

May 8-9, 2013  
Federal Way Public Schools  
Federal Way, Washington

## State Board of Education (SBE) Board Meeting Minutes

### May 8, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Mr. Matthew Spencer, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Lavery, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer (14)

Members Excused: Chair Jeff Vincent

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Emily Persky, Mr. Parker Teed, (7)

The meeting was called to order at 8:40 a.m. by Vice-chair Mary Jean Ryan.

Ms. Deborah Wilds was given the Oath of Office for her gubernatorial appointment to the Board. Ms. Deborah Wild's appointment began on March 13, 2013.

Mr. Matthew Spencer's term has ended and this meeting is his last. Ms. Mara Childs will replace Matthew's board seat as a student member.

Ms. Frank presented a news piece from the May 5, 2013 Yakima Harold Republic featuring Wapato School District and Toppenish SD senior students preparing for college success. The article described the success of seniors in presenting the oral portion of their culminating project to high school juniors in order to prepare them for their own senior project the following year. Ms. Frank encouraged the board members to become involved in senior culminating projects by participating as a judge for districts.

Mayor Skip Priest of the City of Federal Way made welcoming remarks to the Board and expressed appreciation for their work in education. When writing policies, Mayor Priest gave a recommendation of considering the increasing negative effects of drugs and alcohol in students. Privatization of liquor sales has increased liquor theft among youths.

Superintendent Rob Neu of Federal Way Public Schools made welcoming remarks to the board members and summarized the district's work with academic acceleration policy. Federal Way Public Schools is a "minority majority" district with increased poverty levels and demographic shifts continuing. He identified significant results with the academic acceleration policy and has seen the district's enrollment increase in advanced placement and international baccalaureate classes. Superintendent Neu advocated that all students can be successful and the education community should raise their expectations of student academic achievement.

Each board member introduced themselves publically with their name, title and position on the board.

### **Consent Agenda**

**Motion** was made to approve the Consent Agenda as presented:

- March 13-14, 2013 Board Meeting Minutes
- March 29, 2013 Special Board Meeting Minutes

**Motion** seconded.

**Motion** adopted.

### **THE 2013-2014 STRATEGIC PLAN**

Ms. Emily Persky, Research Analyst

Board members reviewed the current progress on the 2013-2014 strategic of the following five goals:

- Effective and Accountable P-13 Governance
- Comprehensive Statewide K-12 Recognition and Accountability
- Closing the Achievement Gap
- Strategic Oversight of the K-12 System
- Career and College Readiness

This update complements the extensive strategic plan review that happens annually during the Board retreat. A majority of staffs' recent work has been centered on the Achievement Index, Achievement and Accountability Workgroup, Charter Schools and Legislative Advocacy related to accountability and graduation requirements. Members reviewed the executive summary highlights of staff work.

### **Work Session – AAW Feedback and Recommendations on Achievement Index Revisions**

Ms. Sarah Rich, Senior Policy Director

Mr. Richard Wenning, RJW Advisors, Inc.

Using input and guidance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI have been engaged in a process to revise the current Achievement Index and incorporate federally required elements to result in a tool that can serve to align and unite state and federal accountability systems. The March 2013 OSPI release of student growth percentile data reflects a new method of measuring a student's academic growth compared to their peers.

The Board's work on revising the Index began in July 2013 and has continued a series of motions which culminated in the Revised Index model. The model includes the performance indicators and scoring systems and is outlined below.

<b>Date</b>	<b>Topic/Decision/Action</b>
July 2012	Work began with the Board's Accountability Resolution and Achievement and Accountability Workgroup Charter, which began the work plan of a stakeholder input group.
September 2012	Approved a theory of action

November 2012	Approved the three groups of performance indicators: <ul style="list-style-type: none"> <li>○ Proficiency</li> <li>○ Student Growth Percentiles (SGP)</li> <li>○ College and Career Readiness (CCR)</li> </ul>
January 2013	Discussion of a prototype Index for performance indicators and subgroup disaggregation.
March 2013	<ul style="list-style-type: none"> <li>• Discussion of the Phase in Plan for college and career readiness sub-indicators.</li> <li>• Discussion using the Index to determine Priority, Focus, Emerging, and Reward designations.</li> </ul>
Future Planning:	
May 2013	Approval of Model Index, weighting performance indicators, and cut points for tiers
June 2013	Approval to submit Revised Index to United States Education Department
September 2013	Adoption of the final Revised Index

The Board discussed a rating system defining an absolute proficiency level compared with student growth progress over a year time period for each grade level. Design decisions will need to be finalized by the June 19 special board meeting to enable OSPI to submit the Revised Index to the federal government for approval. The approval would meet the conditions of the provisional waiver from the No Child Left Behind Act.

The primary focus to complete the architecture of the Index is as follows:

- Approval of the Index scoring
- Weighting of performance indicators
- Application of the five tier labels in the context of the new Index.

The Index adds elements of complexity, which will require communication strategies to address. SGP allows us to account for growth in an environment in which the assessment system is not vertically aligned. The Board may re-evaluate having a more criterion-referenced method of growth at a later time, after multiple years of criterion-referenced data is available. Without vertical alignment, however, subtracting scale scores of different grade levels using the current Index is not an option to accurately measure growth.

Members discussed the process and reasoning behind the OSPI and SBE selection of SGP methodology. OSPI began vetting SGP in 2009 as a result of requirements tied to federal ARRA funding. SBE saw no reason to diverge from OSPI's selection of SGP when revising the Index without vertical scaling; it was an opportunity to build on an existing framework and use the system that had been built over a number of years.

The SGP data in the revised Index will articulate to parents their child's growth comparison from the current year and previous years and how the school is progressing in preparing all students for college and career readiness.

Members discussed the importance of adequate growth in addressing achievement gaps. Students who start with less, need to grow faster or they need more time to grow. Mr. Wenning clarified that high growth can be seen in schools with any level of proficiency, even a high level of proficiency. This is because student growth percentiles are calculated for peer groups made up of students with a similar score history.

Ms. Rich and Mr. Wenning presented Washington SGP data to the Board for review. Board members completed an exercise using anonymized data to better understand the relationships between proficiency, student growth percentiles, and graduation rates in the revised Index.

Ms. Rich presented tier labels options to the Board for consideration. Option one is to maintain the current system adjusted from a seven to a ten point scale. The staff recommendation was to select option two, which configure the tiers so that:

- Exemplary includes top performing schools with no achievement gaps not closing.
- Very Good – to be determined.
- Good – to be determined .
- Fair includes emerging schools.
- Struggling includes priority and focus schools.

Board members discussed the merits of reviewing examples of schools that would be in each tier.

## **PUBLIC COMMENT**

### **Sarah Butcher – Bellevue Special Needs Parent Teacher Association (PTA)**

The Bellevue Special Needs PTA and its board of director are concerned with the proposed Achievement Index for the Washington State ESEA Waiver. The result of the limited input to the Achievement and Accountability Workgroup (AAW) around special education shows itself in the inadequacy around tracking achievement for special education students. The AAW has one representative for special education assigned and the request by other special education advocates to increase representation was denied. The proposed achievement Index is inadequate for helping to close the achievement gap for special education in Washington State and Ms. Butcher requests a diverse workgroup to specifically work on the challenges associated with special education students and the Achievement Index.

### **Ramona Hattendorf – Washington State PTA**

The Washington PTA is concerned about how measuring proficiency and growth for special education will be included in the Index. An Index that informs what works well and where improvement is needed is important. The Index posted on the SBE website fails to include special education as a sub-category in the achievement gaps and Ms. Hattendorf believes it was required for the federal waiver. The approach being discussed by SBE fails to track proficiency among special education students, does not address expectations for growth for these students and lacks focus on the issue of baseline data. The PTA requests a workgroup created to decide how to capture and track pertinent special education data.

### **Maria Flores – School Improvement, OSPI**

Ms. Flores has had a positive working relationship with SBE staff. She supports holding Title I and non-Title I schools to the same standard. There are concern about funding being distributed to avoid accountability for students. Ms. Flores is eager to develop a differentiated system. Student growth percentiles will go a long way in helping schools to develop improvement plans and set targets. Evaluating school improvement plans with an Index that includes growth will enable OSPI to assist schools in creating appropriate goals. OSPI expects to receive additional funding to help emerging schools. When schools are identified as focus schools because of the achievement of students with disabilities, the OSPI school improvement team will audit the IEPS.

**REVISION OF ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO) FOR ENGLISH LANGUAGE LEARNERS (ELL)**

Mr. Paul McCold, OSPI

Mr. Michael Shapiro, Washington State Bilingual Education Advisory Committee

OSPI has a specific proposal for changing AMAO-1 that measures student progress from one year to the next in progress toward of English proficiency. The methodology used to determine levels of proficiency and transition timeline for English language learners was presented. Data for placement levels 1-3 and years expected to transition were provided using the following process, reflecting three previous years of grade K-12 cohort groups:

1. Estimate the median time to proficiency
2. Compute expected grade of proficiency
3. Compute WELP transitional scale score required to reach transition cut point
4. Establish annual student progress required to reach that scale score

OSPI is working towards measuring students where they currently are in proficiency and then looking into their future years. To gather this analyzed data, OSPI created the K-12 cohort groups of previous ELL students and evaluated their progress to proficiency. In March, OSPI present the Board with retrospective data using cohort groups currently in the ELL in 2012 program. New data was presented based on prospective median time to transition for three years of placement cohorts during the six year period of 2005-2008 school years. This selected length of time minimized the effect of censoring and covered all three forms of WLPT-II, which is the measurement OSPI used at the time.

Placement Grade	Expected Years to Transition			Expected Grade of Transition			Level 4 Cut Score of expected grade		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
K	3	2	2	2	2	2	511	511	494
1	3	2	1	4	3	2	548	529	511
2	3	2	1	5	4	3	553	548	529
3	3	2	1	6	5	4	563	553	548
4	3	2	1	7	6	5	575	563	553
5	3	2	1	8	7	6	575	575	563
6	3	2	1	9	8	7	575	575	575
7	3	2	1	10	9	8	575	575	575
8	3	2	1	11	10	9	577	575	575
9	3	2	1	11	11	10	577	577	575
10	2	2	1	12	12	11	577	577	577
11	2	1	1	13	12	12	577	577	577
12	1	1	0	13	13	12	577	577	577

For any given student, OSPI expects to know what year a student should transition, what score they'll need to have and, in interim years, what score is needed to for transition.

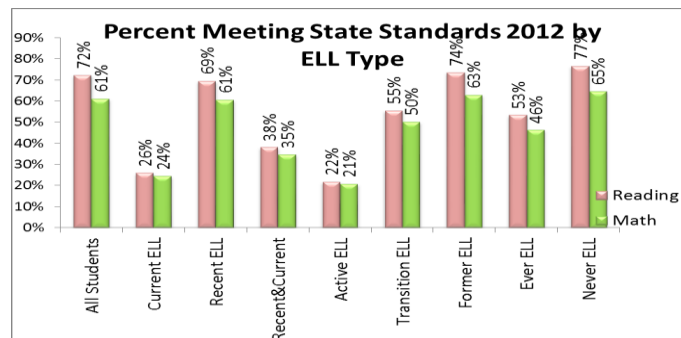
Members felt the information presented did not reflect the accurate amount of transition time for those students who had not transitioned by graduation even though the students have aged out of the program. Having this data would assist in creating accurate targets. A high percentage of the students should be meeting standards and not the districts.

OSPI's general recommendation was to change AMAO-2 for measuring the percentage of students that transition every year. OSPI proposed separate targets be set for each combination of years.

OSPI is in the process of creating a proposal to change AMAO-3 that sets separate targets for reading and math scores below the state standard for students that aren't proficient in English. These targets are already implemented for special education students and this would be extended logic to students with limited English. Creation of a separate cell, an "Ever ELL" cell, in the revised Achievement Index is also being proposed.

Mr. Shapiro proposed the inclusion of a subgroup of "Ever ELL" to include current and former English Language Learners in Washington State ESEA waiver application in June. Current Washington English Language Learners are in a system that doesn't acknowledge their language acquisition and academic growth after they leave the program or two years thereafter. The challenge with the system is students are exited-based on a WLPA of scores which indicate that they're ready to make added progress or reduce the academic gap they face on standard English assessment while learning the language. In our current system of program accountability, they must close the gap within two years or they're considered a failing toward program accountability. Tracking these students throughout their education through an Ever ELL subgroup provides a different outlook of success as students rapidly gain academic ground after their program exit at a faster rate than their non-ELL peers.

Mr. McCold presented state student growth percentile data for reading and math. The ELL subgroup is the current ELLs that include all students in a given year who are currently active as limited English. Data of recent ELLs who are students who transitioned out of one or two years earlier are included. The current ELLs are comprised of two groups: those limited English levels 1-3 and those who have transitioned out this current year. This data has been separated in the chart below. The active ELLs are ones who can't yet speak English and the transitional ELLs this year are newly deemed to be proficient. Former ELLs transitioned more than two years ago. Ever ELL data are combined percentiles of all the ELL groups. This can be contrasted to the students in the state who have never been an ELL student.



OSPI is proposing the Ever ELL cell as way of evaluating school success for ELLs.

**NEXT GENERATIONS SCIENCE STANDARDS – Adoption Considerations**

Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI  
 Ms. Linda Drake, Senior Policy Analyst

The Next Generation Science Standards (NGSS) were released on April 9, 2013. The SBE has a role in providing consultation to the Superintendent of Public Instruction in consideration of adoption of new standards (per RCW 28A.655.068).

Ms. Vavrus shared highlights of the new standards and outlined key next steps in transition planning.

Some of the OSPI policy issue questions to consider are based on the recent House Education Committee dialogue for Next Generation Science Standards, which include the structure of elementary school time with science, assessments, and opportunities with the various pathways. OSPI is reviewing case studies with science stakeholders focusing on how to apply and integrated Next Generations Science Standards with populations of special education, ELL, and high poverty students.

The board expressed concerns for the time, resources and funds that will be required to successfully implement the new science standards. The board's priorities when considering their recommendation is the importance of professional development, assessments, career and college readiness, and community support for the Next Generation Science Standards Members will have further discussion in July. Key questions identified by the board to address at the July meeting are:

- Is the Next Generation Science Standards the right standards for Washington State?
- Will these standards help prepare Washington's STEM workforce?

The board will consider a motion to recommend the adoption for the next generation science standards at the July SBE meeting.

### **A FRAMEWORK FOR EVALUATION OF CHARTER AUTHORIZER APPLICATIONS**

Mr. Jack Archer, Senior Policy Analyst

Mr. William Haft, Vice President of Authorizer Development (NACSA)

Sec. 209 of Initiative 1240 requires the State Board of Education to establish an annual application and approval process and timelines for entities seeking approval to be charter school authorizers. The initial process and timelines must be established no later than 90 days after the effective date of Sec. 209. This must be implemented through rule adoption. Ninety days after the effective date of this section is March 6, 2013. In order to adopt rules by this date, as required by this section, SBE would need to initiate rule-making through approval of the filing of a CR 101 and proposal Statement of Inquiry.

Staff recommendation consisted of elliptical tool rubrics to guide determination of whether applications meet criteria for approval in each part.

Mr. Haft summarized the purpose of charter school authorizing with the goal to give schools greater perspective on how they operate and improve student outcomes. Within that, the authorizing process hinges on the following key questions the Authorizer must assess and base decisions on:

- Should it be approved?
- Is the school ready? Is it a good plan?
- Is it a good program?
- Does it have a reliable budget?
- If the approved school is requesting renewal, did the school do all it stated in the first application?
- Is it educating kids well?

The Board adopted rules in February to have a two- step tests for approval of authorizer applications:

- The application must be found satisfactory in providing all the information required to be set forth in the application as established in law, as written in statute and rule.

- The proposed policies and practices of the applicant must be consistent with the National Association of Charter School Authorizers' Principles and Standards for Quality Charter School Authorizing in at least the five major areas listed in law.

The rules also state that for an application to be approved, all the requirements must be met. Under the rule adopted by the Board, an authorizer cannot be weak in the application for one part and be strong in other parts.

The Board must develop and post an evaluation rubric document to determine if the criteria in the application have been met. The rubrics would constitute evidence of favorable criteria that evaluators would look for as they review the application. SBE staff, with assistance from NASCA, have created draft rubric based on the SBE rules and NASCA's and standards and Principles and it was presented it to the Board. Districts will find value in the posting of the rubrics because it informs them of how applications will be evaluated and what information is needed in the application.

The members discussed creating standards of approval for the application into the rubric. Members were concerned with how the rubrics would show criteria on how the applicant would serve special education students. Applicants should provide evidence of past practices, track records and talent to support plans the schools has indicated they'll implement and how competent the district is to be an authorizer of a charter school.

### **Public Hearing on Proposed Rules for Charter Schools**

#### **JoLynn Berge via telephone - Agency Financial Services, OSPI**

Ms. Berge provided her fiscal impact report. She stated that there is no fiscal impact from the proposed charter rule 180-19.

#### **Steve Sunquist – Washington Charter School Commission**

The Washington Charter School Commission believes the rules proposed are well crafted. There is concern with the proposed authorizer fee and the proposal to make the fee schedule a sliding scale beginning at four percent and then moving to three percent at the 11<sup>th</sup> school and beyond. The commission would like SBE put in rule a flat four percent with no sliding scale. An impact for all school of a four percent scale dropping to three percent after ten schools is that the funding for the commission actually drops. The State Charter School Commission's financing mechanism is based upon this fee and there needs to be justification of the revenue received..

There is concern with the proposed timeline for the first cycle of the charter applications.. Mr. Sunquist recommended adding a letter of intent requirement and then extending the application approval period due to the projected high volume of applications during the first year, as it occurs during the holiday season.

### **A FRAMEWORK FOR EVALUATION OF CHARTER AUTHORIZER APPLICATIONS – Continued**

Mr. Jack Archer, Senior Policy Analyst

Mr. William Haft, Vice President for Authorizer Development (National Association of Charter School Authorizers)



Ratings for applications are the categories of well developed, partially developed and undeveloped. Evaluators will assess the degree to which each criterion articulated in the application is met, rafting the response on the scale from Undeveloped to Well Developed.

<b>Rating Scale:</b>	
Well-Developed (WD)	The response meets the expectations established by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> in material respects and warrants approval subject to satisfactory execution of an authorizing contract with the State Board of Education.
Partially Developed (PD)	Incomplete in that the response contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying the expectations established by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> .
Undeveloped (UD)	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations established by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> .

Based on the ratings, evaluators will assign an overall rating to each of the five sections of the application. An applicant receiving an overall rating of Well Developed would be recommended for approval. An applicant receiving a rating lower than Well Developed for *any of the five sections* would be recommended for denial, in adherence to SBE rule. Applicants denied may reapply in the next application cycle with the written statement by the SBE of the specific reasons for denial.

The statute requires that the school district submit a draft performance framework and a fequest for proposal (RFP). The drafts, although not final, must meet the standards set in thestate . One of the benefits of the authorizing contract that has to be secured between the SBE and the school district before authorizing of any schools is that the adopted rules allows SBE to set additional performance expectations.

Staff recommended use of external reviewers of the applications as authorized in the rules adopted by the Board in February. External reviewers will be selected using the criteria of expertise in educational, financial and organizational matters and having no material interest in particular Washington school districts or the fate of the applications. The role of external reviewers would be to read, review, and rate the application as described in the presentation. That information will be presented to the Board to assist their decisions on approval of the applications.

Personal interviews with the applicants were also authorized in the rules adopted by the Board in February. Conducting personal interviewers with authorizer applicants provides opportunity for the Board and evaluators to seek additional information, clarity, background information and further evidence of the applicant's capacity and commitment to serve as an authorizer.

Staff recommended approving a framework for evaluation of charter authorizer applications that include:

1. Draft rating scale and rubrics
2. Use of external reviewers to evaluate and rate the applications

### 3. Personal interviews with district personnel.

Board discussion followed regarding the financial impact of contracting with external reviewers and their role in conducting the personal interviews. The board would like to review examples of other external reviewer' timelines, ratings and models.

Members discussed the opportunity to implement a threshold within the rubric to evaluate the applicant's priority for serving at-risk students population. This added component to the rubric should not be the exclusive basis for approval or denial, but a part of the rubric that is included in the overall rating system. Language expressing the intent of the law needs to be clearly stated in the document given to evaluators.

Members were asked to take action on the framework for evaluation of charter school applications as presented for approval during the Business Items on Thursday.

#### **BASIC EDUCATION WAIVERS**

Mr. Jack Archer, Senior Policy Analyst

The Board was presented with eight waiver applications for Option 1 waivers of the minimum 180-day school year. All eight districts are requesting in full or in part that the waivers are for professional development reasons. Two of the districts, Curlew and Seattle, are requesting waivers for the purposes of both professional development of staff and parent-teacher conferences. Seattle submitted two separate requests: one for conferences and one for professional development. They are treated as one request for six days under the definition of a school day in the law. A commonality in these requests is the use of waivers days for preparation of staff on the Common Core state standards and for teacher and professional educator evaluation. Lyle School District and Nespelém School District have priority schools and school improvement plans approved by OSPI. They would utilize waivers to implement these plans. They have documented their professional development plans in the application documents submitted to SBE. Riverside School District is requesting a waiver of two days. Riverside has a current waiver of two days for professional development, expiring this year, and asking for additional years of that. The district has submitted a separate request for four days for parent-teacher conferences under the expedited process adopted in rule last year.

The board discussed the minimum number of instructional hours districts must offer for BEA compliance, and whether the students are receiving the required instructional hours with 180 school days or less. When a school year is reduced to 170 or fewer school days, there is concern the students are not receiving enough instructional hours.

The waivers will be reviewed with criteria the Board developed when rules for evaluation of waiver requests were adopted.

Member Fletcher requested that a motion for Riverside School District's application be made separately. Ms. Fletcher said the school district had the means to provide the two days for professional development within the additional 10 days teachers are paid. There was concern about the collective bargaining language embedded in the application. This implies that the school district is requesting the Board to compensate for a negotiated collective bargaining agreement that does not serve the district well and lacks student focus.

Members were asked to take action on the waiver requests as presented for approval during Business Items on Thursday.

**BOARD DISCUSSION OF THE ACHIEVEMENT INDEX REVISIONS AND CHARTER SCHOOL EVALUATION RUBRIC**

Mr. Ben Rarick, Executive Director  
 Ms. Sarah Rich, Policy Director

Staff recommended deferring making a motion for the charter school evaluation rubrics until the June 19 special board meeting. This does not affect the timeline for evaluating applications.

The board had further discussion of growth, proficiency and how to define criteria for Exemplary in preparation for submitting the final elements of the revised Achievement Index to the US Department of Education.

Staff recommended Option Two, which reflects the most coherence and marries the state and federal categories in the spirit of 5329 legislation. Unlike the conjunctive system of AYP, the Index is a compensatory system. High performance in one subject may be balancing out lower performance in others. The Revised Index has combined performance indicators showing high proficiency and moderate growth as well as high growth offsetting moderate proficiency.

**Tier Labels – Option Two**

Staff Recommendation.  
 Coherent, aligned system that marries the Index Tiers with federal categories.

Index Tiers	Federal System
Exemplary	Reward - top performing and top improving schools with no achievement gaps that are not closing
Very Good	to be determined
Good	to be determined
Fair	Emerging schools: next 5% and 10% on Priority and Focus lists
Struggling	Priority and Focus Schools: bottom 5% of All Students and bottom 10% of individual subgroups

**Tier Labels – Option Two Detail**

Tier	Federal Category	% of Schools
Exemplary	Reward: <ul style="list-style-type: none"> <li>Highest performing and highest improving schools based on "All Students" on the composite of the three performance indicators. These schools may not have significant achievement gaps that are not closing.</li> </ul>	Approx 15% of schools
Very Good	None	to be determined
Good	None	to be determined
Fair	Emerging: <ul style="list-style-type: none"> <li>Next 5% of Title I schools from Priority list (see Priority below) AND non-Title I schools within the same performance band</li> <li>Next 10% of Title I schools from Focus list (see Focus below) AND non-Title I schools within the same performance band</li> </ul>	Approx 15% of schools
Struggling	Priority: <ul style="list-style-type: none"> <li>Lowest 5% of Title I schools based on "All Students" on the composite of the three performance indicators AND non-Title I schools within the same performance band</li> <li>High schools with graduation rates &lt;60% regardless of Title I status</li> </ul> Focus: <ul style="list-style-type: none"> <li>Lowest 10% of Title I schools based on subgroup on the composite of the three performance indicators AND non-Title I schools within the same performance band</li> </ul>	Approx 15% of schools

The third element, gaps, has targeted calculations looking at all the federal subgroups with the exception of white and Asian students because they tend to be the highest performing subgroups. SBE combines those into a "Targeted Subgroup" score. There could potentially be high performance and growth in schools categories, but if lower proficiency and growth in targeted subgroups will decrease a school's score.

The board reviewed data of weighted school distribution on a 10 point proficiency scale with a ratio of 75/25 in growth and proficiency. Discussion consisted of various weight ratio options, additional conditions set and creating a minimum floor for exemplary were made. The criteria of Exemplary has to be to be truly exemplary. Once a school is exemplary, SBE would want to prevent schools from falling out of exemplary due no longer being eligible for the top ten percent category.

When the federal government is informed of the goal set, decisions need to be made of what would be told to our school districts, how will they be assisted in getting to the favored destination and how the school would be rated.

Members were asked to take action on the Achievement Index Revision as presented for approval during Business Items on Thursday.

### **THURSDAY, MAY 8, 2013**

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Mr. Matthew Spencer, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Laverty, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer (14)

Members Excused: Chair Jeff Vincent

Staff Attending: Mr. Ben Rarick, Ms. Sarah Rich, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Emily Persky, Mr. Parker Teed, (7)

The meeting was called to order at 10:15 a.m. by Vice-chair Mary Jean Ryan after the conclusion of the school site visit.

### **SCHOOL VISIT AT TECHNOLOGY ACCESS FOUNDATION (TAF ACADEMY)**

The Board participated in a school site visit at the TAF Academy. Superintendent Robert Neu and principal Paul Tytler gave welcoming comments. Ms. Trish Dziko, co-founder of the Academy, presented background information of the Academy. A group of currently enrolled students made presentations of their career goals and academic achievements.

### **CAREER AND TECHNICAL EDUCATION (CTE) COURSE EQUIVALENCY – A PRACTITIONER'S PERSPECTIVE**

Ms. Linda Drake, Senior Analyst  
Ms. Nancy Hawkins, CTE Director, Federal Way Public Schools  
Mr. Jay Leviton, CTE Director, Renton School District  
Ms. Teri Pablo, CTE Director, Yelm Community Schools

RCW 28A.230.097 requires schools or district to adopt career and technical high school course equivalencies. In summary, the law requires that districts:

1. Adopt district-approved course equivalencies for CTE courses
2. Develop school board policy and procedures for approving course equivalencies
3. Transcribe CTE courses approved for equivalency by the equivalent academic course and title

4. Retain records of completion of the CTE course and issue certificates of completion to the student to be kept in their High School and Beyond Plan or their Culminating Project

CTE courses offered for equivalency credit are transcribed by their corresponding academic course credit and title so they will be recognized by higher education as meeting the College Academic Distribution Requirements (CADRs) required for admission to state universities. CTE courses transcribed with the CTE course title are rarely accepted as meeting CADRs.

In 2007, the legislature established the CTE Curriculum Advisory Committee, a task force representing CTE Directors, OSPI, legislators and members of the Workforce Training and Education Coordinating Board. Among their charges was to support districts in implementing policies and procedures which establish core academic credit equivalencies for CTE courses in accordance with state statutory requirements. A product of the Taskforce was the *Equivalency Credit Toolkit: An Implementation Guide for Local School Districts*. The Toolkit outlines a well-developed process for districts to initiate and implement policies and procedures for establishing core academic credit equivalencies for CTE; however, the latest version of the Toolkit is dated June 2010, and some sections are out of date.

In practice, the application of CTE equivalency credit policy is uneven around the state, and students do not have equal access to opportunities created by credit equivalency. A panel of three representatives shared on the implementation of CTE equivalency credit policy as follows:

Panelist Nancy Hawkins provided an overview of the schools within the Federal Way Public Schools district and student experience with CTE credit. CTE equivalency courses are offered with either occupational education graduation credit or crossover credit in general education subjects. The district emphasizes using CTE as a finish line to graduation rather than transcribing college-accepted academic credit. How much of a general education course needs to be embedded to be integrated into the CTE course depends on the teaching and assessing of the standards. Ms. Hawkins summarized the strengths and challenges of matching identified standards with a crossover course.

Panelist Teri Prablo expressed the merit of districts partnering with the departments of their schools in determining and assessing standards. Students of Yelm Community Schools can take classes that are cross-credited for a graduation requirement. The district will transcribe a different name than the CTE course if the district assesses the course as equivalent to a general education requirement. The driving factor is the name of course that colleges analyze in transcripts. A general education course title will be accepted by colleges for admissions while an equivalent course with a CTE course title will not be accepted by the college.

Panelist Jay Leviton presented Renton School District's principles of cross credit courses intended to help students meet graduation requirements. The challenges faced by the district are graduation requirements increasing and beginning to impact the number of elective courses students take. Inter-disciplinary teams were created to review equivalency in each of the classes to determine if they're cross-credit or equivalent. The title of the class, and not the content, determines the acceptance by higher education.

The Board discussed resources and funding needed for CTE programs. The board emphasized fostering relationships with stakeholders and forming partnerships with the common goal of college and career readiness. There are efforts in schools to work with community colleges to continue and grow relationships. Board members would like to see

middle school CTE preparation increase with implementing classes in science with STEM curricula. CTE programs with best practices should be used to assist other districts in developing curricula and standards.

## **ACHIEVEMENT AND ACCOUNTABILITY WORKGROUP (AAW) PHASE - II**

### **Development of an Accountability Framework Per the Requirements of Senate Bills 5329 and 5491**

Mr. Ben Rarick, Executive Director

Two bills that directly affect the work of SBE have passed through the legislature during the 2013 Session. Senate Bill 5329 has received the Governor's signature and Senate Bill 5491 is awaiting the Governor's signature.

Key paragraphs in each bill that help frame SBE's role in implementation and raise issues of interpretation:

Senate Bill 5329

- Section 12 (see page 21 of the bill) requires the SBE, by November 1, 2013, to:  
*"...propose rules for adoption establishing an accountability framework that creates a unified system of support for challenged schools in need of assistance that aligns with basic education, increases the level of support based on the magnitude of need, and uses data for decisions."*

The aforementioned "framework" becomes the basis for the Superintendent of Public Instruction to implement a comprehensive system of recognition, support, assistance, and, as necessary, intervention in the 2014-15 school year. The legislation provides some flexibility to the SBE in defining what is meant by a "framework." Establishing clarity in this term will shape the Board's work on this subject leading up to next November.

Other sections of this bill arguably already establish the most important elements of this "framework." Major components include:

- **Eliminating Title-eligibility as the state criterion for services.**
- **Establishment of a separate tier of low-performing schools called Challenged Schools in Need of Improvement.**
- **Extending school improvement models beyond the required federal models.**
- **Establishment of a Level II in the Required Action process when a school does not improve.**
- **Establishing authority for the Superintendent of Public Instruction to intercede in Level II.**
- **Establish appeal process to SBE for Superintendent of Public Instruction when agreement is not reached with a local school board on revised Phase II plan.**

Although most of the accountability "framework" is established by these components of the bill, several provisions require the establishment of specific parameters to implement. Accordingly, staff is initially considering the following elements as part of the "framework" to be adopted into rule:

- Establishment of **unified terminology** to describe performance levels in the Achievement Index and school designations and services associated with Senate Bill 5329.

- Establishment of **performance tiers** to clearly define the relationship between Challenged Schools in Need of Improvement and Required Action districts in both Phase I and Phase II.
- Establishment of a **visual crosswalk of the Achievement Index** to show how the results of the Achievement Index will determine the schools in each performance tier in the new framework.
- Establishment of methodology for determining whether a Required Action District has demonstrated “**recent and significant improvement or progress** toward exiting persistently lowest-achieving status.”

Staff will assemble an implementation team in May to discuss next steps and coordinate activities with affected agencies. The September SBE board meeting will include an extensive work session component to work through a substantive policy in order to propose a rule in November 2013. This aligns with the next phase of deliberations with the Achievement and Accountability Workgroup.

Senate Bill 5491 pertains to the establishment of goals for our educational system. The bill uses the term “statewide indicators of educational health” to describe the metrics upon which system goals will be set. Section 2 of Senate Bill 5491 establishes responsibilities for SBE which must be met by December 1, 2013.:

In effect, the bill would require the Board to establish initial system goals by December of 2013 (eight months from now), and issue a report every other year (even-number years) on the status of those goals. The requirement to make recommendations on evidence-based reforms is not an insignificant detail – done well, this task will take full board deliberation and significant staff resources to complete a high quality report that advises the legislature.

A way to approach the tasks embedded in SB 5491 is to complete them in tandem with the accountability framework responsibilities of SB 5329, such that both are subject to inclusion in the rule proposal to be produced by November. In order to produce system goals by December 1, 2013, the Board will need to dedicate significant discussion to this item at the September and November meetings.

Board discussed defining the progress and success of RAD schools. There was concern for the length of time available for unsuccessful schools to create a revised plan for their districts and be reviewed by OSPI. SBE needs to develop the framework of the time period allowed and defining the binding condition terms for school improvement.

## **PUBLIC COMMENT**

### **Bob McMullen - Association of Washington School Principals (AWSP)**

Mr. McMullen complimented the SBE on their work on state testing standards. He urges the SBE to continue to question and sharpen the realities of the target of college and career readiness, and continue to incentivize broadened and non-traditional learning streams and venues for all students to be college and career ready. Mr. McMullen encourages exam time exemptions and use it to enrich the experience of all kids.

### **Marin Sullivan - WSSDA**

Ms Sullivan supports SB 5329 regarding persistently low achieving schools and the authority of OSPI. When OSPI is establishing the criteria for identifying level 2 schools and how they get to that, that criteria will be developed by rule creating an opportunity for discussions. Ms. Sullivan encouraged the SBE turn their focus more on budget during the special session in place of policy. Ms. Sullivan is concerned about of Senate Bill 5588, which minimizes instructional time. When setting different bars and thresholds, you may be giving schools in Exemplary A's and schools at the bottom get a failing grade decreasing motivation to improve.

### **Student Presentation**

Mr. Matthew Spencer

Student presentations allow the members an opportunity to explore the unique perspectives of their younger colleagues.

Mr. Spencer shared his experience as a student during his K-12 years and how the Board has impacted that experience. During his presentation, Mr. Spencer summarized the following focus points:

- Improvement suggestions for education. Mr. Spencer expressed appreciation for motivational and inspiring teachers.
- Strong schools, lasting relationships and experiences.
- His future plans in higher education and career.

Mr. Matthew Spencer was honored and received recognition for his service to the SBE.

### **INDEX DISCUSSION – PREPARATION FOR JUNE SPECIAL MEETING**

Ben Rarick, Executive Director

Ms. Sarah Rick, Policy Director

With input and guidance from the Achievement and Accountability Workgroup (AAW), SBE and OSPI have been engaged in a process to revise the current Achievement Index and incorporate federally required elements to result in a tool that can serve to align and unite state and federal accountability systems.

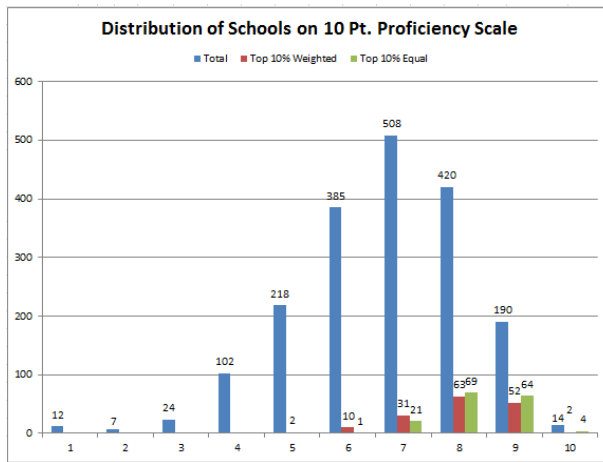
During this Board meeting discussion, members reviewed AAW input and staff recommendations on key decision points facing the SBE between now and the June special meeting. Focused were surrounded defining Exemplary and the weighting of growth versus proficiency.

Board discussion focused on the idea that the Exemplary category should not be easy to achieve. Staff provided comparison data of the top five percent and top ten percent in Exemplary reflecting the prior day's Board discussion. The focus of this discussion was adequate growth as a condition of Exemplary, and setting a minimum for proficiency.

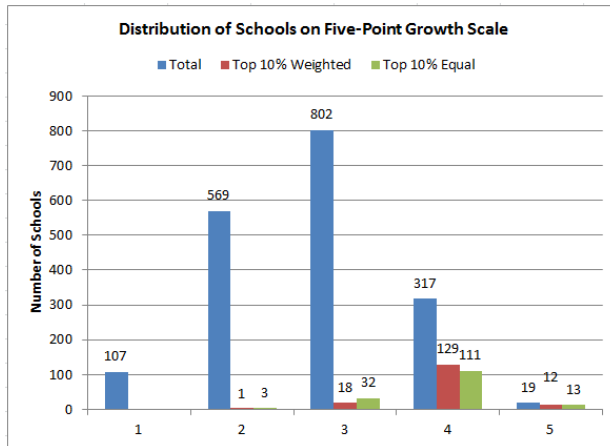
### **Top Ten Percent**

Data analysis was presented by staff reflecting the top ten percent for consideration of the Board. The data reflected 88 schools with an 8 or above score and a majority of Title I schools. This reflection also is evidence that if there was weighting of growth at 75 percent, more Title I eligible schools would be in Exemplary.





**Top Five Percent**



The Board reviewed growth scores of 1, 2, 3, 4, and 5. Two categories being scored were reading and math and subjects may get the same scores. The Board's concern was regarding the lower end of proficient for schools. What caused those schools to become part of the top five percent was of high importance.

DISTRICT NAME	SCHOOL NAME	SCHOOL LEVEL	STUDENT GROUP	MEDIAN SGP MATHEMATIC	GROWTH RATING MATHEMATIC	MEDIAN SGP READING	GROWTH RATING READING
District A	School A	Elementary	All Students	69	5	62	4
District B	School B	Elementary	All Students	67	5	66	4
District J	School J	Elementary	All Students	74	5	76	5
District P	School P	K8	All Students	68	5	57	4
District J	School J	Elementary	Black or African American	78	5	76	5
District A	School A	Elementary	Hispanic or Latino	72	5	63	4
District B	School B	Elementary	Hispanic or Latino	71	5	64	4
District J	School J	Elementary	Hispanic or Latino	79	5	62	4
District B	School B	Elementary	Limited English	78	5	56	4
District A	School A	Elementary	Low Income	71	5	63	4
District B	School B	Elementary	Low Income	67	5	66	4
District J	School J	Elementary	Low Income	74	5	76	5
District P	School P	K8	Low Income	71	5	57	4
District A	School A	Elementary	White	62	4	54	3
District J	School J	Elementary	White	74	5	82	5
District P	School P	K8	White	67	5	52	3

The green data in the chart above has high growth with the others at least in the 80 percentile. The median students are growing at 70 percent and data was based on the charts previous presented to the Board on Wednesday. The Black/African American students in reading were charted as proficiency on the vertical scale versus growth. This is the one school with African American students of 20 or more and they have the highest growth in the state subgroup. If you set a proficiency floor, this school wouldn't be counted in Exemplary. The English Learners for math in school are far to the end for this subgroup in our state. This content was provided to help guide the Board.

Board discussed the following concerns and key points for consideration:

- What Index score qualifies a school as exemplary.
- High growth should be encouraged, but the ultimate goal is for students to reach proficiency. Setting a high threshold expectation and deciding where the bar should be in setting a goal for schools .
- The Index should outline what schools are doing well in terms of reaching proficiency, but continue to moving forward in reaching that goal.
- All schools in any area of growth should target the goal of reaching proficiency and not just those that are struggling.

The Board were asked to make a motion for the June 19 special board meeting during the Business Items that day.

### **Charter Schools Rubric**

Mr. Jack Archer, Senior Policy Analyst

Mr. Ben Rarick, Executive Director

The state's new charter schools law directs the State Board of Education to establish an annual application and approval process for school districts seeking approval to be charter school authorizers. This section of law, RCW 28A.710.090, further directs the State Board to "consider the merits of each application and make its decision within the timelines established by the Board."

The Board discussed the process for determining whether an application meets the criteria for approval, consistent with the letter and intent of the law.

The rule, WAC 180-19-040, sets a two-part test for approval or denial of authorizer applications. For an application to be approved, the rule states:

- 1) "The state board must find it to be satisfactory in providing all of the information required to be set forth in the application," and
- 2) "The board will also consider whether the district's proposed policies and practices are consistent with the principles and standards for quality charter school authorizing developed by the National Association of Charter School Authorizers, as required by RCW 28A.710.100(3), in at least the following areas:
  - a. Organizational capacity: . . .
  - b. Solicitation and evaluation of charter applications: . . .
  - c. Performance contracting: . . .
  - d. Ongoing charter school oversight and evaluation: . . .
  - e. Charter renewal and revocation processes: . . ."

The criteria in the application document provide valid and transparent means of evaluating whether the application passes these two tests in each component, and so merits approval by the Board. The rule further provides, “A determination that an application does not provide the required information, or does not meet standards of quality authorizing in any component, shall constitute grounds for disapproval.”

Since the posting of the authorizer application on April 1, the SBE has worked with the National Association of Charter School Authorizers (NACSA) to develop scoring rubrics to provide a clear and consistent basis for measuring the performance of the applications against the criteria. The rubrics are then converted to a rating scale to inform Board decisions. This collaborative work is in accordance with the letter of agreement with NACSA approved by the Board in March. The rubric was presented to the Board in draft format.

For each evaluation criterion, the rubrics guide evaluators to look for evidence of specific attributes or descriptors, each of them drawn from the statute, rules or NACSA standards. A criterion for evaluation of the part of the application in which the authorizer applicant submits its draft request for proposals is:

The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington’s charter school law.

In proposed rubrics, evaluators would look for evidence of these and other descriptors:

- The RFP process will be open, well-publicized and transparent.
- The RFP includes a strategy for communicating and disseminating information regarding the application process, approval criteria, and decisions to the public.
- The RFP includes a clear and realistic timeline that outlines key milestones and explains how each stage of the process is conducted and evaluated.
- The RFP outlines applicant rights and responsibilities and outlines procedures for promptly notifying applicants of approval or denial, and the factors that determined the decision.

By developing, refining and posting the rubrics, the SBE makes the effort incumbent on it to create a fair, rigorous and transparent process for decision-making on authorizer evaluations. It enables school districts preparing authorizer applications to know not just what information they’re expected to include in the applications, but how that information will be evaluated by the SBE in determining whether to approve.

Staff recommended the following rating scale:

Rating Scale:	
Well-Developed (WD)	The response meets the expectations established by the State Board of Education and NACSA’s <i>Principles &amp; Standards</i> in material respects and warrants approval subject to satisfactory execution of an authorizing contract with the State Board of Education.
Partially Developed (PD)	Incomplete in that the response contains some aspects of a well-developed practice but is missing key components, is limited in its

	execution, or otherwise falls short of satisfying the expectations established by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> .
Undeveloped (UD)	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations established by the State Board of Education and NACSA's <i>Principles &amp; Standards</i> .

The ratings would be the sum of the evaluation of each subsection of the application. Based on the summary of the subsection, evaluators will assign an overall rating to each of the five sections of the application. An applicant receiving an overall rating of Well Developed will be recommended to the Board for approval.

In adherence to WAC 180-19-040, an applicant receiving a rating lower than Well-Developed for any section of the application will not be recommended for approval. That applicant, after notice, would have the opportunity to improve and resubmit its application for 2014 approval, assisted by the written explanation of the specific reasons for the disapproval that is required in rule.

Members also would like SBE staff to submit a revised draft that is a more accurate reflection of a resolution of the Board's concerns. Examples discussed are strategies and evidence of how those applicants will serve the at-risk population . Personal interviews should be encouraged if needed, but not be mandated.

### **Business Items**

#### **Elected Board Member for Western Washington Position #5**

Motion made to appoint Peter Maier to the unexpired elected position on the Board.

Seconded.

The motion was adopted.

#### **Letter to AAW on Revised Achievement Index – Part V**

Motion made to approve the SBE's letter to the Achievement and Accountability Workgroup.

Seconded.

The motion was adopted.

#### **Revised Accountability Index**

Move to approve the Revised Accountability Index model as described in the Power Point presented at the Board's May meeting.

Seconded.

The motion was adopted.

### Special Board Meeting June 19

Move to schedule a special board meeting of the SBE on June 19, 2013.

Seconded.

The motion was adopted.

### Charter School Rules

A motion was made and seconded to adopt WAC 180-19-060 through WAC 180-19-200 as proposed on pages 171-173 of the Board's meeting materials.

A motion was made and seconded to amend section (1) of proposed WAC 180-19-080 to include the language shown in bold and underline below:

WAC 180-19-080 Charter School applications—Submission, approval, or denial. (1) An applicant, as defined in RCW 28A.710.010, seeking approval must: **submit a nonbinding notice of intent to be approved as a proposed charter school not less than thirty days before the last date for submission of an application to an authorizer as provided in this section. An applicant may not file a charter school application in a calendar year unless it has filed timely notice of intent as provided herein;** (b) submit an application for a proposed charter school to an authorizer by no later than July 15<sup>th</sup> of the year in which the applicant seeks approval. Provided, however, that an applicant seeking approval to operate a charter school in 2014 must submit an application to an authorizer by no later than November 22, 2013.

The motion was adopted.

A motion was made to amend section (2) of proposed WAC 180-19-080 to change "January 22" to "February 24". The motion was unanimously approved.

A motion was made and seconded to amend section (3) of proposed WAC 180-19-080 to change "February 1" to "March 6". The motion was unanimously approved.

A motion was made and seconded to adopt WAC 180-19-060 through WAC 180-19-200 as proposed on pages 171-173 of the Board's meeting materials with the amendments to WAC 180-19-080 approved by the Board at this meeting.

The motion was adopted.

### 180 Day School Year Waivers for the following districts

A motion was made and seconded to approve Curlew, Lyle, Mukilteo, Nespelam, Ocean Beach, Riverside, Seattle and Columbia (Walla Walla) school districts waiver's as requested. The motion was seconded. A motion was made to amend the main motion to remove Riverside School District. The amendment passed. The motion to approve the waiver request applications from Curlew, Lyle, Mukilteo, Nespelam, Ocean Beach, Seattle and Columbia (Walla Walla) School Districts failed on a roll call vote (6 no/5 yes). Those voting no: Fletcher, Maxie, Mayer, Ryan, Wilde and Munoz-Colon. Those voting yes: Dorn, Hughes, Jennings, Lafferty, McMullen. Absent: Jeff Vincent, Bunker.

Motion was made to approve Riverside School District's waiver request. Motion failed.

A motion was made to approve Mukilteo, Curlew and Ocean Beach School District's waiver requests. The motion was seconded. A motion was made to amend the main motion to remove Ocean Beach School District's waiver request from the main motion. The motion was seconded. The motion passed. The motion to approve Mukilteo and Curlew School District's waiver requests was approved.

A motion was made to instruct staff to provide written notice to Riverside, Lyle, Nespelem, Ocean Beach, Seattle and Columbia (Walla Walla) School Districts that their waiver requests were not approved and advise them to resubmit a request with more complete information. The motion was approved.

The meeting adjourned at 4:44 p.m.