



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Update on Legislative Priorities	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>What are similarities and differences between the legislative priorities of the SBE and those of peer agencies? On what issues can the SBE collaborate with peer agencies in the pursuit of common goals for the 2015 legislative session? To what extent are the strategic plans of stated education agencies, as reflected in legislative priorities, in alignment as required by ESHB 5491?</p> <p>Does the Board wish to reconsider the legislative priority on modification of career- and college-ready exam requirements that it adopted at the September 2014 meeting? If so, how?</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	<p>This part of your agenda provides updates on legislative issues previously discussed by the Board. In your packet you will find:</p> <ul style="list-style-type: none"> • A PowerPoint reviewing the 2015 legislative priorities of peer education agencies, including those of: <ul style="list-style-type: none"> ○ The Superintendent of Public Instruction ○ The Professional Educators Standards Board ○ The Washington State Charter School Commission ○ The Washington Student Achievement Council ○ The Workforce Training and Education Coordinating Board ○ The Department of Early Learning ○ The Washington State School Directors Association • A memo by Dr. Doug Kernutt on streamlining of alternative assessments for high school graduation. • The SBE Legislative Priority, "Modify Career- & College-Ready Exam Requirements," as originally proposed for the September 2014 Board meeting. 	



ALTERNATIVE ASSESSMENTS FOR HIGH SCHOOL GRADUATION

1. Background

- a. At the September, 2014 meeting the reviewed the:
 1. Statutory roles of the SBE in the assessment system
 2. Actions of the SBE and the state concerning the assessment system in recent years
 3. The current state assessment system and the transition to common core assessments
 4. Implications for school districts in Washington as the state transitions to the new system
- b. The board also received an update from OSPI on “High School Assessments” that included:
 1. A brief history of high school assessment
 2. The impact of assessment requirements on graduation rates
 3. Assessment graduation requirements by cohort
 4. General assessments and alternatives
 5. Issues faced as we transition to Smarter Balanced
 6. A review of Superintendent Dorn’s Plan A and Plan B proposals.

2. Current Alternative Assessments Include:

- a. Collection of evidence
- b. College entrance scores in math, reading and/or writing (SAT,ACT,IB,AP)
- c. Out of state tests
- d. GPA comparison
- e. Recent transfer waiver
- f. Special, unavoidable circumstance appeal
- g. Special education alternatives for the Certificate of Individual achievement.

*Options for the Certificate of Academic Achievement are available to students who attempt the state assessment at least once.

**Options for the Certificate of Individual Achievement (spec ed) are available for students with IEP’s.

3. Alternative Assessment data

A review of the data for the class of 2014 – 12th graders shows that between 79 to 88% of our students met standard in reading, writing, or mathematics by passing the proficiency or end of course exam. Students with IEP’s made up between 4 – 6.5% of students meeting the standards utilizing the special education alternatives. Finally, between 1 – 5% of our students met standards using the Certificate of Academic Achievement Options. The collection of evidence, out of state waivers, and PSAT/SAT/ACT/AP passage were most commonly utilized as alternatives to meet state standards.



How Assessment Requirements were met – All Students: Class of 2014-12th Graders* (as of Aug 20, 2014 CEDARS)**

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

	Reading		Writing		Mathematics	
	#	%	#	%	#	%
Total Met Standard	65,835	94.5%	65,830	94.5%	64,109	92.1%
Via HS Proficiency Exam/End of Course	59,719	85.8%	61,037	87.6%	55,268	79.4%
Via Washington Alternative Assessments (Special Education)	3,505	5.0%	3,066	4.4%	4,499	6.5%
HSPE/EOC-Basic	1,264	1.8%	1,440	2.1%	1,025	1.5%
WAAS Developmentally Appropriate Proficiency Exam	1,483	2.1%	691	1.0%	2,365	3.4%
WAAS Portfolio	595	0.9%	595	0.9%	606	0.9%
Locally Determined Assessments	163	0.2%	340	0.5%	503	0.7%
Collection of Evidence - Basic	0	0%	0	0%	0	0%
Via Certificate of Academic Achievement Options	1,743	2.5%	930	1.3%	3,404	4.9%
Collection of Evidence	1,200	1.7%	605	0.9%	2,372	3.4%
PSAT/SAT/ACT/AP	539	0.8%	324	0.5%	1,006	1.4%
Grades Comparison	4	0%	1	0%	26	0%
Via Special Waiver	868	1.2%	797	1.1%	938	1.3%
Out-of-State Waivers	857	1.2%	788	1.1%	925	1.3%
Awareness Level Waivers (Special Education)	9	0%	7	0%	8	0%
Special Circumstance Appeals	2	0%	2	0%	5	0%
Tested: Not Met Standard	1,243	1.8%	1,266	1.8%	3,146	4.5%
No score	2,563	3.7%	2,545	3.7%	2,386	3.4%
TOTAL	69,641	100%	69,641	100%	69,641	100%

* Math Year 2 Collection of Evidence had not been scored at the time of this report. This would increase meeting standard only by up to 79 students or approximately one tenth of one percent maximum.

**High School Graduation Requirement for students in the class of 2014 is to meet standard on the Reading and Writing Assessments and at least one Math Assessment.



According to OSPI the alternative assessment process costs \$14.9 million per biennium with most all of the costs paying for the COE process. This does not include costs paid for by local districts across the state to staff, coordinate, manage, and publicize the various alternatives



4. Collection of Evidence (COE)

The COE is the most time consuming, and costly, alternative assessment utilized by students to meet the state standards for graduation. Students must attempt an exit exam at least once before attempting this option.

The COE is a collection of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. The collection contains 6-8 work samples designed to show what a student can do over time rather than in a single, high stakes test environment. There are specific requirements for each content area to be sure that students are demonstrating mastery of a variety of learning targets.

While the COE is designed to be completed over time students must show samples of their work in the subject and must also submit at least two samples of work done in an on-demand setting to help assure that they have solid knowledge of the material.

The time required to complete the COE process varies by school and subject area. Most students, however, participate in a semester long class that culminates in the submission of the COE. Class time is divided between instruction and collecting evidence that show the students understand the material. According to ESD 113, and local district staff, the reading and writing COE's normally require less time for completion, while more time is spent in math in remediation intervention before administering the COE work. The science COE, while new, appears to take considerably more time to complete. This may be because it is new and staff are still working through a complete understanding of the process.

Teachers and building principals review, and approve, the COE collection and send them for scoring once they feel they should meet the standards. The COE's are then scored centrally (ESD 113 manages this process under contract with OSPI). Validity and reliability issues are addressed throughout the entire process to assure that the final results are meaningful and defensible. Scorers are trained, and monitored regularly to ensure the reliability of their scoring. The entire process is sophisticated and time consuming but does ensure the validity of the process and the reliability of the scoring.

5. Challenges in the Alternative Assessment process include:

- a. Students graduating between 2015 and 2018 have a variety of ways to meet graduation standards that are complicated and difficult for students, parents, and staff to understand. The current alternatives are available to students but are costly (COE) to complete.
- b. Students graduating in 2019 and beyond will, under current legislation and rules, only have one year to complete an alternative method of meeting the standards. They will be required to take the assessment at the end of their 11th grade year where prior years' graduates could take the exit exams in their 10th grade year and thus have two years to meet standard.
- c. Costs of the current alternative assessment (COE) model are significant.

6. Options for consideration include:

- a. Superintendent Dorn's Plan B
 - 1. COE in Math – reduce to year one only
 - 2. Out of state test – must be used for accountability for exit exam
 - 3. Grade comparison – eliminate the GPA requirement
 - 4. Additional HS credit (1.0) in content area (new)
 - 5. College credit in the content area (new)
 - 6. Change transfer waiver dates
- b. Additional options for consideration include:
 - 1. Allow students, beginning with the class of 2019, to take the exit exam in the 10th grade thus allowing students to have time to retake the exam or utilize the assessment alternatives.
 - 2. Utilize the “Transition class” model (fits with Superintendent Dorn's Plan B additional high school credit) that has been developed, and is currently being piloted, under agreements with the State Board of Community and Technical Colleges. Transition courses are currently being developed by OSPI, the State Board for Community and Technical Colleges, and participating universities. They are being designed in math and English language arts to get high school juniors up-to-speed if they don't pass the Smarter Balanced Assessment in the spring of their junior year. These would be full year classes and students passing the classes with a B or above will be able to bypass placement testing at many colleges (in the same manner as students who pass the Smarter Balance Assessment with a score of 3 or better). The state could also then allow passage of the transition class to count as meeting standard for graduation purposes.
 - 3. Allow ACT and SAT science scores as an alternative as is currently allowed for reading, writing, and math (in progress).
 - 4. Modification of the COE scoring process, and related costs, could be pursued in further depth to address the high costs associated with the COE process.
 - Options could include:
 - a. Consideration of scoring the COE's at the local level.
 - b. Consideration of allowing the COE process to begin before the senior year (if the SBAC is not allowed to be given before the end of the junior year in order to allow students more time to begin the process. This could be helpful for students who are test phobic for example).
 - **Note that new legislation may be required for the above options.**

7. Additional thoughts

- a. The COE process is the primary alternative utilized and normally takes a semester, or less to complete. If the alternatives can only be addressed in the senior year (2019 graduates and beyond) students will be stressed to complete whichever alternative they select. If the choice is between taking a full year course per Superintendent Dorn's new alternative (or the Transition class), or a semester COE class, the assumption is that many students will select the COE.

- b. Consideration of changes to the COE process that include moving the scoring, or other activities to the local level could well be perceived as adding stress, and costs, to local districts. Even if costs could be reduced, the ability to maintain the validity and reliability of the process will be more difficult to sustain.
- c. The current exit exam process, including the alternatives, is complicated and frustrating for students, staff, and parents to understand. Numerous pleas were received from staff across the state to simplify the process so it is understandable.
- d. Assuring the validity of alternative assessments is an important, if little discussed, issue. If new options (above) are considered, the validity question should be addressed with our psychometric experts.
- e. As we discussed in the September board meeting a key question continues to be pertinent for consideration in our deliberations. That is **“how can we best increase the rigor of a high school diploma and the number of students graduating at the same time?”**

8. Summary Conclusions and Recommendations

- a. OSPI’s recent decision to allow 10th graders to take the SBAC high school assessment during the transition provides more time to complete an alternative assessment (like a COE). However, for the class of 2019 and beyond, legislative action would be required to continue this practice.
- b. Support the “Transition class” as an alternative option (1.0 credit). However there are legitimate questions re: student motivation to use this option if the COE process can be completed in one semester (.5 credit).
 - a. Allowing additional other HS credit classes (1.0 credit) are also worth continued consideration, if the parameters of course content can be determined. (Originally proposed by OSPI).
- c. If the EOC for science is eliminated as a graduation requirement (it would need to be kept for federal accountability purposes) the COE for science would be eliminated. This would reduce impact on students who may be involved in multiple COE’s. It would also reduce the impact on staff and the costs involved in the COE process.
- d. College credit in the content area (originally proposed by OSPI).
- e. Technical corrections/changes including:
 - 1. Modify out of state usage to assure the test is used for accountability or as an exit exam (originally proposed by OSPI).
 - 2. Eliminate the minimum GPA requirement in math (originally proposed by OSPI).
 - 3. Change the date for the transfer waiver from March 1 to January 1 of the senior year (originally proposed by OSPI).

Report Completed by Doug Kernutt, Consultant

Legislative Priorities of Peer Agencies



JACK ARCHER
DIRECTOR OF BASIC EDUCATION OVERSIGHT

NOVEMBER 14, 2014



OSPI – Basic Education



- Fully Fund Basic Education – *McCleary*
 - Make linear increases in allocations in 2015-17 biennium to fund *McCleary* in full in SY 2017-18.
 - Fund class size reductions in early elementary and later grades, increased allocations for support staff, and increased program hours in categorical programs.
 - Fund the recommendations of the Compensation Technical Working Group of the QEC.
 - Fund professional development days for certificated instructional staff, ramping up to 10 days in SY 2017-18.



OSPI – Basic Education



- Fully Fund Basic Education – *McCleary*

Expenditure Category	*Est. Cost (\$000s)
Class size reduction – Early elementary	\$660,943
Class size reduction – Later grades	\$416,708
School/District support staff	\$1,073,386
Program hours for categorical programs	\$347,207
Professional development	\$449,985
Compensation	\$5,356,963
TOTAL	\$7,200,000

* Combined SY 2015-16 and SY 2016-17.



OSPI – Basic Education



- **Fully Fund Basic Education – CTE**
 - Phase in QEC-discussed class sizes for CTE and skill centers.
 - Increase other staffing ratios for CTE and skill centers.
 - Increase CTE principal and director allocations.
 - Revise CTE and Skill Center MSOCs.
 - Fund start-up of new CTE or Skill Center programs.
 - Estimated total cost -- *\$169.8 million*



OSPI: Other Policy



- Eliminate assessment requirements for high school graduation – *(\$29.4 million)*
- Increase access to technology -- *\$139.0 million*
- Dropout prevention and student support -- *\$19.8 million*
- Professional learning support system -- *\$11.0 million*
- CTE course equivalency -- *\$250,000*
- Data privacy -- *\$442,000*



Washington Student Achievement Council



- Fund caseloads for the College Bound Scholarship program -- *\$25 million*
- Increase focused support services for students under-represented in postsecondary education -- *\$10 million*
- Expand dual credit opportunities -- *\$31 million*



Washington State Charter School Commission



- Authority to receive gifts, grants and endowments.
- Authority to spend moneys deposited in the Charter School Oversight Account.
- Authority to hire 2 FTE staff as oversight managers.
- Legislation to ensure that charter school employees are held to same standard of professional conduct as other public school employees.



Professional Educator Standards Board



Pending approval by OFM:

- Revise the Alternate Route program for teacher certification to create flexibility and improve accountability.
- Expand eligibility for the math and science conditional scholarship program.
- Designate PESB as an educational agency for purposes of FERPA.



Workforce Training and Education Coordinating Board



Under discussion by Workforce Board:

- Increase state support for career guidance and counseling.
- Increase work-related learning opportunities.
- Support structured and supported High School and Beyond Plan and Personalized Pathway plans.
- Fund professional development time for teachers for directed purposes.
- Expand dropout prevention and retrieval activities.



Department of Early Learning



- Expand the Early Childhood and Assistance Program (ECEAP) toward a statutory entitlement by SY 2018-19 -- *\$79.9 million.*
- Shift the Quality Rating and Improvement System (QRIS) from federal grant support to the state general fund -- *\$70.5 million.*



Washington State School Directors Association



- Fully fund and implement state's redefined program of basic education per ESHB 2261. (Priority 1)
- Implement sustainable revenue for education funding (2).
- Fully fund up to 80 hrs. of state or district-directed professional development for classroom teachers.(7)
- Fully fund class size reductions, including facilities and other ancillary costs. (12)
- Fund kindergarten for all districts that chose to offer full-day K. (13)



Washington State School Directors Association



- Ensure full funding for TPEP and preparation time for the evaluation and documentation process. (14)
- Ensure full state funding for the transition and implementation of new assessments required by the Common Core standards. (16)
- Provide that charter schools may only be authorized by local school boards. (24)



Washington State School Directors Association



- Require that all mandated corrective action for school restructuring be negotiated with and implemented by local school boards. (25)
- Remove state-mandated assessments as a graduation requirement. (33)
- Remove SBE authority to set high school graduation requirements and transfer to OSPI. (44)
- Change the composition of the SBE so that the majority is elected by school board directors. (89)



Resources



- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025





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MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

As Adopted September 10, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019.

MODIFY CAREER & COLLEGE-READY EXAM REQUIREMENTS

Proposed November 14, 2014

Legislative Action: The Board urges the Legislature to expand testing alternatives for students who do not pass the 11th grade SBAC test required for graduation, beginning with the Class of 2019. Additionally, the Board recommends that the Legislature phase out the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with Next Generation Science Standards.