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Washington State Board of Education
Regular and Planning Meeting
Conference Center, ESD 101, Spokane
May 12-14, 2004

MINUTES

Wednesday, May 12, 2004

President Smith called the meeting to order at 8:51 a.m., welcoming members and guests to the meeting. He asked Kourosh Zamanizadeh to introduce Gustavo Ramos, the newest student representative to the State Board of Education. Both Kourosh and Gustavo have dual citizenship in other countries and the United States.

Dr. Terry Munther, Superintendent of Educational Service District (ESD) 101, welcomed Board members to the ESD and invited members to take a tour of the facility.

President Smith introduced Gary Gainer, past president/member of the State Board of Education, from the Spokane area.

Members Present: Nancy Fike, Steven Floyd, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Superintendent Terry Bergeson, and Student Representatives Andrea Naccarato, Kourosh Zamanizadeh, and Gustavo Ramos

Member Excused: Dana Twight and Buck Evans

Member Absent: Tom Parker

Guests Present: Gary Gainer, Past President of the State Board of Education; and Dr. Terry Munther, Superintendent of ESD 101

AGENDA OVERVIEW

Executive Director Larry Davis provided an overview of the agenda. He asked that anyone who wished to provide public comment on the *Draft Preliminary Report on the WASLs and Certificate of Academic Achievement* sign up on the roster sheets provided at the back of the room.

A+ COMMISSION REPORT

Dr. Terry Bergeson provided an overview of the packet used at the Commission Meeting on Monday, May 10. The Legislature will make the final decision on the graduation standards and accept the 10th grade cut score.

Executive Director Chris Thompson of the Academic Achievement and Accountability (A+) Commission presented information on the A+ Commission meeting on Monday on the Certificate of Academic Achievement (CAA) and the cut scores. Mr. Thompson participated via the K-20 (video/telecommunications) network

Certificate of Academic Achievement

- ✓ A dozen or more models considered
- ✓ Four options selected for further consideration
- ✓ Final selection will be made in October

Option A: Proficient

- ✓ 400 in reading and math; 17 in writing
- ✓ Pass rates: all students–34%; Caucasians–39%; Hispanic–13%; African American–12%; Asian/Pacific Islanders (PI)–40%; Native American–17%; English Language Learners (ELL)–3%; SpEd–2%; Students in Title 1–21%
- ✓ TAC: mixed review—pass rates are very challenging; system may not be ready to meet this level; deemed to be the ultimate target.
- ✓ A+ Commission staff: Not recommended at this time.

Option B: Basic

- ✓ 375 in reading and math; 13 in writing
- ✓ Pass Rates: All students–57, Caucasians–53, Hispanic–31, African American–30, Asian/PI–64, Native American–39, ELL–14, SpEd–9, Students in Title 1–42
- ✓ TAC: recommended
- ✓ A+ Commission staff: recommended

Option C: Proficient in 2, Basic in 1

- ✓ Proficient in reading and math is 400, 17 in writing; 375 basic and 13.
- ✓ Pass rates: All students–49, Caucasians–55, Hispanic–23, African American–24, Asian/PI–57, Native American–31, ELL–7, SpEd–5, Students in Title 1–34
- ✓ TAC: recommended
- ✓ A+ Commission staff: not recommended at this time

Option D: Proficient in 1, Basic in 2

- ✓ Proficient is 400 in reading and math; 17 in writing; Basic is 375 in reading and math, 13 in writing
- ✓ Pass rate: All students–55, Caucasians–61, Hispanic–29, African American–28, Asian/PI–62, Native American–37, ELL–11, SpEd–7, Students in Title 1–40
- ✓ TAC: recommended
- ✓ A+ Commission staff: not recommended; sets different levels for different groups.

Louisiana and Arizona have exit exams higher than the national requirements as determined by Princeton Review. Washington, South Carolina, and Massachusetts are in the next group, just below the highest in national rigor.

Mr. Thompson presented information on the changes in other states with high stakes testing. The overall pass rates in those states also rose. Massachusetts had the largest

gain going from 51% to 68% (31% to 42% at the Proficient Level). The Massachusetts graduation rate is at our Basic level; the Proficient Level is our Level 3.

Mr. Thompson presented projections on what could happen in Washington State based on the Massachusetts model. Massachusetts has only two subtests while Washington has three and will add one more in 2010 (Science). This is with the retakes and remediation opportunities in place. This includes possible motivational increases and the opportunity to do retakes.

Models based on standard error of measure, as well as based on averaging scores in varying subjects did not make the further consideration list.

Next steps

- ✓ Analysis of impact of new cut scores on certificate options
- ✓ Further analysis of rigor of cut scores
- ✓ Commissioners becoming more familiar with 10th grade assessment
- ✓ Public input
- ✓ Exploration of strategies for raising requirement over time
- ✓ Selection of certificate option by October 2004

The Commission is looking at ways for the commissioners to become more familiar with the tests, including a take home test; how public input will be accomplished; exploring strategies on how to revise the CAA.

Implementation

- ✓ Possible request legislation
 - ✓ HB 2195 directed Commission to review standards
 - ✓ HB 2195 specified that the certificates to be earned by meeting standard in each subject (Option A above)
 - ✓ If Option A is not chosen for initial certificate requirement, but is the preferred eventual target, statutory change may be necessary.
- ✓ Cut Score Recommendations approved
- ✓ Commission adopted recommendations of OSPI standard setting committees
- ✓ 27 cut scores approved (three subjects; three scores—basic, proficient, advanced; and three groups)
- ✓ basic, Proficient, Advanced

Cut Score Adjustments—Modest

Grade 10 changes

- ✓ Advanced cut score increased in math, reading
- ✓ Proficient cut score decreased in reading (3% higher pass rate)
- ✓ Basic cut score in math decreased

Grade 7 changes

- ✓ Advanced cut score decreased in reading
- ✓ Proficient cut score decreased in math (7% higher pass rate) and decreased in reading (8% higher pass rate)

- ✓ Basic cut score decreased in reading and math

Grade 4 changes

- ✓ Proficient cut score decreased in reading (3% higher pass rate) and decreased in math (4% higher pass rate)
- ✓ Basic cut score in math decreased

Cut Scores not Adjusted

- ✓ Writing—grades 4, 7 and 10
- ✓ Math—Proficient, grade 10; Advanced, grades 4, 7
- ✓ Reading—Basic, grade 10; Advanced, Basic, grade 4
- ✓ Writing Basic and Advanced created for first time

Implementation of Cut Scores

- ✓ Grade 4 & 7 cut scores effective with 2004 WASL.
- ✓ Grade 10 cut scores must be reviewed by Legislature during 2005 session.
- ✓ If Legislature does not enact changes, cut scores become effective with the 2005 testing.

Mrs. Lamb wanted to know if lowered cut scores will result in pulling a number of schools and/or districts out of Adequate Yearly Progress (AYP).

According to Superintendent Bergeson, they now have the ability to give special education students a Certificate of Individual Achievement based on their Individual Education Plans (IEP). English Language Learners (ELL) students will have more options to continue language studies at community colleges and different opportunities to earn the certificate.

In response to a question from Mrs. Frank, Mr. Thompson noted that the Commission will have another set of test scores to consider before making the final decision on the model and fine tuning the 10th grade cut scores.

In response to question from Mrs. Frank, Mr. Thompson stated that the Commission has had some discussion on the issue of remediation for students and the use of effective practices needed and possible change in the school calendars. Dr. Bergeson stated that staff is pulling together information on what is being done for remediation in the schools currently, what practices are being used, and if they are meeting the standards. We need to get the students the skills needed to pass the tests.

Mrs. Lamb felt that by the seventh grade, remediation comes too late. She felt that remediation at the higher levels, especially in rural schools, may create a cycle of failure for those students because they are pulled out of needed classes for graduation. Dr. Bergeson expressed a different view to the statement that seventh grade was too late for remediation. There has to be integration of classes in order help with remediation and the special needs of students.

In response to a question from President Smith on what students know, when the scores are lowered, Mr. Thompson stated that at the present time they do not have the

full answer to the question. At the 2nd Level they have the skills needed; at the Basic Level the information is not there across the various domains. They are trying to get the information to better answer the question.

Superintendent Bergeson stated that in Writing, it was easy to look at samples to determine what students know. In Math, it is much harder to make that determination without looking at the entire test.

In response to questions from President Smith, Mr. Thompson said that the standards setting committee felt their children could handle the tests; system readiness was a different story for the committee members who felt it was not ready. A commission member taking the assessment is different from the 10th grade student taking the WASL. The one caveat is that commission members may have forgotten what a 10th grader has recently had instruction in. Taking the WASL would give the commissioners a general sense of what going through the WASL is like for students.

Mrs. May asked for information on what the 64 Math questions related to on the 400 point scale. The points don't tell a lot unless one is looking at the Essential Academic Learning Requirements (EALRs) or the test questions.

Greg Hall, Assistant Superintendent for Assessment at the Office of Superintendent of Public Instruction (OSPI), noted that the information on the relation between the points earned and the cut scores are contained in the yearly Technical Reports produced by the Assessment Division. These are available on the OSPI website (www.k12.wa.us). The test items may change from year to year, but the scores are equated to 400 to keep the standard at the same level each year.

PRELIMINARY DRAFT OF THE CERTIFICATE OF ACADEMIC ACHIEVEMENT (CAA)/CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (CIA) REPORT

President Smith invited Board comments on the draft report.

Executive Director Larry Davis gave an explanation of the "recommendation" paragraph statements. He also explained the way he put the paper together.

Mrs. May asked that in the comment section the word "reliability" be added before the word "coefficient" in each comment section (for Sections 1-3).

Funding for remediation needs to be added. If we want these in a priority order, this needs to be talked about. If not, then a statement needs to be added to that effect. Mr. Floyd stated that the Board should keep in mind the end user and not turn them off with a priority list.

Greg Hall, OSPI, explained the statement on the recommendation for adequate notice and communication with the students. Since this has been accomplished, it was recommended by Mrs. Lamb to show evidence of the accomplishment.

It was suggested by Superintendent Bergeson to make the distinction clear between public, private, and home school students. There was discussion on the distinction and a need for a clear delineation between the public school students and other options.

President Smith noted that the Board does not seem to have substantive changes and asked if the Board would yield to public comment starting at an earlier time than scheduled. The members agreed.

PUBLIC TESTIMONY ON THE PRELIMINARY DRAFT OF THE CAA/CIA REPORT

Maureen Ramos, teacher on leave and President of the Spokane Education Association; and Idalia Apodaca, an English Language Teacher at Lewis and Clark High School, Spokane School District, spoke to the graduation denial exam, the WASL. Written copy of testimony is on file with these minutes. They asked that the Board not make a decision based on the current testing system without further study.

In response to a question from Mrs. Fike whether a correlation study between WASL scores of students with a 3.0 GPA or higher and passage of the WASLs had been done, Ms. Ramos and Ms. Apodaca stated that a study had not been done. In response to another question from Mrs. Fike on whether the EALRs are being addressed in the classroom, Ms. Ramos stated that the WASL results do not show the next teacher what the student knows.

In response to a question from Mrs. Frank, Ms. Ramos stated that the WEA is in favor of strong standards. Ms. Ramos and Ms. Apodaca stated that ESL students will take longer to achieve master of the language but it should not be based on a single test.

In response to a statement from Mrs. Lamb, Superintendent Bergeson stated that HB 2195 provided the impetus for the changes mentioned in the statement.

Ramon and Margarita Tobias, teachers from Toppenish, provided information on the student populations in Toppenish, the majority of which are Hispanic. They expressed major concerns about the ELL students. Up to 70% of the students in Toppenish School District will fail under the current models under consideration. The Toppenish School District is cutting \$1.6M from its budget. People of color should be included on all the committees of the Board and OSPI. They urged the Board to select a model that would assure the greatest number of students passing the WASL.

Martina Whelshula, Susie Wright, and Marsha Wyncoop, members of the METT and respectively the Colville Federated Tribes, the Tulalip Tribe, and the Spokane Tribe, presented a resolution that the Multi-Ethnic Think Tank (METT) presented to the A+ Commission on Monday. The full resolution is on file with these minutes.

“BE IT RESOLVED that the Multi-Ethnic Think Tank of Washington State requests that the Academic Achievement and Accountability Commission halt the decisions regarding the “cut scores” on the WASL for graduation eligibility until there has been meaningful and significant improvements in the system of

education in this state, resulting in a closure of the academic achievement gap that currently exists for many students, particularly those from historically marginalized groups; and

BE IT FURTHER RESOLVED that to make a decision on the “cut scores” at this time perpetuates an unfair and unjust punishment on students due to the failure of the educational system to equitably educate all children.”

Ms. Whelshula stated that this is cultural suicide for the non-white students and urged that the Board consider the cultural bias of the test.

Ms. Wright presented information on the federal and state laws regarding Indian education. Written information on file with these minutes. They asked that the WASL be waived as a graduation requirement for Indian children based on the fact that Indian governments, educators and parents were not included in the development of the standards tested or the development of the assessments. They also asked that the WASL be waived for Indian students in schools on or bordering reservations based on the failure to include. They also asked that the transcripts of Indian students not be marked with their WASL scores or with the fact that they took an alternative test in order to pass.

Ms. Wyncoop provided the Board with her history of schooling in non-Indian schools and what she found when she attended college.

In response to a question from Mrs. Tolas, all three stated that the standards are also biased.

In response to a question from Mrs. May, Ms. Wright stated that the presentation will be made to the Legislature because some of what they are asking is legislatively mandated.

Cindy Omlin, Executive Director, NorthWest Professional Educators, asked several clarifying questions on the validity and reliability of a single test with retakes and without retakes. She presented information on a survey done of their members. Ms. Omlin presented written information on the results of the survey (on file with these minutes).

Ben Kodama, member of the METT, presented written information. He stated that the models under consideration do damage to the students. As a member of the Asian/Pacific Islander Association (APIA) Think Tank, he asked that “the State Board carefully consider whether the WASLs are valid, reliable, and appropriate assessments of academic performance for the many student sub-groups within the APIA community. We come from many cultures and ethnicities and historically schools have not been culturally responsive to many of our students’ needs. Using the WASL as a potentially diploma-denying instrument or as a single measure of academic success is unfair and unjust.”

Terrence Teaford, Chairman of the Reardan School Board, spoke on his behalf only and not as a spokesman for his board. He related the problems of his youngest son who

has a learning disability. He believes that education reform has improved learning in the state, but we have to give parents and teachers the information they need to help students succeed.

David Thorngate, Washington State Special Education Coalition, spoke on behalf of the Coalition in stating that the Board should not vote to say that a system is ready when no accommodation has been made for special education and minority students.

Carol Kennedy, Mary Walker School District special education educator, asked that changes be made in assessment system to help special education students. She presented letters from two fourth grade special education teachers. In response to a question from Mrs. Frank, Ms. Kennedy stated that she has been giving this test for eight years and doesn't know how much longer she can. Superintendent Bergeson, in response to Mrs. Lamb's question, stated that until two years ago there was an off-the-shelf test or waivers that could have been used. The federal government stated that the test could not be used, only the WASL or portfolio. The state either has to violate IDEA or NCLB. The current versions of IDEA reauthorization are worse than No Child Left Behind (NCLB).

John Axtell, private citizen from Springdale, presented written remarks against the WASL (on file with these minutes). The bridge is right, but it collapsed because the process was wrong.

President Smith thanked the audience for their comments as the Board members are also struggling with the same problems and issues. He encouraged the group to contact their state and federal legislators with their concerns.

PROFESSIONAL EDUCATION AND CERTIFICATION

TAB 7—REQUEST FROM CENTRAL WASHINGTON UNIVERSITY FOR APPROVAL OF ITS PRINCIPAL AND PROGRAM ADMINISTRATOR PREPARATION PROGRAMS

Larry Lashway, Program Specialist, OSPI, introduced Lee Chapman and Dr. David Shore, Central Washington University. Mr. Chapman and Dr. Shore reviewed the principal and program administrator preparation programs. In response to a question from Mrs. Lamb, Mr. Chapman stated that those areas where teaching certificate is not required, such as counselor or social worker, experience is looked at. In response to a question from Mrs. Tolas, Mr. Chapman stated that the districts don't have much say in the internships; those are done in conjunction with the state and national professional organizations and standards. In response to a question from President Smith, Mr. Chapman stated that it is very important for principals and program administrators to be able to work with diverse groups.

In response to a question from Mrs. Frank, the development of the professional plan for teachers, and administrators, and professional development are part of the program, as is evaluation of teachers and making the entire process non-threatening.

Motion: Moved by Mrs. Tolas and seconded by Mrs. May to approve the Central Washington University principal and program administrator preparation programs. Motion carried.

TAB 8—REQUEST BY GONZAGA UNIVERSITY FOR APPROVAL OF ITS PRINCIPAL AND PROGRAM ADMINISTRATOR PREPARATION PROGRAMS.

Judy Smith, Program Specialist, Professional Certification and Education, OSPI, introduced Dr. Dennis Connors. Dr. Connors introduced Michael McGuire, Chad Lockmiller, Dr. Jill Kingery, Emily Weatherhead, and Dr. Brian Benzel, along with Dr. Shirley Williams, Dean of the Education Program at Gonzaga University. To explain their program, Gonzaga reviewed the virtual school district created for the program along with individual candidates in the program (Mr. McGuire, Mr. Lockmiller, and Ms. Weatherhead).

In response to a question from Mrs. Frank on school calendar, Mr. Maguire noted that the principal candidates do look at the way students learn and how time is structured. Ms. Weatherhead noted that the principals looked at specific grade level programs including school improvement planning. In response to a construction question from Mrs. Tolas, Mr. Maguire noted that part of his training was with construction matters. In his other life he is the construction manager for Spokane School District. Dr. Benzel stated that the students are given real life problems to work on during class sessions. In response to a question about articulation between levels from Mrs. May, Mr. Maguire, Mr. Lockmiller, and Dr. Kingery stated that this is an ongoing learning process. Dr. Connors noted that there are issues of race, ethnicity, disproportionality, and diversity in all aspects of their training. President Smith noted that drug use among some students, and the AP students' needs and the needs of upper income students should be part of the training also. Ms. Weatherhead noted that some of the concerns have been addressed in their case studies.

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

POLICY APPLICATION RELATING TO INTERSCHOLASTIC ACTIVITIES

TAB 9—RESOLUTION APPROVING/DISAPPROVING RULES OF THE WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION (WIAA) FOR THE 2004-05 SCHOOL YEAR

WIAA Executive Director Michael Colbrese presented information on the resolution and several pieces of information on next year's WIAA programs. Mr. Colbrese reviewed the history of the amendment changing the classifications of schools for sports. In response to a travel question from Mrs. Lamb, Mr. Colbrese stated it was too early to tell about the increase or decrease in travel time. Mr. Colbrese noted there could be some

combination leagues. In response to a question from Executive Director Davis, Mr. Colbrese noted that other states are all over the map on classifications. In response to a question from Mr. Floyd, Mr. Colbrese stated that the problem of sexual harassment and hazing came out just as the resolution process was closing. The July training will contain elements on these issues. In response to a question from Mrs. Lamb about private coach issues, Mr. Colbrese stated that the private sports groups are governed by national groups. In response to a question from Ms. Fike, Mr. Colbrese said the membership is struggling with the problem of a stricter school-determined participation eligibility standard (i.e., requiring a 2.5 GPA) than WIAA but doesn't enforce the stricter standard, what happens. In response to a question from Ms. Naccarato, Mr. Colbrese stated that in cases of four period days, the requirement for minimum class load/credits is different.

Motion: Moved by Mrs. Lamb and seconded by Mrs. May to approve the rules governing WIAA for the 2004-05 school year. Motion carried.

Mr. Colbrese thanked Ms. Twight for all her hard work on the WIAA Board.

APPROVAL OF MINUTES

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to approve the minutes of the March 2004 Board meeting as corrected. Motion carried.

CONSENT AGENDA

Motion: Moved by Mrs. Frank and seconded by Mrs. May to approve the consent agenda (Tabs 2 and 4) with the exception of Tab 3. Motion carried.

Mrs. Lamb asked that Tab 3 be pulled. Mrs. Lamb had a concern about the number of minutes being added.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to adopt Tab 3. Motion carried.

NON-PUBLIC AGENCIES

TAB 5—REQUEST FOR APPROVAL OF NON-PUBLIC AGENCIES TO ENTER INTO CONTRACTS WITH SCHOOL DISTRICTS TO PROVIDE SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES

Patty Martin, State Board staff, provided supplemental information to Board members on the non-public agency process.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve non-public agencies as stated in Tab 5. Motion carried.

In response to a question on liabilities from Mrs. May, Mr. Davis stated the Board is approving an agency to enter into a contract with a district. There is no requirement for a district to contract with an approved non-public agency. Districts assume liability risks upon entering into a contract.

BASIC EDUCATION ASSISTANCE

TAB 6—REQUEST FROM MUKILTEO, NESPELEM, NORTHPORT, AND NORTH THURSTON SCHOOL DISTRICTS FOR WAIVER OF THE SCHOOL YEAR REQUIREMENT OF A MINIMUM OF 180 DAYS

Pat Eirish, State Board staff, presented information on the school districts requesting waivers from the 180 days requirement. The districts are Mukilteo, Nespelam, Northport, and North Thurston. Mrs. Eirish recommended approval of the tab.

Mrs. Tolas asked that information be provided showing parents have been informed of the waiver request. Mrs. Lamb noted that these waivers are based on increasing WASL scores rather than increasing student learning. She would like to see more emphasis on all the EALRs. Mrs. Fike noted that these are local control issues and we need to be careful not to micromanage the districts or add more paperwork to the districts.

Motion: Moved by Ms. Fike and seconded by Mrs. Frank to approve Tab 6. Motion carried.

It was announced by Executive Director Davis that Spokane Superior Court denied the petition of M. Jeanelle Malone to postpone her certificate appeal hearing before the State Board. The hearing will take place Thursday, May 13, at 8:30 a.m.

Meeting recessed to the planning meeting.

Thursday, May 13, 2004

The result of the certificate appeal hearing in the matter of M. Jeanelle Malone: the State Board of Education upheld the decision of the Administrative Law Judge.

Friday, May 14, 2004

Andrea Naccarato said “goodbye” to Board members and staff with gifts appropriate to each person and her “thanks” for her two years on the State Board. Board members and staff expressed their appreciation to the Naccarato family for hosting them at dinner on Wednesday evening.

Meeting adjourned at 3:15 p.m.

Minutes approved as published: June 16, 2004

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