

# STATE BOARD OF EDUCATION

**HEARING TYPE:**      X   ACTION

**DATE:**               **September 18-19, 2007**

**SUBJECT:**           **APPROVAL OF PRIVATE SCHOOLS FOR  
2007-08 SCHOOL YEAR**

**SERVICE UNIT:**     Martin T. Mueller, Assistant Superintendent/Student Support  
Office of Superintendent of Public Instruction

**PRESENTERS:**       Kathe Taylor, Policy Director  
State Board of Education

**RECOMMENDATION:**

The 89 schools on the list (provided separately) submitted by OSPI, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, be approved as private schools for the 2007-08 school year.

**BACKGROUND:**

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction. The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations. A description of the criteria was included in the July Board materials.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the homeschool community through an extension program subject to the provisions of RCW28A.200. These students are counted for state purposes as private school students.

# STATE BOARD OF EDUCATION

HEARING TYPE:  X  ACTION

DATE: September 19, 2007

SUBJECT: APPROVAL OF END-OF-COURSE ASSESSMENT CHARTER

SERVICE UNIT: Edie Harding, Executive Director  
State Board of Education

PRESENTER: Edie Harding, Executive Director  
State Board of Education

Kathe Taylor, Policy Director  
State Board of Education

## **BACKGROUND:**

Currently 25 states, including Washington, require, or plan to soon require, students to pass exit tests for high school graduation. Seven of these states use a series of "end-of course" (EOC) assessments, where students take the test(s) after completing a course(s). Senate Bill 6023 directed the Washington SBE to examine and recommend changes to high school assessments with a limited series of end-of-course assessments. The Governor vetoed the language because she felt that the study should not predetermine that end-of-course assessments would be implemented. She asked the SBE to conduct a study that would examine:

- What are the various EOC assessment systems used by other states and their purposes?
- What subjects are assessed and how do they align with state standards?
- What is the impact of EOC on curriculum and instruction?
- Are exams used singly or in combination with other assessments for graduation decisions?
- How do EOC exams integrate with the entire assessment system across all grades and subjects?
- What are the implementation issues, costs and lessons learned?

In addition, The Office of the Superintendent of Public Instruction (OSPI) is directed to request that vendors bidding on its upcoming new testing contract address cost and technical aspects of implementing EOC assessments.

An additional section of the law passed, directs the SBE to examine opportunities for approved alternatives for the CAA assessment system to include one or more standardized norm-referenced student achievement tests and the possible use of reading, writing, or mathematics portions of the ACT ASSET and ACT COMPASS tests and how they relate to state standards. This review will be conducted as a part of this overall study on alternative assessments.

The Washington State Board of Education hereafter called "SBE," is initiating this Request for Proposals (RFP) to solicit proposals from Consultants interested in performing an independent study of End-of-Course student assessments.

# STATE BOARD OF EDUCATION

**HEARING TYPE:**      X   ACTION

**DATE:**             September 19, 2007

**SUBJECT:**         **APPROVAL OF SCIENCE CHARTER**

**SERVICE UNIT:**    Edie Harding, Executive Director  
                          State Board of Education

**PRESENTER:**        Edie Harding, Executive Director  
                          State Board of Education

                          Kathe Taylor, Policy Director  
                          State Board of Education

## **BACKGROUND:**

The legislature asked the Board to review K-10 science standards and to provide feedback and recommendations to the Superintendent of Public Instruction on recommended basic science curricula the Superintendent will bring to the Board. The impetus for the work comes from two sources: *Washington Learns* and student performance on the WASL.

The Governor commissioned a Committee, "Washington Learns," to review the entire education system. The report, issued in 2006, called for the State Board of Education to adopt international performance standards for math and science benchmarked to the Trends in International Mathematics and Science Study (TIMSS) or the Programme for International Student Assessment (PISA) and to adopt high school graduation requirements aligned with international standards.

One reason for this call to higher standards was students' performance on the science WASL. From 2003-2006, performance of students who took the 10<sup>th</sup> grade science Washington Assessment of Student Learning (WASL) remained essentially flat, with approximately 35 percent of students meeting the standard needed for high school graduation.

The purpose of the standards review is to analyze the strengths and weaknesses of Washington's current K-10 science standards (defined as science essential academic learning requirements and grade level expectations), and recommend ways to strengthen them. A secondary purpose is to recommend appropriate grade level expectations for grades 11 and 12.

The Board will review the science curricula recommended by OSPI to help assure that the curricula best fits Washington's revised standards. Fewer curricula will assure greater consistency in implementation, streamline professional development, and increase the

likelihood that students transferring across (or even within) districts will experience fewer disruptions in their learning from facing new and unfamiliar curriculum.

The ultimate goal is to ensure that Washington students are prepared through their K-12 education to successfully enter the world of work and postsecondary training with the science knowledge and skills needed.