

## January 9-10, 2013 Board Meeting Highlights

On January 9-10, the State Board of Education (SBE) hosted a Board meeting in Tumwater, Washington, at the office of the ESD 113.

During the meeting, members discussed the following:

- Progress on the SBE's 2013-2014 Strategic Plan.
- P-20 data spotlight (school ratings in the Achievement Index and graduation rates).
- The Achievement and Accountability Workgroup (AAW) and SBE staff recommendations for a revised Achievement Index.
- Quality charter school authorizing.
- Proposed Section 209 draft rules (charter schools).
- Principle positions on state assessments policies to support career and college readiness for all students.
- Focusing questions for the February 13 AAW meeting.
- SBE's 2013 legislative priorities.
- Governor Gregoire's budget proposal.
- The final report of the Joint Task Force on Education Funding.

Board members recognized Jeff Charbonneau, the Washington State Teacher of the Year, on January 9. Members presented Mr. Charbonneau with a resolution acknowledging his achievements and welcomed his insights on how we can improve career and college readiness for Washington State students.

On January 10, Board members recognized the outstanding work of two members retiring from the Board, Amy Bragdon and Dr. Bernal Baca.

### STATE BOARD OF EDUCATION ACTIONS

SBE approved the following:

- Minutes from the November 8-9 Board meeting.
- Proposed rules to Section 209 (Charter Schools) and the filing of the CR 102.
- CR 101 for additional I-1240 rules.
- Letter to the AAW in anticipation of the February 13 AAW meeting.
- Principles in support of revisions to the state assessment system.
- Priorities for the 2013 Legislative Session.
- Special Board meeting dates (February 26 and March 29).

### THE 2013-2014 STRATEGIC PLAN

Board members reviewed progress on the 2013-2014 strategic plan. This update complements the extensive strategic plan review that happens annually during the Board retreat.

### P-20 DATA SPOTLIGHT

A review of timely and topical P-20 continuum data is regularly presented to the Board. Staff provided an overview of school performance in the current Index and highlighted nationwide

changes to the calculation and reporting of graduation rates. The most recent U.S. Department of Education release of states' graduation rate data reflects graduation rates that have, for the first time, been calculated using the same standardized methodology. Members reviewed the new standardized data, which compared and ranked states' graduation rates. Washington's 2010-11 "4-year Actual Adjusted Cohort rate" was 76%, which ranked 32nd in the nation.

Board members also considered how the 2007-2012 Achievement Index data might inform the work of developing a revised Achievement Index and statewide accountability framework.

## **THE ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) AND SBE STAFF RECOMMENDATIONS FOR A REVISED ACHIEVEMENT INDEX.**

Board members reviewed the recommendations of the Achievement and Accountability Workgroup (AAW) in regards to the following questions. Note: The recommendations of the AAW are outlined in detail in the [December 12 Feedback Report](#).

- What specific subindicators should be included to measure college and career readiness? Which of these should be reported but not used in an Index calculation?
- Should the revised Index include language acquisition data (currently Washington English Language Proficiency Assessment)? Should the Index include a subgroup of former English Language Learners?
- Which sub indicators should be norm-referenced and which should be criterion-referenced?
- How should the Index incorporate subgroup data to ensure that gaps are visible to the greatest extent possible?

Board members discussed these recommendations, as well as SBE staff recommendations, before approving the following to be included in the revised Achievement Index.

1. Career- and college-ready performance indicators
  - The percent of students who either earn high school credit in a dual credit course or receive an industry certification (disaggregated by subgroup).
  - The percent of students who perform at a career- and college-ready level on the 11<sup>th</sup> grade Common Core State Standards assessment (disaggregated by subgroup).
  - The percent of students who graduated within four or five years.
    - Note: Members considered the merits of limiting the Index to a four and five-year graduation rate to emphasize the importance of "on-time" graduation and for the sake of simplicity in the Index for public consumption. Members also acknowledged the value of recognizing schools who work to graduate students beyond the fifth year. Members agreed to include a four and five-year graduation rate in the Index, while including data on six and seven-year graduation rates.
2. Disaggregated data based on the current eleven federal student subgroups.
3. Targets:
  - Criterion-based targets for proficiency (the Measurement of Student Progress, High School Proficiency Exams, and End of Course Exams) and graduation rates, in alignment with the current Index.
  - Norm-based targets for the percent of students earning high school credit in dual credit coursework or receiving industry credentials, and the percent of students meeting career- and college-ready performance levels on the 11<sup>th</sup> grade Common Core State Standards.
    - Note: Board members expressed intent to transition to criterion-based targets in the longer term.

- Norm-based and criterion-based targets for student growth: median growth and growth-to-standard.

Board members agreed to devote further study to language acquisition data for English learners, acknowledging that there are questions about the data that make the inclusion of these indicators on the first revision of the Index difficult. Board members also are committed to reporting, but not necessarily rating, language acquisition in the revised Index. Members directed staff to collaborate with OSPI to revise the federal Title III AMAOs and return to the March SBE meeting with a proposal that will maximize system coherence and accountability.

Throughout this Index discussion, members reiterated the principle that the Index fairly reflect school performance and contain indicator data that is user friendly for schools, parents, and other stakeholders.

## **I-1240 AND QUALITY CHARTER SCHOOL AUTHORIZING**

Mr. Alex Medler, Vice President of Policy and Advocacy at the National Association of Charter School Authorizers (NACSA), discussed best practices for charter school authorizing, the NACSA perspective on Washington's charter school law, and ideas for how SBE can carry out duties under I-1240 to best impact student achievement. Mr. Nelson Smith, Senior Advisor at NACSA, contributed his perspective as well.

Mr. Medler outlined some of the lessons learned in NACSA's evaluation of the nation's public charter schools and charter school authorizers and also provided insight to members on anticipated work as the state moves forward in the implementation of public charter schools.

## **DRAFT RULES – SEC. 209 (PUBLIC CHARTERS)**

The Board's work with public charter schools began with the passage of Initiative 1240. Initiative 1240 calls for SBE to evaluate and approve local school districts seeking to be authorizers of public charter schools, to provide oversight of the performance of those authorizers, and to produce annual reports on charter school performance.

Members discussed draft rules for Section 209 of the Initiative. The draft rules establish an annual timeline for authorizer applications, clarify the requirements for those applications, establish a process and criteria for evaluation of those applications, and clarify the terms of the authorizing contract between the school district and SBE. The current draft rules will require school districts to submit an authorizer application by June 15 and for the State Board of Education to finalize evaluations of those applications by August 15.

The draft rules are available under "Charter School Rule-Making" at [www.sbe.wa.gov/materials.php](http://www.sbe.wa.gov/materials.php). A public hearing on the draft rules is scheduled for February 26 at the offices of the Superintendent of Public Instruction.

## **PRINCIPLES FOR A STATE ASSESSMENT SYSTEM**

The state assessments required for graduation are prescribed in statute. Anticipated changes to assessments (the Common Core State Standards and Next Generation Science Standards) would require new legislation. SBE discussed the importance of assessment policies that will meet the following goals:

- Ensure fairness to students.
- Support educators during the transition to new standards and new assessments.

- Promote career- and college-ready standards.
- Encourage meaningful high school assessments for high school graduation.

Members discussed options for changes to the high school assessment system as a result of the implementation of new standards. The discussion included an examination of the following questions:

1. Should Washington require students to pass assessments to earn a high school diploma?
2. Should passage of the 11<sup>th</sup> grade Common Core State Standards assessments be required for a high school diploma?
3. Should we continue to require 10<sup>th</sup> grade assessments?
4. Should high school science assessment remain only a biology End-of-Course exam (EOC)?
5. Should students be given the option to demonstrate career readiness as an alternative to required assessments (by earning a career certification or by earning a qualifying score on WorkKeys or Armed Services Vocational Aptitude Battery test)?
6. What should the eligibility criteria be for accessing alternative assessments?

Members agreed to the following principles. The State Board of Education:

- Recognizes the state is in a time of a transition with implementation of the Common Core State Standards.
- Strongly urges alignment and work with higher education so the Smarter Balanced (SBAC) 11<sup>th</sup> grade assessment would be meaningful in admissions and placement.
- Affirms exit exams as a part of a meaningful high school diploma.
- Recommends a move towards exit exams consisting of the following:
  - Algebra I EOC
  - Biology EOC
  - Reading and Writing, transitioning to English Language Arts
  - Further exploration is needed on either a 10<sup>th</sup> grade comprehensive assessment or the 11<sup>th</sup> grade SBAC assessment.
- Recommends more work to broaden science assessment options (reflecting concerns about narrowing of curriculum through the biology EOC).

SBE's statutory role in the state assessment system is clarified in RCW 28A.230.090, which requires SBE to set high school graduation requirements including the certificate of academic achievement and certificate of individual achievement (RCW 28A.230.090 (1) (b)). The Superintendent of Public Instruction is required to consult with SBE on the assessment system (RCW 28A.655.070 (3) (a)).

## **REQUIRED OUTCOMES FOR THE FEBRUARY ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) MEETING**

Members approved formal direction to the AAW to guide the discussion at the February 13 AAW meeting. The AAW, comprised of representatives from multiple stakeholder agencies, plays a vital role by informing SBE and OSPI in the development of a revised Achievement Index.

For the February meeting, AAW members will explore the questions relative to the potential use of the Achievement Index to identify high-achieving schools (Reward) as well as schools in need of improvement (Priority, Focus, and Emerging). Members will also consider the implications of using the revised Achievement Index to establish Annual Measurable Objectives. Finally, the Board also directed the AAW to provide input on how Index indicators should be weighted for elementary, middle, high, and district calculations.

A detailed letter to the AAW outlining these questions and more is available on the “meeting materials” page of our website.

## 2013 LEGISLATIVE UPDATE AND PRIORITIES

Board members reviewed the implications of the anticipated budget shortfall for the 2013 session and Governor Gregoire’s recommendation for how to address this budget problem. Governor Gregoire has introduced multiple enhancements to her proposed K-12 budget, including additional revenue for the Teacher and Principal Evaluation Program (TPEP), K-12 class size reduction, all-day Kindergarten for all schools with at least 50 percent free and reduced lunch, a new pupil transportation formula, and increased Materials, Supplies, and Operating Costs (also known as MSOC) funding.

Board members also had the opportunity to review Superintendent Dorn’s top legislative priorities for 2013, which include full funding for basic education to meet the requirements of the *McCleary* decision and for professional development to support TPEP and continued implementation of the Common Core State Standards.

Members approved the following legislative priorities for the 2013 session.

1. Full funding for basic education  
SBE will advocate for full funding of the basic education program established in ESHB 2261 and SHB 2776, including the identification of revenue sources which can ensure sustainable, ample provision for K-12 schools.
2. A unified state accountability system  
E2SSB 6696 (2009) established the importance of a unified state accountability system. SBE will advocate for increase funding for school improvement and for the use of the revised Achievement Index as the primary means of school recognition and identification of schools in need of assistance.
3. Phased-in implementation of Career- and College-Ready High School Graduation Requirements  
In HB 2261, the Legislature defined basic education to include the opportunity to complete 24 credits for high school graduation, to be fully implemented by 2018. However, the Legislature has not established a plan for phased-in implementation of credits. The Quality Education Council has yet to recommend a schedule for concurrent phase-in of changes to instructional program and funding. SBE will advocate for a schedule to phase in the Career- and College-Ready Framework.
4. Strengthened 180-day school year  
SBE will advocate for a statutory, minimum school day definition and/or limits on half days, funding for professional development outside of the 180-day school year, and statutory changes to achieve consistency in what constitutes instructional time for the purposes of satisfying the 180-day and 1,000 hour statutory minimum requirements.
5. Compulsory age of school attendance.  
Washington is one of two states with a compulsory starting age of school attendance of eight. The U.S. average compulsory age is six. SBE will support legislation to lower Washington’s minimum compulsory age of school attendance to six. SBE will also retain provisions in current law that exempt children attending an approved private school or receiving home-based schooling from this requirement.
6. Blended Learning and Alternative Learning Experience (ALE) Funding.  
Blended learning is a form of alternative learning experience (ALE) consisting of a mix of online delivery of content and content delivered at a supervised brick-and-mortar location away from home. The use of blended learning models in Washington is impeded by the reduction in funding for ALE enrollments made by the Legislature in

2011. SBE will advocate for full funding of blended learning programs and will work with OSPI in development of an ALE proposal.

7. State assessment policies

SBE will advocate for statewide assessment policies that support educators, are fair to students, and continue to ensure career and college readiness.

8. Common Core State Standards

SBE will advocate for sufficient funding for professional development of principals and teachers, Career- and College-Ready Graduation Requirements, revised student assessments, and other costs associated with implementation of Common Core State Standards.

## THE JOINT TASK FORCE ON BASIC EDUCATION FUNDING

Members reviewed the proceedings and final report of the Joint Task Force on Basic Education Funding. Though the Task Force report identifies current shortfalls in education funding, the report does not include unified committee recommendations for addressing the fiscal gap. Rather, the report includes only Democrats' recommendations for additional revenue. Board members discussed that providing additional revenue to education is imperative for this Legislative session. Board members also reviewed the Supreme Court's December 20<sup>th</sup> order declaring that "The state's first report (of progress on responding to *McCleary*) falls short."

**The next State Board of Education meeting will be February 26 in Olympia, Washington, at the Offices of the Superintendent of Public Instruction.**

Visit our website ([sbe.wa.gov/materials.php](http://sbe.wa.gov/materials.php)) for additional information or call the Board office at: 360-725-6025.