



THE WASHINGTON STATE BOARD OF EDUCATION

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

May 7-8, 2014
Kennewick School District Office
Kennewick, Washington

State Board of Education (SBE) Board Meeting Minutes

Wednesday, May 7, 2014

8:30-8:45 a.m. Call to Order

- Pledge of Allegiance
- Announcements
- Administration of the Oath of Office for Jeff Estes
- Welcome from Dave Bond, Superintendent, Kennewick School District

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Mr. Eli Ulmer, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes (15)

Members Excused: Dr. Dan Plung (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tamara Jensen (10)

The meeting was called to order at 8:30 a.m. by Chair Mayer.

Chair Mayer made introductory remarks and welcomed Mr. Jeff Estes to the Board. Ms. Childs welcomed Ms. Madeleine Osmun. Ms. Osmun is joining the Board in July as the student representative of Eastern Washington.

Superintendent Dave Bond welcomed the State Board, offered a classroom activity that included historic and geographic questions, and invited the Board to return to Kennewick School District.

Consent Agenda

The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special board discussion or debate. A board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes from the March 5-6, 2014 Meeting (**Action Item**)

8:45-9:00

Strategic Plan Dashboard

Ms. Sarah Lane, Communications Manager

There were major accomplishments in the last couple of months. Several major initiatives of the Board were achieved, including:

- The Legislature passed the 24-credit high school graduation requirement framework. This high standard will help ensure our students are prepared for whatever their next step is after high school.
- The revised Achievement Index has been implemented and used to identify high performing schools and those in need of improvement and support. The index now includes growth, and title and non-title schools were identified. These are both big changes to the state's accountability system.
- Discussion started on a new strategic plan and the inclusion of adequate growth in the Index.

New English Language Acquisition Award Website: We have created a website to share the strategies and promising practices used by the award-winning schools. A survey was sent to all award-winning school. Their responses have been posted for all to see on the website. Those looking for information can find schools similar to their own by sorting entries by grade levels, program size, urban or rural setting, and ELL program model used.

New Washington Achievement Index Website: We have also been working with OSPI to develop a user-friendly online tool to display the Achievement Index data. The new Achievement Index will be released to the public soon. The board members inquired about the ease of getting onto the website, the relationship between the OSPI website and the achievement index site and will this cause general public confusion?

- Mr. Rarick explained that the Achievement Index site is hosted on the OSPI server, but there is a link to it from the SBE website.
- In response to a question from a board member about the loss of the ESEA flexibility waiver, Mr. Rarick stated that we had a choice, we could revert back to pre-waiver environment but this involved no change and didn't represent the new policy. As an agency we went with the blended approach with a common narrative.

Mr. Rarick was asked by board members to discuss the memo regarding the preparation for adopting a new strategic plan for the next four years. It was suggested that they have a verbal exchange at the July meeting and in September be prepared to have an impactful discussion and make decisions about the direction as a board over the next planning period.

9:00-9:30

Student Presentation

Mr. Eli Ulmer, Student Board Member

This was Mr. Ulmer's last presentation to the State Board of Education Board Members and staff, during the May 7-8, 2014 Kennewick meeting. Eli is leaving his student position at the State Board of Education and moving on to a promising college education and career. Eli is looking forward to spending time with his wife and new baby. He will be attending Big Bend Community College in the fall and will focus his efforts on an IT program. It was a pleasure having him serve on the Board. Staff and Board Members wish him the very best.

9:30-10:35

Review and Discussion of Required Action District Academic Performance Audit Findings

Mr. Andy Kelly, Assistant Superintendent, OSPI

Mr. Travis Campbell, K-12 Turnaround Director, OSPI

Ms. Chriss Burgess, K-8 Turnaround Director, OSPI

Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI

Ms. Drake introduced the Required Action District (RAD) Academic Performance Audit Findings review. Board members formed four groups. Each group focused on a different Required Action District for 15 minutes, then switched district so that they covered all four districts over the course of an hour. Each group was accompanied by an OSPI staff member. Each station covered the following topics:

- Brief overview of school and district.
- Review of audit recommendations.
- Discussion
 - What key issues need to be addressed in the required action plan?
 - What are new issues since School Improvement Grant (SIG) status?
 - What are the old issues that started being addressed with SIG?
 - What might be major implementation challenges?

10:35-10:45

Break

After the workshop activity and break, board members reported back to the full group. Their discussion raised the following concerns and addressed the following topics:

Leadership and Staffing

- Leadership is an issue.
- Inexperienced staff and lack of tenure is an issue. Staff turnover is a large issue. Superintendent- and district-level effort is needed to reduce turnover.
- Cultural awareness is an issue, having staff that are unaware of the students' cultural background creates obstacles to serving students.
- One of the most beneficial actions to support these schools is hire and retain principals who can help the improvement process.
- In some of the schools, it looks like there is a dysfunctional relationship between the school board, school administration, and the teachers.
 - Mr. Kelly suggested a deeper dialogue about the relationship with the school board.
- Organizational culture change is needed at the schools. Teachers and administrators need to believe that students can succeed.
- Mr. Kelly stated that personnel in schools and districts are not lacking in concern for students. He acknowledged that many teachers and administrators are already working as hard as they can. Supports and services should not revolve around creating more work for the teachers and administrators.
- Mr. Rarick noted that discontinuity of leadership at the building and district levels is very influential. There is responsibility for moving from SIG to RAD with a different, more creative lens on the issue. Are we willing to make it financially in someone's best interest to stay for five years?

Improvements, Supports, and Strategies

- A member noted that there was no clear strategic plan or visual of the strategic plan for each school. Will the improvement be sustainable? So far, several of the schools have been going up and down in performance.

- There should be a focus on the big-ticket improvements. There are sometimes too many things to focus on rather than a focus on the big-bang items. There should just be a few big, important goals. Choosing a few high-yield, sustainable strategies that lead to positive change is needed. But, there will not be a silver bullet. Waiting for a silver bullet is a passive strategy. Rather, developing the pedagogy of the teachers is very important. Sound teaching is vital.
- More work is needed around the accessibility of data and information on the use of data to change practice.
- Department of Social and Health Services assistance and economic support for communities are important for these schools. Perhaps these schools could be targeted through Early Childhood Assistance Program slots. There are changes that need to happen in the neighborhoods around these schools that cannot simply happen within the school. What can be put in these neighborhoods to interface with the school in partnership with the district? It isn't all about teaching and learning, there are other elements that factor into whether students learn or not. Systematization of these social-emotional and health supports is important.

RAD Process

- The Elementary and Secondary Education Act (ESEA) flexibility waiver issue delayed the Required Action Plan process. Also, the timeline for turnover of a principal at Wellpinit will not match the timeline for the development of a required action plan by June 6.
- The RAD process has given OSPI an opportunity to lift up districts while providing accountability. Districts have an incentive to improve so that they do not move to RAD II and lose local control.

11:00-11:45

Required Action Plan Approval Process

Ms. Linda Drake, Research Director

Ms. Linda Drake summarized the Board's role and decision points. Detail on the following topics of her presentation can be found in the PowerPoint in the additional materials.

The major current and upcoming tasks for the Board are as follows:

- Review Academic Performance Audits.
- Review Required Action Plans.
- Approve Required Action Plans.

At this board meeting, the Board is asked to:

- Approve the process for approving required action plans.
- Approve a letter to Superintendent Dorn requesting feedback on required action plans.
- Approve emergency rules establishing a timeline for required action plan approval for this year only.

Ms. Drake summarized the elements of Required Action Plans, review form, intervention models, and timeline for approval.

Board members discussed the timeline for Required Action Plan approval. Ms. Drake stated that the timeline for districts is set in the event the Board rejects the plan and the review panel can deal with the rejection. The Board will discuss the issue with the Wellpinit timeline. Extending the timeline would cut short the appeal process timeline and would give districts less time to plan before the school year begins if there were an appeal. Chair Mayer stated that she would like the opportunity to speak with Ms. Drake, Mr. Rarick, and Mr. Kelly about the Wellpinit timeline.

Chair Mayer asked the board to make comments on the timeline for the other three districts. The comments were as follows:

- Besides Wellpinit, do the other school districts have enough time with the June 6 deadline?
 - Mr. Kelly stated that the answer is actually the same for all four districts. Making them focus on required action plans during the last month of school would take attention away from the students whom they are serving. Districts should review plans to make sure that the plans are robust enough to address every major area of findings in the audit.
 - Chair Mayer raised concern with delaying until the July meeting. She asked staff to take a look at an alternate timeline for pushing the process to July, then check back with the Board about that possibility. Chair Mayer voiced support for flexibility in the timeline for the district as long as there is the opportunity for the Board and review panel to go through their timeline.
 - Ms. Drake stated the staff will return with an alternate timeline. Staff will update the emergency rules to reflect that timeline.

11:45-12:00 p.m. Public Comment

Mr. Tim Knue, Executive Director of the Washington Association for Career and Technical Education

In response to rules on the waiver of the CTE course requirement for districts with students who do not have reasonable access to CTE courses under WAC 180-18-100, Mr. Knue urged the Board to change the word “affirm” to “demonstrate.”

12:00-1:00 Lunch - Recognition of Mr. Eli Ulmer

Chair Mayer asked members to share stories with Mr. Ulmer during lunch and recognize his two years of service to the Board.

1:00-2:00 Implementation of E2SSB 6552

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Policy Analyst

Mr. Rarick briefly summarized the graduation requirement visuals that were included in the board packet.

Mr. Archer stated that the rules were developed with staff, legal counsel, a team of board members, and stakeholder participation. That collaboration will be ongoing throughout the rule-making process.

Mr. Archer summarized the rulemaking on WAC 180-51 based on the E2SSB 6552 legislation. The following topics were addressed in the draft rules and were reviewed in the discussion document on draft rules:

- Instructional hour requirement for basic education (180-16-200)
- Culminating project (180-51-066 and 180-51-067)
- Third math credit (180-51-068 (2))
- Third science credit (180-51-068 (3))
- Laboratory science (180-51-068 (3), (14))
- Personalized pathway requirements (180-51-068 (6), (8), (14))
- High School and Beyond Plan (180-51-068 (10))
- Personalized Pathway (180-51-068 (10), (14))

- Waiver of school district for up to two years from Career and College-Ready graduation requirements (180-51-068 (11))
- District waiver of up to two credits of individual students based on “unusual circumstances” (180-51-068 (12))
- Waiver for districts with under 2,000 students from CTE-equivalent course offerings (180-18-100)

Members raised the following concerns or commented on the following topics:

- For the Personal Pathway Requirements, a member raised concern about how specific a career goal needs to be. Is it a particular career or is it a career cluster?
 - Staff responded that there is flexibility in how specific a career choice is and that that is left to local control.
- A member questioned whether the 17 credits that cannot be waived were in E2SSB 6552.
 - Mr. Rarick responded that he does not necessarily agree that it is not in the law. He stated that E2SSB 6552 adopts the Board’s framework and the law is not in contradiction of the Board’s framework on the issue of the waiver of the 17 credits. He stated that if part of the 17 credits could be waived, then a student could possibly graduate with only one credit of math.
- A board member raised concern with the two-year extension waiver application deadline of May 1. The member stated that the deadline might put the Board in a troubling position if a waiver application comes in after the deadline.
 - Mr. Rarick stated that submitting an application after the school year starts would impact the funding of a district. He stated that the system should be set up in a way that is conducive to compliance so that a school is either receiving or not receiving a waiver for a given year.
 - A member stated that the deadline should be right before the graduating year.
 - Mr. Rarick responded that the waiver deadline should be applied to the students who are entering high school.
- In response to Mr. Knue’s public comment on WAC 180-18-100, a board member supported the change of wording of “demonstrate” rather than “affirm” in the application that its students do not have reasonable access.
 - A member suggested that the length of the waiver should be limited in rule.
 - A member stated that affirmation would be enough to raise awareness and community pressure.
- A member asked about the parental permission for a waiver of two credits due to unusual circumstances. How will the district engage the parent? In the case of district communications with parents of ELL students, parents may not be able to read a written notice.
 - Mr. Archer stated that the agreement from other officials would meet the requirement if the parent could not be reached.
 - A member asked if the communication would be in their language or if the medium of communicating was something other than a letter. The member felt that written communications may only be an appropriate medium for some parents.
 - A member asked if there is another part of statute that has requirements on the way information is communicated to parents.
 - A member stated that it could create an administrative burden to try to track down a parent’s signature.
 - Staff were directed to add language to the rules to address the member concerns and comments over communication with the parents.

2:00-2:45

Review of Required Action Plan Guidelines and Progress of Current RAD Schools

Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI
Mr. Dan McDonald, Superintendent, Soap Lake School District
Mr. Rick Winters, Principal, Soap Lake Middle/High School
Mr. Dan Andrews, Principal, Soap Lake Elementary School
Ms. Mary Ann Nielsen, Math Teacher, Soap Lake Middle/High School
Mr. Matthew Brewer, Science Teacher, Soap Lake Middle/High School

Ms. Flores summarized the guidance provided to Required Action Districts, and followed with an update to the Board on Cohort 1 of the Required Action Districts. She summarized staff, student, and family survey response results at each of the RAD schools. The takeaways included their progress in instruction, perceptions of staff, and family views on the RAD schools. Each RAD school is making progress. The data analysis is available in the PowerPoint located in the additional materials section of the SBE website.

A member asked about submission deadlines for Indistar reporting. Ms. Flores stated that, annually, there are three required deadlines for submitting Indistar reports. However, OSPI is able to receive hourly updates when they log in.

Soap Lake Middle and High School Presentation

Mr. McDonald presented on where Soap Lake started and how they progressed. School staff had a goal of becoming a Blue Ribbon school district, and to reach that goal, they implemented 10 evidence-based improvement strategies. The strategies include the following skills that build success: teaching and learning initiatives, assessment system responses, school-to-home connection, and educational structure recalibration. They did job-embedded professional development and focus-learning to improve. A major hurdle to overcome was teacher anxiety. Staff set the following three major goals for change:

- Establish a place where data, rather than assumptions, drive thoughts and action.
- Establish a place where every lesson is derived from specifically-directed and defined essential standards.
- Establish strategic frameworks that set and define the pathway towards AYP and a Blue Ribbon Rating.

Soap Lake Middle and High School is a small school, with only a hundred students in middle and a hundred in the high school which is housed in the same building. They are thankful for TPEP and student growth goals. The success coaches have greatly improved the progress of their schools. One of their most important assets is their leadership team.

Soap Lake staff presented on their school improvement actions:

- Ms. Nielsen, the school's math teacher, remade the strategy for each math class and attends a regional professional development group.
- Mr. Brewer, the district's teacher of the year, demonstrated Edmodo, a social networking program that offers additional communication opportunities between instructors and students. Edmodo generates randomized formative assessments and allows for horizontal communication between thousands of instructors in the same content area. This communication is important for a small school with one teacher per content area.

- Soap Lake staff talked about change to school climate and culture. Their school implemented a Positive Behavioral Intervention System. Their use of disciplinary action has declined. Another major intervention was a change to their reading program using the College Teachers in Reading workshop that attracts students to high interest books that are at their level. Reading proficiency has increased.

2:45-3:00 **Break**

3:00-4:00 **BEA Waivers**
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the eight BEA waiver requests. Full descriptions are available in the board packet that can be found on the board materials section of the SBE website and the Lopez Island addendum is available in the additional materials packet. Waivers were requested by the following districts:

- Bainbridge
- Federal Way
- Lopez Island
- Napavine
- Orient
- Shoreline
- Wahkiakum
- Sunnyside

A board member noted the completeness of Shoreline’s application. However, the board member noted the lack of detail on some of the other waiver applications. A member stated that Shoreline is a large enough district to have a staff member dedicated to using data. This member stated that some districts do not have the personnel and resources to provide well-developed waiver applications.

Mr. Archer stated that the waiver application has had some frailties. He worked with Members Munoz-Colon, Laverty, and Plung to improve the waiver application. He noted the exceptional work of Member Plung on the waiver application. A member asked about the timeline for the improved waiver application. Mr. Archer stated that the current waiver applicants did not use the revised waiver application.

Mr. Rarick suggested that the waiver application and criteria discussion would be something that the Board should undertake at the upcoming retreat. The board went for many years without any criteria for waivers. The board has had criteria in rule for one year. After one year, it is appropriate for the Board to evaluate its criteria for waivers and reflect on the process. He noted that staff and board members may have different points of view on the waiver process due to their roles in the agency.

Chair Mayer stated that she wishes to retire from the Board with some serious effort to get funding for professional development days. With full funding of professional development days, the need for waivers would be reduced.

4:00-4:45 **Board Discussion**

Ms. Suliman continued with the presentation on E2SSB 6552 and presented on the High School and Beyond Plan. The Board can play a role in high quality implementation through resolutions and encouragement of best practices.

Board members asked the following questions and made the following comments:

Implementation Concerns with HSBP Practices

- A board member asked if a student doesn't have a strong idea of a career goal, how can a HSBP be built for them? How can the Board improve this process?
 - Ms. Suliman responded that skills assessments and career interest tests can be used to help students figure out what pathway they are interested in.
- Another board member stated that there is not clarity on the HSBP. When is the HSBP done in schools?
 - Mr. Rarick stated that he is a dissatisfied parent with his daughter's HSBP. The process did not start until the freshman year. During a fifteen minute long student-led conference, his daughter was filling out a piece of paper indicating what she wanted to pursue. He noted that the HSBP was not available on the internet and he didn't have the opportunity to talk to a counselor about it. He felt like there wasn't an infrastructure for the HSBP and there wasn't a genuine ability to build a portfolio.
 - Another member stated that it is an externally imposed requirement that will be met with experiences similar to that of Mr. Rarick. It needs to be a meaningful document that will help students to meet graduation requirements in a useful way. The member suggested that SBE should have a bank of best practices to share with districts.
- A member stated that the HSBP should be a living document. From this member's experience, the idea of a career changed a lot from freshman year to senior year.
- Another member stated that there will be a difference between the rules and what will actually happen. To what extent are parents involved? What will actually happen for the student? What will be the difference between large schools and small schools? This member raised concern that the process will break down in implementation, but not necessarily in the rules.
 - A member responded that the words that go into the rule will result in some changes in the way it is implemented. SBE should know what is being asked of districts and if implementation of what is asked for will be possible.
- Mr. Rarick stated that staff have had discussions with stakeholders. Compliance is not the path towards a better HSBP. Creating a compliance-based rule with the idea that practitioners will jump onto it is unrealistic. However, if someone has the intention make a really good HSBP and the Board doesn't provide guidance for it, then it is the Board's failing to provide a vision of quality.

Implementation Concerns with Capacity, Funding, and Staffing for the HSBP

- A member stated that early in the 1990s, school-to-career was a big deal during the Clinton era with CTE courses, but that faded away after Clinton and the college focus returned. The member stated that the HSBP will be a mandated, unfunded, extra workload sort of activity. Navigation 101 funding went away two years ago and the work on the HSBP has declined. Who is going to give up the time to work on HSBP? OSPI is attempting to ramp up the work on HSBP again. With the culminating project going away in some districts, the HSBP no longer will be tied to the culminating project.
- A member raised the issue that HSBP doesn't belong to any particular staff member. This member stated that it truly is an unfunded mandate. The HSBP needs to get special appropriations or it needs to become part of a particular course.
- A member suggested the use of the term "assured service" for a program that needs to be delivered to every student. This member stated that counselors would appreciate being part of this assured service program.

- A member suggested that the Board partner with private industry to fill worker gaps. It is an opportunity to ask industry and the private sector to get involved.

Board members discussed the following:

RAD Approval Process Timeline

- Could the Board approve of Required Action Plans at the July meeting?
 - Yes. If a plan was denied, the plan would go through the review process.
- Could the board divide the work into four groups, one group per RAD?
 - Members responded that reviewing all of the RADs would be preferable because it would build an appropriate lens for understanding the review process.
- A member raised concern about making sure that there will be enough time in July to deal with this.
 - Chair Mayer stated that staff will work with the OSPI team to make sure that summaries get to the entire Board. The executive committee is charged with developing the agenda and will work to do so.

E2SSB Rule-Making

- What will happen to students who are coming into the state with other credit amounts? Should their requirements be waived? Should transfers be approved by the school principal or the district?
 - Mr. Rarick stated that we have the military compact bill. What is the regulatory environment for classes being transferred in?
 - Ms. Drake stated that the military compact bill is in place and the Washington state history requirement has rules. But, interpretation of a transcript is left to the district.
 - A member responded that students transferring in may have trouble getting their credits for particular courses or for meeting the total number required. Currently, the rules do not specify that an amount can be waived for transfers into the state. This transfer-in issue should be addressed in the rules.
- How does the two credit individual student waiver play into the rules? What does it change the rules for special education students? Does it change anything from current rules around core academic credits?
 - Ms. Drake stated that it changes nothing from the current rules on waiver of core academic requirements. There is an existing rule for graduation requirements for students with special needs that is dependent on the student's IEP.

4:45-5:00 **Student Musical Performance**
Kennewick High School Choir

5:00 **Adjourn**

Thursday, May 8, 2014

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Mr. Eli Ulmer, Mr. Jeff Estes (13)

Members Excused: Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn (3)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tamara Jensen (10)

8:00-8:20 a.m. School Site Visits Overview at Kennewick School District Office

8:25-10:50 School Site Visits

SBE members and staff visited Southgate Elementary School, Park Middle School, and Phoenix High School.

10:55-11:00 Return to Kennewick School District Office

11:00-11:15 ESEA Update

Dr. Gil Mendoza, Assistant Superintendent of Special Programs and Federal Accountability

Dr. Andrew Parr, Senior Policy Analyst

Washington became the first state to have its ESEA flexibility waiver revoked by the U.S. Department of Education (USED). Mr. Parr updated the Board on recent developments regarding the waiver and its impact on achievement awards and school identification procedures for the current school year.

- Revocation of the ESEA Waiver has been an ongoing topic of discussion being managed by the OSPI leadership. Beginning in the 2014-15 school year, Washington will be required to resume AYP calculations under the NCLB rules. This means that AYP will be conducted in September 2014 using the 2013-14 assessment data. As part of AYP, the state is required to:
 - Determine whether each school made AYP.
 - Ensure that LEAs notify parents of school choice options for those students attending schools failing to make AYP.
 - Ensure that LEAs provide transportation to students opting to attend a non-failing school.
 - Ensure that LEAs provide Supplemental Educational Services (SES) through an OSPI-approved third-party vendor at identified schools.
 - Ensure that LEAs set aside 20 percent of Title I funds for certain expenditures, some of which may be recaptured in January.
 - Comply with at least another dozen or more requirements specified in a letter from the USED.
- Mr. Parr explained that 2012-2013 assessment data showed that only one school had 100 percent proficiency in reading and math. If 100 percent proficiency is the target, then nearly all schools receiving Washington Achievement Awards for Overall Excellence in 2013 will be characterized as failing in 2014.
- The 20 percent set asides will require LEAs to fill in the budget hole created by this change, and while some of the funds may be recaptured, it will be impossible to know exactly how many dollars will be available.

Dr. Mendoza explained that the USED authorized the OSPI to identify and serve Priority and Focus schools using the methodology in the approved ESEA Waiver. The OSPI notified all affected LEAs of Priority and Focus School identifications in late-April. The OSPI was still waiting for USED approval of

modified Priority School exit criteria and that decision would have some impact on the continuing status of some Priority Schools.

The Achievement Index was used in the identification of Priority and Focus Schools that was required by the USED. The list of Priority and Focus schools was publicly released just before the May SBE meeting.

Dr. Parr explained that District Assessment Coordinators (DAC) had multiple opportunities to review the Index data, computations, and school identifications prior to the public release of the Index. With each wave of DAC review, the number of questions and concerns has been reduced. The DACs provided some constructive feedback about the Index and some possible ideas for improvement.

The Index was also used to identify the 2013 Washington Achievement Award (Overall Excellence, Reading Growth, Math Growth, and High Graduation) recipients and this will be the case for the 2014 Washington Achievement Awards.

11:15-12:15 p.m.

Discussion of Successful High School and Beyond Plan Practices

Mr. Mike Hubert, Guidance and Counseling Director, OSPI

Ms. Danise Ackelson, Program Supervisor: Career and College Readiness, OSPI

Mr. Kevin Chase, Superintendent, Grandview School District

Mr. Matt Mallery, Executive Director of State and Federal Programs

Ms. Carol Bardwell, Guidance Counselor at Grandview High School

Mr. Steve Long, Assistant Principal, Grandview High School

Ms. Lyn Desserault, English Teacher/Department Chair, Grandview High School

Mrs. Suliman presented a summary of findings from interviews and research on successful practices for HSBP implementation in Washington districts, and a brief summary of findings from interviews with Colorado, Georgia, North Carolina, and Michigan on their career and college planning efforts. Mrs. Suliman asked the following questions;

- What are the essential components of the plan?
- What are the barriers to implementing the plans within districts?
- What can the Board and the state as the whole do to lift barriers?

The following are the four models of HSBP in Washington:

- During advisory.
- During a course - one instance is for all four years, another instance is for just one semester.
- Core course delivery model - time is carved out of a core course like English.
- Direct counseling model.
- What tools or strategies are used for developing the HSBP?
 - Districts use the state-developed curricula.
 - Some districts use online tools to develop the HSBP and track student portfolios.
 - Some districts use plan revisions so that the document changes throughout the education.
 - Academic coordinators have been used to develop the plan to incorporate planning among multiple faculty members throughout the student's education.
- What are some of the challenges of implementing the HSBP and ways of overcoming the challenges?
 - Staff buy-in was an issue. Having staff champions helps make sure that it is not simply a check-off.

- Time and staff capacity are issues. Having a champion helps to carve out time.
- What have other states been doing for the HSBP?
 - In conversations with other states, having a champion and embedding career/college planning into the school culture has been helpful.
 - Georgia has brought planning indicators into the accountability system, taking a compliance approach, and providing an online tool.
 - Colorado required it up until last year. They found that milestones were very important. Districts wanted access around resources on best practices and resources to use.
 - North Carolina and Michigan use online tools to help students develop the plans, but it is not a requirement in either state.

Mr. Hubert and Ms. Ackelson presented on the resources provided by OSPI for career and college planning. They developed the Career Guidance WA curriculum and resources, based on the previous Navigation 101 program, and work closely with districts to implement career and college planning processes. RCW 28A.600.045 provides the legislative intent and background for the structure for the HSBP.

The HSBP educates students about the pathway to their final goal. To support the HSBP, Career Guidance WA lessons cover the different steps needed to reach goals, including options, admissions, registration, and financial aid. Ms. Ackelson highlighted the Career Guidance WA supports to HSBP elements:

- Advisory/Career Center
- Career and College Readiness
- Individual Planning Portfolio
- Student-led Conference
- Student-informed scheduling
- Evaluation of data and practices
- Program management

Mr. Kevin Chase, Superintendent of Grandview School District; Matt Mallery, Executive Director of State and Federal Programs; Carol Bardwell, Guidance Counselor at Grandview High School; Steve Long, Assistant Principal at Grandview High School; and Lyn Desserault, English Teacher/Department Chair at Grandview High School; also presented on career and college planning in their district, where they utilize the following Career Guidance WA resources.

The following are the five essential elements of High School and Beyond Planning for Grandview High School:

- Advisory program, curriculum
- Professional development for staff
- Credit review/registration process, focused
- Student led conferences
- Develop a college culture

12:15-12:30 Public Comment

Ms. Jan Link from Academic Link Outreach

Ms. Link provided written comment. She congratulated Mr. Ulmer on his story that was shared during the student presentation. She stated that if we can build relationships with students, then we can get every student graduated from the state. One truth is that it is the adults who are responsible for the learning environment of the students. She offered the following quote, “Why do people complain

about our generation when they are the ones who raised us?” Improvement is not adding or eliminating requirements or changing the tests, it is providing parents and students the support needed to succeed. Students need time and access to additional learning environments for academic success. She would like to see schools stay open until 6 pm so that they can get the additional support to pass the state tests. The state spends millions on buildings, the state just needs to keep them open. Title-1 funding and other funding sources should be spent on keeping buildings open later. How many students had Ds or Fs in a selected school? 257. 17% of the students were receiving Ds and Fs. Teachers said that it wasn't because the students couldn't do the work, but it was because students were making bad choices and not turning in the work. Consistent academic support is needed for sustained success.

Dr. Richard Jones, Superintendent, Napavine School District

Dr. Jones requested a renewal of a waiver. He stated that Napavine is a small district with 750 students, about 40 staff, and the district has turned over one-third of teachers in the last few years because of retirement. Continuous professional development is needed. Also, the administrative staff are new. They need to continue to reevaluate and understand what the district is doing. He is strongly supportive of TPEP and the state needs to pay attention to it. Paying attention to growth is important. Using data is important for helping teachers to change the way they teach. Giving them the extra shot that they need is incredibly important. Learning time and professional development is very important. Research on change indicates that there is “first order change” - what we are already good at in education, and “second order change” - change that is deep and lasting, change in culture, attitude, belief, and behavior. If we are truly committed to changing the education system, second order changes are incredibly important for changing the culture and the system in their schools. Please consider and approve our request for a waiver.

Dr. Richard Cole, Superintendent, and Mr. Brian Hart, Executive Director of Curriculum, Instruction, and Assessment, Sunnyside School District

Dr. Cole requested a waiver. The 14 half-days that they had were not useful as instructional days. There was a small window of time for academic instruction on those days. They believe that they need full days for effective instruction so they took 14 half-days and divided in half to come up with a seven day waiver request. He stated that SBE told them not to decrease their student instructional time. Sunnyside School District has an 85.1% graduation rate. Attendance was horrible on half-days. Attendance improved considerably with the full days. When they have below 95% attendance they close the campus so that students cannot leave during the day. Because of this policy, the peer pressure among students helped to keep the school attendance up. Mr. Hart stated that the professional development time is incredibly important. The family connection during parent-teacher conferences is incredibly important. Those days are not necessarily normal days because the teachers adjust the time so that parents can attend, possibly going into the evening. Please approve the request for a waiver.

A board member asked if the district is offering 1080 hours and 24 credits. Mr. Cole confirmed that they are at 1080 hours in grades 9-12 and have already adopted 24 credits. His choice would be to have 180 instructional days, but they are working with what they have.

12:30-1:15

Lunch

Ms. Morgan Haberlack, Kamiakin High School

Ms. Haberlack's Rainbow Fish, a piece of three-dimensional artwork, was chosen by State Board of Education during OSPI's annual art show. She presented on her artwork and the Board thanked Ms. Haberlack for her beautiful artwork.

1:15-2:00

Board Discussion

Mr. Parr presented a video about the release of the Achievement Index
<https://www.youtube.com/watch?v=YnZma JvyDQ>

2:00-3:30

Business Items

Motion: Move to approve a change to the location of the Board's July 2015 meeting from the Federal Way Public School District Office to South Seattle Community College.

Motion made.

Seconded.

Motion carried.

Motion: Move to approve for filing with the Code Reviser the emergency rule amendments to WAC 180-17-020 as set forth in **Exhibit A**.

Motion made.

Seconded.

Motion carried.

Motion: Move to approve SBE's Required Action Plan Approval Process as set forth in **Exhibit B**.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve the Board's Letter to Superintendent Dorn as set forth in **Exhibit C** requesting OSPI's input on the quality of school district required action plans at the Board's July Meeting.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC's 180-16-200, 180-51-066, 180-51-067, 180-90-160; and proposed new rules WAC 180-51-068 and 180-18-100, as set forth in **Exhibit D**, with a public hearing on the rules scheduled for the Board's meeting on July 9, 2015.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve Judy Jennings as the State Board of Education's Representative to the Expanded Learning Opportunities Council.

Motion made.

Seconded.

Motion carried.

Motion: Move to approve Susan Weed and Michael DeBell as the State Board of Education's citizen appointments to the School Facilities Citizen Advisory Panel.

Motion made.

Seconded.

Motion carried.

Motion: Move to approve **Bainbridge Island School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve **Lopez Island School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Seconded.

Motion carried.

Motion: Move to approve **Orient School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve **Shoreline School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve **Sunnyside School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve **Federal Way School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Motion: Move to approve **Wahkiakum School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Members voiced concern that this waiver application lacked an adequate explanation of how the waiver goals align with the school improvement plan. There was concern that there was not enough information on the outcome of efforts to meet goals from the first waiver.

Chair Mayer called a roll call.

Motion failed on a tie vote (5 yes; 5 no)

Staff were directed to contact Wahkiakum to explain the reasons why the waiver request was denied.

Motion: Move to approve **Napavine School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.
Motion seconded.
Motion carried.

Motion: Move to approve the Board's letter to the Washington Student Achievement Council Concerning High School Graduation Requirements in Science and College Admission Standards as set forth in **Exhibit E**.

Motion made.
Motion seconded.
Motion carried.

3:30 **Adjourn**

Minutes were written by Parker Teed and Tamara Jensen.
Staff with editorial rights to these minutes: Ben Rarick, Linda Drake, Jack Archer, Andrew Parr, Julia Suliman, and Sarah Lane.