



THE WASHINGTON STATE BOARD OF EDUCATION

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

ESD 113, Mason and Lewis Room
6005 Tye Drive SW
Tumwater, WA 985102

May 31, 2016

SPECIAL BOARD MEETING AGENDA

- | | |
|------------------|--|
| 1:00 p.m. | Call to Order |
| 1:00-1:10 | Public Comment |
| 1:10-1:20 | Performance Standards Setting for the Washington Access to Instruction & Measurement (WA-AIM) for High School Science
Ms. Linda Drake, Director of Career- and College-Ready Initiatives, SBE
Mr. Michael Middleton, Director of Select Assessments, OSPI |
| 1:20-1:40 | Board Discussion |
| 1:40-1:45 | Business Items <ol style="list-style-type: none">1. Adoption of the Superintendent's recommended threshold scores on the WA-AIM high school science test for use in accountability reporting (Action Item)2. Adoption of the Superintendent's recommended exit exam score for the WA-AIM high school science test for the purpose of earning a high school diploma (Action Item) |
| 1:45 | Adjourn |

Members of the public may submit written comment to the Board at sbe@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Performance Standards Setting for WA-AIM High School Science</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Was the approved process for developing the threshold scores implemented with fidelity? Were there any unanticipated outcomes from the standard-setting process? From the perspective of non-experts, does the recommended scores seem reasonable and fair for students?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input checked="" type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	The State Board of Education (SBE) is required, under RCW 28A.305.130(4)(b), to identify the scores students must achieve to meet standard in statewide student assessments. The Board will hear from Michael Middleton, Director of Select Assessments for the Office of the Superintendent of Public Instruction, who will present on the process and outcomes of determining a recommended achievement level score for the Washington Access to Instruction & Measurement (WA-AIM) high school science assessment. WA-AIM is an alternate assessment based on alternate achievement standards aligned to the Common Core State Standards and the Washington state science standards for students with significant cognitive challenges.	



THE WASHINGTON STATE BOARD OF EDUCATION

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

PERFORMANCE STANDARDS SETTING FOR THE WASHINGTON ACCESS TO INSTRUCTION & MEASUREMENT (WA-AIM) HIGH SCHOOL SCIENCE ASSESSMENT

Policy Considerations

At the May 31, 2016 special board meeting, the State Board of Education (SBE) will consider adopting achievement level scores on the WA-AIM (Washington Access to Instruction & Measurement) high school science assessment.

Key questions include:

- Was the approved process for developing the threshold scores implemented with fidelity?
- Were there any unanticipated outcomes from the standard-setting process?
- From the perspective of non-experts, does the recommended scores seem reasonable and fair for students?

Background

The responsibility of the SBE to identify the scores students must achieve on statewide assessments is articulated in the SBE's powers and duties statute, [RCW 28A.305.130](#):

(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.

Setting performance standards is done in consultation with the Office of the Superintendent of Public Instruction (OSPI). In practice, the SBE relies on the expertise of OSPI assessment staff to oversee the standard-setting process and the Superintendent of Public Instruction recommends the resulting scores to the SBE for adoption.

WA-AIM

WA-AIM is an alternative assessment for students with significant cognitive challenges. WA-AIM is based on alternate achievement standards aligned to the Common Core State Standards and the Washington State science standards. It is used for federal and state accountability in grades three to eight, and 11, and can be used to meet a student's Certificate of Individual Achievement requirements. One percent of the total population of students (or fewer than 1,000 students in a statewide cohort class) participate in alternate assessments based on alternate achievement standards.

Past Work of the Board

At the May 2015 board meeting, the Board approved a process recommended by OSPI for determining achievement level scores for WA-AIM. The approved process is attached to this memo. Michael Middleton, the Director for Select Assessments for OSPI, also created a [video](#) describing the process.

At the August 5, 2015, special board meeting, the Board approved three WA-AIM threshold scores defining four achievement levels (Levels 1, 2, 3 and 4), for grades three through eight and high school in English Language Arts (ELA) and math, and for grades 5 and 8 in science. The Board also approved WA-AIM exit exam scores for ELA and math.

Because the high school WA-AIM science assessment was not administered in 2015 due to accountability testing that had been completed the previous school year, WA-AIM high school science threshold scores were not considered by the Board in 2015. These scores will be considered for approval by the Board at this May 2016 special meeting.

Links to Additional Background Information

OSPI webpage on WA-AIM (<http://www.k12.wa.us/assessment/WA-AIM/default.aspx>)

SBE staff memo for the August 2015 special meeting
(<http://www.sbe.wa.gov/documents/BoardMeetings/2015/August/FinalOnlinePacket.pdf>)

OSPI video on the proposed process for identifying WA-AIM achievement level threshold scores
(<https://www.youtube.com/watch?v=-5u4o0Rg2AU>)

Action

The Board will consider adoption of three threshold scores defining four achievement levels and a high school exit exam score on the high school WA-AIM science assessment.

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

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 Access Point (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.

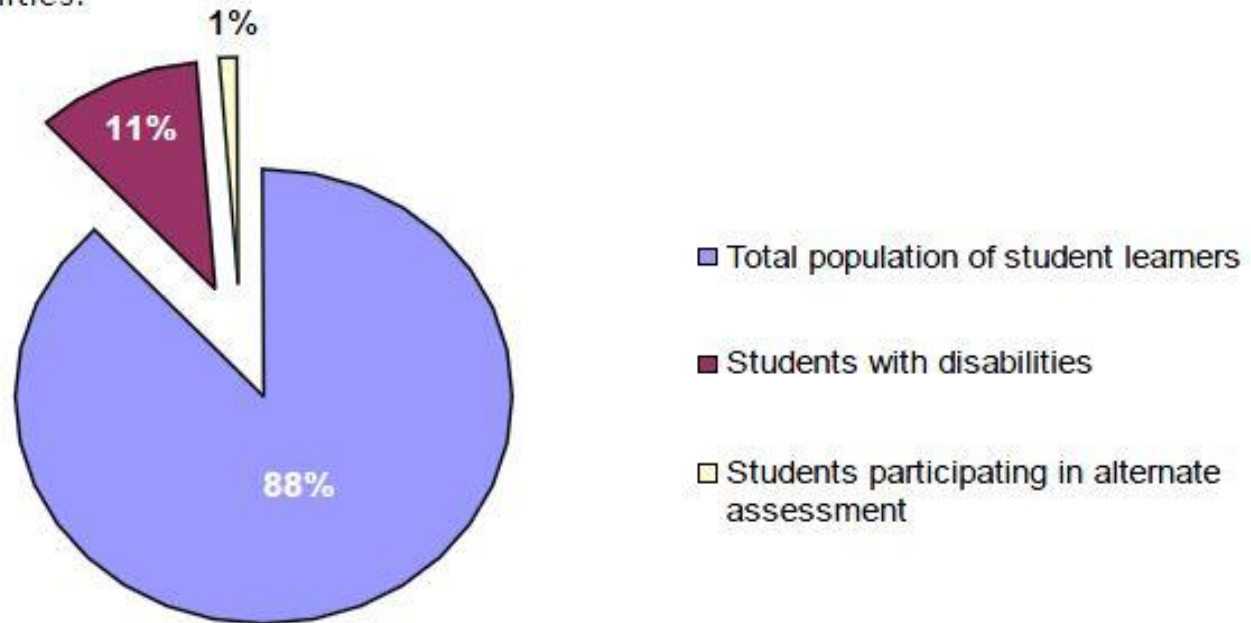
WA-AIM Standard Setting: HS Science

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.
- **HS Science not administered in 2015**
 - **Cohort had participated at G10 in 2014 (accountability requirement fulfilled)**

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:



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

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Assessment and Student Information



Performance Standard Setting Process

Setting performance standards for WA- AIM HS Science

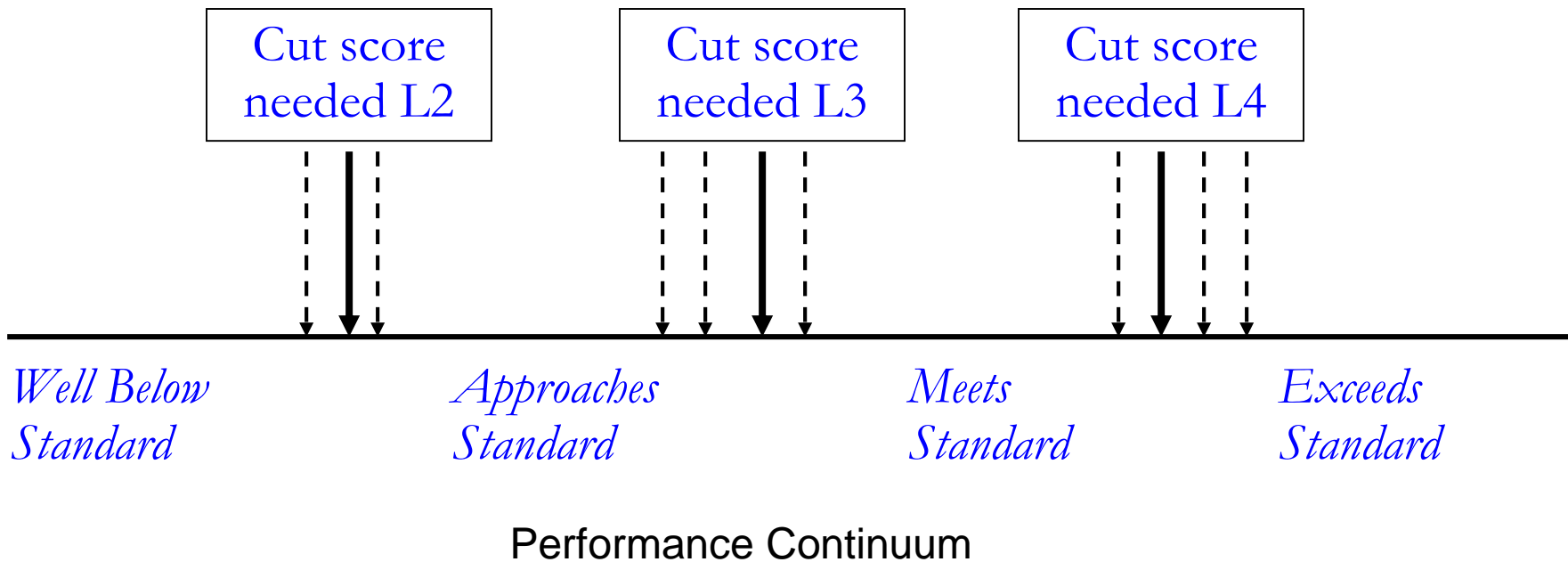
1. Convened panel of special education and regular classroom teachers (n=10)
2. Utilized a “Body of Work” process
3. Reviewed cut-scores for Grades 5 & 8 for overall program logic and articulation

Key Elements – Standard Setting Process

(same as 2015 process)

- ▶ 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

Recommending 3 cut scores...



Recommendations

- ▶ National Technical Advisory Committee reviewed processes & outcomes on May 26-30, 2016.
 - ▶ Gave approval to the standard setting recommendations for HS science accountability
- ▶ Superintendent Dorn reviewed outcomes with staff and presents the following as recommendations to SBE for adoption as the WA-AIM cut-scores.
 - ▶ Includes additional recommendation for HS graduation aligned to concept of “equal impact”

WA-AIM HS Science Proposed Cut Scores

Science	Level 2	Level 3	Level 4
HS	112	125	159

Science	Level 2	Level 3	Level 4
Grade 5	110	127	166
Grade 8	107	128	158

WA-AIM Science Cut Scores - Impact

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Assessment and Student Information

	Level 1	Level 2	Level 3	Level 4	Level 3 and Above
HS	13.1%	24.9%	41.6%	20.4%	62.0%

Proficiency

	Level 1	Level 2	Level 3	Level 4	Level 3 and Above
Grade 5	11.0%	21.8%	44.1%	23.2%	67.3%
Grade 8	8.3%	33.5%	35.5%	22.9%	58.4%

Proficiency



Proposed Exit Exam Cut Scores & Impact

Science	Target Rate	Cut Score
Grade 11 – using 3 yr avg (G10)	87.1% (12.9%)	104 (Level 1)

Questions & Discussion



Proposed Motions

- ▶ State Board approve Superintendent's recommended cut-scores on WA-AIM HS Science test for use in accountability reporting.
- ▶ State Board approve Superintendent's recommended exit exam cut-score for WA-AIM HS Science test for purpose of earning a HS diploma.