

## September 25-27, 2012 Meeting Highlights

Note: The materials listed below are available [online](#).

On September 25-27, the State Board of Education (SBE) met at Walla Walla Community College in Walla Walla, Washington, to:

- Consider potential changes to the K-12 education in the next two decades.
- Consider the implications of the McCleary decision for the 2013 legislative session and K-12 funding.
- Review and revise the 2011-2014 Strategic Plan.
- Discuss potential legislative priorities for the 2013 legislative session.
- Receive a briefing from the Office of Superintendent of Public Instruction (OSPI) on the 2012 state assessment results and the performance of the Washington's Required Action Districts.
- Analyze the implications of Certificate of Academic Achievement (CAA) options for end of course exams.
- Discuss anticipated and potential changes to the Achievement Index.
- Explore issues related to English Language Learners.
- Hold a public hearing on the CR 102 related to waivers from the Basic Education Act 180-day school year requirement.
- Tour dual language and Response to Intervention programs at Walla Walla Public Schools (WWPS).

### STATE BOARD OF EDUCATION ACTIONS

SBE approved the following:

- 180-Day Waivers for the following school districts:
  - Lyle, Orondo, Walla Walla, Riverside, and Sultan.
- The Theory of Action for the revised Index.
- A formal letter outlining performance indicators for consideration by the Achievement and Accountability Workgroup during their October 10 meeting.
- The revised 2011-2014 Strategic Plan.
- Private schools.
- Initial priorities for the 2013 legislative session.
- A resolution encouraging local school districts to reevaluate the use of Native American mascots.

### PROJECTED CHANGES TO THE K-12 SYSTEM

Board members discussed anticipated changes to Washington student demographics, including the projected growth of student enrollment, an increase in the number of children in poverty, and an increase in the diversity of the student population.

Paula Smith, Head of School for the University Child Development School in Seattle, led members through a discussion on how the K-12 system might change to better align with the 21<sup>st</sup> century. The recent and future exponential advancements in technology will have a profound impact on the

educational system and the skills needed by students to thrive in future careers that likely do not yet exist.

## IMPLICATIONS OF THE MCCLEARY DECISION

Board members discussed the implications of the McCleary decision on the 2013 legislative session and statewide K-12 funding. Members reviewed:

1. The history that led up to McCleary.  
Members traced the recent history of state funding, and the increasing local use of levy dollars in place of state funds.
2. The significance of ESHB 2261.  
This bill introduced a new funding structure for K-12 based on prototypical schools.
3. The significance of SHB 2776.  
This legislation made several specific commitments to enhance basic education funding over a phase-in period, culminating in the 2017-2018 school year.
4. The findings of the McCleary case.  
The Washington State Supreme Court found that the state has not met its paramount duty “to make ample provision for the education of all students.” To redress this problem, the state “must amply provide for the education of all Washington children as the State’s first and highest priority before any other State programs or operations.” The court will retain jurisdiction over the case “to ensure progress in the State’s plan to fully implement education reforms by 2018.”
5. The responsibilities of the Joint Task Force on Education Funding.  
The Task Force, in their report to the Legislature in December 2012, will “develop a proposal for a reliable and dependable funding source to support basic education programs.”

## 2011-2014 STRATEGIC PLAN

Staff presented K-12 data to facilitate a discussion of the 2011-2012 revised strategic plan. The revised plan incorporates the same goals as the prior vision, but adds two new goals to reflect the Board’s emerging work on accountability and system oversight. Both the data presentation and the revised strategic plan goals will be available at [sbe.wa.gov/strategicplan.php](http://sbe.wa.gov/strategicplan.php) by October 2.

## 2012 LEGISLATIVE SESSION PRIORITIES

Members discussed potential priorities for the 2013 Legislative session, which included the following:

1. Phased-in implementation of Career and College-Ready High School Graduation Requirements.  
As the Legislature has not established a plan for the implementation of the Career and College-Ready requirements, SBE will provide direction and support to the Legislature and encourage the state to move forward in the next session with a schedule for phasing in new credit requirements.
2. A definition of “School Day” for Basic Education.  
Washington is among a minority of states that does not define “school day” in terms of instructional time. This absence disconnects the minimum instructional hours requirement from the minimum school year requirement and enables the proliferation of partial days on school calendars while still meeting, within law, the required 180 days. The State Board of Education will request legislation to make the following amendments to RCW 28A.150.203
  - Define “school day” in terms of minimum instructional time.

- Specify that full-day parent-teacher conferences are within the definition of school day.
3. Assistance for improvement of struggling schools  
The State Board of Education, in consultation with the Office of Superintendent of Public Instruction, will seek funding in the 2013-15 biennial budget for assistance to persistently low-achieving schools, with first priority to Required Action Districts. Sources may be both state funds and any federal funds available for this purpose.

## **OSPI BRIEFING ON 2012 STATE ASSESSMENT RESULTS AND REQUIRED ACTION DISTRICTS**

OSPI staff presented the recently released statewide assessment results and provided an update on Required Action Districts.

This is the first year that assessment results, determined by new SBE-approved cut scores for the End of Course assessment (EOC) in biology, are available. Other assessment results include the Measurements of Student Progress (MSP), High School Proficiency Exams (HSPEs) and mathematics EOCs.

RCW 28A.657.030 requires the Superintendent of Public Instruction to provide a report twice per year to the State Board of Education on the progress made by all school districts designated as Required Action Districts (RAD). Required Action Districts (Morton, Soap Lake, Onalaska, Renton) are currently employing Required Action Plans in an effort to positively impact student achievement. OSPI staff provided an overview of the Required Action Districts' performance through an analysis of 2012 assessment data.

## **REVIEW OF CERTIFICATE OF ACADEMIC ACHIEVEMENT (CAA) OPTIONS FOR END OF COURSE EXAMS**

Members discussed the likelihood for a growing number of students seeking alternative forms of assessment and the implications of that for the K-12 system. The graduating classes of 2013 and 2014 will be required to pass one mathematics End of Course (EOC) exam. The graduating class of 2015 and beyond will need to pass two mathematics EOCs and one biology EOC. With these new requirements, more students are likely to participate in the approved alternative assessment options: 1) alternative assessments (ACT/SAT/approved subject AP tests); 2) grade comparisons; and, 3) Collections of Evidence (COE). Of these, COEs are likely to draw the most participants. Staff provided a preliminary projection through 2015 of the numbers of COEs and an estimate of their cost.

## **THE REVISED ACHIEVEMENT INDEX**

Beginning in July 2012 and culminating with an approved revised Index in June 2013, SBE, in partnership with OSPI, will consider necessary elements of a revised Achievement Index to fulfill the responsibility of SBE in the ESEA flexibility provisional waiver and as defined in Senate Bill 6696, which included expectations for two phases of development of an accountability system. Phase I of the work includes the development of the following:

1. Principles to guide the development and implementation of the accountability system.
2. Goals, which includes the purposes, uses, and theory of action of the system.
3. Performance Indicators to measure proficiency and improvement.
4. Design decisions, including relative weight of performance indicators, additional data to include such as ELL data, and tier labels.

To better inform this work, SBE and OSPI have organized an Achievement and Accountability Workgroup (AAW), comprised of representatives from 22 different stakeholder agencies, to provide perspective on key decision points.

In anticipation of the October 10 AAW meeting, Members reviewed and approved two documents:

- A Theory of Action for the revised Index
- A letter to the Achievement and Accountability Workgroup providing specific questions to guide their first in-person meeting in October.

These documents build upon the AAW Charter and the Accountability System Resolution, both of which were approved at the July, 2012 SBE meeting.

Members also reviewed major accountability themes from the Elementary and Secondary Act (ESEA) flexibility applications and discussed how these themes inform the revision of the Washington Achievement Index with a focus on the selection of performance indicators, including:

- a. Proficiency indicators (percent of students meeting standard in state assessments).
- b. Growth indicators (percent of students demonstrating growth).
- c. Workforce and postsecondary readiness indicators (percent of students demonstrating readiness on indicators of workforce or college preparedness).

Additionally, Members reviewed other states' accountability systems to understand emerging trends in terms of disaggregation of subgroup data.

## **ENGLISH LANGUAGE LEARNERS (ELL) IN A STATEWIDE ACCOUNTABILITY INDEX**

Two significant policy developments will impact English Language Learners and the Transitional Bilingual Instructional Program (TBIP):

1. The Legislature directed OSPI to prepare for implementation of a differentiated funding model in 2013-15. One proposed model would fund level one students at 125 percent of their current level, level two students at 100 percent, and level three students at 75 percent of their current level.
2. ELL student performance and growth data will be included in our revised Achievement Index.

Students who entered TBIP in 2006 and were assessed at level three were more likely to have made slow or no progress in acquiring English proficiency. Thirteen percent of them remained at level three for at least six years. This preliminary analysis suggests that Washington may have a large number of students who would be considered Long-term English Learners (LTELs). LTELs are secondary students whose English language acquisition plateaus at intermediate or advanced levels despite six or more years of instruction. This group of students is the focus of an emerging area of research in bilingual education, and could be considered when determining how to include ELL achievement and growth data in the revised Achievement Index.

Board members engaged in a vigorous discussion on the necessary components of a revised TBIP funding formula. The products of that discussion included:

1. A commitment to provide the Superintendent of Public Instruction with a letter outlining SBE recommendations and necessary considerations in the development of a TBIP funding formula.
2. An exploration of possible improvements to the Achievement Index to better account for the progress and performance of English Language Learners, Long-term English Learners, and former English Language Learners.

## **PUBLIC HEARING ON BASIC EDUCATION WAIVER CRITERIA (CR 102)**

SBE is required by law to adopt rules for evaluation of requests for waivers of the basic education requirement of a minimum 180-day school year. At its July 2012 meeting the Board approved the filing of a CR 102 of the proposed rules.

The draft rules:

- Set criteria for evaluation of Option One waiver requests under RCW 28A.305.140 and WAC 180-18-040.
- Create a procedure through which a district may obtain a 180-day waiver solely for the purpose of parent-teacher conferences without formal action by SBE.
- Integrate Option 3 waivers into Option One by striking WAC 180-18-050(3).
- Set criteria for evaluation of Option Two “economy and efficiency” waivers under RCW 28A.305.141.
- Change from 50 days to 40 days the required length of time before a Board meeting by which applications for Option One waivers must be submitted under WAC 180-18-050(2).
- Eliminate WAC 180-18-040, concerning waivers from the student-teacher ratio requirement, as the statute it references has been repealed.
- Make other technical changes to WAC 180-18-040 and WAC 180-18-050.

OSPI staff provided a school district fiscal impact statement for the proposed rules, which found that there was no cost for school districts associated with the implementations of these changes.

## **WALLA WALLA PUBLIC SCHOOLS SITE VISIT**

Walla Walla Superintendent Mick Miller provided a tour of several Walla Walla public schools’ programs and classrooms. The itinerary include a stop at Blue Ridge Elementary (dual language classrooms), and Walla Walla and Lincoln High Schools (Response to Intervention programs). Members had the opportunity to engage with educators and students, experiencing firsthand the programs Walla Walla employs to improve student achievement.

**The next State Board of Education meeting will be November 8-9 in  
Vancouver, Washington, at the Educational Service District 112.**

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