

Washington State Board of Education
Regular Meeting
Puget Sound ESD 121, Renton
May 11-12, 2006

MINUTES

Thursday, May 11, 2006

Chair Ryan called the meeting to order at 10:05 am.

Members Present: Bernal Baca, Superintendent Terry Bergeson, Steve Dal Porto, Steve Floyd, Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Eric Liu, Kristina Mayer, Mary Jean Ryan, Jack Schuster, and Student Representatives Gustavo Ramos, Tiffany Thompson, and Zachary Kinman

Members Excused: Amy Bragdon, Warren T, Smith Sr., and Jeff Vincent

Staff Present: Larry Davis, Pat Eirish, Laura Moore

WELCOME

Superintendent Monte Bridges welcomed the Board to the ESD and provided information on the work the ESD is doing. He thanked the Board for approving the purchase of the building.

INTRODUCTION

Tiffany Thompson introduced Zachary Kinman, Oroville High School, Oroville School District. He is interested in family, sports, and school. He explained how he became interested in applying for the position. Mr. Kinman replaces Gustavo Ramos as the Eastern Washington student member on the Board. He will be a junior this fall at Oroville High School.

AGENDA OVERVIEW

Chair Ryan provided the agenda overview for the meeting. She explained what is coming up for the Board in the next few months, including the legislative studies, organization, etc. She encouraged the Board to write items for future Board meetings on the flip charts.

STRATEGIC CONTEXT AND BACKGROUND

180 DAY WAIVERS

Pat Eirish, State Board staff, provided a PowerPoint presentation on the 180-day waiver process and need.

- Started in 1987; 10 extra days for six years; supplemental resources.
- 1999-2000: 3 Learning Improvement Days (LID); 1993-95: LID days replaced Student Learning Improvement Grants; 1995-97: Student Learning Block Grants; 2002-03: Learning Improvement Days reduced to 2 days.
- There is no real oversight of the plans nor has there been over the years.

- Authority is in RCWs 28A.150.220(3); 28A.305.140, and 28A.655.180; and Chapter 180-18 WAC.
- Average number of days being granted for waivers is 3 days. The waivers are more district-wide than school specific need.

Discussion was held on the evidence that is collected regarding positive impact on student learning. The Board allows flexibility in its rules, but accountability is weak or missing. More time is needed for student learning.

ACCREDITATION

Pat Eirish provided background and information on the accreditation system.

- Compliance with Basic Education Act (BEA)
- School Improvement Plan (SIP) in place
- Voluntary
- State Board of Education Process—implemented through the Educational Service Districts

Dr. Bergeson stated that if the Board is going to ask the Legislature to return policy authority for public school accreditation to the Board, it should be mandatory and have an accountability component.

APPROVAL OF MINUTES

Motion: Moved by Dr. Dal Porto and seconded by Mrs. Lamb to approve the minutes of the April 28 meeting as corrected. Motion carried.

CONSENT AGENDA

Chair Ryan introduced Mike Colbrese, Executive Director of the Washington Interscholastic Activities Association (WIAA). Mr. Colbrese thanked the Board and staff for its support over the years and wished the Board well.

Tab 2—Application for State Assistance in School Building Construction from Marysville School District

Tab 3—Request for Approval of a Non-Public Agency (Yakima Specialties, Inc.) to enter into Contracts with School Districts to Provide Special Education Services to Students with Disabilities for the 2006-07 through 2008-09 School Years

Tab 4—Resolution Approving/Disapproving Rules of the Washington Interscholastic Activities Association for the 2006-07 School Year

Motion: Moved by Dr. Baca and seconded by Mrs. Frank to approve Tabs 2-4. Motion carried.

STRATEGIC CONTEXT AND BACKGROUND

Dr. Mary Alice Heuschel, Deputy Superintendent with the Office of Superintendent of Public Instruction (OSPI), provided background information on the accountability system at the state

and federal level. She introduced Bob Butts, Alternative Assessment Coordinator, and Rob MacGregor, Assistant Superintendent for School Improvement, both at OSPI.

Mr. Butts talked about the various types of accountability—political, financial, and staffing. Pre-Education Reform—access and Opportunity to Learn (Constitution; BEA of 1977, compulsory coursework); Norm Referenced Tests. Post Education Reform—pages of HB 1209 (WASLs since 1995). Other accountability issues—2nd grade reading fluency test; reading and mathematics goals.

A+ Commission

- Value-added models
- Schools that “beat the odds”
- Providing Rewards and Incentives

What has changed

- Annual Tests
- Additional years of WASL data
- Data that links WASL scores to individual students who are poor

Mr. MacGregor provided information on the School Improvement Process for schools that fall into problems reaching goals under No Child Left Behind (NCLB).

- Process guide—nine characteristics, research-based best practices; first and second order change
- SIP Process—Assess readiness to benefit; collect, sort and analyze data; build and analyze portfolio, set and prioritize goals, study and select research-based practices, craft action plans, implemented and monitor plan, evaluating plans’ impact on student achievement.

School Improvement Assistance (Focused Assistance)

- Voluntary, three-year program
- School-based, required collaboration
- On site coach provided
- Utilizes school improvement planning guide
- State and Title I dollars
- Funding for professional development
- Educational audit
- Performance agreement

Educational audits

- Based on 9 characteristics
- Gather data from a variety of sources
- Interviews with staff, parents, students
- Provides information on the schools’ strengths and weaknesses
- Summative reports—part of data portfolio
- Reports shared with public

In response to a question on time and learning, Mr. MacGregor stated that the specific extended day information has come up and has been addressed in some of the planning. In response to a

question on getting ahead of the game, Dr. Heuschel stated that we have data and are starting to work with the changes, but it takes resources to fund the process.

Areas to Improve Upon:

- Leadership support
- Sustainability
- District role
- Instructional core

Discussion was held on what the Board's role will be and what kind of additional intervention strategies are needed. Dr. Bergeson thanked Mr. MacGregor for the work he has done in the last five years in establishing the program.

(PowerPoint presentations by Dr. Willhoff, Mr. Butts, and Mr. MacGregor are available upon request at the State Board of Education office.)

The Board moved to an executive session to consider personnel matters and reconvened at 5:10 p.m.

STUDENT LEADERSHIP

Gustavo Ramos and Tiffany Thompson presented information on the work done by the Washington Association of Student Councils (WASC)—the Inter-high network, student-to-student program, RSVP (Raising Student Voice and Participation), Defining the Role of Students in today's schools.

Susan Fortin, advisor to the WASC Board, provided information on the 50 year celebration of principal-sponsored student leadership in October in Tacoma.

CELEBRATION FOR GUSTAVO RAMOS

Executive Director Larry Davis reflected on the service of Gus Ramos on the State Board for the past two years. Board members and staff shared memories with him. Mr. Ramos thanked the Board for the experiences that he has had for the past two years. He was presented gifts from the Board.

Meeting recessed at 5:40 p.m.

Friday, May 12, 2006

Chair Ryan called the meeting to order at 8:05 a.m.

Members Present: Bernal Baca, Superintendent Terry Bergeson, Steve Dal Porto, Steve Floyd, Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Eric Liu, Kristina Mayer, Mary Jean Ryan, Jack Schuster, and Student Representatives Gustavo Ramos, Tiffany Thompson, and Zachary Kinman

Members Excused: Amy Bragdon, Warren T. Smith Sr., and Jeff Vincent

Staff Present: Larry Davis, Pat Eirish, Laura Moore

Chair Ryan reviewed changes to the agenda for the day. Personnel and strategic planning will be on the agenda and possibly communications. Executive Committee will meet following the meeting.

PURPOSES

Dr. Mayer outlined the process for understanding the purpose statements. The Board broke into small groups to work on the purpose statements. Staff will type up the small group input and send to Dr. Mayer. Dr. Mayer will correlate the information and then it will go out to members.

WORK PLAN

Steve Dal Porto reviewed the deadlines for reports and other items that need to be done. The new math project was discussed, but the process needs to be delayed until June. Joe Willhoft is the ultimate person responsible. Bev Neitzel and the math initiative team will be working on the project. In response to a question, Dr. Bergeson stated that Opportunity to Learn is a tough question and we need to look at curriculum and maybe limit choices to a limited number for districts to work with.

Dr. Bergeson asked for clarification of today's work. Chair Ryan stated that we need to thoroughly understand what is required for the legislative mandates. The Opportunity to Learn topic is a parking lot issue that needs deeper study by the Board. Dr. Dal Porto asked members to look at the deadline and see if there are any changes. It was noted that any legislative proposals needs to be to the Governor by August 1. The Board can continue to work with the Governor's office on refining the proposal. Washington Learns will be developing its final report and legislative priorities during the summer as it has to meet the August 1 deadline. Washington Learns is going to have big ideas that the Board needs to be part of and the Board will be left with managing the details.

GED study—Dr. Bergeson is not sure where this came from. The GED cannot count for graduation under federal legislation. Mr. Davis indicated that the interim committee that looked at the State Board duties stated that this needs to be looked at for any suggested changes. Dr. Bergeson suggested having Kyra Kester put together a panel on the GED and do a presentation on the major concerns of various groups.

School Facilities Citizens Advisory Panel—Steve Floyd reported that criteria have been developed and requests have been sent to WSSDA and WASA. Criteria will be sent to the Board members. A decision will be made in June.

Meaningful Diploma—this requirement came out of the Legislature. It was suggested having a panel that includes Gary Kipp of the principals association, Scott Poirier of WEA, and LeRoy Werkhoven discuss the issue, coupled with that would be a discussion on what capacity the districts need to help the high schools.

Career & Technical Education—Dr. Bergeson stated Rep. Priest was one of several legislators interested in the cross crediting of career and technical education with regular education. Mrs. Lamb raised the question of bringing in Workforce Training into the discussion. Pathways would be one suggestion for students that will accommodate all students in personalized education.

Professional Educator Standards Board (PESB) Joint Report—Chair Ryan asked Dr. Fox what should be in the report. Dr. Fox did not have enough information at the present time to respond.

Rules Update—Mrs. Lamb suggested to begin working on the rules that need updating and changing. Staff will provide the timelines and process to Board members.

No Child Left Behind (NCLB)—in response to a question, Dr. Bergeson stated that these were the proposed changes to the state plan that will be submitted to the U.S. Department of Education with regard to NCLB implementation. The biggest fight will be over teacher quality. This item needs to be on the June agenda for discussion as the reauthorization work is already beginning. The Board needs to work with the Standards Board and this should be included in the joint report to the Legislature.

STRATEGIC CONTEXT AND PREPARATION

STANDARDS SETTING PROCESS REPORT

Joe Willhoft provided information on where the Assessment Office is on the standards setting process. March State Board of Education suggestions have been incorporated into the process. Letters of invitation have been sent out to the field. In response to a question on the process, Dr. Willhoft suggested simulating a standards setting process for the Board. It is much like a jury process—it is combination of judgment and the knowledge of those doing the scoring. Text descriptors are used. Dr. Bergeson would like to have the Board to make a decision on the process at the June meeting. Chair Ryan suggested having materials in advance and a way to ask questions in advance.

Additional Options to Obtain a Certificate of Academic Achievement

Dr. Willhoft provided information on the various routes to the Certificate of Academic Achievement. In response to a question, Dr. Willhoft stated that the law says that the students have to take the test twice before availing themselves of the alternate routes. Discussion was held on the public perception of the alternate options.

Collection of Evidence

State Board must find that the guidelines, protocols and scoring criteria meet professionally accepted standards for a valid and reliable measure of the GLEs and EALRs; are comparable to or exceed the rigor of the skills and knowledge that a student must demonstrate on the WASL.

Members of the Technical Advisory Committee (TAC)—Professor Edward Wiley, Professor Barbara Blake, Nancy Skerritt, Deborah Gonzales, Linda Dobbs, Gill Mendosa, Joe Ryan and Cathy Taylor. Dr. Bergeson suggested bringing in some of the TAC members and standards setting people to a meeting with the Board.

In response to a question on the collection of evidence for English Language Learners, Dr. Willhoft stated that the legislation also requires a report to the Legislature on the viability of collecting work in other languages and the cost of translating the WASL into other languages. There are about six percent of the English Language Learners that could benefit from a translation because they have the academic skills in their native language. There are now 72 courses online for English Language Learners (ELL) that can provide credit for the students.

In the pilot, scoring was done on a basis of one portfolio every twenty minutes. The feeling is that this can be faster during the real situation.

Mathematics scores on the PSAT, SAT and ACT

- Allows student's PSAT, SAT, and ACT score to be seen as an alternative to the WASL in mathematics
- State Board of Education to identify scores students must achieve to meet the state standard by December 1, 2006
- Scores must be "equivalent" to the WASL

In response to a question, Dr. Willhoft stated that the Board will have to find a score on the national tests as compared to the WASL, not on what score is acceptable for admission to college.

PERSONNEL ISSUES

Larry Davis offered his resignation as executive director to take effect no later than August 15, 2006.

Chair Ryan relinquished the gavel to Board Liaison Kristina Mayer.

Motion: Moved by Ms. Ryan and seconded by Dr. Bergeson that the State Board of Education offer its sincere appreciation and gratitude for Larry Davis' twelve years of professional and dedicated serve to the State Board. Larry's contributions have positively impacted the lives of thousands of students across the state of Washington and his service has greatly assisted Washington's school districts and educational service districts. The Board accepts Larry Davis' resignation to be effective not later than August 15, 2006. Until such time and beginning on May 18, 2006, the Board accepts Larry Davis' offer of transitional assistance and hereby assigns Larry Davis to complete a special assignment designed to assist the Board in its transition. Motion carried.

Motion: Moved by Dr. Mayer and seconded by Dr. Baca to allow the executive committee to appoint an interim director starting on May 19 and to be ratified by the Board at the June meeting. Motion carried.

SELECTION PROCESS

Dr. Baca stated that Sheila Emery, Human Resources Director for OSPI, would be the best person to head the executive director search. The Board would offer her a contract not to exceed \$5,000 through the end of the search.

Dr. Baca presented a timeline for the director search process to be concluded by August 21. Ms. Emery will need to talk to each Board member on the attributes for the next director. June 5 teleconference/video conference will have the search as an agenda item. Dr. Bergeson suggested that any information on people as a possible new director contact Ms. Emery, immediately.

Motion: Moved by Dr. Baca and seconded by Dr. Bergeson to offer a contract to Sheila Emery to conduct the executive director search not to exceed \$5,000.
Motion carried.

Discussion was held on the ability of the interim director to apply for the full time director. The interim director would be allowed to apply.

SUGGESTIONS FOR THE SUMMER AGENDAS

- ✓ Legislators visiting—relationships; sooner the better to meet with them; why did they make the changes they did
- ✓ Washington Learns—there will be a report on interim study on Washington Learns.
- ✓ Accountability—Dr. Bergeson stated that the A+ Commission went into the accountability system, it was overkill. Other groups were not consulted before the release of the information. The reauthorization of NCLB needs to be looked at to see what can be done in that area. Then come back and look at the system in the state and see what needs to be done to improve the system.
- ✓ Zachary Kinman explained the extemporaneous presentation on the graduation requirements in mathematics he used at the selection process as the student representative. He felt that the math graduation requirement should be in specific mathematics classes.
- ✓ Ms. Ryan—the system has been aligned with and teaching to the standards. We can't let that slip any longer.
- ✓ Mrs. Frank stated that she thought she heard Dr. Bergeson state that it might be time to move to a state curriculum. Dr. Bergeson explained her remarks. She also provided information on the model in Alberta, Canada.
- ✓ The accountability discussion needs to be framed around the mathematics problems and what needs to be done and the possibility of a state level curriculum. It needs to be specific about what the Board is going to do so it doesn't cause the districts any harm.
- ✓ Within one year, the Board needs to be able to say that the system has been improved and the students got the content they needed.
- ✓ Mr. Kinman related information his experience with the Inter-high and students on both sides of the line and the enthusiasm generated by the marginal students.

Meeting adjourned at 12:38 p.m.

Adopted: June 15, 2006