



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

March 5-6, 2014
Puget Sound ESD
Renton, Washington

State Board of Education (SBE) Board Meeting Minutes

March 5, 2014

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Daniel Plung, Dr. Deborah Wilds, Mr. Kevin Laverty, Mr. Eli Ulmer, Ms. Cindy McMullen J.D., Mr. Randy Dorn (15)

Members Excused: Mr. Jeff Estes (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D. (9)

The meeting was called to order at 8:35 a.m. by Chair Kristina Mayer.

Mr. John Welch made welcome comments to members, provided a summary of the districts they serve and how they're assisting them in meeting the educational needs of students.

Chair Mayer administered the Oath of Office for Holly Koon and Dr. Daniel Plung.

Mr. Gordon Beck gave members a brief overview of the statute that directs SBE to fill two citizen vacancies on the School Facilities Citizen Advisory Panel and possibly a third vacancy if the current member, Patty Minihan, does not continue membership. The panel advises Superintendent Dorn on policy issues addressing school district capital construction. Chair Mayer will appoint members and notify Mr. Beck before the next meeting on April 15.

Consent Agenda

Motion was made to approve the Consent Agenda as presented:

- January 8-9, 2014 Board Meeting Minutes

Motion was made.

Motion was seconded.

Motion carried.

Strategic Plan Dashboard Update

Ms. Sarah Lane, Communications Manager

Ms. Lane presented the SBE dashboard and executive summary highlighting the progress made on the Board's 2013-2014 strategic plan goals since the January meeting. Progress made included advocating for the Board's legislative priorities, certifying eight charter school approvals, and collaborating with OSPI on the revised Achievement Index to identify Reward, Priority and Focus schools, as well as Washington Achievement Award winning schools.

SBE developed a website visually displaying the six statewide educational system health indicators. Viewers can see the current status and percentage of change from the previous year for each indicator and their target goals. This site also houses the Achievement Index with redesigned features for better navigation.

A legislative priorities web page was recently added to the SBE website that includes a list of the bills related to legislative priorities, SBE's hearing videos, the progress of each bill, upcoming hearing dates, and links to live TVW webcasts.

Board Response to Draft Recommendations for Use of the 11th Grade Smarter Balanced Assessment

Mr. Ben Rarick, Executive Director

Dr. William Moore, Director of Core to College Alignment, SBCTC

Mr. Alan Burke, Ed.D., Deputy Superintendent, OSPI

SBE has been charged with providing a response letter to the Core to College Project providing feedback regarding the potential uses of 11th Grade Smarter Balanced Assessment (SBAC).

Mr. Burke presented the assessment and graduation requirement changes for English language arts, literacy and mathematics for grades 3-8 and high school once the SBAC exams begin implementation next year. An overview was provided of the major milestones in the development of the assessments and timeline of implementation. The SBAC exams will substitute the MSP for K-8 in English language arts, reading, writing and math. Because science is not a part of the Common Core, it'll be assessed with the state's current standards and there is no exam timeline yet for Next Generation Science Standards.

There will be a significant change at the high school level next year with the 11th grade now joining the 10th grade for testing in the Smarter Balanced exam until 2019. After 2019, only the 11th grade will receive the assessment exam. Other changes include the Comprehensive ELA exit exam substituting the current HSPE exam as a graduation requirement and next year seniors taking the EOC Biology exam. The end of course exams in either Algebra or Geometry, or their integrated equivalents, will still exist. Rather than a focus on achieving high school proficiency in grades 3-11, the SBAC exam cut scores will be set at a college and career level cut score and may factor into course placement with higher education. However, some regional colleges may have different placement requirements than other colleges. OSPI is currently working with the higher education system to create one statewide model of college placement.

Members discussed the significant transition that teachers and students will face. Chair Mayer believes the Board's legislative priorities next year should include leadership and advocacy for the SBAC implementation.

Mr. Moore provided an overview of the Core to College Project background in implementing Common Core, project goals and local engagement with districts and higher education. The leadership work was led by a steering committee that included representatives from all of the major K-12 agencies in Olympia and higher education. The focus of the project has been towards aligning the standards and assessment with what higher education considers college and career readiness and how the 11th grade assessment results can be used.

Mr. Moore presented draft Smarter Balanced recommendations of two levels each for college-ready and below-college-ready 11th grade students that take the assessment.

Transitional courses are currently being developed and will be ready in the summer of 2014 to recruit districts for the launch of a pilot. Curricula will be available statewide in 2015-2016.

Members discussed the following concerns:

- Perception that only Level 2 students are being targeted for transition courses and not equally for Level 1 students;
- Capability of high schools meeting all the requirements of the new tests and have reasonable time for struggling 11th graders to catch up;
- Increased remediation rates with colleges;

The Board will make a motion during business items on Thursday.

Biology Collection of Evidence Standard Setting Process and Revisiting the Standard Setting for Math Year 1 Collection of Evidence

Mr. Michael Middleton, Director, Alternative Assessments, OSPI

Dr. Tom Hirsch, Consultant, Assessment and Evaluation Services

Legislative action requires OSPI and SBE to collaboratively set legislatively approved alternatives to the state school exit exams. SBE has been asked to consider approval of the process for setting standards for the Biology Collection of Evidence (COE) and to revisit the cut scores for the Math Year 1 COE due to sufficient revisions made to the assessment.

Mr. Middleton provided an overview of the purpose and background of a COE and the process to establishing the cut scores for an end of course exam.

Mr. Hirsch provided an overview of the process and work of the standard setting panels in determining recommended cut scores.

Members discussed funding issues, increased classroom time, workload for teachers, and the limited time frame to assist the 11th grades students identified as failing during their senior year.

Mr. Middleton provided background and areas of concern for the Math Year 1 COE inclusion bank of tasks. The rationale for revisiting the standard setting is that the majority of the assessment items for Year 1 have been modified or replaced because the COE does not have the equivalent of anchor items. It's necessary to reaffirm that the cut scores set in March 2013 are still valid. The plan for revisiting is to reconvene members of the standard setting panel from the Math Year 1 COE in 2013, which will take two days of training and discussion.

The Board will make a motion during business items on Thursday.

Required Action Process

Ms. Linda Drake, Research Director

Statute directs OSPI to make required action recommendations and for SBE to approve those district designations to Required Action District (RAD) I. OSPI will recommend four districts for required action status: Wellpinit, Yakima, Marysville and Tacoma. The recommendation of required action is based on lowest performing schools. Each recommended district has a persistently lowest-achieving school.

The required action process is as follows:

- OSPI makes the RAD recommendations to the Board.
- SBE will designate the RAD school and a plan is developed based on an academic performance audit.
- OSPI approves a plan for consistency with state and federal guidelines.
- SBE approves the required action plan and districts implement the plans for the next three years with an evaluation following.
- If the school shows progress, OSPI will recommend those schools to be released from RAD status. The Board can recommend districts to stay in RAD I status or assign them to be in RAD II. If a district is a former SIG cohort and fails to show improvement after the first year of implementing a RAD I plan, the Board may directly designate them to RAD II.

At the SBE May meeting, members will hear a report from OSPI on current required action districts and provide consultation to them on the guidelines of the plans based on review of the findings of academic performance audits. The SBE July meeting will be for approval of required action plans, if not already approved.

The Board will make a motion during business items on Thursday.

Teacher Perspectives of School Improvement

Ms. Kelsie Herda, Instructional Coach, Wellpinit Elementary School

Dr. Dan Thomas, English Teacher, Sunnyside High School

Mr. Kert Lin, Teacher, Lakeridge Elementary School

Ms. Herda shared the struggles within her first years at Wellpinit Elementary school. The school had high administration turnover. Wellpinit Elementary has a culture of high social and emotional trauma seen in the students. Ms. Herda asked the Board to look beyond the failing student data and consider the social circumstances. Best teaching practices are taking place, but the social factors greatly affect the students' academic performance.

Mr. Kin believes shared data used by the school identified challenges caused by childhood trauma, homelessness, high mobility and domestic violence. His school embedded professional development and shared data evidence to determine the impact of strategies addressing these challenges. Despite the students' extraordinary life challenges, the school has seen an increase in students meeting grade level standards.

Mr. Thomas feels the most important concept is to invest time in relational trust that allows the blending of academic and social support. It needs continual work and attention to be maintained and to see growth, but has led to significant successes at his school.

Public Comment

Ann Varkados, Bethel School District

Ms. Varkados encouraged support of her district's 180-school day waiver application that will come before the Board for approval at this meeting.

Jim Frey, Lynden School District

Mr. Frey encouraged support for his district's 180-school day waiver application that will come before the Board for approval at this meeting. Demands on their time and work are significant. The waiver requests four days for professional development in lieu of early release time. This is a better use of time because it provides larger blocks of teacher professional development and learning time for students.

Nancy Coogan, Tukwila School District

Ms. Coogan is concerned with the significant lack of basic education funding and how it impacts schools with high poverty. Until the state recognizes its inequities, there is an unfair disadvantage for those school districts in a demographic such as her district. We are recognizing schools as being failing schools based on unfair metrics. Prior to implementing the college and career framework, Ms. Coogan requests the state consider changes to address the barriers all children face. This framework does not set children up for success and until Washington has funding for year-round school, extended school days, and opportunities for children not succeeding, she does not support the framework.

Karen Dickerson, Tukwila School District

Ms. Dickerson is concerned about CORE 24 and the disconnection with the teenage developing brain. The frontal lobe of a teenager's brain isn't fully connected to the nerve cells that connect to the rest of the brain. Research tells us the front lobe for adolescents is slow in impulse control, planning, reasoning, parts of speech, movement, emotions, problem solving and insight. Implementing Common Core and CORE 24 with the teenage brain as it exists will most likely result in graduation rates falling by at least 15 percent. High school needs three full trimesters all year long.

Sarah Butcher, Bellevue School District

Ms. Butcher is a parent of three special-needs children and is an advocate for children's social and emotional skills. She is concerned about children experiencing trauma and how it impacts their ability to learn. As the SBE discusses discipline and struggling schools, she asks the Board to recognize what skill gaps the schools may have and to encourage empowering students and teachers with the tools needed for these issues.

Required Action District (RAD) Recommendations

Mr. Travis Campbell, Assistant Superintendent, OSPI

Mr. Tim Ames, Superintendent, Wellpinit School District

Dr. Elaine Beraza, Superintendent, Yakima School District

Ms. CeCe Mahre, Associate Superintendent, Yakima School District

Dr. Becky Berg, Superintendent, Marysville School District

Dr. Joshua Garcia, Deputy Superintendent, Tacoma School District

OSPI recommends four districts for required action, based on a persistently lowest achieving school in each district::

- Wellpinit Elementary School in Wellpinit School District
- Tulalip Elementary School in Marysville School District
- Washington Middle School in Yakima School District
- Stewart Middle School in Tacoma School District

Mr. Campbell stated that the key message is that school turnaround is not easy and requires persistence. Each district has success stories of what worked and things that will need to be improved. The superintendents will provide information on the schools that are being designated and how each of the schools fared under a School Improvement Grant (SIG).

Stewart Middle School - Tacoma School District

Dr. Joshua Garcia, Deputy Superintendent

Dr. Garcia summarized the history of Stewart Middle School. The school is physically decaying and is a commitment under a new Tacoma bond. During the process, the students will be moved out of the current building into a temporary building then moved back into the new building.

Challenges and Areas for Improvement

- Stewart has gone through many changes in leadership in recent years.
- There are some serious challenges with student discipline data. The problem has increased considerably. Out-of-school suspensions reached an all-time high.
- Stewart Middle School has inexperienced teachers who haven't received the support they need since they started.
- The teachers need feedback from their leader.

Strengths and Gains

- Despite the challenges, the school has one of the best communities in the area.
- The district is excited about the commitment to Stewart and not giving up on the school.

Strategies for Improvement

- Stewart Middle School is going to have an experienced turnaround principal.
- The district is preparing students at Stewart to take AP courses.
- The district is having a conversation on how much is enough turnaround and how much is too much turnaround.
- The structure doesn't matter unless it inhibits strong relationship building. They are going to the district is working on improving after-school instruction and support for students.
- The district will be using high-yield strategies for student success.
- Although Stewart Middle School has inexperienced teachers, the district plans on investing in those teachers to improve student outcomes. Instead of doing a turnaround strategy, the district has decided to stick with the same teachers so that they can build the skills of the teachers.
- The district is attempting to reduce class sizes.
- Teacher and academic support will move toward the goal of world class teachers in front of every student.

- Students can take as many AP tests and college readiness assessments as they like.
- The district is making improvements to feeder schools and the feeder schools have been improving.
- The district plans on making their plan replicable and are looking into consistently providing supports to teachers and students.
- It isn't about just Stewart; it is also about Tacoma. It is about raising the standards for Tacoma.

Tulalip Elementary School – Marysville School District

Dr. Becky Berg, Superintendent

Currently, Quil Ceda and Tulalip are two elementary schools in one building. This year, they will be combined to form one elementary.

Challenges and Areas for Improvement

- The district is taking the whole child into consideration, including their social-emotional side.
- The school serves the neediest kids.
- The staff and students have taken a growth mindset. "They don't know it now, but they are here to learn it."
- PBIS has been useful for working with tribal culture.
- Many of students come from traumatic situations. The district is trying to address needs without shaming folks (parents using drugs, etc.).
- The school has shown DIBELS gains.
- A number of teachers have experienced trauma.
- The school is funded by a complex combination of funds: local funds, tribal gifts, Title, and state funds.

Strengths and Gains

- The cultural context is important. Students open with a morning ceremony and use drums and tell native stories, then salute the flag and then the instructor focuses on behavioral improvement. By teaching the students cultural knowledge, the pride in the community and culture is growing. By doing this, the school is changing the community. They have a strong relationship with the Tulalip tribe. They have representative elders from tribes on hiring commission. They are modifying their communication to meet native culture.
- They are an Apple School.
- They have DIBELS gains.
- She feels that their leadership is very strong.
- Health interventions are growing.

Strategies for Improvement

- Their special education teachers have left and they are redesigning their special education instruction.
- They are attending to the skills gap and teaching them strategy. Belief that they don't need to be fixed, they just need strategies.
- They have been a leader in the use of data and Response to Intervention (RTI).
- The instructors are looking at skills gaps, focusing on acceleration rather than remediation.

- They are attempting to provide them with the professional development and support to go into the field every day.
- The district believes that equity is a lot more than just equality.
- They feel that they should add more where their students need more.
- They are looking at their deployment of resources. Doing the most they can with academics. They have a complex funding situation.

Washington Middle School - Yakima School District

Dr. Elaine Beraza, Superintendent

Ms. CeCe Mahre, Associate Superintendent

Challenges and Areas for Improvement

- 97% of students at Washington Middle School are eligible for or on Free and Reduced Price Lunch. 30% are migrant.
- By the end of the SIG grant, 33% of teachers have left.
- 90% of teachers that we had this year have less than 5 years of experience.
- Washington MS is in a high crime neighborhood. There are drug, violence, and sex trafficking problems in Yakima schools.
- Economic stability for families has dropped in recent years.
- Some parents are deported while the student continues to attend the Yakima School District.
- Dr. Beraza feels that school staff did not pay enough attention to the social and emotional challenges of the students. School staff are taking time to balance the scale between assessment data and the social-emotional needs of the students.
- Yakima School District is looking to find out what the school is missing on the engagement piece. Dr. Beraza wants to tap into the skills of the instructors, even though they are new, and retain those instructors. In her perspective on engagement, she feels that it is their community and their kids and they appreciate the support of their partners.

Strengths and Gains

- Despite the high crime in the neighborhood around Washington Middle School, the school is very safe. They have used safeguards and security measures to make the school a safe place teaching.
- They are proud of exiting 45 students during the course of the School Improvement Grant (SIG).
- The students greatly improved their ability to read but still cannot hit the 3 or 4 on the MSP.
- Yakima School District successfully transformed Adams Elementary School through a SIG. Yakima undertook improvement of Barge-Lincoln Elementary without state or federal support. They removed the principal and assistant principal. Barge-Lincoln Elementary school improved considerably without the state.

Strategies for Improvement

- Washington Middle School increased instructional time and professional development time over the three years of the SIG.
- The SIG grant allowed Washington Middle School to employ a therapist. Unfortunately, the therapist position could no longer be funded at the end of the SIG.
- They introduced Carnegie math and had some improvement in math scores.
- They used a leadership coach from outside of the district.

- The students enter with a Scholastic Reading Inventory score so that they can measure their improvement. They also use the WELPA to monitor language acquisition. They use surveys and assessment data to monitor the implementation of five strategies for ELL students.
- Washington Middle School uses READ 180 for students who have not learned how to read. READ 180 is a 90 minute period that has a limit of 18 students in the classroom. It is high in video content. The videos are designed for teenagers and are high energy to keep students focused and motivated. The students do independent reading. The READ 180 students have had considerable gains. There is demand for more READ 180 instruction. However, Washington Middle School has more students than the READ 180 program is able to serve.
- Ms. CeCe Mahre stated that Washington Middle School is using the Response to Intervention model to improve the school.
- They have two goals at Washington Middle School.
 1. Build a culture of high expectations of learning
 2. Offer a safe, civil, and mutually supportive environment between teachers and students.

Wellpinit Elementary School – Wellpinit School District

Mr. Tim Ames, Superintendent

Challenges and Areas for Improvement

- Mr. Ames noted the generational trauma in the area. They owned the river in Spokane and all of the Spokane area. They now live 90 miles away from Spokane and have lost their land.
- The Spokane tribe did not receive the economic development that other areas of the state have received.
- After driving outside of Spokane, the area becomes geographically isolated.
- They have geographically isolated, seasonal casinos. They receive \$4000 a year from the casinos for basketball.
- Racism is still an issue for the children of Wellpinit.
- They are a poor tribe.
- They have only one teacher per grade so that has to be taken into consideration when interpreting the data.
- The teachers need to feel like they are meeting some goals.
- 60% unemployment.
- 80% don't come prepared for Kindergarten according to assessments.
- The loss of livelihood from a turnaround model is a major concern.

Strengths and Gains

- Kelsie Herda, an instructor in Wellpinit who was in the teacher panel earlier this meeting, was moved into a difficult classroom. She made improvement with those kids. He fears that they will lose teachers like Kelsie Herda.
- Most of the teachers have 10 years of experience.
- One student graduated and received the largest scholarship for Gonzaga.
- They have a progressive tribal council.
- As a superintendent, he has held a principal accountable.
- Staff improved at assessment and interpreting assessment.

Strategies for Improvement

- The tribe is trying to get a casino on the nearby road corridor so that the school can receive more revenue.
- They need a strong leader in the building who loves the teachers.
- During the SIG, the school missed the mark on parent engagement, social-emotional, the leader in the building. The district is attempting to improve in these areas.

Questions from the Board

Members asked the following questions of the panel of superintendents:

- What was helpful and not helpful from ESD or OSPI support?
 - Dr. Beraza stated that she can't conclude whether improvement was the outcome of having or not having school improvement support from the state. During the process, they tried some things that were successful and some that were not successful. Increasing the length of the school year was not successful at Washington and burned out teachers and students. However, increasing the length of the school day was successful. OSPI was flexible in allowing them to use a mix of OSPI coaches and other coaches who were helpful to them. District leadership didn't feel like they were being micromanaged. District leadership felt like they had appropriate support and freedom.
 - Mr. Ames notes the small size of Wellpinit Elementary. The first year of improvement involved "fixing" and there were mistakes made during that time. Their biggest mistake was failing to honor the teachers and treat them with respect. There was a lack of trust as they brought in multiple administrators to run the building.
- Some of the superintendents mentioned the social-emotional aspect of improvement. What would they do different in social-emotional development?
 - Dr. Berg said that they might not do something different, but they will do a deeper dive into the social-emotional development. She feels that with cultural aspects, they are never doing enough. The involvement of elders and community should be further increased. They are improving cultural engagement
 - Ms. Mahre uses the Response to Intervention model to positively impact social-emotional development.
 - Mr. Ames noted the considerable trauma of the students and their families. What are kids supposed to do in the event of suicide? Historical trauma brings up trauma. They need to address the trauma and heal it. They need to be very responsive. They are addressing sexual crimes within the community.
- How is progress measured with social-emotional needs and trauma? Will the progress be measured with proficiency and growth? There seems to be a disconnect between dealing with the basic needs of students and the measurement of the progress.
 - Mr. Campbell stated that OSPI is measuring academic progress. They are looking into how to address social-emotional gains via Response to Intervention and Positive Behavioral Interventions and Supports. Districts will be required to implement such programs in their required action plans and audit findings will address their implementation of such programs. OSPI staff want the audit teams to interview children to make sure that the schools are safe and healthy. The schools will be attempting to meet Annual Measurable Objectives.
 - Dr. Beraza stated that the job isn't done until every student meets academic proficiency. The district has been working on Common Core for the last three years. They have three

principles that the students will need to succeed: 1) Rigor 2) never feel sorry for the kids (they need high expectations with support) 3) Relationships.

- What is the potential for improvement over the short 3-year timeframe?
 - Mr. Ames stated that there are aspects of the students' lives that will need to be addressed before they can be held accountable on some of the measures.
- Members will welcome suggestions on what the Board should look at when reviewing the progress.
 - Dr. Garcia is willing to host the Board in Tacoma. Tacoma School District leadership would like to have a candid conversation with a group of the members. They would clarify issues and walk through their approach more deeply.

Achievement Index Discussion and Update

Dr. Andrew Parr, Senior Policy Analyst

Dr. Gil Mendoza, Assistant Superintendent of Special Programs and Federal Accountability, OSPI

Dr. Andrew Parr continued the Achievement Index discussion from the January meeting, summarizing statistical tests of the Index data. The statistical tests showed that the Index was working as designed and expected. Moving forward without an ESEA waiver, the Board will have no small job in working with the Index.

In the relationship between Index and school size, one would expect to see a small correlation if the Index is working as it should. That small correlation tells you that Index rating is unrelated to school size. The test of Index and school size showed a small correlation of Index rating to school size. With respect to the relationship between Index rating and poverty, the introduction of growth has considerably reduced the correlation between Index rating and poverty as compared to using proficiency rates alone. As the percentage of ELL students increases at a school, the Index rating decreased. However, it is only weakly associated with Index ratings. Looking at the relationship between Index ratings and gifted students, the introduction of growth has reduced the correlation between gifted students and Index ratings. Growth has had positive effects on leveling the playing field in accountability for schools with poverty or high percentages of gifted students.

By looking at the 3-Year improvement in reading and math proficiency, it is evident that improvement has been occurring. Seeing many schools falling into the quadrant of the graph that shows increase in both reading and math proficiency shows that schools are improving.

With respect to the development of the Index, there are a series of next steps:

- Receiving external validations of the data from school districts
- Develop web-based resources to support Revised Index usage
- Examining the inclusion of Adequate Growth in Index
- Inclusion of Career and College Ready Indicators (Dual Credit Attainment)
- Working through school identifications in relation to the ESEA Waiver

This year has marked a major transition with the Index, with the Persistently Lowest-Achieving (PLA) list, and with the movement to Common Core. It is a transitional year for identification of the PLA list.

Dr. Parr provided an overview of the priority and focus school identification. Staff are meeting with OSPI two or three times a week. The conversation on the PLA schools is fluid and changes are still being made. The current listing of priority schools is 120 (including low proficiency, low graduation rate, low Index score, continuing priority, and other low schools). Of these, 47 must be Title-I schools that are identified to meet federal compliance. 96 Priority schools would be identified with the Achievement Index methodology (80% of identified Priority schools), and an additional 24 schools are identified for reasons other than the Achievement Index methodology. A major long-term goal is to align the state and federal accountability systems. It is now state law that both title and non-title are identified.

The following quantities of schools are being identified for Priority status:

- 33 Non-Title
- 40 Title
- 47 Title Priority for USED requirements

Moving forward, a major goal is that Title and Non-Title Focus schools should be identified in addition to the identification of Title and Non-Title for Priority schools. The U.S. Department of Education (USED) does not require Non-Title schools to be identified, but they have commended the state on the identification of Non-Title schools.

There are also reward categories within the identification of schools in the accountability system. The Achievement Awards are given for Overall Excellence and a variety of special recognitions. There are 140 awards for overall excellence, 424 for special recognition, and a total of 564 for awards.

With board approval, the award criteria will be updated to reflect the changes from the Old Index to the Revised Index. These changes include the move from a 7-point to a 10-point scale, the addition of growth, and the measurement of the gap using targeted subgroup instead of poverty and race/ethnicity. Other changes include the addition of special recognition awards based on high growth in reading, high growth in math, and exemplary growth in both subjects.

Dr. Gil Mendoza offered an update on the ESEA waiver and the identification of Priority and Focus schools. The process behind an ESEA waiver application is a slow process. Currently, Washington has a conditionally approved waiver on high risk status. The high risk status has to do with Principle 3 of the ESEA. This principle has to do with the requirement of using growth in teacher evaluations. Existing law says “may” and it will need to be changed to “must.” Two pieces of legislation have been proposed to change “may” to “must.”

USED put out information on what to do as the ESEA waiver expires. USED considered applying a renewal for all states. However, USED decided to offer a one year extension. OSPI is in the process of applying for the one-year extension. OSPI would like an extension of what they are currently doing for accountability. If the federal government does not approve of the PLA list, then the state will fund the schools that the federal government refuses to fund.

Mr. Rarick provided a simplified explanation. For Priority status, the federal government only has control over and concern with the identification of the bottom 5% of Title-I schools (47 schools) using the Title-I methodology. The state has been looking at a way to set up an accountability system that aligns with the federal methodology but applies to all of the schools in the state. With a new waiver, the state would be able to fully use the state accountability system. However, with what is happening right now with the extension request, the progress towards a unified accountability system would be halfway between the

goal of identifying all of the Title and Non-Title schools in the state and the old methodology of identifying only the 47 lowest Priority schools.

Board members asked questions about the following:

- Timeline for the Index and its use in the accountability system
- The adjustment of the Priority ceiling to account for the moving, normative target for entry/exit of the PLA list
- The percentage and quantity of Title and Non-Title schools under the state's methodology and the federal methodology

English Language Acquisition Award

Dr. Parr thanked the board for the feedback and discussion of the English Language Acquisition Award. From that feedback, the award will be calculated based on the Washington English Language Proficiency Assessment (WELPA). In this proposed methodology for identifying award-winning schools, staff are using the median point gain on the WELPA as the measure, but that gain differs based on school level (elementary, middle, and high school). This methodology results in identification of the top five percent of elementary, middle, and high school. The schools come from 22 different districts.

Board members asked the following questions:

- Why is the award restricted to 22 districts?
 - Dr. Parr stated that the calculation was based on school performance and these districts were the ones that were calculated as being in the top 5% for their WELPA results.
- Is value added by identifying these schools from ES, MS, and HS?
 - These award receiving schools at each grade level provide other schools with examples of how to use best practices.
- What changes have there been to AMAOs? What is the thinking around making changes to where students exit ELL?
- Dr. Mendoza said that the conversation is alive within OSPI. They would have to get federal approval to set cut points. With transitions happening in the migrant bilingual department, they do not have a timeline for getting approval to set cut scores for exiting ELL students.
- Did demographics figure into this?
 - No, the award is only based on WELPA.
- Where does the Ever-ELL conversation fall into this language award? Are schools getting credit for the students who have exited the ELL program?
 - This is a measure of students learning English. The Ever-ELL or Current/Formal ELL conversation is about acquisition of academic content.

Board members raised the following concerns with the English Language Acquisition award:

- The value of the award if it does not taken parent backgrounds into consideration.
- The award focuses on language acquisition instead of content acquisition.
- The award might favor schools that are only instructing students of the same language over schools that are serving students who speak a mix of languages.
- The use of AMAOs may restrict the schools that will have the possibility to earn the award.

Board members offered the following suggestions

- Set up a process for these schools to serve as an example and for their successful practices to be replicated by other schools.
 - Dr. Mendoza stated that there is a bilingual educators' conference, bilingual working committee, and other work done within the field that would serve as a venue for replicating best practices of award-winning schools. OSPI provides for registration of teams from the award-winning schools to attend state-level groups on bilingual education.
- The Board should look closely at the criteria for the English Language Acquisition award in the future.

Discussion of Rules: Transfer of Charter Contracts

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer introduced the final set of rules that the SBE will need to make on charter schools. RCW 28A.710.210 delegated some responsibility for rule-making on charter transfers to the SBE.

- The RCW authorizes two kinds of transfers of charter contracts by petition to the SBE:
 - From one charter authorizer to another.
 - From one non-profit charter school operator ("applicant") to another.
- And authorizes petitions for transfers from:
 - A charter school, or
 - Its authorizer.

When rule-making on transfer of charter contracts, the Board will have to consider the following issues:

- Required content of petitions to the Board.
- Timeline for Board actions on petitions for transfers.
- Process for Board review of petitions, including for public notice and comment.
- Criteria for decisions on transfers of contracts.
 - What are "special circumstances" warranting a transfer?
 - What would constitute evidence that a transfer would serve the best interests of the charter school's students?

Next steps for SBE staff and board members:

- Continued research and consultation
- Solicitation of public comment
- Draft of proposed rules
- Schedule for public hearing and adoption

Mr. Archer also presented a map and update of the charter schools that have been certified to open, the reasons for provision for charter contract transfers, the provisions for charter contract transfers in other states, and a timeline for rule-making.

A board member suggested that rules should be made for the possibility of a forced transfer. A forced transfer could be a possible remedy to a problem with a charter contract.

Basic Education Act Waivers

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer provided an overview of five requests for waiver of the 180 day requirement. Descriptions of the purposes of the waivers can be found in the BEA Waivers document in the packet materials section of www.sbe.wa.gov.

- Bethel requests waiver for two days for the 2014-15, 2015-16, and 2016-17 school years. The request is for renewal of a waiver granted in March 2011.
- Lynden requests waiver of four days for the 2014-15, 2015-16, and 2016-17 school years. This is a new request. The four waiver days would replace nine early release days on the present calendar.
- Methow Valley requests waiver of six days for the 2014-15, 2015-16, and 2016-17 school years. The request is for renewal of a waiver granted in March 2011. The renewed waiver would reduce the number of half-days at Methow Valley from a current 10 to nine.
- Valley (Stevens County) requests waiver of three days for the 2014-15, 2015-16, and 2016-17 school years. It is a new request.
- Zillah requests waiver three days for professional development of staff. Mr. Archer explained that while the district's application is for seven days – four for parent-teacher conferences and three for professional development – it has separately applied for a waiver for parent-teacher conferences under the expedited process in rule, and that its present request is only for the three days for professional development.

Discipline Resolution

Ms. Julia Suliman, Policy Analyst

Mr. Tre' Maxie, Board Member

There were three parts of the discipline resolution section of the board meeting:

- Parent and student presentation
- Staff presentation
 - Overview of Federal Discipline Guidance
 - Overview of Potential Resolution
- Board discussion

Parent and Former Student Discussion on Discipline

Ms. Amber Coots

Ms. Michaela Razo

Ms. Julia Suliman

Mr. Tre' Maxie

Ms. Coots shared her experience of exclusionary discipline as a student in a Washington high school. She told the story of how she almost fell through the cracks of the school system. Following a suspension, she experienced homelessness, dropped out of high school, was picked up by the police, was admitted to a hospital, and was diagnosed with bipolar disorder. Despite these challenges, she earned a high school diploma from Puget Sound Skills Center.

Ms. Razo spoke about the experiences with exclusionary disciplinary of her son who has Tourette's syndrome. She described how at a district outside of the state, her son had been successful, but after enrolling in the Grandview School District, his grades and socio-emotional wellbeing began to suffer. Grandview School District had never dealt with Tourette's syndrome before her son. He was disciplined for behaviors associated with his disability and for engaging in behaviors that were recommended coping mechanisms. Some of the disciplinary action, such as removal from class, but not formal suspension, was not recorded. She expressed concern about the IEP, how her son was treated, and excluded from the classroom.

Ms. Julia Suliman summarized the federal guidance on discipline. In January, the Departments of Education and Justice outlined their concerns and responsibilities on discipline, offered a package of guidance and resources for creating and implementing disciplinary policies that protect the civil rights of students. USED Office of Civil Rights is currently reviewing Seattle Public Schools on the disproportionality of discipline.

The departments cited research on the findings of impacts of exclusionary discipline, including:

- Increased dropouts
- Decreased student achievement
- Disengagement
- Increased behavioral problems
- Increased involvement with juvenile justice system

The departments provide three guiding principles:

- Create positive school environments and focus on prevention
- Establish clear, appropriate, consistent expectations and consequences
- Consistently use data to evaluate discipline practices' fairness and equity and consistently improve

Member Maxie said that, in the state context, the Board should elevate the visibility and importance of the issue of discipline. In order to do that, the Board will consider a resolution on discipline. Passing the resolution would not be the endgame, but it would be a first step in elevating the issue with discipline.

Board members made the following comments during their discussion of the discipline resolution:

- The involvement of the students and parents is important to implementation and policymaking. The WHEREAS statements were not directly related to the THEREFORE.
- What is the priority of dealing with 47,000 discipline cases when there are 30,000 homeless kids? There was concern that the resolution might be a bit premature.
- Members raised concerns with the inclusion of discipline data in the resolution. These concerns revolved around the accuracy and meaning of the data that would be included in the resolution.
- It is important to consider how the message of the resolution would be received by OSPI and school districts.
- When passing out this resolution, the WSSDA meetings that members attend would be a great place to start influencing the school board policies.
- This resolution would be a part of a portfolio of topics that we would not speak about as a compliance-based issue. This is not a compliance issue connected to the federal guidelines.
- This would be an awareness-raising resolution rather than a policymaking resolution. The links to data sites and resources could be used so that it is a jump-off point.

- There are next steps on the discipline discussion that should be pursued during future meetings. The Board can consider discipline as a system indicator.

Meeting adjourned at 5:00 p.m.

January 9, 2014

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Daniel Plung, Dr. Deborah Wilds, Mr. Kevin Laverty, Mr. Eli Ulmer, Ms. Cindy McMullen J.D., Mr. Randy Dorn (15)

Members Excused: Mr. Jeff Estes (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D. (9)

The meeting was called to order at 8:35 a.m. by Dr. Kristina Mayer, Chair.

Student Presentations

Mr. Elias Ulmer, Student Board Member

Mr. Ulmer presented on how the 24-credit graduation requirements impact students in Washington. He stated that flexible graduation requirements will lead students to greater engagement because they can choose their pathway. He summarized the long path of the Board towards the passage of the graduation requirements. In closing, he offered the following C.S. Lewis quote, "The task of the modern educator is not to cut down jungles, but to irrigate deserts."

Legislative Update

Ms. Julia Suliman, Policy Analyst

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Suliman presented on the current status of Board priority bills. At the time of the meeting, bills on three out of five legislative priorities were in the final stages of the legislative process. There were two similar bills for the 24-credit graduation requirements (SB 6552 and HB 2792) that were currently moving through the Legislature. SB 6552 is the primary vehicle for the 24-credit graduation requirements and is in its last step.

There are a series of possible amendments to the graduation requirement bills:

- Delaying it and/or districts delaying it
 - One amendment delayed the implementation of the graduation requirements until 2021 and another delayed implementation until 2022.
- Student choice of third credit of math (no longer requiring Algebra II as the third credit)
- Waivers of two credits and a district-based policy on waiving the two credits
- Options for Special Education students to graduate without reaching 24 credits

Staff summarized the movement of bills including:

- Course equivalencies were very well received in the Legislature and the Governor's office and were incorporated into SB 6552.
- Summer learning loss was addressed in a bill that creates a council to examine options to combat summer learning loss through expanded learning opportunities and calendar modifications, which passed and was the combination of multiple bills that addressed this issue.
- Four bills were introduced that provided state funded professional development but none received hearings or were moved in the process.
- The option 2 waiver bill, which would extend the program, and is awaiting debate on the floor of the House of Representatives.
- There were a number of bills that would alter the 1080 hour requirement. Ultimately an adjustment was incorporated into SB 6552, which would make the instructional hours requirement 1000 hours for 1-8. 1080 for 9-12. It would average to 1027.
- There are teacher evaluation bills that would change statute on using growth in teacher evaluations from "may use growth" to "must use growth," thus satisfying the federal requirement for a flexibility waiver of principal three of the Elementary and Secondary Education Act. The Governor's bill never received a hearing. Another bill passed out of Senate Ways & Means and is awaiting a hearing on the floor

A board member asked "For the graduation requirements bills, will there be a blanket two-credit reduction or a case-by-case basis?" Mr. Rarick responded that testimony has been given to show a preference for review on a case-by-case basis. One amendment would allow the SBE waiver authority. Another one would allow for district policy.

Mr. Archer summarized the 2014 supplemental budget. Both Senate and House budgets fund Maintenance, Supplies, and Operating Costs (MSOC). The House funds each component of MSOC. The Senate funds only the technology portion of MSOC. Staff stated that a big question is whether or not the I-732 Cost of Living Adjustment (COLA) will be passed. Mr. Rarick stated that the budget was unusually close between chambers. Furthermore, it was a weak response to the McCleary decision. Mr. Archer stated that the Supreme Court required that the Legislature create a plan for implementing basic education by 2017-18. House and Senate Democratic caucuses released plans to fund basic education.

Board members asked the following questions:

- Will the state revert to No Child Left Behind (NCLB) requirements if statute does not say that growth must be used in teacher evaluations? How would the loss of the flexibility waiver impact the Achievement Index?
 - Mr. Rarick stated that it is no small task to go back to NCLB.
 - A member stated that using growth in the state will be very effective for students. However, changing "may" to "must" will reduce the authentic use of student growth. The member stated that the change could derail the Teacher/Principal Evaluation Program.
 - Mr. Rarick responded that the Achievement Index could still be used for awards and accountability by the state. There was discussion of the federal concern being limited to principle three of the Elementary and Secondary Education Act (ESEA). The Achievement Index falls under Principle Two of the ESEA and USED has not shown concern with Principle Two.

- Would TPEP apply to librarians and other support staff?
 - A member stated that TPEP is required for anyone who teaches students.
- Has there been a pilot program and study of TPEP?
 - A member answered that TPEP has changed from being a pilot to being a program. The TPEP evaluation is much more in-depth than simply using state tests. The member stated that they feel that simply using growth from state tests would derail the process of using the in-depth TPEP evaluation.
- Would the use of growth on state tests supplement teacher evaluations?
 - A member said yes.
- In the budget, what is the biliteracy seal?
 - Mr. Rarick responded that the seal would go on the graduating student's transcript if the student could demonstrate literacy in more than one language. It would be applicable for students who speak a language other than English at home or learned a world language through high school courses.

Board members made the following comments:

- Board members are interested in pursuing the funding of professional development days in the future.
- The chair stated that the Board should visit TPEP in the future.
- Members requested that a resolution should be drafted that urges action on the use of growth in teacher evaluations to satisfy the requirements of a federal flexibility waiver. A member stated that the resolution should not take sides, but should urge parties to come to an agreement.
- Board members made statements of discontent at the progress in funding in response to the McCleary decision.

Board Work Session and Discussion

Achievement Index

Mr. Rarick provided an overview of the concerns from stakeholders that may arise from the use of the Revised Achievement Index for accountability. Board members did not raise issue with the information provided on the Revised Achievement Index.

English Language Acquisition Award

In response to Board concerns and suggestions about the English Language Acquisition award, Dr. Parr added a filter of the size of the ELL program to account for differences between schools that serve small numbers of ELL students and large numbers of ELL students. Staff proposed a small schools award and an award for larger programs. Staff would identify approximately 30 small programs and 10 large programs. With this change, more of the large programs entered into the mix. This increased the geographic diversity of the award.

Board members made the following comments:

- The structure of the ELL program would differ based on the concentration of ELL students. The ultimate outcome would be to identify schools that are moving the ELL student development so that schools of similar type and size would be able to replicate the practices.
- Moving forward, the Board needs a plan moving forward about replication when they vote on it.

Achievement Awards

Dr. Parr stated that the major addition to the awards would be for high growth. Tentatively, the award ceremony will be held on April 24. The schools will be notified approximately one month before the award ceremony.

Board members raised the following concerns:

- Schools could drop out of the awards for low growth.
 - Mr. Rarick stated that there will be an award for solely high proficiency and there will be an award for excellence in both growth and proficiency.
- It is possible that the awards would not be known to all schools. In particular, the awards could be valuable to all schools because they can be used to introduce schools to the concept of growth.
 - Mr. Rarick stated that information can go out to all of the school boards to make them aware of the Achievement Awards.

Revising the Core-to-College SBAC Letter

Board members suggested the following revisions to the Core-to-College SBAC letter:

- Add bullet points for concerns to make the letter simpler to read.
- Emphasize the concern with lack of engagement of students who tested into Level 1, the lowest level of achievement on the SBAC. Emphasize concern with messaging to students who tested into Level 1. Emphasize the need for clear postsecondary options and paths for students who tested into Level 1.
- Note that conformity of terms is needed by the Core-to-College group (use of terms like “basic,” “proficient,” “Level 1,” “transitional programs,” et cetera).
- Raise concern with the confusion that may arise from having one cut score for college- and career-readiness that is set by the consortium and a different cut score set by the state for graduation requirements.
- Change language in the letter to be more definitive and clear.

Charter School and Accountability Rules

Mr. Archer offered a summary of the amendments to WAC 180-19-220, charter school rules on oversight of authorizers. The rules and a summary of the amendments to the rules may be found in the packet materials at www.sbe.wa.gov. On WAC 180-19-220(6), a member requested that the district be required to send the termination protocol and plan to the Board after developing and implementing said protocol and plan.

Linda provided an overview of amendments to the accountability rules. The rules and a summary of the rules may be found in the packet materials at www.sbe.wa.gov. Mr. Rarick stated that there would be the addition of three technical words to the first amendment.

Charter School Update from Spokane Public Schools

Ms. Jeannette Vaughn, Director of Innovative Programs/Charter Schools, Spokane Public Schools
Mr. Steven Gering, Chief Academic Officer, Spokane Public Schools

Ms. Vaughn and Mr. Gering stated that Spokane Public Schools had a vision of having the best charter schools. District staff are seeking to have both traditional students and charter school students under their public school system so that there would be no divide between traditional students and charter students. The Spokane public school board was highly supportive of becoming a charter school authorizer, voting 5-0 in favor of applying to be a charter authorizer.

Ms. Vaughn summarized the charter school application scoring, interview, public hearing, and recommendation report process. Three charter schools applied. Spokane Public Schools worked with the National Association of Charter School Authorizers (NACSA) on reviewing the charter school applications. Then, the charter school applications were taken to the Board for a vote. PRIDE Prep was accepted. NACSA staff said that PRIDE Prep had a very strong application compared to charter school applications within the United States. PRIDE Prep will start in fall 2015. PRIDE Prep is going through the process of submitting a charter contract for approval by the Spokane Public Schools Board. The administrator will be a local of Spokane who has worked in high poverty schools in Spokane. She has visited charter schools across the nation. They expect that one of the applicants, a California-based charter, will apply again.

Spokane has become a charter compact city after an agreement between the district and charter schools. Mr. Vaughn summarized the data dashboard that their district is developing.

A member asked if Spokane Public Schools is holding its own traditional schools to as high of a standard as a charter school. Mr. Vaughn stated that Spokane Public Schools is rising above the accountability standards of the state. District staff feel that the process of authorizing a charter school will be raising the bar for how they hold their traditional schools accountable.

Public Comment

Tom Venable – Methow Valley School District

Mr. Venable requested a waiver of the 180 day school year. It would cost \$150,000 to release teachers for development days and the district does not have enough money to do that. Students receive a 6 hour and 55 minute instructional day in grades 7 and 12, thus surpassing the 1080 hour requirement when totaled. Teachers and administrators are evaluated using appropriate methods. The district is implementing Common Core. They have two instructional fellows (coaches) to provide professional development. PLCs meet with teachers to look at data, close the gap, and make sure that students are making at least one year of progress. The graduation rate is above 95% and multiple pathway options are being provided to students. The district is providing a system of world-class education, promoting innovation and flexibility, and early childhood education.

Mary Fertakis – Tukwila

Ms. Fertakis raised concerns with fairness, flexibility, and funding of the 24-credit graduation requirements. Fairness – For all students including Alternative Learning Experience, Special Education, and ELL students, isn't a matter of setting lower expectations for those students. It is a matter of increasing barriers for students who experience challenges that other students do not. She read an excerpt from "My Motherland of Bhutan," a poem by an ELL student, to describe the trauma of immigrants and refugees. She cited a report that details academic, financial, institutional, and cultural barriers that students face. She contended that the 24-credit graduation requirements add even more barriers for students. Flexibility – Adding requirements should be coupled with increased flexibility for

local districts. Flexibility should be increased for students to take Career and Technical Education and elective courses. She read an excerpt from “School in the U.S.,” a poem by an immigrant student, that described her difficult experience with reading below grade level after arriving in the U.S. Funding – Adequate funding is needed for the implementation of SB 6552.

Ann Varkados - Assistant Superintendent, Bethel School District

Ms. Varkados requested a waiver for Bethel School District. She stated that the waiver request would not be necessary if the state was doing its job. She provided an overview of the reasons for the waiver request. The reasons included the transition to Common Core, TPEP, and formative data use. This requires time for staff and leadership teams to understand the connections between these areas of improvement.

Board Discussion

Discipline Resolution

Ms. Julia Suliman, Policy Analyst

Ms. Suliman presented a modified discipline resolution based on feedback and comments the Board provided on March 5. The additions or changes in the language included the following:

- Broader language to include more discipline practices;
- Highlighting next steps and SBE commitment to the work;
- Includes recognition of current efforts of districts;
- Changes the discipline number to reflect the number of students who received some kind of disciplinary intervention as opposed to exclusively suspension or expulsion only;
- Moves the Discipline Task Force information to a cover sheet;
- Encourages districts to engage with parents, students and communities in developing discipline policies;
- Adds more language to the discipline guidance statement specifying that it draws from emerging research in best practices;
- Encourages districts to review their locally collected data to use in adjusting their discipline policies;

Member Mayer believes the data and federal guidance links should be embedded in the resolution as opposed to the cover letter.

Members discussed having the resolution stating rates of specific subgroups versus having broad language of equality that speaks to all schools. There was a concern schools will disregard the resolution because their school doesn't have a high rate of those disciplined subgroups. There was also concern around data supporting an assertion of “disproportionality” in the resolution and additional language changes were recommended to assert the “higher” discipline rates of particular student groups.

Members were asked to make a motion during the business items.

Board Response to Draft Recommendations for Use of the 11th Grade Smarter Balanced Assessment

Members reviewed the draft letter and discussed minor proposed language for staff to revise.

BEA Waivers

Mr. Jack Archer, Director of Basic Education Oversight

Members discussed the following:

- Process to determine if a district met its goals from prior waiver applications;
- Concerns with the process and current criteria for granting waiver applications in relation to the RCW and WAC rules that provide SBE guidance on granting such waivers;
- Districts over time are asking for more waiver days due to limited professional development funding, but granting such waivers result in less instructional time for kids;
- Inequity in the number of additional paid days teachers have between districts within the state based on teacher bargaining, local levy funds and other funding resources;

Mr. Archer provided comments on the five BEA waiver applications based on whether the applicants met or failed to meet the criteria of the Board rules.

Bethel School District

Staff did not identify any issues of concern with the application.

Lynden School District

Staff found the district waiver plan and school improvement plan overlap in the application, but it was not considered to be an issue of concern within the application.

Methow Valley School District

Staff reported the district is in the process of developing a new strategic plan and school improvement plan. The superintendent has noted in the application that the waiver plan will be aligned with the new school improvement plan. Staff did not find this an issue of concern when reviewing the application.

The application did not specify if the goals of the previous waiver plan were met.

Valley School District

Staff found no narrative on how the purposes of the goals and plans closely aligned with the school improvement plan. Staff reviewed the school improvement plan that was revised in January 2014 and some relation was found between the two, but not a close link.

Zillah School District

Staff found the application lacking in details in multiple questions linked to the criteria. There was no strong response on how the prior waiver plan goals were met, but the original waiver approved in 2011 didn't have clear goals specified, either. The application may be unclear in certain responses because the district's application is for four parent-teacher conference days and three days for professional development, which results in parts of the application applying differently for the two types of waivers requested. Zillah's request is solely applying for three days of professional development of staff.

The application provided data showing a significant increase in graduation rates since 2009.

ESEA Waiver Resolution

Members reviewed the draft resolution and submitted proposed revisions to staff.

Business Items

Approval of Response to Draft Recommendations for Use of the Smarter Balance 11th Grade Assessment

Motion was made to approve the SBE letter to the “Core to College Project” Task Force at the State Board for Community and Technical Colleges as set forth in Exhibit A.

Motion made.

Motion seconded.

Motion carried.

Approval of SBE letter to Superintendent Dorn Recommending Approval of, and continued Collaboration, on the State Accountability System.

Motion was made to approve SBE’s letter to Superintendent Dorn recommending approval of, and continued collaboration on, the State Accountability System as set forth in Exhibit B.

Motion made.

Motion seconded.

Motion carried.

Member Plung abstained

SBE’s Annual Designation of Required Action Districts Recommended by the Superintendent of Public Instruction under RCW 28A.657.030

Motion was made to approve the following “required action districts” as recommended by the Superintendent of Public Instruction under RCW 28A.657.030:

- (1) Tacoma School District;
- (2) Marysville School District;
- (3) Yakima School District; and
- (4) Wellpinit School District.

Motion made.

Motion seconded.

Motion carried.

Adoption of Proposed Accountability Rules: WAC’s 180-17-050 through 180-17-100

Motion was made to approve WAC’s 180-17-050 through 180-17-100 with the changes to the proposed rules as set forth in Exhibit C.

Motion made.

Motion seconded.

Motion carried.

Adoption of Proposed Charter School Rules Governing Oversight of Authorizers: WAC’s 180-19-220 through 180-19-260

Motion was made to approve WAC's 180-19-220 through 180-19-260 with the changes to the proposed rules as set forth in Exhibit D.

Motion made.

Motion seconded.

Motion carried.

Approval of 180 School Day Waiver for Bethel School District

Motion was made to approve Bethel School District's waiver request from the 180 day school year requirement for the number of days, school years, and reasons requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Approval of 180 School Day Waiver for Methow Valley School District

Motion was made to approve Methow Valley School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Member Koon abstained.

Approval of 180 School Day Waiver for Lynden School District

Motion was made to approve Lynden School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried on a roll call (7 yes/6 no). Those voting yes: Plung, Hughes, Lavery, Maxie, McMullen, Maier and Koon. Those voting no: Dorn, Fletcher, Jennings, Mayer, Wilds, and Munoz-Colon. Absent: Estes.

Approval of 180 School Year Waiver for Valley School District

Motion was made to approve Valley School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Member Koon abstained.

Approval of 180 School Year Waiver for Zillah School District

Motion was made to approve Zillah School District's waiver request from the 180 day school year requirement for the number of days, school years and reason requested in its application to the Board.

Motion made.

Motion seconded.

Motion carried.

Approval of the Process for Standard Setting for the Biology Collection of Evidence

Motion was made to approve OSPI's proposed process for standard setting for the biology "Collection of Evidence."

Motion made.

Motion seconded.

Motion carried.

Approval of the Process for Revising Standard Setting for the Math Collection of Evidence

Motion was made to approve OSPI's proposed process for revising the standard setting for the math "Collection of Evidence."

Motion made.

Motion seconded.

Motion carried.

Adoption of SBE's School Discipline Resolution

Motion was made to approve the State Board of Education's School Discipline Resolution set forth in Exhibit E.

Motion made.

Motion seconded.

Motion carried.

Approval of the Revised Achievement Index for Accountability, and the Washington Achievement Awards

Motion was made to approve the "Revised Achievement Index for Accountability" and the "Washington Achievement Awards" as outlined in Exhibit F.

Motion made.

Motion seconded.

Member Maxie made an amendment to separate the approval of the Accountability Index and the Achievement Awards into two separate motions.

Member Fletcher accepted friendly amendment.

Motion seconded.

Motion carried.

Approval of the Revised Achievement Index for Accountability as Outlined in Exhibit F

Motion was made to approve the “Revised Achievement Index for Accountability” as outlined in Exhibit F.

Motion made.

Motion seconded.

Motion carried.

Member Koon and Member Plung abstained.

Approval of the Washington Achievement Awards as outlined in Exhibit F.

Motion was made to approve the “Washington Achievement Awards” as outlined in Exhibit F.

Motion made.

Motion seconded.

Motion carried.

Member Koon and Member Plung abstained.

Approval of the Criteria for the English Language Acquisition Award Criteria

Motion was made to approve the “English Language Acquisition Award Criteria” as outlined in Exhibit G.

Motion made.

Motion seconded.

Motion carried.

Approval of the SBE Resolution for the ESEA Waiver

Motion was made to approve the SBE Resolution of the Federal ESEA Waiver Teacher Evaluation Requirements as outlined in Exhibit H.

Motion made.

Motion seconded.

Motion carried.

Meeting adjourned at 3:20 p.m.

Minutes were written by Parker Teed and Denise Ross.

Staff with editorial rights to these minutes: Ben Rarick, Linda Drake, Jack Archer, Andrew Parr, Julia Suliman and Sarah Lane.