THE WASHINGTON STATE BOARD OF EDUCATION
Accountability I Graduation Requirements I Math I Science

March 17-18, 2010
Highline Community College
Des Moines, Washington

MINUTES

Attending: Chair Mary Jean Ryan, Vice Chair Warren Smith, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Dr. Kris Mayer, Mr. Randy Dorn, Mr. Jeff Vincent, Mr. Eric Liu, Ms. Connie Fletcher, Dr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Mr. Bob Hughes, Ms. Anna Laura Kastama (15)

Absent: Ms. Austianna Quick (excused) (1)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Ashley Harris, Ms. Loy McColm, Ms. Colleen Warren, Mr. Aaron Wyatt, Mr. Brad Burnham, Ms. Sarah Rich (8)

March 17, 2010

Call to Order

The meeting was called to order at 9:04 a.m. by Chair Ryan.

Announcements

Ms. Sarah Rich was introduced as the Board's new Research Director.

Ms. Ryan commended the staff for their excellent work during the 2010 Legislative Session and most specifically for the work done on the passing of Senate Bill 6696.

Ms. Harding distributed the new Board Assessment Form and asked the members to complete the form and return to Ms. McColm by the end of the meeting. The form will be compiled and used to assist the Executive Committee to make improvements where needed. Staff will provide the form in September for further feedback.

Approval of January 2010 Minutes

Motion was made to approve the January 2010 meeting minutes as presented

Motion seconded

Motion passed

National Association of State Boards of Education (NASBE) Meetings Report
Ms. Connie Fletcher, Board Member
Ms. Phyllis Bunker Frank, Board Member

Ms. Fletcher gave an overview of the reauthorization of ESEA, by the US Congress, in 2010. The current law establishes an unprecedented level of federal involvement in state education decision-making and places enormous and unproductive bureaucratic burdens on states, school districts, schools, administrators, and educators. ESEA reauthorization must promote a state-led partnership with the federal government focused on raising student achievement levels, closing the achievement gap, and increasing high school graduation rates. The federal government should promote state capacity building to include its support for states to accomplish their objectives.

NASBE's core principles for ESEA reauthorization include:

- Increase federal investment in state capacity.
- Renew the federal and state commitment to equal education opportunity by adequately funding Title I, the Individuals with Disabilities Education Act (IDEA), and other existing targeted federal education programs.
- Support states in their development and implementation of rigorous college- and career-ready standards across core curricula and comprehensive, balanced assessment systems aligned to those standards.
- Strengthen state and federal accountability systems.
- Help states meet their needs for highly-effective educators and leaders in high-need schools and in high-need subject areas such as science, technology, engineering, and math (STEM).
- Eliminate the burden on states to comply with federal requirements unnecessary or duplicative of other existing federal requirements.
- Increase federal investment in research, evaluation and dissemination of developments and best practices to all states in curriculum, teaching, learning and the management of schools.

Ms. Frank gave an overview of the challenges and opportunities in coordinating the K-12 education and military sectors to meet the needs of the Youth Study Group. The Army looks for recruits who have graduated from high school with the skills needed for post-secondary education and the 21st century workplace. The sophistication of our soldiers is increasing constantly so there is a need for even better qualified recruits. Ms. Frank briefed the Board on the following:

- Percent of four year olds in state or federal funded pre-kindergarten, by state, in 2008.
- Percent of students who fail to graduate on time (by state).
- Percent of children ages 10-17 who were overweight or obese in 2007 (by state).
- Percent of adults on probation, in jail, in prison, or on parole (by state).

The Study Group objectives presented during their meeting included:

- Identify critical skills and knowledge students should possess upon graduation from high school to be globally competitive and to be able to serve in the U.S. armed forces.
- Provide resources and examples on education and military best practice strategies in preparing and informing students of all postsecondary pathways, including college, workforce, or the military.
- Develop recommendations on state-level policies, initiatives and strategies in building a comprehensive plan in informing all youths about all postsecondary opportunities.

A high school diploma is required to join the military. Currently, only two-tenths of young Americans are fully eligible to join the Army without waivers and 75 percent of them have problems that will keep them from joining the military.

Common Core Standards
Dr. Sheila Fox, Board Member
Dr. Steve Dal Porto, Board Member
Dr. Kathe Taylor, Policy Director
Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI

The Common Core Standards Initiative is being led by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) to promote state adoptions of common core standards in mathematics and English Language Arts (ELA). Forty-eight states, two territories and the District of Columbia have committed to developing a common core of state standards in English language arts and mathematics for grades K-12.

States must adopt 100 percent of the Common Core Standards. The standards may represent 85 percent of the state's total standards, and states may add 15 percent more to customize the package of state standards. With the adoption of legislation, Superintendent Dorn will be authorized to adopt common core standards provisionally, by August 2, 2010. By January 11, 2011, Superintendent Dorn would need to provide additional information to the education committees, including comparisons of Washington and Common Core Standards, an estimated timeline, and costs. If adopted, implementation of the standards would take several years. The SBE may elect to comment on the adoption of the standards; however, it has no direct authority for the adoption.

Dr. Dal Porto, Dr. Fox, Dr. Taylor, and Ms. Vavrus attended the January 2010 National Association of State Boards of Education (NASBE) Western Region meeting, where 11 states and one territory (Guam) discussed the impacts and challenges of the Common Core Initiative.

The Common Core Standards are meant to be high level guiding standards. Goals of the Initiative include:

1. Create standards that progress coherently from kindergarten through high school to ensure students will become "career-and college-ready"--able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.
2. Create standards that are essential, rigorous, clear and specific, coherent, evidence-based, aligned with college and work expectations, and internationally benchmarked.
3. Bring increased consistency across states.

Key Dates include:

Spring 2009	States signed MOA to consider concept and provide input on drafts.
Fall 2009	States and public provided input on draft Career and College Readiness Common Core Standards for E/LA and math.
Winter/spring 2009/10	States and public provide input on drafts of K-12 standards
Winter/spring 2010	States enter into non-binding consortia agreements for development of common assessments based on the common core standards.
Spring/summer 2010	Standards finalized and states begin adoption. Washington provisionally adopts.

Those participating in the standards development process include:

1. Work groups.
2. Feedback group.
3. Advisory group.
4. State and public input.
5. Validation committee.

The current Washington standards development and adoption process is as follows:

1. Identify scope of development or revision of standards.
2. Draft standards by the Committees of Washington educators and content experts.
3. Obtain statewide review and input.
4. Make recommendations to the Superintendent of Public Instruction to adopt standards.
5. Adopt standards by Superintendent of Public Instruction.

After adoption and implementation of the standards, Washington's role and next steps are:

Winter 2009/10	Review and provide input on confidential preliminary drafts.
March 2010	Review and provide input on full public drafts of K-12 standards to CCSSO.
Spring 2010	Independent analysis of comparison between current Washington standards and common core standards.

Math and Science Update

Dr. Kathe Taylor, Policy Director
Ms. Jessica Vavrus, Assistant Superintendent, Teaching and Learning, OSPI
Ms. Greta Bornemann, Director, K-12 Mathematics, OSPI

The Board has been involved in the following initiatives to lay the foundation for improving Washington students' math and science achievement:

- Revised math and science standards.
- New math graduation requirements.
- Proposed new science graduation requirements.
- Review of math and science assessment as a graduation requirement.
- Establishment of assessment cut scores.

OSPI is currently collaborating with educational service districts (ESDs), higher education, public and private partnerships, career and technical education (CTE), as well as district and school improvement to make progress on improving math and science achievement.

In January 2010, OSPI presented five key recommendations to the SBE for improving student achievement in math and science. While several of the recommendations hinge on the receipt of additional funding, work continues to move forward with the benefit of existing resources. OSPI staff provided an update on current work in each of the areas of recommendation presented to the members at the January 2010 Board meeting:

Recommendation #1: Focus on improving core classroom instruction in mathematics and science.

Recommendation #2: Ensure that all elementary education teachers – new and veteran – have strong content knowledge and instructional practice in math and science. Increase district hiring and alternative route preparation of recent math and science graduates and professionals early in their career.

Recommendation #3: Recommend that science be taught according to the following guidelines:

- ✓ 100 minutes per week in grades one and two.
- ✓ 150 minutes per week in grades three through five.
- ✓ 200 minutes per week in grades six through eight.

Recommendation #4: Support district implementation of stronger math and science programs by increasing professional development of teachers through leveraging public and private resources to expand statewide system improvement initiatives.

Recommendation #5: Introduce policy initiatives that will support new programs designed to promote early learning in math and science.

Recommendation #6: Make it easier for districts to join multi-district cooperatives for the purposes of beginning a STEM focused high school, irrespective of existing district boundaries, and continue to promote program development at skill centers that focus on STEM-related training.

High School Graduation Requirements Update: Core 24 Update and Plan for 2010

Mr. Jack Schuster, Board Co-lead
Dr. Steve Dal Porto, Board Co-lead
Dr. Kathe Taylor, Policy Director

The Core 24 Implementation Task Force (ITF) held its last meeting on March 15. The Task Force had nine meetings within the past year with 20 experts throughout the state participating. A webinar follow up will occur in April, when recommendations on the implementation of the framework will be finalized. An extended work session at the May Board meeting in Spokane is planned to review the work of the Implementation Task Force.

Action Item: Recommendations for implementation of the framework will be presented at the May meeting in Spokane. Jennifer Shaw and Mark Mansell will present the recommendations along with Co-leads Dr. Dal Porto and Mr. Schuster.

The Core 24 2010-2011 Work Plan was presented as follows:

Spring 2010	• Receive/review interim ITF report. • Receive update on Core 24 Work Plan. • Evaluate 2008 Core 24 framework in light of 2010 stakeholder feedback and consider amendments to the framework, culminating project, and/or high school and beyond plan.
Summer 2010	• Take action on Core 24 framework.
Summer – fall 2010	• Conduct public outreach on any proposed amendments to graduation requirements.
Summer 2010 – spring 2011	• Work with the Quality Education Council to include funding in 2011-2013 biennial budget package.
Fall 2010 – spring 2011	• Review drafts of graduation requirements rules. • Discuss proposed changes with legislative committees and advocate for funding. • Work with OSPI to cost out changes to graduation requirements.
Summer 2011	• Finalize draft rules.

SBE Rule Revisions and SBE/OSPI Process to Fill Elected Member Vacancy
Mr. Brad Burnham, Legislative and Policy Specialist

The rule revisions were submitted as follows:

- Filling Elected Vacancies on the Board: The Board has recommended that a special election be held within 120 days of a vacancy. OSPI believes that the special election would overlap and interfere with the regular elections that are conducted every summer and fall. The special election would create logistical problems for OSPI and could possibly confuse the voters. The Washington State School Directors' Association (WSSDA) and OSPI recommended that the call for a special election would be replaced with an appointment by the WSSDA Board of Directors. The appointed person would hold the office for the unexpired term of the member who vacated the position.

Action Item: The Board will consider approval of the recommended amendatory language during the Business Items section of the agenda.

1. Repealing WAC 180-08-002: The WAC quotes an old version of a statute. The Board should consider repealing the rule because statute does not need to be repealed in rule. If the rule remains, it would probably need to be amended almost every year.

2. Revising WAC 180-51-053: The WAC outlines the minimum requirements and procedures for community and technical colleges to issue a high school diploma. SHB 1758 established new options that are separate and distinct from SBE's requirements. The proposed rule revision for this WAC adds a reference to the new options that are outlined in statute.

3. Revising WAC 180-18-040: The Board will consider amending this WAC to create a pilot process for districts to obtain waivers from the 180 school day requirement. The pilot process allows any district that meets the requirements to use a certain number of waived days for one or more specified activities. The process is available through the 2017-18 school year or until the legislature provides funding for three or more Learning Improvement Days, whichever comes first.

Public Hearing

Time for public hearing comments was announced. There being no requests for comments, the time for public hearing comments was closed by Chair Ryan.

The following public hearing items will be considered during the Business Items section of the agenda:

- Decision on Rules for SBCTC High School Diploma
- Decision on SBE General Duties
- Decision on 180 Day Waiver Pilot Process Rule for Innovation

Public Comment

Una McAlinden ArtsEd of Washington
Ms. McAlinden commended the State Board of Education in Washington State as exemplary leaders. She commended the Board on its work on Core 24 and encouraged the Board to hold steadfast on the graduation requirements. She encouraged the Board to vote favorably in its decision of arts education during the business meeting on Thursday. Ms. McAlinden is discouraged by the huge cuts being taken in districts, saying that there is already a limited amount of arts learning happening and she is concerned that it will get worse. Sixty-three percent of principals are dissatisfied by the number of arts offerings in their schools. Including the arts is a challenge that needs discussing. Ms. McAlinden asked the Board to address the short-sighted challenges that are happening in relation to the offering of arts in Washington's schools.

Accountability Update:
Dr. Kris Mayer, Board Lead
Ms. Edie Harding, Executive Director

OSPI Voluntary Process for 2010 for Lowest Achieving Schools
Dr. Janell Newman, Assistant Superintendent, District and School Improvement and Accountability, OSPI

The U.S. Department of Education has issued new rules to determine which schools are eligible for its school improvement grants. Based on these rules, OSPI has identified the five percent lowest achieving Title I and Title I eligible schools in reading and math over three years, based on state assessment data, which indicates student achievement in reading and mathematics by all students is extremely low.

Forty-seven schools in 27 districts are defined as persistently lowest-achieving. Forty-four are traditional public schools and three are alternative schools. Dr. Newman presented the four Student Improvement Grant (SIG) School Intervention Models as: turnaround, restart, closure, and transformation. She answered clarifying questions and discussion followed.

Performance Goals for State Board of Education
Dr. Pete Bylsma, Board Consultant

Educational accountability systems require components as follows: 1) measures of effectiveness, 2) goals to guide improvement efforts, 3) a set of consequences that recognize exemplary performance and support of those needing more help, and 4) reports that provide useful information for policymakers, educators, and parents. The Accountability Index, recently approved by the Board, addresses the first component and efforts are underway to provide a more complete set of consequences. Guiding principles were discussed in proceeding with performance goals.

As a legislative mandate, the Board shall adopt/revise performance improvement goals. Prior to implementation of goals, the Board shall present the goals to the House and Senate Education Committees for review and comment.

Stakeholders are concerned about establishing new goals at this time. Feedback received from stakeholders includes:

- Federal ESEA reauthorization process may result in a new set of goals.
- Accountability Index creates new metrics that need to be monitored.
- Too many, or conflicting, goals will cause frustration and confusion.

- Recommended waiting to establish goals until there is more information about federal expectations and more clarification about using the Accountability Index when determining AYP.

Further discussion on next steps for setting performance goals will occur at the April 13 System Performance Accountability meeting in Renton.

Joint OSPI/SBE Recognition Program
Mr. Aaron Wyatt, Communications Manager
Dr. Pete Bylsma, Board Consultant

The SBE and OSPI staff will meet with the U.S. Department of Education (USDOE) staff, in Washington DC to discuss the SBE Accountability Index and whether the USDOE would be willing to grant a waiver to Washington State to use the Accountability Index in place of the current No Child Left Behind system.

The Washington achievement awards celebrate excellence by recognizing the state's top performing schools. Schools are selected using the Board's Accountability Index with two categories in overall excellence and special recognition. The top five percent of schools, according to the overall school performance score, has four levels: elementary, middle, high, and comprehensive. Schools will be recognized for being top performers in: language arts (reading and writing), math, science, extended graduation rates, closing the achievement gap, and gifted education. Schools are evaluated based on their success with low income vs. non-low income students, their achievement compared to peer schools with similar demographics, and their improvement over time. Additional work will be done to add recognition next year for schools that close the achievement gap by race and ethnicity.

SBE and OSPI will jointly recognize schools for their students' performance on the Accountability Index at ceremonies on May 5, 2010 from 9:00 a.m. to 12:00 p.m. at the following locations:

- Hazen High School, Renton
- ESD 101, Spokane
- ESD 105, Yakima
- ESD 112, Vancouver
- ESD 113, Olympia
- ESD 114, Bremerton
- ESD 123, Pasco
- ESD 171, Wenatchee
- ESD 189, Anacortes

Summary of 2010 Legislative Session
Ms. Edie Harding, Executive Director
Mr. Brad Burnham, Legislative and Policy Specialist

The legislature has passed its latest education reform bill, which includes the Board requested legislation on creating a state/local partnership to intervene in low achieving schools through a required action process. Mr. Burnham presented the members with the 2010 Legislative Session summary.

Race to the Top Update
Ms. Edie Harding, Executive Director
Mr. Jeff Vincent, Board Lead

Washington's Round Two application is due to the U.S. Department of Education by June 1, 2010. Race to the Top will reward past accomplishments and incentivize future improvements. The four areas of funding priorities are: 1) standards and assessments, 2) teacher/leader quality, 3) data collection and use, and 4) struggling schools. A successful grant to Washington could potentially provide $150-$250 million for use in the next four years. Half of the funds will go to school districts that sign up to participate in the grant application. The second half of the funds can be held by the state or shared with local school districts that sign up to participate.

Ms. Jana Carlisle is the project manager working with Ms. Edie Harding (SBE), Dr. Alan Burke (OSPI), and Ms. Judy Hartmann (Governor's Office) on the application process. The steering committee includes the Governor, Superintendent, and SBE Chair. The steering committee will make the final decisions on the key policy issues for the grant, such as the state's education reform plan, initiatives, and funding allocation between the state and local districts.

Consideration of Approval for Christa McAuliffe Academy (CMA) Private School Status
Dr. Kathe Taylor, Policy Director
Mr. Martin Mueller, Assistant Superintendent, Student Support, OSPI

The law states that "private schools should be subject only to those minimum state controls necessary to ensure the health and safety of all the students in the state and to ensure a sufficient basic education to meet usual graduation requirements." Each private school seeking Board approval is required to submit an application to OSPI.

Christa McAuliffe Academy has been considered for approval in the past as a brick and mortar school. CMA is now a fully online school, which presents a unique situation for the Board. To date, the Board has never considered approval for a private online school.

After careful review of Christa McAuliffe Academy's materials, OSPI has recommended to the Board that CMA not be approved as a private school because it has not met the criteria in RCW 28A.195.010.

The Board discussed the potential need for a different process to approve online private schools in the future.

Public Comment

Martha Rice, Washington State School Directors' Association (WSSDA)

On behalf of WSSDA, Ms. Rice thanked the Board for considering election of members to fill vacancies. WSSDA is happy to work with the Board and OSPI to reach agreeable options to help the process. Logistical problems exist with the current process of Board elections. WSSDA has been involved in filling Board vacancies and has a number of mechanisms in place to advertise on the WSSDA website as well as through mail, and other electronic options.

Art Jarvis, Tacoma School District
Accountability and what's ahead – Tacoma has one closure and two turnarounds as noted in the school improvement grants process discussion earlier today. Mr. Jarvis asked if the Board is helping districts do what they need to do. He gave several examples of closures in Tacoma and said that NCLB has not helped districts in any way. Goal setting was not helpful. He encouraged the Board to recognize the needs of the districts and consider what can be done to help districts that continue to work hard to help kids. Flexibility is the best way to help kids.

Christopher Geis, Christa McAuliffe Academy (CMA)
Mr. Geis asked the Board to keep an open mind when making its decision during the business meeting on Thursday and to remember that there are two sides to every story. CMA has been working with OSPI since August 2009 on the online school approval issues. CMA has been approved as an online school, by OSPI, since 1993 and the school has been operating in an online fashion for a number of years. He said that the former owners may not have followed rules in sending information to OSPI in a timely manner but the new owners have submitted all necessary information to OSPI. CMA is concerned that they are not being informed of what is happening at the State Board meetings and has acquired an attorney. Mr. Geis encouraged the Board to remember the kids who are getting instruction through an online method. Courses are designed specifically to meet the requirements. CMA is willing to work with OSPI to design regulations and approval processes for online schools other than what exists currently. Mr. Geis invited Mr. Mueller and Ms. Moore to review CMA's courses to determine what is missing, if anything. He offered to work with the Board and OSPI to come to a resolution.

SBE Nominations for Call for Election of New Executive Committee
Dr. Kris Mayer, Board Members
Ms. Amy Bragdon, Board Members

The candidates were presented as follows:

Chair
- Jeff Vincent

Vice Chair
- Steve Dal Porto
- Sheila Fox
- Phyllis Bunker Frank

Members at Large (two positions)
- Sheila Fox
- Jack Schuster
- Phyllis Bunker Frank

Ms. Frank rescinded her nomination for the Vice Chair position but asked to remain on the Members at Large nomination.

Motion was made to close nominations for election of the new Executive Committee

Motion seconded

Motion carried

The meeting was adjourned at 5:05 p.m. by Chair Ryan

Thursday, March 18

Attending: Chair Mary Jean Ryan, Vice Chair Warren Smith, Dr. Sheila Fox, Dr. Bernal Baca, Ms. Amy Bragdon, Dr. Kris Mayer, Mr. Jeff Vincent, Mr. Eric Liu, Ms. Connie Fletcher, Dr. Steve Dal Porto, Ms. Phyllis Bunker Frank, Mr. Jack Schuster, Mr. Bob Hughes, Ms. Anna Laura Kastama (14)

Absent: Ms. Austianna Quick (excused) Mr. Randy Dorn (excused) (2)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Ashley Harris, Ms. Loy McColm, Ms. Colleen Warren, Mr. Aaron Wyatt, Mr. Brad Burnham, Ms. Sarah Rich (8)

Call to Order

The meeting was called to order at 8:35 a.m. by Chair Ryan.

Business Items

Amendments to WAC 180-51-053 Community College High School Diploma ***(Action Item)***

Motion was made to adopt the proposed amendments to WAC 180-51-053 as provided in Washington State Register Notice 10-04-115

Motion seconded

Motion carried

Repeal of WAC 180-08-002 SBE General Duties ***(Action Item)***

Motion was made to repeal WAC 180-08-002

Motion seconded

Motion carried

Amendments to WAC 180-18-040 and WAC 180-18-050 Waiver from 180 Day School Year Requirement (***Action Item)***

Motion was made to adopt the proposed amendments to WAC 180-18-040 and WAC 180-18-050 as provided in Washington State Register Notice 10-04-118

Motion seconded

Motion carried

Private School Approval RCW 28A.305.130(5) Christa McAuliffe Academy ***(Action Item)***

Motion was made that the Board not approve Christa McAuliffe Academy as a private school for the reason that it does not meet the minimum school year requirement for instructional purposes in RCW 28A.195.010 of at least 180 school days or the equivalent in annual minimum instructional hour offerings of 1000 hours.

Friendly amendment to change language to read: "for the reason it has not demonstrated that it meets the minimum school year requirement…."

Motion to adopt friendly amendment

Motion seconded

Motion carried

Arts Education Month Resolution ***(Action Item)***

Motion was made to approve the Arts Education Month Resolution

Motion seconded

Motion carried

Draft Resolution for the Improvement of Math and Science Achievement ***(Action Item)***

The State Board of Education (SBE) resolves to lead the creation of a set of goals, benchmarks, and timetables for the improvement of math and science student achievement in Washington State. The SBE will develop these goals in collaboration with the Office of Superintendent of Public Instruction (OSPI), the Professional Educator Standards Board (PESB), and with input from students, teachers, principals, superintendents, school board directors, and other stakeholders. These goals are intended to drive the execution of strategies by OSPI, PESB, and others, and will provide measures to gauge the system's progress. These goals, benchmarks, and timetables will be approved by the SBE by December 2010 in time for the 2011 Legislative Session.

Discussion was tabled until the afternoon session.

Proposed Language to OSPI Amending WAC 392-109-120 Filling of Vacancy of Elected Members ***(Action Item)***

Motion was made to approve the draft language regarding WAC 392-109-120 for forwarding to OSPI with the request that the agency consider amending the rule as noted.

Motion seconded

There was concern for conflict of interest in this process, although WSSDA has assured the Board that they will work with OSPI and SBE to advertise the position being filled.

Action Item: The Board agreed that an informal communication will take place with OSPI and WSSDA to let them know that the Board recommends that the elected members of the Board will fill the vacancy for the full term and then there would be an election for a new term.

Election of New Executive Board Members: Chair, Vice Chair, and Two Members at Large ***(Action Item)***

Candidates will be elected by a majority vote of the Board for each of these positions. Results of the election:

- Chair – Mr. Jeff Vincent
- Vice Chair – Dr. Steve Dal Porto
- Member at Large – Dr. Sheila Fox
- Member at Large – Mr. Jack Schuster

The gavel was handed over to the new Chair, Mr. Vincent.

Strategic Planning/Retreat 2010
Ms. Edie Harding, Executive Director
Ms. Bonnie Berk, Berk & Associates
Ms. Natasha Fedo, Berk & Associates

Four meetings are planned to work on the Plan as follows:

- Today's meeting
- April 29 at the PSESD in Renton
- May Board meeting at the Spokane ESD 101
- July Board meeting in La Conner

State Assessments Update
Dr. Joe Willhoft, Assistant Superintendent, OSPI
Dr. Thomas Hirsch, Co-founder, Assessment and Evaluation Services

As per ESSB 5414, the legislation to redesign the assessment system includes:

- Should be an instructionally supportive formative assessment.
- Should be a state-administered summative achievement assessment.
- Should include classroom-based assessments, which may be formative, summative, or both.
- Preservice and ongoing training should be provided for teachers and administrators.
- Data should be collected for all state-required statewide assessments.
- The Superintendent of Public Instruction, in collaboration with the State Board of Education, shall begin design and development of an overall assessment system that meets the principles and characteristics.

Standard Setting for Grade 3-8 Mathematics Measurements of Student Progress

Standard setting is a formalized process to determine how students need to perform on an assessment to be classified into performance levels. Once standards have been set, scores for tests given in later years are adjusted through statistical equating; assuring the difficulty for the performance level stays the same. A pre-established percent correct would make the performance levels easier or more difficult depending on how hard the questions are. Standard setting accounts for both item difficulty and the judgments of expert stakeholders. Dr. Willhoft distributed the comparability studies for 2010 and briefed the members on the standard setting.

High School End-of-Course (EOC) Mathematics Tests Design and Graduation Requirements

Students enrolled in an end-of-course class in spring 2011 must take the end-of-course test, regardless of grade level. Students taking an EOC class in grades 6-8 must take the EOC and the MSP in math for their grade level. OSPI staff, in both assessment and federal programs, is working with the U. S. Department of Education on a plan for using EOCs for High School Adequate Yearly Progress.

The classes of 2013 and 2014 can graduate by passing the EOCs or the comprehensive assessment. OSPI is developing two types of EOC test forms as follows:

1. Full EOC, with strength/weakness scores administered at the end of a course to intact classrooms.
2. Make-up EOC, assessing only the Performance Expectations needed for graduation, available for students needing the test but not in an EOC class.

Standard Setting Approval Process

September 2009	State Board was briefed on the process.
October 2009	National Technical Advisory Committee (TAC) reviewed timeline and overall plan.
March 18, 2010	State Board was updated at the regular Board meeting.
April 2, 2010	National TAC recommends a detailed plan.
May 13-14, 2010	State Board approves the plan *(Action Item).*
July 27-August 6, 2010	Standard setting panels develop recommendations.
August 8, 2010	National TAC confirms that process was followed.
August 10, 2010	State Board sets cut scores at special Board meeting.
Late August 2010	Cuts applied to tests and scores reported.

Reflections and Next Steps

Action Item: Members were reminded to complete Board Assessment Form and submit to Loy.

Math and Science Draft Resolution

Mr. Vincent suggested tabling the draft resolution until the April 29 strategic planning meeting when the role of the Board is further discussed. The Board offered guidance to Dr. Mayer to take back to the SPA group. They suggested using the new state education reform plan as a vehicle to measure performance. Dr. Mayer encouraged members to attend the April 13 SPA meeting in Renton.

The meeting was adjourned at 3:00 p.m. by Chair Jeff Vincent