



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Educational Service District 113, Lewis and Mason Rooms
6005 Tyee Drive SW, Tumwater, WA 98512

January 7-8, 2015

Minutes

Wednesday, January 7

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, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madeleine Osmun (15)

Members Excused: Dr. Dan Plung (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph and Ms. Denise Ross (9)

Call to Order

The meeting was called to order at 8:32 a.m. by Chair Muñoz-Colón.

Consent Agenda

Motion made to approve the Minutes for the November 13-14, 2014 Board Meeting.

Motion seconded.

Motion carried.

The Chair introduced the Board's new legal counsel, Ms. Linda Sullivan-Colglazier, Assistant Attorney General. The Chair announced the hiring of the new communications manager, Ms. Stefanie Randolph.

The Chair announced that there was a K20 connection enabling ESD 101 to participate in the meeting remotely.

The Chair introduced ESD 113 Superintendent, Dr. Dana Anderson, who welcomed the Board to Tumwater and shared the ESD's goals to partner with communities for improving education for children.

Nominations for the Executive Committee

Mr. Bob Hughes, Executive Committee Nominations Chair

Mr. Hughes reminded the Board of the outcome of the September election, which resulted in a tie for the Member At-Large position and the postponement of the election for the Immediate Past Chair position. Ms. Fletcher and Mr. Maier were the nominees for the Member At-Large member position. However, Mr. Maier withdrew his nomination prior to the January meeting and

indicated his intention to run for the Immediate Past Chair position. Ms. Jennings remained a nominee for the Immediate Past Chair position. No other nominations were made.

Members were asked to vote for the Member At-Large position and Immediate Past Chair position at the end of the day.

Strategic Plan Update

Mr. Ben Rarick, Executive Director

At the September meeting, members discussed adding a fourth goal for the Strategic Plan. Staff have since been further developing the four-goal structure. Mr. Rarick presented the additional action step to Goal #1 of “1.A.7 Create additional opportunities to see input from communities of color through board meetings, community forums, workgroup meetings and other venues.” Staff had also developed measures and timelines to each goal. Board members will conduct an annual review of the Strategic Plan to reflect new tasks the legislature assigns each year.

Other changes in the document were emphasizing meeting the needs of the whole child, harvesting data on achievement and opportunity gaps, and utilizing the perspective and experiences of high school student members.

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

- Support for ELL students was only embedded in one goal with a measure consisting of only staff presentations. The Strategic Plan would be strengthened if the goals were more action-oriented.
- More specification of the Board’s policy work should be emphasized in Goal 1.B.1, titled “Advocate for expanded programs that provide career and college experiences for underrepresented students.”
- Goal 1.A.7 could be seen by other groups, such as students in poverty and students with disabilities, as only focusing on one part of the diverse community. Wording should be changed to “diverse communities” to reflect that multiple communities are being targeted.
- Add the language “high quality or high performing” to the vision statement.
- Include more action steps for closing the achievement and opportunity gaps.
- For goals that are ongoing, extended timelines are needed.
- Include “outreach and partnering” to communities of color in Goal 1.A.7

Members discussed the importance of creating new strategies for approaching diverse communities to gather input, and determining what action the Board would take in response to that input to shape policies.

Assessment Requirements for High School Graduation

Ms. Linda Drake, Research Director

Ms. Drake reported that the Smarter Balanced consortium agreement requires all consortium states to use the 11th grade assessments for federal accountability purposes. The pass score for federal accountability is determined by the consortium and is tied to career and college readiness (the SBAC Level 3 Achievement Level). Ms. Drake reminded the Board that Washington is in the later stages of fully implementing career and college ready standards and this spring students will be tested on those standards for the first time. At this meeting, the Board will consider taking some final steps for full implementation of career and college ready standards.

The Board was asked to consider approving:

- The Smarter Balanced Consortium Achievement Level cut scores on the Smarter Balanced Assessment (SBAC) for use in Washington.
- An approach to setting the high school graduation cut score on the high school SBAC and the transition exit exams.
- A revised Board position statement on high school assessments required for graduation.

Ms. Drake reported that new test scores will provide comparable data to other consortium states. Washington State is a member of the Smarter Balanced Consortium (SBAC) which developed assessments based on the Common Core Standards and, if the Board does not approve the consortium scores, it would change Washington state's membership status. In addition, meeting standards in Washington would no longer be comparable to other states.

Members looked at the Smarter Balanced Achievement Level Cut Scores for math and English language arts/literacy that the Board may consider approving. The new tests are designed to assess student performance against new standards with higher expectations. Students on levels three and four are considered meeting career and college ready standards and are reported for federal accountability. The "equal impact" approach to setting a graduation score is likely to result in graduation scores in the level 1 or in the low level 2 range.

The SBE convened a work group of four members, Members Wilds, Koon, Estes, and Maier, to discuss and recommend an approach to setting a graduation achievement level on high school assessments and a revised Board position on assessments required for high school graduation. Work group members shared their discussion and thoughts with the Board, and offered a document summary of a draft position on high school assessments. Members reviewed the draft position statement.

The workgroup generally agreed with all the points of the draft statement except the support for high school exit exams.

Members reviewed the comparison of proposals on high school assessment from Superintendent Dorn and Governor Inslee. Superintendent Dorn's proposal included eliminating exit exams, elimination of transition exams and eliminating retakes and alternatives. Governor Inslee's proposal included retaining exit exams, eliminating transition exams after 2014-2015, retaining retakes and expanding alternatives, reassign implementation of alternatives and allow successful completion of a college readiness transition course as an alternative. Both Superintendent Dorn and Governor Inslee included using the SBAC in the 11th grade as an indicator for students being on-track or needing services in their proposal.

Board discussed the following regarding the SBAC cut scores:

1. The impact that would result from Washington's change of membership with the Smarter Balanced Consortium if the consortium scores were not approved.
2. Merits to continuing to administer the SBAC test to both 10th and 11th graders after the transitional test is no longer used.

Members discussed the guiding principles of the SBE position statement on assessments and there was concern of a possible perception that the test is designed only for college level admission and does not include the option for multiple postsecondary pathways. Members would like to continue emphasizing more on the career and technical element and that strong communication is needed to the students of what the test can do for them in all pathways.

Board was asked to take action on approving the smarter balanced consortium cut scores on Thursday.

Education Data Spotlight

Dr. Andrew Parr, Senior Policy Analyst

Mr. Parker Teed, Operations & Data Coordinator

Mr. Teed presented data on high school graduation requirements for the class of 2015 that were reported by all 249 high school districts during the 2014 basic education compliance process. Senate Bill 6552 eliminated the culminating project as a graduation requirement effective immediately, however majority districts still require the project. Courses required by districts that go beyond the minimum state graduation requirements are the culminating project, community service, technology courses and personal finance. The primary delivery model of the culminating project and community service is not for credit. These may be courses embedded in another course or for community service that completed outside of the school day. The technology and personal finances courses are primarily a four credit requirement within the district.

Mr. Teed reported that districts requiring 24 or more credits are primarily medium or small districts. Districts that require fewer credits are of all sizes, but include the largest districts. The majority of districts are not requiring a third credit of science for the class of 2015. Members can expect to see the four credits of English and three credits of social science increase from 209 to all 249 districts for the Class of 2016. Fifty-eight districts require a third credit of science. Mr. Teed said this is an increase from the class of 2014.

The majority of districts in the state offer CTE course equivalencies and competency-based crediting. However, these are not necessarily the same CTE course equivalencies required by E2SSB 6552 of one credit of math and one credit of science.

Dr. Parr presented data on unexcused absences and other forms of problematic attendance. Members reviewed data from other states showing that absences in grades 6-9 were associated with lower math and reading assessment results and lower graduation rates. A significant decline in graduation rates were reported for students with more than ten days of absences.

Members reviewed data on unexcused absence rates in Washington state for schools at different Index tier levels. Unexcused absence rates were considerably higher for schools in tier 1 and 2. The data also showed that the unexcused absence rate was substantially different for different subgroups. The free and reduced price lunch (FRPL) student group showed the highest unexcused absence rate in elementary and middle schools. Native Americans had the highest number of full day absences of any group for middle and elementary schools. For 2013-2014, chronic absenteeism was significantly higher for high school students than for elementary and middle school students. FRPL students are especially susceptible to chronic absenteeism and truancy.

Dr. Parr presented a case study of an elementary school by showing its district policy for excessive excused absences. The practice resulted in identifying and monitoring approximately 20 percent of the student enrollment with problematic absence patterns. The intervention plan put into place dramatically increased attendance for a large number of identified students.

Members discussed the following:

- Correlation of absences with discipline and the definition of an excused absence
 - The effect of multiple risk factors of a student
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- Supporting high risk students to increase attendance and graduation
- Relation to Goal 1 in the SBE Strategic Plan and exploring actionable options for closing the opportunity gap.

Members requested staff to provide data on how many chronically absentees are homeless students. Members suggested that districts share best practices in supporting chronically absent students.

Public Comment

Time Knue, Washington Association of Career and Technical Education

Mr. Knue complimented the Board on their discussion of career and technical education in the alternatives assessments for high school graduation. The Washington Association of Career and Technical Education believes CTE is for all students and helps prepare students entering a four-year university with practical experience..

Janet Plantford

Ms. Plantford said that for the past 22 years she has dedicated her career to creating educational structures and policies that support students who have been traditionally underserved by the K-12 system. She believes Washington is at a critical juncture and the choices made related to assessments required for graduation and Smarter Balanced cut scores will have lasting impacts on the lives of the young people we are driven to serve. Over the last several years, Ms. Plantford has been encouraged by decisions made by the State Board and Legislature to make progress towards a meaningful diploma – a diploma that provides students with the opportunity to make choices about a post-secondary path that aligns with their goals and aspirations. Ms. Plantford asked members not to lose sight of college and career readiness outcomes. She is concerned that if Washington does not stay on the path towards a meaningful diploma that represents college and career readiness, students of color and low-income students will be the most negatively impacted.

Board Member Recognition of Dr. Kristina Mayer

Board members recognized Dr. Kristina Mayer for her eight years of service to the Board and thanked her for her commitment to improving education in Washington state. The Chair presented a letter of appreciation from Governor Inslee to Dr. Kristina Mayer

Review of Governor Inslee’s Proposed 2015-17 Operating Budget

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer provided an overview of Governor Inslee’s proposed 2015-17 operating budget and proposal for K-12 funding and Initiative 1351. A copy of the presentation can be found at www.sbe.wa.gov. Staff reviewed the following elements of the budget:

- Revenue available for the budget;
- Expenditures proposed in the budget;
- I-1351 funding obligations;
- The Governor’s proposed budget solution;
- Proposed new revenue;
- Budget for K-12 education;
- Major policy enhancements funded by the budget; and
- Governor’s proposal on assessments.

Staff said the Governor’s proposal showed commitment to meeting McCleary mandates and improving graduation rates. However, potential areas of concern were identified in the reliability

of the major new revenue sources for basic education, absence of funding of professional development, and lack of transparency in the treatment of I-1351.

Members were concerned about the impact to districts' local levy authority to fund basic education and the funding of I-1351.

Members directed staff to draft a response letter to Governor Inslee regarding his proposed budget.

Review of Basic Education Option One Waiver Request

Mr. Jack Archer, Director of Basic Education Compliance

Mr. Archer reported that the SBE received an application from Shoreline School District requesting a waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. The request is for a renewal for three years of the waiver requested and granted in May 2014. The district had previous waivers of five days granted in 2007, 2008 and 2011. The purpose of the waiver request was professional development of teachers on Common Core State Standards and Next Generation Science Standards in order to reduce the achievement gap while increasing academic growth and proficiency of all students. The district is working toward meeting the new, 24-credit Career-and-College-Ready Graduation Requirements. Shoreline has indicated that it will request a waiver to implement the 24-credit requirements for the Class of 2020 rather than the Class of 2019.

Members expressed concern that there wasn't sufficient data provided by the district on its progress towards closing achievement gaps, and on what student outcomes were from the previous waivers granted.

Consideration of Revised Bylaws & Review of Adopted Board Norms

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman presented the most recent revision of the SBE Bylaws reflecting the feedback from board members from the September meeting and comments received during the interim between meetings. The three types of changes made to the bylaws were technical wording changes, alignment with current practices, and new procedures.

- Alignment With Current Practice
 - Liaison designation
 - Immediate Past Chair position
 - Election of Officers Ballots
 - Board member term limits
 - Voting privileges for executive committee
 - Process for agenda preparation
 - Changes to the consent agenda

- New Procedures and Practices
 - Tie breaking for committee elections
 - Executive committee agenda and minutes
 - Procedure for requesting agenda items
 - Standing committees and adhoc committees
 - Performance review of the Executive Director

A Member said the agenda items should be solely decided by the Executive Committee. However, if the bylaws regarding the Executive Committee are changed to allow any member to

request a change to the agenda items, the member suggested that the bylaws state that the item will be considered for a future regular meeting and not be restricted to the next regular meeting.

Members requested more information describing when an executive session is permitted and if voting members are exclusive to the definition of a full board in the bylaws. Legal counsel responded by offering to prepare information on executive session from the Open Public Meetings Act.

Members asked staff to create a FAQ document outlining the process for the election and appointment of members, membership terms, eligibility to serve and voting rights. This document would be separate from the bylaws and possibly included with the Board norms in the future.

Members were asked to take action on approving the Bylaws amendments during the Thursday business items.

Education Data Spotlight

Dr. Andrew Parr, Senior Policy Analyst

Dr. Parr reminded members that a number of the Statewide Indicators of Educational System Health for Washington state were not on target to meet goals and Washington's performance was not comparable to peer states. At the November meeting, board members requested additional information about how performance gaps for Washington students compare to students nationally and to peer states. Staff analyzed this data from the 2013 National Assessment of Educational Progress (NAEP) and, for this and other comparisons, Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, and Virginia were identified as peer states.

The three important findings from this work can be summarized as follows:

- Based on poverty status, the performance gaps identified for the Washington free and reduced lunch (FRL) student group are slightly smaller than the U.S. average and are generally smaller than the peer states by comparison. This conclusion holds for both reading and math for both fourth and eighth grade assessment data.
- The White-Black performance gap is small in relation to the U.S. average and small in comparison to the peer states. This is true for both content areas (reading and math) and gap measures (average scaled scores and percent at or Above Proficient).
- The fourth grade White-Hispanic performance gaps are among the largest one-third of all states in both reading and math, are significantly larger than the U.S. average, and are typical of the peer states'. The eighth grade performance gaps in reading are among the largest in the country, while the math performance gaps are closer to the US average but are substantial.

Dr. Parr also presented data showing that performance gaps on the NAEP (White-Black and White-Hispanic) increased in 2013 as compared to 2003, while the U.S. average indicates a decline over the same period. When all four NAEP assessments are collectively considered, the performance gap closure rates are among the worst in in the U.S.

Members felt it was important to learn best practices from states that are successful in closing performance gaps and how these practices can be shared with districts.

Executive Committee Elections

Ms. Connie Fletcher was elected to the Executive Committee as a Member At-Large (13 votes). Those voting yes: Estes, Koon, Maxie, Maier, Laverty, Wilds, Muñoz-Colón, Jennings, Dorn, Fletcher, McMullen, Mayer and Hughes.

Ms. Judy Jennings was elected to the Executive Committee as the Immediate Past Chair (8 votes). Those voting yes: Dorn, Jennings, Mayer, Muñoz-Colón, Wilds, Koon, Estes, and Maxie.

Board Discussion

Adoption of the Cut Score Consortium

Members want a communication strategy for announcing the adoption of the Smarter Balanced consortium threshold scores, with a note that the Board will take into consideration a threshold score for high school graduation in August, pending any changes to assessment graduation requirements by the Legislature.

Guiding Principles for the Assessment Position Statement

Members discussed the following:

- The system needs to support the choice of the student and their family for the student's postsecondary pathway.
- Consistent high standards across all schools for postsecondary education is important. More resources are needed for struggling students.
- Whether removing an exit exam would lower the level of accountability and thus hinder student success.
- Resources could be better used for teaching and learning instead of high-stakes tests.
- High-stakes exit exams require a significant amount of resources and time. Other means of accountability should be considered.

Adoption of the Bylaws:

Member Maxie repeated his comments from the adoption of the bylaws discussion earlier in the day that agenda items should be solely decided by the Executive Committee. However, if requests can be made, he suggested flexibility be emphasized so that a requested agenda item will be considered for a future regular meeting and not restricted to being added to the next regular meeting.

Minutes

Thursday, January 8

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, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Ms. Deborah Wilds, Ms. Judy Jennings, Mr. Jeff Estes, and Ms. Madeleine Osmun (15)

Members Excused: Dr. Dan Plung (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph and Ms. Denise Ross (9)

Call to Order

The meeting was called to order at 8:30 a.m. by Chair Muñoz-Colón.

Student Presentation

Ms. Madaleine Osmun, Student Board Member

Ms. Osmun updated the Board on her academic achievements and extracurricular activities. She presented findings from her original polling research that she conducted at her school. She discussed life skills in the High School and Beyond Plan and perspectives of Spokane students on the the High School and Beyond Plan.

Washington Administrative Code Review - Draft Rules

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reviewed the repeals and amendments to the Washington Administrative Code (WAC) that were proposed for inclusion in the filing of a CR-102. A table listing the WACs and the reasons for repeal or amendment are listed in a document called "Summary of Draft Rules for CR-102" that can be found in the WAC Review section of the online board packet. Mr. Archer answered questions about the transfer of authority at the reconstitution of the Board in 2005 and 2006, and how it relates to the repeals and amendments proposed for inclusion in the proposed CR-102.

Initiative 1351 – Implementation Considerations & Next Steps

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman provided an overview of I-1351 so that the Board understands the impacts to basic education law. The presentation can be found in the I-1351 section of the online board packet.

She quizzed board members on the following questions:

- Initiative 1351 only impacts class sizes.
 - Answer: False.
- I-1351 reduces class sizes more than full implementation of 2776 in 2018.
 - Answer: False.
- Funding for I-1351 can be allocated whenever, as long as fully implemented by end of 2017-2019 biennium.
 - Answer: False.
- Funding for I-1351 counts towards the state's McCleary obligation
 - Maybe; the court has the option of considering funding for I-1351 as McCleary funding.
- SBE is responsible for ensuring compliance with RCW 28A.150.260, the funding allocation statute amended by I-1351.
 - Answer: True.
- Districts are required to implement the new I-1351 class sizes in RCW 28A.150.260
 - Answer: Maybe.

Members discussed and asked questions about the details on the ramifications and implementation of I-1351.

Break

Executive Director Update & Board Discussion

Mr. Ben Rarick, Executive Director

Mr. Rarick updated the board on the following:

- Questions and concerns that staff receive from districts and schools about the implementation of the 24 credit graduation requirements.
 - If districts are requiring more than the minimum state graduation requirements but not the full four credits of electives, staff are responding that the Board will not be establishing a statewide definition of “elective” and local communities will be exercising considerable discretion on this issue. Staff will continue working on these issues and keep the Board updated.
 - Personnel in the field have asked if districts can require Algebra II even though ESSB 6552 states that any math based on the HSBP can count as the third credit of math. Mr. Rarick stated that it is clear from ESSB 6552 that any math based on the HSBP can count as the third credit of math.
- Legislative session protocol has been sent to the Board and has not changed over the past three years.
 - A legislative update is sent to the Board, usually later in the week, to update the Board on the bills that the Board is taking a position on. Major issues are highlighted for the Chair, Executive Committee, and Board.
 - Members asked about how the Executive Director decides to respond to an issue that arises on an urgent, immediate basis.
- Mr. Rarick stated that he has sent a draft of the letter to the Governor on the Governor’s budget to board members.
- Mr. Rarick stated that staff embraces the involvement of members in meeting with legislators. He stated that when members meet with legislators, they should speak from the same sheet of music. He described this as raising issues at the appropriate time, following the flow of the policy work, and speaking from the position of the full board.

Board Discussion

Members discussed the Shoreline School District waiver. Mr. Archer provided additional information to the Board as a follow-up to questions asked on the first day. Members discussed the challenges of analyzing a waiver’s impact on student performance and the challenge of approving a waiver without being able to clearly correlate the actions taken by the district to student outcomes.

In preparation for the business items part of the meeting, members discussed revisions to the Strategic Plan and the letter to the Governor on the Governor’s budget.

Public Comment

Ms. Emma Margraf, Parent, Olympia

Ms. Margraf thanked the Board for having high expectations. She stated that her foster daughter came home with an acceptable letter from a college and was excited. She said that her daughter hadn’t fully accepted the idea that she was going to go to college, and that people told her daughter that she should prove herself before going to a four-year school by going to a community college. Once her daughter had decided that she was going to a four-year institution, she was given support from the colleges. Public schools did not support her daughter. Foster students are not talked about much. Ms. Margraf said that going to college changed her daughter’s whole life. She stated that every kid deserves that chance.

Ms. Teri Poff, Director of Teaching and Learning, Shoreline School District

Ms. Poff stated that she was here to provide public comment on the Shoreline School District waiver request. She stated that she would not be here if the state followed through with time dedicated to professional development. She stated that Shoreline School District requested a waiver to implement a new plan. Shoreline is requesting an extension to that waiver to fully realize the changes made in their new plan. Although they do not yet have data that will not be available until this Spring, they do believe that their time spent on intensive staff training has resulted in progress towards meeting their goals for student achievement. Teachers have been trained to develop stronger goals for students based on the Common Core State Standards. She stated that early information has shown progress towards those goals, including information from the Teacher Principal Evaluation Project (TPEP). She said that their professional learning communities are making the progress that they designed the plan to achieve. She said that the data submitted to the Board show strong improvement for all groups. District graduation rates have improved, including for students from subgroups. She said that the improvements in their plan are essential to implementing the 24-credit graduation requirements. To refresh the Board's memory on the district's previous application, she said, that application shows the improvement in performance over the previous three years. The five waiver days have been mandatory for all teachers to attend. She said that levy-supported time allows for individual teachers to plan for instruction and assessment and that the teachers are held accountable by the more rigorous TPEP.

Ms. Sarah Butcher, Parent of Students with Special Needs, Bellevue Special Needs PTA

Ms. Butcher informed the Board of a task force convened by the Office of Education Ombudsman. She stated that representatives from many organizations took part in the task force discussion, and that their input went into a report by the task force convened by the Office of Education Ombudsman. She said that the conversation was remarkable and encouraging. She said that there are a number of reasons why the SBE should support this work. She cited statistics on the number of students in Individualized Education Plans and with special needs. She commented on foster students who also have special needs and stated that those combined issues cause challenges for the students. She said that many disabilities are seen and many more are unseen. She said that there is a values statement made when those students are put aside and action is not taken for these valuable students. Reflecting on the purpose of the SBE, she cited the statutory purpose of the SBE to "provide leadership in the creation of a system that personalizes education for each student," and said that this purpose includes students with special needs. She thanked the Board for the good work they do for students in Washington.

Mr. Bill Keim, Executive Director, Washington Association of School Administrators

Mr. Keim stated that he was reiterating the message sent in a letter from WASA and WSSDA to SBE a few years ago. He stated that the Strategic Plan shows promising actions by the Board. For waivers, however, he stated that the decisions to approve or deny are made in a vacuum based on perceptions. He encouraged the Board to allow a district representative to be present and address questions directly rather than only allowing comment during the public comment part of the meeting.

Ms. Wendy Rader-Konofalski, Lobbyist, Washington Education Association

Ms. Rader-Konofalski stated that she was providing public comment in response to the letter to the Governor on the Governor's budget. She stated that, in regard to praising the Governor's budget for sparing cuts to higher education, she wanted to inform the Board that the higher education community had concerns with the governor's budget. She stated that they viewed it as reducing the higher education budget by freezing tuition rates while not increasing state funding.

Lunch & Teacher of the Year Recognition

Mr. Lyon Terry, Lawton Elementary, Seattle Public Schools

Mr. Terry presented on the work that he is doing in his classroom to make students want to come to school. He wants to make great schools. He stated that social-emotional learning drives him as a teacher. Reflecting on his time as a student, he was interested in recess more than academics and worked hard to become a good person. He stated that the ultimate goal is to build good people with character. He showed a video by the Washington Education Association that describes his success with students in his school and district.

He summarized his experiences with regional teachers of the year during a recent retreat, stating that they all want their students to be great. What makes a great school is:

- Caring relationships;
- Relevant choices; and
- High expectations.

He provided an Edutopia video on Social-Emotional Learning (SEL). SEL interventions are very important for improving student outcomes. He offered ways that the State Board of Education could take state-level action to improve SEL.

Board Discussion

Board members discussed the documents, labeled as exhibits, that they would be voting on during business items. These documents included the SBE bylaws, the assessment position statement, the Strategic Plan, and the letter to the Governor on the governor's Budget.

Business Items

Motion made to approve Smarter Balanced Consortium threshold scores as set forth in Exhibit B.

Motion seconded.

Motion carried.

Motion made to adopt the assessment position statement as set forth in Exhibit A.

Motion seconded.

Amendment proposed to guiding principle two to change "postsecondary educational systems" to "postsecondary college and career systems" as set forth on the screen and to add a new principle, as number eight, that reads "Supports continued work on the integration of career readiness into high school assessment systems."

Friendly amendment proposed to change "postsecondary college and career systems" to "postsecondary education, training and career systems."

Friendly amendment accepted.

Amendment carried.

Amendment proposed to strike guiding principle three in its entirety and to strike "including alternatives to passing exit exams" from guiding principle nine.

Amendment seconded.

Amendment failed. Roll call requested. Five yes; eight no. Those voting no: Jennings, Laverty, Maxie, Mayer, Estes, Wilds, Muñoz-Colón, Maier. Those voting yes: Dorn, Fletcher, Hughes, McMullen, Koon.

Amendment proposed to guiding principle nine to state "supports the streamlining of the high school assessment system, including further research on the impact of exit exams and alternatives to passing exit exams."

Amendment seconded.

Friendly amendment proposed to state “including alternatives to passing exit exams, and further research on the impact of exit exams.”

Friendly amendment accepted.

Amendment carried.

Amendment proposed to change “cut scores” to “threshold scores” throughout the document.

Amendment seconded.

Amendment carried.

Amendment proposed to guiding principle number five to state “minimum scores for graduation.”

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to approve temporary waiver from implementing the High School Graduation Requirements of WAC 180-51-068 for Battle Ground School District, Bethel School District, Seattle School District, Stanwood-Camano School District, Wellpinit School District, Kennewick School District, Auburn School District, and Concrete School District for the number of years requested in their applications to the Board.

Motion seconded.

Motion carried.

Motion made to adopt the amendments to the SBE Bylaws as set forth in Exhibit C.

Motion seconded.

Amendment proposed to Article VI, Section 1, to change “regularly scheduled meetings, an annual planning meeting, and other special meetings...” to “regularly scheduled meetings, including an annual planning meeting, and other special meetings...”

Amendment seconded.

Amendment carried.

Amendment proposed to strike Article VI, Section 2, Subsection 5, A and B, so that the Executive Director and Executive Committee continue to have the authority to set the board meeting agenda.

Amendment seconded.

Amendment failed. Roll call requested. Five yes; seven no; one abstained.

Those voting no: Dorn, Fletcher, Hughes, Laverty, McMullen, Maier, Koon.

Those voting yes: Maxie, Mayer, Estes, Wilds, Muñoz-Colón. Those abstained:

Jennings.

Amendment proposed to change “the next regularly scheduled meeting” to “a regularly scheduled meeting” in Article VI, Section 2, Subsection 5, B.

Motion seconded.

Friendly amendment proposed to change the wording to “a future meeting.”

Friendly amendment accepted.

Amendment carried.

Amendment proposed to Article VI, Section 3, Subsection 3, A, to add the word “voting” before “members present” at the end of the first sentence. Under Article VI, to strike the word “full” because it is redundant. In Article VIII, Section 4, take out the word “full” because it is redundant. In Section V, to have the bylaws state “subject to approval of the Board.” In Article IX, Section 1, Subsection 1, to have the bylaws read “these bylaws may be amended by a two-thirds affirmative vote of the voting board members present at the meeting.”

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to table Shoreline School District's request for a waiver of the 180-day school year requirement to the next board meeting to allow the Board to examine the information that was presented this afternoon in order to be able to make a thoughtful and informed decision.
Motion seconded.

Motion carried.

Motion made to approve filing a CR-102 for rule repeals and amendments for the rules shown in Exhibit E.

Motion seconded.

Motion carried.

Motion made to approve the letter to the Governor on the Governor's proposed budget as set forth in Exhibit F.

Motion seconded.

Amendment proposed to change "guidance counselors" to "strengthening guidance counseling in secondary schools."

Amendment seconded.

Amendment carried.

Motion carried.

Motion made to approve the 2015-2018 Strategic Plan as set forth in Exhibit D.

Motion seconded.

Amendment proposed to change action step 1.A.7 from "pursue opportunities to collaborate with diverse communities to close achievement and opportunity gaps" to "identify strategies and develop a plan for effective outreach to diverse communities in order to gather input and build partnerships around specific issues related to closing the opportunity and achievement gaps."

Amendment seconded.

Friendly amendment proposed to change "...gather input and build partnerships..." to ... "gather input, build partnerships, and develop policies..."

Friendly amendment accepted.

Amendment carried.

Motion carried.

Adjournment

The meeting was adjourned at 3:45 p.m. by Chair Muñoz-Colón.
