

July 12-14, 2011 Meeting Highlights

Note: all the materials listed below are available in the [online packet](#). The online packet now comes in two forms. The regular packet is assembled as a pdf portfolio. This is a larger packet that preserves all the meeting documents in their native file formats, allowing users to easily print, copy, or amend documents as needed. The alternative packet is one pdf file containing all Board materials in pdf format. We recommend saving either packet to your computer first rather than opening it up in the browser.

On July 12-14, the State Board of Education met in Marysville, Washington, to:

- Hold the Board's annual retreat (July 12-13).
- Approve a new Board member (to fill a vacancy).
- Select a new Executive Director.
- Review progress on SBE's [strategic plan](#) via the strategic plan dashboard.
- Review the Washington state assessment standard setting process.
- Clarify the criteria for granting waivers to school districts.
- Discuss the education impact of the 2011 Legislative Session.
- Review the criteria and waiver requests for the basic education program.
- Hold a public hearing on revisions to WACs [180-16-195](#); [180-16-210](#); [180-16-215](#).
- Receive an update on Washington state's online learning policies.
- Receive an update on the implementation of the State Teacher/Principal Evaluation Pilot.
- Review Marysville School District's work in building student achievement.

STATE BOARD OF EDUCATION ACTIONS

SBE approved the following:

- Private schools as forwarded by the Office of Superintendent of Public Instruction (OSPI).
- Minutes from the May 11-12, 2011 Board meeting.
- Minutes from the July 1, 2011 special meeting.
- The Washington state assessment standard setting process.
- The 180-day waiver requests for Federal Way, Mt. Baker, Omak, Oroville, Riverside, Sequim, Tacoma, and Waitsburg School Districts.
- Appointment of Tre' Maxie as the newest representative to the Board.
- Selection of Ben Rarick as the new Executive Director of the Board.
- Technical fixes to WAC [180-16-195](#), [180-16-210](#), and [180-16-215](#).

ANNUAL RETREAT

The July Board meeting included time for the annual retreat. The 2011 retreat focused on the relationship between governance, government, and state education goals. In the retreat discussion, the Board clarified the difference between governance (planning, oversight, evaluation) and government (structure designed to implement and administer the plans).

The Board agreed that there needed 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.

WAIVER CRITERIA

The Board discussed setting specific criteria to improve the waiver process. Based on the guidance provided in the September Board meeting, Board members will review draft language to clarify waiver requirements for districts. Please see our [website](#) for more information about the three different waivers available to school districts.

STANDARD SETTING PROCESS

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. Experts from the National Technical Advisory Committee assisted SBE members in their consideration of the merits and drawbacks of the proposed changes.

ONLINE LEARNING

Beginning with the 2011-12 school year, districts may claim state basic education funding 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 all 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 (with one exception detailed in the [Board packet](#)).

A staff member and graduate from Everett School District's online high school shared their experiences with the program.

The Board also reviewed data about statewide online student performance. SBE, through its oversight role, will continue to monitor this issue, as well as the overall policy implications of online education.

STATE TEACHER/PRINCIPAL EVALUATION PILOT

The Teacher and Principal Evaluation Project (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 2010-2011, with the intent that the

models would be available for use in the 2011-2012 school year. The ultimate goal for the pilot is to improve teaching and learning. OSPI staff provided a state overview of the program, and representatives from Anacortes School District discussed their implementation experiences.

BUILDING STUDENT ACHIEVEMENT: MARYSVILLE SCHOOL DISTRICT AND TULALIP TRIBES

Marysville School and District leaders and Tulalip Tribes representatives presented an overview of their collaborative efforts to support students and close opportunity gaps. Marysville's work intersects with the SBE's strategic plans and responsibilities in multiple 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.

DRAFT RULE CHANGES - CONSIDERATIONS

Board members reviewed potential changes to rules (in September, staff will present draft rules for changes in graduation requirements for the class of 2016 (WACs [180-51-066](#) and [180-51-050](#))). The potential rule changes impact three areas:

1. Graduation requirements

SBE approved changes to graduation requirements in November 2010 and presented those changes to the Quality Education Council and to the legislature's education committees as required by [RCW 28A.230.090](#). At that time SBE signaled its intention to move forward on only those changes that OSPI had determined would have no state fiscal impact. The 2011 Legislature did not take action with respect to SBE's proposed changes, making it possible for SBE to move forward to adopt rules for those changes that have no state fiscal impact. In September 2011, unless directed otherwise, the current SBE graduation rule would 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).

Notes

- The total required credits would remain at 20. The districts impacted the most will be those not currently requiring 4 credits of English (40) and 3 credits of social studies (38). Twelve districts will need to add both English and social studies credits. The impact of the civics requirement will vary, as many districts are already teaching civics. However, SBE does not have precise information about those numbers.
- The biology requirement is an artifact of the Elementary and Secondary Reauthorization Act (No Child Left Behind (NCLB)). By the 2007-08 school year, states had to have in place their science assessments, and administer them annually, at least once in each of the 3 - 5, 6 - 9, and 10 - 12 grade spans. The requirements stipulated that "assessments administered in the 10 - 12 grade span in reading/language arts, mathematics, and science may be end-of-course tests so long as the associated courses, or combinations of courses, are ones that *all* students must take." Since Washington is implementing a biology end-of-course assessment that is being used to satisfy the requirements of NCLB, the state needs to require biology of all students. OSPI's analysis of CEDARS records in October 2010 found that the vast majority (93.5 percent) of students were taking biology, with most (62.4 percent) enrolling in the course in tenth grade.

- No changes are being suggested at the present time to the Culminating Project. Although the Board had discussed amending the requirement for the purpose of making it more consistent across districts, staff recommends postponing any changes to the rule until the Board has revisited this issue with district input.

In addition, staff is working with OSPI on changes to SBE's WAC pertaining to procedures for granting high school graduation credit requirements for students with special educational needs. Changes will be brought to SBE once staff has vetted possible revisions with stakeholders.

2. Credit Definition

SBE will remove the requirement that a high school credit shall mean 150 hours of planned instructional activities. The substitute language SBE 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."

SBE staff has worked with WSSDA staff and a small advisory group of district representatives to develop a sample policy and FAQ to guide districts. The suggested district policy language would be:

High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study 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.

3. Waivers

Staff has brought to SBE's attention the possibility of putting criteria in rule for waivers granted to enhance the educational program and improve student achievement. Changes might also incorporate the stipulation that SBE had attached to waivers when the 2011 Legislature was considering reducing the school year. Although the 2011 Legislature did not take that action, SBE's position would be strengthened in the future if it were in rule. SBE's approved language read:

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 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 next State Board of Education meeting will be in Tacoma, Washington, on September 14-15 at Pacific Lutheran University.

For additional information and Board meeting materials, go to: www.sbe.wa.gov
or call the Board office at: 360-725-6025.

