# Setting the Minimum Scores for Graduation on the New Exit Exams

February 2015

Cinda Parton, Director of Assessment Development
OSPI

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

# Why are new exit exam cut scores needed?

- The Legislature has given the State Board the option to set a different cut score on the Smarter Balanced tests for graduation purposes.
- There are new end-of-course exams in mathematics.

| | English/LA | Mathematics | Science (no change) |
|---|---|---|---|
| Grade10 (until Class of 2019) | Smarter Balanced | *Year 1 or Year 2 EOC exit exam* | *EOC Biology exit exam (until NGSS)* |
| Grade 11 | Smarter Balanced | Smarter Balanced | |
| EOC= End of Course exams<br>NGSS = Next generation Science Standards | | | |

# Board Positions

- WAC 180-17-100 adopted March 2014:

"The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, ***the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery***, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college-readiness for all students."

# Board Positions, continued

**State Board of Education Position Statement on High School Assessments Required for Graduation** , 1.8.2015

- Intends to set initial minimum scores for graduation on the high school SBAC that bridges past statewide performance on exit exams to the initial statewide performance of students on the SBAC assessments. This approach will begin the process of moving toward the more rigorous SBAC college- and career-ready level ***by setting initial high school proficiency scores that would impact students in the next few years approximately equally to how students have been impacted by exit exams during the past few years.*** These initial minimum scores would be re-evaluated over the following years, as new standards are implemented and as more students gain the skills necessary to be SBAC College and Career Ready.

# New Exit Exams: Two different types of tests

- OSPI recommends two approaches to setting these cut scores
  - Determine the Smarter Balanced high school exam cut scores from the 11th graders performance in 2015
  - Base the Math EOC exit exam cut scores on the average results of the math EOCs over the past three years

# Smarter Balanced High School Exams

# Smarter Balanced ELA Comprehensive: Equipercentile Linking

- Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT)
  - Use the pool of 2015 11th grade students who have both a Smarter Balanced ELA score and both Reading HSPE and Writing HSPE scores
  - Conduct an equipercentile linking between the percent meeting the assessment graduation requirement on reading **and** writing (passed both HSPEs) and that same percentile point in the Smarter Balanced file
  - Determine the Smarter Balanced scale score that yields that percentile

# Smarter Balanced ELA Comprehensive: Equipercentile Linking

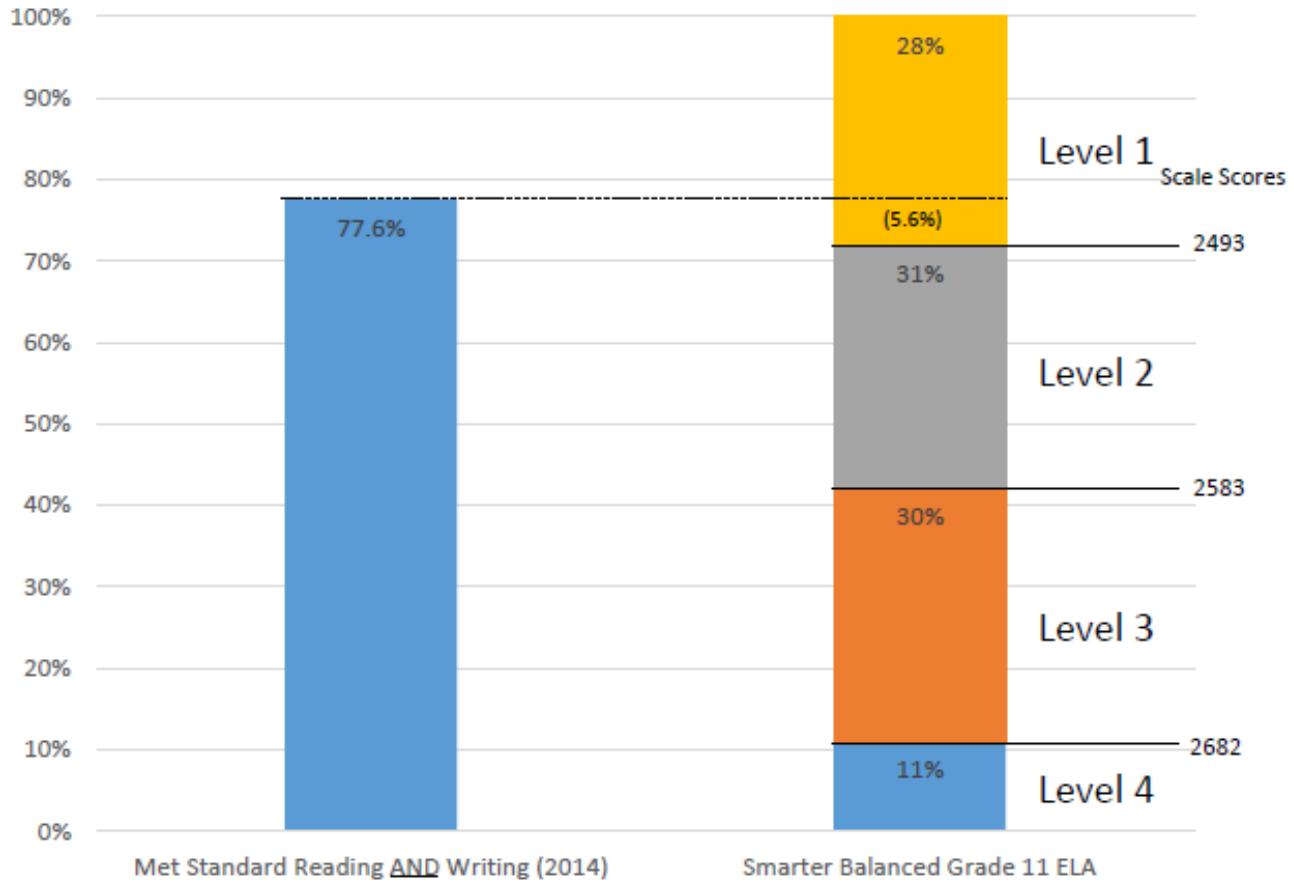
- Example using the population of 11th graders in each of the past three years: 2012 - 2014 (classes of 2013 through 2015)

| Passed Reading HSPE AND Writing HSPE | | | |
|---|---|---|---|
| **Year** | Number Met | Number Attempted | Percent Met |
| **2012** | 63,705 | 81,473 | 78.2 |
| **2013** | 63,203 | 80,938 | 78.1 |
| **2014** | 64,376 | 82,988 | 77.6 |

- 2015 results are expected to be similar to the past three years.

# Smarter Balanced ELA Comprehensive: Equipercentile Linking

- For 2015 11th grade students who took both, determine % that met the assessment graduation on a math EOC. Example uses 2014 data.



# Smarter Balanced Math Comprehensive: Equipercentile Linking

- Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT)
  - Use the pool of 2015 11th grade students who have both a Smarter Balanced mathematics score and a score on the algebra/integrated 1 EOC OR the geometry/integrated 2 EOC
  - Conduct an equipercentile linking between the percent meeting the math assessment graduation requirement (passed at least one math EOC) and that same percentile point in the Smarter Balanced file
  - Determine the Smarter Balanced scale score that yields that percentile

# Smarter Balanced Math Comprehensive: Equipercentile Linking

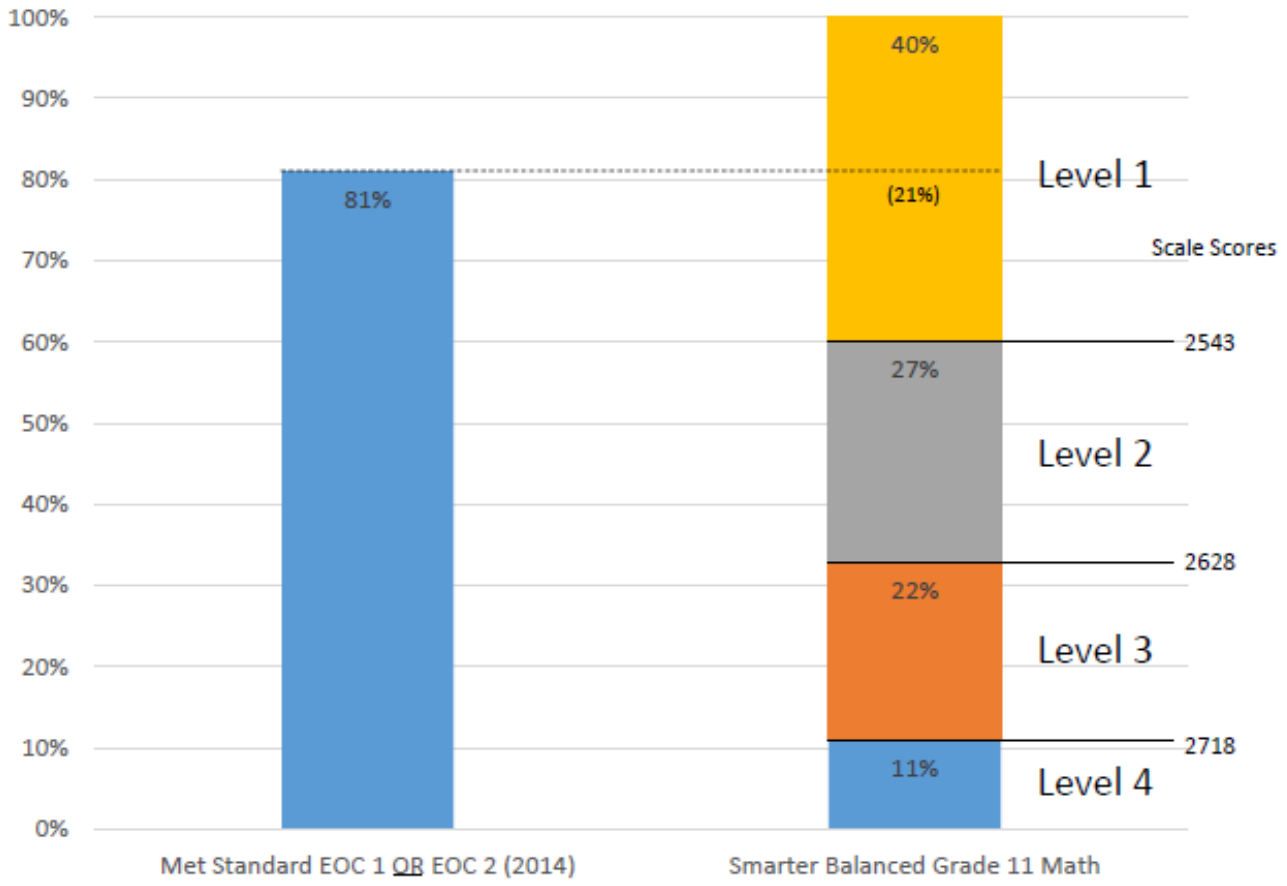
- Example using the population of 11th graders in each of the past three years: 2012 - 2014 (classes of 2013 through 2015)

| Passed Algebra/Int 1 EOC OR Geometry/Int 2 EOC | | | |
|---|---|---|---|
| **Year** | Number Met | Number Attempted | Percent Met |
| **2012** | 56,942 | 73,945 | 77.0 |
| **2013** | 59,376 | 74,755 | 79.4 |
| **2014** | 62,472 | 77,091 | 81.0 |

- 2015 results are expected to be similar to the past three years.

# Smarter Balanced Math Comprehensive: Equipercentile Linking

- For 2015 11th grade students who took both, determine % that met the assessment graduation on a math EOC. Example uses 2014 data.



# Math Year 1 and Math Year 2: End of Course Exams

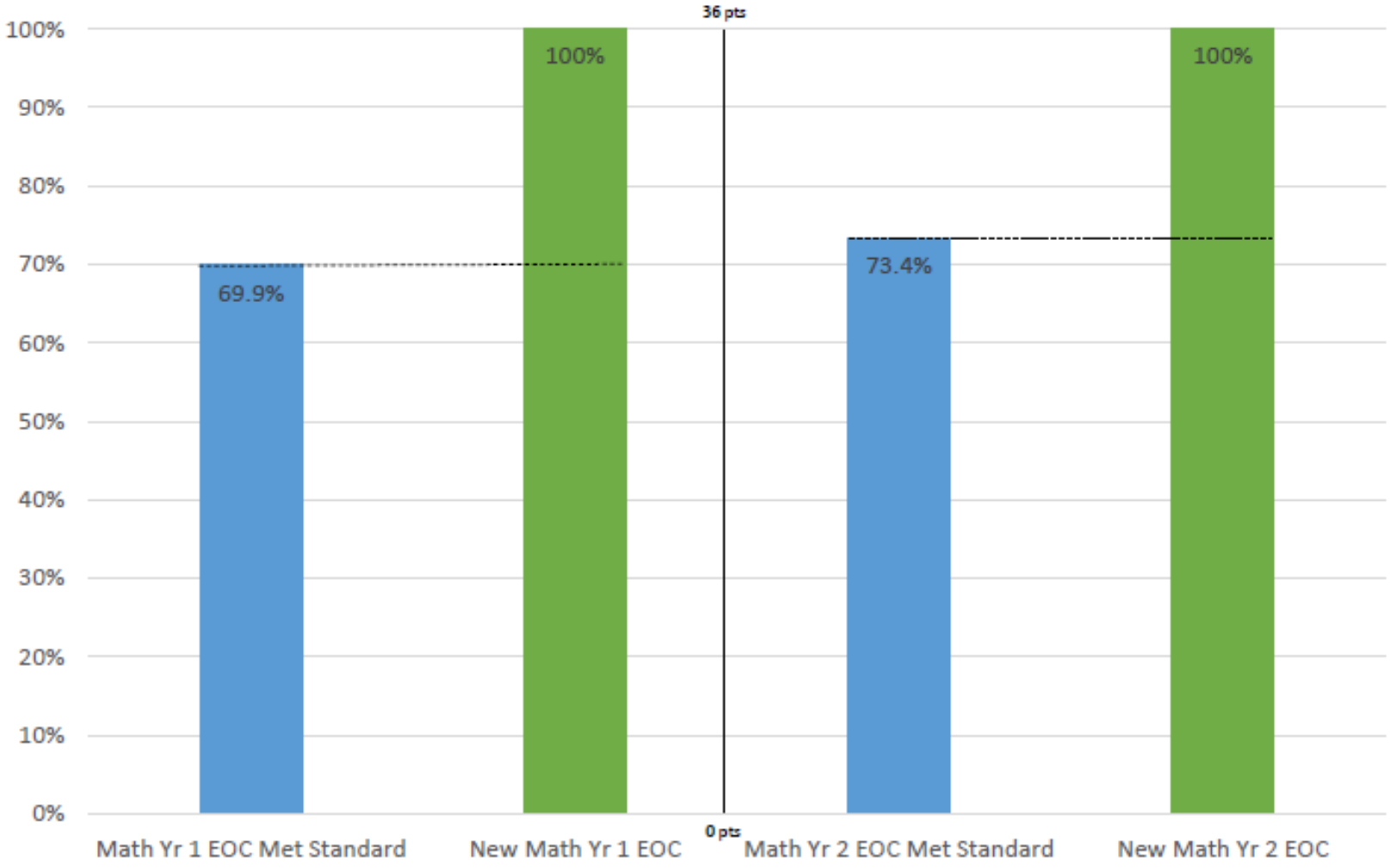
# Math EOCs:
## Approximately Equal Impact as Previous EOCs

- Equal impact cut scores would yield comparable "passing" rates on the new tests as the former tests.
- The target impact percentage will be equal to the average of the last three years.

| Algebra/Integrated 1 EOC | | | |
|---|---|---|---|
| **Year** | Number Met | Number Attempted | Percent Met |
| **2012** | 34,238 | 50,260 | 68.1 |
| **2013** | 35,699 | 54,942 | 65.0 |
| **2014** | 58,156 | 76,050 | 76.5 |
| | | **Average:** | **69.9** |

| Geometry/Integrated 2 EOC | | | |
|---|---|---|---|
| **Year** | Number Met | Number Attempted | Percent Met |
| **2012** | 24,706 | 36,086 | 66.7 |
| **2013** | 34,653 | 47,270 | 73.3 |
| **2014** | 50,322 | 62,799 | 80.1 |
| | | **Average:** | **73.4** |

# Math EOCs:
## Approximately Equal Impact as Previous EOCs



# One Final Consideration

- Some students served in special education are considered to have met standard by earning a Level 2 – or Basic – score rather than the typical Level 3.
- We propose to follow the same procedures described above to establish the new exit exam cut scores for these students.