



THE WASHINGTON STATE BOARD OF EDUCATION

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

Educational Service District 112, Clark and Pacific Rooms
2500 N. 65th Avenue, Vancouver, WA 98661

November 13-14, 2014

Minutes

Thursday, November 13

Members Attending: Chair Isabel Muñoz-Colón, Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Jeff Estes, and Ms. Madeleine Osmun (13)

Members Excused: Mr. Randy Dorn, Ms. Judy Jennings, Dr. Deborah Wilds (3)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Mr. Dave Stolier, and Ms. Denise Ross (8)

Call to Order

The meeting was called to order at 8:05 a.m. by Chair Muñoz-Colón. The Chair introduced the ESD 112 Superintendent, Mr. Tim Merlino, who welcomed the Board to Vancouver and thanked the members for their ongoing work in K-12 education across the state.

Members observed a moment of silence for the Marysville Pilchuck High School shooting that took place on October 24, 2014.

Chair Muñoz-Colón shared her vision of SBE's future work, priorities and her leadership as the newly elected Chair.

Consent Agenda

Motion made to approve the Minutes for the September 9-11, 2014 Board Meeting.

Motion seconded.

Motion carried.

Strategic Plan Dashboard & Discussion

Mr. Ben Rarick, Executive Director

Mr. Rarick updated the Board on the SBE community forum that took place on Wednesday, November 12. The discussion with the 11 members of the public that attended were focused on areas of the Board's work that included graduation requirements, school funding, the 24 credit-framework, and the unique challenges smaller districts face. Members feel the community

forums are valuable and provide an opportunity for the public to engage in conversations with staff and members about SBE's policy work.

Mr. Rarick had an editorial board meeting with *The Columbian* newspaper, which published an article Thursday morning on school funding, the Board's six principles on the *McCleary* decision and other issues listed on the November agenda.

Mr. Estes provided an overview of the Leadership and Assistance for Science Education Reform (LASER) Board that provides expertise, advocacy and guidance on science education. This board met recently with a group of stakeholders to connect ground-level activities such as professional development, assessment and curriculum to policy-level work, including Next Generation Science Standards.

Mr. Rarick explained the action steps set out by staff for the draft Strategic Plan, based on the member feedback at the September Retreat. Staff will need direction from the members for building out timelines and measures. The proposed adjustments to reflect how the Board can better accomplish its work were as follows:

- The ambition of the plan
 - Better board live time management by providing board packet content and/or presentation in a video format prior to meetings
- Goals and strategies that are statutorily required vs. board-initiated work
 - Consideration of how the Board's work manifests for Goal 2 without legislative deadlines
- Phrasing of the mission statement
- Integrating the student experience
 - Being more intentional about utilizing the student perspective on the Board

Ms. Osmun shared the value of student insight and how the High School and Beyond Plan is important to her. A teacher at her high school has invited alumni students to share opportunities available after high school with this year's seniors. Ms. Osmun emphasized the value it would bring to the Board's work if the student representatives were utilized more in sharing ideas from their own perspectives.

Ms. Childs introduced her presentation for Friday on life skills in a High School and Beyond Plan. Student board members have a unique opportunity to share the status of their own High School and beyond Plans and articulate the needs she sees of other students. She knows there are alternative options besides a four-year college and students have a need for them. Mara expressed her passion and obligation to be the voice for other students in the state.

Following the student board member feedback, Mr. Rarick recommended an additional strategy under Goal #3 titled "Strengthen Student Academic Planning Processes and Enhance Access to Planning Experiences" that reflects utilizing the experience of the student board members to understand obstacles and access issues for students in postsecondary planning.

Members offered feedback on the following elements of the Strategic Plan action steps:

- Time Management. Presentation videos should be paced between meetings and delivered with ample time for members to review. Exploring other resources available to help members become more prepared for discussions could increase meeting productivity. Advancing the work of the Board between meetings could be accomplished with more member participation in committees and community outreach. A member raised concern that presentation videos could limit access to the public in viewing materials or hearing member discussion.

- Highest-Priority Goal. Members believe Goal 2, Develop comprehensive accountability, recognition, and supports for students, schools and districts, is the central focus of the Board's work.
- The Vision Statement. The statement reflects the vision for K-12 education system, but not necessarily the Board's role in the system.
- Members discussed various issues related to specific goals, objectives and strategies including:
 - Supporting struggling students
 - Determining timelines and actions
 - Strengthening the goal for high-quality early learning opportunities access
 - Unique needs of all regions for closing the Achievement Gap
 - Embedded goals or creating sub-strategy goals to show correlations

The Board will adopt a Strategic Plan at the January meeting.

Required Action Districts – Status & Next Steps

Ms. Linda Drake, Research Director

Mr. Andy Kelly, Assistant Superintendent, OSPI

- Update on implementation of Action Plan by Current RADs
- Consideration of New Required Action Districts
- Consideration of Exit Criteria Pertaining to Current RADs

Ms. Drake introduced the update of Required Action Districts (RAD) by stating the statutory distribution of duties between OSPI and SBE for Required Action Schools. The next possible actions the Board may take for RAD Cohort1 schools would be in March, and would include the following:

- Release from RAD status based on the recommendation from OSPI
- Designation by the Board to remain in RAD I status
- Assignment to RAD II status

Members received a status update and exit criteria from Mr. Andy Kelly for both Cohort 1 and Cohort 2 of required action districts (RADs).

The first cohort districts are as follows:

- Renton School District
- Morton School District
- Onalaska School District
- Soap Lake School District

The second cohort districts are as follows:

- Tacoma School District
- Wellpinit School District
- Marysville School District
- Yakima Public Schools

OSPI cannot provide a recommendation at this time for the Cohort 1 schools pending receipt of the schools' data for the current year, but continues to track and monitor their progress.

Cohort 1 Districts: All four of the schools have had significant leadership changes that have resulted in rapid improvement. However, even if a school exits RAD status and is no longer a priority school, the entire district remains in RAD status if there is another priority school within

the district. At the March meeting, OSPI will have progress updates of these schools for exiting RAD status and will present Superintendent Dorn's recommendation for those schools. OSPI was able to extend a fourth year of funding to the RAD Cohort 1 schools to continue their work.

Cohort 2 Districts: Mr. Kelly updated the members on what differentiates Cohort 2 from Cohort 1. Cohort 2 is not tied to the federal school improvement grant (SIG), but instead to a state mandated initiative, and is funded from SB 5329, 2013 Legislative Session. There is limited funding allocated for Cohort 2 schools. Mr. Kelly provided individual plan updates for these districts, the impact of the changing assessment system and the efforts OSPI is making to support them.

Attendance, discipline, teacher retention and testing data may bring more clarity in measuring progress. When improvement can be seen in these elements, it impacts testing. Personnel turnaround, lack of resources and the quality of hiring that takes place in particular regions of the state brings a challenge to most schools in accomplishing the improvements.

Superintendent Adkins of Nespalem School District shared with the Board the efforts the district administrative staff are making to face their challenges and achieve their goal to exit RAD status. He expressed his appreciation to OSPI for their coaching and support.

Discussion of Educational System Health Indicators Report and Evidence-based Reforms Needed to Achieve System Goals

Ms. Linda Drake, Research Director

Dr. Andrew Parr, Senior Policy Analyst

Ms. Julia Suliman, Senior Research Analyst

Dr. Bette Hyde, Department of Early Learning (DEL)

Mr. Lester "Flip" Herndon, Professional Educators Standard Board (PESB)

Ms. Jan Yoshiwara, State Board of Community and Technical Colleges (SBCTC)(teleconference)

Mr. Randy Spaulding, Washington Student Achievement Council (WSAC)

Dr. Gil Mendoza, Office of Superintendent of Public Instruction (OSPI)

Mr. Justin Montermini, Workforce Training & Education Coordinating Board (WTECB)

Ms. Drake introduced the peer agency discussion of the state educational system health indicators, status, and recommended reforms. SBE has been tasked by the Legislature with the following:

- Identifying realistic but challenging performance goals
- Submitting a biennial report on educational system health by Dec. 1 of every even numbered year
- Collaborating with peer agencies including OSPI, WTECB, Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and WSAC. (The SBE also collaborated with and included in the panel DEL, PESB, and SBCTC, though these agencies are not called out in the statute)

Because Washington is not currently on track to meet performance targets, is not ranked in the top 10% nationally, and is not comparable to its peer states for most indicators, the SBE is required to recommend evidence-based reforms in the report.

Members reviewed the draft legislative report with recommendations resulting from previous Board discussion and input from the Achievement and Accountability Workgroup (AAW). The areas of the recommended reforms in the draft report are as follows:

1. Expand Access to High Quality Early Childhood Education
2. Expand and Fully Fund High Quality Professional Learning

3. Increase Access to High Quality Expanded Learning Opportunities
4. Expand Supports and Services that Prepare Students for Postsecondary Opportunities

Dr. Hyde of Department of Early Learning (DEL) summarized the key role early learning plays in K-12 education. DEL supports all four of the recommended reforms and believes they will increase student success. Dr. Hyde presented DEL programs that are grounded in the first reform.

Mr. Herndon reiterated Dr. Hyde's comments about the importance of investing in early learning. He shared how the four reforms impact the work of PESB and their strategic plan.

Ms. Yoshiwara believes the report is well written and builds on efforts that are underway. She shared efforts the SBCTC is actively engaged in that support the reform recommendations and the agency's ongoing goal for students to be college remediation free.

Mr. Spaulding presented the WSAC Strategic Action Plan that is expected to be adopted in December by their Council and how it aligns with the ESSB 5491 requirements. Early Learning education is not an explicit strategy, but WSAC believes it's critical and the Council fully supports that initiative. There is a need for more collaboration for professional development resources and providing time and funding for professional development outside of using Title I funds. All the reforms mirror WSAC's strategic efforts with expanding high school and beyond planning as the most closely aligned one with the Council's plan.

Mr. Montermini expressed support for the recommendations and shared programs the Workforce Board is currently engaged in to prepare students for postsecondary employment. His Board believes the four recommendations are solid and a plan of action that addresses every part of the K-12 system. Mr. Montermini suggested a friendly amendment for the fourth reform to add the wording "and employment" at the end of the sentence.

Dr. Mendoza reported that the OSPI strategic plan is not yet complete, but that the agency is reviewing its practices and trying to be responsive to districts in creating flexibility and leadership capacity. Dr. Mendoza gave an overview of the OSPI programs that align with the four reforms and how the agency partners with stakeholders to reach its goals.

Members engaged with the panelists regarding the following:

- Early learning services available for children of poverty and disabilities
- How high level quality teachers are measured and identified
- Opportunities should be more universally available in the K-12 system
- Peer state average comparison for assessment testing

Public Comment

Ms. Heather Lindberg, Washington State PTA

The Washington State PTA believes exclusionary discipline practices are over utilized in our state. Data show that these practices are disproportionately used on minority, low-income and special education students. Ms. Lindberg also said that schools should be evaluated on more than student achievement based on standardized tests. Ms. Lindberg suggested that additional health indicators focusing on school climate and social and emotional learning should be considered. The OSPI Student Discipline Task Force is doing great work to ensure that the data submitted through the Comprehensive Education Data and Research System (CEDARS) process is useful for policy making decisions. Using this information would help further the state's understanding of school system's health and the PTA supports the recommendation to expand the indicators to include this information.

Ms. Wendy Rader-Konofalski, Washington Education Association

WEA has a longstanding position of support for high standards and accountability, but also of opposition to using a single test score or set of test scores to make high-stakes decisions including grade promotion or graduation. Standardized tests have a measurement of error of up to 40 points on either side of a cut score, yet kids are deemed a success or failure by one point on either side of a cut score. Ms. Rader-Konofalski urged the Board to support removing the graduation requirement for all the standardized tests in favor of allowing students to graduate who complete their rigorous course work and are deemed proficient in basic skills as well as more complex skills by their teachers and districts.

Update on Former English Language Learner Data Analysis

Dr. Andrew Parr, Senior Policy Analyst

Dr. Jason Greenberg Motamedi, Senior Researcher, Education Northwest

Dr. Parr introduced Dr. Greenburg Motamedi, whose primary expertise is focused on bilingual & bi-cultural education and English language learners (ELLs). Dr. Greenburg Motamedi leads Education Northwest's work on the ELL workgroup for the Road Map Project.

Dr. Greenberg Motamedi presented research that shows English Language Learner students may struggle to exit from bilingual programs quickly or, in some cases never exit the program. However, the students that do exit are shown to do well post-program.

- Drop Out Rates
 - ELLs are much less likely to graduate and more likely to drop out of school. According to a three year study, ELL dropout rates nationwide are 25 percent. The grade level in which reclassification occurs, (the process whereby an ELL is considered a fluent English speaker) appears to influence the success of the student. One third of students dropped out if they were still classified as an ELL in high school. If they were reclassified by 5th grade, a fifth of them dropped out. If they were reclassified by 2nd grade, a sixth of them dropped out.
- ELL Workgroup for the Road Map Project
 - Jason gave a brief overview of Education Northwest and the ELL workgroup for the Road Map Project. One out of four ELL students live in the seven Road Map Project districts. There is an increase in Washington ELLs seen. Education Northwest followed an eight-year study of ELL students and observed a 28 percent growth in the number of ELL students in the Road Map school districts.
- Reclassification Studies
 - Two reclassification studies were conducted through the Institute of Education Sciences in the U.S. Department of Education. In both studies, eight cohorts of ELL students were followed for an average of eight years to determine the number of years required to exit from the program. The findings showed that approximately three-quarters of the K-5 ELL students reclassified in two years. Students who entered the program in earlier grades reclassified more quickly. The counter-findings that were not expected were that students with more knowledge of English took longer to exit than a student coming in with basic knowledge. These data lacked background knowledge of the students prior to entering the program, and were based on averages as opposed to individual students.

Dr. Greenberg Motamedi defined a long-term ELL as a student that has been classified as an ELL for more than five years. While long-term ELLs present as a distinct group, the group's characteristics mirror those of the reclassified student group. For 2012-2013, 58 percent of the Road Map ELLs were classified as long-term ELLs. There is insufficient information regarding

staff personnel, classroom curriculum, and socioeconomic status of ELL students to determine why some students are not exiting within a five year period.

Dr. Parr thanked and acknowledged the work of Greg Lobdell from the Center of Educational Effectiveness for his research work on the performance of former ELL students on high stakes assessments. Mr. Lobdell collaborated with Dr. Parr on a report for members, but was unable to be present at the November meeting.

Dr. Parr introduced his analysis of former ELL performance based on school level aggregated data measured through the Index. The Index data was somewhat limited in the fact that it couldn't measure all former ELL students. Only schools with more than 20 ELL students that were continuously enrolled the entire school year were available to be included.

Members reviewed proficiency and SGP data of former ELL student groups and other student groups. On average, former ELL elementary school students performed at higher proficiency levels than the all student group. Former ELL middle school students performed at approximately the same level as the all student group in math and a little above average for reading. The high school former ELL student group performed at a low proficiency and growth rates for both math and reading. Although the high school former ELL student group performs lower than the all students group, the former ELL five-year graduation rates were the same as the all students group. Member Koon commented that graduation requirements could have been met through alternative testing options or collection of evidence.

Dr. Parr compared assessment data with both the former ELL students included and the group excluded in order to evaluate how the former ELL subgroup impacted the Index ratings. There was a modest average rating point gain for all indicators when the former ELL group was included. Members looked at the impact to indicators by school level comparison of elementary and middle school.

Previously, only former ELL and current ELL students data was available through the Index, but OSPI is now collecting the data elements necessary to identify Never-ELL and ELL students that transitioned within two years. For reading, the former ELL students in the road map districts performed higher than the never ELL group regardless of the number of years since being reclassified. In the middle school grades, the recently transitioned former ELL students post somewhat proficiency rates but former ELLs that transitioned more than two years remain the highest performing group. By high school, the former ELLs reclassified less than two years prior post lower proficiency rates in comparison to those who were reclassified more than two years prior. This data shows the former ELL students who are struggling with high school exams are the most recently transitioned former ELL students.

Member Koon requested the data comparison for science assessment testing and Dr. Parr will send the information to all members. Members discussed the importance of ELL students being supported and reaching English proficiency in order to successfully take the assessment exams.

SBE Bylaws Review Committee Update

Ms. Julia Suliman, Senior Research Analyst

Dr. Kristina Mayer, Immediate Past-Chair

Mr. Bob Hughes, Board Member

Ms. Suliman introduced the update by stating SBE is required to review its bylaws every two years. Many of the suggested amendments would update the bylaws to reflect the current work of the Board. Members will take action at the January board meeting and a board norm conversation may be necessary at that time as well. A review committee was formed with

members Kristina Mayer and Bob Hughes who staff assisted in reviewing the bylaws and identifying areas that may need to be considered for an amendment. Some of the issues discussed in the committee meetings were as follows:

- Clarification of immediate past chair position as an at-large position
- How to resolve a tie during exec committee elections
- Committee section alignment with current practice
- Board practices that conflict with Robert's Rules and so need to be codified in the bylaws

Member Hughes and Member Mayer presented proposed revisions of the bylaws, which included:

- Removing reference to "board procedures manual"
- Breaking election ties with a coin flip
- Clarity of what is defined as a bylaw or procedure
- Executive Committee call agendas and minutes provided to members in a timely manner
- Process of evaluating the Executive Director
 - Clarity of the evaluation process
 - Vice Chair – best practice for the Vice Chair to be involved, but not mandatory
- Removal of informal committees and task forces list

Members provided the following suggestions for the bylaw amendments:

- Responsibilities of members for liaison groups
- Process for adding items on board agendas
- Process of breaking a tie
- Evaluation of the Executive Director
 - Flexibility to review performance, compensation and termination at any time without changing the terms of employment
- Executive Committee
 - Minutes and agendas provided to members in a timely manner
 - Member input and involvement for the board meeting agendas
 - Opportunity for members to review draft board meeting agendas in a timely manner and provide feedback before Executive Committee meets

Members will take action on the amendments to the bylaws at the January board meeting.

Review of Washington Administrative Code

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer stated the Washington Administrative Code (WAC) 180-08-015 rule that requires SBE to review its rules not less than every three years. Key questions the members focused on were as follows:

1. Should the Board approve the filing of a CR 101 to enable the repeal or amendment of each of the rules cited in the review?
2. Are there any sections of WAC listed that should not be included in the CR 101?
3. Are there sections omitted that should be added to the CR 101 or considered for an additional filing?

Staff, in collaboration with OSPI and legal counsel, conducted an analysis of the Board's current 16 WAC rules due for review. Mr. Archer presented specific rules that had been identified during the analysis as candidates for technical correction or repeal because they're obsolete, have been subject to discussion by the Board in the past or where questions have

arisen that may result to rule making. Those rules presented for consideration of possible repeal or amendment are as follows:

- 180-16-162 – Define a strike
 - Sets a procedure for the SBE to disapprove a school district's basic education program during a period of a strike
- 180-16-225 – Waiver - Substantial lack of classroom space.
 - Instructs SBE to waive classroom instructional hour requirements and certain basic education approval requirements due to lack of classroom space
- 180-44-055 – 180-44-060 – Teacher responsibilities related to instruction, physical environment of classrooms and use of drugs and alcohol as cause for dismissal
 - Staff believe this is not a statutory requirement of SBE and mistakenly was never dismissed when the Board was reconstituted.
- 180-51-001 – High school graduation requirements – Education reform vision
 - States a vision of state assessments done during certain windows and students would take them based on a determination of what their educational progress is rather than by grade or age.
- 180-105-020 – Performance improvement goals
 - Requires districts to adopt district-wide performance goals, using federal requirements, for the percentage of students meeting or exceeding standard on the Washington Assessment of Student Learning (WASL).

Members were concerned whether or not approval of a CR101 filing is appropriate at this time. The CR101 does not describe any action the Board will take and only notifies the public that the Board is interested in reviewing the WACs in consideration of repeal or amendments. Once filed, a CR101 cannot be amended but a new one can be filed at any time. The Board is not obligated to continue in the process of repeal or amending any WAC codes as a result of the CR101 filing. Members also discussed if the CR101 should include only the WAC rules identified by staff during the presentation or if all the rules listed in the board materials should be included.

Member Plung requested action be taken for approving the filing of a CR101 during the Friday business items.

Board Discussion

Members discussed their appreciation of the Senate Bill 5491 conversation with partner agencies and would like to see more opportunities to engage with them about the alignment of work.

Members reviewed the remaining sections of the agenda for Friday and began preliminary discussions on the following:

- High school and beyond plan online platform in partnership with WSIPC and OSPI
- Revision of the SBE biology end of course exam statement to reflect phasing out the exam as opposed to eliminating it
 - Replacement assessment
 - Elimination of the exam only as a graduation requirement test
- Considering including teacher compensation as part of a fully funded basic education system to the legislative priorities
- Board's position on assessments
- Need for two cut scores and a position statement for it
- How lower cut scores impact students in being college ready and remediation

Adjourn

Friday, November 14

Members Attending: Chair Isabel Muñoz-Colón, Dr. Kristina Mayer, Dr. Deborah Wilds, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Jeff Estes, and Ms. Madeleine Osmun (14)

Members Excused: Mr. Randy Dorn, Ms. Judy Jennings (2)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Mr. Dave Stolier, and Ms. Denise Ross (8)

Student Presentation

Ms. Mara Childs, Student Board Member

Ms. Childs provided the board members with a student update then presented on life skills as part of the High School and Beyond Plan. Ms. Childs discussed courses that teach important skills that adults need, including finance and technology.

Members asked the following questions:

- Are students ready for HSBP in middle school?
 - Ms. Childs stated that students are less ready to commit, but are still willing to explore.
- How can the life skills be built into the HSBP?
 - Ms. Childs stated that technological literacy and finance could be combined. She said that students and parents worry when there are more credits to satisfy, so she would be hesitant to make it a required class. She stated that there should be a requirement that, before exiting high school, students are ready to sustain a good life and be financially literate.
- Is social media used in high school?
 - Ms. Childs stated that social media is regarded as negative more often than not. She said that the Associated Student Body runs a school Facebook and a school twitter to talk about the events going on. She said that her take on it is that adults should be monitoring the social media landscape. She said that the way that you choose to interact with people goes beyond your publishing footprint. She said that it is easy to interact sitting behind a screen rather than interacting to their face.

Update on Legislative Priorities

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Senior Research Analyst

Mr. Doug Kernutt, Consultant

- Briefing on Initiative 1351 Results and Implications
- Update on Legislative Priorities of Peer Agencies
- Consideration of Revised Statement on Phasing-out Biology EOC Graduation Requirement
- Streamlining Alternative Assessments

Mr. Archer highlighted legislative priorities of other agencies that SBE can collaborate on or that could impact the SBE.

Mr. Kernutt discussed the costs of alternative assessments, Superintendent Dorn's Plan B, and additional options for consideration. He summarized the revised statement on phasing out the Biology EOC graduation requirement so that the Biology COE would no longer be needed.

A member stated that they would like to see the total count of students who did alternative assessments. Another member requested that they be informed of what the alternative assessments requested of the Legislature will be. Mr. Rarick stated that the Chair could decide to have time in January to adopt a position statement on what alternative assessments would be requested.

Members stated that it should be made clear that Washington wants an assessment based on the Next Generation Science Standards (NGSS). Members voiced concern that requesting to eliminate the science test graduation requirement may confuse the public as the Board is also asking for a future NGSS assessment. Members stated that the language of the position statements should make it clear why the Board is asking for more alternatives for all areas required for graduation, yet that the Board is also asking to eliminate the Biology COE alternative. Members voiced concern that it sends a mixed message.

Presentation of Budget Outlook for 2015-2017 Biennium

Mr. David Schumacher, Director of the Office of Financial Management

Mr. Schumacher stated that, after a bad recession, the growth has been slow. He said that growth typically picks up within a year or two after a recession but that it hasn't happened as quickly this time.

He said that the 2015-17 budget could be more challenging than the 2013-15 budget. He noted that additional spending, including McCleary and I-1351 obligations, for 2015-17 far exceeds the revenue for 2015-17. He noted that revenue collections are at historically low levels when compared to the overall economy.

Board members asked about projected trends in revenue and education enrollment. Mr. Rarick noted that the size of the gap in funding is not of a belt-tightening size where cuts can be made to meet funding obligations.

Establishing a High School Graduation Achievement Level — Considerations and Assessment Transition

Ms. Linda Drake, Research Director

Dr. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Drake stated that the establishment of a cut score affects the meaning of a high school diploma. She said that the confusion comes in as part of a transition. She stated that there are two systems running at the same time during the transition period, and that it is important to tease out which tests are being used for accountability and which are being used for graduation requirements. She also addressed a point that had been raised by stakeholders that to set a graduation cut score on the SBAC assessment is faulty because it is using an assessment for a purpose for which it was not designed. Ms. Drake pointed out that this is not an uncommon practice. In fact, the state has been doing this as directed by law for many years. The Board will be approving a score on the ACT for graduation and the ACT was not designed as a graduation test, yet it is accepted as a valid alternative.

Dr. Munson presented on the transition to the Smarter Balanced assessment and the process of establishing a cut score. Dr. Munson presented the options for the cut score:

- Equal Impact cut scores would yield the same “passing” rates on the new tests as the former tests
 - Reading, Writing, or a combination?
 - 2014 or average of past three years?
 - 10th grade pass rates or 11th grade after retakes?
 - Higher cut scores over time?
- Achievement Levels
 - Level 2 instead of Level 3
 - New Achievement Level Descriptors for meeting High School graduation standards

She stated that the following are next steps in the process of setting a cut score:

- Feedback from SBE
- National Technical Advisory Committee consideration in January 2015
- Schedule activities
- Develop communications plan
- Plan for re-visiting the issue

Members asked the following questions or raised the following concerns:

- A member asked if the decision on the cut score was delayed until January, would it work with the timeline proposed by OSPI?
 - Dr. Munson replied that the Achievement Level Descriptor meeting could be delayed. She stated that OSPI will go ahead and recruit for that meeting but it could be canceled if need be.
- A member raised concern about which achievement level would be ready for “career,” rather than ready for “college.” The member stated that the “career” part of the assessment system is underdeveloped. The member raised concern about communications and also about the possibility of creating a two-tiered system.
- A member raised concern that having a cut score below the Career and College Ready level is not only a communications problem but also a philosophical problem. The member stated concern that setting an Equal Impact cut score may actually be at Level 1. The member stated that setting the cut score at Level 2 may not hold kids harmless.
- A member stated that “adequate” would be a “C” student but the achievement level descriptors sound like “A” or “B” students on slide 17.
 - Ms. Munson said that she could provide a document that describes the descriptors in more detail.
- A member stated that, currently, the graduation cut score is the minimum proficiency level. The member stated that the legislation makes it clear that the minimum proficiency level needs to be chosen. The member stated that, later, the CCR level could be reached but legislation requires the minimum.

Public Comment

Mr. Bill Keim, Washington Association of School Administrators

Mr. Keim stated that at a WASA board meeting a few weeks ago, delinking assessment from graduation requirements was brought up but they did not reach a conclusion. He stated that he anticipates that they would be supportive of delinking the Biology COE from graduation requirements. He stated that about 5,000 kids would not have walked without that option. He stated that many ELL students would not have walked without that opportunity. He asked the Board to please keep the image of those kids in mind while discussing the issue.

Mr. Dwight Lundstrom, Oak Harbor School District

Mr. Lundstrom stated that he would like to delink assessments from graduation requirements. He stated that he supports Superintendent Dorn’s Proposal A. He asked how you meet the

students' needs as they go through adolescence, with anxiety, illness, et cetera. He stated that school becomes something that is not fun for the students when they face up to nine exams. He stated that some students are being pulled out of career education courses to get them ready to pass exams. He said that military dependents coming to Oak Harbor find the assessment system to be daunting to understand. He said that kids are seeing increased pressure to get under Individualized Education Plans so that they have additional options to graduate. He said that the Smarter Balanced assessment is taking time away from instruction and that the assessments will be a hard sell to families. He said that they are not opposed to assessment for accountability. He said that they do think that assessments are important to be accountable to taxpayers and families, but that assessments as graduation requirements are hard on students.

Ms. Stacey Mahoney, Oak Harbor School District

Ms. Mahoney stated that she appreciates the conversation on assessments. She voiced support for delinking assessments from graduation requirements. She said that to do no harm to students, they need to be prepared for life after high school. She stated that she feels that the assessments are doing harm to students and adversely impacting their opportunities. She said that signing students up for three COE classes in a school year limits their opportunities. She said that students from another state or overseas are losing opportunities so that they can take alternative assessments so that they can graduate. She stated that she attempts to provide every opportunity to take alternative assessments so that they can graduate. She noted that this becomes very confusing for students. She said that describing the timing, the assessments, and the local use of the assessments becomes confusing. She said that the time and resources that go towards those assessments takes away from programs that they would like to do. She said that much of her time at the school has become the assessment system. She urged the board to think about suspending or moving the assessments to 2019.

Ms. Cynthia Allen, Oak Harbor School District

Ms. Allen stated that she wants to speak from the student perspective on the Biology COE. She said that 16 of 25 students in that class have come in because they failed the COE twice. She said that over half of the students failed within 5 points of the exam cut score. She said that some are English Language Learning and Special Education students. She said that one of the students did an environmental science course as a biology retrieval that was effective for the student. She said that learning more science with other courses is better than doing a COE. She said that students have to cover 40 standards in 20 weeks. She said that they are only getting a review rather than having to answer a question. She said that they are being prepared to take the tests rather than getting a rich science experience. She said that there are many testing sessions throughout the spring. She stated that she likes the idea of accountability and supports that help. She said that her district has increased their rate of passing with COE passing going up to 88%, well above the state's 70%. She said that they are teaching the COE well but it isn't the type of science that students need.

Dr. Lance Gibbon, Oak Harbor School District

Dr. Gibbon said that, in the bigger picture, research around the exit exams does not show much correlation to postsecondary success. He said that there is a correlation between exit exams and dropout rates. He cited statistics on states using the SBAC for graduation and stated that Washington is the only state with such complicated alternatives. He said that most students in Oregon will have already met the standard before they take the test. He said that eliminating the tests will lead to increased instructional time, saved money, fewer dropouts, more counseling time, and more opportunities to take courses such as CTE. He urged the Board to consider Superintendent Dorn's Plan A or call for a three year hiatus on exit exams.

Ms. Lisa MacKintosh, Vancouver Public Schools

Ms. MacKintosh said that she is a 2nd and 3rd grade teacher with a split classroom of two grade levels. She said that the classroom has twice the coursework. She said that all of their standards must be taught by April to take the SBAC. She said that the 3rd grade students are required to the SBAC. She said that if they receive a below basic, then they need to have a conference with the parents to decide next steps. She stated that retention is a major part of that conversation. She said that, for the SBAC for 3rd grade, it is odd that they are expected to meet students at their level and teach differentiated instruction. She stated that she believes that setting a graduation test level sends a contradictory message. She said that the test is online and is administered to students who don't have keyboarding skills. She said that she believes that it is not appropriate for third graders. She said that there is a compounding question when you make mistakes and continue. She said that there is no cap on time on the assessment and an eight year old spent 12 hours on the assessment. She said that there is absurdity in that. She stated that the Board shouldn't make school more stressful for those kids and should see them as unique individuals.

Ms. Dionne Vester, Vancouver Public Schools

Ms. Vester said that tracking testing requirements is a year-long process. She said that, as a counselor, she tracks 300 students as her caseload. She said that the students that she tracks range in graduation requirements from those of the Class of 2013 to 2018. She said the students are fearful of not meeting graduation requirements. She said they go over every plan so that the students and parents understand what will happen if they do not make it. She said that there is a high volume of students who move in and out of the area. She stated that her district has a transfer student from California who is currently in Math and English COE. She said that the student asks what will happen if she does not pass the COE. She said that she has had some students who did not pass the COE and were unable to graduate. She said the student is living in a home where she is reuniting with her father. She said that the student is working a part time job and is hoping to move out of home. She said the student wants to attend a community technical college but she is fearful that she will not pass the COE. She said the student doesn't want to have those conversations about postsecondary options until she passes the COE. She said that she works with vulnerable students. She said that she wants to support their academic and emotional growth but that it is hard to support them.

Ms. Bonnie Little, Vancouver Public Schools

Ms. Little stated that she has been a teacher for 36 years. She stated that there has been an increase in anxiety. She said that she wears three hats in her building: testing specialist, career specialist, and counselor. She said that she has a senior who has taken the Biology COE four times. She stated that he has scored very close to passing but has not reached the passing level. She said he has taken science courses but has not yet met the graduation requirements. She asked why he isn't passing? She stated that there are many reasons why students don't pass those exams. She said that there are challenges in their lives and families. She said some kids don't test well. She said there is an impact on how kids see their coursework and their relationships with teachers. She said that kids were doing group work before the test requirements. She said the test doesn't involve the student's environment where they learn their coursework. She said that she believes that there should be a hiatus on testing while the Common Core is focused on. She said that the HSBP is an exciting process that encourages students to look at multiple career and college pathways.

Ms. Lindsey Hathaway, Vancouver Public Schools

Ms. Hathaway stated that she teaches Biology COE and AVID for seniors. She stated that she applauds the work of the Board on phasing out the COE. She suggested that the Board also consider phasing out the math and English COE. She stated that most of the students who are in the COE courses have taken the courses multiple times. She stated that seniors are placed into math courses then they don't have time to take higher courses because they are in a COE

math course so that they can graduate. She stated that students need to be pulled out for six to eight weeks for testing on a computer. She stated that the classroom turns teachers into proctors and students into full-time test takers. She stated that it is not how students will be treated once they enter the workforce. She said that it prevents them from taking literature and other courses that interest students. The English Language Arts course requires them to spend six to eight hours on a computer testing for six to eight weeks.

Ms. Heather Lindberg, Washington State Parent Teacher Association

Ms. Lindberg stated that she is representing parents and community members. She stated that a balanced assessment system is important. There should not be a single indicator for evaluating students for high school graduation, entry into special programs, et cetera. She urged the Board to not set a score. She stated that she believes that there should not be a score to show that students are ready to graduate. There are a lot of students who need much more than what is shown by meeting or not meeting a score. She stated that students need to be prepared for career, college, and life. Test scores are one of many tools utilized to understand students. She stated that tests should only be used to understand how well the system is educating students. Test scores should only be used to help students and should never be used to harm them.

Ms. Christine McChafferty, Vancouver Public Schools

Ms. McChafferty stated that she has been a teacher for 13 years and this is her second year as a LAP teacher. She joked that she is a below-level speaker to adults, but that her other skills can be observed through other assessments including observation. She stated that there is growth that cannot be measured on the SBAC. She said that establishing relationships with students, modifying instruction, and teaching students to become lifelong readers is an important thing. She said that continuing to read will never be measured on the SBAC. She said that at the time when these students should feel good about their growth they are hit with an assessment that erodes their confidence. She offered the story of a student who struggled to become a reader, but the parents are concerned that the student will be held back by the test. She voiced concern that the system is growing a generation of students who are missing out on instruction. She stated that they are experiencing a lack of enthusiasm about what they are learning.

Mr. Rob Lutz, Evergreen Education Association

Mr. Lutz stated that the graduation requirements of 24 credits are about a high quality, broad educational system. He said that he teaches history and civics. He stated that when tests are the visible focus of graduation, it shows that the history and civics courses don't matter. He said that it makes students think that history doesn't matter and that they can tune out. He said that kids give up because of the testing. He said that it is important to hold kids harmless. He said that there is not a way to do that with creating a cut score for graduation. He encouraged the Board to end testing as a graduation requirement.

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Rader-Konofalski stated that she is very proud to represent the teachers and counselors in Washington. She said that the WEA has shown longstanding support for high standards and accountability. She said that the WEA has also shown longstanding opposition to using single test scores for high stakes promotion and graduation. She said that they are dramatic and life-changing tests that effect students. She said that the WEA follows the position consistent with every testing company in the country that tests should not be used for high stakes graduation. She said that the percentage of error is high on the tests and it is not a fair measure of student proficiency. She voiced support for the Board's work on the whole child approach and that the Board should hold fast to that concept in the assessment test scores and graduation. She said that students who are prepared should not be slowed down by having to take alternatives or

prevented from graduating. She said that the system says that you have to pass all your courses and, yet, one single test score can knock you out of graduation. She voiced support for a hiatus on test scores for graduation on all tests, but that the WEA certainly does support ending the Biology graduation requirement to get rid of the COE.

Ms. Amy Liu, Policy Director, League of Education Voters

Ms. Liu voiced appreciation for the hard work of school staff. She stated that her job is to look systemically at education. The system graduates far too few children who are ready for career and college. She said that having a bar for graduation that is lower than what they need shifts the burden to the families and parents for remediation or whatever else the students need to succeed. She said that the system has a long way to go and challenges the notion of holding kids harmless. She stated that there is a difference in making sure that the same number of kids get a diploma. She stated that if students leave with or without a diploma and they are not ready for the next step, then there is harm there. She said that the focus should not just be on removing barriers because life is full of barriers. She said that the system can provide better support for students to overcome barriers. She applauded the Board for being thoughtful people in the educational space.

Ms. Edri Geiger, School Board Member, Member of the Washington State School Directors Association, and Member of the OSPI Discipline Task Force

Ms. Geiger stated that it is the adults who have not prepared students for graduation. She stated that they should not focus on tests for graduation. She said that teachers are developing the skills in children, but there should not be one test. She said that employees who are able to think out of the box and work with their coworkers are not fired on one test. She said that the test does not define an educated person. She asked members to think about what makes you different and think about what you want students to know on the test. She said that high school is about wearing different hats to find out what you want to do and where you want to go. She said that her daughter is in the entertainment business and makes a lot of money but she may not have passed the test.

Mr. Joe Levesque, United International

Mr. Levesque said that he heard about the Board in the Columbian newspaper yesterday. He said that they have a problem and he might have a solution. He said that there are a lot of things that he doesn't know. He said that when a kid is young a kid goes to school to learn what he doesn't know. He said that when the kid goes to school the kid is told what to know. He said that when the kid graduates the kid learns what he has to know. He said that when you give a kid a backpack, they go out and learn what they need to know. He said that when the recession happened, people handed their backpacks to the government. He provided written comment and stated that he would like a preliminary evaluation of his work. He stated that his program would generate money for universities. He stated that he has met with stakeholders about his program.

Board Discussion

Board members discussed the documents, labeled as exhibits that would be used in the business items. Mr. Archer stated that all 295 districts certified compliance with the minimum requirements of the program of basic education. The Chair requested that staff consider front-loading information on assessments for the January board meeting.

Business Items

Motion made to approve 2017–2018 board meeting dates and locations as shown in Exhibit A.
Motion seconded.

Motion carried.

Motion made to direct staff to complete and submit the Educational System Health Indicators report presented at the November board meeting, reflecting input and guidance provided by the Board.

Motion seconded.

Motion carried.

Motion made to direct staff to develop timelines and measurements associated with the Strategic Plan vision, mission, goals, strategies and action steps presented at the November meeting for board consideration at the January 2015 meeting.

Motion seconded.

Motion carried.

Motion made to adopt the 2014 school district BEA Compliance Report as shown in Exhibit D.

Motion seconded.

Motion carried.

Motion made to approve the waiver of career and college-ready graduation requirements for Longview School District.

Motion seconded.

Motion carried.

Motion made to approve the waiver of career and college-ready graduation requirements for Snohomish School District.

Motion seconded.

Motion carried.

Motion made to approve a score of 16 for meeting standard on the science portion of the ACT as an alternative to the Biology End-of-Course assessment, as recommended by OSPI.

Motion seconded.

Motion carried.

Motion made to approve the filing of a CR-101 for the WACs listed in Exhibit F.

Motion seconded.

Motion carried.

Motion made to approve the position statement on funding for professional learning in Washington state as shown in Exhibit C.

Motion seconded.

Amendment proposed to insert the words "District-directed" in between "80 hours" and "professional development" to the final paragraph.

Amendment carried.

Amendment proposed to change "is a state-funded program of educator professional learning, which..." to "is sustained state-funded educator professional learning which..."

Amendment carried.

Motion carried.

Motion made to table business item number four on the position statement on establishment of a cut score for high school graduation on the high school SBAC assessment until the January meeting.

Motion seconded.

Motion carried.

Motion made to approve the legislative priority statement concerning Biology End-of-Course graduation requirement phase-out as shown in Exhibit E.

Motion seconded.

Amendment proposed to change “Additionally, the Board recommends that the Legislature phase out the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards” to “The Board urges the Legislature to eliminate the high school graduation requirement to pass the end of course biology exam.”

Amendment failed.

Amendment proposed to change the words “phase out” to “end.”

Friendly amendment proposed to change “recommends” to “urges.”

Friendly amendment accepted.

Amendment carried.

Motion carried.

Motion made to table business item number 10 to approve the High School and Beyond Plan letter of agreement.

Motion seconded.

Motion carried.

Adjourn