



THE WASHINGTON STATE BOARD OF EDUCATION

"Every student receives a high-quality education that prepares for career, college, and life."

Education Service District 101, Conference Room
4202 South Regal Street
Spokane, WA 99223

September 10-11, 2015

Minutes

Thursday, September 10

Members Attending: Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Ms. Judy Jennings, Dr. Daniel Plung, Mr. Jeff Estes, Mr. Bob Hughes and Ms. Madaleine Osmun (14)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, Mr. Tony Brownell and Ms. Denise Ross (10)

Members Absent: Mr. Randy Dorn, Chair Isabel Muñoz-Colón (2)

Call to Order

Acting Chair Laverty called the meeting to order at 8:05 a.m. and introduced Dr. Shelly Redinger, Superintendent of Spokane Public Schools. Dr. Redinger welcomed the Board to Spokane and thanked them for keeping the standards high in education. Her district is still working on its goals in getting all students to graduation and onto a postsecondary path to education or training.

Member Laverty administered the oath of office for Ms. Mona Bailey. Ms. Bailey thanked Governor Inslee for the opportunity to serve on the Board and looks forward to contributing to the Board's work on preparing all students for life and career.

Member Laverty introduced Mr. Tony Brownell from OSPI, who will be at the meeting today to assist staff with the new sound system and microphones.

Consent Agenda

Motion made to approve the consent agenda.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the July 7-9, 2015 Board Meeting.

Motion seconded.

Motion carried.

Motion made to approve the Minutes for the August 5, 2015 Board Meeting.

Motion seconded.

Motion carried.

Member Laverty noted that the position statement on setting graduation cut scores is listed on the business items portion of the agenda. He recommended the Board not take action on it for this meeting.

Motion made by Member Koon to remove the approval of the position statement on setting graduation cut scores from the meeting business items on the agenda.

Motion seconded.

Motion carried.

Call for Nominations

Mr. Bob Hughes, Nominations Chair

Member Hughes announced the elections for the three member at-large seats and chair seat will be conducted after lunch. One of the member at-large seats is in place of the immediate past chair. Members Koon, Fletcher, Maier and Jennings have been nominated to date for the member at-large seats and Member Muñoz-Colón for the chair seat. Mr. Hughes asked if there were any further nominations and no further nominations were made.

Student Presentation

Mr. Baxter Hershman, Student Board Member

Member Hershman began his presentation by providing a student update to the Board. He's currently entering his junior year, playing football, and will be the school's treasurer this year.

In preparation for this presentation, Member Hershman connected with the Washington School Information Processing Center (WSIPC) to explore the My School Data, which is the new online tool for the High School and Beyond Plan. Using a sample user ID and password, he was able to explore the site as a student, parent and educator would be allowed. While logged into My School Data, member Hershman gave members a live tutorial of the web site. The user profile had three categories that allow students to add information about who they are, what they want to become, and how they will become that. The dashboard provides a student's basic information, assessment scores, attendance, class schedule, educational milestones, enrollment and grades. The tool enabled students to shape their curriculum and select multiple paths to graduation. Member Hershman found this helpful for students to keep track of where they are in relation to meeting graduation requirements and where they may need to improve on past assessment tests.

For the parental access, member Hershman felt the site looked identical to what the student views. This could cause confusion since the parent and student should have different roles. However, the site still provides parents with helpful information on what a High School and Beyond Plan is, their child's progress towards graduation, and test scores. Member Hershman asked his mother to view the web site and provide her personal feedback on the tool. She reported it was easy to read and was impressed with its design.

For an educator, the site provides a chart of high school graduation requirements and what the student needs to meet the requirements. Member Hershman found this helpful for school staff when trying to help a student organize their schedule and to provide guidance. It also enables staff to know the student better.

To improve the site, Member Hershman recommended adding a feature that allows students to include other personal life goals in the profile. Goals shouldn't be limited to just reaching college, but should also include other areas of achievement in family and social life as these are often connected to the career field a student chooses.

Members discussed how beneficial this tool would be for students that move around in the K-12 system because the history follows the student and provides the classes the student's school is offering to satisfy specific requirements. Ms. Osmun and Mr. Hershman both commented that they consult their guidance counselors often regarding their schedules and tracking for graduation, so this tool could help students become more organized.

Charter School Report Discussion

Mr. Kevin Laverty, Acting Chair

Ms. Linda Sullivan-Colglazier, Attorney, Assistant Attorney General's Office

Mr. Laverty announced that due to the recent Supreme Court ruling invalidating the charter school law passed by voters in 2012, Ms. Linda Sullivan-Colglazier will provide the major highlights of the ruling in place of the charter school report discussion.

Ms. Sullivan-Colglazier reported on the Washington Supreme Court case of *League of Women Voters vs. State of Washington*. The Supreme Court held charter schools are not common schools in a 6-3 decision. The concurring/dissenting opinion agreed with the majority that charter schools are not common schools, but held that that provision of the law was severable from the rest of the law and that charter schools may be constitutionally supported through the state general fund. Common schools have been defined as "subject to and under the control of the qualified voters of the school district." The court considered the structure of charter schools and found them not be under voter or local control. The court also looked at funding provisions for charter schools and found that under the Charter School Act, restricted funds dedicated to solely common schools is unconstitutionally diverted to charter schools. The court specifically rejected a fix the legislature passed this last legislative session segregating out the levy tax monies. The court considered whether or not the funding provisions could be severed from the rest of the Act's provisions and found the funding provisions could not be severed. Therefore the court found the entire act to be unconstitutional. The court's ruling doesn't become final until an order is issued by the Superior Court, which must be made within 20 days of the Supreme Court decision. It is possible that a motion for reconsideration will be filed with the Supreme Court, which would delay the issuing of the mandate.

Member Laverty presented draft language for a position statement expressing the Board's concern for the well-being of students already enrolled in charter schools. Members made suggested edits and felt the letter should be simple with the focus of concern on the loss of instructional time for students. Members would continue to work on the draft language until business items on Friday.

Mr. Rarick informed members that the charter school report is no longer a requirement at this time because of the court ruling.

Legislative Priorities and Strategic Plan Discussion

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Rarick presented an overview of the July 2015 board retreat discussions and potential policy discussions for future meetings on pages 54-62 of the packet. Members discussed the following:

- Engaging with state level partners, national level partners and education instructors in career readiness framework discussions
- Policy levers on closing opportunity gaps and achievement gaps
- Collaborations with PESB on various topics
- Instructional role in helping students meet standards

Mr. Archer highlighted some of the Board's legislative priorities for the last three years, the progress made, and the remaining unfinished work of the Board as stated on pages 43-53 of the packet. Mr. Archer presented potential 2016 legislative priorities, drawn from prior board priorities and positions, as a starting point for discussion, but not to exclude other items that may also be priorities for members. The Board will seek to finalize its 2016 legislative priorities at the November meeting.

- Achieve compliance with *McCleary*
- Establish a program of high-quality, state-funded professional learning for educators within the definition of basic education
- Preserve the integrity of the career and college-ready diploma while expanding graduation alternatives
- Strengthen the High School and Beyond Plan
- Increase access to high-quality expanded learning opportunities
- Bring clarity to basic education requirements by harmonizing the definitions of "school day" and "instructional hours"

Details of each potential 2016 legislative priority can be found on pages 39-42 of the packet.

Member suggested the following additional priorities:

- Reviewing what other states are finding in linking assessments with graduation requirements and having discussions to re-evaluate the Board's position on supporting exit exams
- School funding
- Closing achievement gaps and opportunity gaps
- Looking at the impact of low teacher attendance on low-income students
- Including preschool in the definition of basic education
- Providing a statewide discipline policy
- Looking more broadly at the expanded learning opportunities priorities

Members were concerned about causing unintended consequences by re-defining a school day or instructional hours. It may limit some educational programs and conflict with other legislative priorities.

Public Comment

Deana Brower, Spokane Public Schools Board Member

Ms. Brower encouraged the Board to include authorized charter schools under local district oversight in the Board's charter school position statement.

Jim Kowalkowski, Superintendent, Davenport School District

Mr. Kowalkowski thanked the Board for advocating for full funding and high quality professional development as legislative priorities. He asked that the Board consider adding local control and collaboration of staff to its priorities. Research shows staff who consistently meet together have higher achievement for students. Mr. Kowalkowski recognized Member McMullen and thanked her for her work.

Discussion with Ms. Susan Weed

Ms. Weed was unable to participate in the discussion due to illness;. Therefore, Acting Chair Laverty removed this agenda item. Mr. Hughes gave a summary of the purpose of the School Facilities Citizen Advisory Panel and their responsibilities.

Executive Committee Election

Member Munoz-Colon was re-elected as the chair. Members Fletcher, Maier and Jennings were elected as members at-large. Member Jennings continues as the member at-large in place of the immediate past chair.

Board Discussion – Charter School Statement

Members continued their discussion of revisions for the charter school position statement. Members were concerned about naming a specific entity to resolve the ruling, whether a position statement was appropriate so soon after the ruling, and what the Board's position would be on Superintendent Dorn's request for a special session to address the ruling.

Competency-Based Approaches to Credit Retrieval

Ms. Linda Drake, Director of College and Career-Ready Initiatives

Dr. Alan Burke, Executive Director, Washington State School Directors' Association (WSSDA)

Mr. Scott Seaman, Director of High School Programs and Professional Development Specialist, Association of Washington School Principals (AWSP)

Mr. DeShawn Taylor, Student, Next Generation Zone

Ms. Rhonda Clark, Principal Assistant, HS iCAN Credit Recovery Program, Spokane Public Schools

Ms. Drake provided an overview of competency-based learning and how it could provide an option for students to retrieve credit and graduate on time. Ms. Drake highlighted materials provided to the Board in the meeting packet (pages 65-80) on the public education youth pathways to a high school credential chart, what districts are doing to provide credit retrieval opportunities.

Mr. Taylor shared the personal challenges he was facing that caused him to drop out of school at the age of 17. He felt school staff and friends didn't pay attention to him or reach out to him when his grades began to decline. When sports became the only element of high school he enjoyed, he eventually stopped going completely. After being evicted from their home, Mr. Taylor started living with his godmother who encouraged him to finish high school or some other kind of completion program. He attended Job Corp for six month and later enrolled in the Next Generation Zone program. He found the staff engaged with him and provided the personal assistance he needed. He will have successfully completed the program at the end of this month and his post-secondary plan is to seek employment.

Mr. Seaman was an assistant principal and principal prior to working at AWSP. He's concerned with the lack of awareness high school administrators have of the removal of the 150 hour seat-time requirement. He's found most high schools are still on a six-period day and they lack the capacity in the buildings to make changes. Mr. Seaman sees a lot of potential for competency-based crediting to strengthen pathways to the 24 credit high school diploma. There are out-of-class crediting options that students could be using, for example, work-based learning options, but schools may not be implementing them and may not know that credit could be awarded for them. We can improve the system by having stronger awareness of competency-based credits, what they are and who defines them. There are many barriers that the system has created that make it difficult to help kids retrieve credits. Relationships are the key to student success and we need adults that can work with students in small ratios.

Ms. Clark shared the goals and mission of the Individual Credit Advancement Now (iCAN) Program and Spokane Virtual Learning (SVL) with Spokane Public Schools. iCAN provides online credit recovery opportunities for students at their home high schools using special web-based coursework developed by Spokane Virtual Learning (SVL). For five years, they've had 80 percent completion rate in iCAN. Ms. Clark provided an overview of how students are supported, course offerings and the relationships between the students and instructors.

Dr. Burke summarized WSSDA's role in providing policies for districts. A policy exists on credit for competency in world languages, but it has been found that many districts don't use it. Larger districts are more likely to use it because they have the capacity to do that, but smaller districts don't have that advantage. The policy was written for world languages, but could be used for other subjects as well.

Dr. Burke has seen various online programs and E2SHB 1418 programs that bring success in credit retrieval. These programs have the advantage of connecting kids directly from a high school environment into a community college to hopefully receive an AA degree at the same time as a diploma. These programs are helpful, but there are students still struggling to reach graduation. Dr. Burke shared what he knew other states and local community colleges are doing in competency-based learning. A lot of the kids that struggle in our system eventually can have a pathway through the community college whether it's a traditional academic pathway to higher education or vocational pathway. High school diplomas are not enough and we need students to have a set of skills, be employed and break the cycles of poverty.

Dr. Burke suggested the need for developing exams in some of the courses kids can challenge in competency-based models. We need to look at our CTE programs and skills centers because these programs build relationships between kids and adults. Things we could do to improve competency-based crediting across the state is share best practices and ensure credit retrieval programs are solid and high quality. Dr. Burke would like to see SBE provide alternative pathways to help kids that won't make it to 24 credits.

The board discussed the importance of spreading awareness, educating school boards on competency-based learning and the barriers districts face that prevent them from providing certain crediting options.

Option One Basic Education Act Waiver Requests

Mr. Jack Archer, Director of Basic Education Oversight

SBE received two Option One waiver requests. They are from Ridgefield School District and Sultan School District.

Ridgefield School District requested one waiver day for the 2015-16, 2016-17, 2017-18 school years for the purpose of a transition day for incoming 7th and 9th graders. This is a new request.

Sultan School District requested two waiver days for the 2015-16, 2016-17 and 2017-18 school years for the purpose of professional development for its classified staff. This is a renewal of a previous waiver granted in 2012.

Members asked Mr. Archer to clarify if Ridgefield School District had already used their waiver day before it was approved. Mr. Archer confirmed the district used the waiver day on September 1, 2015 and that the district would have to make up the day if the waiver isn't granted.

Members were asked to take action on approving the Option One Basic Education Act waiver requests on Friday during business items.

Student Panel on Smarter Balanced Assessment Experience

Ms. Madaleine Osmun, Student Board Member

Mr. Baxter Hershman, Student Board Member

Mr. Brenden Millikan, Student Panelist, Central Valley High School

Mr. Ben Magruder, Student Panelist, University High School

The Board discussed at its July board meeting the desire to engage with students more on the student experience. SBE student Board members, Mr. Baxter Hershman and Ms. Madaleine Osmun, coordinated a student panel of their peers and asked them to share their Smarter Balanced Assessment testing experience with the Board.

Mr. Millikan introduced himself is an advanced placement (AP) senior student who chose not to take the SBAC test last spring and handed out refusal forms to fellow class members at Central Valley High School. He attended the practice test the day prior to the SBAC being administered and found the test to be oddly worded and at a difficult reading level. Many of his classmates also chose to “opt-out” and the students who did take it reported they didn’t take the test seriously because they didn’t plan to attend in-state colleges. Mr. Millikan’s father supported his choice to “opt-out” of the test, but his mother wished he had taken it. Mr. Millikan’s primary reason for “opting-out” of the test was because it was scheduled too closely to final exams and because he also didn’t plan to attend college in Washington state.

Mr. Magruder introduced himself as an AP senior student who also chose not to take the SBAC test last spring. He and his friends were enrolled in multiple AP classes and taking the SBAC test would have resulted in him missing four days of class. He felt there were so many other tests for juniors to be taking that it was overwhelming. He and his friends felt the SBAC test wasn’t necessary and those who did take the SBAC didn’t have strong feelings about it. Their feedback to him was the SBAC felt like the other standardized tests, but was different then what they expected. His friends didn’t feel like they knew what they were getting into and Mr. Magruder is concerned students who don’t adapt well may struggle in taking the test. Mr. Magruder’s primary reason for not taking the test was because he didn’t feel the test was necessary and there were other requirements that juniors had to focus on and the SBAC seemed to be the logical thing to eliminate since it wasn’t required.

Members asked the panelists questions. Both students felt they hadn’t been well informed about the test and hadn’t been built into their curriculum in previous years. The timing of the test, with it being administered at close to the same time as AP exams, was stressful. Mr. Millikan and Mr. Magruder suggested administering the SBAC test either in the sophomore year or early in the junior year. This would be easier for students to manage because of what’s going on in a student’s life academically and personally during their late junior year.

The students were asked if they would feel differently about the test if they knew it wasn’t a requirement but the results affected the educational system as a whole. Mr. Milikan and Mr. Magruder responded that the lack of personal negative consequences would still be a major factor and would result in high refusal rates.

Smarter Balanced Assessment Results

Dr. Andrew Parr

Mr. Parker Teed

Dr. Parr reported there was a high percentage rate of Washington students that participated in the 2015 Smarter Balanced assessments, but that it was still lower than the ESEA requirement of participation.

Mr. Teed presented participation rates on the 11th grade math SBAC by district and percentages of students that are above and below the field test average at the 5th and 8th grade levels. Larger districts were most likely to have higher refusal rates. For 11th graders, most of the districts fall below the field test estimate. Mr. Teed shared what other states are requiring in participation of state tests, showing that most states require all students to take the tests and prohibit opt-outs. In some states, the federal government could withhold funding if opt-outs occur. There are a few states that allow local control to determine what students may opt out.

Dr. Parr presented data on comprehensive high schools meeting participation targets for all student groups by state and federal accountability framework and those with very low participation rates. The schools in the state not meeting participation targets will be deemed not meeting AYP. Per federal requirements, test refusals are identified as non-participants and students are identified as not meeting standard. SBAC testing participation rates were fairly good for elementary and middle schools, but not good in high schools. Because of the test refusals, some normally high performing schools will have low performance results for 2015.

Dr. Parr presented school level participation differences for elementary and middle schools. Rates were variable, but were mostly high. School-by-school participation rates vary considerably within districts, but are mostly very low. In order to identify schools that performed better than expected, Dr. Parr used multiple regression, a statistical analysis, to identify schools who perform better or worse after considering multiple school factors. Those factors included enrollment and the number of students receiving free and reduced lunch (FRL). As schools get bigger, the predicted participation rates go down. Participation rates get lower at larger schools. Schools with lower poverty rates also have lower participation rates.

Dr. Parr presented data on high schools that exceeded predicted participation rates, their enrollment rates, FRL percentage, and a comparison of average participation and predicted rates. Dr. Parr shared feedback received from the schools on how they achieved their high participation rate. The majority emphasized the importance of doing well for enrolling in college, developed a test administration plan to personalize the experience, and made a concerted effort to reduce test stress.

Members also reviewed data of high schools that did not meet participation rate predictions.

Members discussed reevaluating the Board's position on assessments based on what the Board is learning and if it's fair to judge school performance based on refusal rates. Members want to hear perspectives from a wider range of people about SBAC testing and have informed discussion on the feeling around the state.

Board Discussion

Members discussed creating the process for identifying the board's top priorities and how the Executive Committee executes the Board's work.

Meeting adjourned at 5:15 p.m.

Friday, September 11

Members Attending: Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Baxter Hershman, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Ms. Cindy McMullen J.D., Ms. Mona Bailey, Ms. Judy Jennings, Dr. Daniel Plung, Mr. Jeff Estes, and Ms. Madaleine Osmun (13)

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

Members Excused: Mr. Randy Dorn, Chair Isabel Muñoz-Colón, Mr. Dan Plung (3)

Due to the recent Supreme Court ruling invalidating the charter school law, the agenda for the school site visits was revised. Members visited the North Central High School and Spokane Public Montessori, and engaged with students in classrooms. The Chair and Executive Director met with the Spokane charter school representatives at North Cental High School as well.

Call to Order

The meeting was called to order at 11:15 a.m. by Acting Chair Laverty who called for a moment of silence to honor the victims of the September 11, 2001 terrorist attack.

Review of Provisional Position Statement on Index Weighting

Dr. Andrew Parr, Research and Data Manager

Mr. Peter Maier, Board Member

Ms. Mona Bailey, Board Member

Mr. Tre' Maxie, Board Member

Dr. Parr presented recommendations for the high school Index indicator weighting to be changed to accommodate an additional measure of College and Career readiness. A workgroup was formed that included Member Maxie, Member Maier and Member Bailey for the purpose of making the recommendation to the Board. Members were asked to approve a position statement that addresses the growth model data and the high school Index indicator weighting.

Dr. Parr presented the various complexities to the 2015 Washington SGP calculations. At the August AAW meeting, Dr. Deb Came reported that over the next two months OSPI would be looking at ways to generate the most reliable, valid and meaningful growth measures for schools. Staff were informed earlier in the week that OSPI decided high school growth SGPs will not be computed this year in the Index due to the low participation rates on the 2015 SBAC tests. There is a rare circumstance in which any SGP would be available if OSPI determines the data is unusable, but Dr. Robin Munson at OSPI believes the SGP for grades four through eight will be viable data.

Dr. Parr summarized the proposed position statement. He noted the fifth bulleted item on student growth has changed from what the Board had already approved. A sentence was changed from the original draft position statement submitted to the Board as requested by OSPI. The change reflected is using the three-year average vs using multiple years of the Index. The growth model data will continue to be included in the Index and language was added as requested by the board workgroup members stating that the SBE may further adjust the Growth indicator as needed.

The primary focus of the workgroup was discussing how to fit dual credit into the college and career indicator without diminishing the impact of graduation on high school ratings.

Dr. Parr presented the following data:

- Two distribution plots on dual credit rating value for the All Students group.
 - When alternative high schools were excluded, the distribution of data looked normal with room for schools to improve their high school Index ratings.
- Ranges of dual credit participation rates by subgroup in relation to the All Students group.
 - The black, Hispanic and pacific islander student groups outperformed the white student group.
- Descriptive statistics for the subgroup performance on the Dual credit data

Dr. Parr conducted Index rating simulations and impact analyses for two models that use different weighting schemes to include Dual Credit Participation in the School Achievement Index. Model One displayed Proficiency (30%), Growth (30%), CCR (35% graduation and 5% Dual Credit Part) and showed dual credit ratings would be lower than graduation ratings. Scores would be expected to decline a small amount and school staff would be incentivized to enroll more students in dual credit courses. Model Two displayed Proficiency (32%), Growth (32%), CCR (32% graduation and 4% Dual Credit Part) and would provide a greater degree of year-to-year comparability. This model would equally weight proficiency, growth and graduation rates with the smallest negative impact to schools.

The SBE Index Workgroup recommended the Board approve the Position Statement that includes the Model Two indicator weightings. Member Maxie and Member Bailey felt Model Two was the best recommendation, especially with the absence of student growth SGPs. Member Maier agreed Model Two had the most continuity, but the absence of the student growth SGP data is concerning to him. It's unclear how many years it'll be before student growth SGP data will be available again and at a certain point using old data becomes problematic. Member Maier suggested the Board may want to revisit the model if the growth indicators will continue to be unavailable for the Index.

Members were concerned about taking action today on approving a position statement because the high school growth data will no longer be available as expected and districts are frustrated that the Index continues to change each year.

Members were asked to take action on the position statement during Friday business items.

Board Discussion of BEA Waivers

Mr. Jack Archer, Director of Basic Education Oversight

District representatives from Ridgefield School District and Sultan School District were not present to answer questions. Member Bailey asked staff if SBE had the authority to approve a waiver on a day that has already taken place. Mr. Archer responded that there is nothing in law that prohibits the Board from doing that.

Board Discussion

Members continued the discussion on drafting the position statement on charter schools. Mr. Rarick, Member Laverty, Member Fletcher and Member Jennings met with the head of the two Spokane charter schools that morning while other members were at the Montessori school site visit. They explained that the site visits to both schools were cancelled because the Board wanted to be sensitive to the stressful situation the Supreme Court decision may have caused. The focus of the conversation

was on how the kids were doing emotionally. The school staff have been communicating with the parents and the community, which have been fully supportive. Member Jennings spoke with the school staff about the option of applying to become private schools and the process that would be required. Mr. Rarick stated that if any of the charter schools begin the process to become a private school, the Board may need to call a special board meeting due to time restrictions in which attendance law comes into effect.

Public Comment

Ms. Julia Warth, League of Education Voters

Ms. Warth thanked the Board for its work and thoughtful discussion, particularly around the charter school rulings and issues. The League of Education Voters appreciates the Board's focus on the kids and families, which is the center of why charter schools were founded. Ms. Warth said that we are all searching for solutions to ensure students have access to these programs, and that the League of Education Voters looks forward to partnering with the Board on this and other issues in the future.

Mr. Norbert Leute, Member of the Public

Mr. Leute referenced his letter emailed to members on September 6, 2015 and he feels there is no one enforcing the state ethics rules or codes established. He stated he was told that the Board is more concerned about academics than safe schools, but part of academics is having a safe environment for kids. He voiced concern that in the Mead School District and in other districts as well, the special education population is being put in life skills based on one assessment that is outdated and they are being taught the same thing over and over again. Mr. Leute has written the school board and OSPI and they have told him it's a personal matter. He feels there is no due process and Spokane Public Schools denied him access to his personal file. He said OSPI is telling the public that teachers and parents can't file a complaint with them. He asked the board to review copies of his files and he believes the Board will see there is no oversight over the school districts and nowhere for people to file complaints.

Mr. Leute's letter is posted on www.sbe.wa.gov/materials. Copies of the documents given to the Board by Mr. Leute during public comment are available upon request.

Ms. Wendy Rader-Konofalski, Washington Educators Association

Ms. Rader-Konofalski thanked the Board for the conversation yesterday on assessments. Teachers have been voicing the need for more learning and less testing for years, and she's pleased the Board is taking on the discussion in a big way. The WEA conducted a survey of their members on their experience and responses related to the SBAC testing, including a host of issues on the implementation of these exams. Ms. Rader-Konofalski feels the survey feedback would be valuable to the Board and she's offered to present this data to members at the next meeting.

Ms. Holly Koon, State Board of Education

Member Koon read a letter on behalf of Superintendent Randy Dorn regarding cut scores. The letter is posted on www.sbe.wa.gov/materials.

Board Discussion

Agency Budget

Mr. Rarick provided an overview of the proposed SBE agency budget for 2015-2017. It included:

- FY2015 Proposed Core Budget
 - Staff organization chart
 - Core Budget Appropriation
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- Core Budget Appropriation Over Time
- Key Budget Issues
 - Changing cost structures, personnel changes

Letter to Governor Inslee and Position Statement on Charter Schools

Members reviewed and made revisions to the position statement on charter schools. Members were concerned about stating the Board's intent to take action because its statutory authority to act is limited, but members also felt it was important to convey the Board's duties for oversight of charter schools in the position statement.

Members reviewed and made revisions to the letter on recommendations to the Washington Legislature and Governor Inslee regarding court-imposed fines in the *McCleary* case. Members discussed the importance of focusing on equity in the letter and whether the Board should advocate on how the monies from the fines should be used.

Legislative Priorities

Members shared recommendations for the Board's 2016 legislative priorities. Some recommendations included revising assessment requirements for graduation, helping students get to 24 credits, closing the achievement gap and opportunity gap, educator professional development and fully funding basic education. Acting Chair Laverty directed members to submit their recommendations to staff for consolidation, which will be presented at the Board's November meeting.

Business Items

Motion made by Member Fletcher to approve the 2015-17 State Board of Education core agency budget, as shown in Exhibit A.

Motion seconded.

Motion carried.

Motion made by Member McMullen to approve temporary waiver of graduation requirements for College Place School District, Fife School District and White Salmon School District for the number of years and reasons requested in their applications to the Board.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the Ridgefield School District's waiver request from 180-day school year requirement for one (1) day, for the 2015-16, 2016-17 and 2017-18 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the Sultan School District's waiver request from 180-day school year requirement for two (2) days, for the 2015-16, 2016-17 and 2017-18 school years, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Maxie to approve the SBE letter on recommendations to the Washington Legislature and Governor Inslee regarding court-imposed fines and making ample provisions for schools, as shown in Exhibit B.

Motion seconded.

Member Hughes made a friendly amendment to remove “regarding court-imposed fines”

Member Maxie accepted the friendly amendment.

Motion seconded.

Motion carried.

Motion made by Member Bailey to approve the position statement on the accountability system during the transition to the Smarter Balanced assessment, as shown in Exhibit C.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the position statement on charter schools, as shown in Exhibit E.

Motion seconded.

Motion carried.

Acting Chair Laverty adjourned the meeting at 3:05 p.m.

