

August 6, 2012

## Special Board Meeting

### **Monday, August 6, 2012**

- 1:00 p.m. Welcome and Announcements
- 1:10 p.m. Cut Scores for Biology End of Course Assessment and the Washington Alternate Assessment System Portfolio  
Dr. Robin Munson, Assistant Superintendent, Division of Assessment and Student Information  
Ms. Cinda Parton, Director, Assessment and Development, OSPI  
Dr. Tom Hirsch, Assessment and Evaluation Services
- 1:40 p.m. Board Discussion
- 2:15 p.m. Waiver Requests  
Mr. Jack Archer, Sr. Policy Analyst
- 2:30 p.m. Board Discussion
- 2:45 p.m. Public Comment
- 3:00 p.m. Business Items
- Approval of Cut Scores for Biology (**Action Item**)
  - Approval of Cut Scores for the Washington Alternate Assessment System Portfolio (**Action Item**)
  - Approval of Waiver Requests (**Action Item**)
- 3:30 p.m. Adjourn

# The Washington State Board of Education

Governance | Achievement | Transitions | Math & Science | Effective Workforce

<b>Title:</b>	<b><u>Cut Scores for End-of-Course Assessment in Biology and for the Washington Alternate Assessment System Portfolio</u></b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocate for effective and accountable P-13 governance in public education <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap <input checked="" type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions within the P-13 system	<input checked="" type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	SBE is asked to consider approval of the recommended cut scores for the End-of-Course Biology assessment, and for Reading, Science, Writing and Mathematics for the Washington Alternate Assessment System Portfolio. The Biology End-of-Course assessment was given for the first time in spring 2012. This assessment, or an approved alternative, will be required for graduation beginning with the class of 2015. The Washington Alternate Assessment System Portfolio is for students with significant cognitive challenges.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	The State Board of Education (SBE) is required, under RCW 28A.305.130(4)(b), to identify the scores high school students must achieve to meet standard in statewide student assessment and obtain a certificate of academic achievement. The SBE sets performance standards and levels in consultation with the Superintendent of Public Instruction. The Office of the Superintendent of Public Instruction will ask the SBE to consider approval of the cut scores for the biology assessment, and for the Washington Alternate Assessment Portfolio. At the May 2012 meeting, the SBE approved the OSPI <i>process</i> for setting the Biology cut scores. The purpose of this agenda item is to approve the cut scores that have been developed as a result of that process.	

## **SETTING PERFORMANCE STANDARDS FOR THE BIOLOGY END OF COURSE EXAM AND THE WASHINGTON ALTERNATE ASSESSMENT SYSTEM PORTFOLIO**

### **Policy Consideration**

The State Board of Education is asked to consider approval of the recommended cut scores for the End-of-Course (EOC) Biology assessment and the Washington Alternate Assessment System portfolio.

The Biology EOC was given for this first time in spring 2012. Meeting standard on this assessment or an approved alternative will be required for graduation beginning with the class of 2015.

The Washington Alternate Assessment System (WAAS) has been updated to better meet the needs of students with significant cognitive challenges. It is designed for the small percentage of students for whom traditional assessments, even with accommodations, are not an appropriate measure of progress (approximately one percent of students).

The authority for SBE identifying scores students must achieve to meet standards is specified in RCW 28A.305.130.

### **Background**

The 2012 Biology EOC exam assesses the 2009 Science Learning Standards, and was given to students for the first time in spring 2012. The process for standard setting for the Biology EOC was presented to SBE by OSPI at the May 8, 2012 Board meeting, and the SBE approved the process.

Based on outcomes from standard-setting for mathematics EOC exams, compared to the results of the mathematics High School Proficiency Exam (HSPE), it is possible that the outcome from standard-setting for the Biology EOC will be a pass rate that varies significantly from the pass rate of the science HSPE. The HSPE and EOCs have different content and students take them in a different context.

The WAAS Portfolio is an assessment based on academic achievement standards that are adapted from the state content standards to meet the needs of students with significant cognitive challenges. In the summer of 2011, WAAS portfolio extensions to the state content standards were created. New standard setting is needed to address the WAAS Portfolio extensions.

The requirement for the SBE to approve scores and work with OSPI on the state academic assessment system is described in statute:

RCW 28A.305.130 requires the State Board of Education (SBE) to “identify the scores students must achieve in order to meet the standard on the statewide assessment... [and to] determine student scores that identify levels of student performance below and beyond standard.” It also requires SBE to “annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students.”

RCW 28A.655.070 (3)(a) states that “In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements....”

### **Action**

The board will be asked to approve the cut scores for the performance levels of “Basic”, “Proficient”, and “Advanced” for the Biology EOC, and will be asked to approve the cut scores for the WAAS Portfolio in Reading, Science, Writing and Mathematics, as recommended by the Superintendent of Public Instruction.

**Biology End of Course Exam**

**SETTING PERFORMANCE  
STANDARDS**

State Board of Education  
August 6, 2012 1:00-4:00  
OSPI Billings Conference Room, Olympia, WA

Robin Munson, Assistant Superintendent, OSPI  
Cinda Parton, Director of Assessment Development, OSPI  
Tom Hirsch, Assessment Evaluation Services



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION  
Division of Assessment and Student Information

# Agenda

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- Standard setting approval process
- Description of standard setting events
  - Composition of panel
  - Standard setting activities
- Recommendations from standard setting panel
- Superintendent's recommendation to the Board
- Board Action



# Standard Setting Approval Process

## Purpose of Today's Action by the Board

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- Today, the Superintendent is recommending “cut scores” to be used on the End of Course Biology exam.
- This test 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 2012 results, and will be used in future years until such time as the standards are revised or revisited.

# Standard Setting Approval Process

## Approval of the Procedures

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- The State Board and the Superintendent's national technical advisory committee on assessments reviewed and approved the process to be used for the 2012 End of Course Exam in Biology.
- This process began in the spring of 2009 for science, when new academic content standards were approved.
- A new assessment aligned to those new content standards was given to students this spring.



# Standard Setting Approval Process

## Approval of the Procedures

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Date	Event
June 2009	Washington State K-12 Science Learning Standards <b>approved</b>
Mar-July 2010	Analysis of “assessable” standards
July 2010	Scenario and item writing for new assessments
Oct 2010	Tests for HSPE 2011 built; inserted EOC pilot items
Jan 2011	National Technical Advisory Committee (NTAC) advice on development of test map
Apr 2011	HSPE administered with EOC pilot items
June 2011	<ul style="list-style-type: none"><li>Item Specification review and approval by members of the Standards Revision Team</li><li>Test Map Committee Meeting—formal recommendation</li></ul>



# Standard Setting Approval Process

## Approval of the Procedures

Date	Event
<b>Sept 2011</b>	<ul style="list-style-type: none"><li>• Test map review and approval by NTAC</li><li>• EOC Test Build for Spring 2012</li></ul>
<b>Oct 2011</b>	Performance Level Descriptors (PLDs) developed by members of the Standard Setting Panel
<b>Winter/ Spring 2012</b>	<ul style="list-style-type: none"><li>• Standard setting plan approved by NTAC and State Board of Education</li><li>• Teachers from across state trained on PLDs via online training</li></ul>
<b>Mar 2012</b>	Alignment Study

# Standard Setting Approval Process

## Approval of the Procedures

Date	Event
<b>Apr 2012</b>	Teachers predict student performance on Biology End of Course exam for Contrasting Groups Study
<b>May–June 2012</b>	Biology End of Course exam administered
<b>July-Aug 2012</b>	Standard setting events: <ul style="list-style-type: none"><li>• Practitioner recommendations</li><li>• “Articulation panel” recommendations</li><li>• “Policy panel” recommendations</li><li>• NTAC certifies process was followed</li></ul>
<b>Aug 2012</b>	State Board of Education reviews recommendations and sets the cut scores
<b>End of Aug</b>	Scores released



# Standard Setting: Recommendations from Multiple Sources

- **Contrasting Groups Study** (n = 61 teachers; 4,270 students)
  - Individual ratings of students by their teachers before the test
- **Course-Level Panel** (n = 30)
  - Implemented standard setting activities across three days, resulting in a set of recommended cut scores
- **Articulation Panels** (n = 6)
  - Reviewed course level recommendations, resulting in a recommendation of no changes to the cut scores from the course-level panel
- **Policy Advisory Panel** (n = 10)
  - Reviewed both sets of recommendations in light of district policy issues



# Composition of Panels

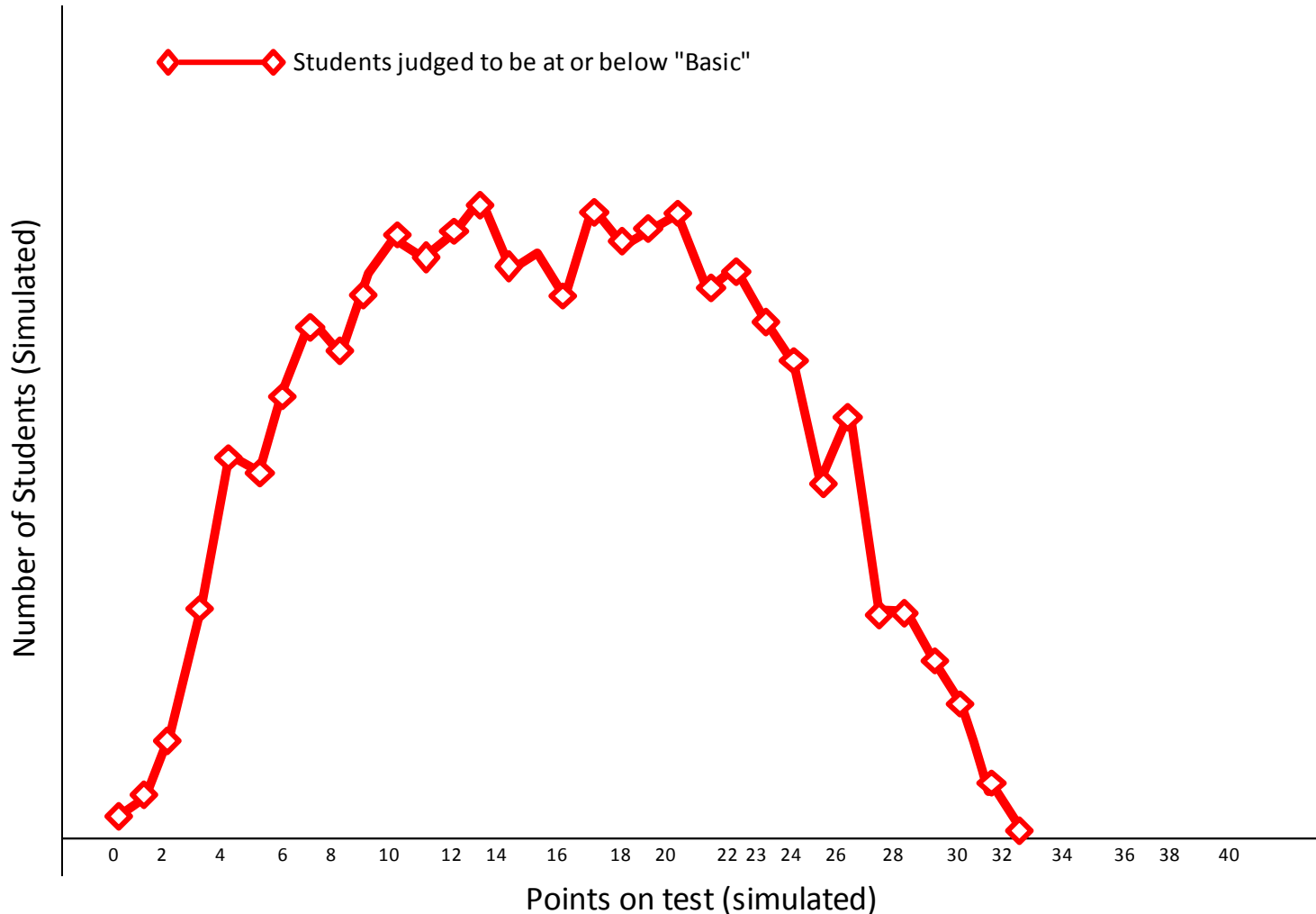
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- **Course-level Panel**
  - 30 educators/higher education/ESD members
    - ▶ 60% from west of Cascades
    - ▶ 53% from districts with student populations at or above the state percentage of white students
    - ▶ 47% from districts above the state average for Free/Reduced meals
- **Articulation Panel**
  - 6 members
- **Policy Advisory Panel**
  - 10 district assessment coordinators, principals, and superintendents

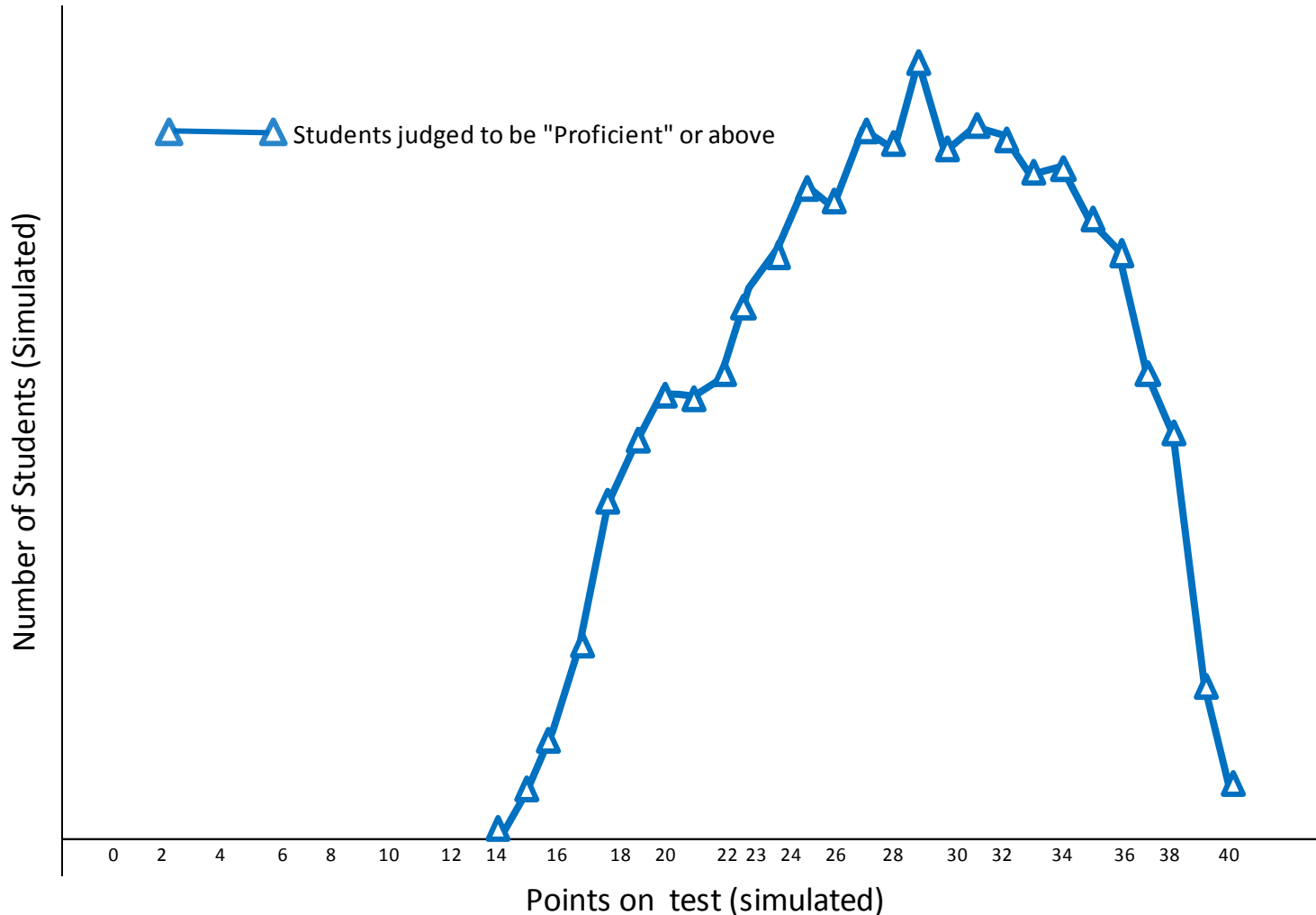
# Standard Setting Activities

- 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 (Wed Aug 1)
  - 6 member panel
- Policy Advisory Panel (Fri Aug 3)
  - 10 district assessment coordinators, principals, and superintendents
- National TAC review of activities and results (Fri Aug 3)

# Students rated as “At or below Basic” using criteria in PLD for Basic

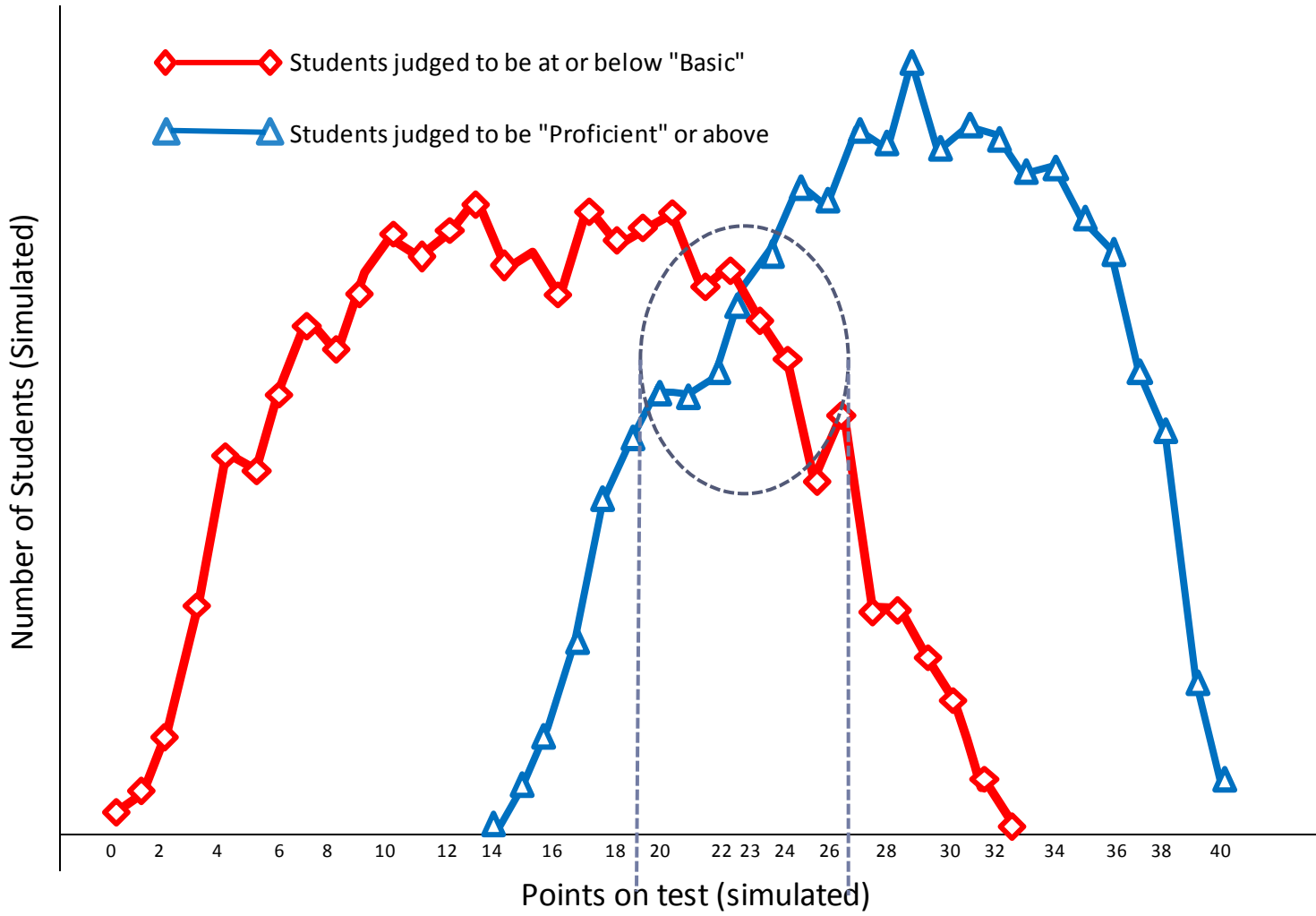


# Students rated as “Proficient or above” using criteria in PLD for Proficient





# Intersection indicates a region for where “Basic” separates from “Proficient”

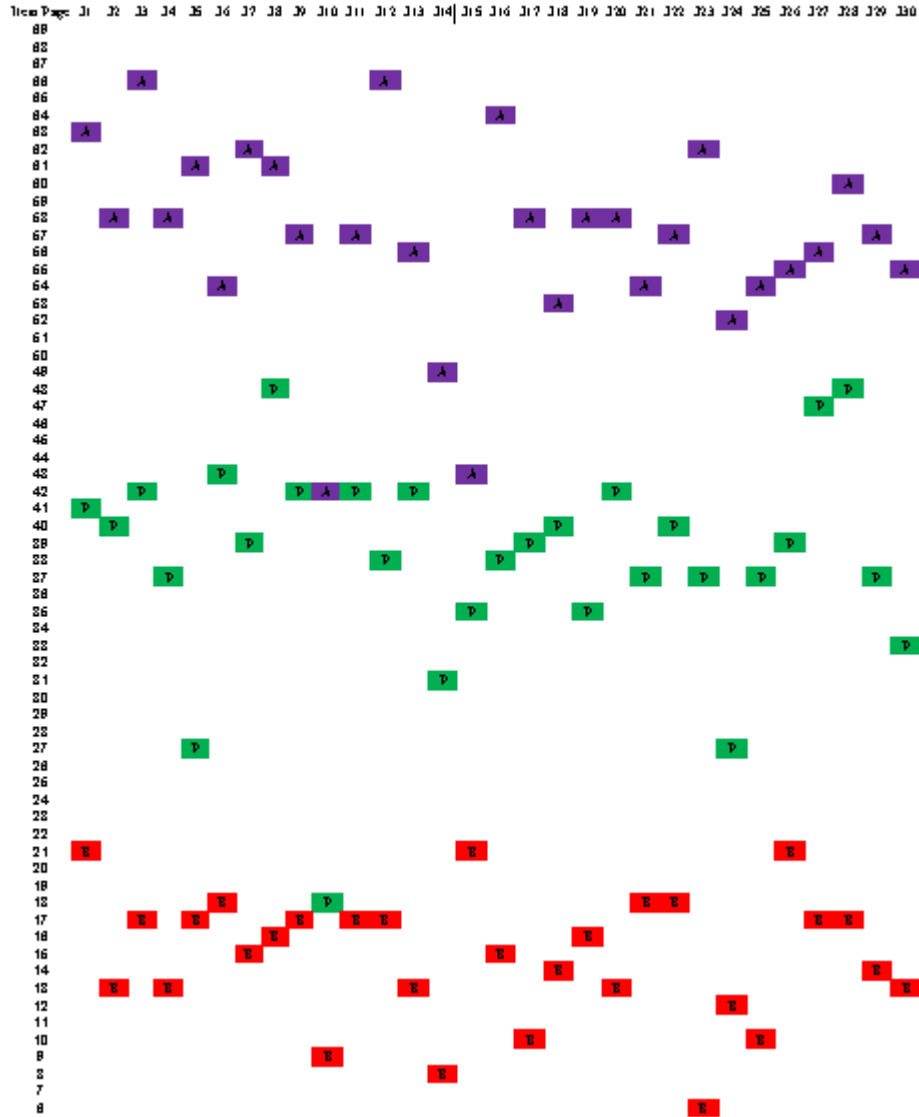


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Division of Assessment and Student Information



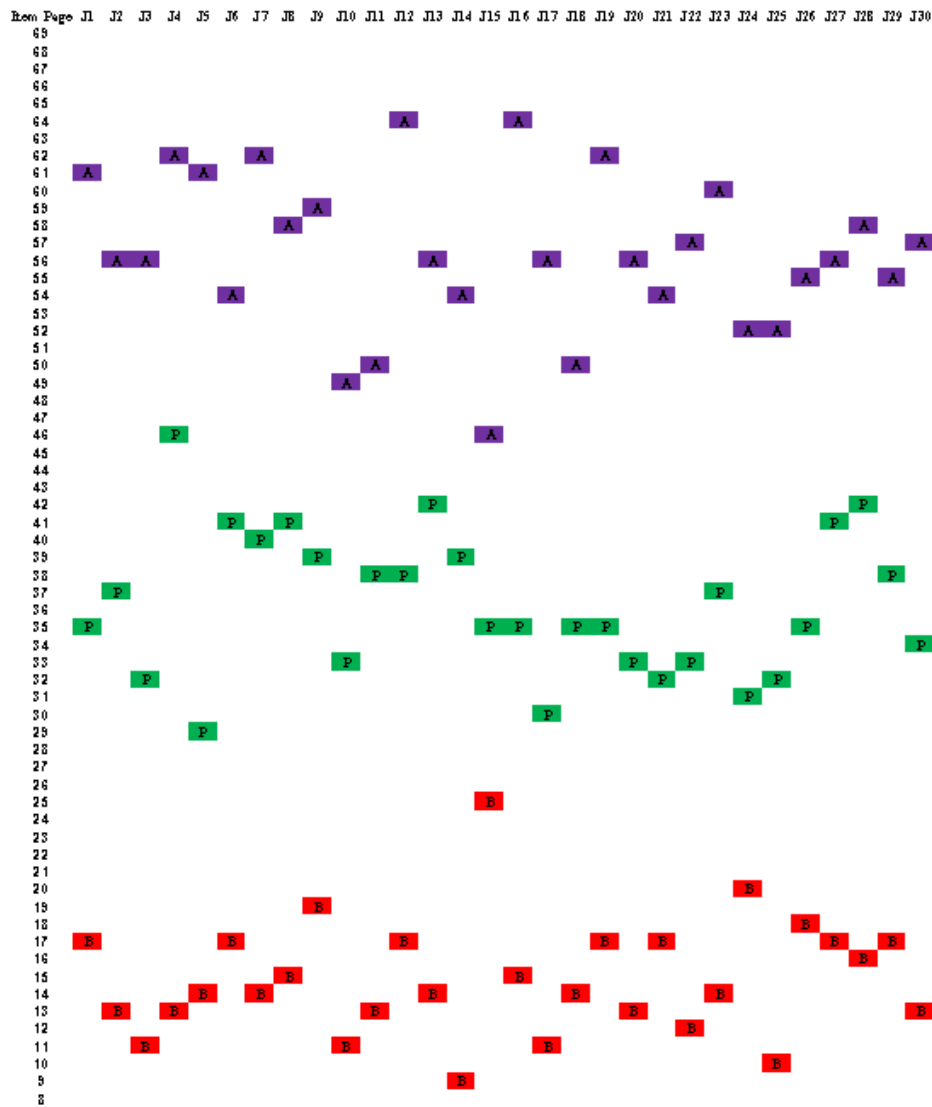
# Ratings from the Biology Standard Setting Panel

## ROUND 1: Groups had Contrasting Groups information



# Ratings from the Biology Standard Setting Panel

## ROUND 2: Groups had Item Difficulty information

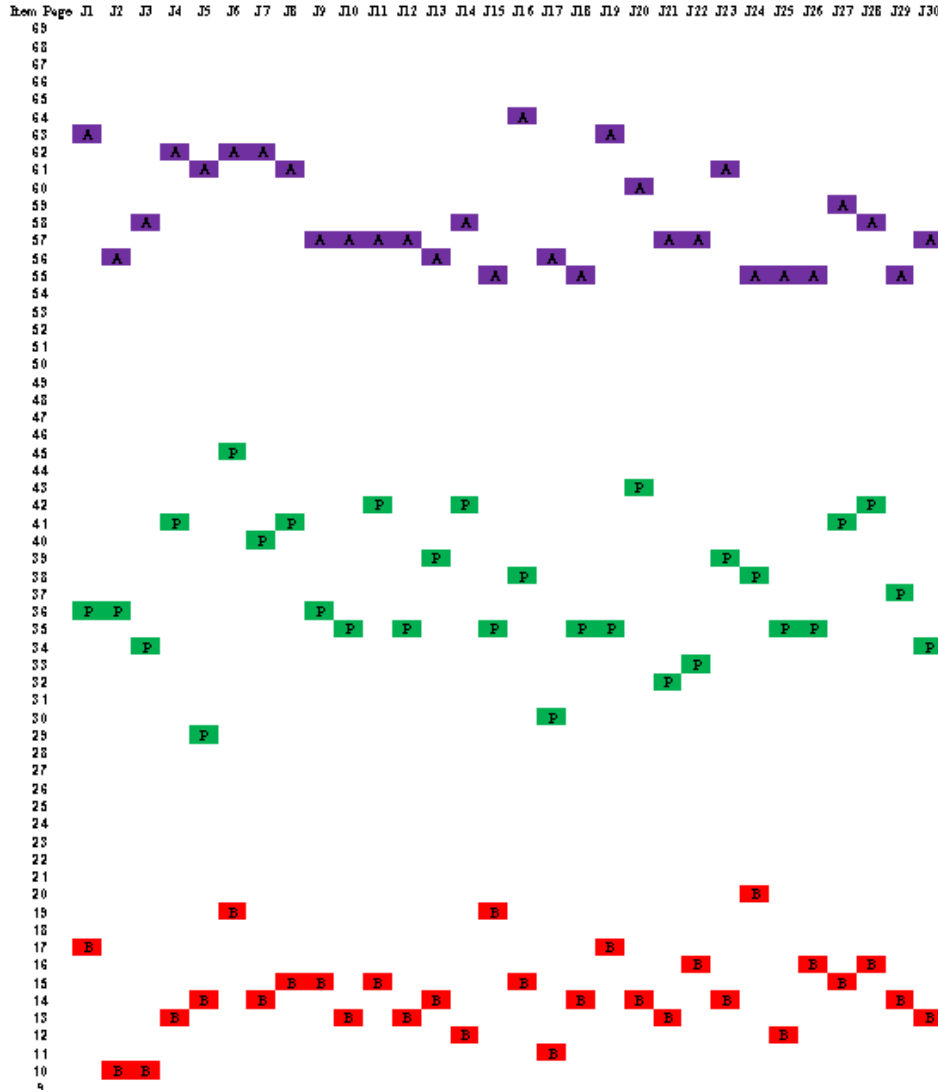


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# Ratings from the Biology Standard Setting Panel

## ROUND 3: Group had Percent at Each Level information

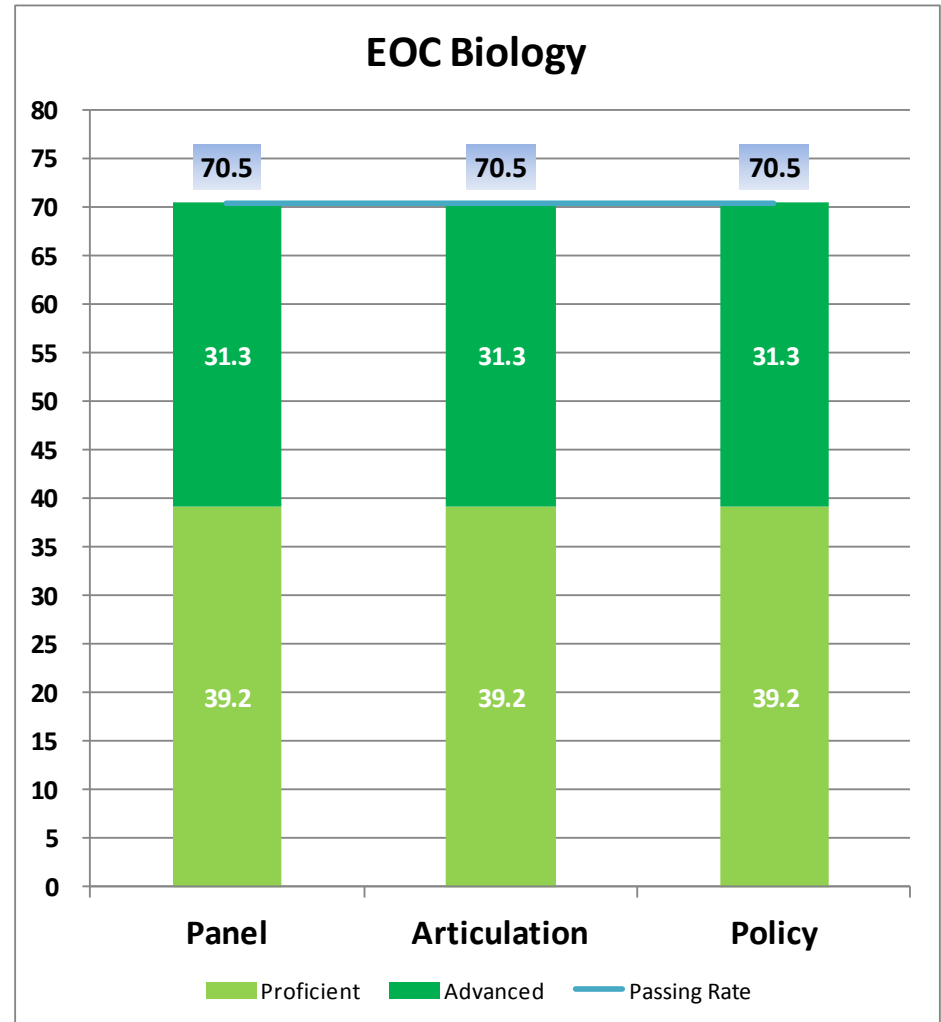


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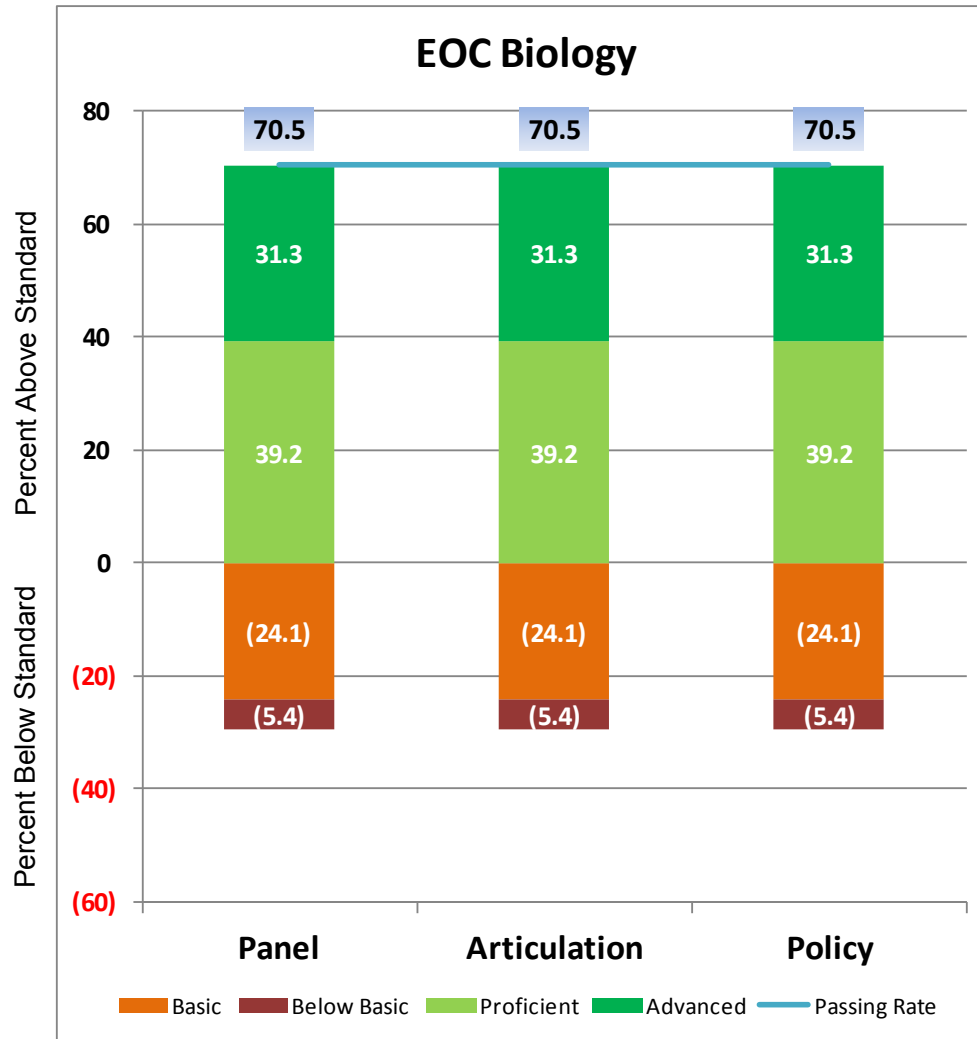


# Summary of Recommendations from Course & Articulation Panels: **Meeting/Exceeding Standard**

	% Met
2011 HSPE	49.9
2012 Biology EOC	70.5



# Summary of Recommendations from Grade-level & Articulation Panels: **All Four Levels**



# 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 End of Course exam in Biology as forwarded by the Standard Setting, Articulation, and Policy Advisory panels.

# Course and articulation panel recommendation for raw score cuts: Basic, Proficient, and Advanced

## Course & Articulation Panels Recommended Cut Scores

	<b>Biology EOC</b>
Advanced/ Proficient	32
Proficient/ Basic	23
Basic/ Below Basic	13
Total Points on Test	45



# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	<b>Option One Waiver Request</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
<b>Relevant to Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	SBE will consider two requests for Option One waivers of the minimum 180-day school year. One of the requests is from Columbia (Walla Walla), which originally requested a waiver at the July meeting and was not approved.	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Finley School District is requesting a waiver from the 180 school day basic education requirement for grades K-12 for the 2012-2013 school year only.</p> <p>Columbia (Walla Walla) is providing information to supplement their request originally reviewed at the July SBE meeting, including a letter from the superintendent and additional information on how the district demonstrates compliance with the requirement for 1,000 instructional hours.</p>	



# FINLEY SCHOOL DISTRICT #53

ALL KIDS ACHIEVING

224606 E Game Farm Rd, Kennewick WA 99337 509-586-3217 FAX 509-586-4408

May 2, 2012

State Board of Education  
P.O. Box 47206  
Room 254  
Olympia, WA 98504-7206

Attention: State Board of Education

The Finley School District School Board would like to request a waiver for grades K-12 of the minimum 180-day school year for the 2012-2013 school year, only. The District has a plan to improve learning for all students.

It is the belief of the District, staff and parents that three days utilized for student led parent/teacher conferences is more beneficial and productive to student learning than the 180-day school year schedule with early release days for conferences.

The Finley School District is committed to meeting expectations. Please feel free to contact me if you have any questions or concerns.

Sincerely,

  
Lance Vahn  
Superintendent

**Part A: For all new and renewal applications:**

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

<b>1. School District Information</b>	
District	Finley School District
Superintendent	Lance Hahn
County	Benton
Phone	509-586-3217
Mailing Address	224606 East Game Farm Road Kennewick, WA 99337

<b>2. Contact Person Information</b>	
Name	Lance Hahn
Title	Superintendent
Phone	509-586-3217
Email	lhahn@finleysd.org

<b>3. Application type:</b>	
New Application or Renewal Application	New Application

<b>4. Is the request is for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	

<b>5. How many days are being requested to be waived and for which school years?</b>	
Number of Days	3
School Years	2012-2013

<b>6. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	No
Reduction	
Remaining number of half days in calendar	2

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No      Yes

8. What are the purpose and goals of the waiver?

The purpose of the waiver is to provide three full days of Student-Led/Parent conferences. The use of student led conferences on full days will help us meet our goal of increased parent involvement and participation. As a district we are part of the RIG TPEP Consortium and the student led conferences fit with the teacher criteria #3 – Reflection – recognizing individual student learning needs and developing strategies to address those needs and #7 – Parents and Community – communicating and collaborating with parents and school community. This also fits with the principal criteria #7 – engaging the community. Finally, students use common core thinking skills to present and manage the student led conference.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Finley School District student achievement data continues to show a need to meet the academic needs of all students. As a district, we hope to better educate all students and actively involve students and their parents in our schools.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will use grade level MSP, HSPE results, classroom based assessments, EOCs, graduation rates and MAP testing to determine student academic progress. Success will be achieved when we close the achievement gap and all students meet grade level standards and graduate with a high school diploma. We currently have 100% participation at the middle and high school in the student led conferences and 100% participation at the elementary level.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The evidence that will show whether the goals were attained is demonstrated by the participation of parents, students and staff in looking at and evaluating the individual student portfolios, as well as MAP testing data, state testing data and student attendance rates.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Student led conferences have been developed and incorporated into the middle school and high school using Navigation 101 and STAR Advisory. Students and parents at the elementary are actively involved in assessing and evaluating individual student work in a model that is consistent with student led conferences. We have 100% participation at all three schools.

*13. Describe the innovative nature of the proposed strategies.*

The goal is to involve parents in their student's academic program at all grade levels. Using Student Led Conferences places students in the center of the process and each student actively presents their work and portfolio. This is consistent with the Common Core State Standards thinking skills that students need to master. The student led conference process involves critical thinking by challenging students to analyze and evaluate their portfolio. It also involves complex thinking because students must clarify and interpret their portfolio. Finally, by utilizing communicative thinking, students learn to reason, connect and represent their work not only to their teachers but to their parents.

*14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?*

We are currently asking for a waiver for only the 2012-2013 school year. During the spring of 2013, we will assess the need for an additional waiver or look at other alternatives. The goal is to make sure that the student led conferences are meeting student, teacher and parent needs.

*15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).*

The waiver supports the goals of the School Board, the District's Vision, Mission and Goals, each individual building's School Improvement Plan and the individual student learning plans.

*16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.*

The Superintendent, School Board, Finley Education Association and Public School Employees as well as community members support this request because we all believe that student led conferences more actively involve parents in our schools.

*17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

Full Instruction Days – 141

Partial Days – 36 (2 hour early release days)

Conference Days – 3

The two-hour Early Release Wednesdays are used to promote a cohesive learning environment, improve instruction and improve student learning. Students are dismissed two hours early each Wednesday. Teachers participate in teaming and collaboration, peer observation, focused professional in-service as developed by the District Advisory Committee and building related activities. Since Finley School District is actively involved in the RIG TPEP consortium, teachers and administrators provide constant and continual input into the evaluation process in an effort to begin implementing the new evaluation system for the 2012-2013 school year.

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	5
Total	182

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X		
3	Optional	X		
4	Optional		X	
5	Optional		X	
6	Optional			
7	Optional			
Check those that apply				

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days. The district directed work days are used at the start of the school year to analyze testing and assessment data for each student by working in grade level teams, building teams and district teams with the goal of providing flexible and fluid programs that meet the individual student's needs and learning plan. Teachers and administrators also use the time to discuss strategies for implementation of new programs defined by the state such as TPEP and Common Core Standards.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

Part B: For Renewal Applications.

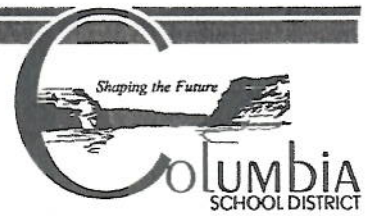
18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

*19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.*

*20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?*

### Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.



755 MAPLE STREET  
BURBANK, WA 99323  
PH: 509-547-2136  
FX: 509-546-0603  
WWW.CSD400.ORG  
DR. LOUIS GATES, SUPERINTENDENT

May 7, 2012

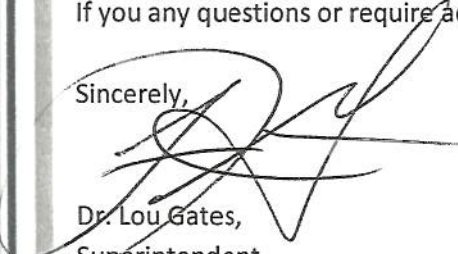
Jack Archer  
State Board of Education  
PO Box 47206  
Olympia, WA 98504-7206

Dear Mr. Archer:

The Columbia School District School Board requests a three (3) year waiver from the 180-day school year for grades K-8 (WAC 28A.150.205). Our Parent-Teacher Conferences represent an important student-teacher-parent communication link. In part to meet his end, we request three (3) full conference days. Also, we attached our board resolution and requisite waiver.

If you any questions or require additional documentation, please contact me.

Sincerely,



Dr. Lou Gates,  
Superintendent



**COLUMBIA SCHOOL DISTRICT #400**

**BURBANK, WA 99323**

**RESOLUTION #1112-03**

**WHEREAS**, the State Board of Education has the authority to grant waivers from the basic education program requirements based on legislative authority RCW 28A.305.140 and RCW 28A.655.180);

**WHEREAS**, the State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars;

**WHEREAS**, the State Board of Education may grant a waiver of the minimum one hundred eighty-day school year requirements (RCW 28A.150.220) for up to three years;

**WHEREAS**, the definition of a "school day" does not include parent/teacher conferences (RCW 28A.150.203);

**WHEREAS**, Columbia School District will continue to exceed the minimum 1,000 instructional hours requirement (RCW 28A.150.220);

**WHEREAS**, the definition of "instructional hours" does include parent/teacher conferences (RCW 28A.150.205);

**WHEREAS**, Columbia School District will provide the parent/teacher conferences in a format that allows for flexibility in schedules to accommodate parents and efficiency of transportation and food service;

**WHEREAS**, Columbia School District encourages students, when age appropriate, to participate in parent/teacher conferences to take ownership of their learning and achievement;

**WHEREAS**, Columbia School District has set a goal of over 90% participation in parent/teacher conferences;

**WHEREAS**, Under the three full-day conference format students actually spend more time in classroom instruction during conference weeks compared to a six half-day plan, which increases student opportunity for achievement;

**WHEREAS**, Columbia School District desires to provide parent/teacher conferences two full days in the fall and one full day in the spring to accommodate families during the 2012-2013, 2013-2014, 2014-2015 school years by requesting a waiver of three school days each year;

**NOW, THEREFORE BE IT RESOLVED** that the Board of Directors of Columbia School District #400, Walla Walla County, Washington, hereby authorize its Superintendent to request waiver of RCW 28A.150.220, "Basic education – Minimum instructional requirements";

**THEREFORE, the forgoing resolution was APPROVED** by the Board of Directors of Columbia School District #400, Walla Walla County, Washington, in a meeting thereof held on May 7, 2011.

Michael

~~Mike~~ Scrimsher

Mike Scrimsher

~~Vice~~ Chair

2015

Sheena Kelly

Sheena Kelly

Member

2013

Connie Smith

Connie Smith

Member

2015

Troy Woody

Troy Woody

Member

2015

Sonny Townsend

Absent

Member

2013



Secretary of the Board

Louis Gates

Columbia School District #400

## Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

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The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

### Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The **resolution shall identify**:

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

**Part A: For all new and renewal applications:**

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

<b>1. School District Information</b>	
District	Columbia School District
Superintendent	Dr. Lou Gates
County	Walla Walla
Phone	509-547-2136
Mailing Address	755 Maple St. Burbank, WA 99323

<b>2. Contact Person Information</b>	
Name	Dr. Lou Gates
Title	Superintendent
Phone	509-547-2136
Email	lou.gates@csd400.org

<b>3. Application type:</b>	
New Application or Renewal Application	New Application

<b>4. Is the request is for all schools in the district?</b>	
Yes or No	No
If no, then which schools or grades is the request for?	Columbia Elementary and Columbia Middle Schools only

<b>5. How many days are being requested to be waived and for which school years?</b>	
Number of Days	Three
School Years	2012-2013, 2013-2014, 2014-2015

<b>6. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	9
Reduction	3
Remaining number of half days in calendar	6

<b>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</b>	
Yes or No	Yes

<b>8. What are the purpose and goals of the waiver?</b>	
Three all-day parent-teacher conference days	

<b>9. What is the student achievement data motivating the purpose and goals of the waiver?</b>	
Through analysis of our achievement data, Columbia School District continues to demonstrate the need to meet the academic needs of all students in our district. Through data review, we continue to assiduously to support our students living in poverty, special education students,	

migrant/bilingual students, and students that require continued continue interventions. Fewer half days devoted to parent-teacher conferences will the elementary and middle school teachers to work with our K-8 students and parents in a less disruptive model. Also, there are few day cares in the area and our students live in a rural environment leading to more disruption for six half day conferences than three full day conferences. Additionally, having the students attend full day keeps our schedules consistent and structured and increases the amount of instructional time for the students. Through this model, we have been successful in bringing in nearly every parent for student conferences.

*10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.*

Primarily we use the MSP/HSPE results in conjunction with formative and summative assessments from the classroom; DIBELs and Woodcock benchmarks; District testing programs; and other school-centered student data collections. Additionally, we review our graduation rates, EOC's, and other achievement gap indicators to evaluate long-term student academic progress. Additionally, the full day model tends to increase student attendance in that attendance in comparison with half days.

*11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.*

MSP/HSPE results in conjunction with formative and summative assessments from the classroom; DIBELs and Woodcock benchmarks; District testing programs; and other school centered student data collections, including graduations rates, EOC's and achievement gap monitoring.

*12. Describe the content and process of the strategies to be used to meet the goals of the waiver.*

We solicited input from our community, district Guiding Coalition governance team and our Board of Directors to measure if our conference schedules meet the needs of the students, parents and our community. As we review our waiver, school attendance, conference participation, increased student instructional time will be analyzed relative to the how these variables tend to support the goals of the waiver.

*13. Describe the innovative nature of the proposed strategies.*

Our full day offerings are increased by three days through decreasing the overall half days by six days. As noted below, the full days also helps to support meeting with all parents, increase student attendance, and helps to better structure our year. This structure brought increased parent involvement and provided positive parent feedback as well.

*14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?*

The conference days will be reviewed annually to make sure they are meeting student, parent and teacher needs.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The waiver supports the goals of the Board, the District Strategic Plan and the individual school improvement plans. The waiver also supports the notion that fewer half days and more full days of instructional time positively impacts student learning and the school district and community. Our guiding documents can be found at our website ([www.csd400.org](http://www.csd400.org)). In particular, review the Unified Instructional Core. (The administrative team wrote a paper that describes this Unified Instructional Core. However, it is under consideration for publication by JSD and unavailable for dissemination until the JSD editors render their decision.)

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The structure and schedule for conferences which in turn is the reason for this waiver, were developed by the Columbia School District Leadership Team, Board of Directors, Columbia Education Association, Public School Employees, and Parent Teacher organizations.

17.A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

1. Full Instructional Days	Elementary: 166 Middle School: 167
2. Professional Development Days	3 Days (State Waiver Approved)
3. Student Conference Days	3 Days (Elementary and Middle School Only)
4. Half Days	Elementary: 8 Days Middle School: 7 Days

17.B. Please provide the number of days per year for the following categories:

1. Student instructional days (as requested in application)	174 Days
2. Waiver days (as requested in application)	3 Days (Elementary and Middle School Only)
3. Additional teacher work days without students	3 Days (Includes Approved Waiver)
Total	180 Days

17.C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	X Optional			

	Check those that apply	
<p>17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days. The extra work day is optional, which is beyond the 180 day Collectable Bargaining Agreement between the District and the Columbia Educational Association.</p>		

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

**Part B: For Renewal Applications.**

<p><i>18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?</i></p>

<p><i>19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.</i></p>

<p><i>20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?</i></p>

**Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

**COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS**

**COLUMBIA SCHOOL DISTRICT #400**

A.	Total minutes from start to end of school day: From Step 1 (see instructions on page 16).	1	2	3	4	5	6	7	8	9	10	11	12
		390	390	390	390	390	395	395	395	405	405	405	405
B.	Minutes actually spent for eating lunch time meals: From Step 2	20	20	20	20	20	20	20	20	31	31	31	31
C.	Net minutes in "Total Program Offering" per day: Line A Line B =	370	370	370	370	370	375	375	375	374	374	374	374
D.	"Total Program Offerig" per year: Line C x (180) days =	66,600	66,600	66,600	66,600	66,600	67,500	67,500	67,500	67,500	67,320	67,320	67,320

E.	Annual minutes lost to noncountable release time per year:												
	*Collaboration -Late Start (60 min x 32 wks =)	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920
	*Early Release (6 x _____ )	1380	1380	1380	1380	1380	1410	1410	1410	1470	1470	1470	1470
	*Conference Early Release - Not Counted (from 284.150,203)	0	0	0	0	0	0	0	0	0	0	0	0
	*High School Testing Early Release - 4 Days Counted	0	0	0	0	0	0	0	0	980	980	980	980
	*Staff Development/Waiver Days (3 Days )	1110	1110	1110	1110	1110	1125	1125	1125	1122	1122	1122	1122
	*Requested Parent/Teacher Waiver Days (3 Days)	1110	1110	1110	1110	1110	1125	1125	1125	0	0	0	0

F.	Net minutes in "Total Program Offering" per year:	61,080	61,080	61,080	61,080	61,080	61,920	61,920	61,920	61,828	61,828	61,828	61,828
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	Indicate N/A (not applicable) for any grade(s) not offered at this school.	1	2	3	4	5	6	7	8	9	10	11	12
	Totals by grade level groupings:	1,018	1,018	1,018	1,018	1,018	1,032	1,032	1,032	1,030	1,030	1,030	1,030

**AVERAGE ANNUAL HOURS BY DISTRICT** **1,026**

\* Elementary & Middle School - 2 Days Conference Early Release



# Washington Alternate Assessment System Portfolio Standard Setting

State Board of Education

August 6, 2012 1:00-4:00

OSPI Billings Conference Room, Olympia, WA

Robin Munson, Assistant Superintendent, OSPI

Mike Middleton, Special Populations Assessment, OSPI

Tom Hirsch, Assessment Evaluation Services



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

Division of Assessment and Student Information

# Agenda

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- Purpose of today's action
- Overview of WAAS Portfolio
  - Who is eligible to be assessed with the WAAS Portfolio?
  - What are the components of the WAAS Portfolio?
  - What is scored on the WAAS Portfolio?
- Standard setting process
- Results and recommendations from the panels
- Superintendent's recommendation to the Board
- Questions and comments
- Board Action

# Standard Setting Approval Process

## Purpose of Today's Action by the Board

- Today, the Superintendent is recommending “cut scores” to be used on the Washington Alternate Assessment System Portfolio for grades 3-8 and high school in Reading, Math, Writing and Science.
- This test has three cut scores, separating four levels of student performance:
  - The cut between “Below Standard” and “Approaches Standard”,
  - The cut between “Approaches Standard” and “Meets Standard”, and
  - The cut between “Meets Standard” and “Exceeds Standard”
- The Board's cut scores will be used to report the 2012 results, and will be used in future years until such time as the standards are revised or revisited.



# Standard Setting Approval Process

## Why new performance standards?

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- The WAAS-Portfolio was revised as required in ESHB 1519, passed in Spring 2011.
- The revision focused on three areas of concern:
  - Instructional relevance
  - Administrative requirements
  - Teacher support and training
- 2011-12 was the first administration of the revised assessment.

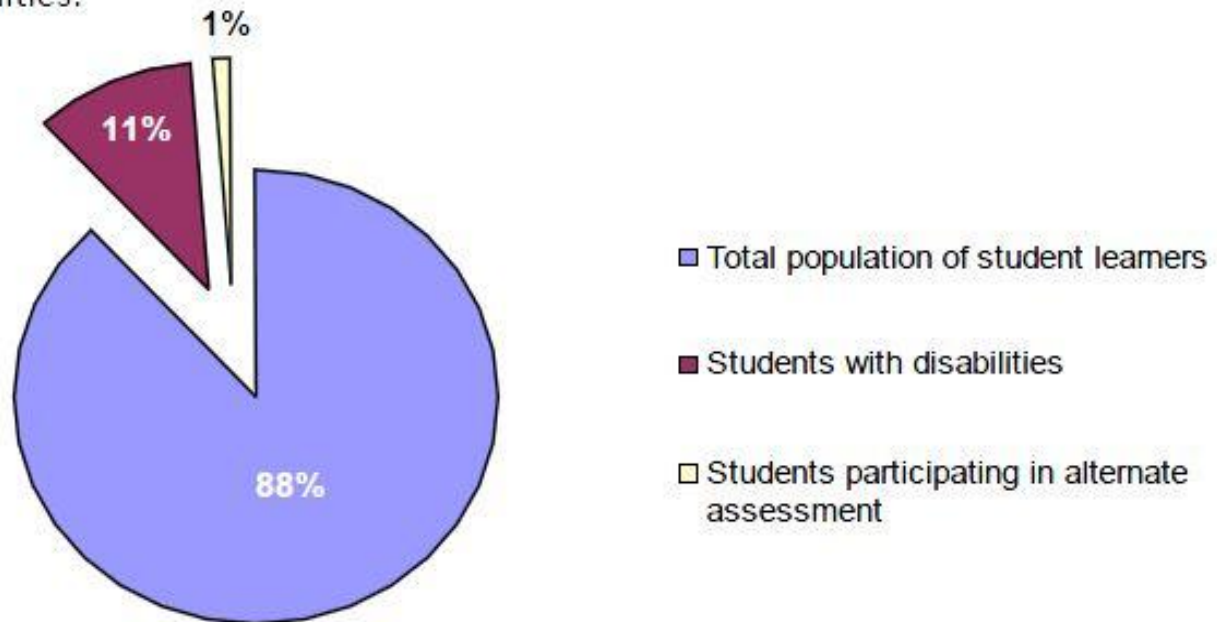
# The WAAS Portfolio is:

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- an assessment that is based on academic achievement standards that are adapted from the state content standards in order to meet the needs of students with **significant cognitive challenges**;
- a body of evidence assessment in which educators document their students' performance towards **individually established goals** linked to the adapted (extended) academic achievement standards.

# Student Participants for WAAS Portfolio Assessment

Figure 1 below shows the number of students participating in alternate assessments based on alternate achievement standards, compared to the total population of student learners and students with disabilities:



# Grades and Contents Assessed

Grade	Reading	Math	Writing	Science
3	X	X		
4	X	X	X	
5	X	X		X
6	X	X		
7	X	X	X	
8	X	X		X
10	X	X	X	X
11*	<i>Possible</i>	<i>Possible</i>	<i>Possible</i>	<i>Possible</i>
12*	<i>Possible</i>	<i>Possible</i>	<i>Possible</i>	<i>Possible</i>



# Grade Level or Performance Expectations and WAAS Portfolio Extensions

---

- NCLB says this population must be assessed on state content standards or the academic pre-requisite skills aligned to those content standards.
- The academic pre-requisite skills aligned to those content standards are called “extensions”.
- Expanding the extensions was the biggest change to the revised WAAS Portfolio.



Grade Level  
Expectation  
(or Performance  
Expectation)

Sample  
Extensions  
of Grade  
Level  
Expectation

## Numbers, Operations, Algebra

### 7.1 Rational numbers and linear equations

**Mathematics 7.1.A:** Compare and order rational numbers using the number line, lists, and the symbols  $<$ ,  $>$  or  $=$ .

**GLE 7.1.A:** Compare and order rational numbers using the number line, lists, and the symbols  $<$ ,  $>$  or  $=$ .

Compare pairs of positive decimals using greater than ( $>$ ), less than ( $<$ ), and/or equal to ( $=$ ).

Compare pairs of positive whole numbers using greater than ( $>$ ), less than ( $<$ ), and/or equal to ( $=$ ).

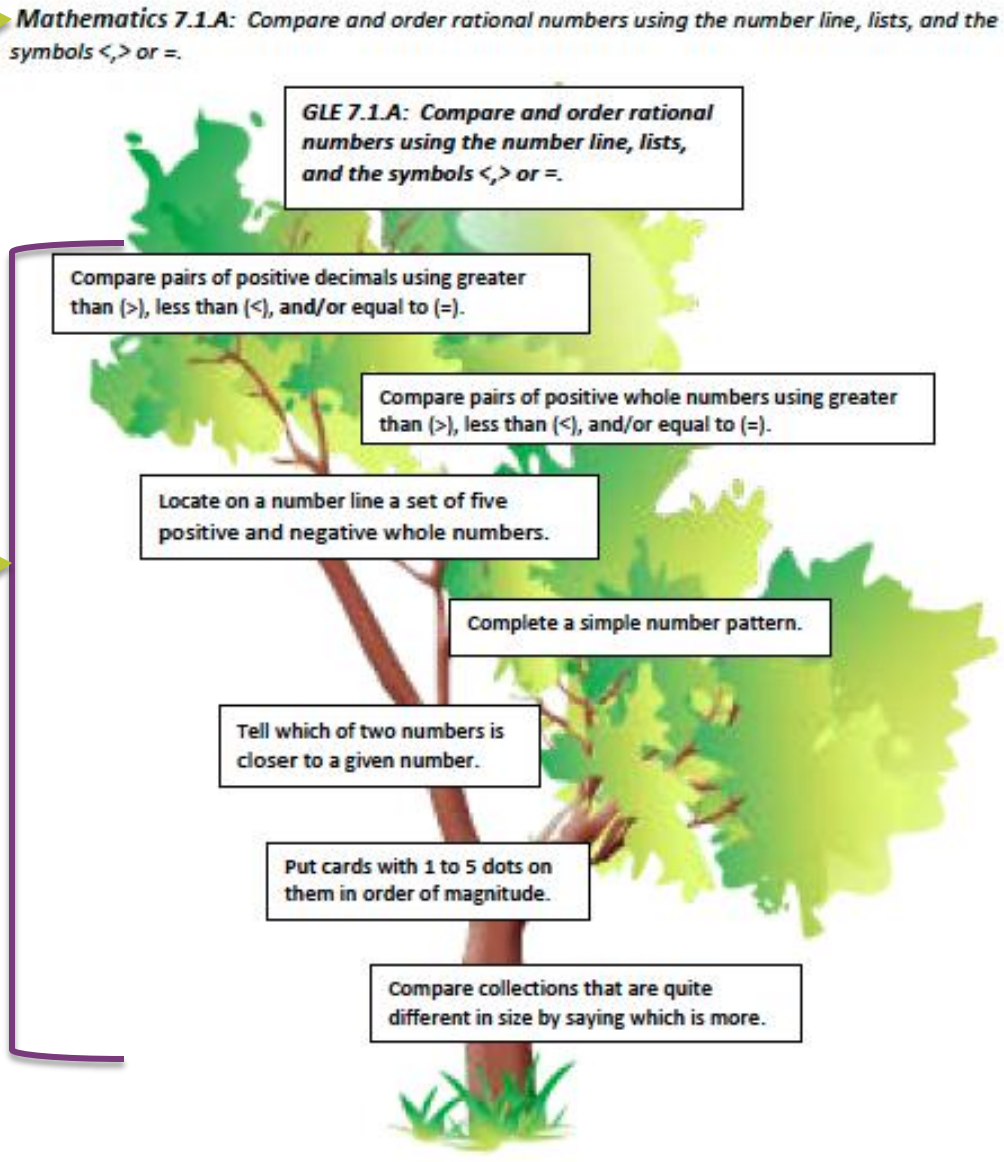
Locate on a number line a set of five positive and negative whole numbers.

Complete a simple number pattern.

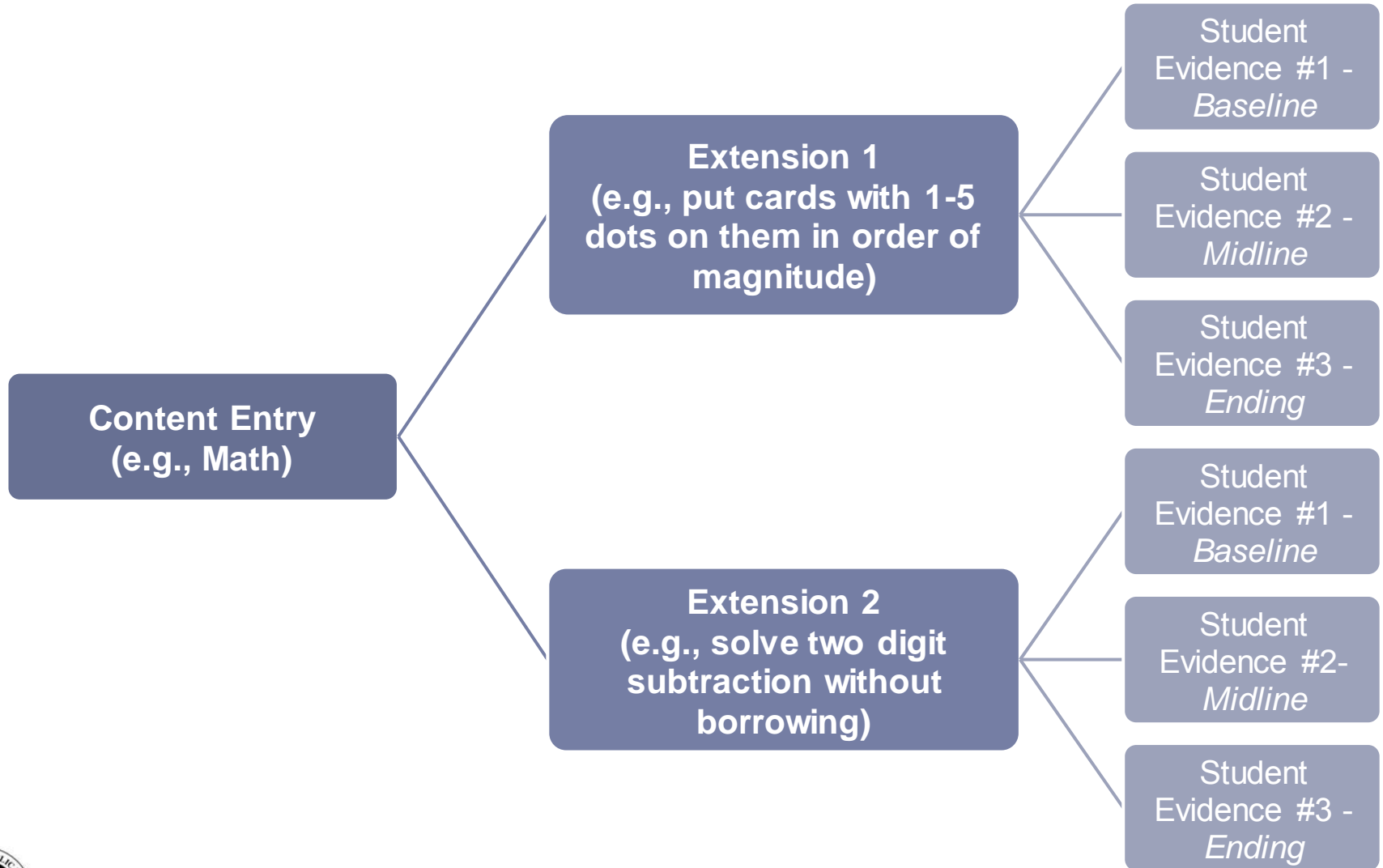
Tell which of two numbers is closer to a given number.

Put cards with 1 to 5 dots on them in order of magnitude.

Compare collections that are quite different in size by saying which is more.



# WAAS-Portfolio Assessment Design



# Contexts

---

- Students must be able to generalize and demonstrate mastery of the assessed skills across various contexts.
- This allows the student to demonstrate that he/she can perform the skill in a manner that is not restricted to a single setting.

## Total Score—

Total scores for each content area combine component scores for **performance** (exceeded goal, met goal, approached but did not meet goal or flat or decline) and **context** (skill demonstrated in 1, 2, or 3 contexts).



# Performance Scoring–

*Does the valid/aligned evidence demonstrate that the student met the goal indicated for the extension?*

Performance on the extension is compared to the goal set at baseline. Measurement can be in terms of *Accuracy, Fluency, or Level of Independence*.

<b>Part II. Performance Scoring</b>				
<b>Performance on extension compared to goal set at baseline</b>				
<b>Scores</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>ACCURACY goal (i.e., 60% accurate)</b>	Evidence of performance demonstrates that student showed <b>100% ACCURACY</b> OR <b>EXCEEDED</b> the accuracy goal.	Evidence of performance demonstrates that student <b>MET</b> the accuracy goal.	Evidence of performance demonstrates that student <b>APPROACHED</b> the accuracy goal but did not meet it.	Evidence of performance demonstrates <b>NO GROWTH</b> .
<b>FLUENCY goal (i.e., 10 correct per minute)</b>	Evidence of performance demonstrates that student <b>EXCEEDED</b> the fluency goal, while <u>maintaining accuracy</u> .	Evidence of performance demonstrates that student <b>MET</b> the fluency goal, while <u>maintaining accuracy</u> .	Evidence of performance demonstrates that student <b>APPROACHED</b> the fluency goal but did not meet it.	Evidence of performance demonstrates <b>NO GROWTH</b> .
<b>Level of INDEPENDENCE goal (i.e., decrease in level of support)</b>	Evidence of performance demonstrates that student performs extension <b>INDEPENDENTLY</b> OR <b>EXCEEDED</b> the level of independence goal while <u>maintaining accuracy</u> .	Evidence of performance demonstrates that student <b>MET</b> the level of independence goal while maintaining accuracy, OR <b>MAINTAINED LEVEL OF INDEPENDENCE</b> but improved accuracy.	Evidence of performance demonstrates that student <b>APPROACHED</b> the level of independence goal but did not meet it.	Evidence of performance demonstrates <b>NO GROWTH</b> .



# Context Scoring–

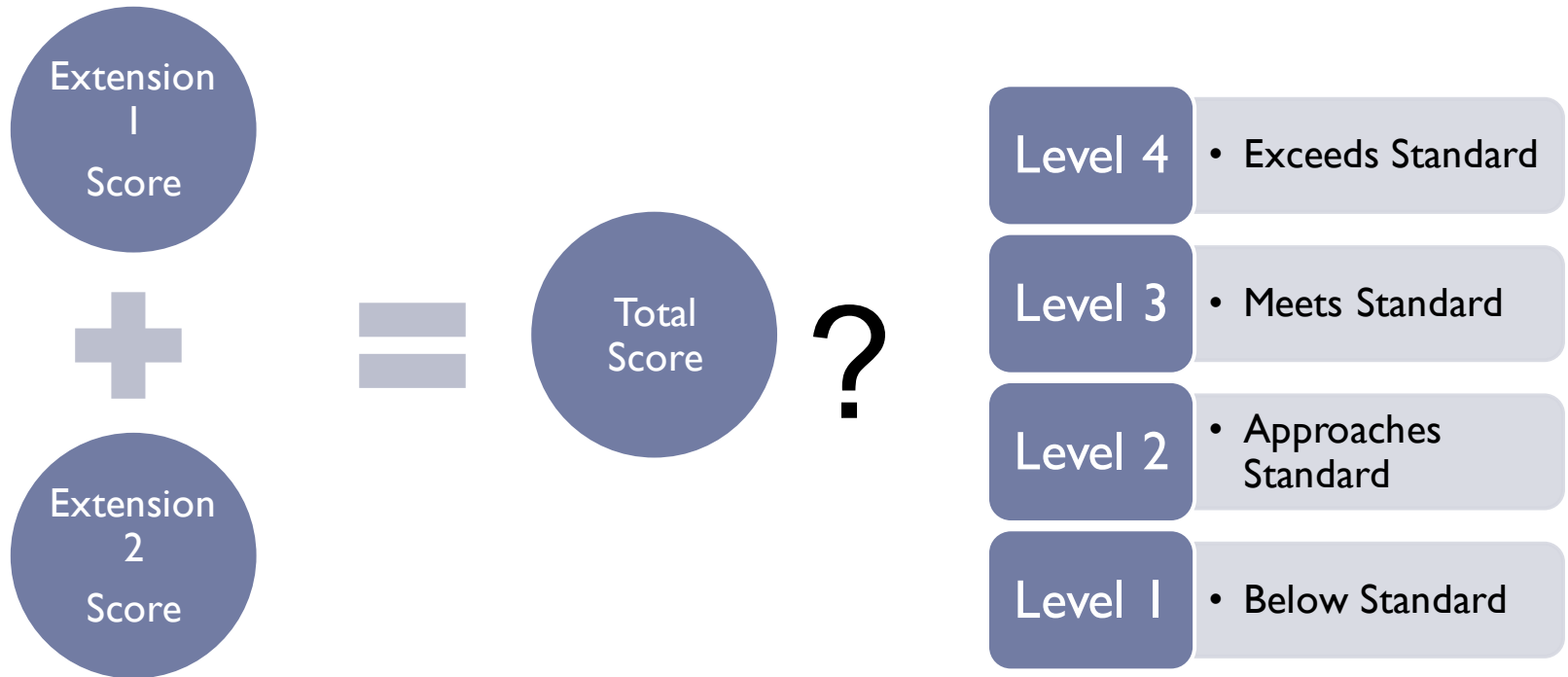
*Is the skill generalized in varied contexts? How many different presentations of the skill are shown in the evidence?*

## Part III: Context Scoring

Evidence that extension is generalized to more than one context

	2	1	IE
Contexts	3 pieces of evidence demonstrate <b>3</b> different contexts.	2-3 pieces of evidence demonstrate <b>2</b> different contexts.	<b>ALL</b> evidence demonstrates a <b>single</b> context.

# Getting From Total Score to Standard Setting



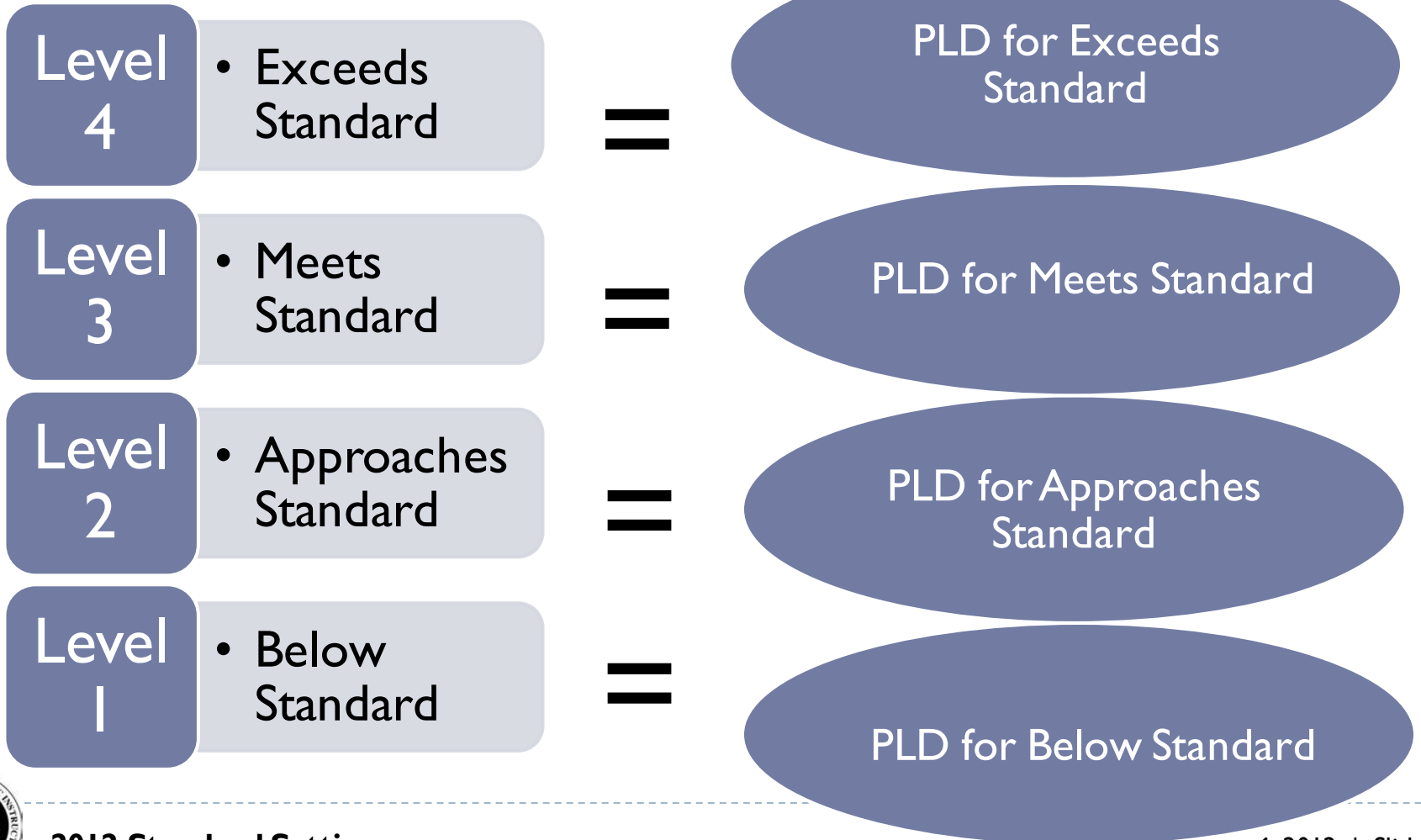
# Standard Setting establishes:

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- What total score is needed to meet standard.
- What total score is needed to earn a Level 4- Exceeds Standard, Level 3- Meets Standard, or Level 2 – Approaches Standard, etc.
- That was the task for standard setting panelists after reviewing what Exceeds, Meets, and Approaches Standard means – as defined by our *Performance Level Descriptors*.



# What does each Performance Level mean?



# What does each Performance Level mean?

Level  
4

• Exceeds  
Standard

=

Student's total performance score on two extensions shows he exceeded

the goals established for him in multiple contexts on the prerequisite

academic skills aligned to interpreting main ideas, details, and vocabulary; applying strategies to predict, infer and summarize; .....

# What does each Performance Level mean?

Level  
3

• Meets  
Standard

=

Student's total performance score on two extensions shows he met the

goals established for him in multiple contexts on the prerequisite

academic skills aligned to analyzing systems and subsystems; planning

and conducting controlled experiments; generating and analyzing ideas to

solve problems; .....

# What does each Performance Level mean?

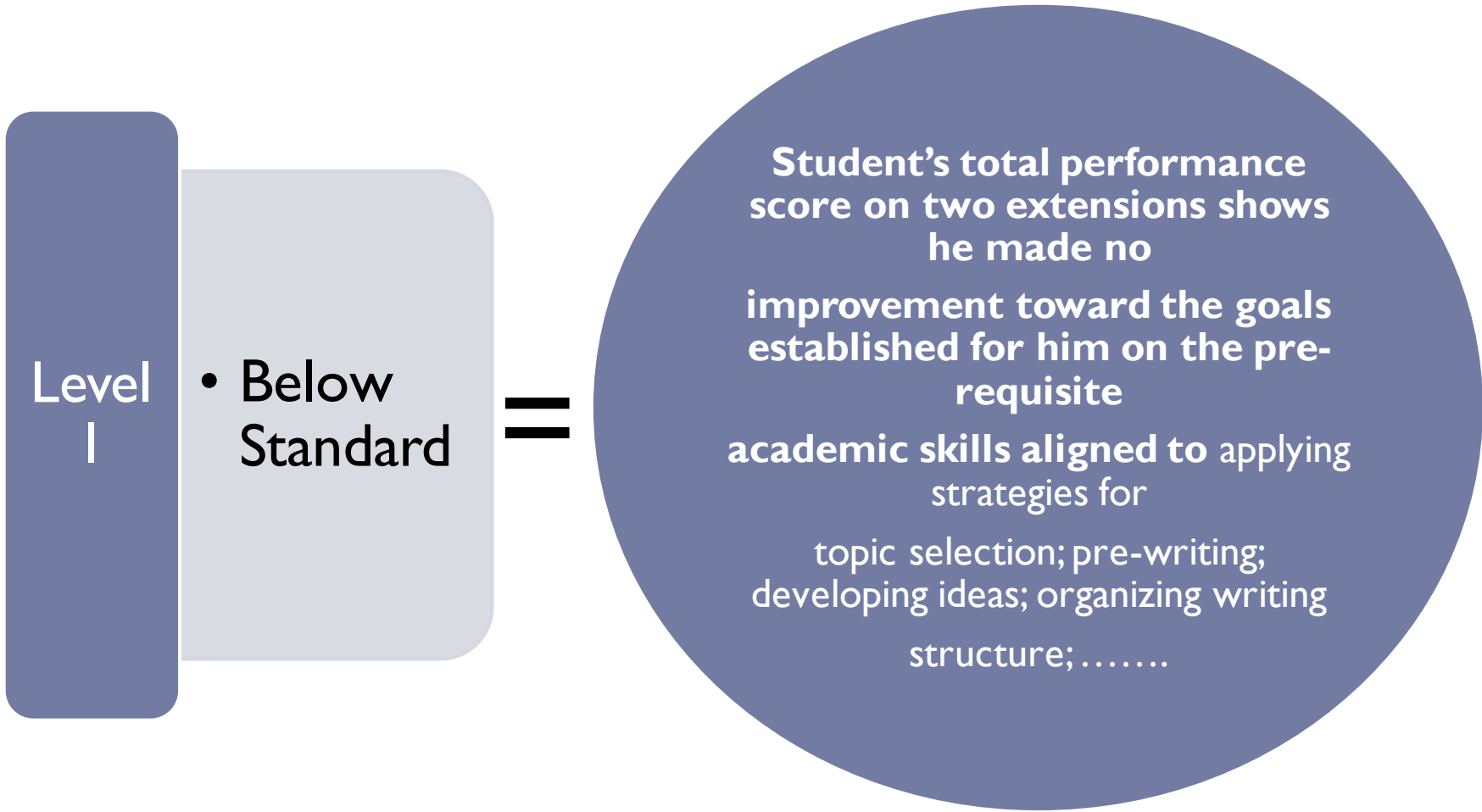
Level  
2

- Approaches Standard

=

Student's total performance score on two extensions shows he approached the goals established for him but did not yet meet standard in multiple contexts on the pre-requisite academic skills aligned to using functions to solve problems and explain answers; simplifying algebraic expressions; .....

# What does each Performance Level mean?



Level  
I

• Below  
Standard

=

Student's total performance score on two extensions shows he made no improvement toward the goals established for him on the pre-requisite academic skills aligned to applying strategies for topic selection; pre-writing; developing ideas; organizing writing structure; .....



# Standard Setting: Recommendations from Multiple Sources

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- **Grade-Level Panels** (n = 60)
  - Implemented standard setting activities across four days, resulting in a set of recommended cut scores
- **Articulation Panel** (n = 14)
  - Reviewed grade level recommendations, resulting in revised recommendations
- **Policy Advisory Panel** (n = 10)
  - Reviewed both sets of recommendations in light of district policy issues



# Performance Standard Setting Process

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1. Convened a panel of special education and regular classroom teachers (n=60)
2. Utilized a “Body of Work” process
3. Set standards for each grade band and content area
4. Had a cross-grade/content area Articulation Committee review for overall articulation

# Standard Setting Panelists

	<b>Special Educators</b>	<b>General Educators</b>
<b>Elementary School</b>	11	6
<b>Middle School</b>	12	9
<b>High School</b>	11	8
<b>Additional Participants</b>	2 School Psychologists 1 District Special Education Coach	
<ul style="list-style-type: none"> <li>• The panelists have been teaching for an average of 11.5 years</li> <li>• 13 Panelists are National Board Certified</li> <li>• <b>49 Panelists hold Master's Degrees</b></li> <li>• 2 Panelists hold Ph.D.s</li> </ul>		

<b>Educational Service Districts</b>								
<b>114</b>	<b>113</b>	<b>112</b>	<b>121</b>	<b>123</b>	<b>189</b>	<b>171</b>	<b>101</b>	<b>105</b>
3	5	6	15	6	11	6	5	3





# Logistical Overview

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## Monday/Tuesday

- A Reading 3/4
- B Reading 5/6
- C Reading HS
- D Writing 4
- E Math 5/6
- F Math HS
- G Science 5

## Wednesday

- A Math 3/4
- B Reading 7/8
- C Writing HS
- D Writing 7
- E Math 7/8
- F Science HS
- G Science 8

## Thursday

Articulation  
Committee



# Standard Setting Panelists' Job

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Recommend cut scores for each of the performance levels that will be used to report results for Alternate Assessment:

- *Below Standard*
- *Approaches Standard*
- *Meets Standard*
- *Exceeds Standard*

# The Body of Work Method

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- Panelists examine student work and make a judgment regarding the performance level to which the student work most closely corresponds.
- Student Work Samples (Portfolios)
  - Actual student portfolios representing the full range of total scores (~ 25 per group)
- Panelists classify each portfolio into the performance levels.

# Why the Body of Work method?

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- Allows panelists to use samples of actual student work to make their determinations
- Is especially useful for assessments that consist primarily or entirely of performance-based items
- Has been used successfully for setting standards on similar assessments in the past
- Has resulted in defensible cut points

# General Process

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Classify each portfolio into one of 4 performance levels based on:



- Performance Level Descriptors
- How the students performed on the portfolios



# Before classifying portfolios....

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- Panelists became familiar with:
  - Extensions
  - Performance Level Descriptors
    - ▶ What each level means
    - ▶ The knowledge, skills and abilities necessary to be classified in each level
  - Student portfolios
    - ▶ The knowledge, skills and abilities demonstrated in the work samples

# Student Portfolios

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- The portfolios covered the range of possible total scores and were presented in order from lowest (e.g., Sample #1) to highest (e.g., Sample #25) total raw score.
- Each portfolio was selected because it shows typical types of evidence submitted for students who received a given total score.
- Panelists classified 25 (+/-) student portfolios.

# Rating Sheets

Round: \_\_\_\_\_

ID Number: \_\_\_\_\_

## Washington Mathematics, Grades 3/4

	WBS	AS	MS	ES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				





# Rating Sheets

Round: \_\_\_\_\_

ID Number: \_\_\_\_\_

## Washington Mathematics, Grades 3/4

	WBS	AS	MS	ES
1	X			
2	X			
3	X			
4		X		
5	X			
6		X		
7		X		
8		X		
9		X		
10			X	
11			X	
12		X		
13			X	
14			X	
15			X	
16			X	
17			X	
18			X	
19				X
20				X
21				X
22				X
23				X
24				X
25				X

# Three rounds of ratings

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- **Round 1**
  - Individually Rate
- **Round 2**
  - Discuss average of individual ratings and other panelists' thinking
  - Individually Rate
- **Round 3**
  - Discuss round 2 results & impact data (% of this year's students who would be in each level)
  - Individually Rate

# Articulation Committee

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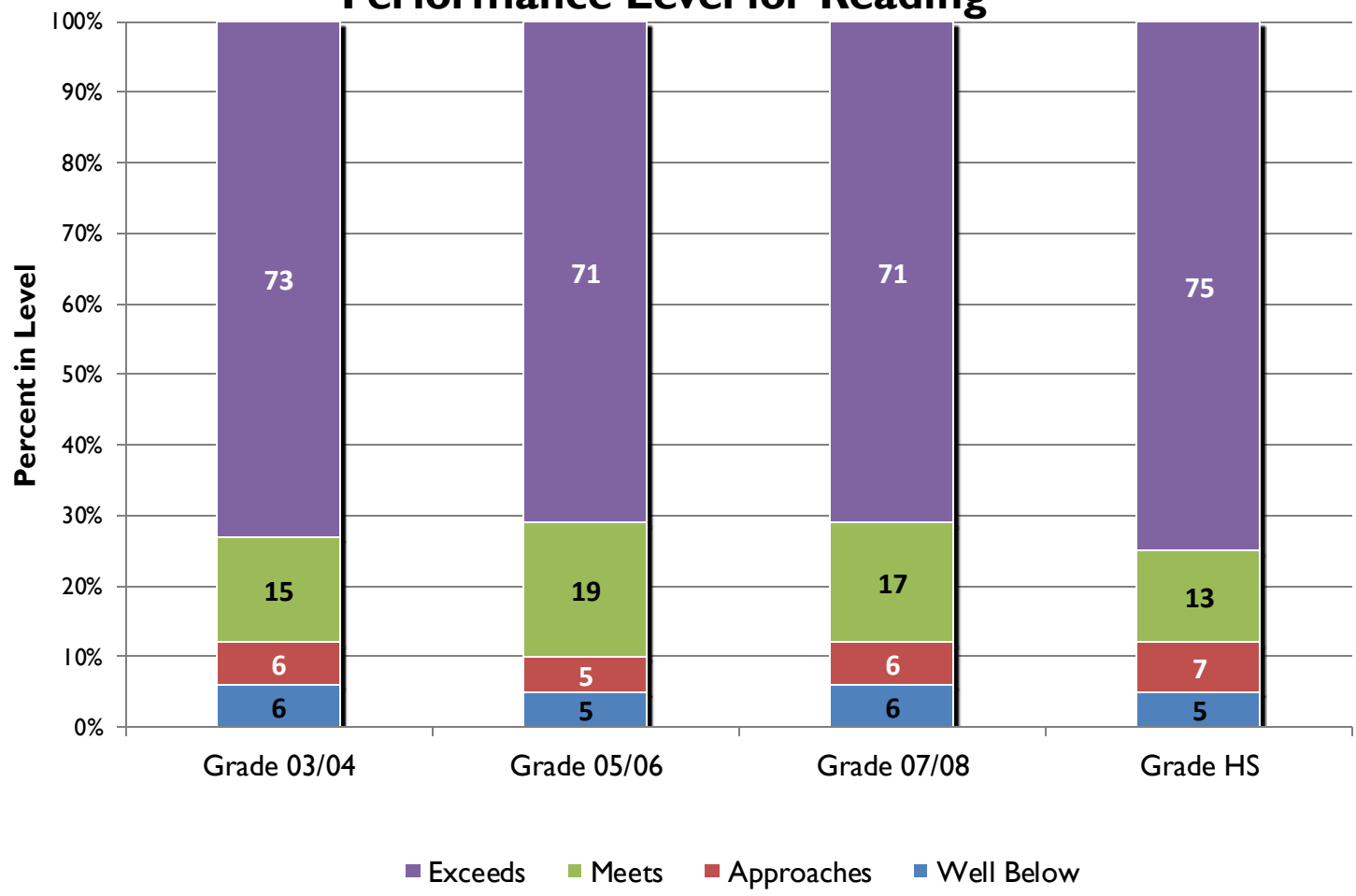
After all groups completed Round 3 for each grade span, two representatives from each group met together to look at results across grades and provide feedback.

# Panelists' Proposed Cut Scores

Reading	Well Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
Grades 3-4	1-3	4-8	9-10	11-12
Grades 5-6	1-3	4-6	7-10	11-12
Grades 7-8	1-4	5-8	9-10	11-12
High School	1-7	8-16	17-20	21-24



### Impact of Proposed Cuts: % of 2012 students in each Performance Level for Reading

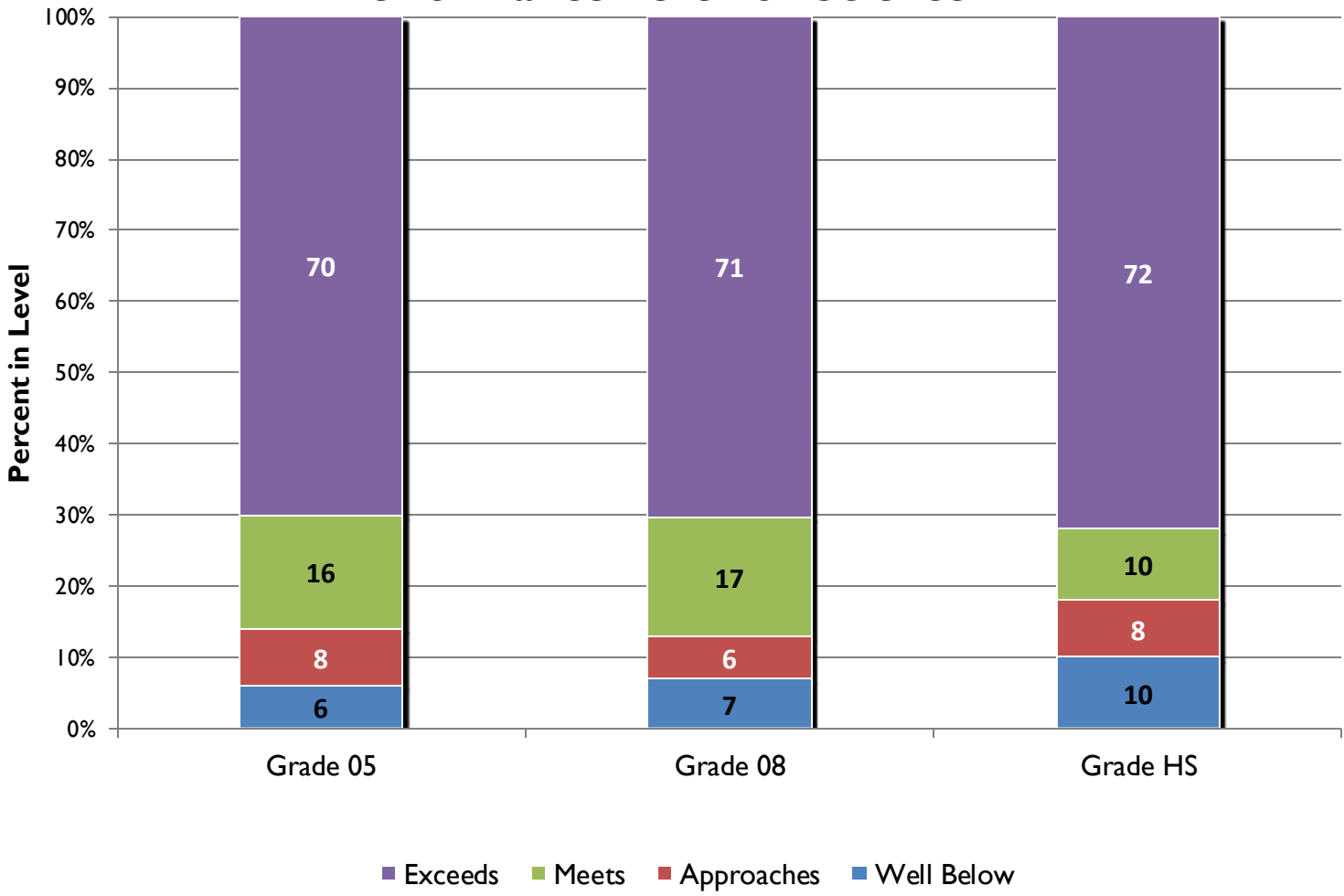


# Panelists' Proposed Cut Scores

Science	Well Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
Grade 5	1-4	5-7	8-10	11-12
Grade 8	1-3	4-7	8-10	11-12
High School	1-8	10-16	17-20	21-24



### Impact of Proposed Cuts: % of 2012 students in each Performance Level for Science



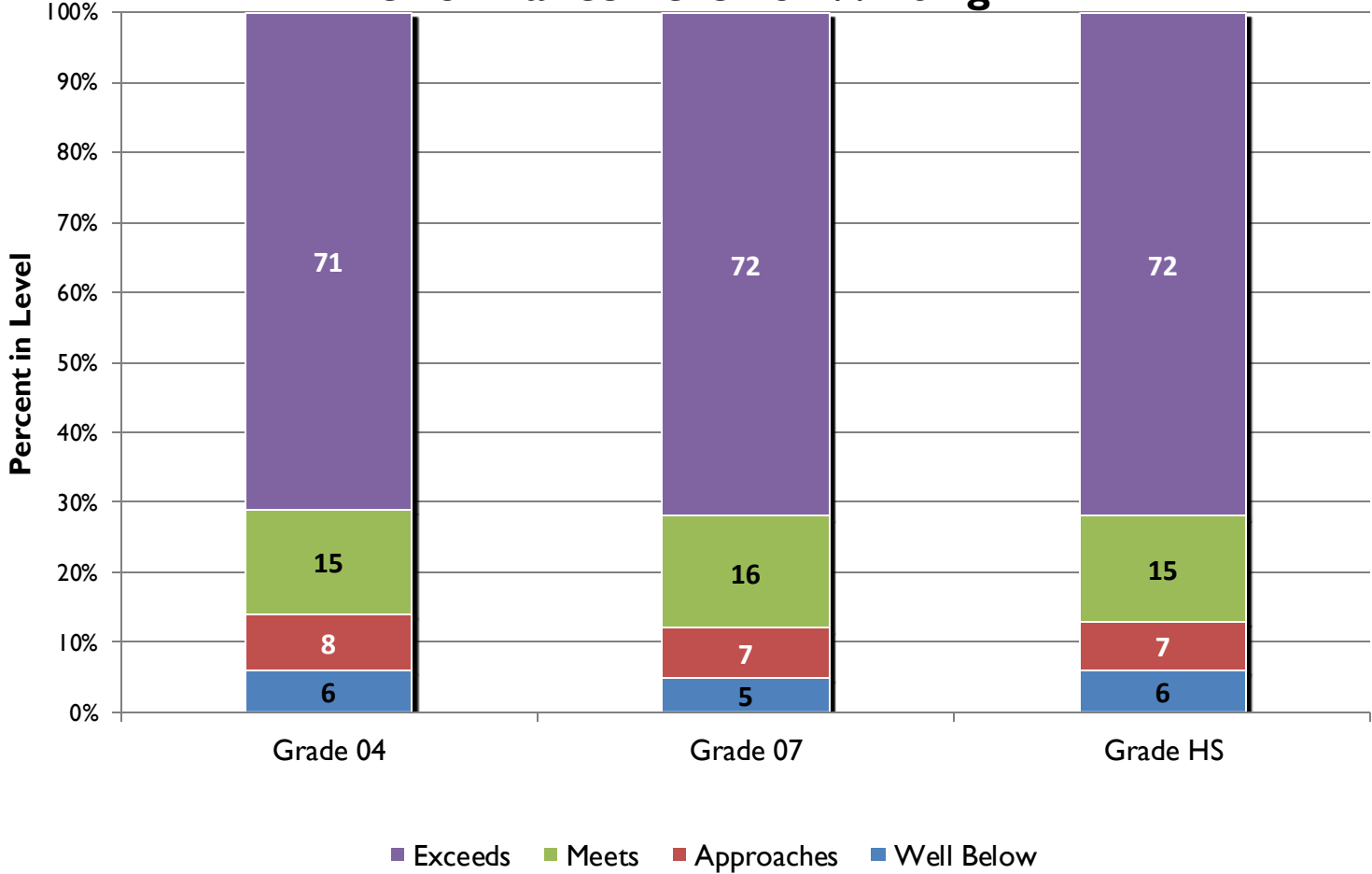
# Panelists' Proposed Cut Scores

Writing	Well Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
Grade 4	1-3	4-7	8-10	11-12
Grade 7	1-2	3-8	9-10	11-12
High School	1-8	9-16	17-20	21-24





### Impact of Proposed Cuts: % of 2012 students in each Performance Level for Writing

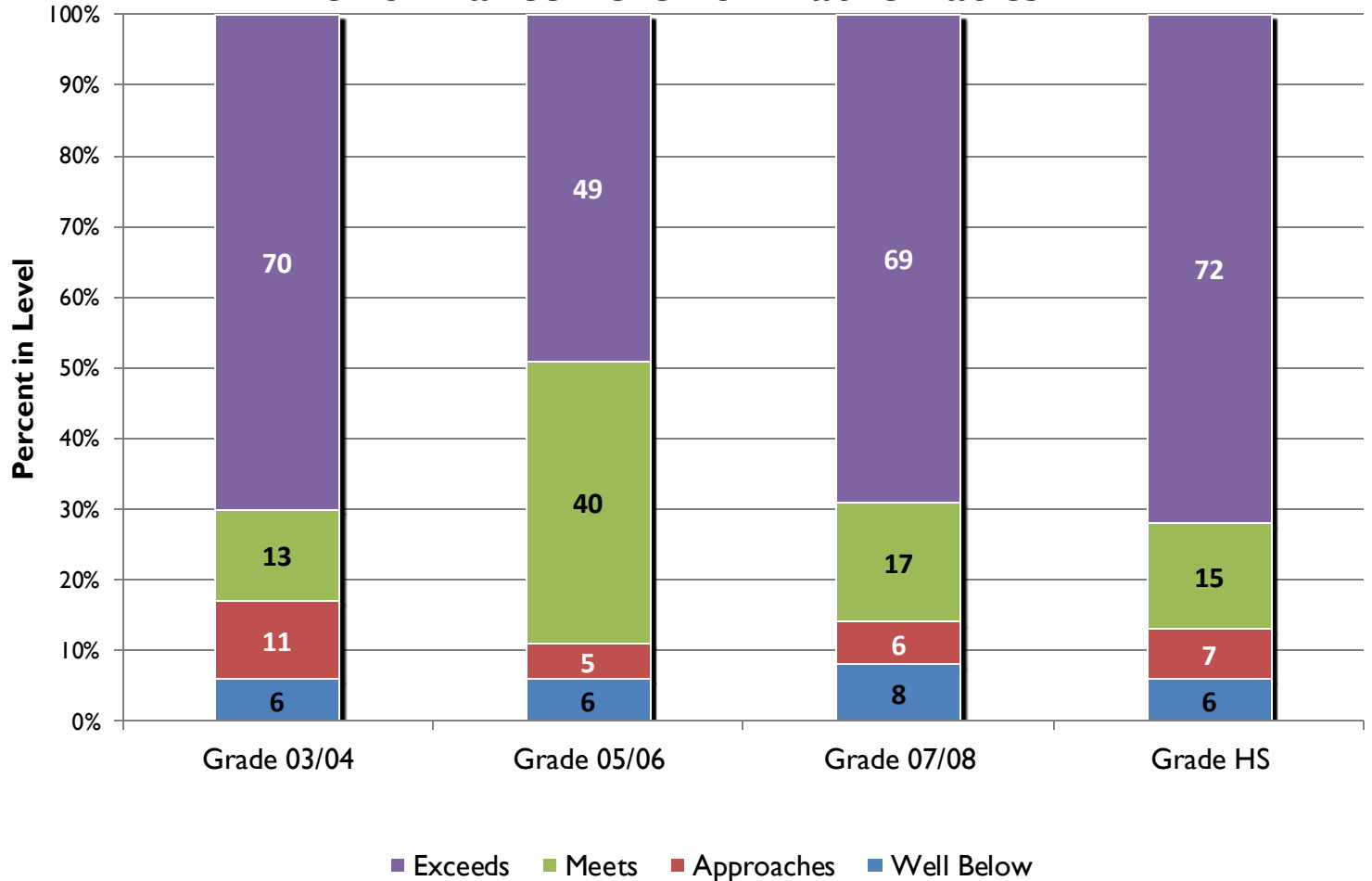


# Panelists' Proposed Cut Scores

<b>Mathematics</b>	<b>Well Below Standard</b>	<b>Approaches Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Grades 3-4	1-3	4-9	10	11-12
Grades 5-6	1-4	5-6	7-11	12
Grades 7-8	1-5	6-8	9-10	11-12
High School	1-8	9-16	17-20	21-24



### Impact of Proposed Cuts: % of 2012 students in each Performance Level for Mathematics

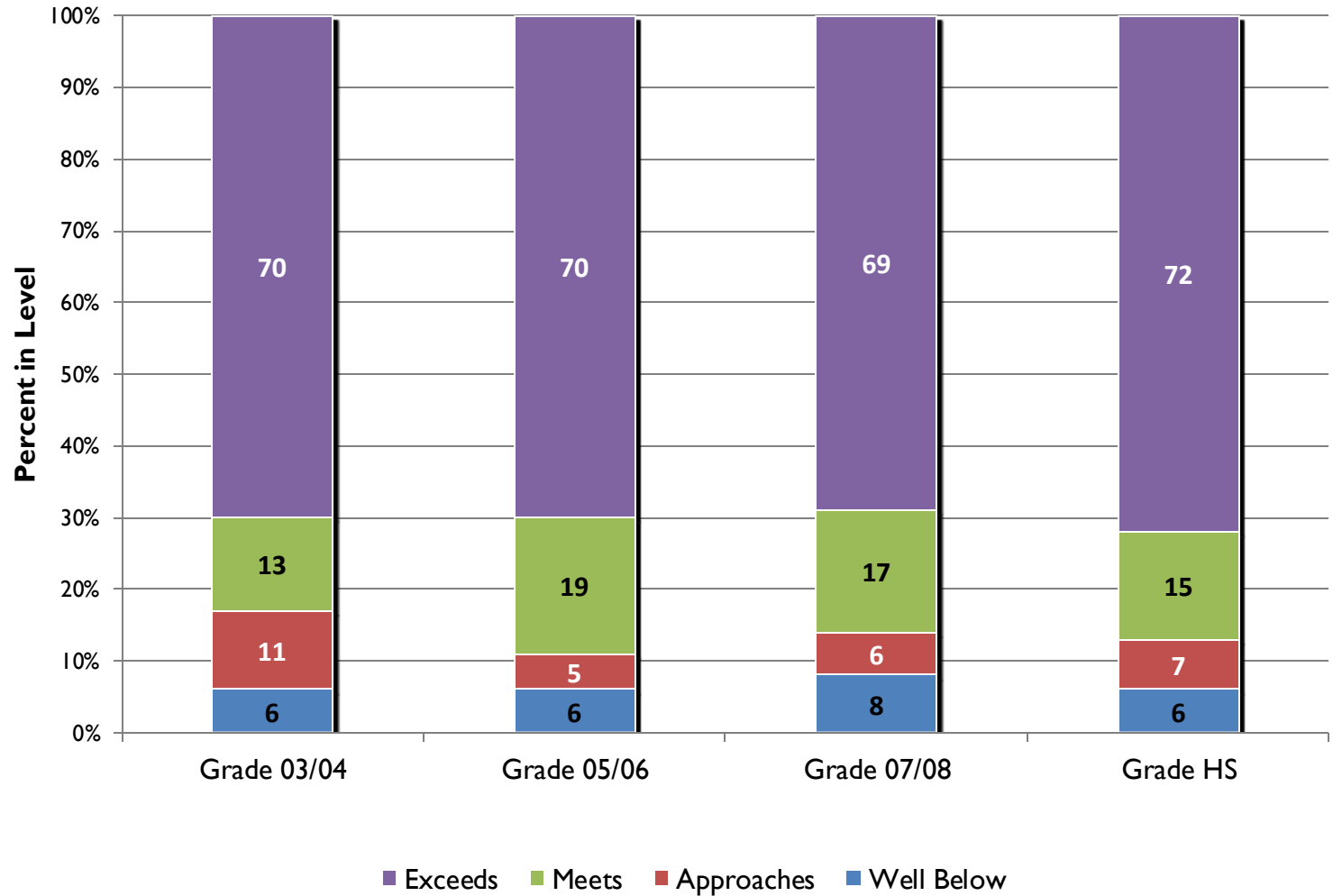


# Articulation Panelists' Proposed Cut Scores

Mathematics	Well Below Standard	Approaches Standard	Meets Standard	Exceeds Standard
Grades 3-4	1-3	4-9	10	11-12
Grades 5-6	1-4	5-6	7-10	11-12
Grades 7-8	1-5	6-8	9-10	11-12
High School	1-8	9-16	17-20	21-24



### Impact of Proposed Cuts: % of 2012 students in Performance Levels for Mathematics (revised)



# Advisory Committee

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A group of 10 superintendents and special education directors convened to look at results across grades and provide feedback.

The advisory group expressed understanding of and confidence in the standard setting process and concurred with the articulation committee's recommendations.

# Superintendent's Recommendation

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Superintendent Dorn recommends that the State Board of Education approve the WAAS-Portfolio Reading, Science, Writing and Mathematics cut scores as recommended by the standard setting articulation committee.

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

## Special Board Meeting Business Items August 6, 2012

Content	*Staff Recommendation	Action
<p><b>1. Approval of Cut Scores for the End of Course Assessment in Biology</b></p>	<p><b>Motion:</b> Move to approve as the end-of-course Biology assessment cut scores, those scores proposed by OSPI's Standard Setting, Articulation, and Policy Advisory Panels set forth on slide 20 of OSPI's powerpoint; and to require that a student achieve a score of 23 or higher in order to meet the standard on the end-of-course biology assessment, and for high school students to obtain a certificate of academic achievement.</p>	
<p><b>2. Approval of Cut Scores for the WAAS portfolio for reading, science, writing, and mathematics</b></p>	<p><b>Motion:</b> Move to approve as the Washington Alternative Assessment System (WAAS) Portfolio cut scores for reading, science, writing, and mathematics, those scores proposed by OSPI's Standards Setting Articulation Committee, and Policy Advisory Panels set forth in slides 36, 38, 40, and 44 of OSPI's powerpoint.</p>	
<p><b>3. Approval of Waivers from the 180 School Day School Year Requirement in RCW 28A.150.220</b></p> <p><b>(a) Columbia (Walla Walla) School District</b></p> <p><b>(b) Finley School District</b></p>	<p><b>Motion:</b> Move to approve Columbia (Walla Walla) School District's request for a waiver of three days from the 180 day school year requirement in RCW 28A.150.220 for school years 2012-2013, 2013-2014, and 2014-2015.</p> <p><b>Motion:</b> Move to approve Finley School District's request for a waiver of three days from the 180 day school year requirement in RCW 28A.150.220 for the 2012-2013 school year.</p>	



\*Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.