

## New Summary Report - 03 November 2015

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<b>Count</b>	<b>Response</b>
1	Bob Hughes
1	Cindy McMullen
1	Connie Fletcher
1	Holly Koon
1	Isabel Munoz-Colon
1	Janis Avery
1	Jeffrey Charles Estes
1	Kevin Laverty
1	Mona H Bailey
1	Peter Maier

## What number and types of statewide assessments should be required to graduate?

Count	Response
1	0
1	Math. EIA and (eventually) Science
1	SBAC ELA, math, next gen science
1	Zero
1	We need a set of assessments at high school that demonstrate college and/or career readiness. I am not sure that there is necessarily a magic number of assessment. I do wonder if there are a menu of assessments that students can choose from to show that they are prepared for their given pathway.
1	One ELA exam in the 10th or 11th grade and one comprehensive science exam, given in the 10th or 11th grade.
1	I think the question in my mind is what is it that course tests in the 17 required HS graduation competencies don't do that an exit exam does? I think there could be value in an exit exam for each discrete subject area to provide the system feedback on how it is doing in educating students, but if students have shown success in class via exams and effort demonstrated through GPA, it's unclear to me how an exit exam replaces a course final.
1	At this time, I am an advocate for the ELA, Math and Science comprehensive assessments. Quite honestly, I'd be an advocate for something in the social sciences/civics area as well.
1	There shouldn't be ANY assessment required to graduate. We are having this conversation (again) because in the September meeting members expressed concerns about the complexity and burden placed on the system (and students) due to testing. But mostly, it isn't the tests themselves that create the problems. Most of the complexity is created by keeping the tests linked to graduation. For example, 18.5 of the 22 slides in the Prezi presentation would be instantly obsolete by delinking the exams from graduation. And, what does the link to graduation really buy us? I can't find a single significant link between exit exams and improved student performance on any measure except the exit exam itself. In the aggregate, states with exit exams score at or below the same level as states without exit exams according to any external verification of achievement such as SAT, ACT, TIMSS, NAEP, college remediation courses, college enrollment, college completion, etc. It costs a huge amount of money and lost opportunity (in other important things the money and man hours could be spent on) just to keep our tests linked to graduation. The multiple re-takes, the "alternatives" (which districts are required develop, implement, and staff), the lost opportunity in other programs that are being dismantled to implement the above--all take a toll. And, I just can't see what students, or society, are getting for it? If our goal is to make kids C&CR, and there is no evidence that having an exit exam improves anything besides better scores on the exit exam itself, why are we continuing to do this? I think the real power in SBAC, is the link between the L3 score and credit-bearing college courses --and you don't have to keep the test linked to graduation to get that benefit. We should have 3 tests: comprehensive ELA, comprehensive math, and comprehensive science. All 3 of these tests should be linked to the L3/ C&CR definition of credit bearing college courses. All 3 tests should be linked to the accountability index. None of the tests should be linked to graduation. It just isn't worth all of the trouble, cost, human cost, stress, anxiety, and lost opportunity so kids will score higher on a single exam because they take it more seriously.
1	Three statewide assessments in ELA, Math and Science designed and linked to career and college readiness in my judgment are appropriate requirements for high school graduation.

## How valuable are statewide exit exams in evaluating a student's learning?

Count	Response
1	As currently structured they are not valuable to a student's learning.

**Count Response**

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1	This is difficult to answer. I think state exams can inform the system even more than they measures individual student achievement or capacity to learn. If an in-class final is replaced by the SBAC, then it does help the system and the student better realize what has been mastered. Again, unclear to me if both are needed, if competency is demonstrated on one or the other.
1	I think the state tests, as currently constructed, probably say more about the system in which the student is trying to learn. That said, exams should be able to provide some clarity on what student's do know and are able to do. I am just not sure that tests, as they are currently constructed, meet the threshold for evaluating student learning. I do think an assessment system, with multiple ways of demonstrating learning could be constructed. I am equally sure that the taxpayer doesn't want to pay for it.
1	Moderately valuable at best. They can show what a student can perform on a given day, but do not always indicate the range or depth of a student's knowledge, especially in the area the student may choose to pursue in college or career.
1	I need to know more about the tests. If they are composed exclusively of fill in the bubble items, they won't capture student ability to demonstrate higher order thinking and written expression. If we believe the Common Core are the right standards and the tests measure understanding of the Common Core, these exams should be helpful indicators.
1	First, let me start by saying this is a confusing question because it has 2 parts that are being artificially linked. The first part of the question is whether or not state-level tests, aligned to standards (such as SBAC), have value in measuring individual learning. The second part of the question is whether or not linking the tests to graduation increases, (or creates), that value. First part: I think standardized tests have some value in evaluating the learning of individual students-- but only some, and only in conjunction with other data. The entire point of evaluating the learning of an individual student lies in what instructors can do with that information to plan the next cycle of instruction. Either a student gets it and is ready to move on to the next thing, or she doesn't get it and requires remediation --and it's pretty tough to determine which it is based on a single data point. The problem with state-level tests in general is that the results aren't returned in time for effective school-level planning related to the cycle of instruction for individual students. The tests are moderately useful in subsequent placement decisions (again in conjunction with other data) but they certainly don't tell a student's current teachers anything about that student that wasn't already known based on classroom assessments and grades. HERE'S AN EXAMPLE: In a perfect world, a student who scores at a high L2 on the Algebra II EOC after completing the course with a B because, although she scored all A's on the in-course unit tests and was a discussion leader in class, she didn't turn in some of her homework, is not going to be placed back in Algebra II for remediation. Instead, she is going to be placed in pre-calculus because the teacher understands she is ready for the next level and should not be held back because she got home from the district soccer tournament at 1 AM the night before she had to sit for the EOC. Another L2/B student, who did well on all the homework, but scored poorly on every in-course unit test, might be remediated back into Alg. II because the teacher has seen a pattern of not being able to reproduce the learning outside of guided homework, and he knows the student is not ready for college level --or even upper level technical math. Both students scored at L2, both were B students but the teacher is looking at multiple data points to make an appropriate decision about what level of complexity or challenge the student is ready for in the next cycle of learning. Second part of the question: Does linking the EOC test to graduation add any value to the above scenario? I will let you decide. If, in the above scenario, the test is linked to graduation, the first student will assuredly be placed, along with the second student, either back into Alg. II or in a semester-long COE course. I say assuredly because graduating is sure to be a higher priority to the student (and the school!) than taking a higher level/ challenging math class—even though the student was very likely to be successful in the higher level course. If, in the above scenario, the test is not linked to graduation, the first student will likely be placed in pre-calculus, and the second student will be offered options. Option 1) Re-take Alg. II or equivalent and be better prepared to score L3 on the next round of the test. If L3 is linked to credit-bearing courses in college, and the student is college-bound, the student (and his parents) may choose this safest bet for an L3. Option 2) because he is planning on going to college, the student really, really, really wants to challenge himself to take pre-calculus. His teacher thinks he has a chance to do OK and knows that after pre-calculus there is a good chance the student can score an L3 on the test. So the student takes on a difficult personal challenge and takes pre-calculus instead of retaking Algebra. Option 3) the student has a PHSP that involves becoming a welder and, instead of being forced to do a COE in algebra, he takes industrial math for his 3rd or 4th math credit. There he learns to do the math required to order steel and run a business. Oh, and this also completes his CTE welding sequence and he earns an industry certificate that allows him to leave school and immediately enter the work force at close to a living wage . So, you decide; did linking the test to graduation add any value at all to determining how much either of these individual students learned, or what they should do next in their life??

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**Count Response**

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- 1 On the one hand, there needs to be an objective, third party evaluation of the educational system, and of the individual schools to ensure that students are indeed college and career ready. On the other hand, we have new 24 credit requirements, with required core classes, designed to ensure that students are well prepared for college and career. As we move to competency based crediting, based on objective evaluations, a high school graduation exam becomes less important. In other words, I'm conflicted. The research is also not definitive, based on the summaries of the resources provided.
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- 1 Provide a basis of assurance that a student has the basic knowledge and skills necessary to succeed in career or college after HS. In the era before exit exams, far too many students were graduating from HS without these basic skills.
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- 1 Statewide exit exams should be very valuable to students, teachers and the school in evaluating a student's learning. The research does not show that they actually are valuable. This needs to change.

## How does linking a test to graduation motivate students to do their best on that exit exam?

Count	Response
1	There is more motivation than if the test is not linked.
1	The link between level 3 proficiency and placement in college credit earning classes is the incentive for "doing one's best." If this were better communicated, I think parents will coach and encourage their children to study and take the tests seriously.
1	I don't think there is any ambiguity in the data; linking a test to graduation immediately results in improved student scores. On that test. It is pure common sense that this would be the case and the data support the assumption. However, this data has been collected at a time when there was only a negative consequence relative to the base line (base line being high school graduation). Failure = negative from the base line. What we don't know yet is what kind of impact we will see on scores once students begin to understand that scoring at a C&CR, L3 brings a positive consequence relative to the baseline. Success= baseline+ additional benefit. I would also argue, that as long as our cut score for graduation is below the C&CR level (and does anyone see how it isn't going to be years before we can change that without a complete replay of the political fall-out from the dip in graduation scores caused by biology EOC results?), keeping the SBAC linked to graduation keeps system resources aligned to, and motivation focused on, the minimum graduation score rather than the C&CR score.
1	I can only note that when students think an assessment has "something in it for them" that they take it more seriously. This doesn't only seem to be true of graduation tests, but also tests like the AP, IB, SAT, ACT, which while not required for graduation are mostly of high value because they see they will get something out of it. The challenge we have with a HS graduation test for all is that so many students (and their parents) see it not as opening the gate to more opportunity, but rather closing the gate. For those who are most ardently against the tests, it seems they have decided they are puntative.
1	In the last testing cycle, 11th grade students who didn't need to take the exam didn't take the testing seriously. Our students are very savvy. Why take something that doesn't help them in some way in the long run. Perhaps knowing that the exit exams allow students to forgo remediation courses in community college will motivate them. However, we don't know that the linking of exams to courses in community college will motivate students enough.
1	It shifts a student's focus to a specific subject at the expense of other subjects which the student, teacher and parent may deem of more value.
1	Last year's SBAC results show the importance of having a test that matters, in terms of student motivation and effort.
1	The focus of an HS student is to graduate on-time with his/her peers. Knowing that s/he has to meet a score on an exit exam helps with keeping the focus. Since in-state community colleges and four-year public universities have put forth that a successful score on the SBAC means the student will not require remediation - and time wasted by the student in non-credit courses, that could motivate some students along with their parents/guardians.
1	It should but it appears from the research at this time to having the opposite effect serving - discouraging students rather than motivating them.
1	I'm confident that linking an exit exam to graduation makes a big difference in motivation. This past year's experience was proof of that.

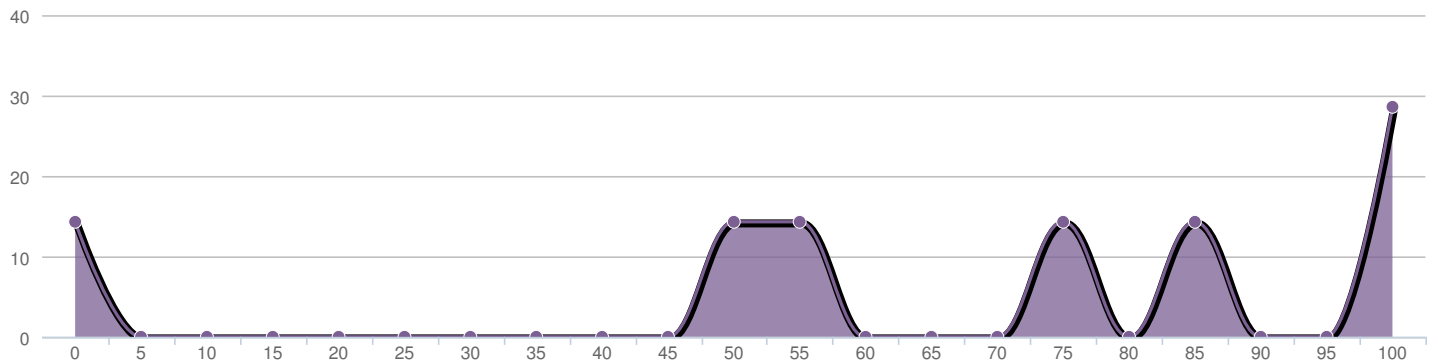
## How useful are exit exams in holding schools accountable for teaching key skills?

Count	Response
1	I think they are powerful indicators of school performance around the achievement gap.
1	Data from testing helps parents and districts (School Boards and administrators) understand which schools and programs are strong -- and shines a spotlight on those that are not. This is especially important, and useful, for closing the achievement/opportunity gap..
1	Moderately useful. This of course presumes that what is tested is what should be taught. Of greater concern is the issue of teaching to the test rather than teaching what needs to be learned
1	If the world were composed of just two key skills (reading and math) then exit exams might be of value. As they are now, they do nothing but interrupt learning in a broader sense.
1	Not very useful. Implementing more remediation programs instead of examining the curriculum and instruction is shifting the accountability away from the school to the student.
1	I do think one of the most powerful aspects of exit exams is the accountability they create for learning aligned with what is important to know and be able to do. What I don't think they necessarily do is change the teaching practices needed to support student success. Because a robust statewide professional learning program for educators has not accompanied the efforts on standards and assessment, you have uneven implementation and thus inequitable impact on students.
1	I think it depends on the district and the school. I have seen some district use the data to galvanize school staff, students, and families to work toward improving academic outcomes. I have seen other schools and school district flounder. The key to having it be useful as an accountability system is having the supports for districts and schools in place to make real change. It is also making sure that districts and schools can share best and promising practices with each other.
1	If the curriculum and exit exams are aligned, the exams can provide solid feedback to teachers, administrators and all those involved in a student's matriculation. If they aren't in sync, then the value of the results will vary .
1	I think they could be key, but not sure this is the case. Could it make a difference in ensuring that "at Hope" students get the education they deserve? Is there data here?
1	This question has the same problem as the one above; it has two parts that aren't really related to each other. The first part of the question is, do standardized tests that are aligned with standards help hold schools accountable for teaching key skills? I can't quite figure out what the data say on this one ("key skills" = good thing, or "key skills"= harmful narrowing of the curriculum in order to "pass the test"?), but speaking anecdotally, I think standards (and tests that hold the system accountable to those standards) are extremely useful; even crucial. Standards, and the data derived from standardized tests, are a huge driver in curriculum decisions, teacher ProD, PLCs, lesson planning etc. I also know that my personal journey of learning to align my curriculum and teach to a set of standards, then assess my students' performance relative to those standards, has made me a better teacher on many, many levels. The second part of the question is whether the tests have to be linked to graduation to derive this benefit. If the answer to this part of the question is yes, then let's immediately cancel all the standardized tests we give in elementary and middle school (since none of those test are linked to graduation).

## To what extent do exit exams pressure schools to increase their efforts to close the achievement gap?

Count	Response
1	This objective data should create incentives for schools to develop, execute and evaluate plans to close the achievement gap.
1	Uncertain. It appears that they force schools to narrow the curriculum, which can be eliminating the very classes in which many students will learn. It also appears to me focusing on remediation , which has limited results.
1	It appears that many adults in the school system have decided to narrow the curriculum as a result of this pressure, despite the fact their seems to be evidence that those students who receive a robust curriculum experience, both in depth and breadth, do better on these exams.
1	If the data is used by the district (for example by district and school level data dashboards used by many school districts), this information is valuable
1	We've had exit exams in Washington State for a decade. Rhetorical question: How're we doing on closing the achievement gap during that same decade? Yes, I think exit exams put "pressure on schools," maybe even lots of pressure. But unless we stop coupling "pressure" with austerity, the pressure is going to continue to fail to give us the result we are looking for and instead remain just negative, anxiety-producing background noise that wears down kids and educators alike and sucks up human and financial resources that could be focused on other important and under-resourced issues. Sometimes it feels like schools are given teaspoons and told to empty the ocean (of poverty, trauma, language barriers, etc.). Then, when the ocean isn't getting any emptier, schools are told that unless the ocean empties faster, they (or worse, kids), are going to somehow be held accountable. Yes, schools are anxious, and "pressured", but they aren't going to be able to empty the ocean any faster until they are given something other than teaspoons. This is the crux of the "opportunity gap" discussion, and why we need to stop focusing entirely on the achievement gap and start working the other end of the equation as well.
1	In my experience I have not seen exit exams motivate schools/districts to increase their efforts to close the achievement gap. mn
1	Exit exams put pressure on the entire system to discount a well rounded education. They focus achievement on just two or three limited areas. Closing the achievement gap becomes the goal in just those areas tested rather than a high quality, targeted and relevant "education."
1	Disaggregation of data on common exams makes a big difference, and holding school and districts accountable for the achievement of all students is very important. I believe exit exams could make a difference.
1	They are another tool in the box to be used to be sure that schools are focused on achievement and opportunity gaps. There are unintended consequences if there aren't other options available to students such as alternative assessments - the instructional staff may have exercised every means at their disposal that time and money allows, but without alternatives for challenged students, the focus on an exam exclusively may cause resentment and people throwing up their hands when they believe that children are rising to the maximum level they can given a wide range of variables, i.e., income, home support, students working to help the family, pressure from external peer groups, lack of background knowledge, etc.
1	I think it has and continues to highlight for schools the need to improve instruction and non-academic support for students typically found in the gap. However, more work needs to be done to support schools and districts in making the changes necessary to close the gap. Andrew's NAEP data made it clear that are gaps are not closing and it isn't a lack of measuring them. However, we haven't had the resources and supports to help make them close.

## Where should statewide exit exams fall on a spectrum of minimum proficiency to career and college readiness?



### Statistics

Sum	465.0
Average	66.4
StdDev	32.7
Max	100.0
Total	7

## Comments

### Count Response

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|---|---|
| 1 | There is an answer to this question in a perfect world and there is an exact opposite answer for the world we've been living in. In a perfect world the bar should look like this: -----O. In the world we've been living in, the bar should continue to look like this: O-----. Of course we want all kids to exit C&CR. That should absolutely be the goal. But to have that goal, you have to actually provide the opportunities for kids to get there. ALL kids really can get there, but for some, it takes more time, more help, more extended learning, more social/emotional assistance, educators trained in equity issues etc. And until we are actually providing these "extra" things that are essential for closing the opportunity gap, we are going to continue to have the same (or worse) achievement gap that we see when all we are requiring is minimum proficiency. About a quarter of our kids haven't even been making it in the past--when it was "easier." Simply making it "harder" is not going to magically result in those kids starting to be successful. And if making it harder turns out to result in even fewer kids making it, then essentially what we've done is turn a admirable desire to "make high school more meaningful for all kids" into a situation where some kids get a "more meaningful diploma" and the rest just get don't get a diploma at all. The already-haves end up with more, and the already have-nots still end up with nothing except potentially more company in their ranks. And, ending with the phrase I am sure you're all totally sick of by now, delinking solves this problem and we immediately focus on C&CR for all kids. |
| 1 | High school should be preparing students for their post-secondary plans. Minimum proficiency does not help students demonstrate their readiness for that plan.  |
| 1 | As the system ramps up with the Common Core Curriculum, some of the concern about the SBAC assessment itself will likely fade. However, the education system has to make it very clear that the curriculum and assessments associated with it are, in fact, an assurance that a student is ready for successful career that initially will consist of more training or education.   |
| 1 | A high school diploma should signify to a student that they are ready for the next step in their education or careers. Any less would close the door for particular groups of students from reaching their full potential.  |
| 1 | There certainly is the potential that exit exams could result in an increase in college enrollment if more students graduate meeting higher standards and college ready.  |



**Count Response**

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1	Let colleges have their own tests -- including ACT and SAT-- for readiness. Focus on ensuring that students learn the K-12 requirements and allow for many pathways and a variety of classes in which they can learn these requirements.
1	Tough one. On the one hand, all students should graduation career and college ready, as documented by a common exit exam. On the other hand, there are other ways of demonstrating competence, such as certifications, dual credit courses, apprenticeships, etc.
1	This question is hard to interpret. Each class a student takes (no matter the subject content) should have a minimum proficiency which is set by the school district and the teaching staff, based upon an accepted set of standards. When a student can demonstrate performance in meeting those standards they should be moved on. Passing a state test at a particular point in time, at a particular age, in only a couple subjects implies those two subjects at that age are keys to success in later life. Considering there is no proof of this to be true, or any agreement on what constitutes "career ready," the implication is not only miss-leading but damaging to students.
1	A high school diploma ought to indicate that a student is ready to succeed in their post-secondary pursuits. As such, any exit exam ought to be one indicator of this readiness to succeed post-high school. A high school diploma should assure the learner and other stakeholders (parents, employers, etc.) of the student's readiness to succeed in post-high school pursuits. As such, any exit exam associated with obtaining such a diploma ought to offer that same assurance. I think of college as just one path to a career. There are other paths as well. The diploma, and any associated exit exam, ought to be an assurance of a student's readiness to take that next step. I would assume that most students and their parents want to know that the HS time prepares them well for post-high school. At the same time they also we have the dual issue of "graduation as a rite of passage" and the "right to graduate" from HS.
1	Start where we are now. Over time strive to move to CCR. When the shift will be possible is as yet unknown. We are in only the first year of SBAC testing based on Common Core.

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Options and alternatives add complexity. How might this be beneficial or a problem?

**Count Response**

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1	As long as exams are linked to graduation, we will need to continue offering alternative ways to meet the exit exam requirements. However... every alternative option comes with a cost. NOT ONLY DO ALTERNATIVES ADD COMPLEXITY, THEY SUBTRACT SCARCE FINANCIAL AND HUMAN RESOURCES FROM OTHER IMPORTANT, AND UNDER-RESOURCED AREAS. IN PARTICULAR, THEY SUBTRACT FROM PROGRAMS THAT SERVE STRUGGLING OR ACCELERATED STUDENTS BECAUSE THOSE PROGRAMS ARE DISCRETIONARY COMPARED TO STAFFING CORE 24. THIS IMPACT IS GREATER IN POORER AND SMALLER DISTRICTS. FOR EXAMPLE: in a large district 22 kids need to do a math COE and it costs .15 of a teacher FTE to staff a COE class. In a small district (with fewer teachers to begin with), only 4 kids need to do a COE, but it still costs .15 of a teacher FTE. In addition, that teacher was formally the only teacher who taught something else that now must be abandoned to teach COE; courses such as CTE, arts, singleton upper level or dual credit courses, culturally significant courses, etc. In my school, one COE teacher formerly taught a cultural connections class for our Native American students, another used to teach tech math to welding students, and I taught a section of biology for students in SpEd who need 2 years to get to standard instead of the usual one year. We don't offer any of these options anymore. And it isn't just a problem with COEs. Here is another example. On this year's Healthy Youth Survey, 45% (!) of students in my school reported feeling anxiety related to school. I personally have 6 students who are so affected by anxiety that they are incapacitated to the point of being absent more than 30% of the time. And yet, our 2 school counselors report spending 5-7% of their time just managing and tracking graduation testing requirements instead of counseling students (and that's how much time they still spend even "after pushing most of the responsibility back onto our principal and district office staff.") A counselor from another school reports; "I spend about "half a day per week, if I think about COE issues, scheduling, interpreting testing, letters home about testing, reminding students to attend testing, trying to get accurate test results into our database from the state, discussing it with parents & students, etc." To attempt a solution to this problem, the data systems specialists in my district spent a full day trying to write computer code to get our custom data system to track student progression towards meeting graduation requirements. The coders finally gave up because when they tried to account for all the possible alternatives, "the logic was too complicated to code." This means our counselors and other staff are still doing it by hand. It all sounds so easy on paper but making it work in the real world comes with hefty, unexpected trade-offs.
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**Count Response**

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- | Count | Response   |
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| 1     | The general direction in education is toward greater individualization. The SBE has already made a statement supporting movement toward competency evaluation. These options will necessarily be individualized for students to demonstrate competency. Options also create tremendous teaching opportunities to help students understand their best assessment methodology (another extension of the HS & Beyond plan).   |
| 1     | I agree that options and alternative add complexity, but they also offer customization. That adds time and expense, but I really wonder if we have a communications problem more than anything else. Can we really say that OSPI, SBE, and the schools have really marketed this in a clear way? Could we do better?   |
| 1     | One size never fits all. That said the system needs to provide options or alternatives to exit exams for the students who need an alternative to demonstrate they have acquired the appropriate level of mastery of knowledge and skills to graduate with a high school diploma. The benefits to students outweigh the problems to the system.   |
| 1     | Not all students perform well on standardized, high stakes tests. Allow them to show their learning through use of other tests, such as NAEP, SAT,ACT, AP, or through GPA.   |
| 1     | I think we have to have them. But they need to be meaningful. That is why I like certifications, dual credit course completion and apprenticeships. They actually document a student's readiness for work or college level classes.  |
| 1     | Both. Beneficial in that these issues highlight that each student is an individual and that circumstances vary. Complexity in that alternatives can be hard to understand, and can be costly. Key is to have alternatives, but not have the alternatives swallow the whole.  |
| 1     | Most students will meet the standard and graduate by passing an exam. However, alternatives are important. Students need to know that there are other ways to demonstrate their knowledge and skills.  |
| 1     | The needed options and alternatives have been systematically reduced to useless outcomes that produce graduates unable to get a job.   |
| 1     | This goes back to my point in previous answers. If, in fact, a student takes the required 17 courses and demonstrates a degree of success via GPA and in-course exams, a complex and convoluted group of alternative assessments isn't warranted, IMO. Recall the intention of alternative assessments - another way for a student to demonstrate competency in the subject area. I think those students who are close to competency will already have a track record in the classroom. Alternative assessments for students who don't come to school and do absolutely no work are largely a waste of time but may work for a handful who wake up at the last minute before graduation. |

## Questions about requiring assessments for graduation?

Count	Response
1	How confident are we that the new SBAC, and the new Next Gen Science standards will be good tests of college and career readiness? Do we need other exams, as well, such as Work Keys, Asvab, etc., for those students not college bound? Is there a combination, or menu of graduation requirements, such as is the case in other states, that will allow a student to graduate, while ready for the next step?
1	Do we have current data on the relationship between re-alignment of curriculum and teaching due to NCLB testing requirements has impacted students, especially by disaggregated sub-groups? And particularly in WA?
1	What are the barriers to administering SBAC in 10th grade (with another opportunity in 11th for those who do not achieve a 3 or 4)? Is it different for Math and ELA? To what degree is the Math SBAC based upon content that students learn in 10th grade? Could ELA be administered in 10th, Math in 11th?
1	From a historical point of view, when we didn't have a common assessment didn't we have a problem finding an indicator of quality of the diploma students received? If not the kind of assessments we are currently engage with, what could be an alternative that assures some quality, but doesn't have all the negative issues now associated with our assessment system approach?
1	What does the research tell us about post-secondary enrollment and completion with and without required assessments for graduation?
1	My question: Is the system ready and willing to change to make requiring assessments for graduation meaningful in terms of student outcomes?

Describe your concerns about the state transitioning to a Level 3 on the Smarter Balanced Assessment for graduation. Consider if, how, and when.

Count	Response
1	My only worry is transitioning to a level 3 without having alternative assessments options.
1	3/4 on SBAC is our goal, but we are far from having sufficient information about when that might occur. Again, we have only one year of results- and incomplete ones at that.
1	Transitioning without educating students, parents and educators would throw the system into chaos. There appears to be broad support from constituent groups around the State for Level 3. I heard from many groups that Level 3 sends a message that we have high expectations of all our students. Preparation and building understanding are key to a successful transition. I don't think the question is "if"; however, how and when are integral to preparation and building understanding.
1	The key questions I have are: how much Common Core curriculum do students need to be prepared for this requirement? What resources (personnel, curriculum/assessment, policy flexibility) do schools need to use (all) grade level test results to customize learning in the following year so students are leaping ahead instead of held back by poor scores/understanding?
1	As long as the tests are linked to graduation, we can't transition to L3 until enough students are meeting the standard to avoid the political meltdown that would occur if there were a large dip in graduation rates (not to mention the impact on students and schools). Sorry to keep harping on a single note, but this entire question would vanish if we delinked the tests from graduation. Whereupon we could immediately and unambiguously define "proficient" as being L3, and allow the system to get busy putting all available resources towards getting all kids C&CR instead of spending significant resources still trying to get a minority of kids minimally qualified to receive a diploma.
1	Level three is an unknown, arbitrary performance level established by an outside group on one specific common core standard. It has an unknown relevance to a student's success or failure in later life.
1	If the SBAC remains as an HS exit exam requirement, I don't want it in play until school districts statewide are able to offer a 24-credit curriculum to students and retakes are sorted out. That means to me, the class of 2021 is the soonest I would be comfortable with requiring a Level 3 or better score for graduation. I would continue to want alternatives for students who couldn't meet that bar - such as classroom performance and GPA.
1	My concern is that we approach this like a sandwich. By that I mean that we have standards as one slice of bread and assessment as the other slice of bread, but don't attend (as a whole system) to what goes in between the two slices. That includes curriculum, instruction, formative/program assessment, equipment/materials, community support and educator professional development (teachers/principals/central office/school boards) that is coherent and connected. We need horizontal coherence from early learning to K-12 to post-secondary and vertical coherence from policy to program to classroom practices. To me Level 3 set the target, but we have to put a system in place that give students a good chance to obtain it.
1	I believe that this would be a mistake. Level 3 was set outside of WA, does not appear to reflect what students need to know to graduate high school, but rather what they need to master college work. That is not the role of K-12 education in my estimation.
1	I'm confident, based on the results of this spring, that we can move soon to a level 3, when tested at the 11th or 12th grade.

Questions about graduation scores?

Count	Response
1	3 - proficient should be our goal so students are prepared for post-secondary education
1	No
1	No questions

1. What should be the rigor alternatives to passing required assessments? Current Certificate of Academic Achievement (CAA) alternatives: Collection of Evidence GPA Comparison College Admission/AP/IB

Count	Response
1	ACT and SAT scores comparable to an SBAC Level 3.
1	All three are acceptable, depending on the child.
1	I'm not sure these are the best ones to use. I think we need more alternatives.
1	COE can be important, esp. for ELL students. But COE is costly, both in terms of explicit costs to the State (about \$400 per COE) and the implicit, uncompensated costs to schools and districts (because COE requires significant educator time, either in a class or after school). The key is to have COE exist as an alternative, but not become the norm or the commonly used route. GPA comparisons are not used much. I've been told anecdotally that the comparison is laborious and by hand. Could this be automated? SAT/ACT scores and AP/IB passages could be alternative. If a student is clearly headed for college, the exit exam requirement becomes irrelevant
1	GPA comparison is not as strong and alternative as the other two. The literature mentions Portfolio Assessment. I am assuming Collection of Evidence is the same as Portfolio Assessment
1	The key question is "can we define mastery/proficiency and the range of ways students can demonstrate it?"
1	I like the use of multiple alternatives as long as we can articulate how they are of comparable rigor. We also need a working definition of rigor that is accepted and used regardless of the assessment used? That is, is the assessment tool grounded in such rigor and is what is being demonstrated by students consistent with such rigor?
1	I want to see an option more closely linked to career pathways. Students that have the skills to get meaningful employment or apprenticeships after completing rigorous CTE courses should be able to graduate.
1	GPA, SAT,ACT, AP, IB, but not necessarily at the level that colleges require; Certifications by industry
1	Dilemma: Discontinuing some of the alternatives would decrease complexity. However, every single, discontinued alternative will decrease the number of students receiving a diploma (some more than others). Adding additional alternatives would increase the number of students meeting the graduation requirement, however unless any new alternative comes with full funding specific to that alternative (including staffing), it will also take scarce resources away from existing programs.

## 2. What standard of rigor should apply to alternatives?

Count	Response
1	A high standard of rigor
1	Readiness for the next step in the student's life, career or college.
1	they should be of similar rigor as state assessments.
1	The COE should be reserved for students who have gotten their act together enough to cram-n-jam during their senior year. For others, a 3.0 GPA and in-course test scores of 80+ should be considered.
1	Doesn't the law say the rigor must be the the same? Can anyone imagine the SBE coming in and suggesting that the alternatives should be of less rigor?
1	I think these alternatives (and for that matter the primary assessment) would rigorous if they honored the research suggested in the National Research Council's report "How People Learn: Research into Practice." Assessment should allow students to demonstrate competencies against standards by demonstrating 1) they possess important factual knowledge , 2) understand those facts and ideas in the context of a conceptual framework, and 3) cab retrieve and organize that knowledge for the purpose of application. For example, an alternative to the science assessment ought to offer some assurance that students can 1) use the practices of scientists and engineers, understand apply the cross-cutting concepts that define science and engineering, and 3) have mastered key disciplinary ideas that characterize the earth/space, life and physical sciences and engineering design. A Collection of Evidence assessment could do so. GPA comparison is useful with assurance that the course of study for which grades were acquired was consistent with the rigor described. AP/IB and/or any other advance course of study also is conducted with fidelity to such an approach.
1	The key is great enough clarity that students can demonstrate proficiency. Outcome rather than process.
1	Meeting standards should be demonstrated, documented and collected as evidence in the course of learning. Each child should be on their own path of accomplishing standards, tracked individually...some fast, some not so fast. It should be the same standard applied to all, and defined by the school district.
1	Same as the regular route. This will likely mean some outside controls, as it is difficult for individual high schools to say "no" to a student.
1	Broad, liberal arts education at the high school level that will enable the student to choose how to proceed with his/her life

## Questions about alternatives?

Count	Response
1	I don't have a question but I feel strongly there should be serious alternatives.
1	Might it be possible for the local community colleges (the ones serving a given district) to be the control mechanism? If the local community colleges are willing to accept passage of XXX high school course, say with a grade of B or better, as sufficient to move directly to a credit bearing college course, that should be sufficient. If the students don't have the necessary skills to succeed in those credit bearing courses, the local colleges can work with the district to change the system.
1	What is being used in other states? With what success? How are they tied to success in career or college?
1	CTE is not included here - I think it's a very promising alternative for some students. HS level career competency leads to higher salaries!

## Which factors of when tests are administered are most important to you?

	Score*	Overall Rank
Time and opportunities to retest	32	1
Alignment with career and college readiness	32	2
Use for college & university placement	29	3
How many years of high school content and skills are tested	25	4
Number of tests per year (voluntary tests include SAT, AP, ACT)	23	5
Comparing results with other states	17	6

Total Respondents 8

\*Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.

## Comments

Count	Response
1	I am arranging these in order of importance under our current system (exit exam requirement in place). As long as the tests are linked to graduation, my priorities are all about time and opportunities for students to retest, because none of the other priorities trump the priority of giving students as many opportunities as possible to receive a diploma. If the tests were delinked from graduation, my priorities would TOTALLY change. If the tests were delinked, my priorities would be all about demonstrating maximum student learning, fitting into a student-centered schedule, and giving kids as great a chance as possible to enter credit bearing courses in college.
1	I couldn't make this part work, so I will just answer here. It is most important to cover the curriculum that the student has been taught with some addition to allow for advanced knowledge to be shown. Secondly, time and opportunity to retest
1	I would like SBE to advocate for statutory change that allows students to select alternatives to testing as their personal pathway to demonstrate competency.
1	To me, if Hi-Po students are taking multiple AP tests, SATs, ACTs and such, these are equivalent to the SBAC. As more students - I hope - take AP/IB the SAT and ACT should still serve as reasonable measures. Students who are scoring only a 1 on the AP exams and don't take an ACT/SAT will likely want to take the SBAC and/or be required to if it remains an HS exit exam. However, given my ordering of priorities here, I think how many tests taken does play into what we should realistically expect from any student.
1	The number one factor to me is that the test be a very strong indicator of a student's readiness to succeed post high school. Regardless of when the test is given, it ought to be an indicator of mastery of the knowledge and skills that have been identified as being CCR (Level 3). For many that is likely 11th grade. While in theory, I'd like to be as flexible with time and opportunity for retest, perhaps another strategy is to allow other approaches (i.e., classes, etc.) to be an alternative. When it comes to tests, I think incentives are huge (as opposed to perceived penalties). It was clear from listening to our students at the Spokane meeting that the incentive for taking SAT, AP, ACT was not so that they could demonstrate their knowledge for the sake of demonstrating it, but rather "what was in it for them." If we have an graduation assessment, it has to be competitive with SAT, AP, ACT. I clearly heard those students say that if it was (and they had time to get ready), they would have taken the test. Comparability of results will be important as our business and political community will want to know. Regarding number of tests. I favor fewer mandatory tests (in terms of time) and a system that is viewed as less penalizing.
1	Well, actually, all are important. The voluntary tests for college entrance can be moved around, or even dropped if colleges accept the SBAC as documentation of readiness for college level work. Is there any chance of the ACT and SAT being de-emphasized in college admissions? Can they be taken in the summer, or when school is not in session? AP exams will take place every year. There is no perfect schedule.

## Questions about which grade the Smarter Balanced assessments should be administered in?

Count	Response
1	10th makes the most sense to me, so that students can plan the 11th and 12th grades appropriately
1	No questions. My opinion is 11th grade is the appropriate grade for administering the SBA.
1	Given the 10th grade ELA results, I like 10th grade testing as an option so students can have this requirement behind them and focus more on dual credit, CTE and post-secondary application testing.
1	If the SBAC continues to be administered at the 11th grade, can we work with the SAC &/or the Community College Board to bring awareness to, (or solve) the following problem related to running start students? Here it is: High schools are held accountable for graduation rates. That means if a kid doesn't meet standard on the SBAC it's the high school, not the community college, that's currently on the accountability hook for that problem. Which means community colleges currently have no skin in the game related to administration of the SBAC. Currently, students must return to their HS campus to take the test(s). ELA SBAC takes 3 days. Math SBAC will take (I am assuming) another day. This means potentially an entire week of missed college classes for the running start student. And yet, many community colleges are making no allowances for Running Start students to miss class to take the SBAC at on the high school campus. If RS students choose to go to college class instead of showing up to take the SBAC, now high school counselors are running around tearing their hair out trying to problem solve a problem that essentially is a community college problem, not a high school problem. One solution to this problem would be to require community colleges that have RS programs to administer the SBAC on the college campus and coordinate RS students' college schedules so they can take the test.
1	See above about whether it would be possible to move SBAC to 10th grade, ELA alone or both ELA and math. The benefits for high school course placement and planning for individual students would be large. 11th grade testing is too late.
1	How many students will need to be remediated before graduation. If few, I'd like to see it given in the 11th grade. If many, students may need more time to make up the required course work. How good will the Bridge courses be? What efforts will be necessary to move a "1" to a "3"?
1	The obvious question/concern raised is if we are trying to get all students to on-time graduation, we need to consider the option of a 10th grade test v. 11th grade - What do we know about the math and science tests at this point that allow or preclude that?

## What concerns might you have with eliminating the Biology EOC?

Count	Response
1	I think it is the right step.
1	No concerns. Agree Biology EOC should be eliminated.
1	None at this time.
1	Test is still given, despite the exit requirement being suspended. Does this make sense?
1	When will the Next Gen test be available?
1	Well, I would love to "eliminate the biology EOC", but I think you mean, "delink the biology EOC from graduation"? I have absolutely no concerns at all. Some worry that if we delink the only extant science test, then somehow we are devaluing science. I think having biology be the only tested science has more of a negative effect on science education in this state than having no science test at all --especially since it is still aligned to the old standards. The test is a backwards looking relic that sucks up the limited resources we need in order to build comprehensive STEM programs based on the NGSS.
1	The purpose of the Biology EOC was to allow students to take the test when they had learned the material, rather than taking an in depth comprehensive since exam at some time distant from when they learned the specific material. Will the comprehensive test account for this concern?
1	I don't have any. Let's get rid of it and focus on getting a good comprehensive test and preparing students to succeed on it.



## What problems do you foresee replacing the Biology EOC with the Next Generation Science Standards?

Count	Response
1	I don't have enough information.
1	My only concern is that we will send the message that science is not important.
1	Time, PD, Piloting the test.
1	How will students who have not been taught NGSS do on these tests? What will NGSS exams actually test?
1	In my opinion the big challenge will be getting teachers to teach in the 3 dimensional way called for in the standards. Secondly, I am not sure if a science assessment can be developed that is truly aligned with the standards if we develop the same kinds of assessments we have historically had. I have always thought there was a disconnect at the OSPI level in assessment development versus what was being delivered in the field.
1	Grade it is administered, content covered and the time a student needs to recover and graduate if the score isn't satisfactory. Again, I am a big proponent of GPA and class performance as a reasonable alternative measure - assuming the curriculum is universally applied in schools.
1	As long as anyone actually cares how our students are performing on the biology EOC (even for accountability purposes), that test is going to get in the way of aligning biology to the NGSS. You can't expect teachers to switch to teaching NGSS biology standards on the one hand, while holding them and their students accountable to a different set of old standards on the other hand. To have any kind of authentic "accountability" you have to assess what you teach. If you want the new standards taught, assess the new standards. As long as you are holding kids and programs accountable for old standards via the EOC, those are the standards that will get taught.
1	Timing and piloting/calibrating the NextGen test is critically important. OSPI says that the NextGen test will be first administered in 17/18: is this piloting, field testing, full blown administration? SBAC took two years to bring to scale: first year pilot, second year field test. Likely a similar process will be necessary for Next Gen. Also, how confident are we that students who take the Next Gen have been taught the necessary content?

How long should the Next Generation Science Standards assessment be offered before it becomes a requirement?

Count	Response
1	A couple of years for proofing the Next Generation Science Standards should be appropriate.
1	Depends on what the exams test -- don't test students on what hasn't been taught to them
1	Don't know.
1	it should be introduced in a similar methodology to SBAC
1	If we were to delink tests from graduation, this question would be moot and the very first NGSS test could be scored at the C&CR level, and "count" towards that goal. If we keep the test linked to graduation, then this is a more complicated question that is hard to determine until we see the test and see how students perform on the test. Once we have some data, then I am assuming we will have to go through the same process we have gone through with the SBAC—including setting an initial cut score potentially in the level L1 or L2 range before determining a long range timeline for transitioning to L3.
1	Need at least two testing cycles to determine if ready for full scale administration. Therefore, two years.
1	Prefer two years of results before making it a requirement - so whatever year that takes us to. . .
1	I would make it a requirements when the 24 credit framework is required for all school districts (2021).
1	Students should have had an opportunity to be fully exposed to the curriculum. The test should be offered on a pilot basis for a year before it is required.

Is there a need for an assessment alternative uniquely tailored to science? Please describe what that might look like.

Count	Response
1	Excellent question. Need to think about this one.
1	More lab demonstrations or hands on work? More presentations or research papers?
1	Yes. Developing and designing a complex science project and presenting it to a panel.
1	Yes. Perhaps require students to take additional science or CTE course.
1	Again, refer to my position that classroom performance and GPA should, in fact, be a good predictor of science mastery if the curriculum is aligned to NGSS.
1	My intuition says yes. I know the science teaching (three dimensional) that interweaves practices, concepts and disciplinary core ideas instead of treating them separately (which has been often done historically) will be big professional development challenge. I would think designing an assessment that measure such student competencies would be too. This is where I think we need to connect with Achieve, the National Academies, NSTA as well as with the states with whom we are working. I think OSPI is following the same development protocol it has used in the past and I just don't know if we'll get the assessment we want or need...maybe.
1	Science has a lot of opportunities for field-based assessment -- could be interesting, even inspiring, for students.
1	Why would a comprehensive science alternative be any different than a comprehensive math or English alternative? The only reason the biology COE has been seen as "different" than math or English is that, unlike math and English, most students are doing the biology COE 2-3 years after they have seen any of that specific content.

## Questions about how the transition to new science assessments should be managed?

Count	Response
1	Slowly, with lots of collaboration among teachers and experts. The SBAC rollout seems to be a pretty good model, with the exception of the resistance movement.
1	Not a question, but a suggestion. LASER has been doing work over the last 3 years related to NGSS. It included awareness, building capacity and implementation of the standards. It would seem the sequence could be repeated in the assessment area. LASER is connected to practitioners so you have the chance for grassroots implementation efforts.
1	Any chance in a million years the feds would give us a waiver on the science accountability requirement, on the grounds that we have new standards but the test hasn't been developed yet?
1	Clear communication with an orderly timeframe need to be significant elements of the management of the transition.
1	How in depth and how extensive with these assessments be? General scientific processes, basic scientific ideas, or specific biology, geology, physics concepts

## On what timeline should the former system of assessments be phased out?

Count	Response
1	2 years after new assessment introduced.
1	ASAP. 2018
1	As quickly a possible to prevent over testing of students.
1	Do away with as many of them as soon as possible
1	I would need to think about this.
1	I assume you mean for a graduation requirement. I'd stop now. I know there are test for federal accountability to be given, but I wouldn't make them a graduation requirement until the SBAC and Science dates are reached.
1	If we delink, we can end all former assessments immediately any backlash. If the exams continue to be required to graduate, then I think we have to stick to the schedule. You can't just keep changing it up. We have a timeline and even though its problematic in a multitude of ways (some of them unanticipated) it's what we said we were going to do --so we should do it.
1	I agree with the SBE position that graduation requirements should be established for each class before the beginning of 8th grade.

## What are the pros and cons of ending the transition exams and requiring the Smarter Balanced assessments immediately? :Pros

Count	Response
1	Fewer tests, right?
1	Gets comparison data faster to look at growth over years
1	Schools are not administering multiple exams which will take away from instruction.
1	existing transition exams aren't relevant, don't link to college placement
1	Ending them immediately would simplify everything and remove much of the anticipated burden on districts of offering both the new old systems simultaneously.
1	We need to end the confusion. It is causing a real backlash against legitimate assessment requirements.
1	Turn our focus creating success on the SBAC on the timelines suggested ELA and Math and get the Science exam in place for 2021.

## What are the pros and cons of ending the transition exams and requiring the Smarter Balanced assessments immediately? :Cons

Count	Response
1	Schools not completely ready for new curriculum
1	Some kids graduate without having to take a exit exam.
1	Students are being assessed on an exam that is based on a different standard than they were taught.
1	Students have not been exposed to ALL the ELA and math curriculum. I think we will know more next year.
1	students have not had long exposure to common core instruction, community fears about difficulty of tests, changing expectations.
1	Unsure how many students have been taught the common core so that they are being tested on what they have been taught
1	It isn't what we said we were going to do. Educators, students and the public already have total whiplash. Changing it up (again!) is sure to exacerbate this issue to the point where no one will even really care that it's a better idea.

## Comments

Count	Response
1	I would defer to classroom performance and tests in the interim - even though this is an unlikely scenario under accountability.
1	I would just use the SBAC for ELA and Math under the timelines established. There is just too much noise and angst in the system. Set a new target set of standards and dates for when it will count for graduation and turn your attention to succeeding on those. I don't think we are going to see those standards changed for a decade.
1	Issues w: 1. To what extent are the Bridge to College courses in place in districts? Different for math and ELA (I think ELA is further along than math.) 2. What are the policy methods for assuring that District-developed 12th grade courses are sufficiently rigorous? Tie to local community college acceptance as showing students are ready for credit bearing courses in college? 3. Is the elimination of all alternatives (version of 2214 that passed the House in last Session) wise?

Should Washington students be permitted to elect to take the Smarter Balanced in place of transition exams?

Count	Response
1	Absolutely!
1	As soon as available.
1	I would love to see a way to do it. I need more information on pros and cons.
1	Ultimately no. Set a time certain when all students will be required to take the SBAs.
1	Yes
1	Yes.
1	yes - voluntary options should be championed by SBE
1	I think if students want to take the Smarter Balanced assessment, they should be allowed to do so.
1	Yes. I'd make the whole focus SBAC for ELA and Math and suspend the graduation requirement until the target dates upon which we have agreed are reached.

Questions about how former assessments will be phased out?

Count	Response
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What assessment topic is your highest priority for the board to discuss at the next board meeting?

Count	Response
1	Board's position on 2214, including suggestions for improvement
1	In light of the President's
1	My highest priority is exploring alternative assessments that demonstrate career readiness.
1	Options for students to graduate who perform poorly on exit exams.
1	Phasing Out the Former Assessment System
1	The value of exit exams.
1	Delinking all tests from graduation is the first and most important topic to decide because the rest of the testing conversation totally changes if we take care of that part first. 18.5 of the 22 Prezi frames potentially go away as part of any on-going conversation if the 2016 legislature supports some form of delinking. So, assuming that a delink is a doable legislative priority, we should do that first because then we would only need to talk about the remaining 4 slides as part of any on-going conversation.
1	What can the SBE do make assessments meaningful and valuable to student outcomes - improving academic achievement, preventing dropouts, increasing college enrollments and successful employment in the workforce.
1	Differentiating the purposes of assessment: measuring system health/quality with an emphasis on the achievement gap, real time data to guide instructional practice, demonstrating competency for quality hs diploma

Please enter your email if you'd like a copy of your responses.

Count	Response
1	Fletch501c@comcast.net
1	bailmh001@comcast.net
1	gowssda@gmail.com
1	holly@mtbaker.wedet.edu
1	imc23nd@gmail.com
1	janis@treehouseforkids.org
1	jeff.estes@pnnl.gov
1	plmaier@aol.com

URL Variable: action

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URL Variable: id

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URL Variable: link\_id

Count	Response
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URL Variable: module

Count	Response
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URL Variable: snc

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