

## MINUTES

*Members Present:* Eric Anderson, John Belcher, Christy Cole, Gail Danner, Kevin Davis, Linda Dezellem, James Everett, Aaron Fletcher, John Gummel, Aaron Hansen, Mark Harris, Clay Henry, James Hester, Matt Ishler, Susan James, Jon Kellett, David Kirk, Teresa Laher, Tom Leacy, Elissa Mattson-Coleman, Brent Osborn, Pete Peterson, Vicki Puckett, Ken Schutz, Brett Simpson, Shawn Stevenson, Jill Timm, Cris Turner, Bob Walters, Troy Whittle, Dion Yahoudy, and Richard Zimmerman

*Members Absent:* Greg Barker, Chris Chelin, Christine Del Pozo, Duane Fish, Kyle Freeman, Ryan Greene, Brian Hunter, Dan Hutton, Brian Maley, Brock Maxfield, Ryan Maxwell, and Carol Patton

*Presenters:* Susan Fortin, AWSL, Ben Rarick, OSPI, Sue Anderson, OSPI

*Staff Present:* Scott Seaman, Beth Schultz, Gary Kipp, David Morrill, Jerry Bender

---

**Call to Order:** The meeting was called to order by President Richard Zimmerman at 8:05 a.m.

### January 28-29, 2017 Meeting Minutes

A motion was made by Clay Henry to approve the Minutes as presented, seconded by Vicki Puckett. Motion carried.

### 2016-17 Budget

Budget: Clay Henry and James Everett seconded. Motion carried.

### Susan Fortin brief report:

Susan Fortin had a brief report. Student voice and engagement. Othello and trained 84 of their students on the raising student voice program. Students are growing into being really great teachers. Junior counselors who are a diverse and helping to nudge them into being great teachers that are representing the needs of all of our students

### What should our focus be next year?

Does the possibility exist to keep with the same theme, equity. Topic is so deep we could spend the rest of our lives digging deeper. Clay Henry and a few others really seconded that thought.

### Sue Anderson's Question

#1 The WAC change for TPEP. How is this affecting/will affect your evaluation practice? What are some ideas for how to really squeeze the most growth out of it? How can OSPI support them in this work?

We like the new practice. Flexibility in our conversations with teachers. Not sure what they can do support wise. More on the legislature and funding.

We have ideas on data collection what is good practice. OSPI to come up with exemplary categories that they would help them to have examples.

#2 According to the UW study on teacher retention and mobility first year HS teachers leave their districts and teaching/WA at a higher rate than elementary teachers. What are their hunches and why? What are some things that might help stem this tide??

Funding ideas: The state could fund a .2 to give the teachers time to grow. They are bombarded with so much after they graduate. Fund options: teachers get a .8 but are paid full time so they have time to work with a mentor Comprehensive instead of all 8 for a beginning teacher. We put way too much on new teachers.

It comes down to money. Science area. We need to figure out how to make it more attractive. HS teachers are coming out of college great in their content area but not the whole relationship piece. Teachers come out naïve.

Salary will always be an issue

Student load for HS teachers. You have so many students 140 students a semester. Compared to elementary who have 30 to deal with.

Increased expectations for parent involvement with teachers. Daunting task of contacting 150 parents to tell them how each of their students are doing. They start out as a content specialist and now they have so much more to do.

HS the stakes are that much higher. If they don't pass a class they don't graduate. The pressure is immediate and consequences. In 7 years of teaching he never saw failure rate.

He sends an email out to teachers about failing students. There is a lot of pressure on those teachers.

We had an elementary teacher fill in and then decided to go back to elementary

Pressure from parents is much higher at the high school level.

**Notes for Ben Rarick:**

I really want to make the test mean something. Idea if a student gets a certain score then they can get into any state in Washington. That would put value to the test.

Delinking, I don't want to see the English and math delinked. Bridge course that would mean they have met the standard. A no brainer solution to the COE problem.

Attendance rate. A bigger issue than each district. The whole state problem.

Bridge courses in agreement with that. Core 24 and if I do my pathways. How is this all going to connect. Equivalences are not preparing the students for the assessment. We don't know yet because the SBAC isn't going into effect till next year.

Running start and dual credit courses. Those who are enrolled and passed. Wouldn't that already show that they are college and career ready.

For a student to be running start eligible they would have to pass SBAC. Most students just go to the college without passing anything.

Policy written that community colleges must communicate to the high schools because we have no idea if they are failing. The principals have no idea if they fail.

Standardized gateway that makes a student eligible for running start.

Running start students take more time than the regular HS students.

It is so attractive who wants to compete with running start.

I tried to get students who I don't know take the test before I signed their running start paperwork. Parents called and said legally I couldn't make them do that. So I had to sign the paperwork for students I do not know.

I have seen an increase in the number of kids who have chosen not to receive a HS diploma and just go straight to college. They don't want to test or do the district guidelines. They work toward their AA instead of their HS diploma.

They are a drop out for us. More and more are figuring this out. They don't want to take their PE course so they go to college.

Flexibility and mobility for HS to change and be more competitive. A general thought down the road. I see education changing. See some of those shackles removed and flexibility.

Loosen up on the Cohort grad rate.

Less control on how we must get the kids to test but we don't have any control. There are many roads that they have in life. But HS diploma isn't always the best way. What you are accountable for and what you can control.

Equity conversations all of these things give more unequitable access to all kids.

School competition and choice. Neighboring district that actively sends kids to alternative programs so that they don't have to deal with the IEP. College Place

Navy connection. If it is going to be a choice who chooses to come. Flexible and market our brand. We don't have the same flexibility to offer such things that larger schools do. If you lose 1 kid then you aren't able to offer the same type of things. Bigger schools have more freedom.

I would love to see us move to a system that pays for year 13 or 14 for low income (\$125k or less) students.

Certification issues, teacher retention. We are seeing a couple of teachers that could not pass the calculus part but they are teaching Spanish. They don't need calculus for their content area. Is there any consideration that they could have for OSPI if you are teaching this content area but don't pass something else. You can make a consideration. WESB

Alternative ways for certification we are getting better but need to continue down that path.

State salary schedule for subs. Would help us to attract a better clientele. We don't enough subs in our schools on a daily basis. Increase the pay for all to attract them.

Recognition system. Achievement index tied to the achievement award. Stop pining schools against each other.

Kids figure out the system. Schools find out as well. Kids have been forced to go to the alternative school because they fail a class so they tell them to go to alternative school or go to the neighboring HS. So they can go fail at the neighboring school.

Small schools. Increase in the inequity for the programs because of small schools. We have less teachers who have masters so we will never get certain AP courses. The gap is getting bigger for the smaller schools.

Related comment about the analytic tool. Some work group that is trying to ensure they are comparing apples to apples. They have to pass the AP exam, to do the dual credit. The difference in rigor. I would hate to see only kids that get to take the test. UW does not give comp credit. Both the English AP classes. They have to take the comp class. Why do I have to pay for both exam? As we are looking at what counts. Dual enrolled.

Special education and testing. End of course exams. EOC at the 11<sup>th</sup> or 10<sup>th</sup> grade level. They are to attempt the test. Their abilities are 3<sup>rd</sup> or 4<sup>th</sup> grade and they are told they have to attempt the 10<sup>th</sup> or 11<sup>th</sup> grade test. They must at least attempt it once.

Previously they did not have to attempt to take this test.

The meeting adjourned at 4:15 p.m.