

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Holiday Inn Express
Skokomish Room
8606 36th Avenue Northeast
Marysville, Washington
360-530-1234

July 12-14, 2011
Holiday Inn Express
Marysville, Washington

MINUTES

Tuesday July 12, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer (14)

Members Absent: Ms. Mary Jean Ryan (excused) (1)

Staff Attending: Dr. Kathe Taylor, Mr. Aaron Wyatt, Ms. Sarah Rich (3)

Staff Absent: Ms. Loy McColm (excused), Ms. Ashley Harris (excused), Ms. Colleen Warren (excused) (3)

The Board meeting was called to order at 8:00 a.m. by Chair Vincent.

Mr. Tre' Maxie was introduced as the recommended candidate for the Region Five Board position. Members posed questions to Mr. Maxie.

Motion was made to approve Tre' Maxie's appointment to the State Board of Education to complete the term of Warren Smith.

Motion seconded

Motion carried

The regular meeting was adjourned at 8:20 a.m. by Chair Vincent.

The retreat was called to order at 8:22 a.m. by Chair Vincent.

The retreat focused on the relationship between governance, government, and state education goals. During discussion, the Board clarified the difference between governance (planning, oversight, evaluation) and government (structure designed to implement and administer the plans). The Board decided that there needs to be agreement on state goals in addition to the basic education learning goals before considering any changes to governance and government. The Board will engage stakeholders in the coming months to clarify the system's performance goals and to seek input on how to design supportive governance and government systems.

Wednesday July 13, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Mr. Randy Dorn, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer (14)

Members Absent: Ms. Mary Jean Ryan (1)

Staff Attending: Dr. Kathe Taylor, Mr. Aaron Wyatt, Ms. Sarah Rich (3)

Staff Absent: Ms. Loy McColm (excused), Ms. Ashley Harris (excused), Ms. Colleen Warren (excused) (3)

The Retreat was called to order at 8:00 a.m. by Chair Vincent.

The Retreat was adjourned at 11:15 a.m. by Chair Vincent.

The Board meeting was called to order at 12:35 p.m. by Chair Vincent.

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

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

Dr. Larry Nyland, Superintendent of the Marysville School District and Mr. Melvin Sheldon, Jr., Chair of the Tulalip Tribes joined the meeting and welcomed the Board to Marysville.

Consent Agenda

Motion was made to approve the Consent Agenda as follows:

- Approval of Minutes from the May 11-12, 2011 Meeting
- Approval of Minutes from the July 1, 2011 Special Meeting

At the request of Ms. Frank, approval of Private Schools was moved to the Business Items on July 14 for discussion.

Motion seconded

Motion carried

Strategic Plan Dashboard and Legislative Update

Mr. Aaron Wyatt, Communications and Legislative Director
Dr. Kathe Taylor, Interim Executive Director

Dr. Taylor gave an overview of the work being done and currently accomplished on the Strategic Plan Dashboard. Mr. Wyatt reviewed four different ways to represent SBE progress on

the dashboard and asked for feedback. Discussion followed with Board Members asking clarifying questions.

Mr. Wyatt gave an overview of the 2011 Legislative Review that included budget, standards and assessments, college readiness, early learning, quality instruction, effective governance, and education reform. During the 2011 Legislative Session, the Board formally supported the following:

- Legislation requiring one biology End-of-Course (EOC) assessment for the class of 2015.
- Two math EOCs for the class of 2015.
- Quality Education Council (QEC) recommendation legislation (failed).
- The Innovative Schools bills.
- Adoption of the JumpStart Coalition National Standards in K-12 personal finance.
- A statewide plan for Career and Technical Education.
- The Governor's launch year bill.
- Full-day kindergarten assessments.
- The IB diploma.

During this session, the Board formally opposed:

- Delaying the Common Core Standards (failed).
- Allowing districts to seek waivers in light of compensation cuts (failed).

State Assessment Standard Setting Process

Ms. Cinda Parton, Assessment Development Director, OSPI
Dr. Tom Hirsch, Assessment and Evaluation Services, OSPI Partner
Dr. William Mehrens, Michigan State University (by phone)
Dr. Peter Behuniak, University of Connecticut (by phone)

OSPI recommends cut scores on state assessments to SBE based on the work of a team of panelists who participate in a structured standard-setting process. OSPI proposed a change in the standard-setting process that would provide panelists with more information about actual student performance than they have had in previous years. When OSPI presented the standard-setting process at the March 2011 meeting, Members asked for additional information and discussion time before approving the new process. Experts from the National Technical Advisory Committee assisted the Board in its consideration of the merits and drawbacks of the proposed changes. The presenters provided a report on the standard setting process for 2011.

Basic Education Program Requirements Waivers: Review of Criteria and Current Waiver Requests

Ms. Sarah Rich, Research Director

The three options for waivers from the 180-day requirement were provided to the Board for review. The Board discussed setting specific criteria to improve the waiver process. The current definition of a school day (effective until September 1, 2011) shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district (RCW 28A.150.030). Effective on September 2, 2011, the new definition of "school day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school (RCW 28A.150.203). Under either definition, full-day parent teacher conferences are not a 'school day.'

The Board has granted Option One waivers for full-day parent teacher conferences since 2007. Six of the Option One waivers currently being considered include parent-teacher conferences.

Ms. Rich provided the following concerns and possible solutions for waivers in the future:

1. Stronger criteria is needed to evaluate Option One Requests
 - Solution: Write rules to establish clear criteria for approving waivers.
2. There is little direct feedback from districts regarding implementation. When renewing, the Board is unsure how waiver days impacted student learning.
 - Solution: Require a report on implementation of past waiver days. Notify districts that the Board may select them to present or report on the use of waiver days at any time.
3. Large numbers of waiver days are requested.
 - Solution one: Cap the number of days a district can request at three, five, or some other number.
 - Solution two: Cap the number of days in a range.
 - Solution three: Cap waiver days plus additional teacher days.
4. SBE is not confident that all the districts meet the 1,000 hours requirements.
 - Solution: Require districts to provide evidence with a calendar and description of calculation.
5. Should waiver days be granted for full-day parent teacher conferences?
 - Solution one: Add parent-teacher conferences as an acceptable strategy to Option Three. Include in rule language for Option One.
 - Solution two: Advocate to legislature for change in legal definition of school day to include parent-teacher conferences.
 - Solution three: Exclude parent-teacher conferences from waivers.

Ms. Rich summarized the current waiver applications and took questions from the Board regarding the applications being presented for approval at this meeting.

Public Comment

Mack Armstrong, Washington Association of School Administrators (WASA)

Mr. Armstrong commented on the ongoing debate that the Board has gone through over the past six years on the calendar question and how to handle waivers, saying it is complex. At the local level when a district puts together the student calendar and the work employee calendar, it's required that the two calendars merge. He said that districts do not take the waiver application process lightly and that they are leveraged in the multiple layered collective bargaining process. As time has passed the districts continue to struggle with how to find days for professional development. The Board's challenge is to create the rule and then monitor the rule. If the Board goes in that direction, it will be challenged with audits and that's a compliance position. He suggested the Board move towards an encouraging role instead.

Ann Randall, Washington Education Association (WEA)

The state has given up total responsibility for professional development for staff and LID days, although it continues to expect high achievement from students. Although the Board is not responsible for the funding issue, it is part of a multiple decision-making body whose decisions come down to the staff that has to implement them. The financing is now a district obligation. There are districts, like the Bainbridge Island District for example, that can pay for those days themselves and they have students who do very well in school. The districts, such as Onion Creek District, don't have the funds to work with and also have students who are struggling. As long as we're in a deficit, students and staff who need the time to be successful will have

difficulty. The lowest performing districts will not have the money for their continuing professional development. Districts need the opportunity to work on how to make students learn, how to connect with parents, and how to work together to make the district successful. Ms. Randall asked the Board to take this into account when making draft rules.

Public Hearing on WACs 180-16-195; 180-16-210; 180-16-215

Dr. Kathe Taylor, Interim Executive Director

Chair Vincent opened the public hearing at 4:30 p.m. Dr. Taylor suggested an amendment to page 137, first paragraph: change "on or before the first Monday" to "on or before September 15." The Board approved the change. There being no request for comments, the public hearing was closed at 4:32 p.m.

Executive Session Regarding Executive Director Selection

The Board moved into Executive Session at 4:35 p.m. to interview candidates for the Executive Director. The anticipated closing time of the Executive Session is 8:00 p.m. Chair Vincent reported that the final vote will occur during the open public meeting at 8:00 a.m. on Thursday, July 14.

The meeting adjourned with the completion of the Executive Session at 9:00 p.m.

Thursday, July 14, 2011

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Dr. Bernal Baca, Ms. Amy Bragdon, Mr. Jared Costanzo, Ms. Connie Fletcher, Ms. Phyllis Frank, Mr. Bob Hughes, Mr. Tre' Maxie, Ms. Mary Jean Ryan, Mr. Jack Schuster, Mr. Matthew Spencer, Dr. Sheila Fox, Dr. Kris Mayer (14)

Members Absent: Randy Dorn (excused) (1)

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

The meeting was called to order at 8:05 a.m. by Chair Vincent.

Executive Director Selection

Chair Jeff Vincent

Chair Vincent gave an overview of the July 14 Executive Session process for selection of the new Executive Director.

Motion was made to appoint Mr. Ben Rarick as the new Executive Director for the SBE with compensation of \$118,000 a year plus benefits.

Motion seconded

Motion carried

Online Learning Policy and High School Credit

Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI (Skype)

Mr. Karl Nelson, Director, Digital Learning, OSPI

Mr. Kevin Corbett, Program Director, OnlineHS, Everett School District

Ms. Britney Corbett, OnlineHS Graduate

More than half of the course content for online courses is delivered electronically using the Internet or other computer-based methods.

Beginning with the 2011-12 school year, districts may claim state basic education funding to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multidistrict online provider.
- Offered by a district online learning program if the program serves students who reside within the geographic boundaries of the district, including district programs in which fewer than 10 percent of the program's students reside outside the district's geographic boundaries.
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an inter-district cooperative program agreement.

School districts are responsible for ensuring the quality of the courses offered for their students; the same holds true for online courses offered to their students. Public, online schools exist within Washington State school districts and as such, are accountable for meeting all state requirements. The approval criteria and assurances were presented and discussion followed.

The OSPI approval includes:

- External review team.
- Review cycles in: spring 2010, fall 2010, spring 2011, and then annually during the fall.
- Approval is for four years.

Mr. Corbett gave a tutorial on how the OnlineHS learning works and OnlineHS graduate, Ms. Corbett, gave a demonstration of an online course. The Board reviewed data about statewide online student performance; and through its oversight role the Board will continue to monitor this issue, as well as the overall policy implications of online education. Members asked to continue the briefing at the September meeting.

State Teacher/Principal Evaluation Pilot

Ms. Michaela Miller, Evaluation Pilot Manager, OSPI

Dr. Jim Koval, Evaluation Pilot Director, OSPI

The Teacher/Principal Evaluation Pilot (TPEP) emerged out of the 2010 education reform legislation (E2SSB 6696). The legislation called for every board of directors to establish revised evaluative criteria and a four-level rating system for all certificated classroom teachers and principals that would be fully implemented beginning with the 2013-14 school year. OSPI was charged with developing models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training in 2010-11, with the intent that the models would be available for use in the 2011-12 school year. The ultimate goal for the pilot is to improve teaching and learning.

The law (28A.405.100) requires the Superintendent of Public Instruction to do the following:

1. The Superintendent will require that all systems have specified components.
2. Based on the TPEP outcomes, the Superintendent will submit a final set of recommendations with specific approval components to be included in the report, due July 1, 2012.
3. At the conclusion of the pilots, the Superintendent shall finalize the components and requirements that must be included in the evaluation systems. All districts statewide will be required to include all of the components as specified by the Superintendent.
4. OSPI will conduct a thorough, rigorous state review process. During the 2012-13 school year, districts will be required to submit a description of the proposed evaluation systems that they intend to use beginning in the 2013-14 school year. The description of the system shall include how they will address each of the required components, which will be subjected to an OSPI review process.

The TPEP next steps include:

- TPEP implementation of district evaluation models.
- 2011-12 evaluation data collection.
- Taskforce committees to include: student growth; principal training and inter-rater reliability; and perception survey data.
- Stakeholder engagement.

Ms. Cindy Simonsen, Director, Learning and Instruction, Anacortes School District

Ms. Tara Dowd, Principal, Fidalgo Elementary School, Anacortes School District

Ms. Jennie Beltramini, President, Anacortes Education Association

Mr. Peter Donaldson , Staff Liaison for Teacher and Principal Evaluation Project, Anacortes School District

Staff from the Anacortes School District joined the meeting to talk about the teacher evaluation pilot in their District. The history of creating the new pilot program was presented. The core team for the pilot grant includes:

- Eight practicing teachers.
- Two principals.
- Two District office administrators.
- UniServe representative from the Washington Education Association.

Partnerships for the Pilot include:

- University of Washington (UW) Center for Educational Leadership.
- UW Center for Educational Data and Research.
- Washington Education Association (WEA)
- Association of Washington State Principals (AWSP)
- Western Washington University (WWU).
- University of Florida Lastinger Center.

The presenters provided comparisons to the current and new teacher evaluation criteria, as well as the current teacher and principal evaluation criteria. The scoring rubric was presented for discussion.

Building Student Achievement: Marysville School District and the Tulalip Tribes

Dr. Larry Nyland, Superintendent, Marysville School District
Mr. Robert Kalahan, Principal, Totem Middle School

Marysville School and District leaders, as well as the Tulalip Tribes representatives presented an overview of their collaborative efforts to support students and close opportunity gaps. Marysville's work intersects with the Board's strategic plan goals and statutory responsibilities in the following ways:

- Marysville received School Improvement Grant funds for Tulalip Elementary and Totem Middle School, beginning in 2010-11 and Quil Ceda Elementary, beginning in 2011-12.
- Marysville School District's work in partnering with the Tulalip Tribes serves as a potential model for community and school partnerships statewide.
- Tulalip Elementary receives state funding for a full-day kindergarten program.

Dr. Stephanie Fryberg, Member, Tulalip Tribes and Associate Professor, University of Arizona
Ms. Kristin DeWitte, Principal, Quil Ceda Elementary

The presenters gave an overview of culture and learning for native students and creating a growth mindset school. Prevalent beliefs about culture and race that are held by teachers include:

1. Cultures clashing between schools.
2. Teacher's cultures are playing a role, yet teachers do not see them.
3. Fear of being labeled racist and/or culturally insensitive.
4. Colorblindness.
5. Just tell me how to fix it.

The presenters talked about the importance of role models for the Native American students. They focused on the work of motivating students to be successful in their education and how the system can raise awareness of individual and societal bias. Quil Ceda Elementary used the following strategies:

1. Changing administrative structure.
2. Re-thinking policies and procedures.
3. Working towards developing Native American teachers.
4. Creating an immersion environment.
5. Honoring families in the classroom/school.
6. Sending teams of teachers and staff to funerals and community and family celebrations and ceremonies.

Public Comment

No requests for public comment at this time.

Preview of Upcoming Rule Changes

Dr. Kathe Taylor, Interim Executive Director

The Board approved changes to graduation requirements in November 2010 and presented those changes to the Quality Education Council and the legislature's education committees as required by RCW 28A.230.090. The 2011 Legislature did not take action with respect to the Board's proposed changes, making it possible for the Board to move forward to adopt rules for those changes that have no state fiscal impact.

In September 2011, unless directed otherwise, the current graduation rule will be amended to:

- Add 1 credit of English (moving from 3 credits to 4 credits).
- Add.5 credits of civics (moving social studies from 2.5 credits to 3 credits).
- Reduce electives to 4 credits (moving from 5.5 credits to 4 credits).
- Change Washington State History to a non-credit requirement.
- Permit career and technical education-equivalent classes to satisfy two graduation requirements, while earning 1 credit.
- Require 1 credit of biology (new). (Federal AYP regulations require that when an end-of-course assessment is used for AYP purposes, all students must be required to take the course associated with the assessment. Washington will begin using a biology end-of-course assessment in 2012.)

SBE staff is working with OSPI on changes to the SBE WAC pertaining to procedures for granting high school graduation credit requirements for students with special educational needs. Changes will be brought to the Board once staff has vetted the changes with stakeholders.

The Board will remove the requirement that a high school credit shall mean 150 hours of planned instructional activities. The substitute language the Board approved in November 2010 reads:

“High school credit shall mean successful completion of the subject area content expectations or guidelines developed by the state, per written district policy.”

The Board staff has worked with the Washington State School Directors’ Association (WSSDA) and a small advisory group of district representatives, to develop a sample policy and FAQ to guide districts. The suggested district policy language is:

“High school credit will be awarded for successful completion of a specific unit of study, which means:

- Earning a passing grade according to the district’s grading policy; and
- Demonstrating competency/proficiency/mastery of content standards as determined by the district; and/or
- Successfully completing an established number of hours of planned instructional activities to be determined by the district.

No changes would be made to the competency-based definition of a credit currently in rule.

Business Items

180 School Day Waiver Requests for Federal Way, Mount Baker, Omak, Oroville, Riverside, Sequim, Tacoma, and Waitsburg School Districts (RCW 28A.150-220; RCW 28A.305.140; WAC 180-18-040)

Motion was made to grant the requests of Federal Way, Mount Baker, Omak, Oroville, Riverside, Sequim, Tacoma, and Waitsburg School Districts for waivers from the 180-day school year requirement for the number of days and school years requested. Provided however, that if a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of the 180 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 school calendar for that year below the current statutory requirement.

Motion seconded

Motion carried with one nay

Approval of Private Schools (RCW 28A.305.130(5))

Motion was made that the list of private schools provided be approved as private schools for the 2011-2012 school year.

Motion seconded

Motion carried

Rule Amendment/Repeals: 1) WAC 180-16-195-Annual reporting and review process; 2) WAC 180-16-210-Grades K-3 students to classroom teacher ratio requirement; 3) WAC 180-16-215-Minimum 180 school day year

Motion was made to adopt the proposed amendments to WAC 180-16-195.

Motion seconded

Motion carried

Motion was made to repeal WAC 180-16-210

Motion seconded

Motion carried

Motion was made to repeal WAC 180-16-215

Motion seconded

Motion carried

Assessment Standard Setting Process

Motion was made to approve OSPI's 2011 standard-setting process for the science Measurements of Student Progress and the math End-of-Course assessments.

Motion seconded

Motion carried

The meeting was adjourned at 2:35 p.m. by Chair Vincent.