

Washington State Board of Education  
Regular Board Meeting  
Olympia School District Administration Building, Olympia, Washington  
March 17-19, 2004

**MINUTES**

Wednesday, March 17, 2004

President Smith called the meeting to order at 8:45 a.m. He welcomed members to the meeting.

Members present: Buck Evans, Nancy Fike, Steve 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 absent: Tom Parker

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

Executive Director Larry Davis introduced the TVW crew on hand to tape the meetings. He also noted that a card for Zach Miller, former student representative, would be circulating.

**LEGISLATIVE UPDATE**

Executive Director Larry Davis reviewed the effects of 3ESHB 2195:

- ✓ National body does validity and reliability.
- ✓ No state body makes a decision on validity and reliability.
- ✓ No pathways.
- ✓ All information from the State Board and Office of Superintendent of Public Instruction must be turned over to the Legislature by November 30, 2004.

A discussion was held on what was happening with pathways and what will happen with the high school and beyond plan in relation to pathways.

## CERTIFICATE OF MASTERY DISCUSSION

President Smith announced that the Board will have an open discussion on whether or not the Board will continue making the determination of validity and reliability.

Mrs. Lamb noted that in the legislation only the determination was taken away; it didn't take the ability of the Board to gather information. In response to a question, Mrs. Lamb said that a decision on validity and reliability could be part of that information.

Superintendent of Public Instruction Terry Bergeson stated that she hopes the Board will continue on its course to make the determination on validity and reliability of the system. She noted that the timeline for the Board's decision has driven the work of her staff and the development of the *Certificate of Mastery: Roadmap to Success*. She stated that National Technical Advisory Committee (TAC) has published a two-tier paper on the system, stating that the system would be ready with a graduation requirement if retakes were added. We need to maintain credibility in the system.

Mrs. Twight agreed with Superintendent Bergeson. She felt that the Board should go forward and make the decision and meet the June deadline. She would like to see a press release stating that the Board is going to continue with the decision making process. No one else will look at fairness issues if the Board doesn't.

Mrs. May spoke against continuing the decision making process. She provided background information on what has happened so far. The passage of 2195 makes the graduation requirement of the WASL in 2008. She felt this no longer has the level of importance that it had prior to the passage to 2195. We no longer need to devote the time and resources we have been using to make this decision.

Mrs. Tolas asked several questions about the process. Who will the courts, in a lawsuit, go to for information? In response, Superintendent Bergeson noted that in other states, the courts look at the documentation, all of it including what Boards have done.

Mrs. Frank saw this as an opportunity to weigh in with a broader brush to look at the line from validity and reliability to opportunity to learn. What other opportunities to learn are there going to be outside of retakes? What is being done with remedial opportunities? These questions need to be answered. This Board needs to weigh in on this subject as well as the validity and reliability issue. By looking at the opportunities to learn, we will be paying honor to the Certificate of Mastery Study Committee work and report. Maybe we can hear from districts and Title I people what they are doing.

Mr. Evans felt that it is critical that the Board makes a recommendation to the Legislature on validity and reliability. We would be remiss as a Board and subjugating some of the responsibilities in representing the students in Washington State. He suggested the Executive Committee could look at the time issue.

President Smith stated he feels the Board should continue to make the decision. He wanted the Board to look at the time issue in light of making a quality decision. If we don't make the determination we have (1) wasted the \$100,000 granted by the

Legislature to study the issue and (2) are not validating the work of the Certificate of Mastery Study Committee (CoMSC). If we walk away, we are sending a message that will make it harder for districts to defend the need for the WASL. We are having a panel presentation by students on how they are promoting the WASL. What message would the Board walking away from the decision send to those students? The removal of the decision does open the door for other areas to be looked at.

Mrs. May stated that we are all volunteers and passionate about education. We are a state level agency with mandated responsibilities. She does value the work of the CoMSC. She still doesn't feel that it should have the level of importance it has had in the past. She stated that the Board pushed for retakes, review of the cut scores, etc., these are now in place.

Ms. Twight felt that the June deadline is very important. She stated that we should follow legal precedence of notification of the Class of 2008. She sees this as a four part decision—validity, reliability, equity/fairness, and opportunity(s) to learn.

Mrs. Fike stated that it is important for us to gather the information, pertinent studies, etc., to turn over the Legislature by November 30. We don't need to rush through this.

Ms. Twight feels that we are not rushing to make a decision with the June deadline.

Superintendent Bergeson stated that she gets discouraged every year with the Legislature. Cut score review will be completed at the April meeting of the A+ Commission. The Legislature will take a look at the 10<sup>th</sup> grade WASL scores from this year to make determinations on the cut scores. They have kept the alternative determination. The fact that the CoMSC did not come back with a decision may have triggered the legislation. People in the field will look at the Board's decision more than the legislation and state agency information. The Board is not rushing to make a decision. We should turn over the information as a team (State Board, Office of Superintendent of Public Instruction, and National TAC), but that should include the Board's decision. It makes a more powerful statement. The A+ Commission would probably be there with us.

Mr. Zamanizadeh noted that the Board should continue with its work. Does it have to maintain the June deadline? Superintendent Bergeson stated that we could do both. We can make the decision and continue looking at opportunities to learn.

President Smith noted that there have been unprecedented partnerships being formed to present a united front on issues concerning education. We need to have a positive impact on student learning. The ability of the Board to multi-task has never been an issue. We have subcommittees that work on various issues. This does not keep the Board from working on other issues.

Mrs. May noted that the Board has authority over professional development for teachers—these issues need to be addressed. In the area of graduation requirements, she is concerned with the lack of emphasis on social studies, arts, physical activities. The Goal II areas that are not being addressed need to be on the May planning agenda.

Mrs. Lamb noted that when she goes out into the community, in agreement with Mrs. May, she emphasizes that the standards are more important than the WASL. She noted that the legislation did not take away the obligation of the Board to make the decision or its other areas of responsibility.

President Smith introduced Dr. James Sultan, new Executive Director of the Higher Education Coordinating Board. Dr. Sultan provided information on his background. He is concerned about the lines of demarcation between K-12 and higher education. He offered any assistance his organization can provide to the Board. Mrs. May introduced herself as she is the liaison from the State Board to the Higher Education Coordinating (HEC) Board. Superintendent Bergeson noted that she will enjoy working with the HEC Board and is pleased with the conversations she has had with Dr. Sultan.

Point of personal privilege: Mrs. Lamb noted that her son is leaving Baghdad for Germany by the end of next week and then is being assigned to Korea.

President Smith noted that Superintendent Bergeson will do her presentation and then the Board will vote this afternoon.

Following a discussion on proposed language on a motion of continuance of the decision making process, the motion made by Mrs. Tolas and seconded by Mrs. Lamb was tabled until after the noon recess.

### **CERTIFICATE OF MASTERY: ROADMAP TO SUCCESS**

Superintendent Bergeson presented information on the Roadmap to Success.

Presentation materials on file with the minutes.

- ✓ Certificate of Mastery, now Certificate of Academic Achievement (CAA), shall be obtained by most students at about age sixteen.
- ✓ CAA shall be required for graduation.
- ✓ CAA is evidence that the student has successfully mastered the essential academic learning requirements.
- ✓ Establish Academic Standards
  - 4 State Learning Goals
  - Essential Academic Learning Requirements (EALRs)
  - Grade Level Expectations

Establish Testing Strategies to Ensure Fairness

- ✓ Review cut scores (March 2004)—done
- ✓ Select model for determining CAA (May 2004)—A+ will make the determination
- ✓ Provide opportunities for retakes (Spring 2005)—done; four retakes on each test
- ✓ Create alternative means/appeal process (January 2004—Fall 2007)
- ✓ Create guidelines for special student populations (January 2004—Spring 2006)

A+ Commission will make a recommendation at its May meeting on the alternative graduation process (Legislature will decide if that is acceptable.)

Office of Superintendent of Public Instruction (OSPI) has a contract with David Connelly to develop alternative means/appeals process. There will be a recommendation ready by the State Board's June meeting.

Retakes will be done during the regular administration of the WASL and probably just prior to the start of school in the fall. Testing centers will have to be established.

Prior to 3ESHB 2195 special education students would not have earned a regular diploma. 2195 enabled that to happen. A Certificate of Individual Achievement (CIA) will be provided for students who meet the goals of their Individualized Education Plan (IEP) if they are unable to pass the rigor of the high school standards. Since No Child Left Behind (NCLB) there will be assessments in grades 3-8. A special needs child in 10<sup>th</sup> grade but functioning at 5<sup>th</sup> grade level will have a 5<sup>th</sup> grade WASL to take.

The cut score review was completed using 2003 data and looking at trends from earlier scores. The standard setting has been reviewed and augmented. The science process was used for reading and writing. A level two and level four have been added to writing.

#### Issues CAA Models Attempt to Address

- ✓ Reducing error in denying diplomas to students who truly meet standard ("False Negatives")
- ✓ Being fair to students: balancing instructional system readiness with individual student accountability
- ✓ Recognizing strengths and weaknesses within individual students
- ✓ Considering ways to allow for incremental adjustment of our standards
- ✓ Maintaining the integrity of Washington's performance standards  
can you communicate—is it too difficult or not?  
implementation issues  
equity issues
- ✓ Appeal system

#### National TAC Reviewed Nine CAA Models

- ✓ Four "conjunctive" models—each test is considered separately (student meets a proficiency standard on all 3 tests; conditions may vary)
- ✓ Four "compensatory" models—test scores are combined and considered as a composite (average scale score of 400; conditions may vary)
- ✓ One "mixed conjunctive/compensatory"—a model with some features of both ( student achieves Level 3 on 2 of 3 tests; conditions—one score within Level 2 is allowed)

In response to a question from Mr. Evans, Greg Hall, Assistant Superintendent of Assessment at the Office of Superintendent of Public Instruction (OSPI), noted that, in reading, there would have to be a rescaling of the score because the 0-24 grading does not translate into the 400 scale. It affects the 375 anchor point. Scores can be banked by the student, which would be impossible without the secure student identifier.

Mrs. May raised the point that the standard error of measurement could be a legally defensible where a strict 400 score may not be. In the models, the use of the standard

error of measurement is used to create a boundary. Superintendent Bergeson stated that the retakes address the legality issue.

Mrs. Lamb noted that most students establish their reading and fundamental math skills by 3<sup>rd</sup> grade. The further away from that level for remediation the harder. Superintendent Bergeson noted that the \$16M reading grant is designed to help this situation.

Additional models were suggested by A+ and OSPI staff:

- ✓ Reading and Math must average 400; Writing must meet standard—wrong separation for Reading and Writing
- ✓ Only use Reading and Writing; delay implementation of Math—why?

### Retake Opportunities

Spring 2005—voluntary retakes

10<sup>th</sup> Grade: Spring 2006—does not meet standard—required retakes

10<sup>th</sup> Grade: Summer 2006—First retake (new test)

11<sup>th</sup> Grade: Spring 2007—Second retake (2007 10<sup>th</sup> Grade Test)

11<sup>th</sup> Grade: Summer 2007—Third retake (new test)

12<sup>th</sup> Grade: Spring 2008—Fourth retake (2008 10<sup>th</sup> Grade Test)

In response to a question from Ms. Naccarato, Superintendent Bergeson noted that the current graduation rate is 66%. In other states, the students not making it, they are getting extra help. Massachusetts uses a system whereby if a student stays in the system, does the retakes, and passes all classes, the student is issued a certificate that is not quite a diploma.

### Design Remediation Strategies

- ✓ Accelerated learning plans for students not meeting standards following 7<sup>th</sup> grade WASL, including the courses, competencies and other steps needed by the student to meet standard.
- ✓ Plans would identify interventions the school intends to take to improve students skills in areas assessed in which students did not meet standard and report progress to parents.
- ✓ OSPI will make best practices on specific interventions available statewide.

Mr. Evans noted that this has to be a systemic approach and interventions need to happen at each grade level in each classroom.

Ms. Naccarato stated that she has been working with reading groups in elementary grades. She has noted that the children just below standard are not getting help because of large class sizes.

In response to a statement from Ms. Twight, Superintendent Bergeson stated that money use for remediation should be used in a smart manner, not just a shotgun approach. Mrs. Lamb noted that rural schools may not have the opportunity to provide remediation to high school students due to scheduling problems with single course offerings.

In response to a question from Mr. Zamanizadeh, Superintendent Bergeson outlined some of the possible programs to help second language learners—more time and focused assistance for these students, not just those who have the academics, but those who have not been to school.

#### Create Incentives for Students

- ✓ Seals on diplomas
- ✓ Student engagement
- ✓ Higher education admissions and placement
- ✓ Skills based dual credit options

#### Class of 2008 Communications

- ✓ Superintendent Bergeson sent letters to students encouraging them to become familiar with their WASL scores and their importance, notifying them of the new graduation requirements, and encouraging them to plan for success, to work hard in school, and to seek assistance when they need it.
- ✓ Partnership for Learning (P4L) conducted mailing in 5 languages to 65,000+ families with students in the class of 2008 in 160+ school districts.
- ✓ P4L hosted twelve parent and community events across the state in September, October, and November.
- ✓ The Board's decision is important in this communication process.

There is a survey available on the OSPI website on the various models. It is accessible for public input.

Superintendent Bergeson and Mr. Hall reviewed research data on the average score of 400 and meeting in different levels of mastery.

The Legislature funded retakes and the investigation of the models, passed a levy base recalculation, two pots of money for mathematics, but did not fund the education finance study.

President Smith thanked Superintendent Bergeson for her work and her support of the State Board.

Maker and second of the original motion withdrew the motion on continuance of the decision making process on the validity and reliability of the WASL.

**Motion:** Moved by Mrs. Tolas and seconded by Mr. Evans that the State Board of Education continue with its work plan and timeline, and at its June 2004 meeting make a determination, with findings, on the validity and reliability of the high school assessment system for purposes of the 2008 Certificate of Academic Achievement Graduation Requirement;

And further, beyond June 2004, that the State Board of Education continue to work with the Superintendent of Public Instruction, the Academic Achievement and Accountability Commission, and other parties

to build the necessary system capacity for equity and opportunity to learn to assure student success.

Mr. Floyd noted that he stayed out of the discussion this morning as he didn't have the investment in the process, but did at the local level. He favored staying the course.

Roll call vote was called. Motion carried on a roll call vote of 7 yes, 1 no, 1 excused.

In subsequent action: It was noted by Executive Director Larry Davis that Mrs. Frank was excused and did not know of the change of starting time. It is noted that Mrs. Frank votes in favor of continuing the decision process. Final tally: 8 yes, 1 no.

Mr. Evans complimented Superintendent Bergeson and her staff for their work in setting the cut scores and looking at all the legal aspects of the process.

### **WASHINGTON ALTERNATE ASSESSMENT SYSTEM (WAAS)**

Nancy Arnold, Alternate Assessment Specialist, Assessment & Research Division at OSPI, presented information on the alternate assessment system for special education students. In 2000 an alternate assessment was developed for those 10<sup>th</sup> grade students who cannot take the WASL even with accommodations.

#### **Case 1**

**Instructional Program:** The student engaged is an instructional program guided by the EALRs in this content area and is working on benchmarks at or near grade level expectations.

**Classroom Assessment:** The student is generally able to take a paper-and-pencil test under routine conditions or with testing accommodations.

**State Assessment Option:** The student should take the standard WASL in this content area. The student may need testing accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program.

Refer to the *Guidelines for Participation and Testing Accommodation for Special Populations in State Assessment Programs* for more specific information.

About 80% of special needs students take the WASL with no accommodations; about 15% take it with accommodations.

#### **Case 2**

**Instructional Program:** The student is engaged in an instructional program guided by the EALRs in this content area, but is working on EALRs that have been modified to reflect below grade level expectations for performance due to the nature of the student's disability.



Classroom Assessment: The student is generally able to take a paper-and-pencil test under routine conditions or with one or more testing accommodations.

State Assessment Option: The student should take the standard WASL in this content area, with any necessary testing accommodation(s) that are modeled on instructional accommodation(s) used in the student's educational program. Refer to the *Guidelines for Participation and Testing Accommodations for Special Populations in State Assessment Programs*.

### Case 3

Instructional Program: The student is engaged in an instructional program guided by the EALRs in this content area substantially below any grade level expectations and maybe focused on EALR Extensions due to the nature and severity of the student's disability or disabilities and, such that:

- ✓ These disabilities severely limit the student's involvement in the EALRs even with program modifications and adaptations; and
- ✓ The student requires intensive, individualized instruction in multiple settings in order to acquire knowledge and to accomplish the transfer and generalization of skills in this content area to school, work, home, and community.

Classroom Assessment: The student is generally unable to demonstrate knowledge on a paper-pencil-test, even with accommodations.

Student Assessment Option: The student should participate through the WAAS portfolio in this content area. Participation in alternate assessments is intended for a very small number of students with significant disabilities who are unable to participate on WASL, even with accommodations.

There needs to be appropriate assessments for all students that meet the requirements; are rigorous; and are valid and reliable. Only ½ of 1% of students used the Case 3 portfolio option last year; 1% this year.

In response to a question from Ms. Naccarato, Superintendent Bergeson stated that the new rules would allow a student such as her brother to be tested on an 8<sup>th</sup> grade, 5<sup>th</sup> grade, or 4<sup>th</sup> grade WASL.

There were more zeros for special education students this year because the No Child Left Behind (NCLB) stipulation that removed use of other tests, other than WASL or portfolios, as a testing option. Many parents said no test.

The graduation solution does not affect Adequate Yearly Progress (AYP). Washington State wants to remove special education and English Language Learners (ELL) students from AYP and establish a separate, accountability system for them. Superintendent Bergeson will either be breaking the law under IDEA or under Title 1 of NCLB. It is a catch 22.

Ms. Arnold presented information on how the EALR Extension works for special needs students. It is a curriculum guide for teachers to use with severely compromised students. In response to a question from Mr. Evans, Ms. Arnold stated that even the most severely compromised students need to have a link to the curriculum under IDEA. For AYP, it has to be valid and reliable, meet the goals of the IEP, etc. Evidence can be gathered for the portfolio from September through the end of the testing window. It is submitted for scoring. There is a rubric that links the goal to the accomplishment. An anchor paper is what should be shown as evidence of meeting the IEP goal.

**Reliability:** Reliable means that students would get about the same score if they took the test again without any additional instruction. Reliability is the measure of consistency for an assessment instrument, and the test should yield similar results over time with similar populations in similar circumstances.

For the WAAS portfolio, this means

1. If different evidence is selected to go into the portfolio, the student would get the same rating.
2. If the portfolio is scored by different people, the results would be the same.

National Center of Educational Outcomes has been interested in Ms. Arnold's work.

**Validity:** Valid means that the test measures what it is supposed to measure. In other words validity refers to the extent to which the assessment measures the desired performance so that appropriate inferences can be drawn from the results. A valid assessment in Washington accurately reflects the learning it was designed to measure (the EALRs/state standards).

For the WAAS portfolio, this means:

1. The evidence in the portfolio measures the student's progress and generalization of IEP skills linked to the EALR Extensions.
2. The entry is aligned with the content of the subject area.
3. The evidence within the portfolio entries is consistent

## **PUBLIC COMMENT**

Gary King, lobbyist for WEA, presented a written statement on behalf of the membership of his organization. The text of his comments is on file with these minutes. His presentation asked the following questions.

1. How does opportunity to learn compare to other states with tests comparable?
2. How many state-funded WASL retake opportunities will make the nation's third most rigorous high school exit test valid and reliable?
3. Should the WASL graduation cut score decision and the availability of alternatives and appeals enter into the State Board's decision on validity and reliability?

Mrs. May commended WEA for the issues and opportunities they have taken on in the last year or so such as funding summit.

WASA is doing a finance study—apportionment and transportation.

The Board moved into Executive Session in preparation for the Boundary Appeal.

Meeting recessed at 3:42 p.m.

Thursday, March 18, 2004

President Smith called the meeting to order at 8:38 a.m.

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

Member Excused: Dana Twight

Member Absent: Tom Parker

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

### **AGENDA OVERVIEW**

Executive Director Larry Davis noted that the student panel would take place at 3:45 p.m. with Committee Reports moved to 1:45 p.m.

### **APPROVAL OF MINUTES**

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Lamb to approve the minutes as published. Motion carried.

### **CONSENT AGENDA**

#### **Tab 2—Status of the Common School Construction Fund**

**Tab 3—Applications for State Assistance in School Building Construction from the Camas, Evergreen 114, Hood Canal, Vancouver, and Zillah School Districts**

**Tab 4—Pending Applications for State Assistance in School Building Construction—Study and Survey, from the Anacortes, Deer Park, Mansfield, Mount Baker, and North Franklin School Districts**

**Tab 5—Request for Change in Scope for Projects with Prior State Board of Education Approval from Monroe, North Beach, and Tumwater School Districts (<\$1 million change in scope)**

**Motion:** Moved by Mr. Evans and seconded by Mrs. Frank to approve the consent agenda. Motion carried.

**APPROVAL OF PRIVATE SCHOOLS**

Marcia Riggers, Assistant Superintendent for Student Safety and Support, Office of Superintendent of Public Instruction (OSPI), provided background information on the Olympia private school up for approval.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve the private school listed for 2003-04 school year. Motion carried.

**NON-PUBLIC AGENCIES**

Executive Director Larry Davis provided background information on the proposal before the Board. Mrs. Tolas asked for a brief explanation in the Tab presentation as to why the student is being sent to the non-public agency facility out-of-state.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve the non-public agency to serve the student as presented. Motion carried.

Mrs. Fike noted that we should be tracking the information to prepare a legislative statement.

**BASIC EDUCATION ASSISTANCE**

**TAB 8—WAIVER FROM THE 180-DAYS FROM SNOHOMISH SCHOOL DISTRICT**

Pat Eirish, State Board of Education staff, presented the background information on the proposal from Snohomish School District. She had received a call from a parent concerning the proposal.

**Motion:** Moved by Mr. Evans and seconded by Mrs. May to approve the waiver request from Snohomish School District. Motion carried.

Mr. Evans stated that Dr. Jerry Jenkins, Superintendent of NWESD 189, has spearheaded technical assistance for schools in the school improvement planning process. The Board will have a presentation on the Technical Assistance Project (TAP) at the October meeting in Anacortes.

Mrs. Lamb echoed Mr. Evans words for the two Educational Service Districts (ESDs) in her Congressional District.

### **TAB 9—ANNUAL BEA AND BEA COMPLIANCE REPORT**

Pat Eirish, Sate Board of Education staff, presented her Annual BEA and BEA Compliance Report to Board members. It was suggested that ESDs be notified when the school districts request extensions for the school improvement plans or school accreditation. Ms. Eirish stated that she would provide each of the ESD superintendents with a copy of the Annual Report.

Marcia Riggers, Assistant Superintendent for Student Safety and Support at OSPI, noted they are working on a definition of a school. Schools can comprise more than one building or more than one school can be housed in one building. Mrs. Eirish is on the committee as the State Board representative.

Executive Director Larry Davis noted that the US Department of Education has modified its stance on highly qualified teachers. One of the areas affected is science. From what is known, they appear to have used information from the Out-of-Endorsement Assignment Chart used in Washington State.

Mrs. Frank suggested it might be time to do research on how many waiver days are being used and how they are being used, and come up with a maximum recommended number of days.

With regard to the 180-day waivers, Mr. Zamanizadeh noted that in his school they have late start Tuesday rather than depriving students of instructional time. The time is made up throughout the day.

Executive Director Larry Davis stated that the state is struggling with the move from time **on** task to time **to** task. The Board needs to work with the education family to bring the funding formula from the time **on** task to the time **to** task. He also stressed that the waivers were for instructional purposes and could not be used to save money. The 10-day waivers were originally part of the Schools for the 21<sup>st</sup> Century Pilot projects.

**Motion:** Moved by Mrs. May and seconded by Mrs. Frank to approve the BEA compliance of the 296 school districts. Motion carried.

Mr. Evans and Mrs. Lamb complimented Mrs. Eirish on her work and the help provided to the school districts in the state.

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

### **TAB 10—PROPOSED AMENDMENTS TO SBE POLICY: 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 background information on the proposed changes to the WAC. In response to a question from Mrs. Frank, Dr. Hett stated that during the transition time paper copies will be provided.

No public testimony presented.

### **TAB 11—PROPOSED AMENDMENTS TO SBE POLICIES ON WAC 180-20-101 MINIMUM QUALIFICATIONS OF SCHOOL BUS DRIVERS AND WAC 180-20-111 AUTHORIZATION REQUIRED—DURATION—ISSUING PROCEDURES—TEMPORARY AUTHORIZATIONS**

Allan Jones, Director of Transportation at OSPI, presented information on the proposed changes to WAC 180-20-101 and WAC 180-20-111. In response to a question, Mr. Jones was not able to find any historical information on why the number of years on convictions. In response to another question from Mrs. Lamb, Mr. Jones proposed sitting down with the regional transportation coordinators to completely review and possibly rewrite all or portions of Chapter 180-20 WAC. It was also suggested that the abuse language for those WACs be the same as for other school employees.

No public testimony presented.

## **INITIAL CONSIDERATION OF PROPOSED RULES CHANGES**

### **TAB 12—PROPOSED AMENDMENTS TO SBE POLICY: WAC 180-79A-140 TYPES OF CERTIFICATES**

Executive Director Larry Davis presented the background information on the need to formalize the changes until the final report on the pilot project.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. May to bring Tab 12 forward to the June 2004 meeting for public hearing and adoption consideration.  
Motion carried.

### **TAB 13—WAC 180-85-077 CONTINUING EDUCATION CREDIT—ESAs**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Analyst in Professional Education and Certification at OSPI, presented information on the proposed changes.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to bring Tab 13 to the June 2004 State Board meeting for public hearing and adoption consideration. Motion carried.

**TAB 14—WAC 180-78A-272 APPROVAL OF RESIDENCY CERTIFICATE PROGRAMS FOR PRINCIPALS/PROGRAM ADMINISTRATORS, SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS, AND SCHOOL SOCIAL WORKERS**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Analyst in Professional Education and Certification at OSPI, presented information on the proposed changes.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring Tab 14 to the June 2004 meeting for public hearing and adoption consideration. Motion carried.

**TAB 15—WAC 180-78A-507 PRINCIPAL/PROGRAM ADMINISTRATOR PROFESSIONAL CERTIFICATE PROGRAM**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Analyst in Professional Education and Certification at OSPI, presented information on the proposed changes.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to bring Tab 15 to the June 2004 meeting for public hearing and adoption consideration. Motion carried.

**TAB 16—WAC 180-79A-006 PURPOSE**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Analyst in Professional Education and Certification at OSPI, presented information on the proposed changes.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to bring Tab 16 to the June 2004 meeting for public hearing and adoption consideration. Motion carried.

## PROFESSIONAL EDUCATION AND CERTIFICATION

### **TAB 17—REQUEST BY WSU FOR STATE BOARD APPROVAL OF PRINCIPAL AND PROGRAM ADMINISTRATOR PREPARATION PROGRAM**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Analyst in Professional Education and Certification at OSPI, along with Dr. Jim Howard and Dr. Nancy Kyle, directors of the program at Spokane and Tri-Cities, respectively, presented information on the new residency program for principal preparation at the four WSU sites in Pullman, Spokane, Tri-Cities, and Vancouver. They were joined by Dr. Gay Selby, Vancouver-WSU, and Dr. Phyllis Urban, Chair, School of Education at WSU. Written materials are on file with these minutes.

In response to a question from Mrs. Frank, Dr. Selby noted that there is a framework for the institutions to use but it leaves a great deal of flexibility for the programs.

In response to a question from Mrs. Tolas, Dr. Howard described the training candidates receive in working on the Professional Growth Team for the teacher professional certificate process. Dr. Kyle noted that several of their candidates are also working on their professional certificate and are asking principal interns to serve on their teams.

In response to a question from Mrs. Tolas, Dr. Selby outlined the instructional course work and intern training in diversity.

Assistant Superintendent Marcia Riggers expressed concern and asked for more training for candidates in safe and secure learning environments.

Mrs. May encouraged the programs to make sure that the instruction received is current with the state of education and education reform in our state and nation. Dr. Selby and Dr. Howard stated that they look for the best possible presenters for their candidates.

In response to a question from Mrs. Frank, Dr. Howard explained how finances are covered in the course work.

In response to a question from Mr. Evans, Dr. Howard explained how emotional needs of students are addressed through the course work. Dr. Selby, in agreement with Mr. Evans, noted that once candidates are identified, districts/principals begin working with them on their leadership skills.

Mrs. Tolas encouraged all Board members to go on the site visits. The ISLLC standards take on a whole new meaning. Dr. Howard invited Board members to see interns in action.

Mrs. Lamb stressed the need to keep the whole child in mind, including a no tolerance for bullying and harassment.



Mr. Smith noted that the Equity Committee of the Board will be working on bringing parents/caregivers and community into the learning cycle and recruiting and providing staff training as a result of the Equity Summit held last year.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to approve the residency program at WSU.

**TAB 18—RECOMMENDATION TO EXTEND THE PROGRAM APPROVAL STATUS FOR ONE YEAR FOR THE TEACHER PREPARATION PROGRAMS AT CENTRAL WASHINGTON UNIVERSITY, SEATTLE UNIVERSITY, AND UNIVERSITY OF WASHINGTON-SEATTLE**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Analyst in Professional Education and Certification at OSPI, presented information on the requested extensions for programs at Central Washington University, Seattle University, and University of Washington-Seattle.

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

**TAB 19—SITE VISIT REPORT FOR UNIVERSITY OF WASHINGTON-BOTHELL TEACHER PREPARATION PROGRAM AND PROGRAM APPROVAL CONSIDERATION**

Dr. Arlene Hett, Director of Professional Education and Certification, and Dr. Larry Lashway, Program Specialist, Professional Education and Certification at OSPI, introduced Dr. Kathleen Martin, Dean of the School of Education, and Amelia Bowers, Recruiter/Advisor, University of Washington-Bothell. Mrs. Fike stated that this was her first site visit and she was impressed with program and has quoted some of the faculty in other situations.

Dr. Martin noted that this is a relatively new program, just starting their 9<sup>th</sup> cohort. This site visit gave them a chance to reflect on their accomplishments and where they need to improve.

In response to a question from Mrs. Lamb, Dr. Martin stated that they have been working hard to recruit more males and have been stressing the importance of girls taking math and science classes.

In response to a question from Mrs. Tolas, the Board makes the determination on how long the approval of the program will be.

In response to a question from Mr. Floyd, Dr. Martin stated that there are approximately 90 students in the elementary cohorts. They are looking at expanding to the middle level and high school levels.

In response to a question from President Smith, Dr. Martin noted that they have been working with a mentoring conference involving teachers and principals and how the mentoring process works. They would like to look at summer institutes on mentoring. Candidates are placed in partner schools for their student teaching. The teachers in the partner schools decide which candidate will be in which room.

**Motion:** Moved by Mrs. Fike and seconded by Mrs. Lamb to approve the University of Washington-Bothell Teacher Preparation Program. Motion carried.

### **TAB 20—ANNUAL REPORT ON USE OF CERTIFICATION FEE REVENUES BY THE EDUCATIONAL SERVICE DISTRICTS**

Dr. Arlene Hett, Director of Professional Education and Certification, and Judy Smith, Program Specialist, Professional Education and Certification at OSPI, presented information on the use of the professional certificate fees used by the Educational Service Districts (ESDs).

In response to a question from Mrs. Lamb, Assistant Superintendent Marcia Riggers explained some of the limitations and uses of the fees. It was suggested that when the report is presented in the future, representation be on hand from the ESD where the Board is meeting.

In response to a question from Mrs. May, Mrs. Smith noted that there is training for the college/university and ESD certification officers as well as a fall conference for even more training. Penny Early, formerly with the US Department of Education, will be the keynote at the conference.

Assistant Superintendent Marcia Riggers stated the funding is not great. The ESDs are working to use it wisely, and provide the greatest benefit for all their districts.

### **TAB 21—APPROVAL CONSIDERATION OF PROPOSED COMPETENCY BASED ENDORSEMENT PROGRAMS AT CITY UNIVERSITY, GONZAGA UNIVERSITY, UNIVERSITY OF WASHINGTON-SEATTLE, WALLA WALLA COLLEGE, WESTERN WASHINGTON UNIVERSITY, AND WHITWORTH COLLEGE**

Dr. Arlene Hett, Director of Professional Education and Certification, OSPI, presented the information and asked that several of the competency based endorsement programs be removed at this time (they will be brought back at a later date).

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to approve Tab 21 with the exceptions noted. Motion carried.

Dr. Hett asked Dr. Larry Lashway, Program Specialist, Professional Education and Certification at OSPI, to talk about the Assessment Conference, April 22-23, 2004, at the Wyndham Garden Hotel, SeaTac. Dr. Mary Diez, Alverno College, Milwaukee,

Wisconsin, will be the keynote presenter. Mrs. Lamb and Mrs. Frank, possibly Mrs. Tolas, will be attending the conference.

## COMMITTEE REPORTS

**Carolyn Tolas**, Chair of the Facilities Committee, noted that the committee met the evening of March 17 and discussed the following issues:

- ✓ DNR Sustainable Harvest—Brenda Hood reported on the selection of the plan; conservation plan made up of elements from the other options.
- ✓ Skill Centers—money in the capitol budget
- ✓ Apple Awards—\$25,000 awards to fourth grade classes in up to four schools.
- ✓ Another increase, under the six year plan, will be sought in the next budget cycle. Square footage will be the focus.
- ✓ Grant program for emergency repairs.
- ✓ Publicity in newsletters other than education publications

The decision to harvest more timber from the trust lands will not provide more funds immediately, but will increase over time.

**Steve Floyd**, Chair of the Boundary Committee, noted that the School Boundary Task Force met in February and will be meeting again. There was a good give and take between regional committee members and parents. Mr. Floyd asked that other committee members be there if possible.

**Buck Evans**, Chair of the Rules and Bylaws Committee, reported the rules are great.

**Linda W. Lamb**, Chair of Remote and Necessary Committee, reported that some of the programs are growing. About 245 students are served in remote and necessary schools. She noted that she has appointed Mary Jo Durborow, Ferndale School District, to serve as the WSSDA representative.

## BOUNDARY APPEAL HEARING

President Smith welcomed people to the hearing and explained the operation procedures of the hearing. Board Member Steve Floyd acted as the time keeper. Each side has 30 minutes including time for questions and rebuttal. Order of presentation was Snoqualmie Valley School District, Lake Washington School District and then the petitioners. Lake Washington School District chose not to make a presentation.

### Snoqualmie Valley School District

Dr. Richard McCullough, Superintendent, introduced staff members present and Susan Jones, Attorney at Law, Preston Gates & Ellis. Ms. Jones made the presentation on behalf of the district.

- ✓ Arbitrary and capricious—Regional Committee failed to follow RCW. Boards met and agreed not to transfer. Error for the Regional Committee to even hold the hearing on the appeal.

- ✓ Arbitrary and capricious—No evidence that the Regional Committee had considered the fact the boards had met and decided not to transfer.
- ✓ Procedural Defect—no written or oral notice to the Regional Committee that the districts had decided against the transfer.
- ✓ Procedural Defect—entire record was not transmitted to the State Board. Not available from either the Regional Committee or the petitioners.
- ✓ Procedural Defect—Why does neutral effect favor the petitioners? Why wasn't the status quo kept in place?

#### Petitioners—Brad & Theresa Larsen

Mr. Larsen stated that there were three parties to the petition for transfer of territory—petitioner and each of the districts.

Using a PowerPoint presentation, Mr. Larsen presented information on what is happening around the state at this time as well as other information related to their case for the transfer.

Mr. Larsen cited the fact Snoqualmie Valley School District requested a public hearing before the Regional Committee.

#### Rebuttal by Snoqualmie Valley School District

Ms. Jones asked that the PowerPoint presentation be negated as it contained new information, not part of the formal record.

Ms. Jones reiterated that the negotiations would only involve the districts and not include the petitioner. She also felt that the advice contained in the State Board's handbook is in error and misleading.

The Board recessed into an executive session. Following the executive session, it was announced that the Board would not render a decision until Friday at the earliest.

Hearing concluded.

Superintendent of Public Instruction Terry Bergeson joined the meeting.

## **STUDENT REPORT**

Patty Martin, Assistant Director of the State Board of Education, introduced the panel presentation and the students: Chelsea Bergeson, Marysville-Pilchuck High School

(Marysville School District); Jeremy Kaiser, Bothell High School (Northshore School District); Lisa Hogan, Camas High School (Camas School District); Garrett Mandeville, Lewis & Clark High School (Spokane School District); Kevin Del Rosario, Eisenhower High School, (Yakima School District); Alex Kain, Bremerton High School, (Bremerton School District); and State Board Student Representatives Andrea Naccarato, Central Valley High School (Central Valley School District), and Kourosh Zamanizadeh, Mountain View High School (Evergreen 114 School District).

Mr. Zamanizadeh outlined what the students wanted to see in the video. The target audience will be 9<sup>th</sup> grade students. They will try to answer basic questions that the students do not understand. The video will be 15 minutes and they will have to narrow the list of 12 questions down to a reasonable number. They would like to have the video seen in at least 90% of the districts.

Ms. Naccarato stated that the distribution will be with the help of Pyramid Productions. The secondary audiences will be 7<sup>th</sup> and 8<sup>th</sup> graders as well as parents. They want to make sure all students are on board for their futures. She outlined several of the misperceptions out there among the students. The best way is for students to talk to students rather than adults talking to students.

It was suggested by Mrs. Lamb that the emphasis be on the achievement of the standards rather than just the WASL test.

Ms. Hogan, in response to a question from Mrs. Frank, stated that she didn't know that the WASL came about as the result of business requests.

Mr. Floyd asked what other panelists thought how the other students would accept the message. There is a perception that the WASL will go away and doesn't matter. There is no incentive/punishment in taking the WASL.

Mrs. Frank suggested that one of the story boards could be on taking charge of your own learning. Mrs. Lamb suggested several scenarios in which a student can reassure parents and teachers.

There is a negativity coming from the teachers in the classroom which affects how students perceive the test and its importance.

Mrs. Frank asked what kind of message have the students thought about for the students who are not achieving. Retakes will be addressed.

President Smith asked several questions regarding clarification of the diversity issue. He quoted statistics that were interpreted by the students as minorities, but were in fact Caucasian and Asian students. The video should be for all students, no matter the ethnic or economic background of the students.

The students responded that the video would be geared to help those who are not doing as well. President Smith admonished them not to forget the students at the top. He complimented the students on the work they do.

They would like to preview the video at the Summer Leadership Camps and start using the video at the Washington Association of Student Councils (WASC) conference in October. Mr. Zamanizadeh stated that this is a team effort with the students, State Board and OSPI.

Dr. Bergeson stated that this project could start shaking up some high schools around the state. She hopes that State Board members can attend the Franklin Pierce portfolio conferences at the end of the month. These are student lead conferences that begin in middle school.

Meeting recessed at 5:04 p.m.

Friday, March 19, 2004

President Smith called the meeting to order at 8:34 a.m.

Members present: Nancy Fike, Steve Floyd, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Assistant Superintendent Marcia Riggers (for Superintendent of Public Instruction Terry Bergeson), and Student Representatives Andrea Naccarato and Kourosch Zamanizadeh

Members excused: Buck Evans and Dana Twight

Member absent: Tom Parker

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

## **ADOPTION CONSIDERATION OF PROPOSED RULE CHANGES**

### **TAB 10—WAC 180-85-105 INITIAL NOTICE TO CERTIFICATE HOLDERS OF CONTINUING EDUCATION REQUIREMENT**

Motion: Moved by Mrs. Frank and seconded by Mr. Floyd to approve Tab 10.  
Motion passed on a role call vote of 7 yes, 2 excused, 1 absent.

### **TAB 11—WAC 180-20-101 MINIMUM QUALIFICATIONS OF SCHOOL BUS DRIVERS AND WAC 180-20-111 AUTHORIZATION REQUIRED—DURATION—ISSUING PROCEDURES—TEMPORARY AUTHORIZATIONS**

Motion: Moved by Mrs. Lamb and seconded by Mrs. May to approve Tab 11.  
Motion passes on a role call vote of 7 yes, 2 excused, 1 absent.

Mrs. Lamb noted that the staff has been directed to review chapter of WAC for changes.

## **BASIC EDUCATION ASSISTANCE**

### **TAB 22—APPROVAL CONSIDERATION OF SCHOOL RECOMMENDED FOR ACCREDITATION BY THE WASHINGTON STATE COMMITTEE OF NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS)**

Joe Pope, Washington State Secretary for NAAS, presented the list of accredited schools for State Board approval. He noted that the Tribal Schools are special cases, but are listed as “private” by NAAS. If the Board would like more detail with relationship to third party accreditation, Mr. Pope would be willing to provide the information.

In response to a question from Mrs. Lamb, Mr. Pope noted that the student/teacher ratio at the high school level is 160 to 1 which equals an average of about 32 students per class.

**Motion:** Moved by Mrs. May and seconded by Mrs. Frank to approve the list of schools submitted by NAAS. Motion carried. (The list adopted was an updated list which was in members’ FYI folders; two schools were added prior to the meeting.)

Mr. Pope noted that he is the chair of the Student Safety Advisory Committee. He would like to do a presentation on the committee. He would also like to have a representative from the State Board on the committee. The mapping project for school facilities is a project that they are working on this summer.

## **DROPOUT REPORT**

Pete Bylsma, Director of Research and Evaluation Office, and Sue Shannon, Senior Researcher, Research and Evaluation Office, Office of the Superintendent of Public Instruction (OSPI), presented information on the dropout rate and the goals associated with rate calculation. Copy of the PowerPoint presentation on file with these minutes.

### ***Definitions***

On-time graduate: receive a regular diploma in a standard number of years

Dropout: GED, IEP student, or student who has left the district.

Mr. Bylsma explained the dropout rate calculation formulas for each of the high school grades.

In response to a question from Mrs. Lamb, a student moving from the public school to the tribal school, the student is considered a transfer student.

In response to a question from Mr. Floyd, the percentages in a subsequent year are based on the previous year, not the beginning percentage.

The report is to answer four questions

- ✓ Who is a dropout?
- ✓ How many students drop out in the US and Washington?
- ✓ Who drops out of schools and why?
- ✓ What can be done to reduce the number of dropouts?

In response to a comment from President Smith, Mr. Bylsma noted that in data collected between 1990 and 2000, the on time rate is dropping.

Education-related factors;

- ✓ School policies and procedures (discipline, grading, standards, retention)
- ✓ Structure & class assignment (school size, transitions, tracking)
- ✓ Course content & instruction (boredom, curriculum quality)
- ✓ Climate & relationships (alienation, negative interactions)

Changing the system and relationships

- ✓ Comprehensive school improvement effects
- ✓ Increase sense of belonging
- ✓ Increase engagement

Provide quality programs target to prevention and recovery of dropouts.

Comprehensive school improvement efforts

- ✓ Characteristics of high performing schools
- ✓ *Breaking Ranks, Turning Points*, reform models
- ✓ Closing the achievement gap

Personalize to increase student sense of belonging

- ✓ Smaller learning communities
- ✓ Strong positive relationships
- ✓ Fair, equitable, positive school climate
- ✓ Greater opportunities

Increase student engagement

- ✓ High expectations
- ✓ Rigorous curriculum
- ✓ Authentic learning tasks
- ✓ Applied learning, value beyond classroom
- ✓ Adapted to individuals' interests and learning styles

Mrs. Lamb commented on the student panel from the Edmonds State Board meeting where the students didn't want smaller school size but rather smaller class size. Ms. Naccarato stated that some of the students she has interacted with, who come from small schools, were becoming very frustrated with the lack of opportunities.



Mrs. May suggested tracking those students who pass the WASL and see what happens to them.

Mrs. Tolas noted that a study in Kent School District showed that students held back did not graduate. There needs to be opportunities but what are you calling them? Information contained in Chapter 6 of the report outlines effective prevention and recovery programs. The research is not strong but several characteristics do surface. Not all of the interventions were specifically designed for dropout prevention, but are working well in this area. The report concludes with a chapter on implications and what strategies can be put in place to help students stay in school.

Mrs. May commented on the fact that the report only deals with academics but leaves out arts and other areas of importance to students to keep them in school.

Mr. Bylsma will provide copies of the June report to Board members.

Executive Director Larry Davis introduced Marty Daybell, Deputy Superintendent, OSPI. Mr. Daybell noted that Monday the NAACP was in the building to talk about how public education is serving their children. Marcia Riggers will report on the various partnerships with the State Board that have developed over the last year.

## **TECHNOLOGY DEMONSTRATION**

A demonstration on tracking student progress towards meeting graduation requirements was presented by Dana Anderson, Assistant Superintendent for Technology, Data and Communications at ESD 113, and Scott Poirier, Assistant Superintendent at Snoqualmie Valley School District. Mr. Anderson introduced Joe Clark, MCGI and school director for Chehalis School District, who helped in the development of the products being demonstrated.

### **Vision**

- ✓ Provide a process and digital solution for schools who wish to move to competency based graduation requirements
- ✓ Engage all secondary staff in education reform
- ✓ Provide a tool to allow students to take responsibility for their own learning
- ✓ Move schools from tracking seat time to tracking student progress

### **Reality**

- ✓ 33.6% meeting all four areas of the WASL
- ✓ Low student motivation
- ✓ Need for career guidance
- ✓ Lack of system incentives
- ✓ Complex learning environments
- ✓ Assessment results and registration concerns
- ✓ Graduation rates

### **What else?**

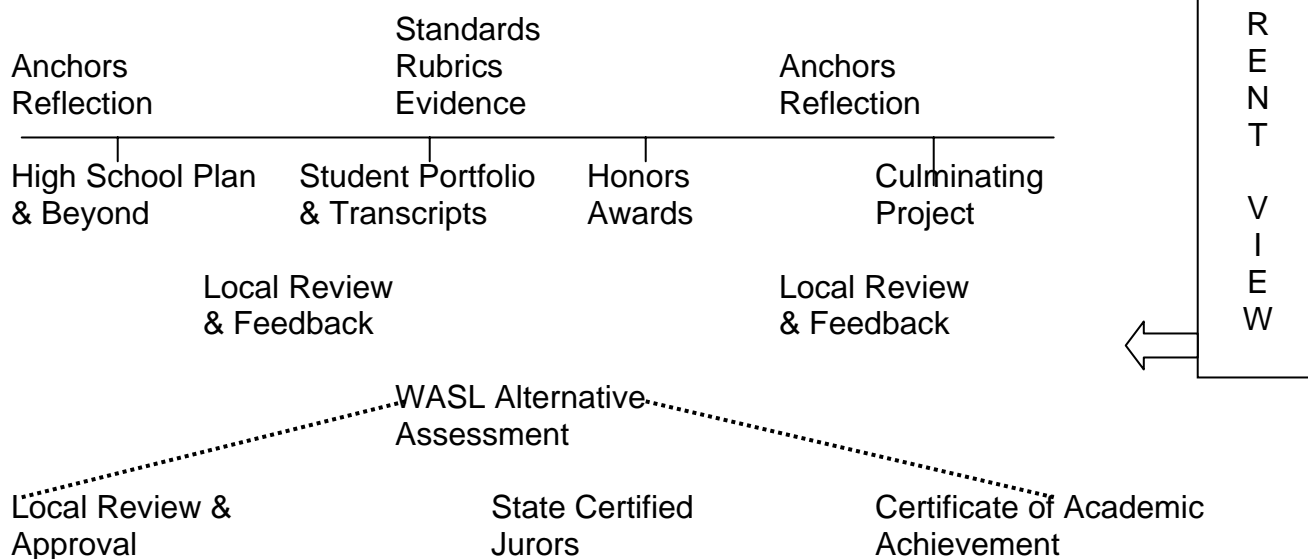
1. Graduating class of 2008
  - ✓ CAA
  - ✓ Culminating project
  - ✓ High school and beyond plan
2. Credit no longer tied to coursework—demonstration of competencies
3. Transfer students
4. College entrance

### What is an E-Folio?

A research-based, student-managed Portfolio tool enabling competency demonstration (collection of artifacts) for primary and alternative assessment.

### Why use E-Folio?

- ✓ Motivates students to learn authentically
- ✓ In-depth thinking through reflection
- ✓ Individualizes instruction and assessment
- ✓ Facilitates partnerships among parents, advocates, students, and staff members
- ✓ Creates management system for multiple measures related to certificate of academic achievement
- ✓ Organizes students best work and improvement
- ✓ Demonstrates learning using standards



Students can upload multiple ways of learning into the e-Folio. It can include learning outside of the classroom as well. Mr. Clark noted that in Snoqualmie Valley and soon in ESD 113, when the student graduates, a CD is created for them to take with them. Students can evaluate the work that they add to the e-Folio. When the artifact (work) is uploaded, the teacher is notified by email so they can go in and review the work.

Mr. Clark noted that Board members could receive a password to go through the demonstration model. This is a K-20 system of monitoring students and teachers (teachers can use for certification purposes as well).

Mrs. May reviewed some of the history of Board action that has led to this point in time.

Executive Director Larry Davis reviewed modifications in the remainder of the agenda.

Mrs. Lamb expressed her disappointment in the fact that the Professional Educator Standards Board was not at the meeting nor the Professional Development Committee meeting on Tuesday. It was noted that Ms. Wallace, Executive Director of the Standards Board, had been present but had to leave for other appointments.

## COMMITTEE REPORTS

Patty Martin, Assistant Director of the State Board, presented a wrap-up on the legislative session and the effect of the bills passed on the work of the State Board. Information presented is on file with these minutes.

## REGULAR MEETING REPORTS

**Chris Thompson, Executive Director, A+ Commission**, shared information on three topics: performance standards on the WASL; standards for the Certificate of Academic Achievement; graduation rate goals.

He reviewed the work of the standards setting committees of OSPI. The report of the cut score recommendations will be presented at the April 8 meeting of the Commission. He invited Board members to be present and participate in the April 8 meeting at the Tacoma Sheraton Hotel as well as the May 10 meeting at the Tacoma School District. The Commission will look at:

- ✓ Which scores will be put in place for the WASL?
- ✓ What will be the scores needed for graduation?

The new cut scores can be used in grades 4 and 7, but not grade 10—these have to be approved by the Legislature.

The Certificate of Academic Achievement becomes a requirement for the Class of 2008. The Legislature wants to look closely at the 10<sup>th</sup> grade. The Commission's recommendations have to be presented to the Legislature by November 30, 2004. The first they can be implemented, following legislative approval, is the 2005 WASL testing time. Mr. Thompson noted that there is a matter of notice. For right now, the Class of 2008 can assume that 400 on math and reading and 17 on writing are the standard for graduation.

In response to a question from Mrs. Lamb, Mr. Thompson said that the level of participation in A+ Commission meetings would be up to a State Board member. President Smith stated that there is information that is presented there that is not presented to the State Board and it is a way to continue the partnerships between the education groups.

Mr. Thompson noted that HB 2195 creates ambiguity between the definition of the certificate and the charge to look at conjunctive and compensatory models of scoring. He noted that in many states, there have been two bars set—one for graduation and one for continued improvement.

Part of the report OSPI is sending to the US Department of Education for modification of the adequate yearly progress includes graduation rate goals. Because of a skewed percentage for the class of 2002, there needs to be adjustments in graduation rate goals. The rate dropped from 73% to 66% graduation rate. The Commission will be looking at the goals this summer.

## **REPORT**

Pat Eirish, State Board staff, introduced Pam Morris-Stendal, Principal of Harry S. Truman High School, for an annual status report on the competency based program. Ms. Morris-Stendal presented written information on the program. Problems incurred include No Child Left Behind (NCLB), teaching the language of standards to higher education and parents, time, and equating standards to grades.

Students present were Billy Naylor, Robert Crawford, Jessi Jones, Priscilla Bashor, and Chris Rademacher, who provided information on their programs to Board members, including the successes and struggles they have gone through to get where they are today.

Ms. Stendal noted that she is retiring and introduced Judy Kraft, incoming principal for next year. Joyce Hartnet, teacher, noted that the learning team (17 students), which stays with her from start to finish, is one of the positive aspects of the program. The standards have become an important teaching tool for teachers and learning tool for students. Jeff Petty, Dean of Students, noted that students get to work with adults as adults rather than limiting their opportunities.

In response to a question from Mrs. Frank, Mr. Rademacher noted that they did not know how to contact organizations for internships in the beginning. Once they started working with phone scripts and developing criteria, it was much easier. Ms. Jones stated there is a lot of rejection, but they kept trying. Ms. Stendal noted that they are building partnerships in the community.

President Smith noted that the students enforced the idea that relevancy, more than rigor, was important to success. He complimented the students on the mentoring program started by the students. He also thanked the students for their presentations.

## **PROFESSIONAL EDUCATION AND CERTIFICATION/REPORT**

Assistant Superintendent Marcia Riggers gave the Board some background information on Marty Daybell. She also outlined her duties with the Office of Superintendent of Public Instruction.

Ms. Riggers presented the report from the Office of Professional Practice (OPP). The Office of Professional Practice has been working with the colleges and universities to have information regarding the Code of Conduct presented to preparation classes. There has been a task force formed to look at the Code of Conduct rules and regulations and how it is being implemented. Pat Eirish, State Board staff, represents the Board on the task force. Out of the 12 bills proposed, only three bills passed. There will be an impact on the State Board rules. There is no hook in dealing with the classified staff. The law makes it mandatory when certified or classified staff leave employment with misconduct on their records, the district they leave must report that to the district hiring them.

In response to a question from Mrs. Lamb, Mrs. Riggers stated that students can report to OSPI directly but only after all other avenues have been tried. In response to another question from Mrs. Lamb, the report will change as a result of the legislation and from changes suggested by the task force.

In response to a question from Mr. Floyd, Mrs. Riggers stated that the process is public—the person involved can find out the status at any time. They are also talking with the districts about the outcomes of cases.

In response to a question from Mrs. Lamb, Mrs. Riggers did not think there is extra data collection required but she will check.

Mrs. Riggers passed along thanks from the Office of Superintendent of Public Instruction for the continuing partnerships with the State Board of Education.

- ✓ Secure student identifier is in place with only a few districts not participating.
- ✓ Problems with work based learning have been worked out.
- ✓ The session was fairly successful; a Joint Legislative Audit and Review Committee (JLARC) will do a study on online learning and alternative learning.
- ✓ Edition 2.5 of the SIP program online is up and running. The major problems of printing have been solved. 3.0 is due this fall.
- ✓ There is a math initiative that is coming and there may need to be a credit discussion with the State Board.
- ✓ There is a grant from the Center for Disease Control (CDC) for health initiatives.
- ✓ There is an agreement with the Governor's office, DSHS, and OSPI to work on early learning benchmarks. Mrs. Riggers will be working on the project.
- ✓ Mrs. Riggers announced that California has contacted OSPI to do a presentation on student learning environments and student transitions.

Mrs. May asked Mrs. Riggers about having a State Board member on the School Safety Advisory Committee. The committee does meet monthly and is advisory to the state Superintendent of Public Instruction.

## SKILLS CENTERS

Patty Martin, Assistant Director for State Board, introduced the panel presentation. Panel members are Dr. Carolyn Stella, Yakima Valley Technical Skills Center; Steve Burch, Sno-Isle Skill Center (Everett); John Aultman, New Market Vocational Skills Center (Tumwater); and Gerry Ringwood, Tri-Tech Skills Center (Kennewick). Dr. Stella presented the historical perspective of the skills center programs. Most centers were built in the 1970s with the additions of New Market Skills Center, Wenatchee Valley Skills Center, and Port Angeles/Clallam County Skills Center. She also reviewed the governance structure of the center programs.

The ten Skills Center serve about 105 districts serving 6500 students during the year, 5000 during the summer. They have about 18-20% special education while districts normally help 12%. At Sno Isle Skills Center has room for 1000 and has received applications from 1800 students.

Mr. Raiman outlined the funding issues for the Skills Centers. The Skills Center receives .6 of an FTE, home school claims .4 of an FTE. With Running Start, home school students can be claimed over the 1.0 FTE ceiling. Summer school is funded biennially and has been capped for the last 20 years by the Legislature. Barrier reduction funds also come to the center. The only federal dollars are from the Perkins Grants. There is no levy capacity.

In response to a question from Mrs. Lamb, Mr. Aultman noted the initial funding for the buildings came from the state and 10% match from the districts.

Mr. Aultman reviewed the work the Centers have been doing with OSPI Facilities and Organization. There is new legislation requires the Skills Centers to work through the State Board for funding of capital projects.

In response to a question from Mrs. Frank, Mr. Aultman said that the Grays Harbor superintendents are meeting to look at asking for a satellite of New Market Skills Center located in the harbor area. Yakima Valley is experiencing the same growth potential. Tri-Co has had some of their partnership courses cut by Columbia Basin Community College which is a loss of program.

Mrs. Riggers stated that there is no more creative programming that in the Skills Centers because of changing industries standards.

Because of the type of instructors (some with certificates; some from business/industry) by 2006 some of the staff will not be qualified under NCLB. Most of the students are juniors and seniors. Staff development is an important part of the program for the skill center as well as helping students prepare for graduation and the possibility of retakes on the WASL. Except for the special education students, the demographics for the Skills Centers is a mirror of the districts. They do have students who have a GED. They work with them to get career and technical degrees and/or diplomas.

Mrs. Lamb suggested meeting at one of the Skills Centers. She also said we also need to work on the instructor problem.

Mrs. Tolas stated that she will work with the Centers. She doesn't want the moneys commingled but kept separate. The Skills Centers do share facilities with the adjoining Community Colleges.

In response to questions from Mrs. Fike, the Centers visit the high schools to solicit student applications. The Centers rely on partnerships to keep abreast of what is going on in industry. The alumni of the Centers are the best advertising for the Centers and what can be accomplished.

## GENERAL ADMINISTRATION

The Board moved into closed session to discuss the proposed motion regarding the decision on the Snoqualmie Valley/Lake Washington School Districts Boundary Appeal

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. May to move that the State Board of Education concludes that the Puget Sound Educational Service District Regional Committee on School District Organization did not have jurisdiction to hear the matter because the boards of the affected school districts did come to an agreement about the proposed transfer and therefore the petition to transfer the territory is dismissed.

Motion carried with one descent. A role call vote was called for. Motion carried on a role call vote of 7 yes, 1 against, and 1 excused. Mr. Evans participated by telephone.

## COMMITTEE/LIAISON REPORTS

**Phyllis Bunker Frank**, Chair of the Professional Development and Certification Committee, reported on the meeting held on Tuesday evening, March 16. A letter will be going to the Standards Board on prioritizing issues for study. They would like to have a training session on the site visits. There may be differences between NCATE interpretations and the way deans are interpreting standards. The committee is looking at the new certification and how it affects out-of-state candidates.

**Warren Smith**, Chair of the Equity Committee, reported on the Seattle Forum in conjunction with Educational Testing Service (ETS). Focus areas will include parents and community involvement and teacher preparation. It will involve best practices to help people help students. Jeff Fouts, Seattle University, will be sharing information on some new research they are conducting. They will be working on the work plan done at the Summit last fall. Mrs. Tolas suggested that Dr. Hett present to the committee. Next committee meeting is March 31.

**Bobbie May**, Chair of the Learning Support and Improvement Committee, reported that accreditation is still a major issue for the committee. At the last meeting the issues

raised by Terry Parker and Joe Pope at the January State Board meeting were discussed. The nine ESDs have been asked to choose one to be the lead. An appeal process is not needed at this time because the ESDs felt problems could be solved before the site visit. They developed guidelines for 3<sup>rd</sup> party accreditors to come before the committee and the Board. The SIP guidelines have been adjusted. There have been questions raised on adult education. Library media WACs are still under consideration. The National Guard program is not ready for presentation (Iraq preempts). Mrs. May reviewed the upcoming April agenda.

**Linda W. Lamb**, Liaison to the WASA Board, reported on the last meeting of the Washington Association of School Administrators. There is a new Achievement Gap document out now. They are doing a school finance study.

### **KEY MESSAGES**

- ✓ The State Board of Education will stay the course and release findings and a statement at its June 2004 meeting on the validity and reliability of the high school assessments for the purpose of graduation.

The Board will continue its involvement with ongoing dialogue to make sure the education system provides equity and opportunities to learn for the students in Washington State.

- ✓ The State Board of Education had the opportunity last week to verify the diverse needs of Washington students. It will take diverse strategies for students to reach their full potential. Washington high school students are seeking quality adult educational relationships as well as rigor and relevance in the curriculum. They want to be more actively engaged in their learning and given that chance, will rise to the challenge of meeting the state's learning standards and expectations. It is doable as evidenced by presentations from Truman High School (Federal Way School District), use of technology to monitor learning progress, information about the state dropout rate, and the skills-based programs offered at the skills centers.
- ✓ The state's skills centers are a leading example of positive, productive business and labor involvement in the education of high school students, combining academics and skills acquisition in programs that are relevant and rigorous.

The Board meeting moved into executive session to discuss the Executive Director's evaluation.

Meeting adjourned at 3:40 p.m.

Adopted as corrected: May 12, 2004