

May 11-12, 2011
Columbia Basin College
Pasco, Washington

MINUTES

Wednesday, May 11, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Mary Jean Ryan (telephone), Mr. Jared Costanzo, Ms. Anna Laura Kastama, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Amy Bragdon, Mr. Matthew Spencer (15)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Colleen Warren (6)

Staff Absent: Ms. Ashley Harris (excused) (1)

The Board members toured Delta High School in Richland, Washington. Delta opened its doors in 2009 to provide a learning environment emphasizing Science, Technology, Engineering, and Mathematics (STEM) education.

Delta focuses on integrated approaches to teaching and learning that are research-based, standards-based, and project-based. Board members toured the school and interviewed students, project partners, and staff.

Call to Order

The meeting was called to order after the Delta High School visit at 11:25 a.m. by Chair Vincent.

Announcements

Mr. Spencer was welcomed to the Board as the new student member from western Washington. Mr. Spencer will serve on the Board until May 2013. Mr. Spencer thanked the Members for the opportunity to serve and committed himself to the work of the Board.

Dr. Rich Cummins welcomed the Members to the Columbia Basin College. He provided background on Delta High School and thanked the Members for visiting the school.

Chair Vincent announced the resignation from the Board of Mr. Warren Smith, Elected Region Five Member and Mr. Eric Liu, Appointed Position Four Member effective May 1, 2011. He also

announced that effective May 15, 2011, Executive Director, Edie Harding will resign her position with the Board.

Consent Agenda

Motion was made to approve the Consent Agenda as follows:

- Minutes from the March 9-10, 2011 Board Meeting.
- Minutes from the March 31, 2011 Special Board Meeting.
- Minutes from the April 28, 2011 Special Board Meeting.

Motion seconded

Motion carried

Goal 4: Promote Effective Strategies in Math and Science: Local and Regional Strategies to Increase Student Achievement

Dr. Kathe Taylor, Policy Director

Mr. Kenny Renner-Singer, Principal, Icicle River Middle School

Mr. Steve McKenna, Superintendent, Cascade School District

Mr. Matt Duffey, National Board Certified Teacher, Icicle River Middle School

Ms. Cathey Bolson, Regional Math Coordinator, ESD 123

Ms. Georgia Boatman, Regional Science Coordinator, ESD 123

The SBE received an update on effective math and science instructional strategies from Cascade School District staff and regional math and science coordinators from ESD 123. Guest speakers shared successful, school-based and region-based initiatives that have resulted in increased student performance, highlighting what can be done with sustained leadership, coherent vision, expertise, will, and resources.

Local Strategies. In the Cascade School District, Icicle River Middle School's academic achievements are a direct reflection of committed leadership and dedicated resources to intentional, standards-based teaching and learning. The math and science coordinators from ESD 123 shared their successes in providing decentralized, coordinated professional development.

Icicle River Middle School (IRMS) embarked on a journey of reform beginning in the late 1990's when the low performance of its students prompted the beginning of a systemic transformation. In the space of a decade, IRMS student performance on Washington State assessments has increased significantly. Although the percentage of IRMS students on free and reduced lunch decreased slightly over that time, the school's free and reduced population still currently exceeds the state average. IRMS has 303 students; 67 percent are White and 30 percent are Hispanic. Icicle River Middle School serves six rural North Central Washington communities in grades six through eight. The Middle School has been recognized twice with a Washington State Achievement Award for Overall Excellence. Mr. Renner-Singer identified the following elements that were integral to the school's success in helping students learn:

- Building-wide commitment to implementation of a citizenship program where expectations of behavior are modeled and made clear for all.
- A culture of reflective practitioners, enabled in part by over 40 percent of the teaching staff earning their National Board Certification and by a block schedule that provides time for teams of grade-level teachers to work together for 40 minutes daily.

- Implementation of a tiered model of intervention that assures every student experiences rigorous, standard-based core instruction, with enrichment (accelerated support or additional assistance) targeted individually, as needed.
- Teaching students to keep track of their progress toward a clearly specified learning target and performance expectations.
- Target-based assessments.

Regional Strategies. The 2007 Legislature's approval of SHB 1128 provided funding to each of the nine Educational Service Districts (ESD) for regional mathematics coordinators. The coordinators were charged with providing regional professional development activities related to mathematics instruction. In 2008, funding was added for regional science coordinators.

The coordinators, in partnership with OSPI and other regional leaders, have established an infrastructure that allows districts to leverage limited funds and to provide better professional learning experiences than they might have otherwise been able to do. The coordinators have also created a communication infrastructure that supports the rollout of policies and procedures requiring technical support. The initial goals and outcomes include:

1. Create common ground, based on valid and reliable research.
2. Define and implement common practices and leverage resources among the ESDs.
3. Disseminate information equitably across regions in a timely, coordinated manner.
4. Build regional leadership capacity.

In the spring of 2010, the Social Economic Science Resources Center (SESRC) distributed a Regional ESD Mathematics and Science Coordinator survey to over 1,000 participating teachers. The SESRC found that 73 percent of the teachers applied the content of their professional learning to the classroom and 88 percent observed an increase in student learning as a result. While this self-report data affirms teachers' positive impressions, how the work might translate to improved student outcomes on state assessments is not yet known.

Debrief on SBE Required Action Process

Mr. Jeff Vincent, Chair

At the January 2011 Board meeting, the Board designated the following four districts for Required Action:

1. Lakeridge Elementary School, Renton School District
2. Morton Junior-Senior High School, Morton School District
3. Onalaska Middle School, Onalaska School District
4. Soap Lake Middle and High School, Soap Lake School District

These districts submitted Required Action Plans designed to create significant improvements in student achievement. The SBE and the Office of Superintendent of Public Instruction (OSPI) reviewed these plans in March and April. Staff and SBE members discussed challenges and recommendations for improving the process.

Goal 2: Provide Policy Leadership for Closing the Academic Achievement Gap: Policies Related to Achievement of English Language Learners

Ms. Sarah Rich, Research Director

Dr. Kathe Taylor, Policy Director

Ms. Liz Flynn, Executive Director Student Achievement, Pasco School District

Mr. Jose Hernandez, Coordinator, School Achievement Coordinator/Parent Advisory Committee, Pasco School District

Ms. Cynthia Gualajara, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Araceli Montaña, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Celia Nuñez, Migrant/Bilingual Parent Advisory Committee, Pasco School District
Ms. Flor Mendoza, Migrant/Bilingual Parent Advisory Committee, Pasco School District

Members reviewed statewide English Language Learners' (ELL) achievement scores and current assessment and accountability policies impacting ELLs, noting the gaps that have persisted over time among ELL and all other students in the academic areas measured by the state assessments.

Representatives from the Pasco School District Parent Advisory Committee talked with the Board about their involvement with the District and their collaborative efforts to improve the education of their migrant and/or bilingual children.

At the March 2011 Board meeting, staff brought attention to the ELL achievement scores and noted the gaps that have persisted over time among ELL and other students in the academic areas measured by the state assessments.

The high rate of growth in the number of ELLs nationwide and the concerns about their learning prompted the U.S. Department of Education to initiate a series of national conversations to find new ways to teach children whose primary language is not English. The federal government is considering recommendations to improve the Elementary and Secondary Education Act. The Working Group on ELL Policy made recommendations to improve the ways systems gather clear information about ELL achievement or foster efforts to build on their linguistic strengths, including suggestions regarding the accounting of Title III Annual Measurable Achievement Objectives (AMAO) that address English language proficiency. When districts do not meet AMAOs:

1. After two years of not meeting all three AMAOs, districts develop a plan addressing factors that prevented achievement of the AMAOs. Districts must consult with parents, staff, and stakeholders. The plan must include:
 - Teaching and learning needs of ELLs.
 - Scientifically-based strategies to improve instruction.
 - Professional development to support the strategies.
2. After four years of not meeting all three AMAOs, districts develop another plan with the above elements, plus modifications to curriculum, program, and instruction.

Next steps for the SBE to consider include:

1. Explore the Quality Education Council (QEC) Working Group recommendations to enhance the accountability system for state funds.
2. Continue to advocate for professional development support for teachers.
3. Continue to monitor achievement gaps and highlight success.

193 districts had 2010 AMAO results as follows:

- 60 districts met all three AMAO targets.
- 81 districts met AMAO-1.
- 65 districts met AMAO-2.
- 151 districts met AMAO-3.

Waiver Requests and Revisions to the Process

Ms. Sarah Rich, Research Director

At the March 2011 meeting, the Board approved the following resolution, which will be included in all waiver approval letters to ensure that districts are aware of possible reductions to granted waivers.

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirements of school days and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall be automatically reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

The final state budget may have a significant impact on waivers and therefore staff recommends that the Board consider possible revisions to the waiver process at the July meeting. Ms. Rich gave an overview of the three options that staff currently use to process waiver requests. Ms. Rich gave a summary of the 11 waiver applications being considered for approval during Thursday's agenda business items.

Public Comment

Mr. Bob McMullen, Association of Washington State Principals (AWSP)

When we remember our own high school experiences with student leadership, typically what comes to mind is popularity: elections, dances, and fund raising all being led by a small group of "the popular kids." But today, what is happening with the AWSP student leadership program is an emphasis on inclusivity, leadership skill development, having voice in real school issues and equitable, distributed representation of all students. Mr. McMullen gave an overview of the leadership camps supported by AWSP that offer a bilingual leadership experience for ELL students.

The meeting was adjourned at 4:55 p.m. by Vice-chair Dal Porto.

Thursday, May 12, 2011

Members Attending: Vice-chair Steve Dal Porto, Ms. Connie Fletcher, Mr. Randy Dorn, Mr. Jack Schuster, Ms. Phyllis Frank, Dr. Sheila Fox, Dr. Bernal Baca, Mr. Jared Costanzo, Ms. Anna Laura Kastama, Mr. Bob Hughes, Dr. Kris Mayer, Ms. Amy Bragdon, Mr. Matthew Spencer (13)

Members Absent: Chair Jeff Vincent (excused), Ms. Mary Jean Ryan (excused) (2)

Staff Attending: Ms. Edie Harding, Ms. Loy McColm, Mr. Aaron Wyatt, Dr. Kathe Taylor, Ms. Sarah Rich, Ms. Colleen Warren (6)

Staff Absent: Ms. Ashley Harris (excused) (1)

The meeting was called to order at 8:00 a.m. by Vice-chair Dal Porto.

SBE Transitions

Mr. Jeff Vincent, Chair

Chair Vincent gave an overview of the recruitment process to fill the Region Five vacancy on the Board. The members talked about criteria they want to consider as follows:

1. Adequate time for preparation and attendance.
2. Dedicated to the work of the Board.
3. Good communication with other Board members and staff.
4. Advocate for students.
5. Out of the trades, maybe a non-college graduate.
6. Represent values of their area of the state.
7. Dedicated to public education.
8. Gender/racial diversion balance.
9. Come into a group smoothly.
10. Able to communicate effectively and be very involved.
11. Experience with the education system as a committee member.
12. Geography – rural areas.
13. Respected and electable by WSSDA.
14. Several years' experience as a superintendent or board member.
15. Good analytical skills and decision making process that respects the group.

Chair Vincent asked the Members to send any further feedback on criteria to him after the meeting.

Chair Vincent also talked about the recruitment process for the Executive Director position. There will be three teams established to complete the recruitment and the full Board will participate in the final selection.

Business Items

Motion was made to approve the waiver requests for Lake Quinault, Longview, Lopez Island, Marysville, Napavine, Onion Creek, Orient, Othello, St. John/Endicott, Tacoma, and Zillah School Districts for the number of days and years requested in the applications submitted to the Board subject to the following condition:

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of school days and a school district reduces the number of school days in a year in response to the change in law then the total number of days for which a waiver is granted in any year shall automatically be reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

Motion was seconded

Board discussion

Motion carried with one opposition (Dr. Mayer)

Appointment of Interim Executive Director

Motion was made to appoint Dr. Kathe Taylor as the Interim Executive Director for the State Board of Education and increase her salary to \$102,000 during the interim period.

Motion seconded

Motion carried

Strategic Plan Dashboard

Ms. Edie Harding, Executive Director

Mr. Aaron Wyatt, Communications and Legislative Director

The Dashboard was presented to the Board and an overview was given of the work accomplished since the March meeting.

Legislative Update

Mr. Aaron Wyatt, Communications and Legislative Director

Ms. Edie Harding, Executive Director

The special 30-day Legislative Session commenced on April 26.

Mr. Wyatt gave an overview of the following bills of interest that will now move forward for the Governor's consideration:

- HB 1521 – OSPI must develop criteria to identify innovation public schools with available funds, develop a logo, certificate, and other strategies to encourage and highlight innovation schools.
- SHB 1524 – Allows students to meet state minimum graduation requirements for students who complete all the requirements of the International Baccalaureate Diploma.
- E2SHB 1546 – Authorizing creation of STEM innovation schools and innovation zones in school districts. SBE was asked to review this bill prior to the Governor's signature. The Board feels that the waiver portion of the bill runs parallel to the current waiver authority of SBE and thus did not recommend any changes to the bill's language.
- HB 1594 – Identifying standards for teaching financial education and aid schools that wish to use those standards (voluntary and subject to state funding).
- E2SHB 1599 – Providing financial incentives to reduce dropouts.
- 2SSB 5427 – Requires schools receiving all-day kindergarten support to use a kindergarten readiness assessment (WAKids) or seek a waiver for an alternative assessment.

Review of the 2011 regular Legislative Session in the context of the Board's strategic plan was presented for discussion as follows:

1. Accountability
2. Math
3. Science
4. Standards
5. Graduation Requirements
6. Governance
7. Achievement Gap and Early Learning
8. High School and College Preparation

9. Effective Workforce

Goal 1: Advocate for An Effective, Accountable Governance Structure

Ms. Edie Harding, Executive Director

Mr. Jesse Burns, Contractor, SBE

At the March 2011 meeting, Board members reviewed a briefing paper on education governance and concluded that there is no one effective system of state education governance, although there is a trend toward centralization and greater governor oversight. The present system of governance should communicate clearly what the state's comprehensive education policies are and create implementation strategies to deliver improved student achievement from early learning to post-secondary attainment. At the state level in Washington, the present system is extremely fragmented, making it virtually impossible for the state to coherently and sustainably set a strategic direction and execute to get the desired result.

Mr. Burns gave an overview of the case studies conducted in Massachusetts, Maryland, and Colorado. Barriers to governance in Washington State and potential ideas for governance options in Washington were discussed. The continuing schedule for governance work includes:

July Meeting:

- Flesh out options for new governance system.
- Invite the Washington State School Directors' Association (WSSDA) to present their ideas on how to improve transitions piece.
- Determine stakeholder engagement.

September Meeting:

- Develop proposals for new governance system.
- Invite stakeholders including K-12, Department of Early Learning, higher education, legislators, education associations, and community and business leaders to discuss governance.

November Meeting:

- Propose "joint" governance recommendations.
- Possibly invite Education Delivery Institute staff/states to discuss their work.

January Meeting:

- Bill available on new education governance supported by strong coalition.

Top Picks from the Student Video Contest

Mr. Aaron Wyatt, Communications and Legislative Director

Mr. Wyatt presented a video entry from Deer Park High School and reported that there were 24 entries for the contest, from schools statewide. The final winners will be announced next week.

Public Comment

Attendees provided no public comment.

Retreat Planning for July Meeting

Ms. Connie Fletcher, Board Member Co-lead

Dr. Kris Mayer, Board Member Co-lead

Ms. Fletcher and Dr. Mayer are Co-leads for the retreat. Dr. Mayer gave an overview of ideas for the agenda in July. A facilitator will be obtained so that all members can participate in the

discussions. The retreat portion of the July meeting is scheduled for July 12 and the morning of July 13 at the Holiday Inn Express in Marysville, followed by the regular meeting scheduled for the afternoon of July 13 and all day on July 14. Members were asked to give feedback and suggestions for the agenda.

Student Presentation

Ms. Anna Laura Kastama, Student Board Member

Ms. Kastama presented her last student presentation, ending her two years on the Board. Ms. Kastama began her appointment on the Board as a sophomore, attending the Tacoma School of the Arts. She has been active in her community by volunteering at My Sisters Pantry, where she started a daycare and organized students from the Tacoma School of the Arts to participate in the care of the children. Ms. Kastama did an internship in Istanbul, Turkey, where she gained an appreciation for different cultures. Turkey is where she became interested in international relations and is much more aware of the misconceptions many Americans have about the Middle East. She was a two-year member of the first Robotics team, which went to nationals in 2010. Ms. Kastama's experience as a camp counselor at the Camp Arnold Salvation Army influenced her to want to study child development and psychology and to understand how children are affected by their surroundings. She has been inspired by her time on the Board to write policy to improve opportunities for Washington youth.

Ms. Kastama was recognized as a valuable student member of the Board and was commended for her work on the Board.

The meeting was adjourned at 11:55 a.m. by Vice-chair Dal Porto.