

August 6, 2010

Greetings Board members!

Are you ready for our Aug 10 special meeting via teleconference and “go to” meeting? I hope we won’t take all the time allotted – we will do the Required Action District criteria at 9 and then start the math performance cut scores for grades 3-8 at 10.

It’s me and the seagulls here on Friday afternoon. Just spoke with Dave Stolier (Colleen Warren’s supervisor) about how to proceed with some confidential information you will receive on the math cut scores on Monday from Joe Willhoft. We are going to ask you to download the PowerPoint you receive and then delete the file. The reason is that the cut scores numbers are not public until all score files are completed and verified. Here is the statute cite that allows you to have the scores and permits us not to release publicly until the end of August when the process is complete. Joe will walk you through your downloaded printed paper version on Tuesday. He will not publicly call out specific numbers nor should you. I know this seems odd. When this has happened before you have all been physically in the room and he handed out the paper and collected it again.

Attached is a memo from Tonya Middling on the latest proposed criteria from OSPI on Required Action Districts. As you recall OSPI set the criteria and the SBE will set the schedule in rules. We hope to do the SBE rules at our September and November meetings. Clearly there is Board interest for a more in depth work session on how OSPI is addressing the needs of the bottom 5% lowest achieving districts. We will make it happen later this fall!

Attached is also a brief memo from me on the performance cut scores for math you will consider on Tuesday. Joe will have his PowerPoint on Monday with the details ironed out. I decided it was not worth sending you his draft with changes that might be made. Rest assured I had a good discussion with him today and I think he has run a good process and that you will not find any thing to be concerned about in terms of the results. He will also talk about the special education high school students and Fed AYP requirements that they take the math End of Course assessment. That will be another PowerPoint.

Have a lovely weekend!

Cheers

Edie

**Special Board Meeting**  
**August 10, 2010**

**AGENDA**

- 9:00 a.m. OSPI Criteria for Required Action Districts**  
Ms. Tonya Middling, Director, Project Development, Management, and Implementation, OSPI
- 9:45 a.m. Break**
- 10:00 a.m. Cut Scores for Mathematics Measurements of Student Progress Grades 3-8 and Other Assessment Issues**  
Dr. Joe Willhoft, Assistant Superintendent for Assessment, OSPI  
Dr. Thomas Hirsch, Co-founder, Assessment and Evaluation Services
- 11:15 a.m. Public Comment**
- 11:30 a.m. Business Items**
- Decision on Mathematics Cut Scores for Grades 3-8 (**Action Item**)
- 11:45 a.m. Adjourn**



**Office of Superintendent of Public Instruction  
District and School Improvement and Accountability**

**SBE Briefing on DRAFT Criteria for Required Action Districts  
August 10, 2010**

<p><b>Background</b></p>	<ul style="list-style-type: none"> <li>• Legislature passed E2SSB 6696 creating Required Action Districts that contain persistently lowest achieving Title I or Title I eligible schools in the bottom five percent of performance on state assessments for all students in math and reading.</li> <li>• Beginning in January 2011, the Office of Superintendent of Public Instruction (OSPI) shall annually recommend to the State Board of Education (SBE) districts for designation as required action districts based on the availability of federal funds and OSPI criteria as defined in rule. In January 2011 and annually thereafter, the SBE will designate the Required Action District(s).</li> <li>• OSPI must ensure the Required Action District (RAD) will meet the requirements of the Federal School Improvement Guidelines to receive funding.</li> </ul>
<p><b>Defining Persistently Lowest-Achieving (PLA) Schools</b></p>	<ul style="list-style-type: none"> <li>• OSPI will recalculate the list of PLAs for the 2010-2011 school year; though this is not required by ED; it is now required by E2SSB 6696.</li> <li>• OSPI District and School Improvement Assistance (DSIA) will amend its FY 2009 State SIG app to remove “newly eligible” from the definition of the PLA list and show changes in models or DSIA direct service provided to School Improvement Grant (SIG) schools-Sept</li> <li>• DSIA will need to apply for FY 2010 SIG app for Cohort II in the amount of approx \$8 million per year for 3 years. ED SIG guidance is expected for release Sept-Oct.</li> <li>• 2011 PLA list will be based upon ED’s approval of the new PLA definition.             <ul style="list-style-type: none"> <li>○ Takes into account case by case analysis</li> <li>○ Schools with a “Minimum N” less than 30; subject to approval of a waiver</li> <li>○ Complies with federal guidelines</li> </ul> </li> <li>• Note: DSIA renamed SIG to MERIT which stands for Models of Equity and Excellence through Rapid Improvement and Turnaround.</li> </ul>
<p><b>Criteria</b></p>	<p>For the <b>2011 RAD</b> designation, the following criteria will be used:</p> <ul style="list-style-type: none"> <li>• The school district has one or more schools on the persistently lowest achieving list;</li> <li>• For recommendations in January 2011, the school district <b>did not apply</b> for a school improvement grant in the 2009-10 school year application period;</li> <li>• Student achievement in the school has not improved in reading and mathematics combined in the past three years as measured by state assessment scores; and</li> <li>• Federal funds are available to provide appropriate assistance for the school or schools in the school district.</li> <li>• Up to 2 school districts may be recommended for RAD designation based on these criteria.</li> </ul> <p>The 3<sup>rd</sup> bullet in this section is being defined through our work with consultants.</p> <p>For the <b>2012 RAD</b> designation and annually thereafter, the following criteria will be used:</p> <ul style="list-style-type: none"> <li>• The school district has one or more schools on the persistently lowest achieving list;</li> <li>• Student achievement in the school has not improved in reading and mathematics combined in the past three years as measured by state assessment scores; and</li> <li>• Federal funds are available to provide appropriate assistance for the school or schools in the school district.</li> <li>• Up to 2 additional school districts may be recommended for RAD designation based on these criteria.</li> </ul>

<p><b><i>Exit Criteria</i></b></p>	<ul style="list-style-type: none"> <li>• A school district may be recommended for removal from required action after three years of implementation if the district has no school or schools on the list of persistently lowest achieving schools, and</li> <li>• The school or schools on the list of persistently lowest achieving schools have a positive improvement trend in reading and mathematics on the state's assessment in the “all students” category based on a three-year average.</li> </ul>
<p><b><i>Funding</i></b></p>	<ul style="list-style-type: none"> <li>• 2009-10 SIG American Recovery and Reinvestment Act (ARRA): \$42.5m Encumbered FY2010 -2013; SIG Cohort I (9 districts/18 schools)</li> <li>• 2009-10 1003(g)SIG: \$3m Encumbered FY2010 - 2013; SIG Cohort I (9 districts, 18 schools)</li> <li>• 2010-11 1003(g)SIG: \$7m Encumbered FY 2010 – 2012; SIG Cohort I (9 districts, 18 schools)</li> <li>• 2010-11 State Focused Assistance: \$1.5m Encumbered FY 2010; School to School Initiative (12 schools)</li> <li>• 2009-10 1003(a) ARRA: \$5.2m Encumbered FY 2010; Summit Districts (8 districts, 49 schools)</li> <li>• 2010-11 1003(a) Regular: \$7m Encumbered FY 2010; Washington Improvement and Implementation Network (WIIN) Professional Development/Technical Assistance Services (19 districts, 46 schools from bottom quintile of Tier III and unfunded Tier I and Tier II schools) <ul style="list-style-type: none"> <li>○ DIA-DIF Services (28 districts, 168 schools)</li> <li>○ ESD Partnerships (CSA)</li> <li>○ Education Partner Contracts (AWSP, WASA, WSSDA)</li> </ul> </li> <li>• 2011-12 1003(g) SIG: SIG \$8m Projected FY 2011; SIG Cohort II (3 districts/6 schools – 1<sup>st</sup> year only)</li> <li>• 2011-12 1003(a) Regular*: \$8m Projected FY 2011; Washington Improvement and Implementation Network (WIIN) PD/TA Services, Summit Cohort II and DIA-DIF Services</li> <li>• 2012-13 1003(g) SIG: \$8m Projected FY 2012: SIG Cohort II (3 districts/6 schools – 2<sup>nd</sup> year only)</li> <li>• 2012-13 1003(a) Regular*: \$8m Projected FY 2012; Washington WIIN PD/TA Services and DIA-DIF Services</li> <li>• *ESEA Reauthorization will potentially impact funding amount and distribution/use of these school improvement funds</li> <li>• NOTE: State Focused Assistance funding is not projected as a part of current or future resources available to support SIG, WIIN, DIA or Summit activities, CSA and other Education Partner Contracts.</li> </ul>



# OSPI CRITERIA FOR REQUIRED ACTION DISTRICTS

Tonya Middling

Director

District and School Improvement and Accountability

OSPI

August 10, 2010



# Timeline for SIG in 2010-2011

SIG, Cohort II (\$8 million per yr for 3 yrs):

- ◎ Sept-Oct 2010—FY11 application package and guidance available
- ◎ Nov-Dec 2010—ED reviews states' applications and makes awards
- ◎ Dec 2010-Jan 2011—States run school district competition
- ◎ Jan 2011—States make awards to school districts

# Process for Identifying PLAs for 2010-2011

- ◎ Calculate the 2010-11 list of persistently lowest-achieving (PLA) schools using 2010 state assessment results
- ◎ Identify schools based on Tier I and Tier II definitions
- ◎ Consider excluding schools based on a case-by-case analysis subject to US DOE approval
- ◎ Consider schools with a small number of students per grade level tested- (Minimum N Waiver)

# PLAs Defined

Identify persistently lowest-achieving Title I and Title I eligible schools based on the following criteria:

 (1) A Title I school that has been identified as being in improvement, corrective action or restructuring that:

- (i) Is among the lowest-achieving five percent in the all students group in reading and mathematics combined for the past three consecutive years; or
- (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data.

# PLAs Defined



Tier II

- (2) A secondary school that is eligible for, but does not receive, Title I funds that:
- (i) Is among the lowest-achieving five percent of secondary schools in the all students group in reading and mathematics combined for the past three consecutive years; or
  - (ii) Is a high school that has a weighted-average graduation rate that is less than 60% based on the past three years of data.

# RAD Criteria for 2011

1. School(s) must be on the PLA list;
2. District **did not volunteer** in 2010
3. School **did not make progress** in reading and math in the “all students” category based on combined proficiency in the past 3 years
4. Federal funds are available
5. Up to 2 school districts may be recommended

# RAD Criteria for 2012, & Annually

1. School(s) must be on the PLA list;
2. School **did not make progress** in reading and math in the “all students” category based on combined proficiency in the past 3 years
3. Federal funds are available
4. Up to 2 additional school districts may be recommended for designation

# Exit Criteria

- ◎ A school district may be recommended for removal from required action after three years of implementation if the district has no school or schools on the list of persistently lowest achieving schools, and
- ◎ The school or schools on the list of persistently lowest achieving schools have a positive improvement trend in reading and mathematics on the state's assessment in the “all students” category based on a three-year average.

# Funding

## SIG, Cohort I:

- ◎ 2009-10 SIG ARRA: \$42.5m Encumbered FY2010 -2013; SIG Cohort I (9 districts/18 schools)
- ◎ 2009-10 1003(g)SIG: \$3m Encumbered FY2010 - 2013; SIG Cohort I (9 districts, 18 schools)
- ◎ 2010-11 1003(g)SIG: \$7m Encumbered FY 2010 – 2012; SIG Cohort I (9 districts, 18 schools)

# Funding

## School-to-school (Achievement Gap)

- ◎ 2010-11 State Focused Assistance: \$1.5m  
Encumbered FY 2010; Class Act Schools

## Summit DII

- ◎ 2009-10 1003(a) ARRA: \$5.2m Encumbered FY  
2010; Summit Districts (8 districts, 49 schools)

# Funding

## WIIN Center/Other (Bottom Quintile of Tier III Schools)

- ◎ 2010-11 1003(a) Regular: \$7m Encumbered FY 2010; WIIN PD/TA Services (17 districts, 44 schools)
- ◎ DIA-DIF Services (28 districts, 168 schools) Phase-in to support districts with low performing schools
- ◎ ESD Partnerships (CSA)
- ◎ Education Partner Contracts

*Thank You*

## **MATH STANDARD PERFORMANCE SETTING FOR GRADES 3-8**

### **BACKGROUND**

The State Board of Education (SBE) is required, under RCW 28A.305.130(4)(b),<sup>1</sup> to develop performance standards and levels for the statewide assessments. To develop these standards and levels, the SBE will work in collaboration with the Office of Superintendent of Public Instruction (OSPI). OSPI, along with its National Technical Advisory Committee, is currently developing the math standard setting plan for the new state math assessments “measures of student progress” for grades 3-8.

At the March and May Board meetings, Dr. Joe Willhoft, Assistant Superintendent for Assessment and Student Information and Dr. Tom Hirsch, an OSPI consultant, described the OSPI standard setting process used to align the measurements of student progress to the new math standards for grades 3-8. Standard setting is a formalized process to determine how students need to perform on an assessment to be classified into performance level. The standard setting process had recommendations from multiple sources: A contrasting groups study where teachers rated individual students before tests were given as well as three panels that reviewed the actual math scores: a grade level panel, an articulation pane and a policy advisory panel. Attachment A shows the schedule that OSPI used for the standard setting process.

### **POLICY CONSIDERATION**

OSPI will ask the SBE to consider adoption of the Superintendent’s recommended math cuts scores for grades 3-8 for performance levels of basic, proficient and advanced. OSPI will send each Board member a complete packet of the information that will be presented on Tuesday.

### **EXPECTED ACTION**

Staff recommended motion: Move to approve the cut scores for the performance levels of “Basic”, “Proficient” in grades three through eight as recommended by the Superintendent of Public Instruction.

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<sup>1</sup> (RCW 28.A.305.130 (4)(b) Identify the scores students must achieve in order to meet the standard on the Washington Assessment of Student Learning and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose. The initial performance standards and any changes recommended by the board in the performance standards for the tenth grade assessment shall be presented to the education committees of the house of representatives and the senate by November 30 of the school year in which the changes will take place, to permit the legislature to take statutory action before the changes are implemented, if such action is deemed warranted by the legislature. The legislature shall be advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards.

## Standard Setting for Grade 3-8 Mathematics MSP

(July 27 – 30 Grades 3, 5, 7)

(August 2 – 5 Grades 4, 6, 8)

### AGENDA

#### Day 1

9:00 - 9:15	Welcome and Orientation (Total Group)
9:15 - 9:30	Administrative Tasks (Total Group)
9:30 - 9:45	Judge Selection Process and Criteria (Total Group)
9:45 - 10:15	Description of Standard Setting Process (Total Group) <ul style="list-style-type: none"><li>• Purpose of Assessments</li><li>• Overview of Standard Setting Process</li><li>• Role of Standard Setting Panels</li></ul>
10:15 - 10:30	<i>Break</i>
10:30 - 11:00	Review of the Agenda
11:00 - 12:00	Review of Assessments (Total Group) <ul style="list-style-type: none"><li>• Assessment Development Process</li><li>• Content, Item Development, Test Blueprint</li></ul>
12:00 - 1:00	<i>Lunch</i>
1:00 - 1:45	Taking the Assessment (Grade-level Groups)
1:45 - 2:00	Scoring the Assessment (Grade-level Groups)
2:00 - 2:15	<i>Break</i>
2:15 - 3:45	Review of the Performance Level Descriptors (Grade-level Groups) <ul style="list-style-type: none"><li>• Staff Presentation</li><li>• Small Table Discussion</li></ul>
3:45 - 4:00	Closing Remarks (Total Group)

#### Day 2

9:00 - 9:15	Opening Remarks (Total Group)
9:15 - 10:15	Continued Small Table Discussion of PLDs (Grade-level Groups)
10:15 - 10:30	<i>Break</i>
10:30 - 11:30	Total Grade Level Group Discussion (Grade-level Groups)
11:30 - 12:00	Description of Contrasting Groups (Total Group)
12:00 - 1:00	<i>Lunch</i>
1:00 - 1:30	Summary of Standard Setting Procedure (Total Group)
1:30 - 2:15	Sample Practice Standard Setting (Grade-level Groups)
2:15 - 2:30	<i>Break</i>
2:30 - 3:45	Round 1 Ratings (individuals)
3:45 - 4:00	Closing remarks

### **Day 3**

9:00 - 9:30	Discussion of round 1 ratings (Grade-level Groups)
9:30 - 10:45	Presentation of Item Level Data <ul style="list-style-type: none"><li>• Small table discussions</li><li>• Large grade level group discussion</li></ul>
10:45 -	
11:00	<i>Break</i>
11:00 -	
12:00	Round 2 Ratings (individual)
12:00 - 1:00	<i>Lunch</i>
1:00 - 1:30	Discussion of round 2 ratings (Grade-level Groups)
1:30 - 2:30	Presentation of Impact Data – Frequency Distributions <ul style="list-style-type: none"><li>• Small table discussions</li><li>• Large grade level group discussion</li></ul>
2:30 - 2:45	<i>Break</i>
2:45 - 3:45	Round 3 Ratings (individual)
3:45 - 4:00	Closing remarks

### **Day 4**

9:00 - 9:45	Discussion of round 3 ratings (Grade-level Groups)
9:45 - 10:00	<i>Break</i>
10:00 -	
11:00	Discussion of all grade level results (Total Group) <ul style="list-style-type: none"><li>• Examination of impact data</li><li>• Announcement of Articulation Committee members</li><li>• Recommendations to Articulation Committee</li><li>• Complete Evaluations</li></ul>
11:00 -	
12:00	<i>Lunch</i>
12:00 - 2:15	8) Articulation Committee (Week 1: Gr. 3, 5, 7; Week 2: Gr. 3- <ul style="list-style-type: none"><li>• Discussion of total group recommendations</li><li>• Formulation of Articulation Committee Recommendations</li></ul>
2:15 - 2:30	<i>Close</i>

### **August 8 Policy Articulation**

10:00 -	Summarize Recommendations from Panels and Artic.
10:30	Committees
10:30 -	
11:30	Review Impact Data (AYP and NAEP) and Smoothing

11:30 –  
12:00                      Develop Policy Recommendations

**August 9 NTAC Process Review**

11:00 -                      Report of milestone events to National TAC; NTAC  
12:00                      comments regarding implementation of planned process

# **Grades 3-8 Mathematics MSP**

## **SETTING PERFORMANCE STANDARDS**

Washington State Board of Education

August 10, 2010 9:00-12:00

OSPI Billings Conference Room, Olympia, WA

Joe Willhoft, Assistant Superintendent

Assessment and Student Information, OSPI



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Division of Assessment and Student Information

# Agenda

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- Standard setting approval process
- New standards and AYP – Application of Bridge Study
- Description of standard setting events
  - Composition of panels
  - Standard setting activities
- Recommendations from standard setting panels
- Superintendent’s recommendation to the Board
- Board Action

# Standard Setting Approval Process

## Legislative Authority

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### RCW 28A.305.130

- ...the state board of education shall:
  - (4)(b) **Identify the scores students must achieve in order to meet the standard** on the Washington assessment of student learning and...determine student **scores that identify levels of student performance below and beyond the standard.**

# Standard Setting Approval Process

## Legislative Authority

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### RCW 28A.305.130 *(continued)*

- ...The board shall set such performance standards and levels **in consultation with the superintendent of public instruction** and after consideration of any **recommendations that may be developed by any advisory committees** that may be established for this purpose.
- ...The **legislature shall be advised** of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards;

# Standard Setting Approval Process

## Approval of the Procedures

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- The State Board and the Superintendent's national advisory committee on assessments reviewed and approved the process to be used for the 2010 Math MSP on several occasions.
- This process began in the spring of 2008, when new academic content standards were approved for mathematics in Kindergarten through grade 8.
- New assessments aligned to those new content standards were given to students this spring.

# Standard Setting Approval Process

## Effect of Today's Action by the Board

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- Today, the Superintendent is recommending “cut scores” to be used on the grade 3-8 mathematics exams – the Measurements of Student Progress
- Each grade has three cut scores, separating four levels of student performance:
  - The cut between “Below Basic” and “Basic”,
  - The cut between “Basic” and “Proficient”, and
  - The cut between “Proficient” and “Advanced”
- The Board’s cut scores will be used to report the 2010 results, and will be used in future years until such time as the standards are revised or revisited.



# Bridging 2009-to-2010 for AYP

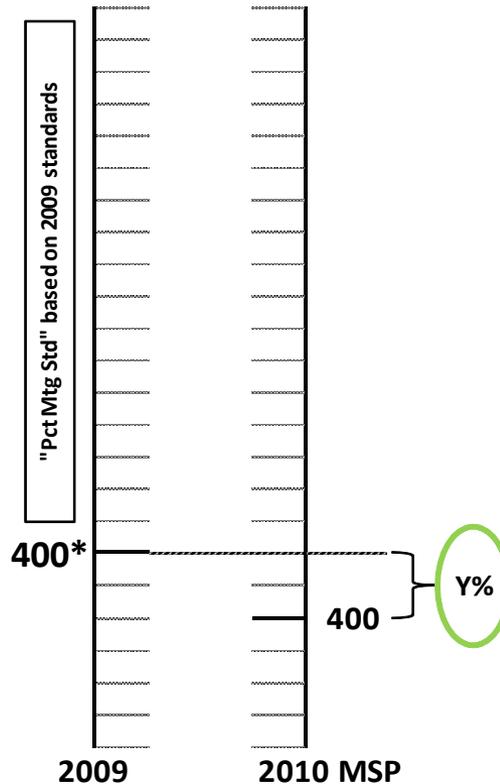
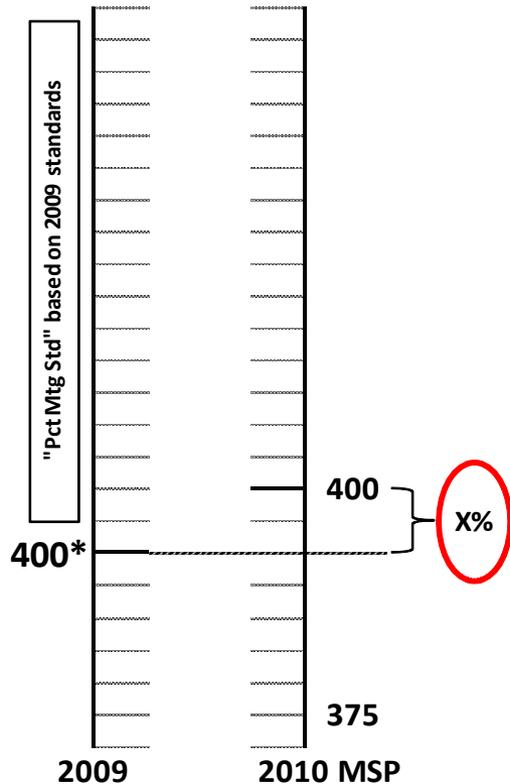
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- OSPI is in negotiation with the US Dept of Education to have 2010 be a “transition year” for AYP calculations.
- ETS has conducted a “bridge study”. Using 2009 WASL items that were embedded in the 2010 tests, ETS has been able to identify the “2009 Met Standard” score on each of the scales for the 2010 tests.
- This bridge will identify the extent to which the new standards are more or less demanding than the old standards.
- The calculation of AYP in 2010 will take this difference into account.

# Illustration of using Bridge Study for calculation of AYP in 2010 (proposed)

**Scenario A**  
(New standard is **MORE** challenging)

**Scenario B**  
(New standard is **LESS** challenging)



If the new standards are **more challenging** than 2009, as in Scenario A, the percent of students in "**X%**" **will be added** to the Percent Met in 2010.

If the new standards are **less challenging** than 2009, as in Scenario B, the percent of students in "**Y%**" **will be subtracted** from the Percent Met in 2010.

The 2009 standard (400\*) is criterion used for NCLB Adequate Yearly Progress



# Standard Setting: Recommendations from Multiple Sources

- **Contrasting Groups Study** (n = 204 teachers; 7,000 students)
  - Individual ratings of students by their teachers before tests were given
- **Grade-level Panel** (n = 169)
  - Implemented standard setting activities across three days, resulting in a set of recommended cut scores
- **Articulation Panel** (n = 24)
  - Reviewed grade level recommendations, resulting in revised recommendations
- **Policy Advisory Panel** (n = 18)
  - Reviewed both sets of recommendations, in light of district policy issues; made separate recommendations

# Composition of Panels

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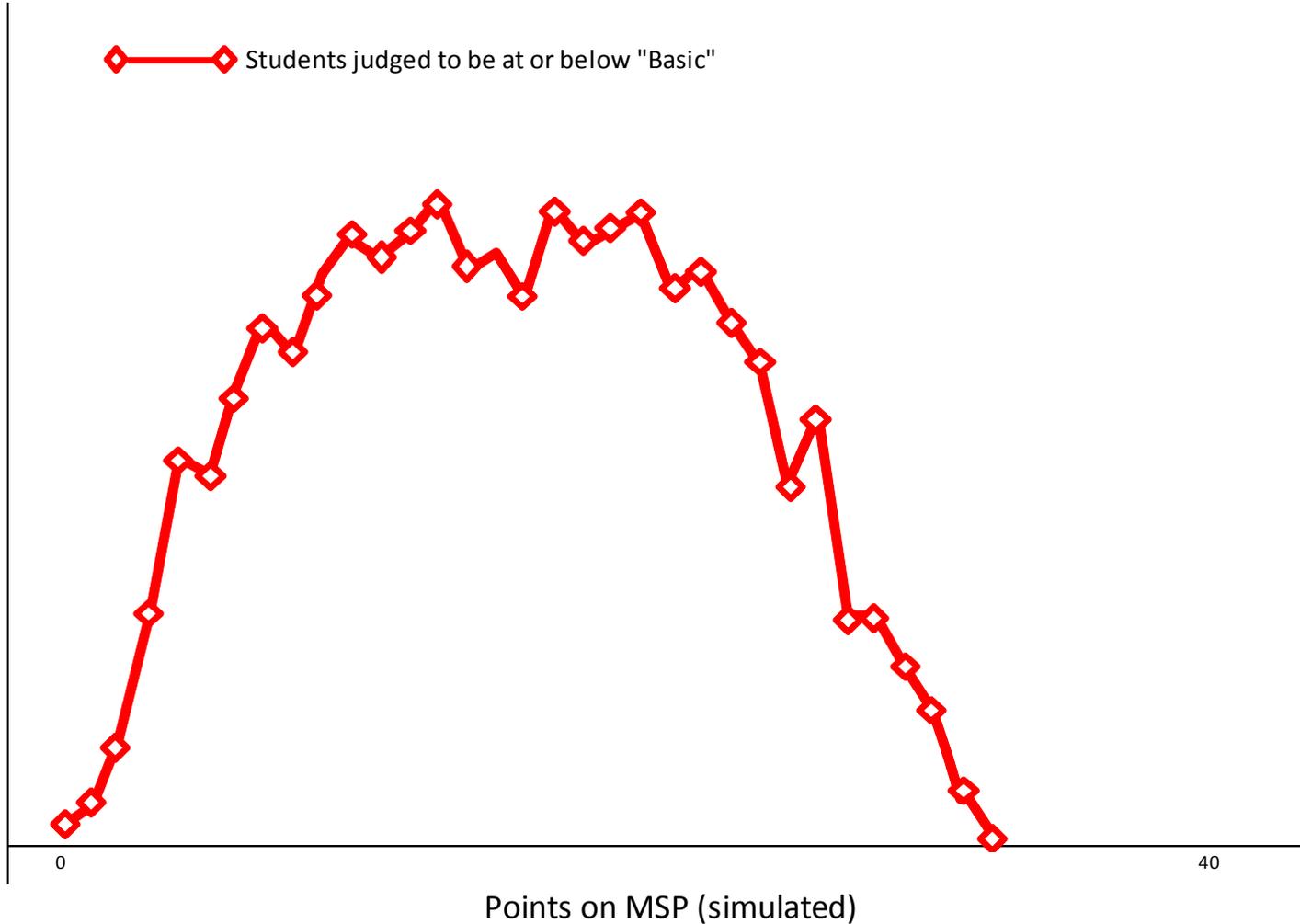
- **Grade-level Panel**
  - 169 educators/community members
  - 2/3 West of Cascades; 60% from majority White schools or districts; 48% from above average Free/Reduced meals schools/districts
- **Articulation Panel**
  - 24 members from Grade-level Panel (4 per grade level)
  - Battle Ground (2), Bremerton, Central Kitsap, Central Valley, Ellensburg, Evaline, Everett, Granite Falls, Hockinson, Kelso, Lynden, Mead, Ocean Park, Pasco, Puyallup, Quincy, Richland, Seattle (2), So. Kitsap, Spokane, Sumner, community member
- **Policy Advisory Panel**
  - 18 district/ESD superintendents; at least one from each ESD

# Standard Setting Activities

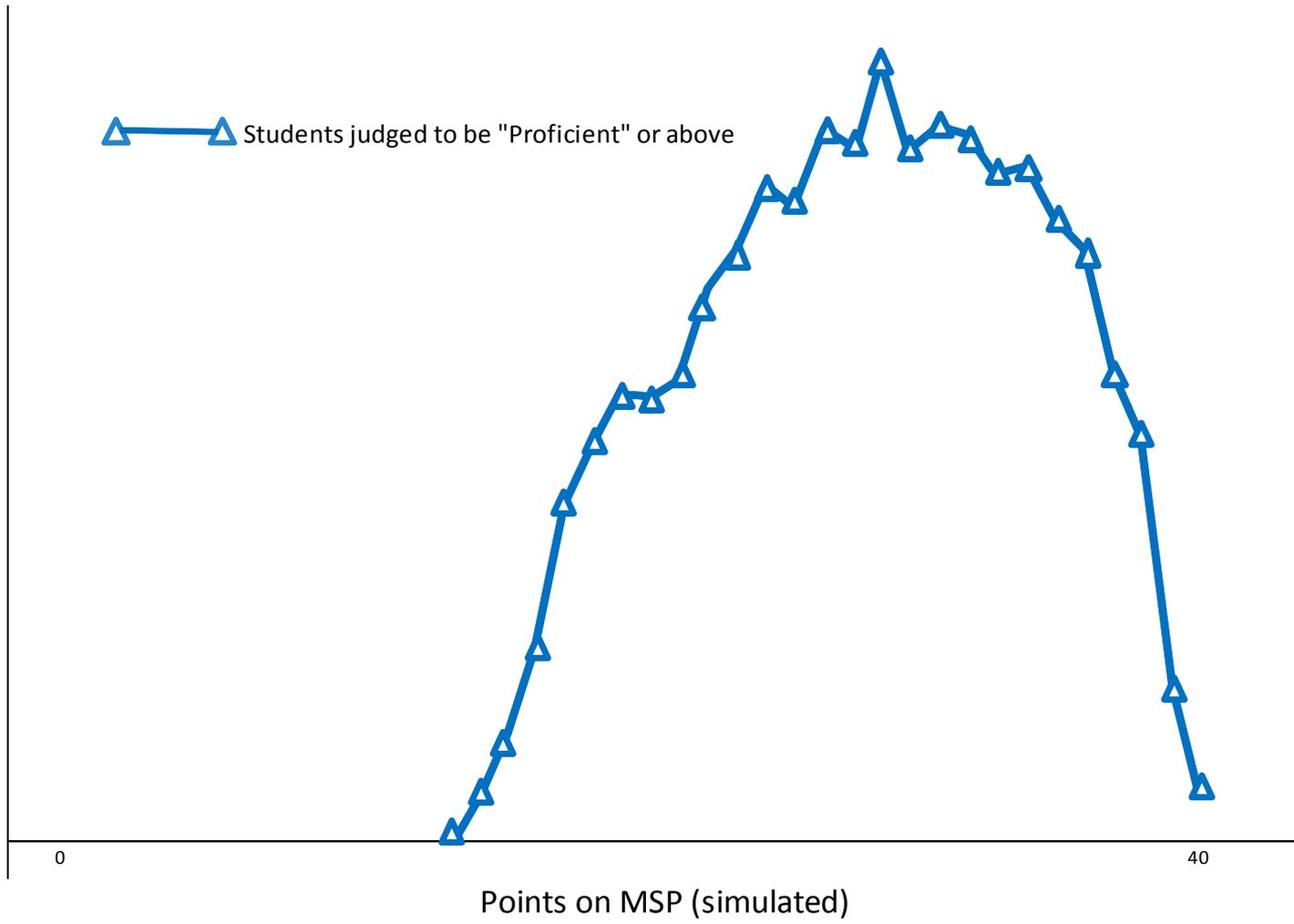
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- Orientation to test development
- Taking the test
- Examining the “Performance Level Descriptors”
- Ratings using an “Ordered Item Booklet”
  - Round 1 (Data from Contrasting Groups study)
  - Round 2 (Item difficulties)
  - Round 3 (State percent at each performance level)
- Articulation Panel (Thurs, Aug 5)
  - 24 members (4 from each grade-level panel)
- Policy Advisory Panel (Fri, Aug 6)
  - 18 district and ESD superintendents
- National TAC review of activities and results (Mon, Aug 9)

# Contrasting Groups: Students rated as “At or below Basic”, based on PLD for Basic (simulated data)



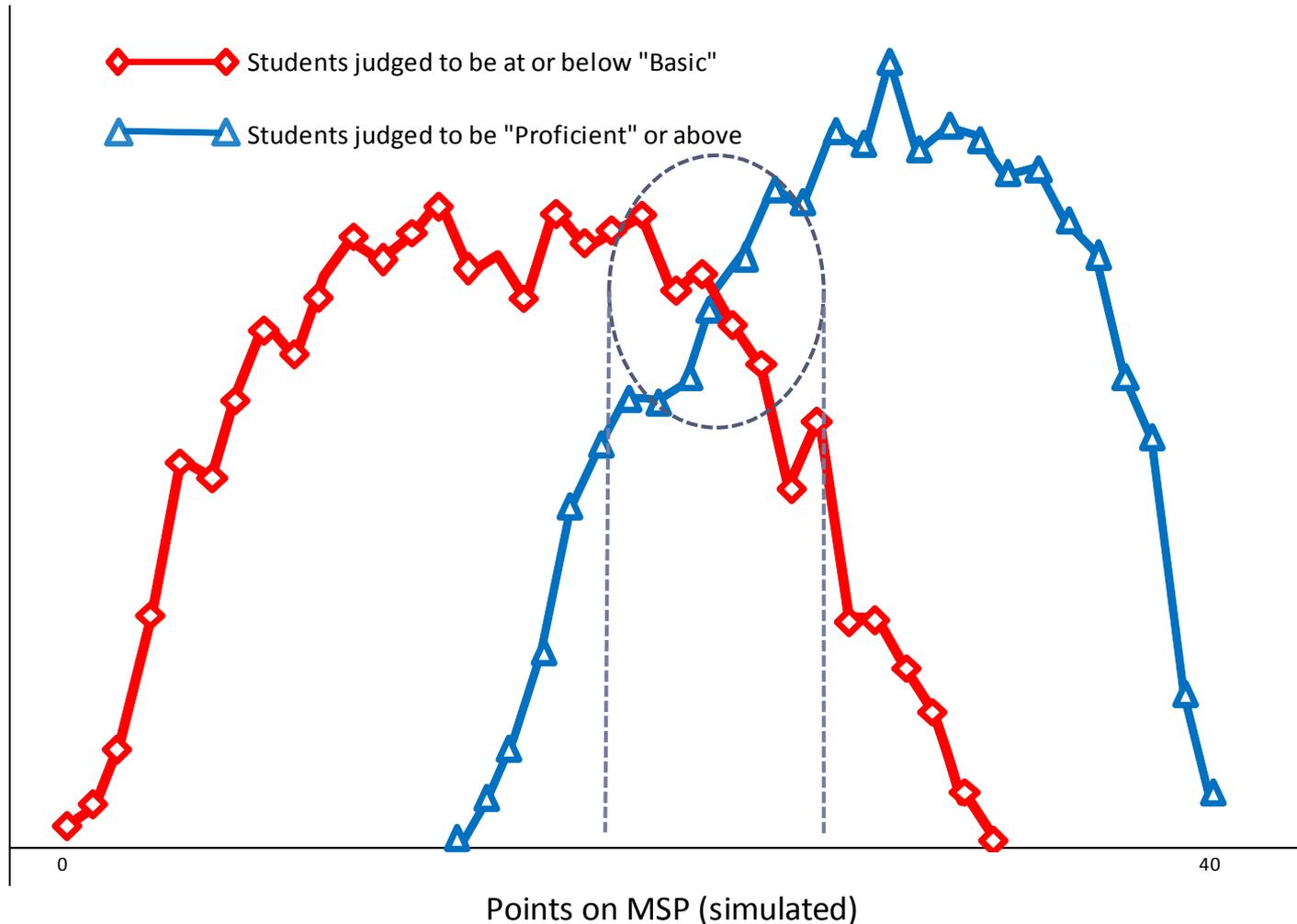
# Contrasting Groups: Students rated as “Proficient or above”, based on PLD for Proficient (simulated data)



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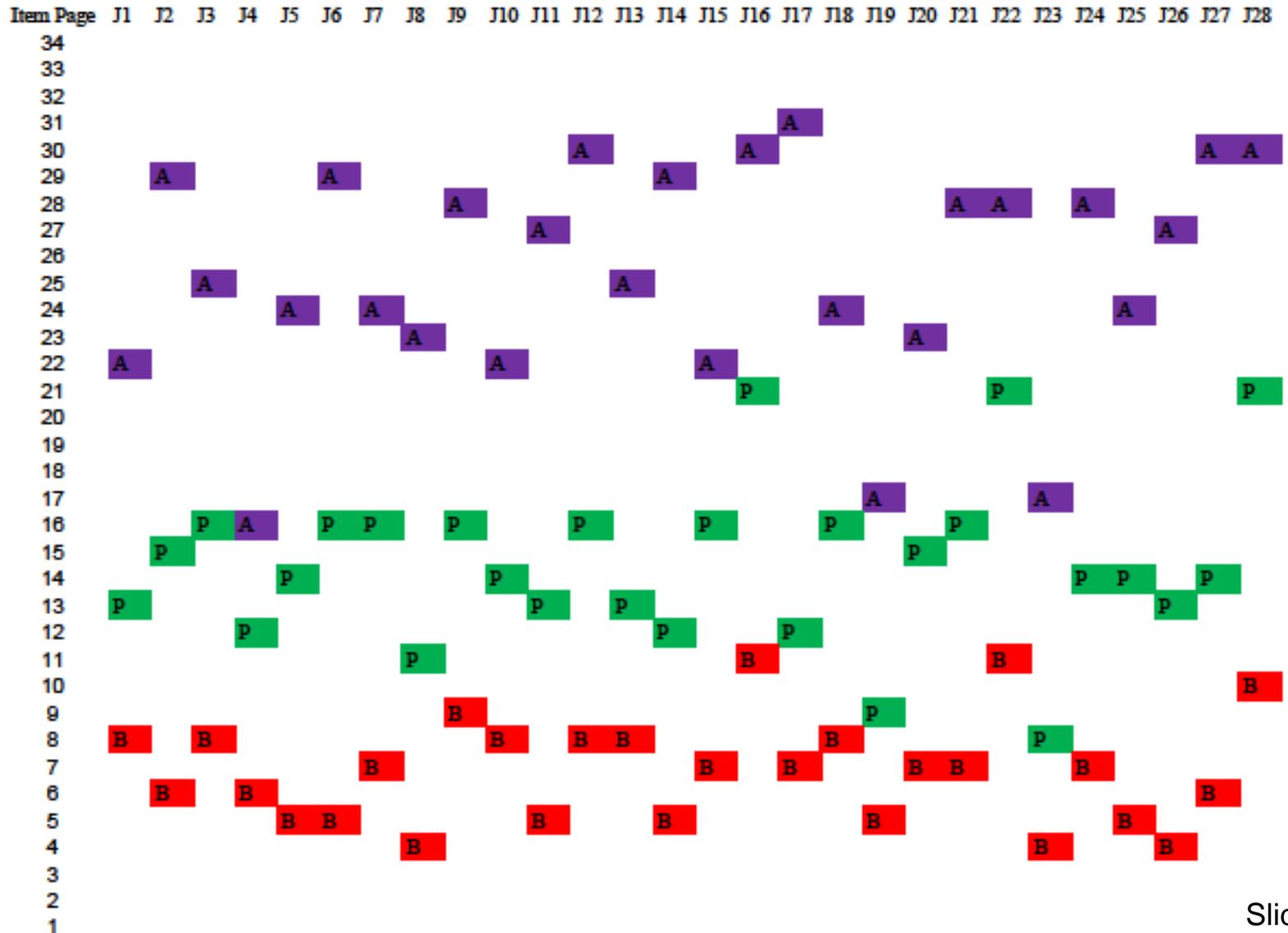


# Contrasting Groups: Intersection is a region separating “Basic” from “Proficient” (simulated data)

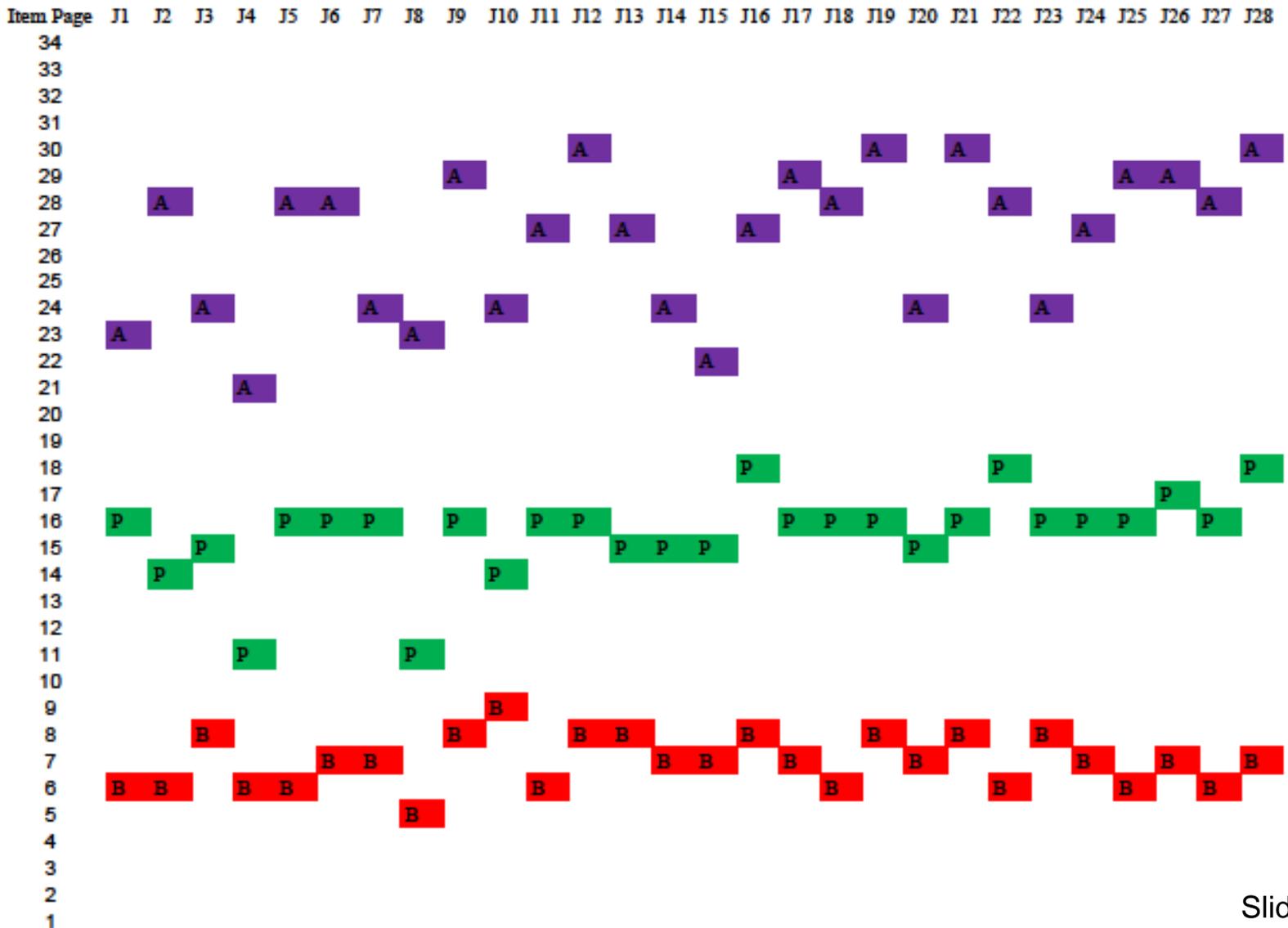


# Ratings from a Sample Grade-level Panel –

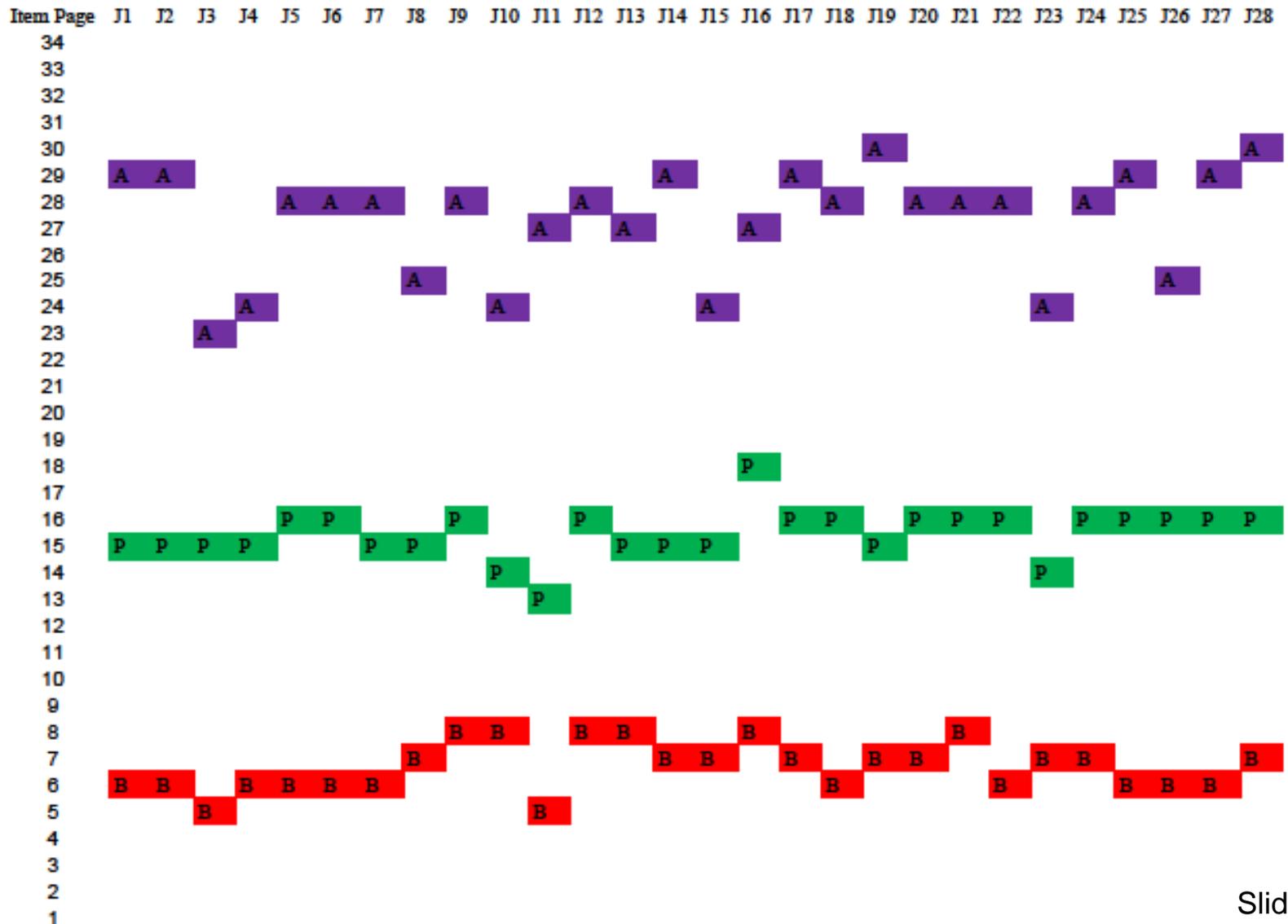
## ROUND 1: Groups had Contrasting Groups information



# Ratings from a Sample Grade-level Panel – **ROUND 2:** Groups had Item Difficulty information

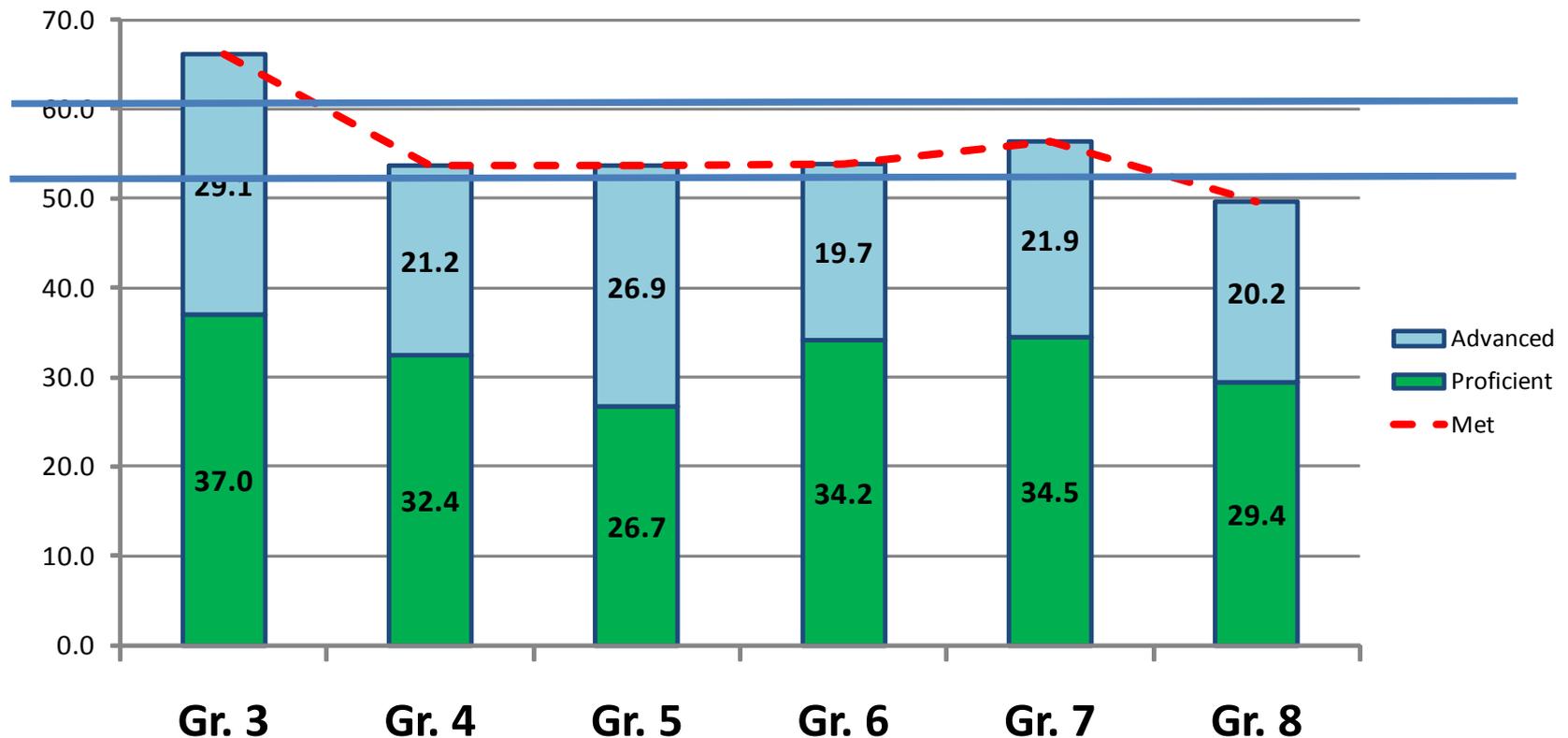


# Ratings from a Sample Grade-level Panel – **ROUND 3:** Groups had Percent at each Level information



# Summary of Recommendations from Grade-level Panel: Meeting/Exceeding Standard

2009 WASL	66.3	52.3	61.9	50.9	51.8	50.8
2010 Pct Met	<b>66.1</b>	<b>53.6</b>	<b>53.6</b>	<b>53.9</b>	<b>56.4</b>	<b>49.6</b>



# Summary of Recommendations from Grade-level Panel: All Four Levels

2010 Pct Met

66.1

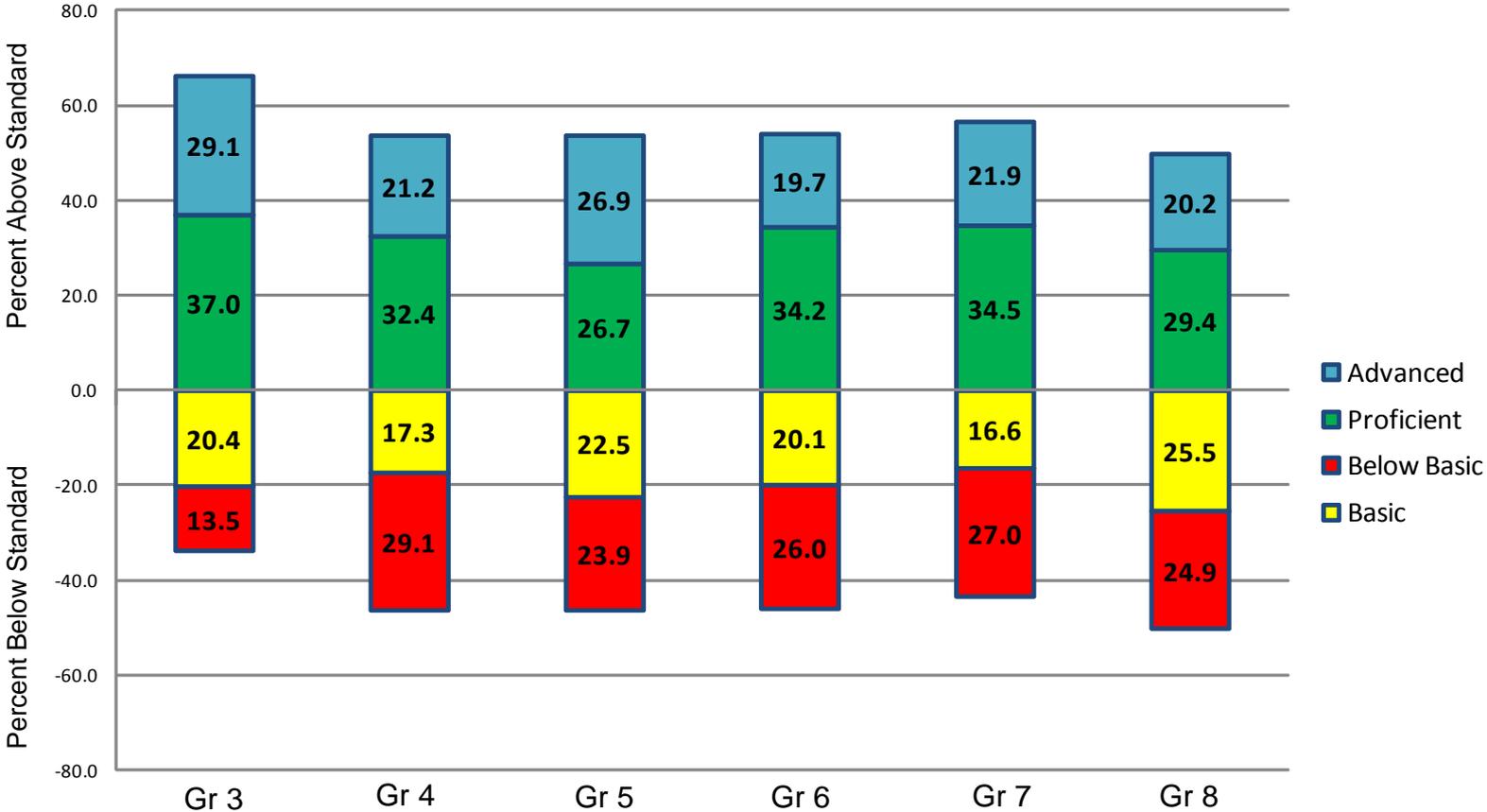
53.6

53.6

53.9

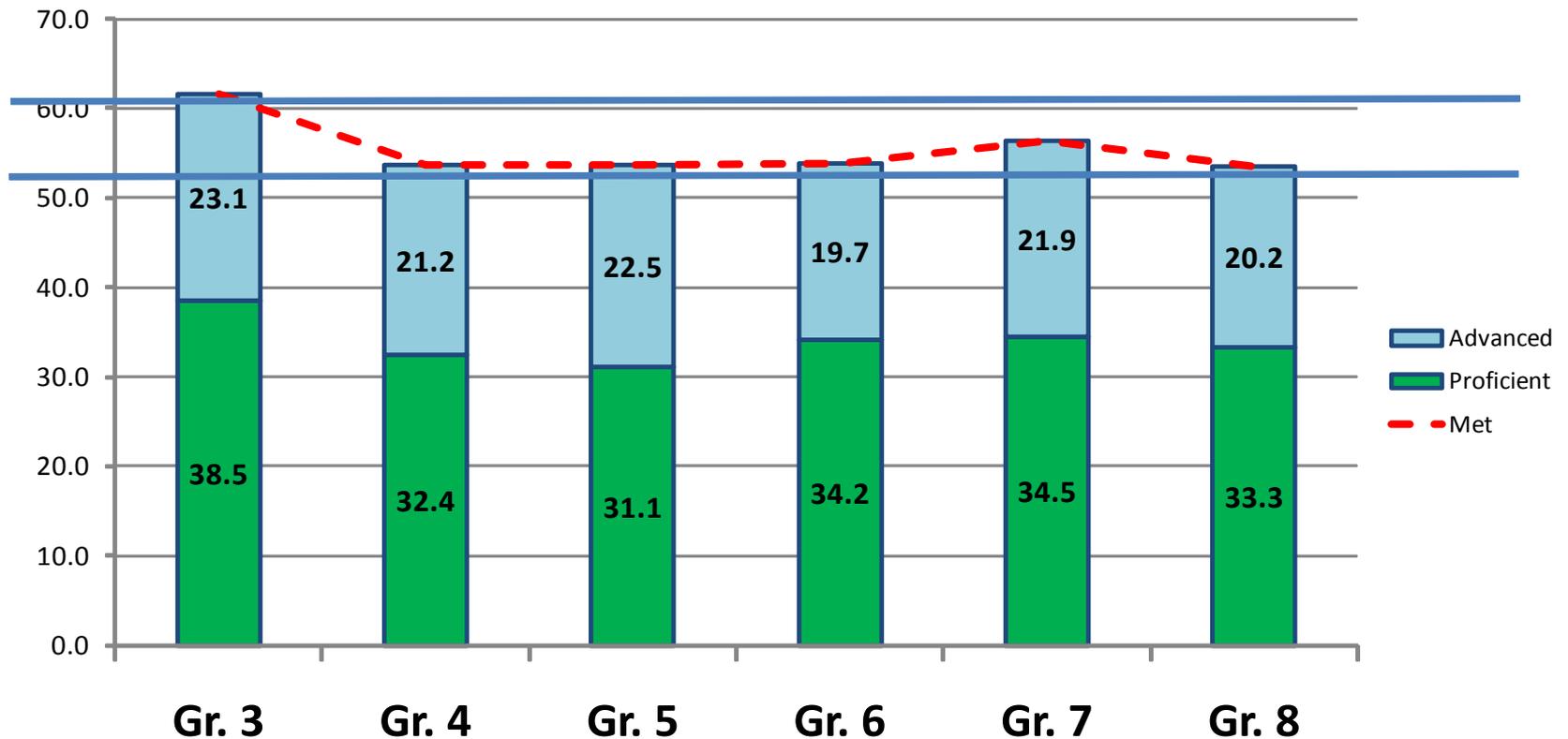
56.4

49.6



# Summary of Recommendations from Articulation and Policy Advisory Panels: Meeting/Exceeding Standard

2009 WASL	66.3	52.3	61.9	50.9	51.8	50.8
2010 Pct Met	<b>61.6</b>	<b>53.6</b>	<b>53.6</b>	<b>53.9</b>	<b>56.4</b>	<b>53.5</b>



# Summary of Recommendations from Articulation and Policy Advisory Panels: All Four Levels

2010 Pct Met

61.6

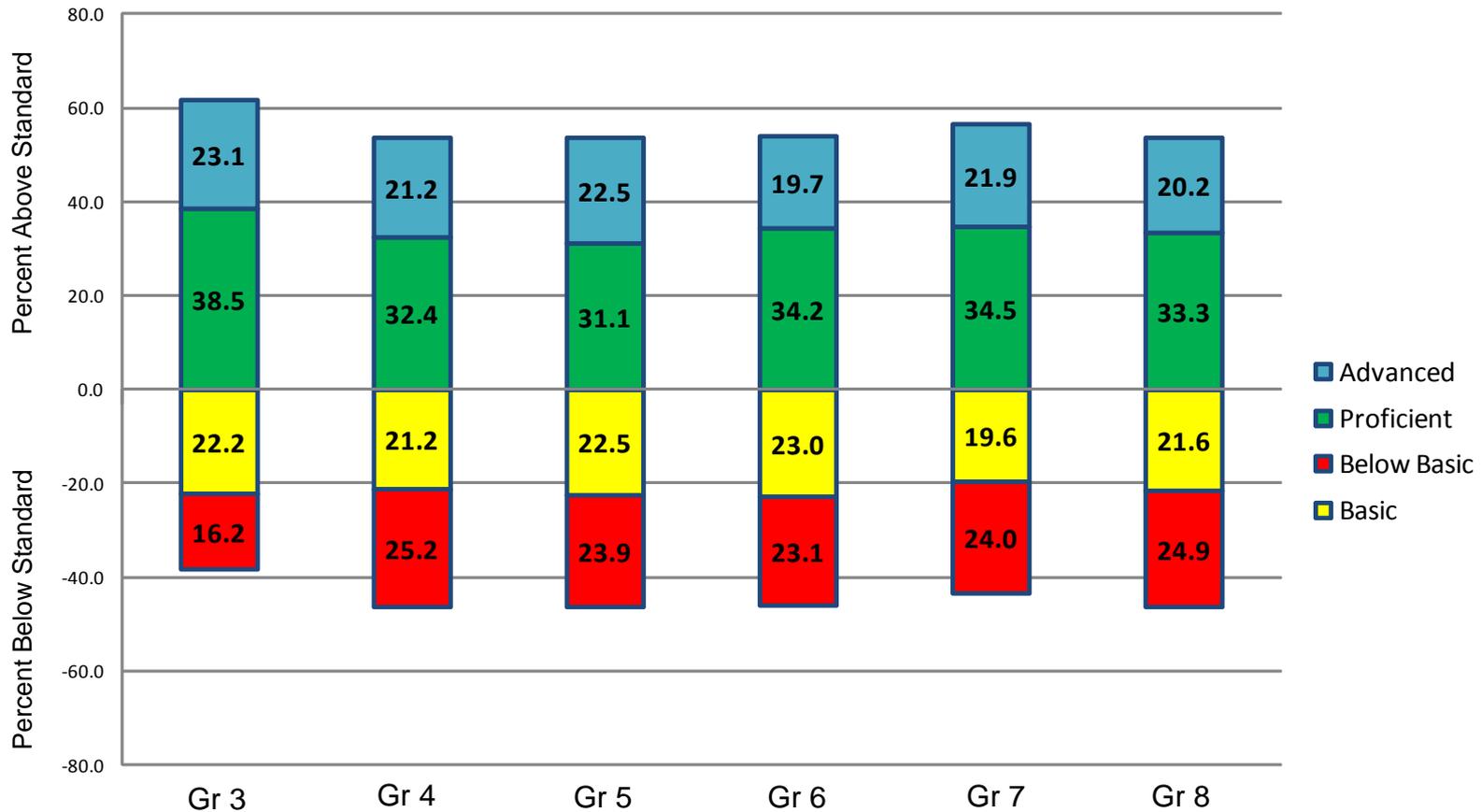
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# Superintendent's Recommendation

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Superintendent Dorn's recommendation for a Board motion that...

...the State Board of Education adopt the cut scores for Basic, Proficient, and Advanced on the grades 3-8 mathematics Measurements of Student Progress as forwarded by the Articulation Panel and the Policy Advisory Panel.

# Superintendent's recommendation for raw score cuts for all grades: Basic, Proficient, and Advanced

## Recommended Cut Scores for Mathematics MSP

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
Proficient/ Advanced	28	27	27	32	31	31
Basic/ Proficient	21	20	20	23	22	22
Below Basic/ Basic	15	15	14	16	16	16
Total Points on Test	34	34	34	40	40	40

# **End-of-Course Mathematics Exams**

## **UPDATE**

Washington State Board of Education  
August 10, 2010 9:00-12:00  
OSPI Billings Conference Room, Olympia, WA

Joe Willhoft, Assistant Superintendent  
Assessment and Student Information, OSPI



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# Purpose of Update

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- State and federal testing requirements for high school mathematics (and science) present some policy challenges
- This update is designed to alert the Board to these issues, and inform the Board of possible approaches toward resolution

# Federal Requirements

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- NCLB requires a state's assessment program to use the same tests for all students tested in an NCLB grade/subject (English/language arts; mathematics; science)
- Schools/districts testing less than 95% of students in every subgroup will not meet AYP. Schools/districts are prohibited from excluding groups of students from testing.
- So, when the state moves its high school tests to an end-of-course (EOC) assessment system, all students will be required to be assessed in common on the same EOC.

# Federal Requirements (cont.)

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- Though not finalized, the state's NCLB assessment for high school will probably be the Algebra I/Integrated I EOC. This is a test the state can expect all students to have been assessed on by the end of 10<sup>th</sup> grade.
- If the state requires all students to be assessed on a test, accepted professional and ethical standards expect that all students will have had the opportunity to learn the content on the test.

# State Requirements

- The State Board has established high school graduation requirements in WAC 180-51.
- WAC 180.51.115 allows local determination of “exemption from any requirement in [WAC 180-51], if such requirement impedes the student’s progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student’s limitation.”
- Many students with disabilities will not take Alg I/Math I in high school. Testing these students on an EOC test when they have not had an opportunity to learn the content presents a fairness issue

# Discussion of Possible Solutions

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