July 31, 2015

Dear board members:

Enclosed is your packet for the August 5 State Board of Education meeting at Educational Service District 113 in Tumwater. At the time of this packet, we expect to have approximately 11 board members in person at the meeting, with the remaining calling in by teleconference or K-20 access. Be advised that TVW is scheduled to televise the event, and Kevin and Isabel are holding a press conference immediately following the meeting.

The packet includes a summary memorandum by Linda Drake framing the decisions for the Board, with pertinent background provided. Robin Munson's PowerPoint is also included. Both of these documents are important reading in advance of the meeting.

Dr. Andrew Parr has provided an in-depth and more technical analysis based on the options discussed in Linda's memo. Dr. Parr's memorandum is structured to be more of a reference document, and may be helpful to answer specific questions that members have about the data behind the options. Feel free to contact him if you want additional help interpreting the data.

We look forward to seeing you next week. The fact that over 70 percent of our 10th grade students met a Level Three career and college-ready standard is an excellent start for our system!

Sincerely,

Ben



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# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

Educational Service District 113, Mason/Lewis Room
6005 Tyee Drive SW
Tumwater, WA 98512

**August 5, 2015**

## SPECIAL BOARD MEETING AGENDA

| | |
|---|---|
| **1:00-1:10 p.m.** | **Call to Order** |
| **1:10-1:45** | **Performance Standards Setting for High School Exit Exams and WA-AIM**<br>Ms. Linda Drake, Research Director<br>Dr. Robin Munson, Assistant Superintendent, OSPI<br>Ms. Cinda Parton, Director of Assessment and Development, OSPI<br>Mr. Mike Middleton, Director of Select Assessments, OSPI |
| **1:45-2:00** | **Public Comment** |
| **2:00-2:20** | **Board Discussion** |
| **2:20-2:45** | **Business Items**<br>**1.** Adoption of Threshold Scores for WA-AIM ***(Action Item)***<br>**2.** Adoption of Threshold Scores and Minimum Graduation Scores to Earn a Certificate of Academic Achievement on the Math Year 1 and Math Year 2 End-of-Course Exit Exams ***(Action Item)***<br>**3.** Adoption of Scores to Earn a Certificate of Academic Achievement on the Smarter Balanced English Language Arts and Smarter Balanced Math Assessments ***(Action Item)***<br>**4.** Approval of Position Statement on Setting the Minimum Score to Earn a Certificate of Academic Achievement ***(Action Item)*** |
| **2:45** | **Adjourn** |

# SETTING MINIMUM GRADUATION SCORES ON NEW HIGH SCHOOL MATH AND ENGLISH LANGUAGE ARTS ASSESSMENTS

**Outline**



## 1) Policy Considerations

The State Board of Education (SBE) will consider approval of scores for high school graduation on:

1. The high school comprehensive Smarter Balanced English Language Arts (ELA) assessment
2. The high school comprehensive Smarter Balanced math assessment

The SBE will also consider approval of achievement level scores on:

3. The Math Year 1 end-of-course (EOC) exit exam that is aligned to new standards
4. The Math Year 2 EOC exit exam that is aligned to new standards

In addition, the Board will consider approval of cut-scores for assessment options for students served by special education

5. WA-AIM

**2) The Transition to Common Core Assessments**

The Common Core Standards for English Language Arts (ELA) and math were adopted for Washington state in 2011. Since then, Washington school districts have been working to phase in teaching and learning of the new standards and the state, as part of the Smarter Balanced Consortium, has been working on the development of new assessments aligned with the standards. Items from the Smarter Balanced assessments were field-tested in 2013-2014, and the first full administration of the tests was this past spring of 2015.

For Washington, the transition to new assessments required for graduation presented a challenge in three dimension. The former system of high school assessments required for graduation included a combination of EOCs for math and comprehensive reading and writing assessments for ELA. These assessment requirements were completed by most students by the 10th grade. The new Smarter Balanced high school assessments are comprehensive in ELA and math and are administered for federal accountability in the 11th grade. So the transition involves change, in 1) the type of assessment, 2) the number of assessment and 3) the grade at which most students will complete the requirement.

In 2013, the Legislature met the challenge through EHB 1450, codified in RCW 28A.305.130 (Appendix E of this memo). The bill established the new Smarter Balanced assessments in ELA and math as the tests required for high school graduation. Students who pass all assessments required for graduation earn a Certificate of Academic Achievement (CAA). EHB 1450 directed that the Smarter Balanced assessments are the primary means, in ELA and math, for students in the Class of 2019 and beyond to earn a CAA. Prior to the Class of 2019, additional assessment options to earn a CAA are available to students.

EHB 1450 directed OSPI to develop a new transition 10th grade assessment in ELA aligned to the new standards by using Smarter Balanced test items to replace the former Reading and Writing High School Proficiency Exams (HSPE). To meet this requirement OSPI decided to simply administer the ELA Smarter Balanced in 10th grade during the transition to new assessments, as well as in 11th grade for federal accountability. Since the Common Core Standards are not aligned to single grade levels, and since the Smarter Balanced test was developed to address the full range of high school standards, the Smarter Balanced test may appropriately be given to 10th graders. The Smarter Balanced is not an "11th grade exam." Students in 11th grade should perform better than 10th graders because they have had an additional year of instruction, but the Smarter Balanced may be used for 10th grade students to demonstrate their achievement.

EHB 1450 also directed OSPI to develop new transition math EOCs, aligned to the new standards, for use during the transition to new standards and assessments.

Table 1 summarizes how most students will demonstrate meeting standard on high school assessments, and for which tests the SBE will be setting a minimum graduation score at the August 2015 special meeting. The minimum graduation scores set by the Board on the ELA Smarter Balanced assessment and the transition EOC exit exams will be used by the Class of 2017, the 10th graders who took these tests in spring 2015. The minimum graduation score for the math Smarter Balanced assessment will primarily be used by the Class of 2019, the incoming 9th graders, who will take the test as 11th graders in spring 2018. The math Smarter Balanced assessment may also be used as an alternative assessment for the Classes of 2016, 2017 and 2018.

For each of these new exams new minimum graduation scores must be established. State law directs the SBE to set the scores needed to show proficiency on state assessments and the scores for high school students to earn a CAA (RCW 28A.305.130, appendix A of this memo). The SBE also sets minimum graduation scores on approved alternatives to high school exit exams.

**Table 1:** Exit Exams in English Language Arts and Math That Most Students Will Use to Demonstrate Meeting Standard

| **Class of:** | **2015** | **2016** | **2017** | **2018** | **2019** |
|---|---|---|---|---|---|
| **Standards** | Old | Old | New | New | New |
| **English Language Arts** | HSPE | HSPE | ◆ SBAC | SBAC | SBAC |
| **Math** | EOC | EOC | ◆ EOC EXIT | EOC EXIT | ◆ SBAC |

**HSPE**-Reading and Writing High School Proficiency Exam
**SBAC**-Smarter Balanced Assessment
**EOC**-Math Year 1 and Math Year 2 End-of-Course Assessments aligned to the former Washington math standards
**EOC EXIT**-Math Year 1 and Math Year 2 End-of-Course Assessments aligned to the new Washington math standards, Common Core State Standards. These assessments are for use during the transition period to the new assessments.
◆ Tests for which the SBE will be establishing minimum graduation scores at the August meeting.

While the SBE has the statutory authority to set the minimum graduation scores, OSPI administers the assessment system, and OSPI staff have expertise in analyzing assessment data. The SBE and OSPI work together to set achievement levels and minimum graduation scores. Typically, OSPI staff propose a process for setting a score that the Board reviews and approves. Then, at a subsequent meeting OSPI staff present the resulting score for approval by the Board.

### 3) Background

#### a) Past Work of the Board

The Board has been very engaged in work on the assessment system for a number of years. The Board has extensively discussed new standards and assessments, and advocated for a deliberative and intentional transition, while maintaining focus on a meaningful high school diploma and career and college readiness for all students.

Table 2 summarizes and provides links to the work of the Board on the assessment system over the past three years, as the state worked to fully implementing the new standards and prepare for the new assessments.

The Board has explicitly expressed its position on assessments in a series of documents. On January 10, 2013, the SBE adopted a motion identifying the SBE's position on assessments:

> The State Board of Education (1) recognizes the state is in a time of transition with implementation of the Common Core State Standards (CCSS); (2) strongly urges alignment and work with higher education so the Smarter Balanced Assessment Consortium (SBAC) 11th grade assessment would be meaningful in admissions and placement; (3) affirms exit exams as part of a meaningful high school diploma; (4) move towards exit exams consisting of: Algebra 1 EOC, Biology EOC, Reading and Writing transitioning to ELA (comprehensive SBAC 10th or 11th grade needs further exploration); and (5) more work to broaden Science assessment options (concerns about narrowing of curriculum through Biology EOC).

In addition, the Board established an intent in rule (WAC 180-17-100, adopted March 2014, Appendix B of this memo) that graduation requirements should ultimately align with career and college readiness, but that during the transition to new content standards and assessments, the graduation level should be a minimum proficiency standard rather than career and college readiness:

> (e) 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.

In January 2015, the Board adopted a position on assessment (Appendix C) that reaffirmed exit exams as part of a meaningful high school diploma, and established an initial "equal impact" approach to setting minimum high school graduation scores on new 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.

Based on this approach, OSPI developed a process for setting initial minimum graduation scores on the Smarter Balanced assessments and the transition math EOC exit exams (Appendix D).

**Table 2:** SBE's work on Assessments During the Past Three Years

| Date | Board Activity | References and Links |
|---|---|---|
| May 2012 | OSPI presents to the Board and the Board discusses the transition to Common Core and Next Generation Standards and Assessments. | OSPI presentation on Next Five Years of State Assessment, Transitioning to New Assessments of New State Standards: What We Know So Far: http://www.sbe.wa.gov/documents/2012.05.08-09%2011%20Common%20Core%20and%20Next%20Generation%20Science%20Standards.pdf |
| Aug. 2012 | Standard setting for Biology EOC and WA Alternate Assessment System. | Board meeting materials: http://www.sbe.wa.gov/zarchivebm2012.php#.Vbl5vzbn9mM |
| Sept. 2012 | Board discusses alternatives to certificate of academic achievement assessments. | SBE memo Review of Certificate of Academic Achievement Options for EOC Exams: http://www.sbe.wa.gov/documents/2012.09.26%2012%20CAA.pdf |
| Nov. 2012 | Board discusses assessment graduation requirements and considers the development of a position on assessments. | SBE memo Recommendations for a Career and College Ready Assessment System: http://www.sbe.wa.gov/documents/2012.11.08%2016%20Assessments.pdf |
| Jan. 2013 | The Board approved a legislative priority on assessments. | SBE memo Consideration of an SBE Position Statement: Modifications to the State Assessment System to Support Career and College Readiness: http://www.sbe.wa.gov/documents/2013.01.09%2007%20Assessments.pdf Business items with the legislative priority on assessments: http://www.sbe.wa.gov/documents/2013.01.09%2007%20Assessments.pdf |
| Mar. 2013 | Standard setting for Year 1 and Year 2 Math COEs. | Board meeting materials: http://www.sbe.wa.gov/zarchivebm2013.php#.Vbl2azbn9mM |
| July 2013 | Board discusses the state's accountability framework, including the role of assessment. | Board memo on the Development of an Accountability Framework Pursuant to the Requirements of Senate Bills 5329 and 5491: http://www.sbe.wa.gov/documents/BoardMeetings/2013/07-10-2013_020AccountabilityFrameworkNew.pdf |

| | | |
|---|---|---|
| Mar. 2014 | Board discusses Core to College and the use of the 11th Grade SBAC by higher education, and approval of a letter to the Core to College Task Force. The Board also approves Accountability System Rules that describe an approach to the transition to new standards and assessments. The Board also approves the process for achievement level setting for the Biology COE and the Math Year 1 COE. | SBE Memo Draft Recommendations for the Use of the 11th Grade Smarter Balanced Assessment: http://www.sbe.wa.gov/documents/BoardMeetings/2014/March/02ResponseToSBAC.pdf<br>Letter to Core to College Task Force: http://www.sbe.wa.gov/documents/BoardMeetings/2014/March/ExhibitA_SBACfeedbackLetter.pdf<br>Accountability System Rules: Appendix B of this memo |
| Aug. 2014 | Achievement level setting for the Biology COE and the revisited achievement level setting for the Math Year 1 COE | Board Meeting Materials http://www.sbe.wa.gov/zarchivebm2014.php#.VblbXjbn9mM |
| Sept. 2014 | Board discussion about the high school assessment system. | September 2014 SBE Memo Assessments Required for High school Graduation: http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/04Assessments1.pdf<br>September 2014 OSPI Presentation to Board on History of Assessment System and Proposals for Future Assessments: http://www.sbe.wa.gov/documents/BoardMeetings/2014/Sept/OSPIassessmentPresentation1.pdf |
| Nov. 2014 | Board discusses approaches to setting a graduation level on the SBAC exams and establishes an ACT score equivalent to the Biology EOC. The Board also discussed and heard from Dr. Doug Kernutt on alternative assessments for graduation. | November 2014 SBE Memo Considerations in Establishing a Graduation Achievement Level on the High School Smarter Balanced Assessment: http://www.sbe.wa.gov/documents/BoardMeetings/2014/Nov/08CutScore.pdf<br>November 2014 OSPI Presentation to Board on Biology EOC ACT Equivalent and High School Graduation Exams: http://www.sbe.wa.gov/documents/BoardMeetings/2014/Nov/OSPIcutscores.pdf<br>Memo by Dr. Doug Kernutt on Alternative Assessments for High School Graduation (part of the legislative priority section): http://www.sbe.wa.gov/documents/BoardMeetings/2014/Nov/09LegislativePrioritiesUpdate2.pdf |
| Jan. 2015 | The Board approves the use of SBAC achievement level threshold scores for use in Washington. The Board also approves an approach to setting the minimum graduation score in the Board's Position Statement on Assessments. | January 2015 SBE Memo Assessment Requirements for High School Graduation: http://www.sbe.wa.gov/documents/BoardMeetings/2015/Jan/03%20Assessment%20Requirements.pdf<br>January 2015 OSPI Video on the SBAC Achievement Level Threshold Scores: https://www.youtube.com/watch?v=-q2lKdoEXuM&feature=youtu.be<br>January 2015 SBE Position Statement on Assessments: Appendix C of this memo. |
| Mar. 2015 | Based on the Board's position statement, OSPI presents and the Board approves an approach to setting the minimum graduation score. The Board discusses possible assessment alternatives for graduation. | Graduation Threshold Score Recommendation: Appendix D of this memo.<br>OSPI video on Setting the Minimum Scores for Graduation on the New Exit Exams: https://www.youtube.com/watch?v=GQszZ05keLA&feature=youtu.be<br>SBE Memo Exploration of Assessment Alternatives for Graduation: http://www.sbe.wa.gov/documents/BoardMeetings/2015/Mar/03AssessmentAlternatives.pdf |
| May 2015 | Board approves a process for setting the WA-AIM achievement level score. | OSPI Video on WA-AIM Standard Setting: https://www.youtube.com/watch?v=-5u4o0Rg2AU<br>WA-AIM Process Exhibit: Appendix F of this memo. |
| July 2015 | Panel discussion by district and OSPI representatives about the implementation of SBAC testing. | Board Memo on Review of Smarter Balanced Implementation: http://www.sbe.wa.gov/documents/BoardMeetings/2015/July/12SmarterBalanced.pdf |

### b) High School Common Core Assessments

#### *i) Smarter Balanced Assessments*

The Smarter Balanced Assessments are comprehensive exams in ELA and Math. The expectation among consortium members is that the assessments will be given to students in the 11th grade for federal accountability. In Washington, as described in the Section 2, the Smarter Balanced ELA exam will also be given to 10th graders for three years (2015, 2016, and 2017), during the transition to the new assessments.

The Smarter Balanced Consortium determined threshold scores defining four achievement levels, with Levels 3 and 4 indicating career and college readiness. In March 2015, the Board approved the use of the achievement levels in Washington state.

#### *ii) Math End-of-Course Exit Exams*

There are two math EOCs for the first and second years of high school math. Year 1 content is Algebra 1/Integrated Math 1, and Year 2 content is Geometry/Integrated Math 2. For the transition to the new standards and assessments, the Legislature directed OSPI to develop new EOCs aligned to the new standards. The new EOC are the transition EOC exit exams that were developed with Smarter Balanced items. These transition EOC exit exams are the primary way that students in the Classes of 2017 and 2018 will demonstrate meeting standard in math (see Table 1). These exams will be discontinued and will not be used for the Class of 2019 and beyond.

#### *iii) High School Assessment Options for Students Served by Special Education*

Under RCW 28A.155.045, students who are not appropriately assessed by the regular high school assessment system, even with accommodations, may earn a certificate of individual achievement (CIA). The certificate may be earned using multiple ways to demonstrate skills and abilities corresponding to students' individual education programs (IEPs). The student's IEP team makes the determination of whether the state's high school assessment system is appropriate for the student based on the student's learning plan, post-secondary goals, and previous testing history. Making assessment decisions based on learner characteristics is a shift from prior state policy in which those determinations were based on whether the student was receiving special education services.

The change follows along with transitions in assessment for 2014-15. Students determined by their IEP teams to require alternative assessments to achieve a CIA will now be assessed through a system called WA-Access to Instruction & Measurement, or WA-AIM. WA-AIM is an alternate assessment system aligned to the Common Core State Standards in math and English language arts and to Essential Academic Learning Requirements in science for students with significant cognitive disabilities.

As OSPI's Director for Select Assessments explained in a presentation to the Board at the May meeting, WA-AIM has two components:

1. Access Point Frameworks (APs), aligned to the Common Core State Standards at grades 3-8 and high school, and developed from EALRs at grades five, eight and high school.
2. Performance Task Requirements, developed for alignment to the Access Point Frameworks.

WA-AIM is administered, in summary, as follows. A baseline performance task is used as a placement measure to ensure that a student assessed by WA-AIM is working at the correct Access Point level. Applying expert judgement to a student's knowledge and skills, teachers review the Access Point Frameworks and associated performance tasks and selected the performance task that a student is able to perform but has not yet mastered. If the student is able to make 75 percent correct responses or

higher, it's determined that the student should be assessed at the next higher Access Point. Assessments scores are generated from the final performance task. Teachers work one-on-one with students. Student performance is observed and documented, and scores are verified by a trained outside observer. (OSPI, May 2015).

The OSPI presentation provides specific examples of the AP Frameworks (i.e., the standards) and Performance Task Requirements, which are the measurable, observable performance related to the knowledge, skills and abilities detailed in the AP Frameworks.

New assessments require development of new standard setting. The SBE has the responsibility to set these achievement level scores under RCW 28A.305.130 for WA-AIM. Like other assessments aligned to Common Core State Standards, the WA-AIM is designed to have three cut scores established for four achievement levels: Level 1, Level 2, Level 3 and Level 4.

On May 14, the Board voted to approve the proposed OSPI process for the setting of the achievement level scores for the WA-AIM (Appendix F of this memo). The process set in motion in spring of this year consisted of multiple steps in which special education teachers across Washington applied their expert judgment and professional experience to the task. In the final step, the Synthesis Discussion on July 16, a subset of teachers participating in the process reviewed the cut scores yielded by the previous steps and recommended a single, cohesive set of cut scores for the WA-AIM. The Board will be asked to approve the cut scores at its August 5 special meeting.

### 4) Specific Requirements of EHB 1450

EHB 1450 (codified in RCW 28A.305.130, Appendix A of this memo) specifically directs the SBE to set the minimum graduation scores on the high school Smarter Balanced exams and the math EOC exit exams to be used during the transition to the new assessments (see Table 1). The law (RCW 28A.305.130(4)(b)(iii)) directs that to determine the appropriate score on the Smarter Balanced assessment, the SBE will:

- Review the transition experience of Washington students to the consortium-developed assessments.
- Examine the student scores used in other states that are administering the consortium-developed assessments.
- Review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement.

Each of these statutory requirements is discussed below. The following summarizes the Board's response meeting these requirements.

#### a) The Transition Experience of Washington Students to the Consortium-developed Assessments

The Board accessed multiple sources of information to meet the requirements to review the transition experience of Washington students to the Smarter Balanced assessments, including: student scores and participation data; representatives from districts and OSPI; public forums with teachers, students, parents, and members of the public; letters addressed to the Board; student Board members; public comment at Board meetings; press; work by consultant Dr. Doug Kernutt, and comments received on the SBE blog. These various sources displayed a wide range of experiences, information and opinions concerning the new assessments. Many reflect the transition experience of students. Some main themes and topics are summarized below.

### *i) Refusals and the Experience of 11th Graders*

OSPI released preliminary data on participation in Smarter Balanced tests. These showed participation rates over 95% for grades 3 to 8, 93.6% for 10th graders, and a participation rate below 50% for 11th graders statewide. Participation by high school students varied around the state. In some districts it was very high, while in some districts is was very low. Some refusals ("opt-outs") appeared to have been based on disagreement with state and federal testing policy. Some may have been based on inaccurate information given to students by educators or being passed between students: "I was told the test was optional." "I had to fight to take the test because I was told it was unnecessary."

Another factor that affected 11th grade scores may have been low motivation on the part of students who did take the test. Statewide, the scores of 11th graders are anomalously low in comparison to other states (see Figures 1 and 2), and in comparison to the 10th grade scores (Figure 3). Students report seeing other students "space-bar through the test" to finish quickly. Most 11th graders have already met the assessment graduation requirement through state tests they took in previous grades, so motivation to do well on the 11th grade Smarter Balanced test may have been diminished. This, along with negative messages some students received from their peers or their educators, may have contributed to both low participating and low achievement.

Clearly, the experience of 11th graders was different than for other grades. Refusals and motivation present a challenge to the system to better communicate with the field, with students and parents, and with the public. Lack of reliable 11th grade data impacts the ability of the SBE to set an appropriate minimum graduation score. It will be discuss in the "Overview of Spring 2015 Testing Results and Impact on Graduation Score Determination" section of this memo.

The Board's student members discussing their experience taking the Smarter Balanced assessments is available in a video: https://www.youtube.com/watch?v=wB0drd7FEfc&feature=youtu.be

OSPI conducted a student survey, and results of the survey will be presented to the Board at the August meeting.

### *ii) Technology*

While a few technology issues were reported in the press, at the July 2015 SBE meeting, both district representatives and OSPI staff cited technology as a "win" in regards to the transition to the Smarter Balanced assessments. In general, due to hard work on the part of testing personnel at both the districts and the state, the implementation was generally considered smooth relative to past implementations of new assessments.

A limited number of computers in some districts limited student access to testing and extended the testing period. The disruption of instructional schedules should be reduced in the future if districts have sufficient technology capacity to test their students over a reasonably short testing window.

One district's survey of students indicated that two thirds of students did not mind the computer platform, while one third of students stated they would prefer pencil-and-paper. Teachers reported that some students found the online platform confusing. A student Board member reported that having to scroll back-and-forth while writing an essay was distracting. Some of these challenges should lessen as the testing platform is refined, and as student become more used to online testing.

### *iii) Delays in Receiving Scores*

The Board has heard from numerous teachers and district staff frustrated with the delay in receiving student scores. This negatively impacted the student experience, since if scores had been received earlier it would have allowed more planning by schools to address individual students' needs through summer school or course planning. OSPI is working to address this contractor issues.

### *iv) A Range of Voices Concerning New Standards and New Tests*

In multiple venues, the Board heard from students, educators, parents and members of the public about testing and standards, many topics bearing on the student's experience of the transition to new assessments. Common messages expressing reservations about testing include:

- Testing causes anxiety for students.
- There are too many tests.
- There is miscommunication regarding the test.
- Instructional time is being lost to testing.
- Tests are changed too frequently.
- Some educators are teaching to the test.
- Access to computers and technology can limit student success on the assessment.
- Assessments are expensive and the benefit is not worth the cost.
- The individuality of students is not taken into consideration in the assessments.

The Board also heard support for high standards and specifically, support for setting a minimum graduation score of a Level 3, the Smarter Balanced career and college ready level, on the new tests.

- Student rise to high expectations.
- The state needs to show confidence that all students can be prepared for college and careers.
- Students with disabilities and at-risk students are the students who suffer when high standards are not set for all students.
- Without setting high standards the system will not be motivated to provide the support to get all students to a high level of achievement.

The comments on the SBE blog post on Smarter Balanced Assessments and Graduation Requirements provide an example of the range of comments received by the Board: https://washingtonsbe.wordpress.com/2015/07/06/smarter-balanced-assessments-and-graduation-requirements/

## b) Student Scores Used in Other States that are Administering the Consortium-developed Assessments

Of the states that use Smarter Balanced assessments (Connecticut, Delaware, Hawaii, Idaho, Maine, Montana, New Hampshire, North Dakota, Oregon, South Dakota, Vermont, West Virginia), most do not have individual student stakes. Connecticut, Delaware, Hawaii, Maine, Montana, New Hampshire, North Dakota, South Dakota, Vermont, and West Virginia do not require students to achieve a specific score on the assessments.

Oregon does not require students to pass the Smarter Balanced tests but passing the Smarter Balanced tests are one way to fulfill the Essential Skills requirement. This summer Oregon is establishing a scale score that represents an equivalent level of rigor to the standard of the current state exam, the OAKS. Idaho is planning on phasing in a passing score. The Class of 2018 will be required to pass at a 9$^{th}$ grade level, 2019 at 10$^{th}$, and 2020 at 11$^{th}$. However, the state decided this year to have 10$^{th}$ graders take the Smarter Balanced, so the plan for the class of 2020 is unclear.

Preliminary results on the Smarter Balanced assessment have only been released by Washington, Oregon and Idaho. Preliminary results on the math Smarter Balanced (Figure 1) show Washington achieving at a higher level in grades three through eight, and then the performance significantly drops in 11th grade. Despite Washington's strong math standards and performance as evidenced by performance at other grade levels and by NAEP results (Table 3), Washington falls lower compared to these neighboring states on the percentage meeting a Level 3 in 11th grade. With no reason to believe that the 11th grade cohort is uniquely and considerably lower-performing than other cohorts currently taking the Smarter Balanced in Washington, these results suggest that 11th grade math performance on the Smarter Balanced was exceedingly low for reasons beyond student math skill and knowledge. Other sections of this board packet consider the role of participation rates and motivation to take the test seriously as reasons why 11th grade performance on the math Smarter Balanced is so low. A conclusion that can be drawn from this comparison of states is that Washington's math performance on the Smarter Balanced can and should become higher at 11th grade in future years than it was in the 2014-2015 school year.

Preliminary results on the ELA Smarter Balanced (Figure 2) show Washington performing similarly to Oregon and Idaho. For Washington, the data for "11th grade" actually includes the results for both 10th and 11th grade. Unlike math, there is no steep drop in ELA performance in 11th grade. However, Washington's results do not spike upwards for high school as the neighboring states' do. This absence of an increase in percentage meeting Level 3 in high school ELA, and the plummet in performance on the 11th grade math Smarter Balanced relative to these neighboring states, suggests that Washington's 11th grade class perceived and handled the 11th grade assessment differently from cohorts taking the Smarter Balanced at other grade levels, and differently from their counterparts in neighboring states.

**Figure 1.** Preliminary Math Smarter Balanced Results for Washington, Oregon and Idaho.

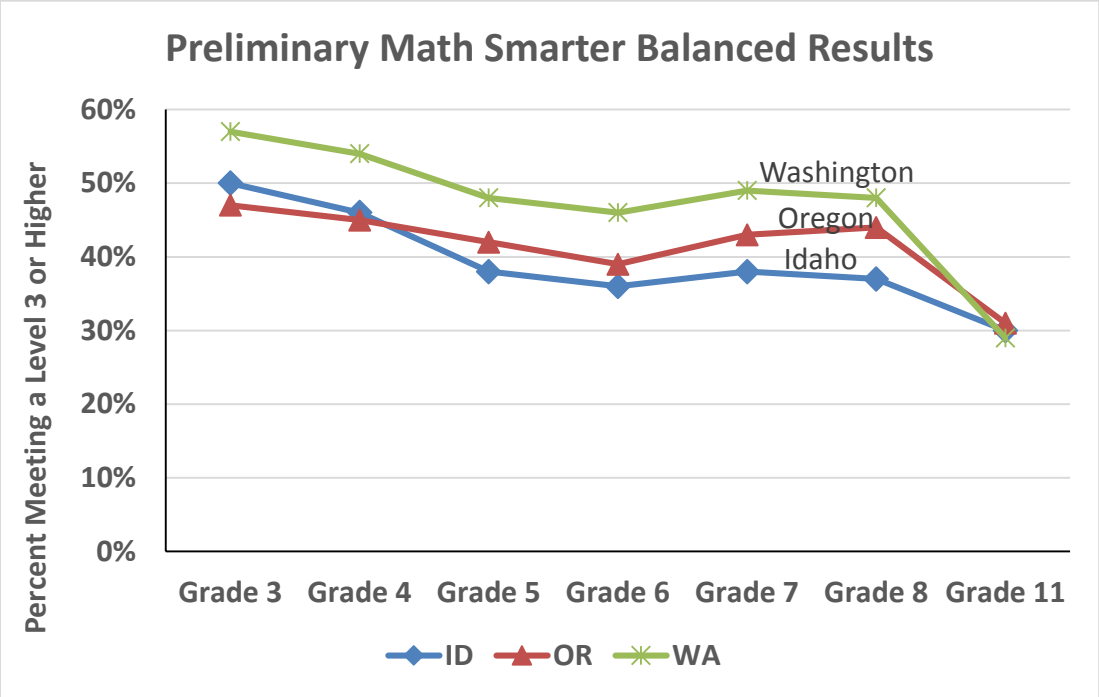



**Figure 2.** Preliminary ELA Smarter Balanced Results for Washington, Oregon and Idaho.

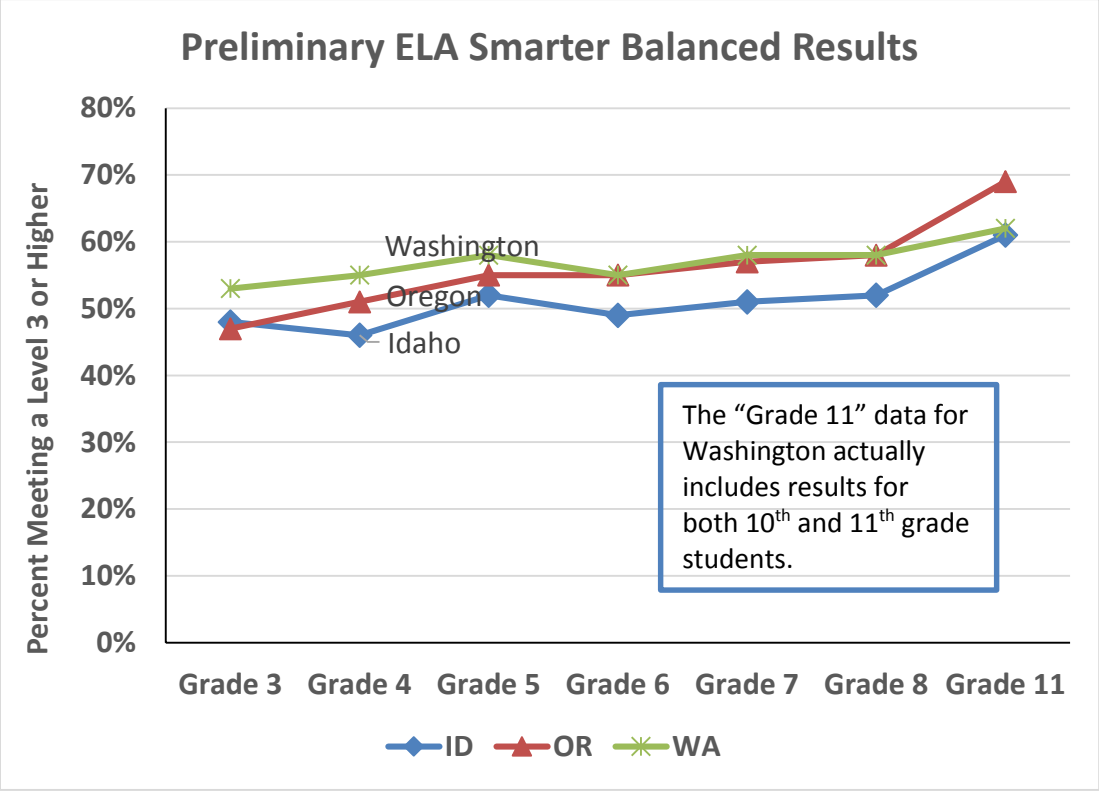


**Table 2:** Comparison of 2013 NAEP results Washington, Oregon and Idaho

| | 4th Gr. Math | 8th Gr. Math | 4th Gr. Reading | 8th Gr. Reading |
|---|---|---|---|---|
| **Washington** | 246 | 290 | 225 | 272 |
| **Oregon** | 240 | 284 | 219 | 268 |
| **Idaho** | 241 | 286 | 219 | 270 |

These values are the average scores of each state on the National Assessment of Education Progress (NAEP) results from 2013 in reading and math at grades four and eight. This provides context to the relative performance levels of other states using the Smarter Balanced for student stakes. It could be expected that Washington would perform somewhat higher on the Smarter Balanced relative to Oregon and Idaho.

### c) Scores In Other States That Require Passage of an Eleventh Grade Assessment as a High School Graduation Requirement

Few other states require an 11th grade exit exam.[1] Nevada has an 11th grade exit exam, but it will be phased out with the class of 2016 and replaced with EOC exams. New Mexico requires the PARCC English III, which likely is tied to an 11th grade course. New Jersey has multiple options for exit exams, one of which is the PARCC English III. Florida has a tiered diploma, one of which requires an 11th grade ELA exam.

Math exit exams in other states are EOC exams, not tied to a particular grade level.

Due to limited comparability, other states' 11th grade exit exam policies do not greatly inform the Board's decision to set an appropriate minimum graduation score. Washington's exit exam policy and its commitment to career and college ready standards developed over many years, and has been a thoughtful and deliberate process. The lack of other states that directly compare should not deter Washington's commitment to follow-through on an aligned system with the goal of career and college readiness for all students.

## 5) Overview of Spring 2015 Smarter Balanced Testing Results and Impact on Establishing Minimum Graduation Scores

As discussed in Section 2 of this memo, both 10th graders and 11th graders took the Smarter Balanced ELA assessment in spring 2015. Figure 3 shows the Smarter Balanced ELA results for all students, only 10th graders, and only 11th graders. The performance of the 10th graders is far better than for the 11th graders, the reverse of what one might expect. In fact, 10th graders performed far better than projected, based on field test results. Over 70 percent of 10th graders earned a career and college ready Level 3 or Level 4.

Figure 4 shows the results by achievement level. At the lower achievement level, the percentage of 11th graders exceed the percentage of 10th graders. At the higher levels, the relationship is reversed.

Figure 5 shows the results of the Smarter Balanced math test, which was taken by 11th graders only. The percentage at a Level 3 or above is quite low—less than 30 percent. This is much lower than the results for this cohort of students on the math COEs would suggest should be expected.

[1] Information in this section is primarily from Achieve, http://www.achieve.org/ClosingtheExpectationsGap2014, and personal communication with Dr. Jacob Mishook.

Table 3 shows the number of students who participated in each test by grade and subject. Note the low participation by 11th graders. This is may be due to the high refusal rate by 11th graders.

**Figure 3:** Spring 2015 Results for Smarter Balanced ELA

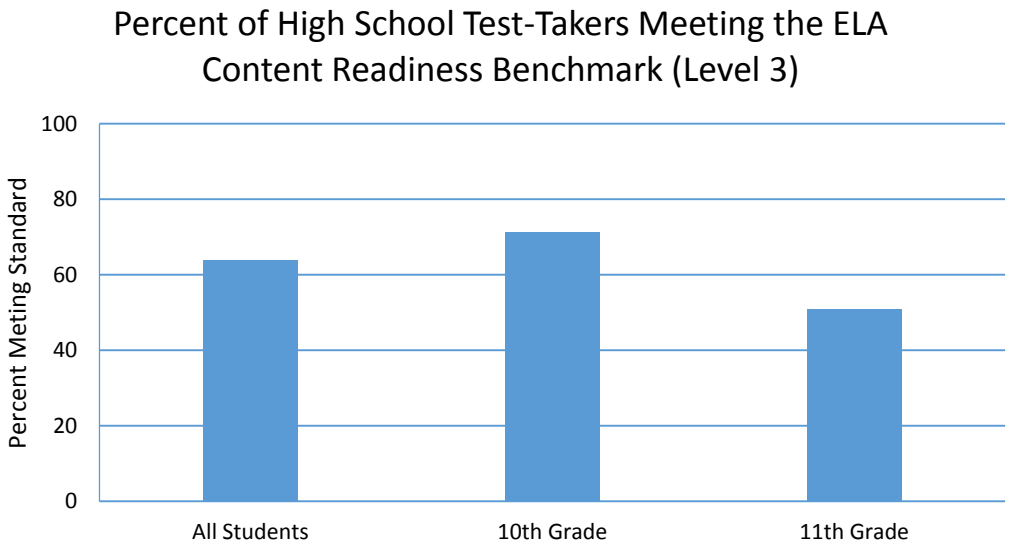



**Figure 4:** Spring 2015 Smarter Balanced ELA Results by Achievement Level

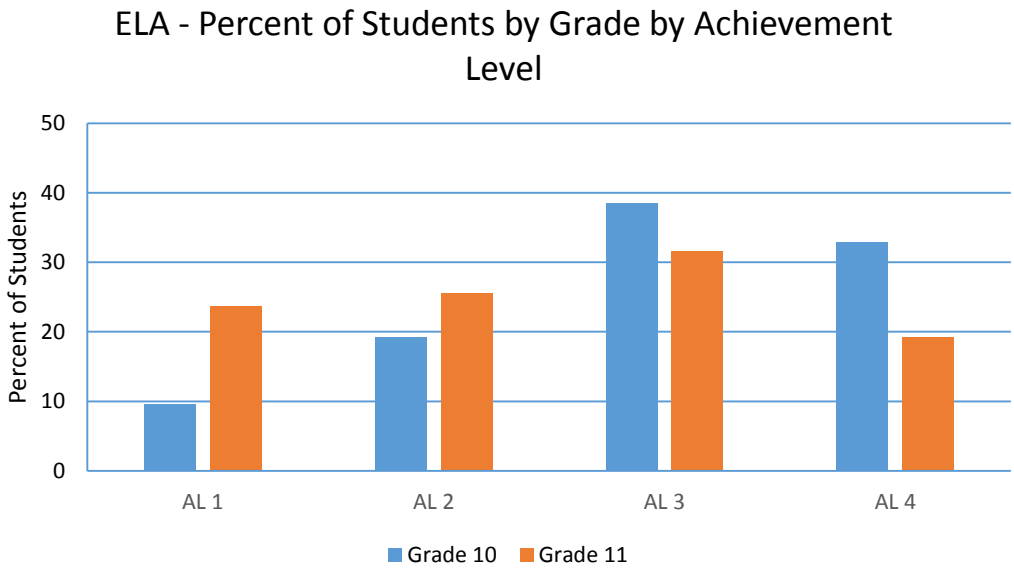


**Figure 5:** Performance of 11th Graders on the Smarter Balanced Math Compared to The Performance of the Same Students on the Math EOCs.

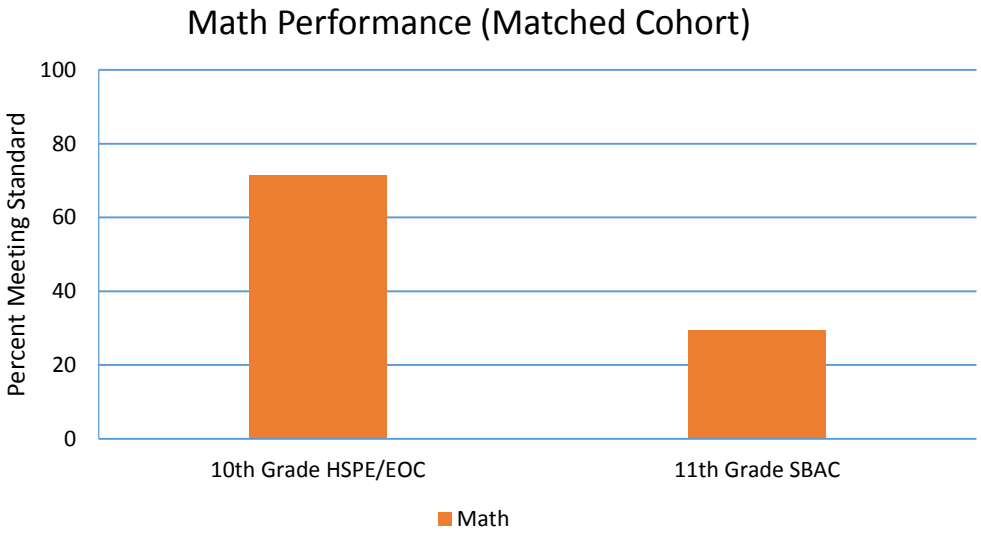



**Table 3:** Approximate number of Students Participating in Spring 2015 High School Testing

| Grade Level and Subject of SBA | Number of Students | Number of Students Who Took HSPE or EOC Previous Yr. |
|---|---|---|
| 10th Grade ELA SBA | ~65,000 | ~73,000 |
| 11th Grade ELA SBA | ~38,000 | ~73,000 |
| 11th Grade Math SBA | ~35,000 | ~72,000 |

For 11th grade students, both low participation and unusually low performance renders the data from the 11th grade Smarter Balanced test results less desirable for use in setting minimum graduation scores.

Fortunately, because of the use of the Smarter Balanced ELA assessment as a transition test for 10th graders, data exists from the 10th grade results that could be used for setting a minimum graduation score. Unfortunately, this is not the case for the Smarter Balanced math assessment, and the Board will need to consider how to set a minimum graduation score on the math assessment. Possible options include setting the minimum graduation score as:

- SBAC Achievement Level 2.
- SBAC Achievement Level 3.
- A level commensurate with the Smarter Balanced ELA minimum graduation score.

Several options will be presented to the Board at the August special meeting.

**6) Action**

At the August Special Meeting the Board will consider establishing graduation scores on new high school assessments aligned to new learning standards in English Language Arts and math. For the transition math EOCs, it is anticipated that OSPI will follow the method approved by the Board for determining minimum graduation scores. OSPI will also present proposed scores for WA-AIM.

Determining the minimum graduation scores for the Smarter Balanced exams will be somewhat more complex because of the 11th grade results. For ELA, the 10th grade results could be used, and a method similar to the method OSPI will follow for the EOCs may yield a reasonable minimum graduation score that would fulfill the goal of "equal impact."

For setting the minimum math graduation score, a similar solution is not available because only 11th graders took the Smarter Balanced math assessments. Because of the low participation and low achievement, setting a score according to the originally proposed "matched cohort" approach (see Appendix D), would yield a very low minimum graduation score that most likely would not meet the target of "equal impact." At the Board meeting, OSPI will present several options and SBE staff will make a recommendation for setting the minimum graduation score on the Smarter Balanced math assessments.

The Smarter Balanced math assessment may be used as an alternative for the Classes of 2016, 2017, and 2018, but it will not be until spring 2018 that 11th graders in the Class of 2019 will take the assessment for graduation purposes. The minimum graduation score that the Board must set on the Smarter Balanced math assessment by the end of the school year, as directed by statute, may be revisited once more reliable data is available.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.

# APPENDICES

**APPENDIX A**

# RCW 28A.305.130
# Powers and duties — Purpose.

The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW 28A.150.210. In addition to any other powers and duties as provided by law, the state board of education shall: . . .

(4) For purposes of statewide accountability: . . . .

(b)(i) Identify the scores students must achieve in order to meet the standard on the statewide student assessment and, for high school students, to obtain a certificate of academic achievement. The board shall also determine student scores that identify levels of student performance below and beyond the standard. The board shall consider the incorporation of the standard error of measurement into the decision regarding the award of the certificates. The board shall set such performance standards and levels in consultation with the superintendent of public instruction and after consideration of any recommendations that may be developed by any advisory committees that may be established for this purpose.

(ii) By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the tenth grade English language arts assessment and the end-of-course mathematics assessments developed in accordance with RCW 28A.655.070 to be used as the state transitions to high school assessments developed with a multistate consortium.

(iii) By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW 28A.655.070. To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness.

(iv) The legislature shall be advised of the initial performance standards for the high school statewide student assessment. Any changes recommended by the board in the performance standards for the high school assessment shall be presented to the education committees of the house of representatives and the senate by November 30th of the school year in which the changes will take place to permit the legislature to take statutory action before the changes are implemented if such action is deemed warranted by the legislature. The legislature shall be

advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards. The board must provide an explanation of and rationale for all initial performance standards and any changes, for all grade levels of the statewide student assessment. If the board changes the performance standards for any grade level or subject, the superintendent of public instruction must recalculate the results from the previous ten years of administering that assessment regarding students below, meeting, and beyond the state standard, to the extent that this data is available, and post a comparison of the original and recalculated results on the superintendent's web site;

**APPENDIX B**

# WAC 180-17-100

# Establishment of accountability framework to improve student achievement for all children.

(1) Pursuant to the requirements of RCW 28A.657.110 (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. . . .

(3) The board finds that the accountability system design and implementation should reflect the following principles and priorities: . . .

(e) 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.

[Statutory Authority: RCW 28A.657.040 - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-100, filed 5/18/14, effective 6/18/14.]

**APPENDIX C**

# State Board of Education Position Statement on High School Assessments Required for Graduation

## Approved January 8, 2015

### Background

1. College- and career-ready Smarter Balanced Assessment (SBAC) threshold scores were set nationally by the Smarter Balance Assessment Consortium in November 2014, establishing scores for Achievement Levels 1 to 4. The scores must be approved by the State Board of Education (SBE) for use in Washington. The SBAC assesses both mathematics and English Language Arts.
2. SBAC tests will be taken by Washington students in spring 2015, with results expected by summer 2015.
3. By statute (EHB 1450 passed in 2013), by the end of August 2015 the SBE must set an SBAC threshold score students must meet for high school graduation.
4. In its resolution on assessments adopted in January 2013, the SBE previously affirmed that exit exams are a part of a meaningful high school diploma.
5. Accountability framework rules adopted by the SBE in May 2014 states that graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. The rules also recognized the necessity of a minimum proficiency standard for graduation as both students and educators adapt to the increased rigor of Common Core State Standards.
6. The legislature stated its intent in statute (EHB 1450 passed in 2013) that the state transition from a biology end-of-course assessment to a more comprehensive science assessment.
7. By its resolution adopted in November 2014, the SBE urged the Legislature to end the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with the Next Generation Science Standards.
8. Washington public institutions of higher education have agreed to use the high school SBAC for postsecondary placement decisions.
9. The State Board for Community and Technical Colleges and OSPI have an on-going project to establish high school transition courses for Math and English Language Arts, called Bridge To College courses.

### Guiding principles

The State Board of Education:

1. Holds a goal of a graduation requirement that aligns with a career- and college-ready performance level; but recognizes that it will take time for students, educators, and the

system to adapt to the increased rigor of Common Core State Standards and Next Generation Science Standards.

2. Recognizes that the state is in a time of transition to new standards and assessments. There are challenges, but there are also opportunities to strengthen education and create greater alignment between secondary and postsecondary education, training and career systems.
3. Reaffirms high school exit exams, or alternatives, aligned to rigorous standards that all students are required to take as part of a meaningful high school diploma and an opportunity for students to demonstrate their readiness for postsecondary education, training and careers.
4. Supports multiple ways for students who are not successful on the assessments to demonstrate meeting standard and readiness for postsecondary options.
5. 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.
6. Supports the use of the SBAC assessments, and in the future the Next Generation Science Standards assessment, by postsecondary institutions in placement and admissions decisions.
7. Supports the development and use of transition courses to prepare high school students for success in college-level work.
8. Supports continued work on the integration of career readiness into high school assessment systems.
9. Supports the streamlining of the high school assessment system, including alternatives to passing exit exams, and further research on the impact of exit exams.
10. Continues to recommend ending the biology assessment as a requirement for graduation, while maintaining the exam for federal accountability, in favor of developing a comprehensive science exam that aligns with the Next Generation Science Standards.

**Options to explore:**

The State Board of Education (SBE) sees potential in additional options for high school students to demonstrate meeting standard and readiness for postsecondary education and work, as quality alternatives to meeting standard on high school assessments required for graduation. The SBE supports seeking further information and exploration of:

1. Tenth grade students taking the high school SBAC, allowing more time for high school course-taking and alternatives if the student is not on-track.
2. Earning credit in Bridge To College transition courses recognized by higher education for college placement.
3. Earning dual credit in specific college-level courses.
4. Earning a professional certification or completing a Career and Technical Education (CTE) Program.
5. Additional assessments as alternatives, including CTE and work-readiness assessments.

**Motion made** to adopt the assessment position statement as set forth in Exhibit A.
Motion seconded.
Amendment proposed to guiding principle two to change “postsecondary educational systems” to “postsecondary college and career systems” as set forth on the screen and to add a new principle, as number eight, that reads “Supports continued work on the integration of career readiness into high school assessment systems.”

Friendly amendment proposed to change “postsecondary college and career systems” to “postsecondary education, training and career systems.”

Friendly amendment accepted.

Amendment carried.

Amendment proposed to strike guiding principle three in its entirety and to strike “including alternatives to passing exit exams” from guiding principle nine.

Amendment seconded.

Amendment failed. Roll call requested. Five yes; eight no. Those voting no: Jennings, Laverty, Maxie, Mayer, Estes, Wilds, Muñoz-Colón, Maier. Those voting yes: Dorn, Fletcher, Hughes, McMullen, Koon.

Amendment proposed to guiding principle nine to state “supports the streamlining of the high school assessment system, including further research on the impact of exit exams and alternatives to passing exit exams.”

Amendment seconded.

Friendly amendment proposed to state “including alternatives to passing exit exams, and further research on the impact of exit exams.”

Friendly amendment accepted.
Amendment carried.

Amendment proposed to change “cut scores” to “threshold scores” throughout the document.

Amendment seconded.
Amendment carried.

Amendment proposed to guiding principle number five to state “minimum scores for graduation.”

Amendment seconded.
Amendment carried.
**Motion carried.**

**APPENDIX D**

# SBE Graduation Threshold Score Recommendation
## EXHIBIT F
## Approved March 12, 2015

The Office of the Superintendent of Public Instruction recommends the following approaches to setting the minimum cut scores for graduation on the new exit exams:

- 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.

1) Smarter Balanced ELA Comprehensive:
   a) 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).
   b) Use the pool of 2015 11th grade students who have both a Smarter Balanced ELA score and both Reading HSPE and Writing HSPE scores.
   c) 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.
   d) Determine the Smarter Balanced scale score that yields that percentile.
2) Smarter Balanced Math Comprehensive:
   a) 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).
   b) 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.
   c) 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.
   d) Determine the Smarter Balanced scale score that yields that percentile.
3) Math Year 1 and Math Year 2 EOC
   a) Equal impact cut scores would yield comparable “passing” rates on the new tests as the former tests.

b) For each of these new tests, OSPI proposes using an average of the past three years on the Math Year 1 and Math Year 2 EOCs as the target impact for determining the graduation minimum cut score.

4) Basic:

a) 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.

b) We propose to follow the same procedures described above to establish the new exit exam cut scores for these students.

**Motion made by Member Laverty** to approve the process for setting the graduation threshold score as recommended by Office of the Superintendent of Public Instruction based on the State Board of Education position statement adopted January 8th, 2015, as set forth in Exhibit F.
**Motion seconded.**
**Motion carried.** Member Avery abstained.

**APPENDIX E**

# RCW 28A.655.061
# High school assessment system—Certificate of academic achievement—Exemptions—Options to retake high school assessment—Objective alternative assessment—Student learning plans.

*** CHANGE IN 2015 *** (SEE 6145.SL) ***

(1) The high school assessment system shall include but need not be limited to the statewide student assessment, opportunities for a student to retake the content areas of the assessment in which the student was not successful, and, if approved by the legislature pursuant to subsection (10) of this section, one or more objective alternative assessments for a student to demonstrate achievement of state academic standards. The objective alternative assessments for each content area shall be comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment for each content area.

(2) Subject to the conditions in this section, a certificate of academic achievement shall be obtained and is evidence that the students have successfully met the state standard in the content areas included in the certificate. With the exception of students satisfying the provisions of RCW 28A.155.045 or *28A.655.0611, acquisition of the certificate is required for graduation from a public high school but is not the only requirement for graduation.

(3)(a) Beginning with the graduating class of 2008 through the graduating class of 2015, with the exception of students satisfying the provisions of RCW 28A.155.045, a student who meets the state standards on the reading, writing, and mathematics high school statewide student assessment shall earn a certificate of academic achievement. The mathematics assessment shall be the end-of-course assessment for the first year of high school mathematics that assesses the standards common to algebra I and integrated mathematics I or the end-of-course assessment for the second year of high school mathematics that assesses standards common to geometry and integrated mathematics II.

(b) As the state transitions from reading and writing assessments to an English language arts assessment and from end-of-course assessments to a comprehensive assessment for high school mathematics, a student in a graduating class of 2016 through 2018 shall earn a certificate of academic achievement if the student meets the state standard as follows:

(i) Students in the graduating class of 2016 may use the results from:

(A) The reading and writing assessment or the English language arts assessment developed with the multistate consortium; and

(B) The end-of-course assessment for the first year of high school mathematics, the end-of-course assessment for the second year of high school mathematics, or the comprehensive mathematics assessment developed with the multistate consortium.

(ii) Students in the graduating classes of 2017 and 2018 may use the results from:

(A) The tenth grade English language arts assessment developed by the superintendent of public instruction using resources from the multistate consortium or the English language arts assessment developed with the multistate consortium; and

(B) The end-of-course assessment for the first year of high school mathematics, the end-of-course assessment for the second year of high school mathematics, or the comprehensive mathematics assessment developed with the multistate consortium.

(c) Beginning with the graduating class of 2019, a student who meets the state standards on the high school English language arts assessment developed with the multistate consortium and the comprehensive mathematics assessment developed with the multistate consortium shall earn a certificate of academic achievement.

(d) If a student does not successfully meet the state standards in one or more content areas required for the certificate of academic achievement, then the student may retake the assessment in the content area at least twice a year at no cost to the student. If the student successfully meets the state standards on a retake of the assessment then the student shall earn a certificate of academic achievement. Once objective alternative assessments are authorized pursuant to subsection (10) of this section, a student may use the objective alternative assessments to demonstrate that the student successfully meets the state standards for that content area if the student has taken the statewide student assessment at least once. If the student successfully meets the state standards on the objective alternative assessments then the student shall earn a certificate of academic achievement.

**Findings—Intent—2013 2nd sp.s. c 22: [EHB 1450]** "The legislature finds that the superintendent of public instruction was authorized to align the state essential academic learning requirements for mathematics, reading, writing, and communication with the common set of standards for students in grades kindergarten through twelve, known as the common core state standards, which were initiated by the governors and chief school officers of forty-five states, including Washington. The legislature further finds that Washington has joined one of two multistate consortia using a federal grant to develop new English language arts and mathematics assessments in grades three through eight and grade eleven that are, among other factors, aligned with the common core state standards and intended to demonstrate a student's career and college readiness. The legislature further finds that the assessments are required to be ready for use by the 2014-15 school year.

The legislature intends to reduce the overall costs of the state assessment system by implementing the eleventh grade English language arts and mathematics assessments being developed by a multistate consortium in which Washington is participating, maximize use of the consortium assessments by developing a tenth grade high school English language arts assessment and modifying the algebra I and geometry end-of-course assessment to be used only during the transition to the consortium-developed assessments, and reduce to three the number of assessments that will be required for students to graduate beginning with the class of 2019.

The legislature further intends that the eleventh grade consortium-developed assessments have two different student performance standards: One for the purposes of high school graduation that will be established by the state board of education and one that is intended to demonstrate a student's career and college readiness." [2013 2nd sp.s. c 22 § 1.]

**APPENDIX F**

# EXHIBIT F May 14, 2015
# WA-AIM Cut-Score Setting Process

1. Online Teacher Achievement Level Study:
    a. A modification of the contrasting groups concept used in previous WA standard setting iterations.
    b. WA special educator teachers study the alternate achievement level descriptors (AALDs) for each achievement level then decide which level best describes each of their students within a content area.
2. Online Weighting Study:
    a. Subset of teachers from the Online Achievement Level study sampled by specific demographic criteria (disability code, ELL status, race/ethnicity).
    b. Used the same platform as the Online Achievement Level study to apply expert judgments on differential complexity across AP levels by strand/domain for each content area and grade level combination.
    c. Expert review panel will review the teachers' judgements toward considering an articulation of weights across grade spans.
3. Profile Sorting Workshop:
    a. Washington educators (70%-80% special education) are convened to study the AALDs, assessment tools, etc.
    b. Discuss various evidence in the form of score combinations on the WA-AIM, then make cut-score decisions based on their expectations of the knowledge, skills, and abilities of students against each AALD.
4. Synthesis Discussion:
    a. Subset of Profile Sorting participants convened to consider the cut scores yielded by Teacher Achievement Level Study and Profile Sorting.
    b. Recommend a single, cohesive set of cut scores for the WA-AIM.

**Motion made by Member Childs** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F. **Motion co-made by Member Wilds** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F.
**Motion seconded.**
**Motion carried.**

# Performance Standards Setting for High School Exit Exams and WA-AIM

**Special Meeting of the State Board of Education**
**August 5, 2015**

# Orientation

- Introductions
- Topics
  - WA Access to Instruction & Measurement (WA-AIM)
  - Exit Exam Cut Scores
    - Year 1 Math End of Course exit exam
    - Year 2 Math End of Course exit exam
    - Smarter Balanced HS English Language Arts (ELA) test
    - Smarter Balanced HS Mathematics test

# Transition to New Standards

| | Old Standards | New Standards | |
|---|---|---|---|
| | | **Accountability** | **Exit Exam** |
| **English Language Arts** | HSPE - Rdg | Smarter Balanced HS ELA | *Smarter Balanced HS ELA* |
| | HSPE - Wrtg | | |
| **Mathematics** | EOC – Year 1 | Smarter Balanced HS Math | *EOC – Yr 1 Exit Exam* |
| | EOC – Year 2 | | *EOC – Yr 2 Exit Exam* |
| **ELA, Math, Science** | WAAS -Portfolio | *WA-AIM* | *WA-AIM* |

# New Standards, New Tests, New Baselines

- Should not compare proficiency rates to previous tests
  - Increased rigor in learning standards
  - Increased rigor of tests

# 2015 results will set a new baseline of student performance in Washington

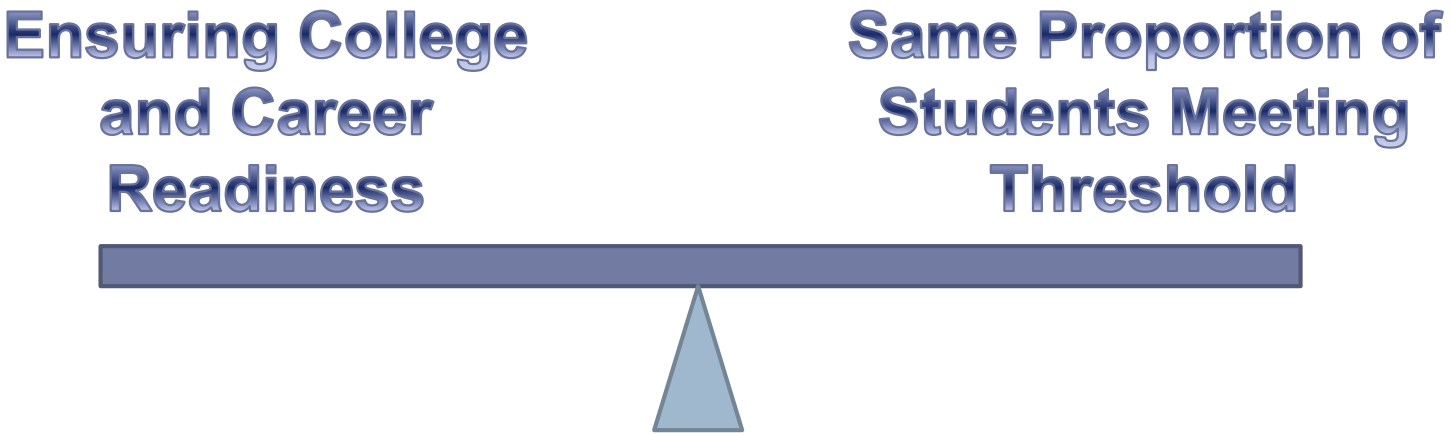
- Think of the standards and the assessment as a new targets with new results….I envision two mountains:

- People who successfully climb Mt Rainer (at 14,000 ft), will find Mt McKinley (at 20,000 ft) more challenging.
- Some will be able to meet the challenge, some will be close and some who previously were able to summit Rainier will not be able to summit McKinley at first.

# New Standards, New Tests, New Baselines

- Should not compare proficiency rates to previous tests
  - Increased rigor in learning standards
  - Increased rigor of tests
- BUT, looking back is necessary for assessment graduation requirements
  - Legislature gave SBE authority to set lower performance standards on exit exams
  - SBE position is to find cut scores that yield 'equal impact' initially

# Your Task is a Balancing Act



# (WA –AIM)

# Topics

- Overview of WA-AIM
  - Who is eligible to be assessed with WA-AIM?
  - What are the components of WA-AIM?
  - What is scored on WA-AIM?
- Standard setting process
- Results and recommendations



# Background of **WA**shington **A**ccess to **I**nstruction & **M**easurement – WA-AIM

- Designed for students with **significant cognitive challenges** (~1% of students) for whom the general assessments, even with accommodations, are not accessible.
- WA-AIM is based on learning standards adapted from the state content standards.
- Performance tasks linked to the adapted learning standards are used by educators to assess student knowledge and skills in a pre and post format.

# Portfolio Data Collection Structure

**Baseline/Placement:**

For each content area being assessed, determine best access point for student's year-end measure

*Fall/Winter*

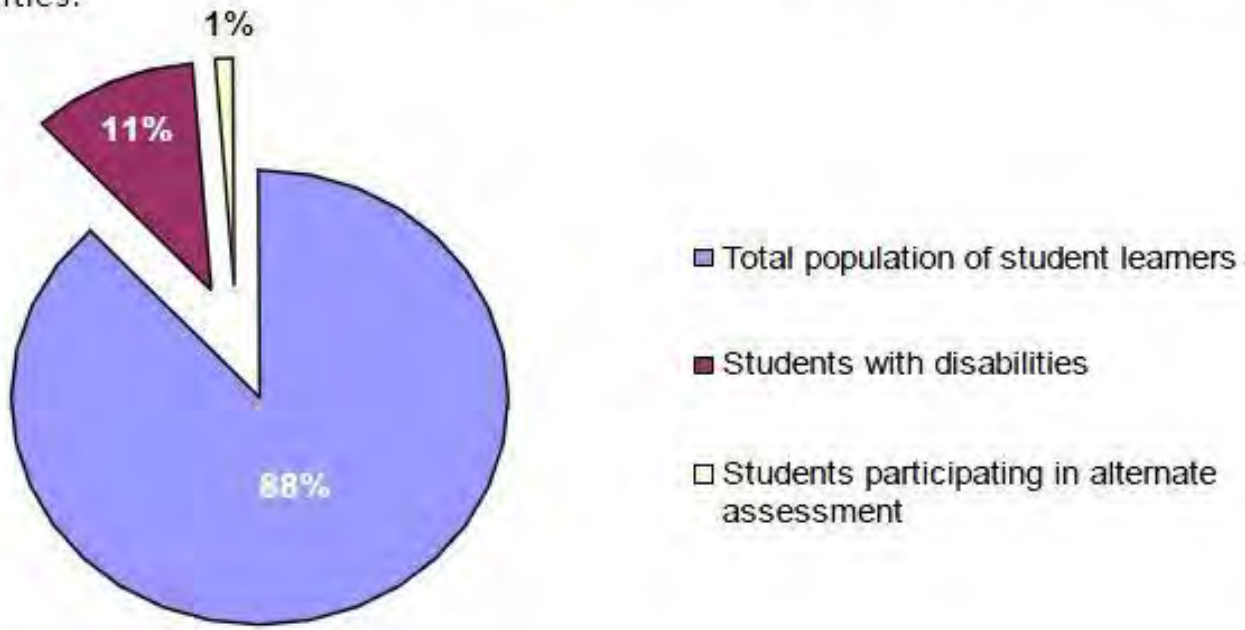
**Final Data Point:**

Assess student against content standards as represented in the selected access points

*Winter/Spring*

# Student Participants – WA-AIM

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:



# Purposes of WA-AIM

- WA-AIM serves as the alternate assessment, in grades 3-8 and 11, for accountability purposes in ELA, mathematics, and science.

- In high school, students must display a minimum level of competency in ELA and math in order to earn a certificate of individual achievement/high school diploma.

# Grades and Contents Assessed with WA-AIM

| Grade | ELA | Math | Science |
|---|---|---|---|
| 3 | X | X | |
| 4 | X | X | |
| 5 | X | X | X |
| 6 | X | X | |
| 7 | X | X | |
| 8 | X | X | X |
| 10 | | | |
| 11 | X | X | X* |
| 12 | *Possible* | *Possible* | *Possible* |

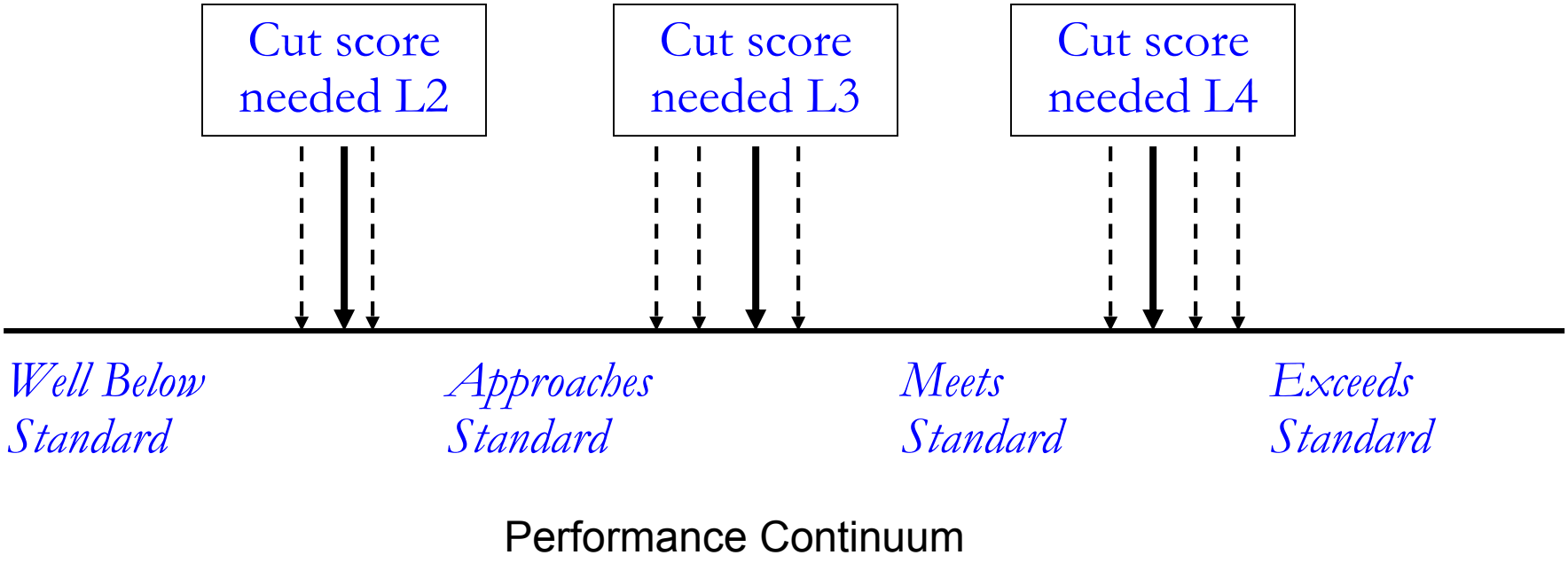
# Standard Setting Establishes:

- What score is needed to earn a Level 4- Exceeds Standard, Level 3- Meets Standard, or Level 2 – Approaches Standard, etc.
  - These were the outcomes from the work of the standard setting panelists
  - Reviewed the *Alternate Achievement Level Descriptors* to determine meaning behind *Exceeds*, *Meets*, *Approaches Standard,* and *Well Below* to guide work.

# Performance Standard Setting Process

1. Convened a panel of special education and regular classroom teachers (n=80)
2. Utilized a "Body of Work" process
3. Set standards for each grade band and content area
4. Had a cross-grade/content area Synthesis Discussion to review overall program logic and articulation

# Based on Alternate Achievement Level Descriptors, panelists recommended 3 cut scores…



# General Process

Classify each profile into one of four performance levels based on:

- Alternate Achievement Level Descriptors
- How the students performed on the portfolios

# Before Classifying Student Profiles….

- Panelists became familiar with:
  - Access Point Framework
  - Achievement Level Descriptors
    - Meaning of each level
    - Knowledge, skills and abilities associated with each level
  - Student profiles
    - Knowledge, skills and abilities demonstrated by the recorded data

# Student Profiles

- Profiles covered the range of possible total scores
  - Presented in random order based on raw scores associated with the five assessed standards.
- Profiles used not as indication of typical scores, but ensuring all possible access point/score combinations were available.
  - Not a frequency distribution indicator
- Panelists classified 100 student profiles at a grade level/content area combination.

# Round 1

- **Individual Work:**
  - Review profiles
  - Focus on the knowledge, skills, and abilities represented by the profiles
  - Determine match of Achievement Level Descriptor to represented knowledge, skills, and abilities
  - Classify profiles to appropriate achievement level
  - Complete the rating form

# Round 2

- **Group Work:**
  - Discuss profile classifications in relation to
  - Average round 1 results
  - Other panelists ratings
  - Knowledge, skills and abilities
- **Individual Work:**
  - Determine match of Achievement Level Descriptor to represented knowledge, skills, and abilities
  - Classify profiles to appropriate achievement level
  - Complete the rating form

# Panelists were reminded:

- Not necessary for panelists to reach consensus as to how the profiles are to be categorized.
  - Group discussion / Individual Rating
- Remain open-minded when listening to your colleagues' rationales for their ratings.
- May change your mind as a result of the discussions.
- Use **best judgment** in each round of rating.

# Synthesis Discussion
# (aka *Articulation Committee*)

After all content area groups completed Round 2 for each grade span, table leader representatives from each content area met together to look at results across grades and provide feedback.

- Attention was paid to cohesiveness and logic with respect to interplay of cut-scores and student results
- Impact/benchmark data was available

# WA-AIM Standard Setting Results

# Recommendations

- National Technical Advisory Committee reviewed processes & outcomes on July 29, 2015.
  - Gave approval to the standard setting recommendations
- Superintendent Dorn reviewed outcomes with staff and presents the following as recommendations to SBE for adoption as the WA-AIM cut-scores.

# WA-AIM ELA Proposed Cut Scores

| ELA | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| Grade 3 | 109 | 124 | 150 |
| Grade 4 | 107 | 125 | 158 |
| Grade 5 | 108 | 129 | 162 |
| Grade 6 | 110 | 125 | 159 |
| Grade 7 | 108 | 123 | 154 |
| Grade 8 | 110 | 123 | 150 |
| HS | 109 | 123 | 151 |

# WA-AIM ELA Cut Scores - Impact

| ELA | L1 | L2 | L3 | L4 | L3 & Above |
|---|---|---|---|---|---|
| Grade 3 | 15.3% | 37.1% | 28.1% | 19.5% | 47.6% |
| Grade 4 | 10.9% | 47.1% | 32.6% | 9.4% | 42.0% |
| Grade 5 | 10.0% | 48.6% | 33.3% | 8.2% | 41.4% |
| Grade 6 | 25.9% | 42.4% | 26.4% | 5.3% | 31.7% |
| Grade 7 | 24.7% | 50.3% | 22.4% | 2.6% | 25.0% |
| Grade 8 | 32.4% | 37.6% | 23.3% | 6.7% | 30.0% |
| HS | 42.0% | 44.6% | 12.1% | 1.3% | 13.4% |

*Proficiency*

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# WA-AIM Math Proposed Cut Scores

| Math | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| Grade 3 | 108 | 129 | 161 |
| Grade 4 | 106 | 126 | 161 |
| Grade 5 | 106 | 120 | 153 |
| Grade 6 | 109 | 131 | 160 |
| Grade 7 | 109 | 124 | 163 |
| Grade 8 | 112 | 133 | 162 |
| HS | 108 | 120 | 146 |

# WA-AIM Math Cut Scores - Impact

| Math | L1 | L2 | L3 | L4 | L3 & Above |
|---|---|---|---|---|---|
| Grade 3 | 12.6% | 42.3% | 25.7% | 19.4% | 45.1% |
| Grade 4 | 8.4% | 40.7% | 31.1% | 19.7% | 50.8% |
| Grade 5 | 8.3% | 40.9% | 32.5% | 18.3% | 50.8% |
| Grade 6 | 21.0% | 40.9% | 22.1% | 16.0% | 38.2% |
| Grade 7 | 35.9% | 34.6% | 23.2% | 6.3% | 29.4% |
| Grade 8 | 34.2% | 40.9% | 21.3% | 3.6% | 24.9% |
| HS | 38.2% | 36.1% | 18.1% | 7.6% | 25.7% |

*Proficiency*

# WA-AIM Science Proposed Cut Scores

| Science | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| Grade 5 | 110 | 127 | 166 |
| Grade 8 | 107 | 128 | 158 |
| HS | *Note 1* | | |

***Note 1***: HS Science not administered due to accountability testing completed the previous school year

# WA-AIM Science Cut Scores - Impact

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 3 and Above |
|---|---|---|---|---|---|
| Grade 5 | 26.8% | 40.2% | 30.0% | 3.0% | 33.0% |
| Grade 8 | 20.4% | 48.1% | 26.5% | 5.0% | 31.5% |

*Proficiency*

# Evaluation

- At several points in the process, we asked participants to evaluate the standard setting procedures.
  - Participants reported the standards setting methodology allowed for an authentic connection with student work.
  - General educators reported the process was exceptionally informative as they have limited experience with the portfolio assessment.
  - Across the board, participants reported that the dialogue in their respective panels was student centered, professional, and productive.
  - The articulation committee was pleased at how close the cut scores for each content area were across grade level.

# WA-AIM Proposed Exit Exam Cut Scores and Impact

| ELA | Target Rate | Cut Score |
|---|---|---|
| Grade 11 – using 3 yr avg | 83.8% (16.2%) | 104 Level 1 |

| Math | Target Rate | Cut Score |
|---|---|---|
| Grade 11 – using 3 yr avg | 86.6% (13.4%) | 103 Level 1 |

| WA-AIM High School Cut Scores | Level 2 | Level 3 | Level 4 |
|---|---|---|---|
| **ELA** | 109 | 123 | 151 |
| **Math** | 108 | 120 | 146 |

# Questions & Discussion



# Math End of Course Tests, Year 1 and Year 2 Math

# Background of the EOC Assessments

- Two EOCs assess what is in common, or in the overlap, of Algebra 1/Integrated Mathematics 1 and of Geometry/ Integrated Mathematics II for purposes of satisfying the graduation requirement.
- Students must meet standard on one or the other EOC, or an alternative, in order to earn a certificate of academic achievement/high school diploma.
- New tests were needed because of new math standards.
- These tests are **not** used for accountability.
- First administration was Spring 2015; last administration likely Spring 2018.

# Assessment Development Process

| Date | Event |
|---|---|
| **2011** | New math standards adopted |
| **April 2014** | Test map meeting |
| **Summer 2014** | Item writing - Pilot Items EOC 2 |
| **Jan 2015** | SBE decision to have "equal impact" |
| **Feb 2015** | Test build |
| **May/June 2015** | EOC Exit Exams |
| **July 2015** | EOC data determinations |
| **July 2015** | ALD review meeting |
| **August 2015** | SBE approves "equal impact" determination |

# Determination of the EOC Cut Scores

- 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 I 2012-14 | |
|---|---|
| Level | Percent Met |
| 1 | 23 |
| 2 | 20 |
| 3 | 30 |
| 4 | 27 |

57%

| Geometry/Integrated I 2012-14 | |
|---|---|
| Level | Percent Met |
| 1 | 12 |
| 2 | 19 |
| 3 | 32 |
| 4 | 37 |

69%

# Proposed EOC Cut Scores

| | Math Year 1 | | Math Year 2 | |
|---|---|---|---|---|
| | Raw Score | Impact | Raw Score | Impact |
| **Level 1** | NA | 24.1% | NA | 12.1% |
| **Level 2** | 15 | 18.8% | 9 | 20.1% |
| **Level 3** | 19 | 29.5% | 12 | 29.3% |
| **Level 4** | 24 | 27.6% | 16 | 38.5% |
| **Meeting Exit Exam L3 & L4** | 57% | | 68% | |

# Questions & Discussion

# Smarter Balanced English Language Arts Test

# ELA College and Career Ready Proficiency Rates

| | Proficiency Rate | Participation |
|---|---|---|
| HS – Sneak peek | 62% | NA |
| HS - Updated | 64% | NA |
| Grade 10 | 71% | 90-95% |
| Grade 11 | 51% | ~50% |

# ELA Performance Levels

| | | Performance Level | | | | College Career Ready | Total |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | Yes | |
| Grade 10 | Count | 6252 | 12556 | 25182 | 21474 | 46656 | 65464 |
| | % of Assessed | 9.6% | 19.2% | 38.5% | 32.8% | 71.3% | 100.0% |
| Grade 11 | Count | 8989 | 9763 | 12042 | 7319 | 19361 | 38113 |
| | % of Assessed | 23.6% | 25.6% | 31.6% | 19.2% | 50.8% | 100.0% |
| Total | Count | 15241 | 22319 | 37224 | 28793 | 66017 | 103577 |
| | % of Assessed | 14.7% | 21.5% | 35.9% | 27.8% | 63.7% | 100.0% |

# Who do we have in our data?

| | ELA | Math |
|---|---|---|
| 11th graders enrolled in 2014 – 2015 | 81,225 | 81,225 |
| 11th graders who took Smarter Balanced | 38,113 | 35,248 |
| 11th graders who took Smarter Balanced and have prior scores | 33,567 | 31,957 |
| 10th graders enrolled in 2014 - 2015 | 81,934 | 81,934 |
| 10th graders who took Smarter Balanced | 65,464 | NA |

# Comparability of 2015 Testers to All

| | | Race | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | American Indian | Asian | Black | Hispanic | More Than One Race | Pacific Islander | unknown | White | Total |
| Grade 11 All Current Class of 2016 | Count | 1258 | 5950 | 3674 | 14908 | 4804 | 698 | 13 | 49950 | 81255 |
| | % within Group | 1.5% | 7.3% | 4.5% | 18.3% | 5.9% | .9% | .0% | 61.5% | 100.0% |
| Grade 11 Matched Cohort - ELA | Count | 587 | 2131 | 1401 | 7089 | 1842 | 310 | 0 | 20207 | 33567 |
| | % within Group | 1.7% | 6.3% | 4.2% | 21.1% | 5.5% | .9% | 0.0% | 60.2% | 100.0% |
| Grade 11 Matched Cohort - Math | Count | 541 | 2013 | 1274 | 6981 | 1769 | 286 | 0 | 19093 | 31957 |
| | % within Group | 1.7% | 6.3% | 4.0% | 21.8% | 5.5% | .9% | 0.0% | 59.7% | 100.0% |
| Grade 10 - 3 Yr Avg | Count | 1070 | 5612 | 3190 | 12502 | 3978 | 575 | 215 | 44479 | 71621 |
| | % within Group | 1.5% | 7.8% | 4.5% | 17.5% | 5.6% | .8% | .3% | 62.1% | 100.0% |
| Grade 10 – Smarter Balanced ELA testers | Count | 904 | 4520 | 2694 | 12317 | 3971 | 516 | 1887 | 38655 | 65464 |
| | % within Group | 1.4% | 6.9% | 4.1% | 18.8% | 6.1% | .8% | 2.9% | 59.0% | 100.0% |

# Comparability of 2015 Testers to All

| | | Special Ed | ELL | Low Income | Total |
|---|---|---|---|---|---|
| Grade 11 All Current Class of 2016 | Count | 8300 | 2767 | 32069 | 81255 |
| | % within Group | 10.2% | 3.4% | 39.5% | 100.0% |
| Grade 11 Matched Cohort - ELA | Count | 3084 | 1241 | 14685 | 33567 |
| | % within Group | 9.2% | 3.7% | 43.7% | 100.0% |
| Grade 11 Matched Cohort - Math | Count | 2754 | 1258 | 14102 | 31957 |
| | % within Group | 8.6% | 3.9% | 44.1% | 100.0% |
| 10th Grade - 3 Yr Avg | Count | 6596 | 2651 | 28182 | 71621 |
| | % within Group | 9.2% | 3.7% | 39.3% | 100.0% |
| Grade 10 – Smarter Balanced ELA testers | Count | 4852 | 2532 | 26178 | 65464 |
| | % within Group | 7.4% | 3.9% | 40.0% | 100.0% |

# Is the Gr 11 Matched Cohort Skewed?

| Prior Test Performance | All Grade 11 Students | Grade 11 Testers in Matched Cohort |
|---|---|---|
| Reading HSPE | 85.7% | 84.1% |
| Writing HSPE | 88.9% | 87.2% |
| Year 1 Math EOC | 74.3% | 72.3% |
| Year 2 Math EOC | 77.8% | 72.8% |

# ELA Exit Exam Options and Impact

| | Target Rate | Cut Score | Grade 11 Matched | Grade 11 All | Grade 10 All |
|---|---|---|---|---|---|
| Grade 11 – using matched cohort | 79.0% (21.0%) | 2487 Level 1 | 79% | 77.6% | 91.1% |

| Smarter Balanced ELA | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| High school Score Ranges | 2299-2492 | 2493-2582 | 2583-2681 | 2682-2795 |

# ELA Exit Exam Options and Impact

| | Target Rate | Cut Score | Grade 11 Matched | Grade 11 All | Grade 10 All |
|---|---|---|---|---|---|
| Grade 11 – using matched cohort | 79.0% (21.0%) | 2487 Level 1 | 79% | 77.6% | 91.1% |
| Grade 10 – using 3 year avg | 80.1% (19.9%) | 2548 Level 2 | NA | 61.2% | 80.1% |

| Smarter Balanced ELA | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| High school Score Ranges | 2299-2492 | 2493-2582 | 2583-2681 | 2682-2795 |

# ELA Exit Exam Options and Impact

| | Target Rate | Cut Score | Grade 11 Matched | Grade 11 All | Grade 10 All |
|---|---|---|---|---|---|
| Grade 11 – using matched cohort | 79.0% (21.0%) | 2487 Level 1 | 79% | 77.6% | 91.1% |
| Grade 10 – using 3 year avg | 80.1% 19.9% | 2548 Level 2 | NA | 61.2% | 80.1% |
| Level 2 CCR | NA | 2493 Level 2 | NA | 76.2% | 90.3% |
| Level 3 CCR | NA | 2583 Level 3 | NA | 50.6% | 71% |

| Smarter Balanced ELA | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| High school Score Ranges | 2299-2492 | 2493-2582 | 2583-2681 | 2682-2795 |

# Math Performance Levels

| Math | | Performance Level | | | | College Career Ready | Total |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | Yes | |
| Grade 11 | Count | 16,057 | 8,748 | 6,473 | 3,666 | 10,139 | 34,944 |
| | % of Assessed | 46% | 25% | 18.5% | 10.5% | 29% | 100% |

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# Math Exit Exam Options and Impact

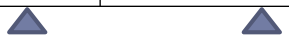
| | Target Rate | Cut Score | Grade 11 Matched | Grade 11 All | Grade 10 All |
|---|---|---|---|---|---|
| Grade 11 – using matched cohort | 75.6% (24.4%) | 2469 Level 1 | 75.6% | 74.5% | NA |

| Smarter Balanced Math | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| High school Score Ranges | 2280-2542 | 2543-2627 | 2628-2717 | 2718-2862 |

# Math Exit Exam Options and Impact

| | Target Rate | Cut Score | Grade 11 Matched | Grade 11 All | Grade 10 All |
|---|---|---|---|---|---|
| Grade 11 – using matched cohort | 75.6% (24.4%) | 2469 Level 1 | 75.6% | 74.5% | NA |
| Between 2 and 3, equivalent to ELA | | 2595 Level 2 | 38.9% | 37.8% | NA |

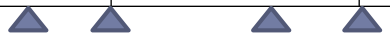
| Smarter Balanced Math | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| High school Score Ranges | 2280-2542 | 2543-2627 | 2628-2717 | 2718-2862 |



# Math Exit Exam Options and Impact

| | Target Rate | Cut Score | Grade 11 Matched | Grade 11 All | Grade 10 All |
|---|---|---|---|---|---|
| Grade 11 – using matched cohort | 75.6% (24.4%) | 2469 Level 1 | 75.6% | 74.5% | NA |
| Between 2 and 3, equivalent to ELA | | 2595 Level 2 | 38.9% | 37.8% | NA |
| Level 2 CCR | NA | 2543 Level 2 | 54.8% | 53.6% | NA |
| Level 3 CCR | NA | 2628 Level 3 | 29.5% | 28.6% | NA |

| Smarter Balanced Math | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| High school Score Ranges | 2280-2542 | 2543-2627 | 2628-2717 | 2718-2862 |



# Feedback from Secondary Students

- There were over 2500 responses for grades 6-high school.
  - Almost 55% of respondents preferred online to paper/pencil.
  - In general, the online tools were the most favorite feature of taking the test online.
  - Many comments were not repeatable or are inappropriate for distribution.

# Feedback from Secondary Students, cont'.

| Check the features of the test that you liked. | |
|---|---|
| Online tools | 57.6% |
| Keyboarding/typing | 55.4% |
| Questions | 27.7% |
| Passages/texts | 21.8% |
| Navigating | 17.9% |
| **Other** (Calculator, Being able to mark and go back, MC Questions, Pausing, Zoom, Highlighter, Online Thesaurus and Dictionary, Spell Check, Split Screen) | 20.7% |

# Feedback from Secondary Students, cont'.

| Which types of questions did you NOT like? | |
|---|---|
| Long written responses | 82.1% |
| Problems with more than one answer | 55.6% |
| Graphs | 52.0% |
| Drag and Drop | 40.9% |
| Short written responses | 37.6% |
| Multiple choice | 10.6% |

# Feedback from Secondary Students, cont'.

| How did this test compare to what you expected? | |
|---|---|
| It was like I expected | 24.8% |
| It was easier than I expected | 19.3% |
| It was harder than I expected | 25.1% |
| I did not know what to expect | 30.8% |

# Questions & Discussion


Thank you!

# Subgroup Impact of ELA Cut Scores

| % meeting exit exam standard | Race | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | American Indian | Asian | Black | Hispanic | More Than One Race | Pacific Islander | White | Un-known |
| Grade 11 – based on matched cohort cut | 67.3% | 83.6% | 63.6% | 70.6% | 77.7% | 60.5% | 81.9% | 72.1% |
| Grade 11 – based on Gr 10 3 year avg | 45.6% | 71.2% | 44.4% | 48.8% | 62.5% | 39.2% | 67.6% | 54.2% |
| Grade 11 – based on CCR Level 3 cut | 33.6% | 60.9% | 33.4% | 36.4% | 52.2% | 30.0% | 57.5% | 42.1% |
| Grade 10 – based on matched cohort cut | 78.4% | 94.9% | 82.9% | 85.5% | 91.9% | 82.8% | 94.0% | 82.4% |
| Grade 10 – based on Gr 10 3 year avg cut | 60.5% | 88.9% | 66.4% | 68.1% | 81.9% | 63.2% | 85.4% | 66.9% |
| Grade 10 – based on CCR Level 3 cut | 48.5% | 82.4% | 53.3% | 55.5% | 73.4% | 49.0% | 77.6% | 57.0% |
| | | | | | | | | |
| Historical comparison | 62.6% | 86.8% | 65.0% | 68.0% | 82.4% | 60.5% | 84.7% | 75.7% |

# Subgroup Impact of ELA Cut Scores

| % meeting exit exam standard | Sub-group | | |
|---|---|---|---|
| | Special Educ | ELL | Low Income |
| Grade 11 – based on matched cohort cut | 45.8% | 39.2% | 70.0% |
| Grade 11 – based on Gr 10 3 year avg cut | 23.3% | 15.6% | 50.9% |
| Grade 11 – based on CCR Level 3 cut | 14.3% | 7.0% | 38.8% |
| Grade 10 – based on matched cohort cut | 61.4% | 55.4% | 85.4% |
| Grade 10 – based on Gr 10 3 year avg cut | 36.0% | 27.3% | 69.5% |
| Grade 10 – based on CCR Level 3 cut | 24.4% | 25.0% | 57.6% |
| | | | |
| Historical comparison | 27.7% | 20.3% | 68.1% |

# Subgroup Impact of Math Cut Scores

| % meeting exit exam standard | Race | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | American Indian | Asian | Black | Hispanic | More Than One Race | Pacific Islander | White | Un-known |
| Grade 11 – based on matched cohort cut | 63.9% | 86.5% | 59.5% | 66.8% | 73.7% | 58.9% | 78.8% | 66.5% |
| Grade 11 – based on CCR Level 3 cut | 13.8% | 50.5% | 13.7% | 15.0% | 29.7% | 13.0% | 34.1% | 21.8% |
| | | | | | | | | |
| Historical comparison | 51.5% | 85.3% | 53.0% | 58.7% | 72.5% | 53.6% | 77.1% | 40.0% |

# Subgroup Impact of Math Cut Scores

| % meeting exit exam standard | Sub-group | | |
|---|---|---|---|
| | Special Educ | ELL | Low Income |
| Grade 11 – based on matched cohort cut | 34.1% | 45.9% | 67.2% |
| Grade 11 – based on CCR Level 3 cut | 3.9% | 6.7% | 17.3% |
| | | | |
| Historical comparison | 21.8% | 26.3% | 60.6% |

# Subgroup Impact of EOC Math Cut Scores

| % meeting exit exam standard | Race | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | American Indian | Asian | Black | Hispanic | More Than One Race | Pacific Islander | White | Un-known |
| Math Year 1 EOC | 38% | 66% | 39% | 46% | 59% | 42% | 66% | 38% |
| Math Year 2 EOC | 57% | 73% | 54% | 60% | 72% | 60% | 75% | 43% |
| | | | | | | | | |
| Historical comparison | | | | | | | | |
| Math Year 1 EOC | 35% | 75% | 35% | 40% | 59% | 39% | 64% | 51% |
| Math Year 2 EOC | 49% | 81% | 45% | 51% | 71% | 46% | 77% | 64% |

# Subgroup Impact of EOC Math Cut Scores

| % meeting exit exam standard | Sub-group | | |
|---|---|---|---|
| | Special Educ | ELL | Low Income |
| Math Year 1 EOC | 26% | 27% | 48% |
| Math Year 2 EOC | 51% | 46% | 62% |
| | | | |
| Historical comparison | | | |
| Math Year 1 EOC | 16% | 24% | 43% |
| Math Year 2 EOC | 35% | 33% | 56% |

## IMPACT OF SCORE SETTING OPTIONS ON STATE ASSESSMENTS REQUIRED FOR GRADUATION

### Executive Summary

Dr. Andrew Parr has prepared an in-depth technical memorandum that addresses member questions and provides detailed information about projected outcomes based on the various graduation score-setting options discussed by the Board. Atypical patterns are noted in the results of the 10th and 11th grade cohorts taking the SBAC, and various hypotheses are discussed, including the potential influence of different motivation levels, and the impact of parent refusals on the assessed population. While it cannot be determined what specifically caused the inconsistencies in the data, Dr. Parr expresses reservations about using the aggregate data from the 11th grade cohort to calculate an equi-percentile score, and favors the use of the 10th grade cohort data for reasons discussed. Data tables show the number of students passing based on the various options, including subgroup performance data.

**Summary Table of Cut Score Options for ELA for Graduation Requirement**

| Threshold Option | Scaled Score | Percent Meeting Graduation Requirement if Adopted |
|---|---|---|
| Matched Cohort | 2487<br>This score is believed to be impacted by motivation factors. | 11th Grade = 79.3 percent<br>10th Grade = 90.1 percent<br>The 10th graders outperformed the 11th graders suggesting that the performance of some 11th grade students is not accurately reflected in the assessment data. |
| Level 2 | 2493 | 11th Grade = 78.0 percent<br>10th Grade = 90.9<br>Very close to the Matched Cohort derived threshold. Would have the appearance of lowering standards for students. |
| Level 2.6 | 2548<br>This threshold is derived from the 10th Grade SBAC ELA | 11th Grade = 63.3 percent<br>10th Grade = 81.0 percent<br>The score is derived from the three-year average success rate for the 10th Grade HSPE in Reading and Writing. |
| Level 3 | 2583 | 11th Grade = 52.6 percent<br>10th Grade = 72.0 percent<br>The lower percentage of students meeting the test score means that more students would retake the assessment or attempt to meet the graduation requirement through an approved alternative |

**Summary Table of Cut Score Options for Math Graduation Requirement**

| Threshold Option | Scaled Score | Percent Meeting Graduation Requirement if Adopted |
|---|---|---|
| Matched Cohort | 2469<br>This score is believed to be impacted by motivation factors. | 11th Grade = 75.6 percent<br>10th Grade = no data<br>Threshold score is in SBAC Level 1 and would be viewed as lowering standards. This design produced the lowest of the threshold score options. |
| Level 2 | 2543 | 11th Grade = 55.4 percent<br>10th Grade -= no data<br>The lower percentage of students meeting the threshold means that far more students would retake the assessment meet graduation requirements through an approved alternative. |
| Level 2.6 | 2595<br>This threshold is proportional to the threshold derived from the 10th Grade SBAC ELA | 11th Grade = 39.4 percent<br>10th Grade = no data<br>This approach does not consider the fact that math success rates often differ from the reading or ELA success rates and does not reflect actual math assessment results. |
| Level 3 | 2628 | 11th Grade = 29.9 percent<br>10th Grade = no data<br>The lower percentage of students meeting the test score means that more students would retake the assessment or attempt to meet the graduation requirement through an approved alternative |

*Organization of this Memo*

The memo describes options for the Board to consider when adopting a scaled score necessary to meet the graduation requirements. The options are described from the lowest scaled score option (easiest to meet) to the highest scale score option (most difficult to meet) for 11th grade math, 11th grade ELA, and lastly 10th grade ELA. Each of the options is supported by a chart that shows the percentage of students (All Students and by race/ethnicity) that would meet the corresponding test score measure – essentially meet that graduation requirement. Each of the charts includes a horizontal red line that marks the success rate for the All Students group and is included as a reference line so that the user can readily compare subgroup performance to the All Students performance.

*Approved Graduation Score Setting Methodology*

At the November 2014 SBE meeting, the Board approved a methodology to identify the score necessary to earn a Washington Certificate of Academic Achievement (CAA) that would seek to achieve an equal

impact between the 2013-14 10th grade High School Proficiency Exams (HSPE) and End of Course math assessments (EOCs) and the 2014-15 Smarter Balanced (SBAC) assessments through the use of a matched cohort of test takers in each of the assessment years. By using this matched cohort design, the performance of the students on the HS SBAC could be directly compared to the earlier performance on the HSPEs and EOCs and an equal impact scaled score could be determined.

After the methodology was approved, the news press began to report on a widespread and well organized effort encouraging the parents of students to exercise their option to refuse student testing. Early reports indicated that, at some schools, the entire population to be tested was refusing to test and that as many as one-half of all 11th grade students were refusing to test. In the late spring of 2015, the OSPI reported that the confirmed test refusal rate for the 11th grade population was approximately 25 percent but might reach the 50 percent mark after a more detailed analysis of student results. In light of this extraordinary refusal rate, the OSPI determined that the matched cohort of students who actually assessed would be of sufficient size to conduct the required analyses, so long as the matched cohort was representative (demographically and academically) of the 11th grade population.

The OSPI conducted a series of analyses and verified that the matched cohort was demographically similar to the 11th grade population and thus, the determination of the score needed to earn a CAA was still possible. However, early analyses of the SBAC results showed that the statewide performance of the 11th grade students was lower than anticipated on the SBAC ELA and far lower than expected on the SBAC Math. Analyses of the 10th grade results for the SBAC ELA showed that the 10th graders outperformed the 11th graders by a substantial margin. With this early information, a couple of hypotheses were put forth:

- The 10th graders were informed in advance that the ELA results would be one of several determining factors for high school graduation and, because high stakes were attached, the 10th graders were motivated to do well on the assessment.
- The 11th graders were informed that their HSPE and EOC results could be used to meet graduation requirements and, because the SBAC did not have stakes attached, the 11th graders had little incentive to do their best work on the assessment.

Notwithstanding, the OSPI moved forward with the graduation benchmark setting task based on the assessment results of the 10th and 11th grade data sets, with the knowledge that if large numbers of 11th grade students were not motivated to perform well on this assessment, the statewide 11th grade results may not accurately reflect the measure of the ability of the test takers. The impact data from the 10th grade student results may be more meaningful and more reflective of student performance. Over-reliance on the 11th grade impact data may lead to the adoption of a score required for graduation that is unusually low and is based on results that do not reflect of actual ability of the 11th grade test takers.

- Sett

The results of the data analyses for the 11th grade students and the 10th grade students are presented on the following pages. The descriptions and discussion of the 11th Grade SBAC results and impact data are consistent with the methodological options requested by the Board. However, be advised that the aggregated 11th grade results show inconsistent patterns. It is difficult to envision a scenario in which a population of 10th grade test takers would outperform the 11th grade population – and by a substantial margin. The SBE staff believes that the statewide aggregated 10th Grade SBAC assessment results and impact data should be the primary data source to consider when adopting the scores that must be earned for high school graduation.

**Results of Data Analysis**

*11th Grade Math*

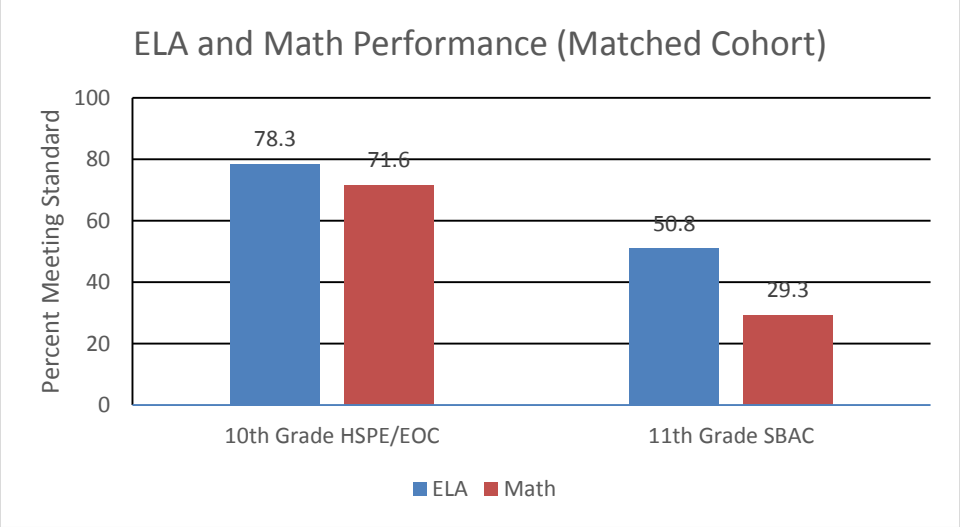
# Method 1: Option 1

Matched Cohort Design

Following a few processing steps, the 10th Grade HSPEs (Reading and Writing) and the Math EOCs for the matched cohort showed proficiency rates of approximately 79 percent on ELA and approximately 76 percent on Math (Chart 1). When the matched cohort participated in the 2014-15 SBAC assessments, the cohort achieved a rate of 50.8 percent meeting standard (Levels 3 and 4) on the ELA and a rate of 29.3 percent meeting standard on the Math assessment. Both of the rates were lower than expected and several hypotheses were put forth to account for the lower than anticipated success rates. Some of the ideas included the following:

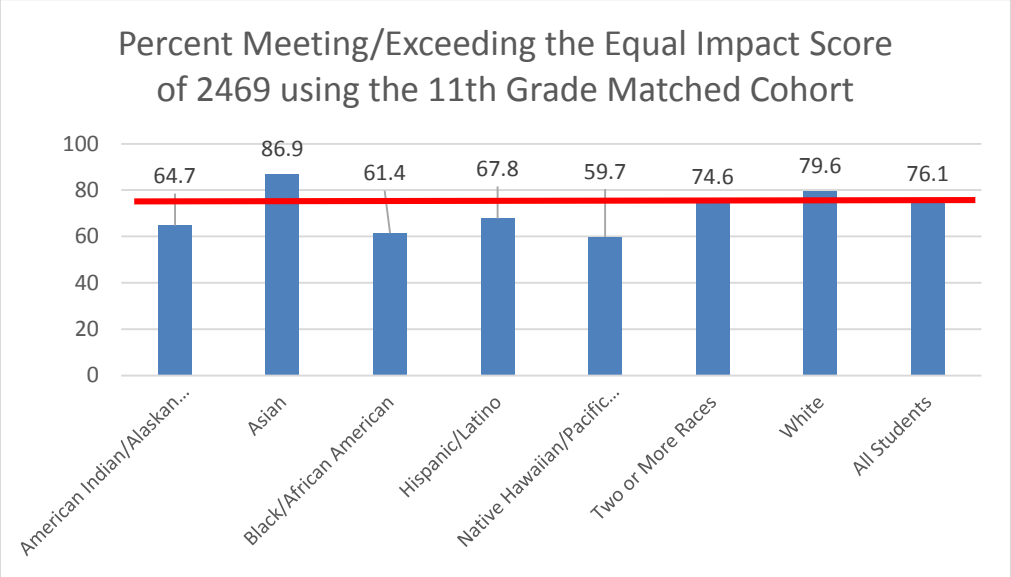
- The population of students who refused to test had a particular set of student demographics that skewed the student results in an unexpected manner.
- The assessments were more difficult than expected for the 11th grade students and, perhaps, the content assessed differed substantially from the content that was taught in the classroom.
- The 11th grade students who participated in the administration were not motivated or incentivized in a manner to bring out their best possible performance.

Chart 1: Percent of the matched cohort meeting standards on the 2013-14 HSPE/EOCs and the 2014-15 SBAC assessments.




Following the methodology approved by the State Board of Education (SBE) at the November 2014 meeting that used an equal impact, matched cohort design, a math scaled score of 2469 was calculated as the scaled score resulting in equal impact. Based on the prior score history of the matched cohort, the methodology targeted a success rate of 75.6 percent. When the scaled score is applied to the 11th grade student results, approximately 76.1 percent meet or exceed the measure and that compares favorably to the OSPI targeted rate. Figure 1 shows that the percent of 11th grade students meeting or exceeding the equal impact scaled score varies considerably by race and ethnicity.

Figure 1: Percentage of 11th grade students meeting or exceeding the equal impact scaled score for math as determined by the equal impact, matched cohort, design.

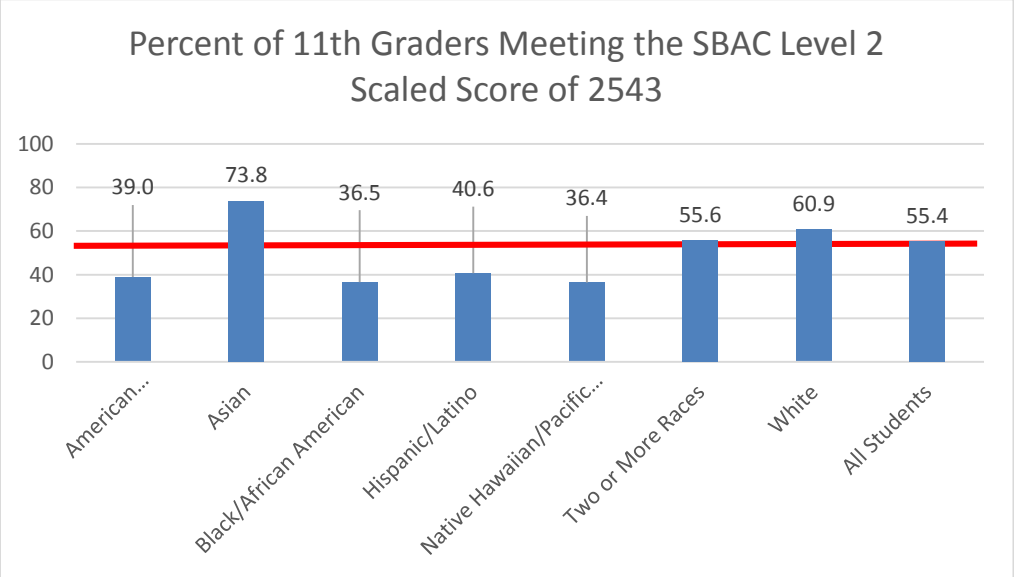



## Method 2: Option 2

Level 2 Math Scaled Score Option

The Board may opt to approve the HS SBAC Level 2 threshold score for math of 2543 as the score to be used as one of the graduation requirements. When this score was applied to the student results, 55.4 percent of the matched cohort meet or exceeded this benchmark (Figure 2). This means that if this scaled score was adopted, a little less than one-half of 11th graders would be required to retake the test in their senior year or meet this graduation requirement through one of the current alternatives.

Figure 2: Percentage of 11th grade students meeting or exceeding the scaled score of 2543 (SBAC Level 2) for math.

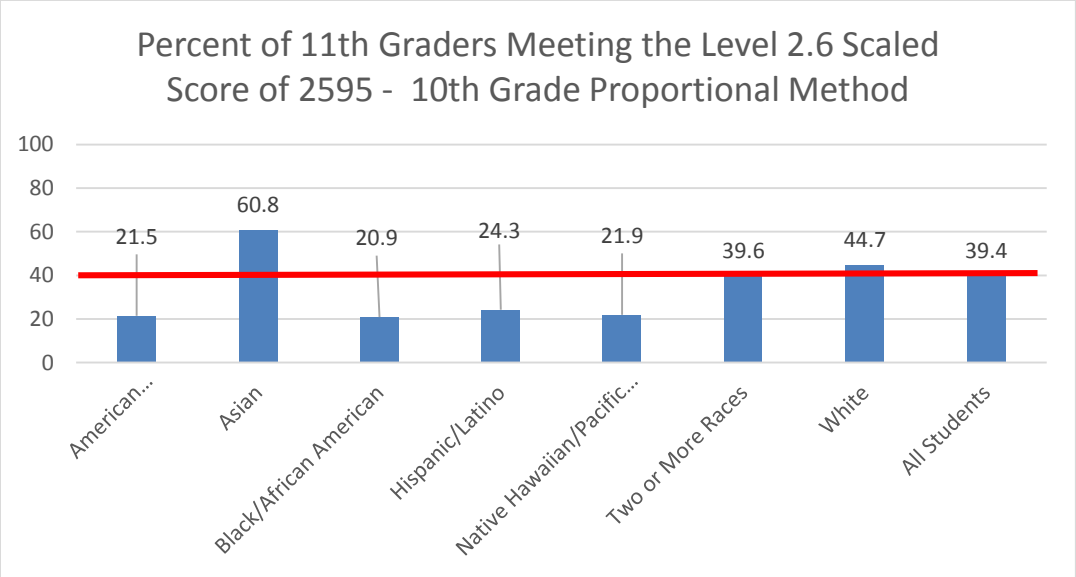



## Method 3: Option 3

### Level 2.6 Math Scaled Score Option

As an option for the Board, a scaled score of 2595 was calculated based on the performance of the 10th grade students on the SBAC ELA. To describe briefly, an equal impact scaled score was developed based on the 10th Grade SBAC ELA results and that ELA scaled score was approximately 62 percent of the distance between the Level 2 and Level 3 thresholds and that value is informally characterized as Level 2.6. A proportional value was calculated for the math scale and the corresponding scaled score was 2595. In other words, a value a little more than half way between the Level 2 and Level 3 threshold scores.

Figure 3: Percentage of 11th grade students meeting or exceeding the scaled score of 2595 for math.



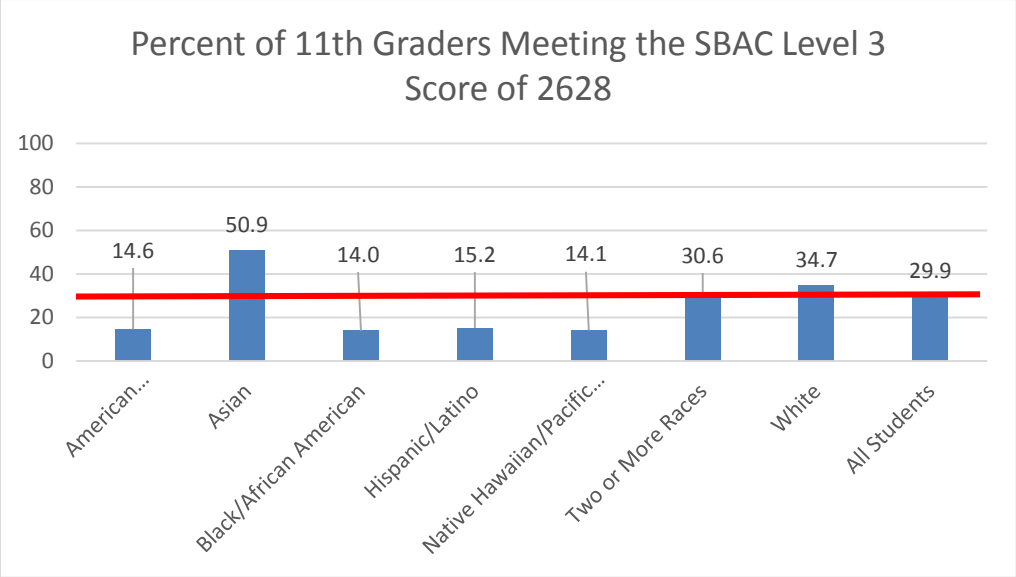
When the scaled score of 2595 is applied to the 11th Grade SBAC results, 39.4 percent of the 11th grade test takers met or exceeded the scaled score (Chart 3). This is far below the 75 percent meeting the benchmark on the Math EOCs.

## Method 4: Option 4

Level 3 Math Scaled Score Option

The most rigorous of the scaled score for graduation options is a scaled score of 2628 that represents the SBAC Level 3 threshold. When this scaled score is applied to the 11th grade results, approximately 29.9 percent of the students met the benchmark (Figure 4). If this score was to be adopted a very large number of 11th grade students would fail to meet this graduation benchmark and be required to retest or meet graduation requirements through one of the currently approved alternatives.

Figure 4: Percentage of 11th grade students meeting or exceeding the cut score of 2628 (SBAC Level 3) for math.



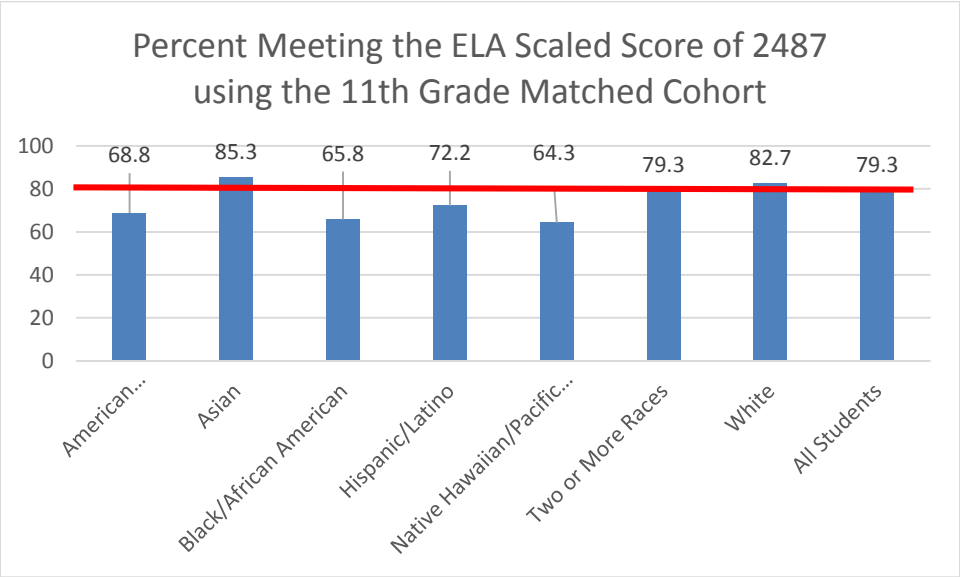

*11th Grade ELA*

## Method 1: Option 5

Matched Cohort Design

Based on the prior score history of the matched cohort, the methodology or design targeted a pass rate of approximately 79 percent. When the equal impact scaled score of 2487 is applied to the 11th grade student results, approximately 79.3 percent meet or exceed the scaled score and that compares favorably to the OSPI targeted rate. Figure 5 shows that the percent meeting or exceeding the equal impact scaled score varies considerably by race and ethnicity. By design, the equal impact identifies a score that results in an equal percentage of students meeting the target; in this case, the All Students group. So, the design achieved the desired goal.

Figure 5: Percentage of 11th grade students meeting or exceeding the equal impact scaled score for ELA as determined by the equal impact, matched cohort, design.

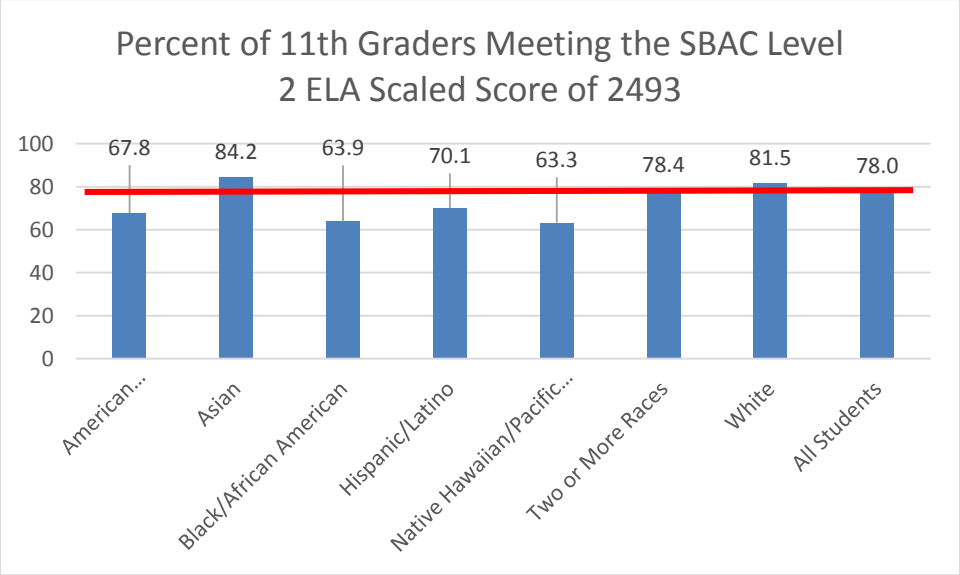



## Method 2: Option 6

### Level 2 ELA Scaled Score Option

When the SBAC ELA Level 2 threshold scaled score of 2493 is applied to the 11th grade assessment results, approximately 78 percent of the 11th grade test takers met or exceeded the benchmark. This rate is very close to the targeted rate because the scaled score is very similar to and slightly higher than the equal impact scaled score (Figure 6).

Figure 6: Percentage of 11th grade students meeting or exceeding the scaled score of 2493 (SBAC Level 2) for ELA.

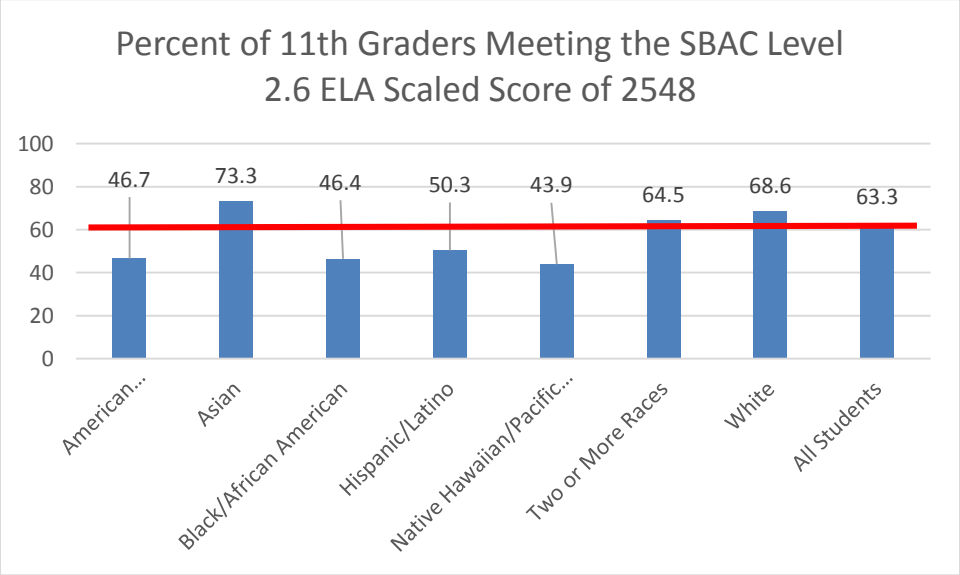


## Method 3: Option 7

Level 2.6 ELA Scaled Score Option

The methodology for calculating the Level 2.6 score was described briefly in the section discussion the math results and need not be repeated here. The Level 2.6 benchmark corresponds to an ELA scaled score of 2548. When that scaled score is applied to the 11th Grade SBAC ELA student results, approximately 63.3 percent of 11th graders meet or exceed the benchmark (Figure 7). This rate is approximately 15 percentage points lower than the targeted rate and if adopted, would result in a substantial number of 11th grade students retesting or meeting graduation requirements through an approved alternative.

Figure 7: Percentage of 11th grade students meeting or exceeding the scaled score of 2548 (Level 2.6) for ELA.




## Method 4: Option 8

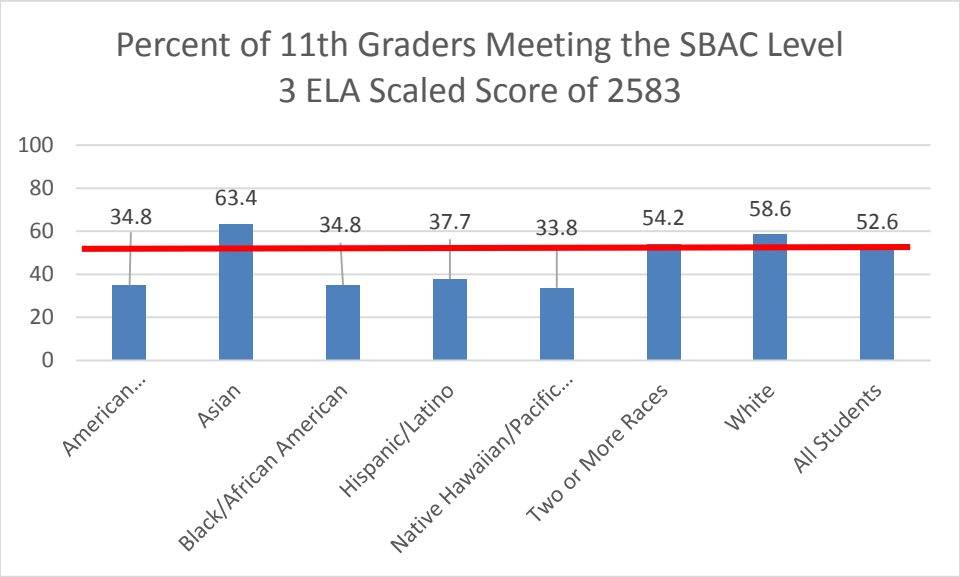
Level 3 ELA Scaled Score Option

As was the case for the math cut score options, the Level 3 option is the most rigorous and results in the lowest success rates. If this scaled score was to be adopted as the score needed to earn a CAA, a success rate of approximately 52.6 percent would be achieved (Figure 8). This is more than 25 percentage points lower that the targeted rate used in the matched cohort equal impact option. If adopted, slightly less than one half of all 11th graders would fail to meet the graduation scaled score and would be required to retest or meet this graduation requirement through an approved alternative.

*10th Grade ELA*

This work considered three possible graduation cut scores for the HS SBAC ELA: the Level 2 threshold point of 2493, the Level 3 threshold point of 2583, and the recommended scaled core of 2548 based on the OSPI equal impact methodology. Each are discussed separately in the paragraphs that follow.

Figure 8: Percentage of 11th grade students meeting or exceeding the scaled score of 2583 (SBAC Level 3) for ELA.

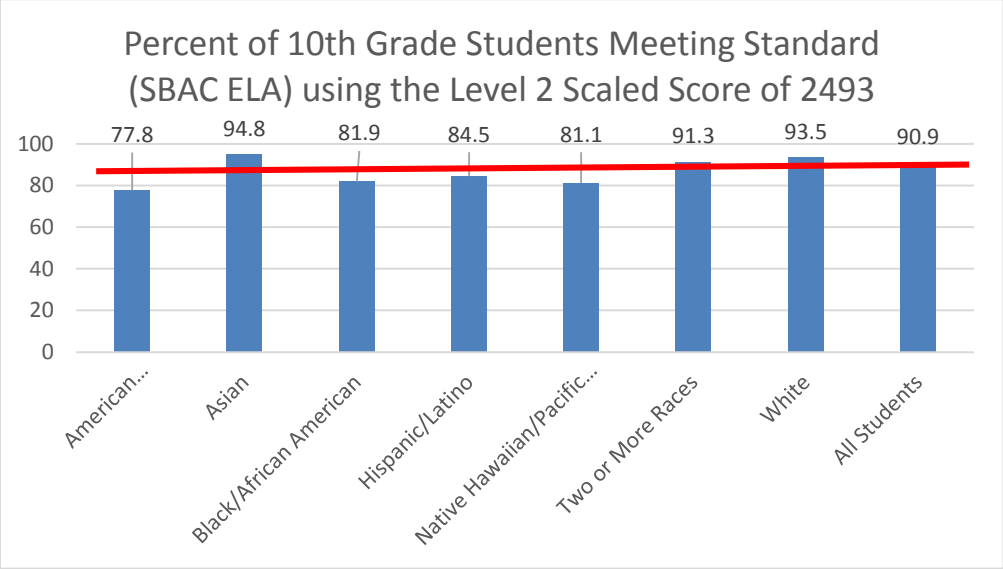



## Method 2: Option 9

Level 2 ELA Scaled Score Option

The Level 2 threshold corresponds to a scaled score of 2493 on the HS SBAC ELA, as derived through the standard setting process by the consortium and based on the 2013-14 SBAC Field Test. Figure 9 shows that if the ELA graduation scaled score of 2943 was to be adopted, approximately 90.9 percent of the assessed population would meet or exceed that benchmark. Based on the three most recent years, approximately 80.1 percent of 10th grade students met or exceeded the graduation scaled score the HSPE in Reading and Writing that is required to earn a CAA. When collectively considering all students, the adoption of the Level 2 scaled score might be viewed or characterized as "lowering standards" or "lowering expectations" because substantially more students would be expected to meet the graduation benchmark as a first-time test taker.

Figure 9: Shows the percentage of 10th graders meeting the Level 2 scaled score of 2493 on the HS SBAC ELA.

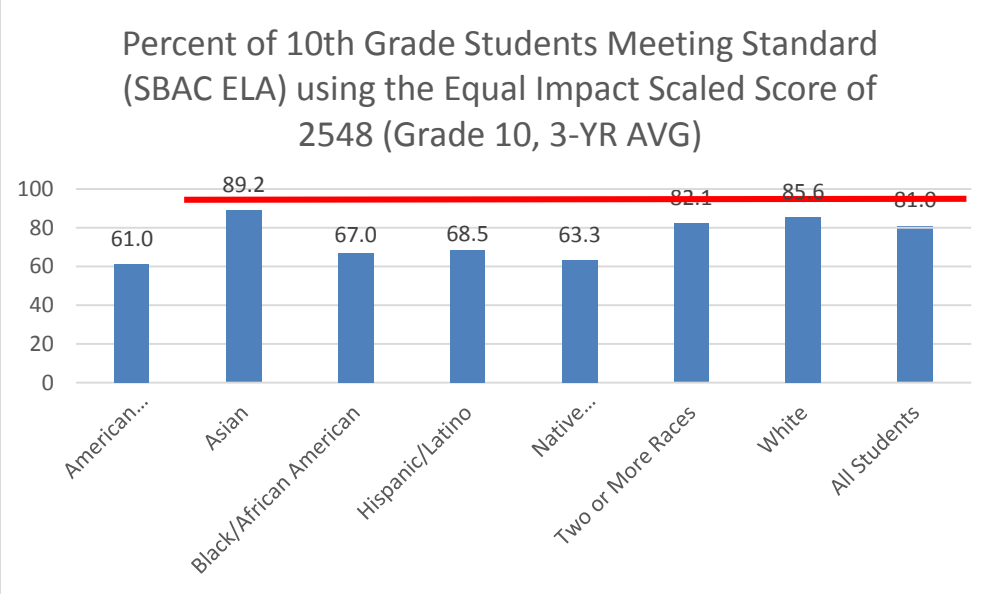



## Method 3: Option 10

Level 2.6 ELA Scaled Score Option

Using an equal impact methodology, a balance is sought whereby a scaled score is identified that results in an equal percentage of students meeting the benchmark on the new assessment as compared to the previous assessment. The OSPI determined the equal impact level to correspond to a HS SBAC ELA scaled score of 2548. The Level 2.6 scaled score results in approximately 81.0 percent of first-time 10th grade test takers meeting the graduation benchmark (Figure 10), which compares favorably to the 80.1 percent meeting the benchmark on the HSPE Reading and Writing. If the Level 2.6 cut was to be adopted, stakeholders would view the standards as remaining "about the same as before."

Figure 10: Shows the percentage of 10th graders meeting the Level 2.6 scaled score of 2548 on the HS

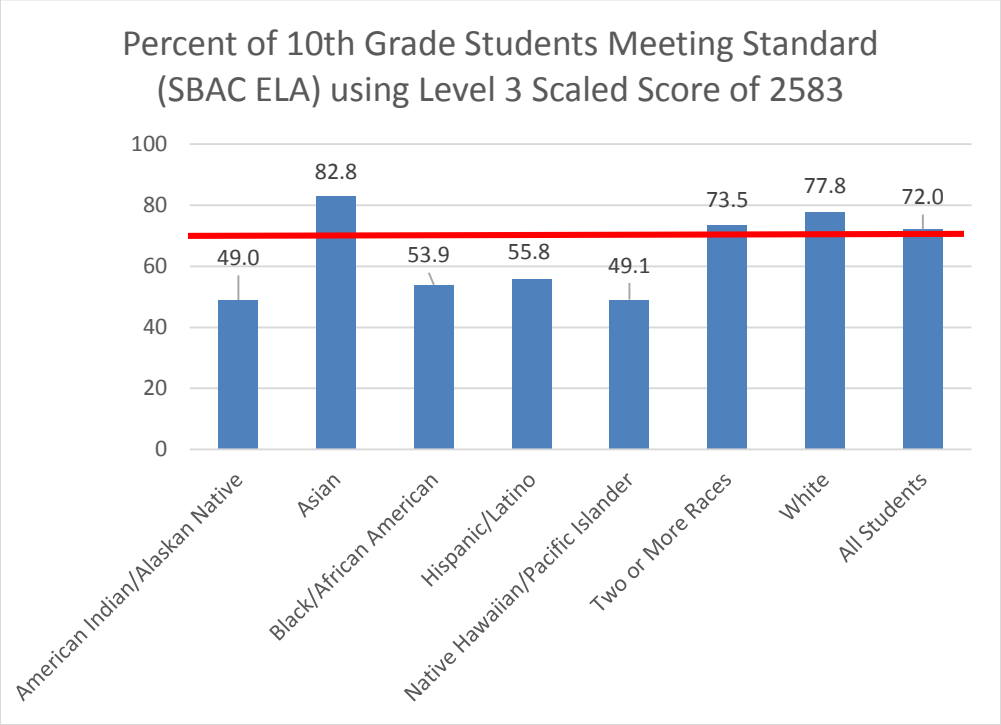


# Method 4: Option 11

Level 3 ELA Scaled Score Option

The Level 3 graduation requirement score corresponds to an HS SBAC ELA scaled score of 2583 per the standard setting based on the 2013-14 SBAC Field Test. Figure 11 shows that if the ELA graduation requirement was to be set at the Level 3 scaled score of 2583, approximately 72.0 percent of the assessed population would meet or exceed that threshold. This is approximately 7.9 percentage points lower than the three-year average of the percent of 10th grade students met or exceeded the graduation required score for the HSPE in Reading and Writing. The adoption of the Level 3 scaled score might be viewed as "increasing standards" or making it "more difficult" for students to meet graduation requirements because substantially fewer students would be expected to meet the graduation threshold as a first-time test taker.

Figure 11: Shows the percentage of 10th graders meeting the SBAC ELA Level 3 scaled score of 2583.




Contact Andrew Parr at andrew.parr@k12.wa.us if you have questions about this memo.

# DRAFT

## 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.



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