates, Columbia School District #400

Mr. Gates provided public comment to answer Member Jennings question about how widely the new approach to phonics is disbursed. Mr. Gates reviewed the literature supporting the instructional model for reading being implemented in his district.

Ms. Ruvine Jimenez, League of Education Voters

Ms. Jimenez feels there is a base level of reading, writing, and math knowledge that is necessary for students to be successful in any career and we should be making sure students receive those skills. Focusing on academic skills is not in opposition to career readiness, but rather a part of career readiness. She feels career readiness is not about the first job a student will have because a career is about lifelong learning. In addition to the academic skills, we need to make sure that students have skills in teamwork, perseverance and personal responsibilities. These are important in all things students will pursue after high school. It's the K-12 system's job to make sure students have the skills to assess all opportunities. *The rest of Ms. Jimenez's comments were provided in written format and are posted at www.sbe.wa.gov/materials.php.*

Mr. Garn Christenson, Eastmont School District

Mr. Christenson is concerned about how we treat testing in this state and provided a proposal to the Board. He proposed that test scores be used to determine future educational and training opportunities for motivated students and the state select the three hour Armed Services Vocational Aptitude Battery (ASVAB), or similar assessment, as the required test for Washington high School Students. All additional assessments during the K-12 experience should be done by district teachers using locally adopted curriculum, assessments and reports to parents.

Mr. Chris Gibbs, Eastmont School District Board

Mr. Gibbs feels there is a shortage of skilled labored candidates because the K-12 system is focused on getting students to college and not other pathways. He's like to know what SBE is doing to elevate the problem of shortage of skilled employers and student debt.

Mr. Brian Jeffries, Washington Roundtable

On behalf of the Washington Roundtable, Mr. Jeffries asked the Board to join the Washington Roundtable in adopting their goal of 70 percent of Washington students earning a postsecondary degree or credential by age 26 and he intends to follow-up his comments with a letter from the members of the Washington Roundtable. Given that the primary focus of the Board is on the K-12 system, the Washington Roundtable believes the Board's postsecondary goal should focus only on those students who attended a Washington high school and were counted in a graduation cohort.

SBE Award for the 2016 Superintendent's High School Art Show

Board Members recognized Ms. Ashley Fullmer for her art piece that won this year's State Board of Education Award at the Superintendent's High School Art Show.

Board Discussion

Members reviewed the business items and discussed order of voting.

Guiding Principles

Staff proposed a consolidated list of guiding principles based on discussions members had on Wednesday. Members reviewed and made revisions to the principles.

Letter to the Education Funding Task Force

Members reviewed the letter and made revisions.

Letter to the Workforce Training and Education Coordinating Board

Members reviewed the feedback from the career readiness board discussion on Wednesday and made revisions.

Business Items

Motion made by Member Bolt to approve Option One waiver requests for the following school districts for the year and reasons requested in their applications for Columbia School District No. 400, Davenport School District, Mukilteo School District and Riverside School District.

Motion seconded.

Member Avery abstained.

Motion carried.

Motion made by Member Bailey to approve temporary waiver of the career- and college-ready graduation requirements for East Valley School District No. 361 for the 2019 and 2020 graduating classes for the reasons requested in their application.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve temporary waiver of the career- and college-ready graduation requirements for Okanogan School District for the 2019 and 2020 graduating classes for the reasons requested in their application.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve temporary waiver of the career- and college-ready graduation requirements for Centralia School District for the 2019 and 2020 graduating classes for the reasons requested in their application.

Motion seconded.

Motion carried.

Motion made by Member Bolt to approve the waiver of credit-based graduation requirements submitted by Methow Valley School District for the Independent Learning Center for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years for the reasons requested in their application.

Motion seconded.

Motion carried.

Motion made by Member Bolt to approve the waiver of credit-based graduation requirements submitted by Lake Chelan School District for the 2016-2017, 2017-2018, 2018-2019 and 2019-2020 school years for the reasons requested in their application.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the private schools as set forth in Exhibit A for the 2016-2017 school year.

Motion seconded.
Motion carried.

Motion made by Member Lavery to approve the Interpretive Statement on Calculation of District-Wide Annual Average Instructional Hours, as shown in Exhibit B.

Motion seconded.
Motion carried.

Motion made by Member Jennings to approve the May 31, 2016 special board meeting date for setting the WA-AIM science cut score.

Motion seconded.
Motion carried.

Motion made by Member Lavery to approve the letter regarding career readiness to the Workforce Training and Education Coordinating Board, as shown in Exhibit C.

Motion seconded.
Motion carried.

Motion made by Member Lavery to approve the Career and Technical Education Courses equivalency frameworks, as shown in Exhibit D.

Member Plung requested the record reflect that the English Core Plus Frameworks were removed until the Board seeks further resolution.

Motion seconded.
Motion carried.

Motion made by Member Lavery to approve the filing of the CR-101 on potential amendment to WAC 180-18-055 (alternative high school graduation requirements), as shown in Exhibit G.

Chair Muñoz-Colón adjourned the meeting at 3:49 p.m.