



THE WASHINGTON STATE BOARD OF EDUCATION

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

Amara, Elephant Room
5907 Martin Luther King Jr. Way S
Seattle, WA 98118

August 16, 2017

State Board of Education (SBE) Special Board Meeting Minutes

In-Person Participants:	Acting Chair Kevin Lavery, Ms. Connie Fletcher, Mr. Jeff Estes, Ms. MJ Bolt, Mr. Peter Maier J.D., Ms. Judy Jennings, Ms. Patty Wood, Mr. Ricardo Sanchez, Mr. Chris Reykdal and Ms. Janis Avery (10)
ZOOM Participants:	Ms. Mona Bailey and Mr. Ryan Brault (2)
Members Absent:	Dr. Alan Burke, Ms. Holly Koon, Mr. Joseph Hofman and Ms. Lindsey Salinas (4)
Staff Attending:	Mr. Ben Rarick, Ms. Kaaren Heikes, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Alissa Muller, Ms. Linda Drake and Ms. Denise Ross (8)

CALL TO ORDER

The meeting was called to order at 1:02 p.m. by Acting Chair Lavery. He announced Member Bailey and Member Brault were participating remotely via ZOOM.

OPTION ONE BASIC EDUCATION ACTION WAIVER REQUEST

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received one Option One waiver renewal request from Orient School District. The request is for five days for three years and the purpose of the waiver is for professional development.

Board members were asked to take action during business items.

STATEWIDE ACCOUNTABILITY SYSTEM UNDER THE *EVERY STUDENT SUCCEEDS ACT (ESSA)*

Dr. Michaela Miller, Deputy Superintendent, OSPI

Mr. Chris Reykdal, State Superintendent, OSPI

Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement, OSPI

Superintendent Reykdal gave introductory remarks about the process OSPI will be taking over the next year to create the Report Card that the Board and other stakeholders will be a part of. Moving from a

basic scorecard to a robust contemporary report card provides the community and stakeholders with significantly more information about the academic health of their school. He stated the state plan will be less about the culture of identifying schools as failures and more about accountability to individual students and identifying gaps. The ESSA law creates more opportunity for local districts to decide how they're going to use their turnaround dollars.

Dr. Miller addressed the concerns of the Board specified in their letter to Superintendent Reykdal on July 13, 2017.

Chronic Absenteeism

Dr. Miller reported that OSPI is in the process of an emergency expedited WAC rule change that would have an impact on the chronic absenteeism measure used in the new school achievement Index. OSPI has an existing set of data that will be used to set the baseline for chronic absenteeism for the initial year based on previous years of data that will not be adjusted to this new definition. Time will be required to complete the rule change, update the CEDARS Guidance document that is provided to districts each year, and change behavior at the district and school level in order to adjust for the change in the definition. OSPI has also engaged Washington State School Directors Association for any board policy that may need to be adjusted based on chronic absenteeism.

Exclusion of Science Assessment Data in the Achievement Index

Dr. Miller reported that OSPI intends to include language and the year that the Science Assessment will be included in the new Index.

The Proposal to Identify Nearly Half of the State's Schools as Part of the School improvement process

Dr. Miller reported that the overarching reason for identifying these schools is prompted by the new ESSA law. Implementing the law entails identifying targeted subgroups and differentiating schools. Although the large number of school identifications produces some resource challenges, the fund allocation structure will be different. OSPI will be working alongside with districts to determine funding needs and ESSA provides districts more flexibility in how school improvement funds can be used. Ms. Jeffries-Simmons provided an overview of how OSPI is transitioning to the new funding model, which includes conducting school site visits to determine the needs of schools, their interests, and what their resources are. The System and School Improvement department has created a memo that will be sent to Governor Inslee requesting more information about the transition plan and the Board will receive a copy after districts do. OSPI's focus is to submit the state plan according to the federal requirements of outlining how comprehensive, targeted and other targeted schools will be identified and other requirements in state law will be considered after the submission.

Members were concerned about increased number of schools that will be identified as part of the school improvement process, OSPI's capacity to assist new targeted schools, and the communication plan intended. Dr. Miller summarized the various types of resources that can be offered, such as funding or technical support. She also noted that districts with underperforming subgroups have already known their student achievement data and have been working to improve their outcomes. Identifying the schools won't be a surprise to them, but these schools won't get the resources needed without being identified through the state accountability system.

Long-term Goals, Including Goals for the English Learner Progress Measure

Dr. Miller reported that staff have done significant work with internal and external groups, the Accountability System Workgroup and the Technical Advisory Committee on the system of English

Language Learner progression and related measures. What is included in the ESSA plan, in terms of the progression exiting out, has been internally and externally vetted. Dr. Miller stated she acknowledges that this late development is due to the delay of receiving the assessment data.

The Number of Tiers and Names or Number Rating System Associated With the Tiers in the Index

Dr. Miller reported that, based on feedback other states have received on their submissions, the number and names of Index tiers was not required to be included in the state plan. OSPI's focus was to meet the federal requirements first, receive feedback and then continue work with the Board on the state accountability system in the fall.

Types of Schools Identified by the Proposed Index Weights

Dr. Miller reported that this level of detail is not required for the federal requirements, but OSPI would like to discuss the business rules related to the indicator weighting. Dr. Came presented various starting data points of weighting growth, proficiency, graduation, English Language Progress and SQSS compared to the current Achievement Index.

Understanding of how the Achievement Index will Display and Operate in the Context of the Report Card, Including how Summative Scores will be Displayed on the Front Page

Dr. Miller reported that OSPI is in the process of learning what is on the current landscape of possibilities for a Report Card and staff will return to the Board with that feedback in a future conversation.

Request to Receive Results from Beta-testing of Index Models

Dr. Miller reported that OSPI staff and SBE staff have had conversations around beta-testing and Index models and she anticipates that will continue moving forward based on the recommendations of the high level work done thus far. She would like to see OSPI and board members communicate more directly regarding the business rules so their agency knows the direction the members would like to take once the approval process takes place with general feedback around the methodology.

Members were concerned about the outcome for Targeted schools when they don't meet the interim targets.

PUBLIC COMMENT

Mr. Pete Bylsma, Director of Assessment and Evaluation, Mukilteo School District

Mr. Bylsma has been watching the process of revisions to the Index over the last few years and is concerned about the complexity of the current system. It is very hard to understand and explain it to others. Mr. Bylsma asserted that the growth measure is a problem. The student growth percentile was the only option that was proposed and there were no other conversations about other ways to look at growth. He's glad to hear that conversations on how growth is measured will be discussed in the future. He doesn't believe the Index is fair and that many of the factors that drive the Index results are external to the education system and that is a problem when we give recognition based on these Index results. A few simple tweaks to the system could improve transparency, lessen the complexity, improve the growth measure, and provide more valid results.

Mr. James Andrews, North Kitsap School District

Mr. Andrews feels there a problem within the state with schools eliminating arts classes so students can be enrolled into extra remediation in English or math courses. There is language in ESSA that addresses

this issue and schools should make every effort to not impact a student's regular day for remediation purposes. In looking at what was released for the draft consolidation plan, Mr. Andrews doesn't see any language addressing this concern.

BOARD DISCUSSION

Members reviewed a draft letter addressed to Superintendent Reykdal regarding the Board's support for the inclusion of the revised elements of the Washington Achievement Index contained in the state's federal consolidated plan submission as presented to the Board. Members offered revisions and modifications to the contents.

Board members were asked to take action during business items.

BUSINESS ITEMS

Motion made by Member Bolt to approve Orient School District's waiver request from the 180-day school year requirement for five school days for the 2017-18, 2018-19 and 2019-20 school years, for the reasons requested in its application to the Board.

Member Wood seconded.

Motion carried.

Motion made by Member Wood to approve letter regarding ESSA plan components pursuant to statutory authority of the State Board of Education.

Member Avery seconded.

Member Bolt made an amendment to insert the text "The board also asks for consideration of the issues raised below" as an additional sentence in the first paragraph.

Member Wood seconded.

Members felt the additional sentence was redundant.

Member Bolt withdrew her amendment.

Members discussed the manner in which the letter might be misinterpreted and some of the possible ramifications.

Member Reykdal abstained.

Motion carried.

Acting Chair Laverty adjourned the meeting at 3:05 p.m.

*Complete meeting packets are available online at www.sbe.wa.gov
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