



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Assessments Required for High School Graduation	
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Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	The State Board of Education (SBE) will consider adopting a legislative priority for the state assessment system.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will review the assessment system and the transition to assessments aligned with the Common Core State Standards. This memo was created with input from Dr. Doug Kernutt, Retired Deputy Superintendent for Clover Park School District, to provide a district perspective on the challenges for districts as the state transitions to new assessments.</p> <p>An outline of this memo is as follows:</p> <ul style="list-style-type: none"> I) Background <ul style="list-style-type: none"> A) Statutory Roles of the SBE in the Assessment System B) Actions of the SBE and the State Concerning the Assessment System in Recent Years C) The Current State Assessment System and the Transition to Common Core Assessments D) What are Other States Doing? II) Implications for School Districts in Washington. Dr. Doug Kernutt, Retired Deputy Superintendent for Clover Park School District <ul style="list-style-type: none"> A) Introduction B) Caution/Dilemma C) Transition Challenges for the New Assessment System III) Considerations for Development of an SBE Legislative Priority Concerning the Assessment System 	



ASSESSMENTS REQUIRED FOR HIGH SCHOOL GRADUATION

Policy Considerations

At the September 2014 meeting, the State Board of Education (SBE) will:

- Explore high school graduation testing requirements during the transition to Common Core State Standards Assessments and for the Class of 2019 and beyond, to assure that students have ample opportunity to meet the state's assessment graduation requirements; and,
- Consider adopting a legislative priority for the assessment system in Washington state. A discussion of considerations in developing an SBE legislative priority is included in Section III of this memo.

An outline of this memo is as follows:

- I) Background
 - A) Statutory Roles of the SBE in the Assessment System
 - B) Actions of the SBE and the State Concerning the Assessment System in Recent Years
 - C) The Current State Assessment System and the Transition to Common Core Assessments
 - D) What are Other States Doing?
- II) Implications for School Districts in Washington. Dr. Doug Kernutt, Retired Deputy Superintendent for Clover Park School District
 - A) Introduction
 - B) Caution/Dilemma
 - C) Transition Challenges for the New Assessment System
- III) Considerations for Development of an SBE Legislative Priority Concerning the Assessment System

I) Background

A) Statutory Role of the SBE in the Assessment System

Statute assigns both broad responsibilities and specific duties to the SBE in the state assessment system. As an example of broad responsibilities, the SBE provides consultation to the Superintendent of Public Instruction (OSPI) in the development and maintenance of the assessment system.

In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. (RCW 28A.305.130(3)(a))

Specific duties of the SBE include setting the scores needed to show proficiency on state assessments and approved alternative assessments (RCW 28A.305.130.) This duty is particularly relevant in the 2014-2015 school year, the first year the state administers Common Core assessments statewide. The state has entered a transition period, by the end of which in 2019, the 11th grade, Common Core Smarter Balanced (SBAC) assessment will be required for

high school graduation. In Washington, as established by legislation passed in 2013 (EHB 1450), there will be separate scores for high school graduation, set by the SBE, and for indicating career and college readiness, set by the Smarter Balanced Consortium. By the end of the 2014-2015 school year, the Board will need to set the score needed for high school graduation on the 11th grade SBAC.

The role of the SBE in the assessment system is summarized in Table 1.

B) Actions of the SBE and the State Concerning the Assessment System in Recent Years

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).

Since the SBE adopted this position it has advocated for these points, and there has been progress by the state in several areas:

- (1) The state has continued to move forward with implementation of the Common Core State Standards.
- (2) The Core to College Initiative, led by the State Board for Community and Technical Colleges in partnership with the Washington Student Achievement Council, OSPI, SBE and other state agencies, is advancing a proposal for institutions of higher education to recognize achievement on the 11th grade SBAC permitting direct enrollment by students in college-level courses without taking placement tests or remedial coursework.
- (3) EHB 1450, passed in 2013:
 - a. Reduced the requirement for graduation of passing two End-of-Course (EOC) exams in math (Algebra 1/Integrated Math 1 and geometry/Integrated Math 2) to one EOC in math (Algebra 1/Integrated Math 1 or geometry/Integrated Math 2).
 - b. Established a timeline and a process for transitioning to the use of the 11th grade SBAC as an exit exam required for high school graduation. The transition involves the development of transition exams to be used as an option for students during the transition period—students may pass the HSPE (High School Proficiency Exam), or the transition exams, or the SBAC exams (see Figure 1).
 - c. Directed the SBE to set the score on the 11th grade SBAC required for high school graduation.

Table 1: Summary of assessment law and the role of the SBE. The particular role of the SBE in the transition to Common Core Assessments is shaded.

Topic	Summary of the Role of the SBE	RCW
Powers, Duties and Purpose of the SBE	Adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level; also, goals for academic and technical skills, as appropriate, in secondary career and technical education programs, and goals for student attendance, if appropriate, to improve student learning.	28A.305.130

	<p>Identify the scores students must achieve to meet standard on the statewide student assessments. This is done in consultation with the superintendent of public instruction and may consider recommendations developed by an advisory committee.</p> <p>By the end of the 2014-15 school year, establish the scores students must achieve on the 'transition year tests,' the 10th grade English Language Arts and Math End of Course exam.</p> <p>By the end of the 2014-15 school year, establish the scores students must achieve in on the English language arts and Math SBAC. To determine the appropriate score, the state board shall review: 1) the transition experience of Washington students, 2) the scores of students in other states that are using the SBAC, and 3) scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores for graduation from high school may be different from the scores used for career and college readiness.</p> <p>Annually review the assessment reporting system to ensure fairness, accuracy, timeliness, and equity of opportunity, especially with regard to schools with special circumstances and unique populations of students, and make a recommendation to the superintendent of public instruction of any improvements needed to the system.</p> <p>Progress made in achieving goals adopted by the Board will be reported in the biennial report to Legislature.</p>	
Private Schools	Approves private schools, which are exempt from high school assessment requirements.	28A.195.010
Home-based Instruction	Approves standardized tests that may be used annually to demonstrate the child is making reasonable progress.	28A.200.010
Accountability Framework	SBE shall develop the Index, and indicators must include state assessment results.	28A.657.110
Accountability System Findings	SBE has the responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. The system will identify schools and districts for recognition as well as for additional state support.	28A.657.005
Statewide Indicators of Educational System Health	Multiple assessments used as indicators of system health. SBE must report, collaborate with other agencies and entities, set goals, and recommend reforms. SBE shall align their strategic plan and reform efforts with goals.	28A.150.550
Charter Schools	<p>Charter schools are subject to performance improvement goals adopted by SBE RCW 28A.305.130.</p> <p>Charter schools must provide basic education and participate in the statewide student assessment system.</p>	28A.710.040
Objective Alternative Assessment Methods	SBE approved guidelines, protocols, scoring procedures for COEs.	28A.655.065
Statewide EOC Assessments for	The superintendent of public instruction, in consultation with the SBE, will develop statewide end-of-course assessments for high	28A.655.066

High School Mathematics	school mathematics that measure student achievement of the state mathematics standards (until September 2019).	
High School Assessment System and Options	SBE identifies cut-scores for SAT and ACT as alternative objective assessments to state test.	28A.655.061
Standards and Assessments	In consultation with SBE, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of reading, writing, mathematics, and science for use in the elementary, middle, and high school. The assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures. By the 2014-15 school year, the superintendent of public instruction, in consultation with the state board of education, shall modify the statewide student assessment system to transition to assessments developed with a multistate consortium.	28A.655.070
Assessment System -- Reports to the legislature.	Beginning December 1, 2009, and annually thereafter, the superintendent and state board shall jointly report to the legislature regarding the assessment system, including a cost analysis of any changes and costs to expand availability and use of instructionally supportive formative assessments.	28A.300.041
Required Action Plans	SBE approves required action plans that address progress toward meeting goals on state assessments.	28A.657.090

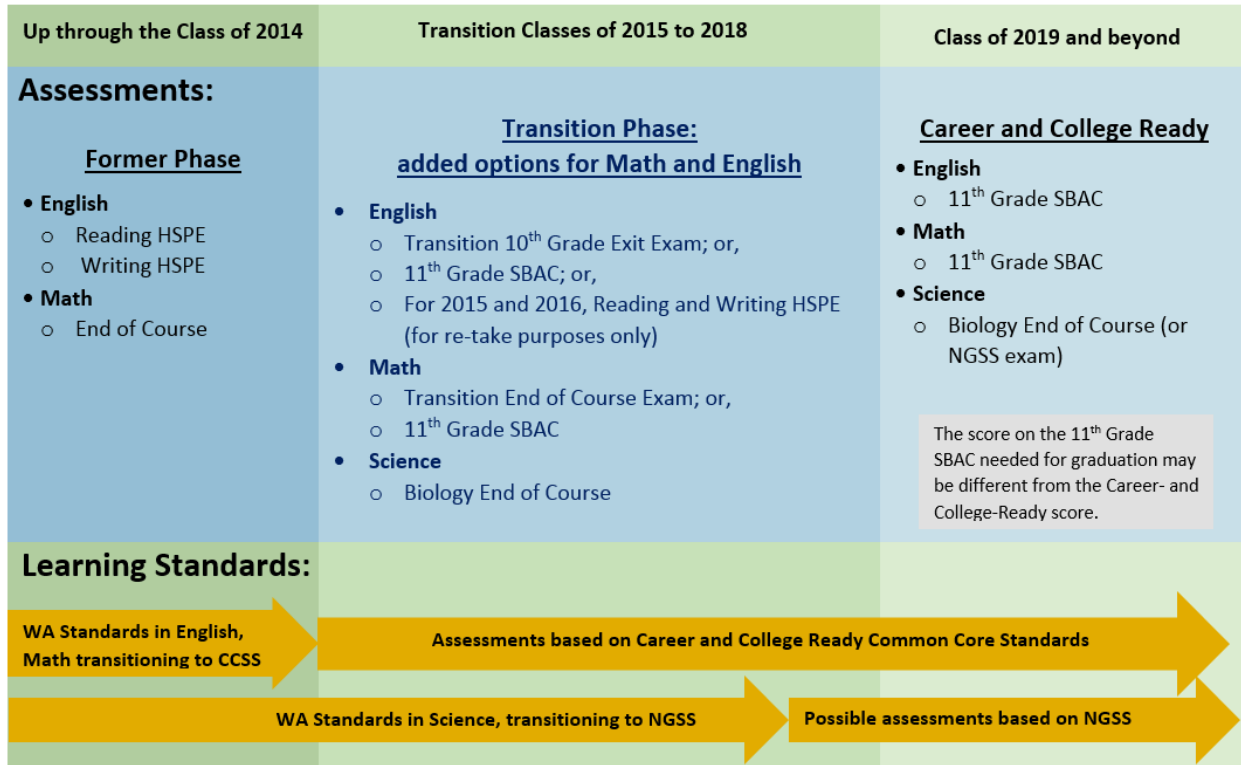
C) Current State Assessment System and the Transition to Common Core Assessments

The transition to Common Core assessments represents not only a transition to new standards, but also a significant shift in the purpose of tests required for high school graduation. The HSPE was a minimum competency test that most students passed “by around 16 years of age” (language struck from statute by EHB 1450), while the SBAC is an assessment that is intended to demonstrate career and college readiness that students will take in the 11th grade. In addition, the type of test changes, from End-of-Course subject exams for math, and subject exams in reading and writing, to comprehensive exams in math and English Language Arts. These changes make the transition to Common Core Assessments more challenging.

The Legislature addressed this challenge with EHB 1450, which established the timeline and the testing options students will have available during the transition to Common Core Assessments. Figure 1 below summarizes the transition and timeline. The transition period:

- Extends from the present through the Class of 2018. The state will have fully transitioned to the Common Core SBAC assessment as a graduation requirement for the Class of 2019.
- Will be characterized by a range of options for students to meet the assessment graduation requirement. The state will develop and administer two transition tests:
 - A 10th Grade comprehensive, Common Core-aligned, math exit exam.
 - A 10th Grade comprehensive English Language Arts exit exam.
- Includes the establishment by the Board of a cut-score for graduation on the 11th grade SBAC that may be different from the consortium-determined cut-score for Career and College Readiness.

Figure 1: The Transition to a Career- and College-Ready Assessment System



While Washington’s plan is cited in at least one national study to be a model transition plan¹, the impact of the transition will be felt throughout the assessment system. Additional planning and implementation will need to occur in at least the following areas:

- Approved Assessment Alternatives for both the Certificate of Academic Achievement (for students who take the required state assessment) and the Certificate of Individual Achievement (for students receiving special education services). Table 2 summarizes alternative assessments for the Certificate of Academic Achievement and challenges due to the transition to Common Core Standards.
- Alignment with higher education.
- Options for students who do not achieve at a college- and career-ready level on the 11th grade SBAC, such as a senior year transition course.
- Adjusting and incorporating the new assessments in the Washington Achievement Index and the accountability system, including the identification of schools needing improvement and support (Priority and Focus schools) and Required Action Districts.
- Communications with educators, students, parents and the public. In particular, potential areas of confusion include:
 - The change in scores. Fewer students are going to test career and college ready on the SBAC than proficient on the former tests.
 - The meaning of scores. Students and parents should not conflate passing the SBAC for graduation purposes with meeting the career- and college-ready standard.
 - The advantages of following through with Common Core Standards. There is growing opposition to the new standards nationally and Washington parents, legislators and taxpayers will likely want to know how the standards and the assessments benefit Washington’s students.

¹ Hyslop, A. (2014). *The Case Against Exit Exams*. Washington, D.C.: The New America Education Policy Program.

Table 2: Approved Alternative Assessments for the Certificate of Academic Achievement

Approved Alternative Assessment	Description	Current Student Eligibility	Notes, Challenges for Transitioning to New Assessments
Collection of Evidence (COE)	Set of work samples prepared by the student in a classroom environment, with instructional support from a teacher.	Must have failed to meet standard twice; only one collection per subject.	<ul style="list-style-type: none"> • Most expensive alternative to administer. • COEs for each of the four new assessments will need to be developed. • Students who fail to meet the graduation standard on the 11th grade SBAC will have limited time to do a COE. • A disproportionately large percentage of ELL students use the COE.
GPA Comparison	A student's grades in either math or English are compared to grades of other students who took the same course and passed the state exam.	12 th grade students, with a GPA of 3.2 or higher who have failed a state exam at least once. Must be a large enough school that there are at least 6 students in the comparison cohort.	<ul style="list-style-type: none"> • Requires district staff time. • Not many students are eligible because of the GPA requirement.
College Admission/AP/IB Exam	Comparable scores to the state tests are used with the SAT and ACT for English and math. A score of 3 or higher on specified AP tests, and a score of 4 or higher on specified IB tests.	Student must have failed a state exam at least once <u>or</u> have transferred into a public high school from another state in the 11 th or 12 th grade.	<ul style="list-style-type: none"> • SAT and ACT comparison scores have not yet been determined for biology, since sufficient numbers of students need to have taken the tests for comparison.

D) What are Other States Doing?

Most states have adopted Common Core State Standards, and many of these will be transitioning to new assessments during the next few years. However, the national outlook for the new standards and assessments is a shifting landscape. Not all states that originally committed to Common Core assessments are following through on the original timeline for implementation. Washington is not alone in needing to address the challenges of new standards and new assessments.

According to Hyslop², 21 states plan to continue to use high school exit exams in English Language Arts and math; of these, ten plan to use the consortia-developed assessments, SBAC and the Partnership for Assessment of Readiness for College and Careers (PARCC). These ten states include Washington, Oregon, Idaho, New Mexico, Mississippi, Ohio, Delaware, New Jersey, Connecticut and Rhode Island. As examples of the range of approaches to transitioning to Common Core exit exams, the transition plans of three of Washington's close neighbors are summarized in Table 3. Each of these states are also members of Smarter Balanced Consortium.

² Hyslop, A. (2014). *The Case Against Exit Exams*. Washington, D.C.: The New America Education Policy Program.

Idaho plans on delaying applying any new assessment requirement for graduation, then phasing in the achievement level required for graduation. The Class of 2018 will be the first class required to pass the 11th grade assessment, but only at a 9th grade achievement level. The Class of 2019 will be held to a 10th grade level, and the Class of 2020 will take the exam in 11th and need to meet the 11th grade standard. Nevada is developing its own end-of-course exams to be launched in the 2016-2017 school year, and used for graduation exit exams for the Class of 2019. Oregon plans to have a two-cut-score approach, similar to Washington, since by Oregon state law, students may not be held to higher achievement standards without receiving notice by March 1 of the impacted cohort's eighth grade year. New achievement standards based on the SBAC could be implemented as early as Oregon's Class of 2019, but most likely would be extended out further.

EHB 1450 (codified in RCW 28A.305.130) requires that to determine the cut score on the SBAC for high school graduation, the SBE review:

- The transition experience of Washington students,
- The scores of students in other states that are using the SBAC, and
- Scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement.

The determination of this graduation requirement cut-score must be completed by the end of the 2014-2015 school year, and will therefore be addressed by the Board, with OSPI, during the summer of 2015. Further review of what other states are doing, including those mentioned above, will be an important part of this work. Further review of the research on the relationship of the assessment system and graduation rates could assist us in understanding how other states are addressing similar challenges and understand how to appropriately confront the potential impacts for Washington state.

Table 3: Summary of the Transition Plan of Three Other States

State	Plan for Transition	Notes
Idaho	Eventually use SBAC as an 11 th grade exit exam	State school accountability rating will apply for two years. In 2015, the 11 th grade exam will be optional but highly recommended. A new achievement level will be phased-in and fully implemented for the Class of 2020. ³
Oregon	Will use SBAC as an exit exam, with a second cut-score for graduation	By law, the high school achievement level required for high school graduation must be held constant. Therefore, the Oregon assessment will be equated to the SBAC assessment, and there will be a two-cut-score approach—one for graduation and one for career and college readiness. ⁴
Nevada	Developing new EOC assessments	New requirements will apply to the Class of 2016. ⁵

³ Accountability SY 2014-2015, Idaho Division of Assessment, Accountability and School Improvement, Department of Education, August 2015, accessed August 25, 2014, [http://www.boardofed.idaho.gov/meetings/irsa/7-31-14/Star%20Rating%20Changes%20for%20IRSA%20\(Attachment%2011b\).pdf](http://www.boardofed.idaho.gov/meetings/irsa/7-31-14/Star%20Rating%20Changes%20for%20IRSA%20(Attachment%2011b).pdf).

⁴ Statewide Assessments & Essential Skills Transition Plan: From OAKS and OAKS Extended to Smarter Balanced, February 2012, Oregon Department of Education, accessed August 25, 2014, <http://www.ode.state.or.us/wma/teachlearn/commoncore/essential-skills-oaks-to-sbac-transition.pdf>.

⁵ Nevada State Board of Education, Nevada State Board for Career and Technical Education, End-of-Course Subcommittee, Minutes, November 13, 2013, accessed August 24, 2014, http://www.doe.nv.gov/Boards_Commissions_Councils/State_Board_of_Education/End_of_Course_Subcommittee/11-13_End-of-Course_Subcommittee_Minutes/.

II) Implications for School Districts in Washington. Dr. Doug Kernutt, Retired Deputy Superintendent for Clover Park School District

A) Introduction

There are numerous implications and challenges that local districts face as we continue to implement, and modify, the use of high-stake exit exams as part of our state requirements for graduation. Before we explore these issues we believe it is important that we begin with the premise that all of our educators want all of our students to be “college and career ready” when they graduate from our high schools.

We all recognize the impact on our student’s futures. We recognize that high school graduation is the first step for life-long economic stability. Without a meaningful high school degree, access to our community colleges, technical schools, colleges and universities, and other post-secondary education is very difficult.

We are embarking on a transition to new tests. The tests are based on new, more rigorous, standards. The tests required for graduation in math and English Language Arts will be given at a different grade, 11th grade as opposed to 10th grade. These changes should bring with them a number of advantages to our students. Some of the primary benefits to this transition include:

1. Increasing the rigor of our standards, in kindergarten through 12th grade, to better prepare our students for the world they will experience.
2. Reduction, over time, in the number of tests students are required to take.
3. Moving to an 11th grade test, while creating some challenges, will allow us to assess more of what our students actually learn in high school.

B) Caution/Dilemma

As we raise the rigor of our instructional program through the adoption of Common Core Standards and adopt new assessments that reflect that rigor we develop a number of challenges for local school districts and the state. As we raise our standards the very real potential exists to reduce student graduation rates. We know and accept that the Smarter Balanced Assessments are, and will be, more difficult than our current assessments. We can expect that our scores, across all grade levels, will be lower as we transition to new assessments. If we are not careful, we may increase the number of students dropping out, thereby negatively impacting the very students we are working with to better prepare for their futures.

It is also important to understand the challenge the state has as we adopt a “College and Career Ready” assessment. EHB 1450 is clear in its intent that “the eleventh grade consortium-developed assessments have two different student performance standards: one for the purpose 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.” Establishment of these standards is a critical part of the process and should address the potential dropout concern.

We also recognize that districts and their leadership/instructional teams are judged on their graduation rates. Local district staff see the students, and hear from the parents, who are impacted as we work to raise achievement and prepare our students to be college and career ready. As we raise our standards, increase the rigor of our high school exit exams, and raise the number of credits our students need to earn we create a dilemma as we reach for our goal of getting our students “college and career ready”. **The dilemma is how we can best increase the rigor of our high school diploma while at the same time increasing the number of students who obtain that diploma.**

We begin with this reminder because it is critical that we consider the big picture of high school exit exams as well as the practical, day-to-day challenges that will impact our school districts.

C) Transition Challenges for the New Assessment System

A section of this memo above summarizes the current requirements students must meet between now and 2019. Each year the requirements change (often for good reasons!) the impact on schools is significant. Moving to a completely on-line assessment, while clearly important, brings with it challenges of access to and utilization of the technology that will be required. Record keeping alone is a significant challenge. Helping students, parents, and staff understand the changes can be daunting. Developing, and implementing intervention/remediation plans are also challenging each time the requirements change.

There are several transition challenges we need to recognize and address as a system in order to assure that we help all our students prepare for their futures. Some of these steps may require legislative action, while others require local school districts to manage the required changes.

Students graduating in 2019 will be taking their English Language Arts and math graduation assessments in the spring of their junior year. While it makes sense to have the assessment later in the student's high school career, one major impact is that students who fail the assessment will only have one year to pass the high stakes exit exam. Currently, with the exit exams occurring in the 10th grade, students, and the staff that work with them have two years to meet the state's exit requirements. Additional challenges districts face include:

1. Since districts are not expected to receive test results until the end of June, providing summer school remediation/intervention programs will be difficult.
2. Student's senior year schedules will need to be reevaluated if they fail the assessment. New courses may need to be offered without really knowing the number of students needing the courses until the middle of the summer. Courses that might be needed include:
 - a. Collection of evidence courses
 - b. Remediation and/or test preparation classes for students planning to retake the assessment.
3. Staffing, particularly in the areas of math and literacy, will be further complicated by the need to provide intervention programs without knowing the number of students needing those programs until July. Losing a year of potential intervention time adds stress to the system and reduces options for providing assistance.
4. Utilization of the statutory alternatives are also complicated by the reduced amount of time available to students and the staff that work with them.
5. While all high schools will face these challenges, small high schools will clearly face different problems due to the smaller numbers of staff, counselors, and support staff. The impact, as noted in #4 (above), is exacerbated in small high schools who often only have one math teacher, for example.
6. The increase in the number of credits required for graduation, proposed by the SBE and approved by the Legislature for the Class of 2019 and beyond, combined with the change from the 10th to the 11th grade for taking the exit exam, while all important, further increase the complexity of providing intervention during the student's senior year.
 - a. All alternatives, as noted in #4, now have to be completed in the senior year.

- b. Depending on the students, prior course load, scheduling may become more challenging in order to assure all state, and local graduation requirements are met.
7. Developing a new instructional sequence may also impact many of our high schools. The most logical process is that students receive instruction in the year just prior to the assessment that will help prepare them to be successful on the test. Math and science offerings, in particular, may need to be adjusted to assure that students receive the instruction needed to be ready for the high stakes test.
8. Finding qualified staff, particularly in the areas of science and math, is already a serious challenge for school districts. Increasing graduation requirements will increase this challenge.
9. EHB 1450 requires that students be allowed to retake the assessment at least twice per year in the content areas in which the student failed. The logistics of providing these opportunities will provide further complications for local districts.
 - a. Providing intervention/remediation will be difficult given the compressed time schedule.
 - b. If the second “retake” is offered in the spring the results would not likely be available until after high school graduating ceremonies, thus placing students and districts in conflict over their ability to attend graduation ceremonies.

The above are examples of the challenges districts will face as the exit exam process moves forward. It is not intended to be an exhaustive list but does point out some of the major issues.

III) Considerations for Development of an SBE Legislative Priority Concerning the Assessment System

1. Continued work with OSPI on the development of proposed cut scores (achievement level standards) for graduation and college/career readiness.
2. Review how best to address science as part of the high school graduation requirements. Should the state continue to use the biology EOC as a graduation requirement, in view of the adoption and implementation of the Next Generation Science Standards and the implementation of 24-credit graduation requirements including three credits of science? The Next Generation Science Standard assessment, which will be developed over the next few years, is likely to be a comprehensive science test, not a subject-specific test.
3. Develop, in consultation with OSPI, additional and expanded alternative assessments that would allow students to show their knowledge and abilities in ways other than passing a standardized test.
 - a. Consideration of senior year interventions, such as transition courses, that could help students gain the knowledge and skills needed.
 - b. Review of the current COE process due to high costs and time constraints.
 - c. Consideration of expanding the criteria for the GPA (Grade Point Average) Comparison. Currently, this option is only available to students with an overall GPA of 3.2 or higher.
4. Explore how we might be able to get results of the 11th grade test results back to local districts in late spring, thus allowing the utilization of summer school for remediation/intervention programming.
5. Exploration of the staffing implications, particularly in math and science, in order to keep this critical issue in focus. Since quality teaching is critical to all our efforts, we have

included it here to assure that, as a state, we work to address this issue. We recognize that new testing in the 11th grade is only a part of the impact.

6. Continued emphasis on the development of the appropriate academic, social, and psychological supports our students may need to assist them in meeting more rigorous graduation standards.
7. Continued discussions with district and state staff to obtain their insights and recommendations.

We clearly have transition challenges that need to be considered. However, the opportunity we have to continue to impact how our students are prepared for their futures is critical work. We remain committed to finding the solutions that will help us reach the goals we have for our students to truly be “College and Career Ready”.

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