

July 10-11, 2013  
NorthEast Washington Educational Service District 101  
Spokane, Washington

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

### July 10, 2013

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Ms. Mara Childs, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Lavery, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer, Mr. Peter Maier (15)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed (6)

The meeting was called to order at 8:35 a.m. by Vice-Chair Mary Jean Ryan.

Superintendent of NorthEast Educational Service District, Mike Dunn, made welcoming remarks to the Board and expressed appreciation for SBE's work in education. The Board recognized local SBE member, Ms. McMullen, for her outreach to educators in Spokane. Ms. Amy Bragdon, former SBE board member, was recognized for her work during her term on the Board.

Mr. Maier was given the Oath of Office for his elected position to the Board as the Western Region Position 5 member.

Ms. Childs was given the Oath of Office for her appointment to the Board as the student member for Western Washington.

Ms. Ryan announced the resignation of Mr. Vincent, SBE Chair. Ms. Ryan expressed appreciation for Mr. Vincent's commitment and his contribution to the progress the Board has made. The Board will discuss the election for Mr. Vincent's position in September. The election will take place in November.

### Consent Agenda

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

- June 19, 2013 Special Board Meeting Minutes
- May 8-9, 2013 Board Meeting Minutes

**Motion** seconded.

**Motion** adopted.

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

Mr. Ben Rarick, Executive Director

Board members reviewed the current progress on the 2013-2014 strategic plan, which consists 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 is intended to complement the extensive strategic plan review that happens annually during the Board retreat. A large portion of SBE staff's recent work has been dedicated to advocating for Senate Bill 5329 and its implementation. Other priority work surrounded English Language Learners, charter school rules, college and career readiness, Achievement Index submission to the federal government, and graduation requirements.

EHB 1450 passed late in the legislative session and includes a statement of intent to proceed with comprehensive science assessment. This legislation may impact the SBE. The bill calls for two cut points for the new Smarter Balanced Assessment Consortium test (SBAC). The cut points will include consortium-developed college and career readiness and the development of a minimum level of proficiency for high school graduation to be determined by SBE, as assigned by the Legislature.

Mr. Rarick presented other legislative bill updates. Bills were passed in computer science, high school acceleration, bilingual funding, English Language Learner goal setting, materials, supplies and operation costs, full day kindergarten, and LAP funding for closing the achievement gap. A bill that would change the design of the revised Index was not passed.

The Board discussed the continuation of the Quality Education Council (QEC). Per House Bill 2261, QEC was created to establish the definition and funding of basic education, but the number of members and the number of days the QEC can meet was limited by the Legislature. The Board discussed its leadership role in advocating for full funding. The Board will consider writing a letter of advocacy to Governor Inslee in support of the QEC.

## **DEVELOPMENT OF AN ACCOUNTABILITY FRAMEWORK PURSUANT TO THE REQUIREMENTS OF SENATE BILLS 5329 & 5491**

Mr. Ben Rarick, Executive Director

Ms. Linda Drake, Senior Policy Analyst

E2SSB 5329 requires the State Board of Education (SBE) 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.”

Board members formed three small groups to discuss and provide feedback for the following:

- Senate Bill 5329
- Senate Bill 5491
- Accountability Framework

Guiding questions for the small group discussions are shown below.

<b>Group A</b>	How should Required Action Plans be structured to maximize the likelihood that the plan will engender authentic change in practice?
Senate Bill 5329	How should the accountability framework address the transition to the Common Core State Standards?
	How should the type and scale of support for districts in the 5329 accountability system vary with school designations?
	How much progress is enough—what is “recent and significant progress toward exiting persistently low-achieving status”?
<b>Group B</b>	Why is each ESSB 5491 indicator important and what does it say about system health?
Senate Bill 5491	What should ESSB 5491 indicator goals be based on – how would you approach establishing a goal?
	In what ways should the goals in 5491 relate to the Achievement Index?
<b>Group C</b>	Several years after the Board has completed its work in establishing an accountability framework, what will you hope to have achieved? (Consider this question beyond the assumed answer of “improved student achievement.”)
Accountability Framework	
Discussion of Basic Values	The Board adopted a July, 2012 resolution establishing guiding principles and statements of belief about its upcoming accountability work – are you still satisfied with how this reads? Are there thoughts/ideas that occur to you now that didn’t then?

Each member participated in small group discussions on each topic, and then members reconvened as a large group. Feedback from the small groups and the large group discussion will be used for the basis of the Board’s letter to the Achievement and Accountability Workgroup, and in moving forward with accountability system work.

The discussion on E2SSB 5329 included the following points:

- For a Required Action District or a Level II Required Action District, how much progress is enough and how does it get measured? How can schools evaluate their own progress with only one test per year? There needs to be interim measures as well.
- The individual nature of each district and their specific issues should be addressed with OSPI guiding them in establishing reasonable and appropriate targets. Evaluation should be an ongoing process that takes place every time the board meets. Expecting schools to make at least one-third of the expected 3-year progress in the first year is unrealistic. The first year, the turnaround year, is the hardest year for a school to start the work of increasing growth. Plans should be individualized as much as possible.
- In regards to the transition to Common Core, districts need a path to evaluate their outcomes. It may be problematic for districts that lack the resources to effectively transition, and it becomes an issue of equity.

The group feedback and discussion on E2SSB 5491 included the following points:

- Are these the right indicators?
- Middle class and poverty kids should all have access to quality daycare and early learning as well as pre-kindergarten. Is WaKIDS an indicator that the education

system can impact? How can the system be accountable when the service is not uniformly available?

- How should system indicators be used to address achievement gaps?
- Is this a separate evaluation system from the Achievement Index and should they run parallel, intersect, or be different? Under the federal system, what schools report is not always consistent with what the state reports. Information should be transparent.
- Education agencies, as stated in the ESSB 5491, should have aligned strategic plans.

The group feedback and discussion on the accountability framework basic values included the following points:

- There is a need for explicit language on closing the achievement gap.
- How will the Achievement Index be used by individual districts? SBE should work with other educational organizations to explore what is possible and provide technological assistance so the Index is easy to use. There should be instructions on use of the Index as a decision-making tool.
- There is a need for to build an ongoing systematic review and a vision piece into the accountability framework.
- This should be something that shows the community what SBE is holding schools accountable for and how community members can play a role at home to support it.

### **JUNE 19 SPECIAL BOARD MEETING PUBLIC COMMENTS**

The June 19 Special Board Meeting public comments were shared with the members and reflected school districts' concerns for focus schools in the Index tiers, labeling of schools as "struggling," special education, SGP methodology, and technical vetting of the revised Index.

### **PROPOSAL FOR A SIXTH TIER LEVEL IN THE ACHIEVEMENT INDEX**

Mr. Ben Rarick, Executive Director

Mr. Rarick presented Mr. Maier's proposal for adding a sixth tier to the revised Index between "fair" and "struggling". His concern was for how focus schools are ranked and the merits of having a five-tier structure. The sixth tier, presented with the tentative name of "needs improvement", would recognize the difference between priority and focus schools. Using this model with the new Index, all Title and non-Title I schools in the lowest five percent would be placed in the bottom category of "priority" and focus schools could be designated separately in the new tier.

Schools that generally do well but have a struggling subgroup could be ranked as "struggling" overall in the current five-tier system. The Index work originally presented to the Board combined the federal categories of priority and focus into the "struggling" tier, with the top cut-off of the tier determined by Title I schools. It was projected that approximately 15 percent of schools would be designated as "struggling."

The changes to the revised Index with the addition of the sixth tier as proposed by Mr. Maier are as follows:

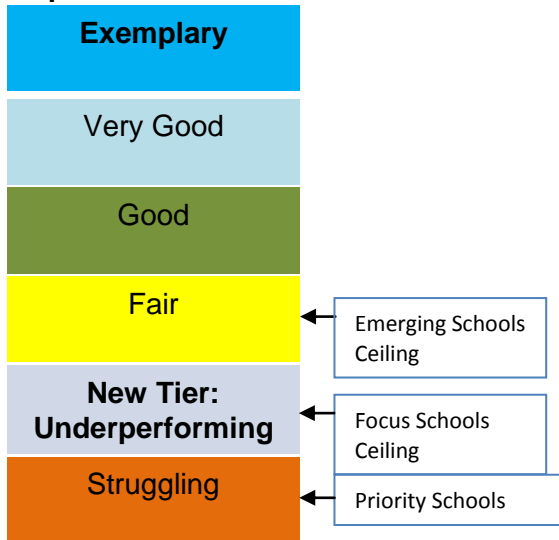
- Decreases the 15 percent of schools labeled as "struggling" due to the change of focus schools no longer being considered "struggling". The six-tier option is a more graduated system than the five-tier option and is still compatible with the federal system.
- Creates an intermediate category for schools that are not in the bottom five percent, but also not eligible for the label of "fair."

- Establishes the lowest five percent of schools, whether Title or non-Title, as the lowest tier.

If the Legislature institutes the A-F grading system, a six-tier model would be less compatible.

Members discussed the importance of deciding on a suitable title for the additional tier. If the additional tier between “struggling” and “fair” were added to the Index, the new category title should not suggest deviation from the fact that the schools are still low-performing.

**Option – Add Sixth Tier**



The Board was asked to make a motion on Thursday during business items.

**PUBLIC COMMENT**

**WENDY RADER-KONOFALSKI, WEA**

Even with teachers receiving training around the Common Core standards, they are still teaching with the old standards because tests for graduation are based on the old standards. Shifting to the new standards is hard. When the new tests come out in 2014, we will most likely see test scores significantly drop. SBE should consider this as they work on the Achievement Index and accountability framework. When looking at the tiers, a shift of test scores will be seen. This opens up a false designation based on a lack of transition in place from the current standards to the new ones. This transitional period warrants SBE’s consideration of what other states are doing, such as freezing the designations for a few years on the Index. There is also concern with the 11<sup>th</sup> grade college and career readiness test used as high stakes graduation tests. These tests do not give students enough time and should be given at the 10<sup>th</sup> grade level so that students have an opportunity to retake if necessary.

**GLENYS HILL, LYLE SCHOOL DISTRICT**

Lyle school district resubmitted their waiver request, which is being reviewed on Thursday. The school district understands the difficult choice for SBE to approve decreasing instructional days. The school district is in severe financial hardship with no TRI days available for teachers. The district has Priority and Emerging schools with no appropriate alignment to Common Core or targeted instruction for struggling students. Time for collaboration is needed. Therefore, the district is asking the SBE to take their circumstances into consideration when reviewing the application for approval.

### **ROBERTA KRAMER, RIVERSIDE SCHOOL DISTRICT**

Riverside school district appreciates being able to resubmit a waiver application and the work of the SBE. The district has had waiver days in the past and is moving towards a more aligned system. The district is in financial hardship. The required level of instructional hours has been exceeded by 93 at the elementary level and 121 at the high school level. The district understands the board's concern may be the days reported as additional teacher work days. In district contracts, it speaks to specific days and calculates time, responsibility and incentive (TRI) days. This is done for specified days in order to be transparent to the community.

### **JIM KOWALKOWSKI, DAVENPORT SCHOOL DISTRICT**

Mr. Kowalkowski appreciates SBE considering the sixth tier. The tier needs improvement with the title of "Emerging" for the Achievement Index. Mr. Kowalkowski commented on the district's waiver request. The district has four extra days for teacher professional development. He needs more time to work with his staff. There is an error in the application and the district is only seeking two days. The district is trying to implement Common Core, but there are limited dollars to do so.

### **RYAN TABLIT, NINE MILE SCHOOL DISTRICT**

The district believes in accountability. However, the Achievement Index and the AYP are both faulty. It's based on year-to-year data and not on cohort. The district rank has decreased from "very good" to "good" within the last year. One reason is due to reading scores from 93 to 91. It's difficult to move up from a 93. The district has high graduation rates at 97 percent and the district has community support for performing well. It's hard to explain to the community why they're labeled as "just good." Accountability should be based on cohort data rather than one group of students to the next. Mr. Talbit encourages SBE to use cohort data for accountability.

### **MARIE SULLIVAN, WSSDA**

Ms. Sullivan asked SBE to create an Ever ELL category. She is concerned with how students will be treated in the revised Achievement Index. There is concern for student growth percentile. Washington has a collaborative system and going to a norm-referenced system, as opposed to a criterion-based system, will put school districts in competition.

### **SHERRY EDWARDS, NESPELEM DISTRICT, INDIAN RESERVATION**

Nespelem School District has submitted a waiver application to be considered for approval on Thursday. The district would like waiver days to take the place of early release days. They have consulted with the community and the required hours of instruction have been met. Their OSPI school improvement plan includes the use of waiver days, which will be used to allow for the time to analyze data and collaborate and provide paid days for staff to meet as a focus group.

### **PERFORMANCE TRACKING AND GOALS-SETTING FOR FORMER ENGLISH LANGUAGE LEARNER STUDENTS**

Mr. Ben Rarick, Executive Director  
Dr. Gil Mendoza, OSPI  
Mr. Paul McCold, OSPI

Board members reviewed content previously presented by Mr. Mendoza and Mr. McCold at the May board meeting with the intent to consider a total English Language Learner approach in the Index and restructuring AMAOs.

The Board reviewed the following concerns discussed at the May board meeting:



- The revision of the AMAOs
- Ever or total ELL approach
- Inclusion of language acquisition data in the Index at a future point

Staff recommended going to the federal government with a proposal that would include 'Ever ELL' as a cell in the Index. Schools need to be evaluating the performance of English Language Learners both before and after exiting the program. The ultimate indicator would be seen in the successful performance of students leaving a quality program. The purpose of the 'Ever ELL' cell is to provide a better way of gauging the overall effectiveness of the ELL program.

Dr. Mendoza stated the Department of Education has historically rejected the concept of an 'Ever ELL' cell as a federal category due to lack of commonality with other states utilizing it and the fact that other 'Former ELL' systems have been known to be successful. However, the notion of an 'Ever ELL' cell is becoming a national topic of discussion within the education community and the Department of Education will probably reconsider it.

'Ever ELL' is defined as current or previous ELL students. Data would provide performance evaluation of current, transitional, and former ELL students. It would allow former ELL students to be tracked after they have left ELL programs.

Implementing the 'Ever ELL' cell in the Index expands the number of schools being held accountable for the subgroups of ELL because the number of students in that category increases.

Members discussed how to capture the success of former ELL students with the 'Ever ELL' cell, and the merits of having two separate categories of current and former ELL students.

The staff recommendation was to replace the current ELL cell with the 'Ever ELL' cell in the revised Achievement Index.

As schools transition into Common Core, there will be a significant shift in language and expectations for reading skill level. ELL programs will have a continuing need to evaluate student performance and proficiency in English. Should the federal government reject the 'Ever ELL' cell in the Index, the members discussed adding a "Former ELL" cell as a subgroup. This would be less preferable since it would be less comprehensive than 'Ever ELL', but an improvement over what is currently being used in the Index.

The Board was asked to make a motion on Thursday during business items.

## **CHARTER SCHOOL AUTHORIZER REVIEW AND APPROVAL PROCESS – STATUS UPDATE**

Mr. Jack Archer, Director of Basic Education Oversight

SBE staff outlined the next steps and the second timeline for authorizer approvals. Board members reviewed Spokane Public School's application, which is the first and only district to have submitted an authorizer application for the one-year-only, July-September approval cycle. The next steps needed by the Board were as follows:

- Select external reviewers of applications.
- Schedule interviews with Spokane charter leads.

- Recommendation to the Board prior to September meeting on a decision to approve or deny.
- If approved, execute authorizing contract with 30 days of the Board's decision.

Action	Applications in 2014 (and Ongoing)
District notice of intent to submit authorizer application	October 1, 2013
SBE posts authorizer application	October 1, 2013
Closing date for authorizer applications to SBE	December 31, 2013
Closing date for SBE decisions on authorizer applications	April 1, 2014

The Board discussed requirements on the reviewers' residence. Reviewers were not required to be in-state applicants in the request for proposals, but SBE could give preference to such. Members felt it necessary for at least one external reviewer to have familiarity with basic education in Washington State. Three of the reviewers will be staff members of SBE and OSPI. Only two external reviewers will be contracted. When the evaluation process has been done using the rubric, members would like to see the data from all the subcategories as well as the cumulative scores. The rubrics structure does at this time require a scoring of each subsection, which provides those data.

### **PROPOSED RULES FOR CHARTER SCHOOLS**

Mr. Jack Archer, Director of Basic Education Oversight

Last year, the Board identified eight sections of the charter school law that require rule-making by the SBE. The Board has already adopted rules to five of the eight sections. RCW 28A.710.100(4) requires each charter authorizer to submit an annual report to the SBE according to a timeline, content and format specified by the board. Rulemaking is required to set the date by which the report must be submitted, to specify the required information to be submitted, and to establish the form and manner in which the report must be submitted. The rules apply to all authorizers, including both school districts approved by the SBE and the Washington Charter School Commission.

The rules on authorizer reports have an impact on more than just complying and implementing this section of the statute. The SBE is required to submit an annual report to the Governor, the Legislature and the public on charter schools for the preceding year. The SBE is required to use these authorizer reports when it makes the annual report. SBE also is required to exercise oversight of the performance of school district authorizers of charter schools, and these authorizer reports provide vital information for the Board to use in exercising this oversight. In general, it's a critical source of data for knowing how well charter schools are doing in relation to the expectations the authorizers have set for them.

The draft rules presented to the board:

1. Set a due date of November 1 for the authorizer reports.
  - a. Certain pieces of data on student achievement would not be available until mid-October and graduation requirements in December. SBE would have a



- short timeline in which to submit their annual report to the Governor, Legislature and the public. Continuing discussion will take place with the Commission and OSPI on what the appropriate date should be.
2. Direct the SBE to develop and post a standard form to be used in submitting the report.
  3. Add a requirement for an executive summary of the report.
  4. Provide for certain information about authorizers and their charter portfolios to be included in the report, in addition to that required in statute.
  5. Add detail and clarity to the content required in statute, focusing most on the academic performance of operating charter schools overseen by the authorizer, including the progress of the schools based on the authorizer's performance framework.
  6. Report on the financial performance of the charter school in an annual financial statement.

Members felt this timeline for the first year could be managed based on the expectation that the first reports will most likely be more of an evaluation of the success of the rules rather than school performance outcomes. SBE could at that point request from the Legislature an amendment of the timeline based on the data reported the first year.

Charter schools will be required to follow the Achievement Index in some elements. The progress of improvement to continue as a charter school is decided by the authorizer, whether district or Commission.

Board members would also like to see language that requires disaggregation of academic data in authorizer reports and requires staff to post the authorizer reports. There should be data of student performance and outcomes of those who couldn't get access to a charter school due to enrollment issues compared to those who were successfully enrolled.

The Board was asked to make a motion on Thursday during business items.

### **BASIC EDUCATION ACT WAIVERS**

Mr. Jack Archer, Director of Basic Education Oversight

Thirteen school districts requested Option One waivers of the basic education program requirement of a minimum 180-day school year. Seven of the application requests were newly presented to the board. Six were presented at the May meeting, but were not approved by the board at that time. The board directed SBE staff to seek additional information from the applicants for consideration at the July meeting. Staff contacted each of the districts and requested additional information in the application. Those requests were resubmitted for the July meeting with additional information as provided. New applications submitted for July were from Auburn, Battle Ground, Columbia Hunters, Davenport, Fife, Kelso, and Reardan-Edwall school districts. The six districts that resubmitted from May are Columbia Walla Walla, Lyle, Nespelam, Ocean Beach, Riverside, and Seattle.

### **School District Applications Resubmitted from the May Meeting**

#### **Columbia Walla Walla**

Requested a waiver of two days for the next three school years for the purpose of staff professional development focused on implementing the Common Core Standards. This is a

renewal of a waiver granted for the previous three years for staff professional development. The district provided assessment data to illustrate the results of what the waivers have been in student performance. The district did not submit additional information for consideration of their waiver request for the July meeting, but provided a memo to the board on its original application.

#### Lyle

Requested a waiver of four days for the next three years. Submitted revised responses in part B of the application, how the previous waiver days were used and how well its goals were met. The district submitted additional information to support how the waivers will assist in the district's improvement plan.

#### Nespelem

Requested a renewal of a previously granted waiver. The district provided additional information as a memo instead of a revised copy of the application. The additional information describes more details than the original application that was submitted in May, such as the content of the school improvement plan and how the waiver days will assist in implementing it. This school has been identified as a priority school due to its achievement gaps.

#### Ocean Beach

The district previously had an Option Three waiver granted. Because this type of waiver no longer exists, the district is requesting an Option One request to continue to have two days waived for the purpose of staff professional development. The district submitted new information with details about the student achievement data that motivates their request and the actions it's taken under its Option Three waiver for the last few years in response to assessment results, especially in the middle schools. The additional information describes in greater detail how the activities in their improvement plan were enabled by the granted waiver.

#### Riverside

The district had an original request to the SBE for a waiver of six days, four of which would be used for parent-teacher conferences and two for staff professional development. Since the May meeting, Riverside has applied and been approved for four days to be used for parent-teacher conferences under the WAC adopted last fall. The resubmitted application presented at the July meeting has been revised to request solely two days for the purpose of staff professional development. The district has also revised its application from May. The additional information provides details on the goals of the waiver for student achievement data, activities taken under the waiver, and how the waiver supports the district's improvement plan. The revised application also provides details of how prior waiver days were used and the district's need for professional development for supporting SBAC and the application of the Common Core Standards.

#### Seattle

The district's original application, submitted in May, was for six waiver days for the purpose of professional development and parent-teacher conferences, with the days varying by grade level. The application was for a renewal of a waiver granted in 2011. Since the May meeting, Seattle Public Schools has requested and been granted four waiver days for the purpose of parent-teacher conferences under WAC 180-19-050(3). The revised application submitted by the district requests three days for three years for the purpose of staff professional development focused on implementing the district's revised strategic plan. In response to the request of the board, details of additional information include the purpose, use and results of the current waiver and why continuation of the three waiver days would advance the goals of

the prior waiver. The three professional development days requested would be directed by the district, rather than building-directed as before.

### **New Applications Submitted for the July Meeting**

#### Fife

The district requested six waiver days for the purpose of continuing elementary school parent-teacher conferences. Historically, Fife has used six waiver days for parent-teacher conferences at the elementary level. It recognized recently that full days used for parent-teacher conferences are not considered school days under the definition in statute. The district is not eligible to request six waiver days under the expedited process adopted by the board last year due to the five-day cap. For this reason, Fife has requested an Option One waiver.

#### Kelso

The district requested a waiver renewal for two years. The original waiver was granted for the 2012-2013 year only. The purpose of this waiver is for activities directed towards the transition of 6<sup>th</sup> and 9<sup>th</sup> graders. This purpose is aligned with its school improvement plans and targets the success of students transitioning from one school to another. This transition activity has shown a decrease in the volume of disciplinary plans of students and a reduction in disciplinary reports of 9<sup>th</sup> graders. However, there has been no improvement seen in academic outcomes. Parents of the community are satisfied with the current transition program being used, and Kelso states it needs additional years of data to evaluate the success of the program.

SBE staff provided details of district applications that were of concern based on the criteria for evaluation in rule. Those details are as follows:

- Fife School District was not responsive to the criterion that the district location information was not responsive to whether the purposes of the goals were aligned with the school improvement plan, and did not specify at least one assessment used to measure the result of the waiver.
- Reardan-Edwall School District provided little detail on student achievement resulting from its waiver.
- Ocean Beach School District provided little detail on parent involvement. The application did, however, provide strong information of how its previous waiver was used.
- Kelso School District's application was weak in providing details within the section addressing a renewal. Vague responses were provided regarding the effectiveness of the implemented activities in achieving the goals of planning student achievement. The district noted that it does not have the same cohort of students from one year to the next, so success is difficult to measure. The likelihood of approval of the request depends on the descriptions of the district's goals. The application doesn't establish activities for the waiver that are based on evidence that would tell you whether it will likely be successful.

The board agreed there is importance in parent-teacher conferences and professional development for educators. There was concern that not all teachers use the optional TRI days, which should be the first resource used to accomplish professional development. With the expectation of McCleary funding for basic education coming in the next school year, the members discussed whether the continuation of waiver days is necessary. The Board discussed the merits of granting approved applications solely for one year until the McCleary funding is available in the next academic year.

Members were skeptical of approving waivers that lacked evidence, plans and goals showing why waiver days would be a strong investment for the district's professional development. For

renewal requests, it was important that the district applications provided evidence of support from the parents and community in order to be considered for approval.

The members believe basic education, which includes professional development days for teachers, should be funded by the Legislature. Until that funding is available, waiver applications should be evaluated and considered using the criteria framework the Board has adopted in rule.

The Superintendent of Public Instruction recommended districts write their waivers based on accomplishing TPEP and Common Core. For applications based on student transitions, a majority of the consideration by the Board should be based on parent and community satisfaction.

The board considered amending the adopted rules for all waiver applications meeting criteria as being approved on a one year basis until McCleary funding is granted. The members will have further discussion at the September meeting of how the waiver process should be adjusted when McCleary funding is granted.

The Board was asked make a motion on Thursday during the business items.

Members went into Executive Session.

### **THURSDAY, JULY 11, 2013**

Members Attending: Vice-chair Mary Jean Ryan, Mr. Bob Hughes, Mr. Randy Dorn, Mr. Tre' Maxie, Ms. Connie Fletcher, Ms. Judy Jennings, Ms. Mara Childs, Mr. Eli Ulmer, Ms. Cindy McMullen, Ms. Isabel Munoz-Colon, Mr. Kevin Laverty, Ms. Deborah Wilds, Ms. Phyllis (Bunker) Frank, Ms. Kris Mayer, Mr. Peter Maier (15)

Staff Attending: Mr. Ben Rarick, Ms. Sarah Lane, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Mr. Parker Teed, Ms. Colleen Warren (7)

The meeting was called to order at 8:31 a.m. by Vice-Chair Mary Jean Ryan.

### **STUDENT PRESENTATION**

Mr. Eli Ulmer

Student presentations allow the members an opportunity to explore the unique perspectives of their younger colleagues. Mr. Ulmer presented to the board his perspectives on various education policies written by the Board. Mr. Ulmer is in support of BEA, the Achievement Index, 24 credit graduation requirements, and charter schools. He is opposed to waivers of the requirements of a minimum 180-day school year.

### **NEXT GENERATION SCIENCE STANDARDS – ADOPTION CONSIDERATIONS**

Ms. Linda Drake, Senior Analyst

Ms. Jessica Vavrus, Assistant Superintendent of Teaching and Learning, OSPI

Ms. Ellen Ebert, Science Director of Teaching and Learning, OSPI

Panelists:

Ms. Sandi Everlove, Washington STEM  
Dr. Dana Riley-Black, Systems Biology  
Mr. Jeff Estes, Pacific Northwest Laboratories  
Ms. Midge Yergen, West Valley Junior High

Ms. Vavrus and Ms. Ebert gave an update on Next Generation Science Standards (NGSS) adoption considerations in Washington. Activities since the last SBE meeting included a Comparative Analysis and a Bias and Sensitivity Process.

Several letters of support from for the NGSS were included in the board packet.

HB 1450 provides a direction for future science assessment requirements, and intent by the Legislature to move toward comprehensive science testing to replace a biology end-of-course exam.

The Next Generation Science Standards were presented to the House Education Committee, but have not been formally presented to the Senate.

The purpose of the Comparative Analysis is to:

- Find out where overlaps may occur and what differences exist between the two standards
- Identify new content or processes that exist
- Form the basis for developing a transition plan should SPI adopt the NGSS

The Comparative Analysis found that the majority of Washington science standards are fundamentally incorporated into the NGSS.

The Bias and Sensitivity Process are to make sure the standards are accessible to all students.

Board discussion following the presentation by Ms. Vavrus and Ms. Ebert included the following points:

- Some districts will be able to implement new standards well, some will not, perhaps due to lack of resources.
- How will the transition period go to make sure that students are being assessed on the standards they are being taught?
- How will teachers be supported?

Panel discussion:

Ms. Everlove gave an overview of her professional background in science, and described her organization's whole-hearted support for NGSS. Engineering and science go hand-in-hand and the standards clearly outline the merits of engineering and how it relates to science. Engineering and science is important for elementary students so they learn it at an early age to see if they would be interested. The standards also go hand in hand with the Common Core Standards, and they need to both be adopted for maximum success of both.

Dr. Black made the point that within 10 years it will be economically feasible that everyone's genome will be part of their medical record. In biology, as well as other fields, there is a whole world of additional job opportunities associated with this kind of scientific and engineering advancement. Biology and other fields no longer operate as a silo. These incredible changes make it critical that education support the development of a new workforce. The cross-cutting themes of the new standards support the cross-discipline nature of scientific advancement. Another big advantage to these standards is their relationship to the Common Core Standards.

Ms. Midge Yergen said that as a middle school science teacher, she is committed to teaching students to see themselves as scientists, technologists, and engineers. She has been involved in every standard and science assessment that the state has had. She has done a lot of professional development and feels for elementary teachers, many of whom do not teach science. They are very burdened with math and reading requirements. But these new standards are so cross-cutting with the Common Core Standards that it is like hitting multiple birds with one stone. Things will need to be shifted around, but this work can be done. Washington Science Teachers Association, OSPI, and partners are prepared to provide the professional development necessary to implement these standards.

Mr. Estes shared that as a national lab, his organization is interested in fostering STEM education, and also has an interest in the workforce, locally, nationally, and in the world. The notion of why and how is so important and gives motivation to students. The parent document [The Framework for K-12 Science Education] is a vision of what science education could mean in this country. A vision without implementation is just a hallucination. The standards are the way the vision is implemented. STEM should become a societal value. Yes, these are the right standards for Washington; and yes, these standards will help prepare our STEM workforce.

Following statements by the panelists, the Board engaged the panel in a general discussion:

- What were the panelists' concerns with adoption of the standards?  
First concern would be if the state does not adopt; second concern would be addressing the people management.
- How do you move the needle in change management? Attention to the people piece will largely show how successfully the implementation will be, including elementary professional development and support for instructional leaders.
- The Board expressed concern for classroom upgrades and the cost of materials and equipment.
- The Board appreciates partnerships and support of parents and communities in the successful transition.
- The Board expressed concern for how teachers would be trained in the new standards.

The Board was asked to make a motion on Thursday during the business items.

### **BOARD DISCUSSION OF THE ACHIEVEMENT INDEX SIXTH TIER OPTION**

Ben Rarick, Executive Director

SBE staff presented four suggestions for the structure of the Index should the board choose to approve the addition of a sixth tier in the Index.

Option One:

- Removing the "struggling" label as it's associated with the "challenged" option. Continuing ahead with the "struggling" label as the sixth tier could be confusing.
- Label the lowest sixth tier as "Priority—Lowest 5%"
- Label next fifth tier as "Challenge"

Members were concerned "Challenge" is vague, and perhaps should be "Challenged." Schools should be challenged to eliminate gaps.

Option Two:

- Label the sixth tier as "Lowest 5%"



- Label the fifth tier as “Underperforming”

Option Three:

- Label the sixth tier as “Priority—Lowest 5%”
- Label the fifth tier as “Low Achieving”

Option Four:

- Label the sixth tier as “Priority Lowest 5%”
- Label the fifth tier as “Needs Improvement”

Members discussed adding a subcategory to a tier for schools with a subgroup gap. The subcategory would recognize the school has achievement gap issues, but the school overall is doing well. Members were concerned that in such a system, schools may focus on a subgroup of students within their building as the primary reason for the school placed in the lowest category.

Members felt that labeling the tier “Needs Improvement” would be confusing because many schools outside of that tier designation also need improvement.

The Board was asked to make a motion on Thursday during business items.

## **PUBLIC COMMENT**

### **Roberta Kramer, Riverside School District**

Wants all kids to have a STEM experience regardless of the size of the school. She supports the Next Generation Science Standards and is looking at Common Core and Science CTE. Riverside School District is facing financial hardships. The district runs a 19% levy and it is expected to decrease next year. Local levies will be reduced. We have to be responsive to the community because they give direction to how funds are spent. Encourages the Board to avoid assuming what the new state dollars mean to each district. Approved waiver days are critical to the district.

### **Jim Kowalkowski, Davenport School District**

the QEC recommended 10 days of funding of professional development by the legislature. The district would not apply for waiver days if the legislature provided more funding.

### **Mack Armstrong, WASA**

Understands the frustration about waiver requests. How the Board must base its decision on a standard it can defend. The input comes from a different basis. Excusing teachers from the classroom without money is a dilemma schools are facing. 180 days is based on being in the classroom, but there is no professional development time for teachers to teach differently and effectively. Our society has expectations. The Board is creating high expectations in schools, but that implementation has costs to schools in professional development. To do the training in a layer system will not work. Don't send students home mid-day and have parent-teacher conferences the second half of the day. 180 days are paid by the state, but there are no days beyond what is paid by grants or levies. When looking at applications, be careful of what's being asked. Waivers for parent-teacher conferences are not professional development. The board should get groups of stakeholders to work together in resolving this.

## **Business Items**

### **Revised Achievement Index**

**Motion** was made to take the following action as it relates to revision of the Achievement Index at its July meeting:

- Provisionally adopt the Index Redesign described on pages 47-55 of the Board Packet Materials, including modifications to incorporate an 'Ever ELL' cell in the Index, subject to federal approval.
- Direct staff to incorporate the changes approved by the Board, and undertake a process of technical data vetting with OSPI, including an opportunity for districts to see their new Index data before stakes are attached.
- Direct staff to submit the Index redesign framework to federal US Dept. of Education for their consideration.
- Acknowledge that the state's Accountability Framework is in a time of transition. The Board anticipates needing to make adjustments to the Accountability Framework during the transition to student growth data, implementation of Common Core Standards, and the new assessment system requirements recently enacted by the Legislature.

**Motion** seconded.

Members felt the motion needed to capture the expectation of adjustments that may be needed due to emerging requirements the Legislature may add during the time of transition to new standards and new assessments.

Members discussed the Index tier labels and discussed the option of naming the lowest tier in a 6-tier system "Priority - lowest 5 percent", and the second lowest tier as "Underperforming". Focus schools would be subject to a tier ceiling of "Underperforming" and would not be eligible for a tier designation higher than "Underperforming."

With members intending to move towards a criteria-based system, there was concern that the "Lowest five percent" label will be perceived as permanently norm-referenced. Members wanted to include a statement of intent for SBE to move away from normative framework for the tiers (see Attachment B).

**Motion** passed. Changes to the Index approved by the Board, referenced in the motion, are attached to these minutes (Attachment B).

### **Charter Schools**

**Motion** was made to approve the filing of the CR 102 with the Code Reviser for WAC 180-19-210 as proposed with the following additions:

- Add the following to subsection (1):  
**After "November 1 of each year" add "starting in 2014"**  
**After sbe@k12.wa.us add "and shall be posted on the board's web site."**

- Add the following to (2)(f):  
**(iii) Student achievement on each indicator must be disaggregated by major student subgroups, including gender, race and ethnicity, poverty status, special education status, English Language Learner status, and highly capable status as required of performance frameworks in RCW 28A.710.170.**

**Motion** seconded.

The Board discussed communicating with the Washington Charter School Commission and OSPI regarding information that may be needed in the authorizer report for the purposes of the five-year report SBE must complete in collaboration with the Commission. Board members instructed SBE staff to be consistent in referencing the name of State Board of Education within the rules.

**Motion** passed.

CR 101 for establishment of a state accountability framework as required by E2SSB 5329 and for amendments to WAC's 180-51-01, 180-51-075, and 180-51-115.

**Motion** was made to approve the filing of a CR 101 with the Code Reviser for rules establishing a state accountability framework as required by Engrossed Second Substitute Senate Bill 5329; and for amendments to WAC's 180-51-01, 180-51-075, and 180-51-115.

**Motion** seconded.

**Motion** was passed.

#### Adoption of Elements of an English Language Learner Accountability Framework

**Motion** was made to approve the policy framework for the establishment of English Language Learner acquisition improvement goals for students in Washington State. Exhibit A is attached to the minutes.

**Motion** seconded.

**Motion** passed.

#### 180 Day School Year Waivers for the following School Districts:

- Auburn
- Battle Ground
- Columbia (Hunters)
- Columbia (Walla Walla)
- Davenport
- Fife
- Kelso
- Lyle
- Nespalem
- Ocean Beach
- Reardan-Edwall
- Riverside
- Seattle

**Motion** was made to approve Battle Ground, Lyle, Nespalem, and Riverside School Districts' waiver request for the number of days, purpose, and school years requested in the districts' applications to the Board.

**Motion** seconded.

All four districts met criteria for waiver approval per the rubric used by members. Members felt the district superintendents that testified during the morning public comment brought more clarity to the intention and circumstances of the applications.

**Amendment** was moved to approve the four districts for one year only.

**Amendment** seconded.

**Amendment** failed. The Board will consider revising rules so waivers may be granted for one year.

**Motion** passed to approve the waiver requests from Battle Ground, Lyle, Nespalem and Riverside School District on a roll call (7 yes/1 abstain/4 no). Those voting yes: Hughes, Jennings, Lavery, Maxie, McMullen, Munoz-Colon, and Maier. Those voting abstain: Mayer. Those voting no: Fletcher, Frank, Ryan, and Wilds. Absent: Dorn.

**Motion** was made to approve Auburn School District's request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

Members discussed the application did not meet the criteria based on the rubric used by the SBE and lacked clarity for their goals and specific achievement indicators.

**Motion** passed.

**Motion** made to approve Columbia (Hunters) School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** was seconded.

Members discussed that the application did not meet criteria based on the scoring of the rubrics used by the Board. Members felt the application was weak in addressing student achievement goals identified, specification of assessment measures used in meeting the goals, and clarity of parent involvement in the development of the waiver.

**Motion** passed on a roll call (7 yes/5 no). Those voting yes: Fletcher, Frank, Hughes, Jennings, Lavery, McMullen, and Maier. Those voting no: Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Absent: Dorn.

**Motion** was made to approve Columbia (Walla Walla) School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

In terms of the renewal process, members felt the application was unclear if the prior waiver was effective in meeting the district's goals.

**Motion** failed on a roll call (7 no/5 yes). Those voting no: Fletcher, Jennings, Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Those voting yes: Frank, Hughes, Lavery, McMullen, and Maier. Absent: Dorn.

**Motion** made to approve Davenport School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

Members felt the district had no specific measurable goals and outcomes. A school improvement plan was mentioned but was not provided for review.

**Motion** failed on a roll call (6 no/6 yes). Those voting no: Fletcher, Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Those voting yes: Frank, Hughes, Jennings, Lavery, McMullen, and Maier. Absent: Dorn.

**Motion** was made to approve Fife School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

Members felt the district did not have measurable results, did not provide evidence that the conference days achieved their goals, and did not make specific measures clear in the application.

**Motion** failed. The Board instructed staff to inform the district of the opportunity to apply for a parent-teacher waiver for up to five days.

**Motion** was made to approve Kelso School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

Members discussed counseling the district that the application was not necessary for the purposes the district listed. The purpose of the waiver as indicated in the district's application was for activities led by staff to help orient new students. However, not all grade levels would be in school during the days used for the waiver because the days are for transition purposes. The Board agreed a waiver is still necessary for the purpose stated in the application. For the Board, the district's support from the community was a strong indicator of the success a waiver day could provide. It was unclear if one day would have enough impact to help the school reach their goal, but consideration was taken into account that the waiver days may be combined with instructional classroom days to reach the district's goal.

**Motion** passed.

**Motion** was made to approve Ocean Beach School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

The district's application states the school board represents the community; therefore, that is how the district receives community input. Members felt it was unclear in the criteria under renewals what the goals were for the previous waiver and if improvement was seen.

**Motion** passed.

**Motion** made to approve Reardan-Edwall School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

Members felt the district's application did not include student achievement goals or performance indicators used to evaluate if the waiver was successful. The Board recognized smaller school districts often don't have the expertise, time or staff to provide information on a research-based platform and coaching for these districts would be beneficial to assist them in indicating their district's focus and priorities.

**Motion** passed.

**Motion** made to approve Seattle School District's waiver request for the number of days, purpose, and school years requested in the district's application to the Board.

**Motion** seconded.

The Board felt the first application submitted in May was considered weak due to missing strategies and the use of incorrect forms to apply for the waiver. Members felt the application submitted by the district to reapply for a waiver for consideration by the Board at the July meeting was lacking structure. Clarity was missing regarding the district's prior waiver and how it improved their outcomes. Such information should be available, members said, considering the resources of a large district such as Seattle. The members were concerned for the loss of six instructional days and 10 half days.

**Motion** failed. Member Lavery requested a roll call. The motion to approve the waiver request from Seattle School District failed on a roll call (7 no/5 yes). Those voting no: Fletcher, Jennings, Maxie, Mayer, Ryan, Wilds, and Munoz-Colon. Those voting yes: Frank, Hughes, Lavery, McMullen, and Maier. Absent: Dorn.

Ms. Frank stated there was confusion for her in the structure of how votes would take place. During the vote on the first four districts, Ms. Frank voted "no" unaware that the vote was for all four districts collectively as opposed to individually. Ms. Frank stated for the record that she is in favor of the requests of Battle Ground, Lyle, Nespalem, and Riverside school districts.

Ms. Munoz-Colon asked for reconsideration of Davenport School District's waiver request. The district's school improvement plan was submitted to SBE, but the report was not included in the materials the Board received for the July meeting.

**Motion** was made for the board to reconsider Davenport School District's waiver application.



**Motion** seconded.

**Motion** passed.

**Motion** made to approve the earlier motion for Davenport School District.

**Motion** seconded.

**Motion** passed.

**Motion** made to articulate the reasons for denial of Seattle, Fife, and Columbia (Walla Walla) School Districts' waiver requests as reflected in the discussion.

**Motion** seconded.

**Motion** passed.

#### Private Schools for the 2013-2014 School Year

A motion was made to approve for the 2013-2014 school year the list of private schools on pages 244 to 305 of the Board's meeting packet. The motion was seconded. The motion was passed.

#### Next Generation Science Standards Recommendation for Approval to the Superintendent of Public Instruction

A motion was made to recommend to the Superintendent of Public Instruction the adoption of the Next Generation Science Standards. The motion was seconded. The motion was passed.

#### Letter to AAW on Revised Achievement Index

SBE staff took questions from the small groups on Wednesday that had the most rich discussions and created formal questions to include in the Board's letter to the AAW workgroup. A motion was made to approve the Board's letter to the Achievement and Accountability Workgroup. The motion was seconded. The motion was passed.

The meeting adjourned at 2:35p.m.

**Exhibit A**

The State Board of Education hereby adopts the following framework for the establishment of English language acquisition improvement goals for students in Washington State, for further technical development and scheduled implementation in the 2014-15 school year, in collaboration with OSPI.

1. Annual performance targets shall be established for English Language Learners which align federally-required Annual Measurable Achievement Objectives (AMAOs) and state performance targets into one integrated system.
2. Language proficiency targets should be based on the average experiences of students who have successfully exited the Transitional Bilingual Instructional Program, such that students entering the program in a given year and language acquisition level have targets for program completion which are tailored to their particular educational circumstances. Exceptions may need to be developed for students who enter the program in the latter stages of high school.
3. District-level performance targets shall be established based on an expectation of a certain percentage of individual students achieving the targets derived in (2). These targets shall be developed and adjusted to facilitate a deliberate transition to the new English Language Proficiency Assessment (ELPA 21).
4. The State Board of Education intends to integrate English language acquisition data into the State Achievement Index on a timeline commensurate with OSPI's implementation of the AMAO goals ultimately established under this policy framework.
5. The State Board of Education intends to propose an 'Ever English Language Learner' cell in the Revised Achievement Index proposed to the US Department of Education, the effect of which is to include both current and former language learner students in evaluating the success of school-wide ELL programs.

## Attachment B

Changes to the Achievement Index approved by the State Board of Education at the July 2013 meeting:

- Add a 6<sup>th</sup> tier
- Label the lowest tier "Priority—Lowest 5 %"
- Label the second lowest tier "Underperforming"
- Focus schools (Title and non-Title) are subject to a tier ceiling of "Underperforming"
- It is the intent of the Board to move toward criterion-referencing after implementation of Common Core Standards and associated assessments