

Washington State Board of Education  
Regular Meeting  
Knox Center, Olympia School District, Olympia  
January 14-16, 2004

**MINUTES**

Wednesday, January 14, 2004

President Bobbie May called the meeting to order at 8:47 a.m. Following the pledge of allegiance, she passed the gavel to incoming President Warren T. Smith.

President Smith thanked Mrs. May for the work she did for the last two years as president and also thanked Mrs. Phyllis Frank for her work as vice president. President Smith also solicited the support of the Board and staff in his work. He welcomed Steven Floyd to the Board as the newly-elected representative from the Sixth Congressional District.

Members Present: Buck Evans, Nancy Fike, Steven Floyd, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Superintendent of Public Instruction Terry Bergeson, and Student Representatives Andrea Naccarato and Kourosh Zamanizadeh

Member Excused: Tom Parker

Staff Present: Larry Davis, Pat Eirish, Laura Moore, Gene Thomas, and Assistant Attorney General David Stolier

It was noted that the first day of each of the meetings will be devoted to the Certificate of Mastery. The Board will be working from where the Certificate of Mastery Subcommittee finished their work.

On a point of personal privilege, Executive Director Larry Davis congratulated David Stolier on the work he did in writing the memo on the Board's obligation.

**CERTIFICATE OF MASTERY**

**DAVID STOLIER, ASSISTANT ATTORNEY GENERAL**

Mr. Stolier reviewed his memo on the Board's obligation to determine the validity and reliability of the Washington Assessment of Student Learning (WASL) at the 10<sup>th</sup> Grade.

Assessment system is defined as a series of assessments used to determine if students have successfully learned the essential academic learning requirements. The assessment system shall be developed under RCW 28A.630.885(3)(b).

Reliability is an easy concept to define and prove while validity is harder to define and prove.

Validity is defined as the extent to which an assessment/test measures what it is supposed to measure, as well as the extent to which inferences and actions based on the assessment/test scores are appropriate and accurate. . .

In response to a question, Mr. Stolier stated that once the Board triggers the graduation requirement, then several items have to be in place (remediation; retakes; essential academic learning requirements [EALRs] are imbedded in the curriculum and are being taught). You can't take on the constitutional analysis as you will never get to the end; it's a slippery slope; only the courts can determine the constitutionality.

Construct and content validity are essentially the same for what the Legislature asked the Board to do.

If the decision is made by the Board that the test is not valid and reliable, then the Legislature has to determine whether or not to keep it as high stakes test for graduation requirement purposes.

The courts in the Florida case struggled with the issues of validity and reliability. The court in the second trial felt it was making a legal as well as professional decision. It used the remediation and retakes as evidence of opportunity to learn. The Texas case picked up where Florida left off.

Lessons: Validity is a slippery slope. Keep focused on what the Legislature determined to be the role of the Board.

"Therefore, I conclude that Board's primary duty is to determine whether the high school assessment system is sufficiently reliable and valid for purposes of determining whether students have mastered EALRs. In other words, the Board must be satisfied that the assessment measures the competencies it is supposed to measure and does so reliably."

### **DR. WILLIAM MEHRENS, MEMBER, NATIONAL TECHNICAL ADVISORY COMMITTEE (TAC)**

Dr. Mehrens presented some background information on the Technical Advisory Committee (TAC). He stated that he cannot legally speak for the TAC, but he can speak on what the TAC believes.

#### Definitions of Reliability and Validity

- ✓ Validity is the more important
- ✓ Validity more difficult to define
- ✓ Will briefly define reliability, then validity
- ✓ After brief definitions, will discuss validity

**RELIABILITY:** An indicator of the consistency of measurement of a GROUP of scores, typically discussed as a reliability coefficient; can theoretically go from 0 to 1.00. Opinions vary about how high is high enough, but most would accept reliability coefficients above 0.85 as being sufficiently high for a group, but not an individual.

**VALIDITY:** The degree to which the inference drawn from the test score is an accurate inference. Some individuals would expand the definition to include the actions based on the assessment are appropriate. This is a confusion of the quality of the test to measure something and the efficacy of the action (treatment). For example, the validity of a blood pressure monitor pertains to whether the monitor indeed measures blood pressure. The action (treatment) of any medical doctor may be appropriate or not. Such action is distinct from and should not be confused with the accuracy of the inference about whether the patient indeed has high blood pressure. (Those who like the term consequential validity may not agree with me on this, but logic is on my side.)

An education analogy is using reading at grade level before a student is passed to the next grade.

In response to a question, Dr. Mehrens stated that in practicality he would not look at 35 or 37 groups to determine reliability. Not all the groups would be reliable. Validity of the WASL: What inference is to be made from the score?

The assessment system is “designed to determine if each student has learned the essential academic learning requirements” (RCW 28A.663.060(3)(b)(i)).

Therefore, the inference from the test score of a student is whether or not the individual has demonstrated a minimum level of achievement of the essential academic learning requirements (EALRs).

And therefore, the question of the test’s validity pertains to whether the test measures the EALRs. (Commonly referred to as content validity).

Content validity is determined at the test construction stage. What the test measures is determined by the match of the questions to the content domain (in this case, the EALRs).

Test was built correctly to ensure that it measures the EALRs;

- ✓ Item specifications were checked to make sure they match EALRs;
- ✓ Items themselves, checked by content experts, were tried out to make sure they were not “defective” items.

As a bit of an aside, one can ask whether the EALRs are the “correct” EALRs. Others can talk more specifically about the care that went into developing the EALRs and the many reviews that took place. I conclude that the relevant individuals in the state developed and reviewed the EALRs.

*NO CAUSATIVE NOR PREDICTIVE INFERENCE IS BEING MADE.*

It was stated by Mrs. May that the EALRs were developed by experts in the various fields. She asked Dr. Mehrens if these people were too close to the situation and do

they speak to the general perspective of the people? This segues into the blended model that Dr. Mehrens feels should be used. He believes that the appropriate development of EALRs occurred.

### *FAIRNESS AND OPPORTUNITY TO LEARN ISSUES*

*(related to Validity)*

Following are some selected quotes from the Standards: “It is general practice that large-scale tests are subjected to careful review and empirical checks to minimize bias. The amount of the explicit attention to fairness in the design of well-made tests compares favorably to that of many alternative selection or evaluation methods (p. 73).”

“The idea that fairness requires equality in overall passing rates for different groups has been almost entirely repudiated in the professional testing literature. (p. 74)”

“There would be general agreement that ADEQUATE (emphasis added) opportunity to learn is clearly relevant to some uses and interpretations of achievement tests . . . (p. 74)”

Based on the Debra P case in Florida, you cannot look at adequate opportunity to learn for the individual, but have to look at the group. The judge was very impressed by the amount of documentation Florida provided on remediation.

We cannot say that every single student had adequate opportunity to learn. We can show remediation and efforts to help the student learn. Remediation is related to Opportunity to Learn (OTL).

“Granting a diploma to a low-scoring examinee on the grounds that the student had insufficient opportunity to learn the material tested means certificating someone who has not attained the degree of proficiency the diploma is intended to signify. (p.76)”  
Granting a diploma to someone not proficient is still lowering the value of the diploma; it is better to help the student learn what is intended.

### *OPPORTUNITY TO LEARN IN WASHINGTON (OTL) (Praeger Report)*

“Over 90% of the language arts teachers target the reading and writing EALRS; nearly 100% of the math teachers target the math EALRs. (p. 52)”

In Florida, the state could document that all students who failed the test and did not move out of state were offered remediation.

Based on logic and evidence in other states, opportunity to learn (OTL) will increase if the test becomes a requirement for high school graduation. A vote by the Board that the test is valid and reliable will affect OTL.

### *CUT SCORE AND VALIDITY*

If the cut score is set “too high” or “too low” (a subjective statement) it could be argued that the decision is not “valid.” I believe the cut score should be looked at (i.e., reset or confirmed).

Fairness is related to “construct measure irrelevance”—when the item tested is biased by the use of an instructional word that is unknown to a group, or when the word is not a test goal. To assume a causative inference” is unfair; it is only known that the item has or has not been learned.

You are not being asked to make a policy decision that has already been made. There is validity to infer that the test tests the EALRs. The content validity of the tests developed for states is greater than those of national tests.

### *RELIABILITY OF THE WASL*

Reliability is a group concept.

Typically reliability over 0.85 would be considered adequate.

Reliability for 2002 Test (all taken from p 7-2 of the 2002 Technical Report):

- ✓ Listening: 0.70
- ✓ Reading: 0.90
- ✓ Mathematics: 0.90
- ✓ Writing: 0.88

Retake opportunities make reliability less important regarding false negatives (i.e., the number of false negatives is reduced).

Blended model reduces false negatives.

“Stability reliability” not desired in achievement tests—one would hope for higher scores following further instruction.

Repeated retakes produces false positives.

Blended model: If a person is at 400 in most of the areas, they may not make 400 in one, but it is expected they will. In the blended model, they may average 400 with one or more being high or lower or both.

The Legislature has to come up with the money for retakes; they can’t delegate that responsibility for those costs to the school districts. They can delegate teaching of the EALRs. There was a question regarding remediation responsibility to the district. It is assumed that the earlier the remediation, the less would be required.

Following the break, Superintendent of Public Instruction Dr. Terry Bergeson swore in Steven Floyd, newly elected representative from the Sixth Congressional District.

Dr. Mehrens noted that he believes the WASL is sufficiently valid and reliable for what the three tests measure to meet statutory Certificate of Mastery (CoM) graduation requirement. The “listening” portion is not.

## *POTENTIAL BENEFITS OF TESTS FOR HIGH SCHOOL GRADUATION REQUIREMENTS*

- ✓ Gives additional meaning to the high school diploma
- ✓ Increases public confidence in schools
- ✓ Sets meaningful and uniform standards
- ✓ Involves the public and educators in defining educational standards
- ✓ Defines clearly what skills must be taught and learned
- ✓ Motivates students, teachers, and others

## *POTENTIAL COSTS*

- ✓ Promotes teaching to the test
- ✓ May increase drop out rate
- ✓ May narrow curriculum
- ✓ Places burden of system “failure” on the student—problem if they do not have the opportunity to learn

## *POSSIBLE DANGERS AND POTENTIAL BENEFITS OF STATE TESTING PROGRAMS?*

- ✓ Curricular and/or instructional reform: good, bad or nonexistent?
- ✓ Motivation/morale/stress/ethical behavior of teachers: increase or decrease?
- ✓ Motivation and self-concepts of students: up or down?
- ✓ Effects on teachers and teaching
- ✓ Is it true improvement in student learning or just higher test scores?
- ✓ Erroneous conclusions about increases or decreases

*Summary of Impact on Curriculum and Instruction:* a reasonable summary is that if stakes are high enough and if content is deemed appropriate enough by teachers, there is likely to be a shift in the curriculum and instruction to the content sampled by the test; if stakes are low, or if teacher believes the content interferes with other subject time, effort is low.

- ✓ Motivation/Morale/Stress: if we are to improve education, we must depend on the front line educators—the teachers—to lead the charge.
- ✓ Smith and Rottenberg suggested that external tests negatively affect teachers: “the chagrin they felt comes from their well-justified belief that audiences external to the school lack interpretive context and attribute low scores to lazy teachers and weak program” (Smith and Rottenberg, 1991, -. 10).
- ✓ Although they were discussing the effects of traditional assessments, the inference to lazy teachers and weak programs is equally likely no matter; negative inferences from test scores as “causative” is invalid; the test is not teacher accountability. The WASL is simply a test of student knowledge of EALRs; to prepare students for future needs. It is not a test of teachers.

*Summary on Effects on Teachers:* the evidence regarding the effects of large scale assessments on teacher motivation, morale, stress and ethical behavior is sketchy. But what evidence there is, coupled with what seems logical, suggests that increasing the stakes for teacher will increase efforts, lead to more burnout, decrease morale, and increase the probability of unethical behavior.

Dr. Bergeson reported on what she has seen around the state on the increased pressure around the state. There are schools where you would never see any pressure and the whole building is on board and working together.

Dr. Mehrens stated that teachers can make a difference and we want to empower them. They don't need to be bashed by outside forces.

*True Improvement in Student Learning:* "In mandating tests, policy makers have created the illusion that test performance is synonymous with the quality of education" (Madaus, 1985, p. 617). We cannot infer higher quality education due to test scores.

*Improvement on Traditional Tests:* "Ironically, every state that has initiated a high school graduation test in grade 8 or 9 has reported an initial failure.

#### CONCLUSIONS ABOUT INCREASES:

Dr. Mehrens agreed with Mr. Stolier and considered his memo a brilliant work. It is not the only requirement for graduation. This becomes an additional requirement, not the only requirement. The Legislature required the teaching of EALRs at all levels in the state. Curriculum validity is relative to remediation efforts.

Appropriate Inference Regarding WASL and the CoM Requirement—What inference can be drawn?

- ✓ Simply whether a student does or does not know EALRs sufficiently well.
- ✓ Recall that EALRs are ESSENTIAL Academic Learning Requirements.
- ✓ No inference is being made regarding success in college or in life.

Mrs. Frank is concerned that the remediation by the 10<sup>th</sup> grade may be too late. There seems to be a correlation between what the students are doing on the 4<sup>th</sup> grade test with regard to remediation and what happens at the 7<sup>th</sup> grade when the test scores are lower.

In response to her concerns, Dr. Bergeson stated that initially the remediation at the 10<sup>th</sup> grade will be tremendous until remediation is in place all along the education of each child. All schools need to know where their students are with their reading skills. There was discussion about individual needs and learning styles, supplemental learning and remediation efforts; building a plan for each child; a "profile" of each child's skills and levels; using data to adjust teaching and learning.

Contingencies:

- ✓ Reconsider the cut score;
- ✓ Consider blended model;
- ✓ Provide multiple opportunities to pass;
- ✓ Require/encourage schools to teach EALRs (this may already be covered).

Dr. Mehrens believes the test is valid and reliable. It should be used as a graduation requirement.

In response to a question, Dr. Mehrens stated that the changes in 7<sup>th</sup> and 10<sup>th</sup> grade from 4<sup>th</sup> grade, yes, there is a change based on differentiated staffing. You have to look at what the math and English teachers are saying. You don't expect the PE teacher to know the math or English EALRs. It is different in schools where there is integrated curriculum.

President Smith stated that all the subgroups in a student's life effect how the student does in school and on tests. There are the good, the bad, the ugly, and the complacent. Dr. Bergeson stated that in looking where students were 10 years ago and where they are now and what they have to be prepared for, there is no going back.

Dr. Bergeson invited the Board members to attend the A+ Commission meetings on the cut scores and other items that affect the decision the Board must make. Dr. Bergeson will help if budgeting becomes a concern. The decision was made to have these meetings while the Legislature was in town. Dr. Bergeson also reviewed her blended model for scoring.

### **MAY 2003 CERTIFICATE OF MASTERY SUBCOMMITTEE REPORT**

Bobbie May and Linda W. Lamb reported on Goal 1A on the Validity of the Washington Assessment of Student Learning (WASL). The committee had three positions on this goal:

- ✓ Position 1—based on the evidence indicates a strong alignment between the Essential Academic Learning Requirements (EALRs) and WASL for reading, writing, and math.
- ✓ Position 2—the test may be valid for some students but not all students. Based on information from the morning session, the EALRs are valid.
- ✓ Position 3—raised concerns about the problems with math and some of the research that had come out at the time.

Based on the information at the time, they could not recommend to the Board that it was valid for issuance of a high school diploma, which is not the charge of the Board.

Mrs. Lamb stated that communication for understanding what the test is and is not will be important.

You can't use predictive validity as a reason for making the decision on validity. In response to a concern from a Board member, Mary Alice Heuschel, Deputy Superintendent, Office of the Superintendent of Public Instruction, stated that the opportunity for teachers to learn how to score the test is available. It is like the student opportunity to learn.

Many of the concerns raised by report writers have been addressed by the Office of Superintendent of Public Instruction as each of the technical reports are written, they are matched against the test for improvement.



Carolyn Tolas and Dana Twight reported on Goal 1B.

Twelve and a half percent of the committee did not participate in the development of the statement.

The majority of the committee felt the test is reliable for what the test measures in reading, writing, and math. There needs to be retakes, writing needs to be double scored, and cut scores revisited.

Mrs. Tolas raised concern about the cut scores. She felt the opportunity to attend the A+ Commission meetings is wonderful. The review will take place and it would be invaluable to have Board members present. Mr. Evans admonished other Board members not to get caught on the slippery slope of the individual student, the decision has to be made on the best interests of all students.

In response to a question, Ms. Heuschel stated that funding for the listening test has been removed and she anticipates it being removed from statute.

A point of clarification—the EALRs and components have not been changed, the benchmarks have been tweaked (points added, changed, deleted). The WASL has a .97 or .98 reliability score for individual students (.94 is acceptable standard).

In response to a question from the Board, Mr. Stolier stated that the two items, validity and reliability, should be kept separate. Wrestling with the issue of “sufficiency”—how much is enough—how reliable must it be, with what score? Executive Director Davis stated that the Legislature set the consequences. The Board partially triggered the consequences by setting the 2008 date for implementation. The decision this year will totally trigger the requirement.

Warren T. Smith Sr., Andrea Naccarato, and Kourosh Zamanizadeh—Goal 2A

Both Andrea and Kourosh felt that consistency of scoring and more information about the test (larger sampling) and better communication of the purpose of the WASL to the general public should be added to the lists. President Smith asked Ms. Heuschel and Greg Hall, Director of Assessment for the Office of Superintendent of Public Instruction, if the multiple retakes are provided, academic help is available, and for insurance that alignment between what is taught and tested curriculum is in place. Ms. Heuschel stated that retakes have to be funded by the Legislature, and that there is a road map to insure that everything will be in place for 2008.

Legal Defense Checklist was created by an advisory group pulled together by Dr. Bergeson and included Greg Hall, Bill Mehrens, Geoff Praeger, Joe Willhoft, Nancy Skerrit, and Cathy Taylor.

Mr. Hall noted that writing has been double scored starting this year. This has eliminated discrepancies on the individual question score. It has not eliminated discrepancies on the total score. In reading and math, 10% of tests are double scored.

### Buck Evans and Phyllis Frank reported on Goal 2B.

It is clear that the issues raised in Goal 2B are critical in relation to the final State Board decision and recommendations. As noted in David Stolier's memorandum dated January 12, 2004, it is clear Goal 2B has a direct relationship to validity and reliability. Court cases referenced in Mr. Stolier's memorandum indicated that a statewide assessment must measure the material that is taught to students. Students must have been afforded adequate opportunity to learn the material covered on the assessment (page 5, paragraph 1). The fairness question refers to the fact that students have actually been exposed to the material before successful performance is required for graduation (3<sup>rd</sup> sentence, paragraph 3, page 6). Thus reliability and validity inform fairness issues including the opportunity to learn. In the Florida case the state had to prove that there were policies in place regarding the curriculum, retakes, and remediation opportunities. These issues are the same ones that committee members were concerned with who supported Goal 2B, positions 2 & 3.

It is imperative that the Board include in its final decision the recommendation that before the WASL becomes a graduation requirement that retakes are provided, a remediation process be implemented, and insure the curriculum is being taught.

### Nancy Fike, Steve Floyd, and Tom Parker—Goal 3.

The major issues are the blended scoring model, multiple retakes, and alternative methods of assessing what students know and can do.

What do you do with the students who don't pass?—this is the main issue for the local districts who will be dealing with the upset parents.

Ms. Heuschel stated that an upcoming meeting there should be a presentation on the road maps. OSPI is working on the road map through the Learning First Alliance group and the various stakeholders.

Student accountability has to come into play; the blame can't just be laid at the doorstep of the districts, schools, teachers, and opportunity to learn (OTL).

### **PRESENTATION/DISCUSSION OF WASL TECHNICAL REPORTS—CATHY TAYLOR**

Dr. Taylor provided a walk through on how a technical report is put together, Each report includes:

- ✓ an overview and background (system review, criterion-referenced testing, appropriate use of test scores, description of the tests, estimated testing time);
- ✓ test development and content representation (item and test specifications, content reviews, item tryouts, scoring and item analysis, item selection);
- ✓ evidence for validity of inferences from test scores (internal evidence for validity of WASL scores, external evidence for validity of WASL scores; performance across groups, summary);
- ✓ scoring the WASL open-ended items (qualifications of scores, range-finding and anchor papers, training materials, rater consistency [reliability]);

- ✓ standard setting procedures (reading, listening, & mathematics; writing, summary);
- ✓ scale scores (development of scales score on the WASL, cut points for content strands, equating, number correct scores to scales score);
- ✓ reliability (internal consistency, standard error of measurement, inter-judgment agreement, summary),
- ✓ description of performance of 2002 grade 10 students (summary statistics, percent meeting standard, mean item performance and item-test correlation).

In order to be included in the summary statistics, the student must have valid scores on all parts of the test. You can have students who have valid scores on the test, but not on all strands.

Dr. Taylor reviewed each of the chapters and the tables contained within them. In interpretation of test scores, if bad things happen, it is not necessarily the test, it could be the student or other factors around the student. Generally there are about a half dozen different strategies for obtaining evidence for the validity of test scores (Messick, 1989):

1. We can look at the content of the test in relation to the content of the domain of reference;
2. We can probe the ways in which individuals respond to the items or tasks;
3. We can examine the relationships among responses to the tasks, items, or parts of the test, that is, the internal structure of test responses;
4. We can survey relationships of test scores with other measures and background variables, that is, the test's external structure;
5. We can investigate differences in these test processes and structures over time, across groups and settings, and in response to . . . interventions such as instructional . . . treatment and manipulation of content, task requirements, or motivational conditions;
6. Finally, we can trace the social consequences of interpreting and using test scores in particular ways, scrutinizing not only the intended outcomes, but also the unintended side effects (p. 16).

The basic score in WASL is the strand score. When looking at the strand scores, you want to look for patterns within a group.

In response to a question, Dr. Taylor stated that when there is discrepancy between scores in writing, an expert comes in to read, if still off, the director of assessment reads a fourth time.

Meeting recessed at 5:23 p.m.

Thursday, January 15, 2004

President Warren T. Smith Sr. called the meeting to order at 8:31 a.m.

Dr. Bill Lahmann, Superintendent of the Olympia School District, welcomed the members to the meeting, telling members about the reconstruction of the Knox Center and Avanti High School. He also presented a PowerPoint presentation on the district and how they are doing with respect to Washington Assessment of Student Learning (WASL) scores. He also thanked Board members for the work they do in partnership with school districts.

Members Present: Buck Evans, Nancy Fike, Steven Floyd, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Superintendent of Public Instruction Dr. Terry Bergeson, and Student Representatives Andrea Naccarato and Kourosh Zamanizadeh

Member Excused: Tom Parker

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore, and Gene Thomas

Dr. Bergeson noted that Olympia School District did not make Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB). Instead of grouching about it, Olympia's leadership team chose to start working on how to help the students.

### **AGENDA OVERVIEW**

Executive Director Larry Davis noted that there would be staff amendments on Tab 13 and additional testimony on Tab 14 that will be handed out. Tab 25 is being pulled as it needs to go through the Learning Support and Improvement Committee. The Pedagogy Assessment update will be at 3:00 rather than 4:00 p.m. The boundary appeal is being held over to the March meeting. The presentation by Kourosh Zamanizadeh will be in that slot in the morning.

### **REPORT**

Dr. Terry Bergeson, Superintendent of Public Instruction, reviewed the meeting between the State Board's student representatives and herself on how to get students more involved in the WASL and other school activities. They will be using a video rather than PowerPoint presentation. The Washington Association of Student Councils (WASC) Board will be a partner in the effort. Greg Williamson, Policy Analyst in Policy and Partnership at Office of Superintendent of Public Instruction (OSPI), is the lead staff member working with Dr. Bergeson and the students.

Coaches Problem—Dr. Bergeson updated the Board on the task force she has put together. Pat Eirish, State Board Staff, is a member of the task force. Part of the problem is that parents do not want to see the problem; they want the coach to still be

working with the students. She also related her experience with a situation involving a coach who had a sexual relationship with a student at her high school. Dr. Bergeson wants to go back to the hiring process to make sure the sexual predator stays out of the schools. The task force is comprised of human resource directors, OSPI staff, ESD personnel, attorneys, Pat Eirish, Jim Coolican, and Mike Colbrese. Senator Jeannie Kohl-Welles is the prime sponsor of several pieces of legislation regarding this subject; the committee is also looking at the legislation. Dr. Bergeson is hiring another investigator for the Office of Professional Practices. There has to be protections of due process for teachers and coaches that are accused but are not found guilty. Mrs. May noted that during the hearings process before the Board, they have found that when letters are written from administrators in the former district the letters don't mention anything about possible problems. Please get that information to Pat Eirish to bring to the committee.

Dr. Bergeson reviewed the logistics and program for the January conference in Spokane. Next year the conference will be held at the trade center in Seattle which will allow for more registrations. Lamar Hunt will be the speaker on the second day of the conference.

Budget—Dr. Bergeson will be working to get the retakes, alternative assessments, and remediation in place for the Washington Assessment of Student Learning (WASL). There is also a reading and writing initiative for districts/students that are struggling. During the last session, Dr. Bergeson tried to move the Learning Assistance Program (LAP) to a poverty base rather than achievement base. More accountability has been put into the LAP program which only goes through the 9<sup>th</sup> grade. She has also requested that 728 and 732 initiatives be reinstated which probably won't happen unless there is a change in the state's economy.

Certificate of Mastery Road Map—Dr. Bergeson presented information on the Certificate of Mastery (CoM) Road Map. The elements include:

- ✓ Disseminate academic standards;
- ✓ Determine reliability and validity;
- ✓ Implement testing options to ensure fairness (review cut scores; blended model; retakes; appeal process; guidelines for special populations); accommodations and alternative assessments;
- ✓ Design remediation strategies and access to curriculum they need;
- ✓ Create incentives (higher education admissions/placement; seals);
- ✓ Communicate requirements for class of 2008.

On February 9 the A+ Commission will set the 10<sup>th</sup> grade cut scores; on March 4<sup>th</sup> and 7<sup>th</sup> grade scores will be set. The blended model will be discussed at the March meeting. The State Board is invited to February, March, and April meetings of the Commission. Dr. Bergeson would like time on the March meeting agenda to talk about the appeal process being proposed for Washington State.

Special Education and English Language Learners (ELL)—Dr. Bergeson stated that her task force does not want a special diploma for special education; use a differentiated assessment. Recommendation is to set the tests and then determine what the student can do and pick the appropriate test for the student's ability. The problem that needs to

be solved is getting the appropriate curriculum to special education students that could be working at higher levels than they are currently. English Language Learners (ELL) are going to be the major problems, especially the students that do not have any English skills and are not proficient in their own language and those students who have been in school but still do not have English language skills or proficiency. They are looking at using a special education model without all the rules/regulations.

## **RECOGNITION OPPORTUNITY**

Phyllis Bunker Frank presented Dr. Lin Douglas, former Director of Professional Education and Certification at OSPI, with a proclamation recognizing her service to the department and the State Board.

Dr. Douglas thanked the Board for its support. She noted that she wanted to transition to retirement but found that she didn't have a life to retire to. The transition to the Professional Educator Standards Board will allow her to continue working on something she is greatly interested in and develop that life to retire to.

Dr. Bergeson thanked Dr. Douglas for her work with the university programs in bringing them to a higher level and building a great foundation with which to build the profession to an even higher level.

Dr. Andy Griffin thanked Dr. Douglas for her work and her ability to move teacher preparation forward for all students.

Board members thanked Dr. Douglas for her work with Board members in all areas of teacher preparation and especially with the site visits.

Dr. Douglas introduced Dr. Arlene Hett, new Director of Professional Education and Certification for OSPI. Dr. Hett provided background information on herself.

## **APPROVAL OF MINUTES**

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Lamb to approve the minutes of the October 2003 meeting.

Mrs. Lamb presented changes provided to members via email. Ms. Twight asked to have her name inserted on page 23 (of the final document) as being the one who asked the health question.

Moved by Mrs. Lamb and seconded by Mrs. May to approve the minutes as amended. Motion carried.

## CONSENT AGENDA

Mr. Evans asked that Tab 6 be pulled.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Fike to approve the Consent Agenda tabs 2 through 5. Motion carried.

### **Tab 6—REQUESTS FOR WAIVER FROM WAC 180-44-050(2) REGULATORY PROVISIONS RELATING TO RCW 28A.600.010 [30' BEFORE AND AFTER SCHOOL REQUIREMENT] FROM THE EPHRATA AND SUNNYSIDE SCHOOL DISTRICTS:**

Mr. Evans asked that schools who receive waivers report to the Board how the time was used and what difference it made for students. It was noted by Pat Eirish, State Board staff, that Sunnyside had another waiver from the 180 days.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve Tab 6. Motion carried.

## PRIVATE SCHOOL APPROVAL

Marcia Riggers, Assistant Superintendent for Student Support and Operation, OSPI, presented information on the background of the three schools seeking approval under Tab 7. Mrs. Riggers pointed out the number of certificated personnel at each school.

Biblical Heritage Preparatory School was approved conditionally and has not completed the approval process or made any contact with OSPI. Mrs. Riggers asked to have the conditional approval rescinded.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to approve Calvary Lutheran School, Cornerstone Elementary, and Mt. Rainier Lutheran High School, and rescind approval of Biblical Heritage Preparatory School. Motion carried.

## BASIC EDUCATION ASSISTANCE

### **TAB 8—REQUESTS FOR EXTENSION OF SCHOOL IMPROVEMENT PLAN DEADLINE**

Pat Eirish, State Board Staff, presented information on the requests from several districts for extensions from the school improvement plan deadline.

**Motion:** Moved by Ms. Twight and seconded by Mrs. Lamb to approve Tab 8. Motion carried.

Mrs. Twight asked for more detail on the requests for extensions above the boiler plate letter that seems to be coming in. President Smith asked what would be done with the information. Mrs. Lamb noted that this is a new process and a pattern may be

developing that could be addressed by the Learning Support and Improvement Committee. She suggested that the request for extension could include the element(s) missing. Mrs. Riggers suggested including the information on the boiler plate letter.

### **TAB 9—WAIVER FROM THE 180 DAYS FOR LAKE STEVENS AND SULTAN SCHOOL DISTRICTS**

Pat Eirish, State Board staff, presented information on the requests from the districts. This is the first request from both districts and both are using the days for improvement of student learning.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve Tab 9.  
Motion carried.

## **SCHOOL FACILITIES AND ORGANIZATION**

### **TAB 10—REQUEST FOR CHANGE IN SCOPE FOR PROJECT WITH PRIOR STATE BOARD OF EDUCATION APPROVAL.**

Gordon Beck, Regional Coordinator for School Facilities and Organization at OSPI, presented background information on the Wahluke School District request. The 15.5% increase is due to an increase in the enrollment in the district. It was noted that the original application was based on enrollment at the time of submittal.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. May to approve Tab 10.  
Motion carried.

### **TAB 11—REQUEST FOR WAIVER FOR TEMPORARY USE OF A FACILITY FROM THE RENTON SCHOOL DISTRICT**

Gordon Beck, Regional Coordinator for School Facilities and Organization at OSPI, presented information on the request from the Renton School District to reuse a building that has been deleted from the inventory while another building is being renovated. In response to a question from Ms. Twight, Mr. Beck stated that the rule is fairly new and doesn't need tweaking at this time. Mrs. May stated that the rule was put in place because buildings need to be taken off the eligibility rosters so they don't affect districts' ability to secure construction funding. Mrs. Lamb, noting that she had helped construct the rule, stated that it has only been used twice. If the building is up to safety standards, it saves a district money in not having to secure portables to house students.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. May to approve the motion. Motion carried.



## **PUBLIC HEARING ON PROPOSED RULE CHANGES**

### **TAB 14—WAC 180-24-225 FREQUENCY OF PETITIONS—LIMITATION**

Executive Director Larry Davis presented the background information on the proposed changes to the rule and the Board's authority to institute the rule.

Rich McCullough, Superintendent, Snoqualmie Valley School District, presented information on a petition resubmitted three times within a short period of time and was approved on the third submittal. They have information regarding a consultant who is soliciting petitions along the Lake Washington—Riverview—Snoqualmie Valley School District boundaries and encouraging parents to file petitions.

Conrad Robertson, Superintendent, Riverview School District, provided graphic representation of what is involved (volumes) in land transfers. The district has spent almost \$55,000 and over 1,400 hours on four land transfer petitions.

Bob Collard, Assistant Superintendent, Lake Washington School District, stated that the district fully supports the change in the rule to limit the number of petitions filed within a five year period. The district is closing variances to boundary line schools and feels they will be seeing more petitions. In response to a question from Mrs. May, Mr. Collard stated that only one petition was successful and brought 60 students into the district. The last petition was turned down by both school districts but approved by the Regional Committee.

Dan Pflugrath, Chairman of the Riverview School District Board of Directors, supported the proposed rule change. The statute sets up a bias against small rural school districts. The transfer has the effect of raising taxes on the taxpayers on the losing district when a petition is granted.

Carol VanNoy, Riverview School District Board member, supported the change in the rule. She pointed out that there are no defined limits on an area that can petition, it can go street by street. It also affects planning for facility needs and staffing needs.

Phil Gore, Riverview School District Board member, supported the change in the rule. They will be meeting with legislators to express their concerns in the wording of the statute. The petition they lost had originally been petitioned out of Lake Washington.

Greg Bawden, Riverview School District member, noted that some of the past petitioners are in the process of resubmitting their petitions.

## **TAB 12—WAC 180-51-061 MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION**

Executive Director Larry Davis presented the background to make the change from *High School Plus Plan* to *High School and Beyond Plan*.

No public testimony was presented.

## **TAB 15—WAC 180-78A-100 EXISTING APPROVED PROGRAMS**

Executive Director Larry Davis presented background information on the proposed change in site visit rotation.

Mrs. Lamb suggested replacing “shall” with “may” and putting a period after cycle. Consensus of the members was to leave “shall” but to add the period. It was noted that doing the State Board site visit at the same time as NCATE was a time and cost savings to the university programs. This does not change the Board’s ability to set the schedule for site visits.

No public testimony was presented.

## **TAB 16—WAC 180-78A-270 APPROVAL STANDARD—KNOWLEDGE AND SKILLS**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, presented information on the change being requested on the addition of knowledge and skills to the professional certification process. Mr. Evans raised the point that “assessment literacy” was not mentioned in WAC 180-78A-270. Assessment is mentioned in subsection (t). Another point raised was under the principal assessment there is nothing about norm-referenced assessment. Mr. Davis suggested that both points should be sent to the Professional Development and Certification Committee for review. Mrs. Lamb raised the question of putting the anti-bullying information into this section of the WAC. Mr. Davis suggested inserting the language in subsection (g). Mrs. Riggers noted that inserting the language should be cautioned because the anti-bullying bill encompasses more than just bullying.

Mr. Davis provided information on the second portion of the tab of incorporating gender and gender equity into the rule. The State Board was part of the Gender Equity Project.

Jo Sanders, former director of the Gender Equity Project, encouraged the Board to make the additions to the rule.

Linda Beath, Central Washington University, stated that “gender” has to be named as it is too important.

Judy Mitchell, Washington State University, stated that the colleges and universities had a gender equity project with the deans of education, science, and engineering. There

was also a project at Washington State University. It has to be in print to have maximum influence.

Mark Roddy, Seattle University, related a story about women and computers and not holding all the doors for all students.

Eileen Reilich, St. Martins College, stated that they do an equity survey by her students. The pattern from the last survey found that girls were still not responding in classes.

President Smith complimented the group on its work.

**TAB 17—WAC 180-79A-030 DEFINITIONS**  
**WAC 180-79A-206 ACADEMIC AND EXPERIENCE REQUIREMENTS FOR CERTIFICATE—TEACHERS**  
**WAC 180-79A-213 CHILD ABUSE COURSEWORK REQUIREMENT FOR CONTINUING CERTIFICATION—ADMINISTRATORS**  
**WAC 180-79A-226 CHILD ABUSE COURSEWORK REQUIREMENT FOR CONTINUING CERTIFICATION—EDUCATIONAL STAFF ASSOCIATE**

Judy Smith, Program Specialist, Professional Education and Certificate at OSPI, presented information regarding the proposed change of eliminating the requirement for ten hours.

In response to a question from Mrs. Tolas, Mrs. Smith stated that it is part of university coursework and that the Educational Service Districts (ESDs) also provide the training.

No public testimony was presented.

**TAB 18—WAC 180-79A-117 UNIFORM EXPIRATION DATE**

Executive Director Larry Davis presented information on the elimination of the loophole when service personnel are called up for active duty.

No public testimony was presented.

**TAB 19—WAC 180-79A-223 ACADEMIC AND EXPERIENCE REQUIREMENTS FOR CERTIFICATION—SCHOOL NURSE, SCHOOL OCCUPATIONAL THERAPIST, SCHOOL PHYSICAL THERAPIST AND SCHOOL SPEECH-LANGUAGE PATHOLOGIST OR AUDIOLOGIST**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, presented the background information on need to change the requirement. In response to a question from Ms. Twight, the ESDs do offer coursework at various times.

Mr. Davis reviewed the language that helps the speech language pathologists.

No public testimony was presented.

**TAB 20—WAC 180-79A-257 OUT-OF-STATE CANDIDATES (INCLUDING REQUEST FOR STATE BOARD TO APPROVE OREGON AS HAVING A SECOND TIER CERTIFICATION PROGRAM COMPARABLE TO THE PROFESSIONAL CERTIFICATE UNDER THE PROVISIONS OF WAC 180-79A-257(3)(A))**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI presented the rationale for the proposed changes.

No public testimony was presented. Mrs. Lamb suggested that a minimum teaching experience requirement is needed in granting certification to out-of-state candidates, such as that required by Oregon.

**TAB 21—WAC 180-79A-507 OVERVIEW—PRINCIPAL/PROGRAM ADMINISTRATOR PROFESSIONAL CERTIFICATE PROGRAM**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, presented the rationale for the changes to clarify the program administrator professional certificate program.

In response to a question from Mrs. Frank, Judy Smith, Program Specialist, Professional Education and Certificate at OSPI, noted that a person could be hired in the position, but to continue they would have to complete the program requirements.

In response to a question from Mr. Floyd, Mrs. Smith noted that for small districts, they can hire anyone for the central office positions because the certificate is not required.

No public testimony was presented.

**TAB 13—WAC 180-16-220 SUPPLEMENTAL BASIC EDUCATION PROGRAM REQUIREMENTS**

**WAC 180-16-225 WAIVER—SUBSTANTIAL LACK OF CLASSROOM SPACE—GROUNDS AND PROCEDURE**

**WAC 180-16-227 IMPLEMENTATION TIMELINE FOR WAC 180-16-220(2)**

**WAC 180-55-005 PURPOSES AND AUTHORITY**

**WAC 180-55-015 DEFINITIONS**

**WAC 180-55-020 COMPLIANCE WITH REQUIREMENTS FOR ENTITLEMENT TO BASIC EDUCATION ALLOCATION FUNDS IS PREREQUISITE TO APPLICATION**

**FOR ACCREDITATION BY PUBLIC SCHOOLS—COMPLIANCE WITH**

**REQUIREMENTS FOR APPROVED PRIVATE SCHOOL STATUS IS PREREQUISITE**

**TO APPLICATION FOR ACCREDITATION BY PRIVATE SCHOOLS—TYPES OF**

**ACCREDITATION—CONDITIONS—EFFECTIVE PERIODS—ADMINISTRATION OF**

**ACCREDITATION PROCEDURES**

**WAC 180-55-034 TEMPORARY EXTENSION OF ACCREDITATION STATUS**

**WAC 180-55-150 STANDARDS AND CRITERIA STUDY AND REPORT**

**WAC 180-18-050 LOCAL RESTRUCTURING PLAN REQUIREMENTS TO OBTAIN WAIVER**  
**WAC 180-18-055 ALTERNATIVE HIGH SCHOOL GRADUATION REQUIREMENTS**  
**WAC 180-18-090 ALTERNATIVE TO WAC 180-18-055**

Pat Eirish, State Board Staff, presented background information on the proposed changes with the help of Mrs. May, Chair of the Learning Support and Improvement Committee.

Mr. Evans raised the point that there is no 11<sup>th</sup> grade test, it had been moved to the 9<sup>th</sup> grade. Staff suggestion was to delete the subsection. Ms. Twight also raised a question about the graduation rate—suggestion from staff was to define the rate and calculation in a Frequently Asked Question. In response to a question from Mrs. Tolas, staff noted that there had been conversations with the State Board for Community and Technical Colleges and the Higher Education Coordinating Board in the past that if credit was awarded on a basis of competency that students aren't penalized on admissions. Mrs. Lamb suggested eliminating one of the "appraisals" in WAC 180-55-020.

Executive Director Larry Davis reviewed proposed amendments to the WACs under consideration. First amendment to WAC 180-16-220(2)(b) suggests returning "promotes a positive impact on student learning." The second amendment suggests leaving "and the continuous improvement" on pages 123 and 133 of the proposed changes. The third amendment makes sure that there is only a limit on the State Board process.

Mrs. May suggested adding "and expiring" in the section dealing with moving from the Northwest Association of Schools, Colleges, and Universities (NASCU) process. Mrs. May withdrew her suggestion after consideration.

Mrs. Lamb suggested correcting subsections in numbers in the reference to WAC 180-16-220 within WAC 180-16-225.

Mrs. Frank suggested adding section (v) to subsection 2 (d) of WAC 180-16-220 on possible use of year round learning. Following a discussion the proposed language would be "the opportunity to reorganize the school year calendar so that the instruction period is organized in smaller segments spaced throughout the 12 month calendar for more continuity of student learning." It was suggested by Mrs. Fike to refer the language to the Learning Support and Improvement Committee for review and concurred by Mr. Evans.

Mrs. Frank and Ms. Twight urged consideration of the amendment at this time. A new concept might require going more slowly; but, this is a much discussed idea.

**Motion:** Moved by Mr. Evans and seconded by Mrs. Fike to take the language to the Learning Support and Improvement Committee for review. Motion failed with one abstention.

## INITIAL CONSIDERATION OF PROPOSED RULE CHANGES

### TAB 22—WAC 180-85-105 INITIAL NOTICE TO CERTIFICATE HOLDERS OF CONTINUING EDUCATION REQUIREMENT

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, presented the proposed change of placing notice on the website for ease of access rather than using written notice.

**Motion:** Moved by Mrs. May and seconded by Mrs. Lamb to bring Tab 22 forward to March for public hearing and adoption consideration. Motion carried.

## PROFESSIONAL EDUCATION AND CERTIFICATION

### STATUS REPORT ON PEDAGOGY ASSESSMENT PROCESS PILOT PROJECT

Doug Lamoreaux, President of the Washington Association of Colleges of Teacher Education (WACTE) and Associate Professor of Education at Pacific Lutheran University; Rebecca Bowers, President elect of WACTE and Dean of the School of Education at Central Washington University, and Ed Helmstetter, Chair of the Department of Teaching and Learning at Washington State University, presented information on the pilot program on pedagogy assessment. During the fall of 2002 all 21 university programs began using the instrument. Data was gathered and analyzed and has been used to make changes in all of the programs. The cooperation between WACTE and OSPI has been phenomenal. Mr. Helmstetter reviewed the work of the implementation committee. At the suggestions of consultants, implementation of the document was held up and refinements were made. A refinement of the pedagogy assessment will be done after the interater review. The interater review is part of the credibility study.

Mrs. Lamb complimented WACTE members on their collaboration with OSPI. In response to a question from Mrs. May, Dr. Bowers stated that the funding came from OSPI and the universities involved in the project. Dr. Andy Griffin, Assistant Superintendent for Higher Education, Certification, and Community Outreach at OSPI noted that the OSPI funds came from federal Title funds. David Sherry, Whitworth College, provided information on some of the problems that have arisen with respect to teachers and students. In response to a question from Ms. Twight, Dr. Lamoreaux stated that gender has been added to the instrument along with making the cultural piece more explicit. In response to a question from Mrs. Frank, Dr. Bowers stated that having a professional growth plan was definitely part of the process. In response to a question from Mrs. Lamb, Mr. Helmstetter showed how the science instructors are modifying their programs to accommodate teaching students. Dr. Bowers outlined the program at Central Washington University involving three different colleges and how they support teacher/administrator education.

President Smith asked the WACTE members present to rise and introduce themselves and their faculty members present.

## **TAB 26—HERITAGE COLLEGE SITE VISIT REPORT**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, introduced Judy Smith, Program Specialist for Professional Education and Certification at OSPI, and Dr. Larry Petry, Director of Education at Heritage College. President Smith reviewed his part of the site visit committee that reviewed the Heritage programs in teacher preparation, administrator preparation, and counselor preparation. President Smith visited classrooms that were not on the agenda and found staff that were as well prepared as those as the targeted classrooms.

Dr. Petry introduced Karen Garrison and Mickey Clise who are part of the faculty at the college. Dr. Petry stated that the preparation for the site visit was a programmatic and professional development exercise for the college.

Dr. Hett recommended approval by the State Board.

In response to a question from Mrs. Lamb, Dr. Petry reviewed the areas of concern noted in the report and what is being done to address the deficiencies. They are recruiting a person with a counseling background to chair the counseling program. They have a gentleman running the program that has the background in school counseling, but does not have a doctorate so they are still looking for a permanent chair. Over 50 percent of the students in the program are of color and Dr. Lin Douglas, Director of Alternative Route Program, Professional Educator Standards Board and former Director of Professional Education and Certification at OSPI, suggested that how they are recruiting, tutoring, and certifying these students should be replicated at other schools. The counseling program has a year-long internship that needs to have more visits from supervisors.

Mr. Evans asked that Dr. Petry forward the plan of action for rectifying the deficiencies to the State Board. In response to a question from President Smith, Dr. Petry stated they would share the results with the students.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Evans to approve all three programs at the Heritage College. Motion carried.

## **TAB 27—RECOMMENDATION FOR APPROVAL OF PROPOSED COMPETENCY-BASED ENDORSEMENT PROGRAMS AT GONZAGA UNIVERSITY, HERITAGE COLLEGE, AND PACIFIC LUTHERAN UNIVERSITY.**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, noted that Pacific Lutheran University asked to have Early Childhood Special Education Program approval delayed.

**Motion:** Moved by Mr. Evans and seconded by Mrs. Lamb to approve all remaining programs with the exception of the Early Childhood Special Education Program. Motion carried.

**TAB 28—REQUEST FROM SEATTLE UNIVERSITY FOR STATE BOARD APPROVAL OF PRINCIPAL AND PROGRAM ADMINISTRATOR PREPARATION PROGRAMS**

Dr. Arlene Hett, Director of Professional Education and Certification at OSPI, asked Program Specialist Judy Smith to present the background information. Mrs. Smith introduced Dr. Van Hutton, Director of College of Education at Seattle University. Dr. Hutton presented Board members with the student handbook. The program was moved from 21 domains to the Six Interstate School Leaders Licensure Consortium (ISLLC) Standards. Students have to provide research findings on how they are having a positive impact on student learning. If a program seeks NCATE approval for the administration programs, they are working on two standards. NCATE requires professional associations to update their standards every five years. The (Educational Leadership Constituent Council (ELCC) standards have been updated and are accepted by NCATE.

Mr. Evans stated that the administrator candidates should be aware of the nine characteristics of high performing schools. NCATE requires assessment upon entrance and performance-based after that.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to approve the principal and program administrator preparation programs at Seattle University.  
Motion carried.

**REPORT FROM THE PROFESSIONAL EDUCATOR STANDARDS BOARD.**

Jennifer Wallace, Executive Director, Professional Educator Standards Board (PESB), and David Anderson, Director of Assessment at PESB, presented information on the subject knowledge tests. A PowerPoint presentation was used to present the information on the tests (copy on file with the minutes). The Board is in the process of standard setting for the Praxis II and will set the cut scores. They have six dates and six testing sites (WWU, CWU, SPU, U of W, Gonzaga, Evergreen High School in Vancouver, Whitman College). The Board is looking at new routes for teachers to add endorsements through the tests. The test can only test knowledge and not pedagogy/instructional methodology. There is a subcommittee studying the alternate methods, including a team to help the candidate put together the portfolio and do the classroom observation. There is discussion about a fee structure to offset the costs. Several of the endorsements cluster together (sciences for example). Middle level endorsements are harder to cluster. They will be making recommendations for State Board consideration.

PESB subcommittee for adding endorsements will address the following issues:

- ✓ Adequate feedback from stakeholders;
- ✓ Recommendations for each of the paths;
- ✓ Process to determine the details of the portfolio process;
- ✓ Process to determine endorsements for Paths 2 & 3;
- ✓ Change in WAC language.



The goal for the PESB is to have WAC changes on all three paths in rule by the end of the year.

Sample Praxis tests are available at [www.ets.org](http://www.ets.org).

Meeting recessed at 5:30 p.m.

Friday, January 16, 2004

President Smith called the meeting to order at 8:30 a.m.

Marcia Riggers, Assistant Superintendent for Student Support and Operations, Office of Superintendent of Public Instruction (OSPI), presented a brochure on safe and supportive schools

Members Present: Buck Evans, Nancy Fike, Steven Floyd, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Assistant Superintendent Marcia Riggers representing Superintendent of Public Instruction Terry Bergeson, and Student Representatives Andrea Naccarato and Kourosh Zamanizadeh

Member Excused: Tom Parker

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore, and Gene Thomas

## **ADOPTION CONSIDERATION**

### **TAB 12—WAC 180-51-061 MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION**

**Motion:** Moved by Mrs. Frank and seconded by Mrs. May to adopt Tab 12. Motion carried on a roll call vote of 8 for, 1 excused, 1 absent.

### **TAB 14—WAC 180-24-225 FREQUENCY OF PETITIONS—LIMITATION**

**Motion:** Moved by Mr. Evans and seconded by Mrs. Tolas to adopt Tab 14. Motion carried on a roll call vote of 8 for, 1 excused, 0 against

### **TAB 15—WAC 180-78A-100 EXISTING APPROVED PROGRAMS**

Staff presented an amendment to the proposed changes.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Lamb to adopt Tab 15.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Lamb to amend the last line of (4), after “cycle” strike “of seven years”. Motion carried.

Motion as amended carried on a roll call vote of 9 for, 0 against, 1 absent

## **TAB 16—WAC 180-78A-270 APPROVAL STANDARD—KNOWLEDGE AND SKILLS**

Staff presented an amendment to the proposed changes.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to adopt the Tab.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to amend by adding after “policy”, insert “, including laws pertaining to school health and safety”. Motion carried.

Motion as amended carried on a roll call vote of 9 for, 0 against, 1 absent.

## **TAB 17—WAC 180-79A-030 DEFINITIONS** **WAC 180-79A-206 ACADEMIC AND EXPERIENCE REQUIREMENTS FOR** **CERTIFICATE—TEACHERS** **WAC 180-79A-213 CHILD ABUSE COURSEWORK REQUIREMENT FOR** **CONTINUING CERTIFICATION—ADMINISTRATORS** **WAC 180-79A-226 CHILD ABUSE COURSEWORK REQUIREMENT FOR** **CONTINUING CERTIFICATION—EDUCATIONAL STAFF ASSOCIATE**

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to adopt Tab 17.  
Motion carried on a roll call vote of 9 for, 0 against, 1 absent.

## **TAB 18—WAC 180-79A-117 UNIFORM EXPIRATION DATE**

Staff presented an amendment to the tab.

**Motion:** Moved by Ms. Twight and seconded by Mr. Evans to adopt Tab 18.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Floyd to amend Line 1 of (3): After “Any educator”, insert “in the national guard, U.S. military branch reserves, or U.S. coast guard reserve” and Line 2 of (3): After “branches”, insert “, by order of an authorized agency or official of Washington State government, or by the U.S. department of homeland security”. Motion carried.

Motion as amended adopted on a roll call vote of 9 for, 0 against, 1 absent.

**TAB 19—WAC 180-79A-223 ACADEMIC AND EXPERIENCE REQUIREMENTS FOR CERTIFICATION—SCHOOL NURSE, SCHOOL OCCUPATIONAL THERAPIST, SCHOOL PHYSICAL THERAPIST AND SCHOOL SPEECH-LANGUAGE PATHOLOGIST OR AUDIOLOGIST**

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to adopt Tab 19 as presented. Motion carried on a roll call vote of 9 for, 0 against, 1 absent.

**TAB 20—WAC 180-79A-257 OUT-OF-STATE CANDIDATES (INCLUDING REQUEST FOR STATE BOARD TO APPROVE OREGON AS HAVING A SECOND TIER CERTIFICATION PROGRAM COMPARABLE TO THE PROFESSIONAL CERTIFICATE UNDER THE PROVISIONS OF WAC 180-79A-257(3)(A))**

**Motion:** Moved by Ms. Twight and seconded by Mrs. Tolas to adopt Tab 20 as presented. Motion carried on a roll call vote of 9 for, 0 against, 1 absent.

**TAB 21—WAC 180-79A-507 OVERVIEW—PRINCIPAL/PROGRAM ADMINISTRATOR PROFESSIONAL CERTIFICATE PROGRAM**

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to adopt Tab 21 as presented. Motion carried on a roll call vote of 9 for, 0 against, 1 absent.

Judy Smith, Program Analyst for Professional Education and Certificate at OSPI, asked for clarification of the timeline for site visits. The Board consensus was that each of the non-NCATE schools should consider themselves on the five-year cycle unless changed by the Board.

**TAB 13—WAC 180-16-220 SUPPLEMENTAL BASIC EDUCATION PROGRAM REQUIREMENTS**  
**WAC 180-16-225 WAIVER—SUBSTANTIAL LACK OF CLASSROOM SPACE—**  
**GROUND AND PROCEDURE**  
**WAC 180-16-227 IMPLEMENTATION TIMELINE FOR WAC 180-16-220(2)**  
**WAC 180-55-005 PURPOSES AND AUTHORITY**  
**WAC 180-55-015 DEFINITIONS**  
**WAC 180-55-020 COMPLIANCE WITH REQUIREMENTS FOR ENTITLEMENT TO**  
**BASIC EDUCATION ALLOCATION FUNDS IS PREREQUISITE TO APPLICATION**  
**FOR ACCREDITATION BY PUBLIC SCHOOLS—COMPLIANCE WITH**  
**REQUIREMENTS FOR APPROVED PRIVATE SCHOOL STATUS IS PREREQUISITE**  
**TO APPLICATION FOR ACCREDITATION BY PRIVATE SCHOOLS—TYPES OF**  
**ACCREDITATION—CONDITIONS—EFFECTIVE PERIODS—ADMINISTRATION OF**  
**ACCREDITATION PROCEDURES**  
**WAC 180-55-034 TEMPORARY EXTENSION OF ACCREDITATION STATUS**  
**WAC 180-55-150 STANDARDS AND CRITERIA STUDY AND REPORT**  
**WAC 180-18-050 LOCAL RESTRUCTURING PLAN REQUIREMENTS TO OBTAIN**  
**WAIVER**

**WAC 180-18-055 ALTERNATIVE HIGH SCHOOL GRADUATION REQUIREMENTS**  
**WAC 180-18-090 ALTERNATIVE TO WAC 180-18-055**

Staff presented amendments to the proposed changes.

**Motion:** Moved by Mrs. May and seconded by Mrs. Frank to adopt Tab 13.

**Motion:** Moved by Mrs. May and seconded by Ms. Twight to adopt Amendment A: "(b) At a minimum the annual approval shall require each school to have ~~((in place, and reviewed annually for implementation progress and possible changes,))~~ a school improvement plan ~~((or process))~~ that is data driven ~~((and)),~~ promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan." *Motion carried.*

**Motion:** Moved by Mr. Evans and seconded by Mrs. Frank to adopt amendments B through F.

*Amendment B:* "(c) The school improvement plan ~~((or))~~ **((and the continuous improvement process))** shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members."

*Amendment C:* The provisions of WAC 180-16-220(2) shall take effect beginning the 2003-04 school year. If a school district already requires its schools to have a school improvement plan ~~((or))~~ **((and a continuous improvement process to monitor and update the plan))**, but such plan ~~((or process))~~ does not include some or all of the required elements listed in WAC 18-16-220(2)(c) and (d) as of the beginning of the 2003-04 school year, the district may request from the state board of education an extension of the timeline to the beginning of the 2004-05 school year.

*Amendment D:* "~~((6))~~ (7) "Appraisal" shall mean an objective, external appraisal of a school's self-review activities ~~((and)),~~ **and** school improvement plan ~~((or)),~~ **((and the school's continuous improvement process,))** pursuant to WAC 180-55-020(5)."

*Amendment E:* "(2) **Standard accreditation - six years**, shall be granted to a school after a satisfactory external appraisal of the school's self-review activities **((and))** **and** school improvement plan ~~((or))~~ **((and continuous improvement process))**, and approval by the state board of education of the appraisal findings and recommendations by the ~~((superintendent of public instruction under WAC 180-55-030))~~ external site appraisal team."

*Amendment F:* "(b) The external appraisal shall focus on the provisions of WAC 180-16-220(2)(b), (c) and (d), and 180-55-005(1). The appraisal shall ~~((give weight to the district's school approval process and))~~ focus

on(~~(, but not be restricted to,)~~) an appraisal of the school's self-review activities, (~~(progress and impact of)~~) **and** the school's improvement plan (~~(of)~~) and its progress and impact, in particular relating to WAC 180-55-005(1)(c)(~~(i)~~)(~~(, and the school's continuous improvement process)~~)."  
*Motion carried.*

**Motion:** Moved by Mrs. May and seconded by Mrs. Tolas to adopt amendment G: “(5)(a) **External appraisal.** The state (~~(superintendent of public instruction)~~) board of education, or other body or entity designated by the state board of education, shall direct an external appraisal program for school accreditation purposes. The state (~~(superintendent)~~) board may place yearly limits on the number of schools that may participate in the external appraisal program **using the state board accreditation option.** The external appraisal shall be conducted by persons external to the school and district. The external site appraisal team shall include, but is not limited to, certificated teachers and administrators who may earn continuing education clock hours pursuant to WAC 180-85-033(2).”  
*Motion carried with the change of “program” to “process”.*

**Motion:** Moved by Mrs. May and seconded by Mrs. Frank to adopt amendment H: On line 2 of (iii), after “learning;” strike “and” and insert: “(~~and~~)  
  
On line 2 of (iv), after “.” Insert the following: “; and “(v) Research on a twelve-month school year calendar spaced and balanced for positive impact on student learning”.”

Considerable discussion was held on the construction of the language in Amendment H as well as the stem language directing it.

With consent of the second, motion withdrawn.

**Motion:** Moved by Mrs. May and seconded by Mrs. Tolas to table for further discussion and send the amendment to the Learning Support and Improvement Committee. *Motion carried.*

**Motion:** Moved by Mrs. Lamb and seconded by Ms. Twight to adopt Amendment I: “(3) **Nonwaiverable requirements.** (~~The~~) Certification requirements, including endorsements, and the (~~(student learning objectives)~~) **(requirements) school improvement plan requirement** set forth in WAC 180-16-220 **(1) and (2)** (~~(and (3))~~) may not be waived **(for any reason)**.”. *Motion carried.*

**Motion:** Moved by Mr. Evans and seconded by Ms. Twight to adopt Amendment J. “(f) Student scores on the state eleventh grade test the last three years” (~~(f) Student scores on the state eleventh grade test the last three years)~~  
*Motion carried.*

**Motion:** Moved by Mrs. Lamb and seconded by Ms. Twight to adopt Amendment K: “(b) The external appraisal shall focus on the provisions of WAC 180-

16-220 (2) (b), (c) and (d), and 180-55-005(1). The appraisal shall ~~((give weight to the district's school approval process and))~~ focus on ~~((, but not be restricted to,))~~ an **((appraisal)) analysis** of the ~~((progress and impact of))~~ school's self-review activities, the school's improvement plan ((or)) and its progress and impact, in particular relating to WAC 180-55-005(1)(c), and the school's continuous improvement process.". *Motion carried.*

Motion as amended carried on a roll call vote of 9 for, 0 against, 1 excused.

## INITIAL CONSIDERATION OF PROPOSED RULE CHANGES

### **TAB 23— WAC 180-20-101 MINIMUM QUALIFICATIONS OF SCHOOL BUS DRIVERS**

### **WAC 180-20-111 AUTHORIZATION REQUIRED—DURATION—ISSUING PROCEDURES—TEMPORARY AUTHORIZATIONS**

Allan Jones, Director of Pupil Transportation and Traffic Safety, Office of Superintendent of Public Instruction (OSPI), provided background information on the section he directs. He also presented background information on the proposed changes presented to the Board for Initial Consideration—changes in definitions, adding a new section on instructor training, changes in qualifications, technical changes.

In response to questions from Mrs. Lamb, Executive Director Davis will schedule a meeting to explain the lack of Type II license.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. May to bring Tab 23 forward to the March meeting for public hearing and adoption consideration.  
Motion carried.

## STUDENT REPORT

Student Representative Kourosh Zamanizadeh reported on Washington Association Student Councils' (WASC) Board and the work they do. This group is composed of student leaders from the various interhighs around the state.

The project for last year was working on Chewelah Peak Learning Center, which is the student leadership/environmental education camp outside of Chewelah, Washington, and serves students from the Eastside of the state.

Day of Service—the WASC Board is working on a day of service for students all over the state to do something for their communities on one specific date.

Freedom's Answer—voter initiative (getting more students who are eligible to vote regularly). Mrs. May urged that the WASC Board make the effort to assure that students are informed voters.

WASC Website—the website is under construction and will be housed at [www.wasc.usa](http://www.wasc.usa).

WASL Initiative—Prior to cancellation of the WASC Board meeting last weekend, Dr. Bergeson and Greg Williamson were going to present information on a partnership to help students make better decisions regarding their schooling and future. It is a communication project through direct communication and the use of video tapes, PowerPoint, use of a website, and other training. Dr. Bergeson and Mr. Williamson will possibly make a presentation at the next WASC Board meeting the end of January or first of February. One of the first distributions would be at the summer Leadership Camp with the major distribution at the WASC Conference at W.F. West High School in Chehalis. There will have to be another distribution to cover those schools that do not have interhigh.

Mr. Zamanizadeh related how information is disseminated from the WASC Board to students around the state. One of the goals of the WASC Board is to have every high school involved in an interhigh.

NASC Conference—The National Association Student Councils' conference is held in June each year. Approximately 2000 students attend the conference from all over the country. This year's conference will be held in Las Vegas with a side trip to Arizona.

Mrs. Lamb complimented Mr. Zamanizadeh and Andrea Naccarato on the presentation they did at the Washington State School Directors Association's Fall Conference.

Ms. Twight suggested that presentations by students should be on all agendas. She also suggested that the video tape information should include presentations by all groups of students.

## **GENERAL ADMINISTRATION**

Linda Holt, Vice Chair, Lorene Hanlon, Language Project Coordinator, and Jerome Jainga, Education and Youth Services Program Manager, of the Suquamish Tribe were present to sign a government-to-government agreement. Mrs. Holt stated that they are very excited about the program and the ability to bring the language back to their children. Mr. Jainga is from British Columbia and Alaska and has been working with the children in their own school system. This fall they will have an early college high school program through Antioch University, the only one in the country. Ms. Hanlon explained the program that is under development.



## SCHOOL ACCREDITATION

Bobbie May, Chair of the Learning Support and Improvement Committee, introduced members of the committee present Terry Parker, Joe Pope, Joy Kawasaki-Walton, Terry Munther, Marcia Riggers, and Dan Sherman. Mrs. May provided some background information on the proposal from the Educational Service Districts (ESDs).

Mrs. May introduced Pat Eirish, State Board staff, who has worked with the committee. Mrs. Eirish reviewed the task force which was formed to work on the proposal and the members of the task force.

John Nelson, ESD 112, and Dr. Terry Munther and Helene Paroff, ESD 101, presented the proposal to the Board.

Major elements of the proposal:

Not in competition with Northwest Association of Accredited Schools (NAAS); but an alternative. NAAS was formerly known as the Northwest Association of Schools, Colleges, and Universities (NASCU).

### Stage One

- ✓ Planning and self evaluation.
- ✓ School determines if it wants to go through the SBE process.
- ✓ ESD staff member would meet with the school.
- ✓ School/district reviews and evaluates plan before sending to accreditation team for review.

### Stage Two

- ✓ Using the rubric, ESD staff review the plan and self-evaluation of plan.
- ✓ ESD makes recommendations to school; team visit scheduled.
- ✓ Based upon review, a mutually agreed upon date is set for site visit.

### Stage Three

- ✓ An accreditation team is established (classroom teacher, retired principal, SBE member or staff, parent, and ESD staff members).
- ✓ Team will be trained in the process.
- ✓ Team will meet with leadership, conduct interviews and site observations.

### Stage Four

- ✓ Accreditation team makes commendations and recommendations.
- ✓ Team will review plan and process.
- ✓ Written report to the State Board.
- ✓ If approved, notice to school.
- ✓ Accreditation for six years; progress report after three years.

### Evaluation

- ✓ Ongoing evaluation of the model.
- ✓ Input solicited in variety of means/stakeholders.

Estimated total cost for the program: \$3500.

In talking with the various groups within the ESDs, they have found the reception very positive.

Tom Hulst, Assistant Superintendent, ESD 113, felt this is a very significant help to schools and a positive move.

It was noted that schools can choose to work with another ESD for the accreditation process. An ESD could choose to have another ESD do the process.

Terry Parker, Principal of Enumclaw High School and President-elect of the Northwest Association of Accredited Schools (NAAS), presented a minority report. Concerns stated:

1. Undermines the historical perspective of accreditation.
2. Does not recognize the enhanced value of regional accreditation for high schools.
3. Weakens school programs needed for accreditation. Easier does not mean "better"; weakens the perceived value of school accreditation; more akin to certification.
4. Proposal lacks administrative oversight and centralized administration with uneven practices that may involve questions of dues process.
5. Takes state away from national accreditation through the regional groups.
6. Weakens the partnership that could develop between the State Board, the ESDs, and Northwest.
7. Not fully developed and needs more work.

Mr. Parker urged the State Board to delay adoption of the proposal and that it be sent back to the committee for further work.

The Board had considerable discussion on the pros and cons of the proposal and the Northwest process.

Currently there is a total of 453 K-12 public and private NAAS accredited schools in Washington of which 290 are public schools.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to adopt the ESD proposal to administer the State Board accreditation process.

Dan Sherman, Executive Director of the Washington Federation of Independent Schools, felt the process should move forward. He noted that the private schools will be coming for third party accreditation.

Joe Pope, Secretary, Washington State Committee of NAAS, reminded the Board that there is a difference between accreditation and certification of a process.

Motion carried with two abstaining.

The Learning Support and Improvement Committee of the State Board will discuss the identified issues and concerns.

Mrs. May outlined the guidelines developed by the committee, including time and learning in the school calendar.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to place the guidelines on the website. Motion carried with one abstaining.

## REPORTS

### WIAA

Mike Colbrese, Executive Director, Washington Interscholastic Activities Association (WIAA), presented his annual report to the State Board. He reviewed the materials contained in the packet he provided Board members. Items reviewed included

- ✓ Coaches standards
- ✓ *Just Play Fair* Program
- ✓ 2002-2003 Annual Eligibility Report
- ✓ 2002-03 participation numbers; eligibility/participation appeals; ejections; and history of participation
- ✓ 2003-04 budget
- ✓ 2003-04 proposed amendments summary

Mr. Colbrese reviewed and answered questions from Board members with regard to eligibility standards and participation by boys and girls, as well as rule explanation. He also reviewed budget cutting measures instituted by the association.

Ms. Twight thanked Mr. Colbrese and the WIAA for their considerations to her.

Mr. Colbrese noted that DeLaSalle High School will be playing Bellevue High School in the Emerald City Kick-off Classic.

### A+ COMMISSION

Chris Thompson, Executive Director, Academic, Achievement, and Accountability Commission (A+ Commission) presented a written report on the work of the Commission (on file with these minutes).

Mr. Thompson noted that no one originally set the cut scores for the Certificate of Mastery. Over time, in absence of a decision to the contrary, "Meeting Standard" is assumed to be "the cut score" for the Certificate of Mastery (CoM). This dates from 1999. Nowhere in statute does it define "meeting standard".

The Commission is charged with setting performance standards. Performance standards are defined as "criteria for determining whether a student successfully learned knowledge and skills assessed."

In response to a question from Ms. Twight, Mr. Thompson stated that most legislators are aware of the numbers shown on the slide. Where the surprise comes in is at the number not making standard.

NAEP (National Assessment of Education Proficiency) is the national standard for proficiency. Four states set higher proficiency requirements. Washington is tied with a group of four other states, including Massachusetts, as fifth most rigorous. Mr. Thompson reviewed some comparisons with Massachusetts and Washington, and what happened in Massachusetts when the test counted. He also detailed a graph showing what happens with retakes and remediation. This state has not selected a cut score that it will accept for attainment of the Certificate of Mastery.

It was noted that Massachusetts funded remediation for students who had not reached the graduation level initially, spending \$50 M over the biennium. The appropriation is smaller now. When Massachusetts adopted their equivalent of the CoM, they also reworked the state education funding formula.

In response to a question from Mr. Evans, Mr. Thompson stated that the next three meetings of the Commission will deal with cut scores and other items concerning the Certificate of Mastery and affect the State Board's decision. It was hoped that the decision would be made by the April 6, but there is a problem with the availability of Superintendent Bergeson to attend the meeting. The February meeting will be in Tacoma and March meeting will be in the Olympia area. The Commission wants to work closely with the State Board as it makes its decisions. He invited Board members to the Commission meetings and to participate in the deliberations.

The Commission needs to take a look at where students are today and where they should be for graduation. Looking at Massachusetts helps to cut through some of the problems that we are facing.

President Smith wants to have a student panel presentation, across ethnic lines, of students who are not making it in school.

### **INITIAL DISCUSSION**

#### **TAB 24—WAC 180-16-225 WAIVER—SUBSTANTIAL LACK OF CLASSROOM SPACE**

Pat Eirish, State Board staff, presented background information on the technical change being requested. The waiver on basis of space has not been used for 25 years.

**Motion:** Moved by Mr. Evans and seconded by Mrs. May to bring Tab 24 to the March meeting for public hearing and adoption consideration. Motion carried.

#### **TAB 25—WAC 180-50-320 EQUIVALENCY COURSE OF STUDY—NATIONAL GUARD HIGH SCHOOL CAREER TRAINING—APPROVAL PROCEDURES WAC 180-50-300 EQUIVALENCY COURSE OF STUDY—CREDIT FOR LEARNING EXPERIENCES CONDUCTED AWAY FROM SCHOOL BY PERSONS NOT EMPLOYED BY THE SCHOOL DISTRICT**

Executive Director Larry Davis presented background information on proposed changes so that this is in place when the federal dollars come into play. He suggested the Learning Support and Improvement Committee review the language.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Fike to bring Tab 25 to the March meeting for public hearing and adoption consideration. Motion carried.

## LEGISLATIVE UPDATE

Patty Martin, State Board staff, presented the State Board of Education End of Year Report and the *Legislative Priorities*.

Mrs. Martin reviewed the legislative priorities for consideration of support from the State Board: student achievement; capital budget; simple majority; K-12 finance study; early learning. The question mark is the charter schools legislation which will be heard on Wednesday in the House Education Committee. The bill would be “to assist educationally disadvantaged students.”

Mrs. Lamb’s concerns:

- ✓ Choice exists.
- ✓ Because there are not retakes or remediation, the scores cannot be used to justify charter schools.
- ✓ Not under the control of the local board.
- ✓ What rules are not helping districts? Identify.

Ms. Twight reported that her largest constituent, the Seattle School District, is not in favor of the charter school bill.

Mrs. Martin asked that the Legislation Committee have a conference call on Monday, January 19, in the morning.

There will be a hearing on Monday on the sustainable building bill. There is a bill on allowing districts to use the proceeds from sale or lease of buildings for debt reduction or capital projects which will be heard next week.

The P-20 system study is now in bill form rather than resolution form as it was last year.

Superintendent credential program legislation—the State Board staff put together legislation to allow all six public, four-year institutions to offer superintendent credential programs. Signature gathering for sponsorship of the bill is almost completed.

## **COMMITTEE AND LIAISON REPORTS**

### **Equity Committee**

President Smith reported that the last scheduled meeting was canceled. The next meeting will have a presentation by Darrell Edmonds on community relations and conflict resolution. There will be a Seattle Forum in which Educational Testing Service (ETS) will be looking at ways to raise test scores on the WASL and other tests. It will be held in August.

### **Learning Support and Improvement Committee**

Chair Bobbie May reported that Learning Support and Improvement Committee will be meeting February 5 and April 14 at the SeaTac Occupational Skills Center. Mrs. May stated that the proposal presented this morning was the work of several years.

### **Professional Development and Certification Committee**

Chair Phyllis Bunker Frank reported on the task force meeting on the professional certificate communication. Randy Hathaway will check with the districts on who will be working with the professional certificate process in the district. The new OSPI brochure was shared with Board members.

Ms. Twilight noted that WIAA had significant budget issues that have been addressed. PTA has made it clear that a liaison attendance at their board meetings is not a normal occurrence.

### **Facilities Committee**

Chair Carolyn Tolas reported that the Facilities Committee met Wednesday evening and is working on rules review. They did review the sustainable building bill. She asked for guidance as the Department of Natural Resources (DNR) will be making a decision on one of the six sustainable harvest choices at its February meeting. She told the committee she wanted to tell DNR that they wanted the most money from a sustainable forest. She would like to have Brenda Hood to help her word a message to the DNR Board. Consensus of the Board was to allow Mrs. Tolas to take the message to the DNR Board.

### **Remote and Necessary Committee**

Chair Linda W. Lamb reported on some of the happenings with Remote and Necessary Committee. She suggested having an annual meeting just before the start of the WSSDA Fall Conference. There will no longer be a Communications Committee but she will complete the bio information and the brochure work.

### **Digital Learning Commons**

Nancy Fike reported on her work with the Digital Learning Commons. There are 17 schools online now with 3000 students and 500 mentors currently. They want it to grow to 20,000 students and 2000 staff. They have online help for students along with core classes (through Federal Way Online Academy). There are seven programs currently online. There have been problems that have been worked out. This is still a pilot project. They do not have a student on the board. They are growing. Lewis Fox is the director of the project.

President Smith recalled a presentation to the State Board, when he was a WSSDA liaison to the Board, by gay and lesbian students who did it on their own. He wants to have more presentations from students without them having to approach the Board on their own, students from all achievement levels.

### **KEY MESSAGES**

1. Fourth Annual Certificate of Mastery (CoM) Report on the State Board website
2. Accreditation proposal adoption and Guidelines on our Website for SIP
3. Boundary appeal petitions limited
4. Students involved in communications efforts for the Class of 2008

### **SPECIAL PRESENTATION**

President Smith presented Past President Bobbie May with her president's plaque.

Meeting adjourned at 3:50 p.m.

Minutes approved as published: March 18, 2004