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POSITION STATEMENT OF THE STATE BOARD OF EDUCATION

At its August 5, 2015 meeting, the State Board of Education discussed and adopted the minimum scale scores necessary to earn a certificate of academic achievement in Math and English/Language Arts under state law.

The scores reflect the “equal impact” philosophy the Board agreed to in its January, 2015 position statement, with the intent of providing a “bridge” between our old and new system of standards, and to establish a standard on the new system assessments that is approximately equal in difficulty during a transition period.

The Board hereby affirms its intent on three points:

- 1) A Level Three score on the Smarter Balanced assessments remains the goal for every student in the state. A Level Three score represents a career and college-ready score for our students on the assessment, and the Board expects all students to eventually be able to achieve this level of proficiency. Although the board has set a standard at a rate below Level Three, this was done to ease the transition for our system and demonstrate fairness to students adapting to new standards. It was not done to compromise or confuse our ultimate goal.
- 2) A majority of board members agree that the standard should move to a Level Three in the foreseeable future. It is their intent that the standard could apply as early as the class of 2020 (next year’s 8th graders), and probably no later than the class of 2022.
- 3) Our current sophomore class, their educators, and the broader stakeholder community should be commended for helping over 70 percent of our 10th graders achieve a Level Three score this year! This significantly exceeded earlier predictions. We know we have more work to do in closing achievement gaps, but this is a positive start for our system. We know our students are capable of much more.

Isabel Muñoz-Colón, Chair • Ben Rarick, Executive Director

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