

August 9, 2011

Special Meeting

AGENDA

1:00 p.m. Call to Order

1:10 p.m. Cut Scores for End-of-Course Assessments and Measurement of Student Progress

Dr. Alan Burke, Deputy Superintendent, OSPI

Dr. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Cinda Parton, Director, Assessment Development, OSPI

Dr. Tom Hirsch, Assessment and Evaluation Services, OSPI Partner

2:30 p.m. Public Comment

2:40 p.m. Business Items

- Cut Scores for End-of-Course Assessments and Measurement of Student Progress (***Action Item***)

3:00 p.m. Adjourn

August 9, 2011

Special Board Meeting

MINUTES

Members Attending: Chair Jeff Vincent, Vice-chair Steve Dal Porto, Ms. Amy Bragdon, Mr. Randy Dorn, Ms. Connie Fletcher, Dr. Sheila Fox, Ms. Phyllis Frank, Mr. Bob Hughes, Ms. Mary Jean Ryan, Mr. Jack Schuster (10)

Members Absent: Dr. Bernal Baca (excused), Mr. Jared Costanza (excused)
Mr. Tre' Maxie (excused), Dr. Kris Mayer (excused),
Mr. Matthew Spencer (excused) (5)

Staff Attending: Dr. Kathe Taylor, Ms. Loy McColm, Ms. Sarah Rich (3)

Staff Absent: Mr. Aaron Wyatt (excused), Ms. Ashley Harris (excused) (2)

The meeting was called to order at 1:00 p.m. by Chair Vincent.

Cut Scores for Math End-of-Course Assessments and 5th and 8th Grade Science Measurements of Student Progress

Dr. Alan Burke, Deputy Superintendent, OSPI

Dr. Robin Munson, Assistant Superintendent, Assessment and Student Information, OSPI

Ms. Cinda Parton, Director, Assessment Development, OSPI

Dr. Tom Hirsch, Assessment and Evaluation Services, OSPI Partner

The Superintendent of Public Instruction presented cut scores to be used on the End-of-Course Mathematics exams and the 5th and 8th Grade Science Measurements of Student Progress. These assessments, aligned to the most current subject area learning standards, were administered for the first time in spring 2011. Each test has three cut scores, separating four levels of student performance as follows:

- The cut between Below Basic and Basic.
- The cut between Basic and Proficient.
- The cut between Proficient and Advanced.

The Board's cut scores will be used to report the 2011 results and will be used in future years until such time as the standards are revised or revisited.

OSPI staff reviewed the standard setting approval process. The Board first reviewed the process to be used for the 2011 End-of-Course Exams in Mathematics and Science Measurements of Student Progress at its regular March 2011 meeting, and reviewed and approved the process at its July 2011 meeting. The Superintendent's National Technical Advisory Committee (NTAC) had also reviewed and approved the process, and on August 8, 2011 certified that the process had been followed.

The Superintendent's recommendations for cut scores were based on multiple sources: Contrasting Groups Study, Grade-level Panels, Articulation Panels, and a Policy Advisory Panel. The mean

ratings from the grade-level panelists form the basis for each grade level panel's cut score recommendations. Mean ratings allow every panel member to contribute a fraction of the raw score cut.

The Superintendent recommended that the Board adopt the cut scores for Basic, Proficient, and Advanced on the grades 5th and 8th Science Measurements of Student Progress and for the Year One and Year Two End-of-Course exams in Mathematics as forwarded by the Articulation Panel and the Policy Advisory Panel.

Public Comment

Paul Muckerheide, Hazen High School

Mr. Muckerheide was interested in the discussion about the relationship between new and old cut scores. He was on the standard setting committee in August, 2011 and the PLD Committee in September, 2010. We have a range of cut scores from the panelists and an average was taken. He suggested that maybe an average doesn't make sense when there is a consequence (diploma) in place. Why would we pick the average rather than the lower score when there is a consequence of graduating or not.

Business Items

Approval of Cut Scores for the End of Course High School Mathematics Assessment for Algebra and Geometry

Motion was made to approve the Superintendent of Public Instructions recommended Cut Scores as the Cut Scores for the Algebra/Integrated 1 and Geometry/Integrated 2 End of Course High School Mathematics Assessment.

Motion seconded

Board discussion

Motion carried

Approval of Cut Scores for the Measurement of Student Progress for Science Grades five and eight

Motion was made to approve the Superintendent of Public Instructions recommended Cut Scores as the Cut Scores for the 5th and 8th Grade Science Measurement of Student Progress Assessment.

Motion seconded

Board Discussion

Motion carried with one nay

Chair Vincent asked for feedback on how the communication process should happen moving forward.

The meeting was adjourned at 2:47 by Chair Vincent

Mathematics End of Course Exams & Science Measurements of Student Progress

SETTING PERFORMANCE STANDARDS

State Board of Education
August 9, 2011 1:00-3:00
OSPI Brouillet Conference Room, Olympia, WA

Alan Burke, Deputy Superintendent , OSPI
Robin Munson, Assistant Superintendent, OSPI
Cinda Parton, Director of Assessment Development, OSPI
Tom Hirsch, Assessment Evaluation Services



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Agenda

- Standard setting approval process
- Description of standard setting events
 - Composition of panels
 - Standard setting activities
- Recommendations from standard setting panels
- Superintendent's recommendation to the Board
- Board Action



Standard Setting Approval Process

Purpose of Today's Action by the Board

- Today, the Superintendent is recommending “cut scores” to be used on the End of Course Mathematics exams and the Measurements of Student Progress in Science
- Each test has three cut scores, separating four levels of student performance:
 - The cut between “Below Basic” and “Basic”,
 - The cut between “Basic” and “Proficient”, and
 - The cut between “Proficient” and “Advanced”
- The Board’s cut scores will be used to report the 2011 results, and will be used in future years until such time as the standards are revised or revisited.



Standard Setting Approval Process

Approval of the Procedures

- The State Board and the Superintendent's national technical advisory committee on assessments reviewed and approved the process to be used for the 2011 End of Course Exams in Mathematics and Science Measurements of Student Progress on several occasions.
- This process began in the spring of 2008 for mathematics and in spring of 2009 for science, when new academic content standards were approved.
- New assessments aligned to those new content standards were given to students this spring.



Standard Setting Approval Process

Approval of the Procedures

Event	Math Date	Science Date
New standards approved	July 2008	June 2009
Analysis of "assessible" standards	Sept-Oct 2008	April 2009
Review of Item Specifications	May 2009	June 2010
Item writing for new assessments	May 2009	July 2009
Test Build for 2010 tests with new pilot items	June 2009	Oct 2009
2010 tests administered with new pilot items	April 2010	May 2010
Test Map Meeting	May 2010	August 2010
Development of Performance Level Descriptors (PLDs)	Sept 2010	Sept 2010
NTAC reviewed test maps and linking plan	Oct 2010	Oct 2010
Test Build for Spring 2011 Administrations	Oct 2010	Oct 2010



Standard Setting Approval Process

Approval of the Procedures

Events	Math/Sci Date
Standard setting plan approved by NTAC and reviewed by State Board of Education	Winter/Spring 2011
Teachers from across state trained on PLDs via online training	Feb–Apr 2011
Teachers predict student performance on state tests for Contrasting Groups Study	April 2011
Spring 2011 MSP administered	May–June 2011
SBE final approval of standard setting plan	July 2011
Standard setting events: <ul style="list-style-type: none"> Practitioner recommendations “Articulation panel” recommendations “Policy panel” recommendations NTAC certifies process was followed 	August 2011
State Board of Education reviews recommendations and sets the Achievement Standard	August 2011
Scores released	End of August



Standard Setting: Recommendations from Multiple Sources

- **Contrasting Groups Study** (n = 250 teachers; 13,240 students)
 - Individual ratings of students by their teachers before tests were given
- **Grade-level Panels** (n = 115)
 - Implemented standard setting activities across three days, resulting in a set of recommended cut scores
- **Articulation Panels** (n = 16)
 - Reviewed grade/course level recommendations, resulting in revised recommendations
- **Policy Advisory Panel** (n = 13)
 - Reviewed both sets of recommendations in light of district policy issues; made separate recommendations



Composition of Panels

- **Grade-/Course-level Panels**
 - 115 educators/community members (about 30 per test)
 - 70% West of Cascades; 65% from majority White schools or districts; 58% from above average Free/Reduced meals schools/districts
- **Articulation Panel**
 - 16 members
 - ▶ 8 members from science (4 from each grade level)
 - ▶ 8 members from mathematics (4 from each course)
- **Policy Advisory Panel**
 - 13 district assessment coordinators, principals, and superintendents



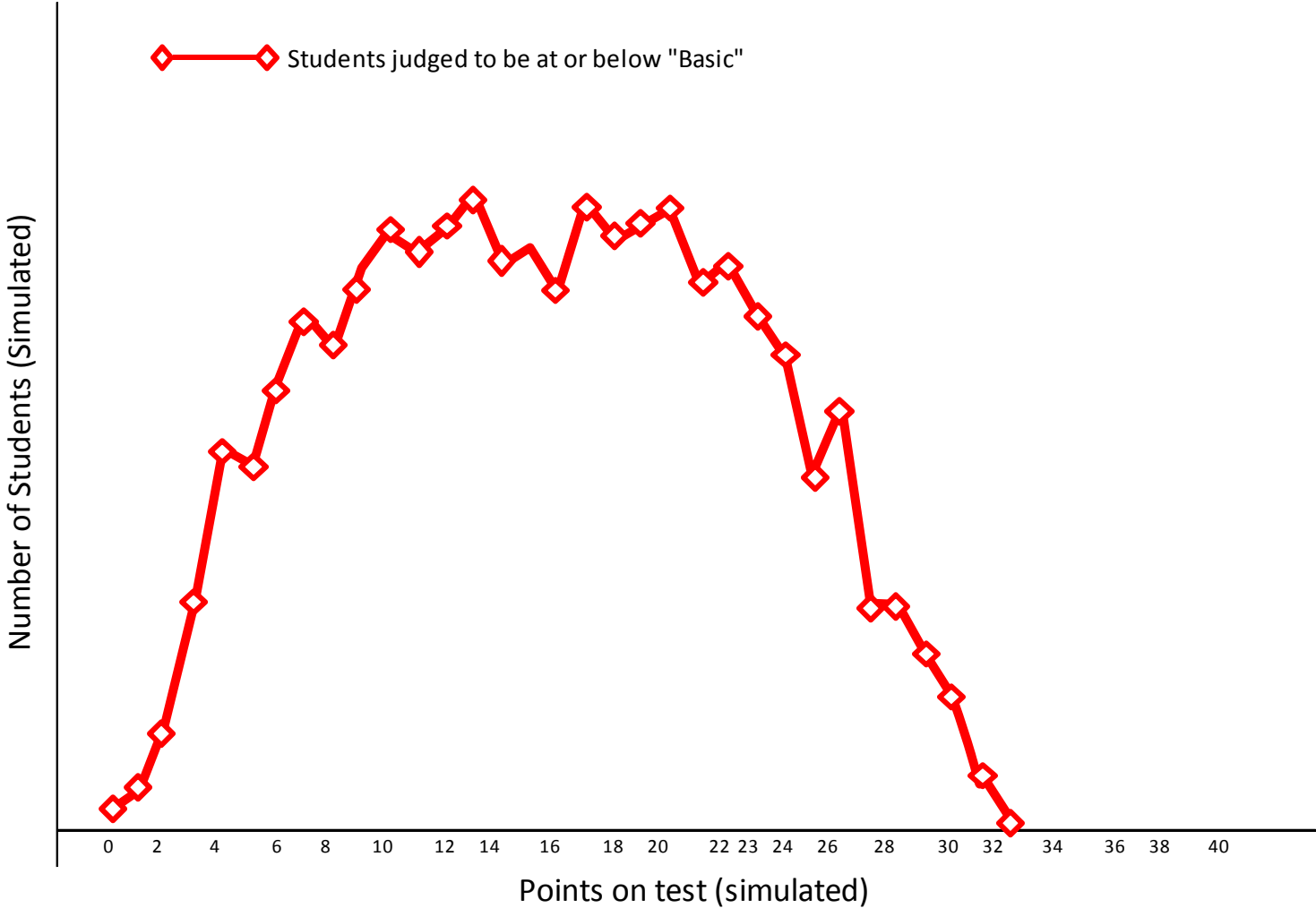
Standard Setting Activities

- Orientation to test development
- Taking the test
- Examining the “Performance Level Descriptors”
- Ratings using an “Ordered Item Booklet”
 - Round 1 (Data from Contrasting Groups study)
 - Round 2 (Item difficulties)
 - Round 3 (State percent at each performance level)
- Articulation Panel (Thurs Aug 4 for science & Fri Aug 5 for math)
 - 8 members each panel (4 from each grade- or course-level panel)
- Policy Advisory Panel (Mon Aug 8)
 - 13 district assessment coordinators, principals, and superintendents
- National TAC review of activities and results (Mon Aug 8)



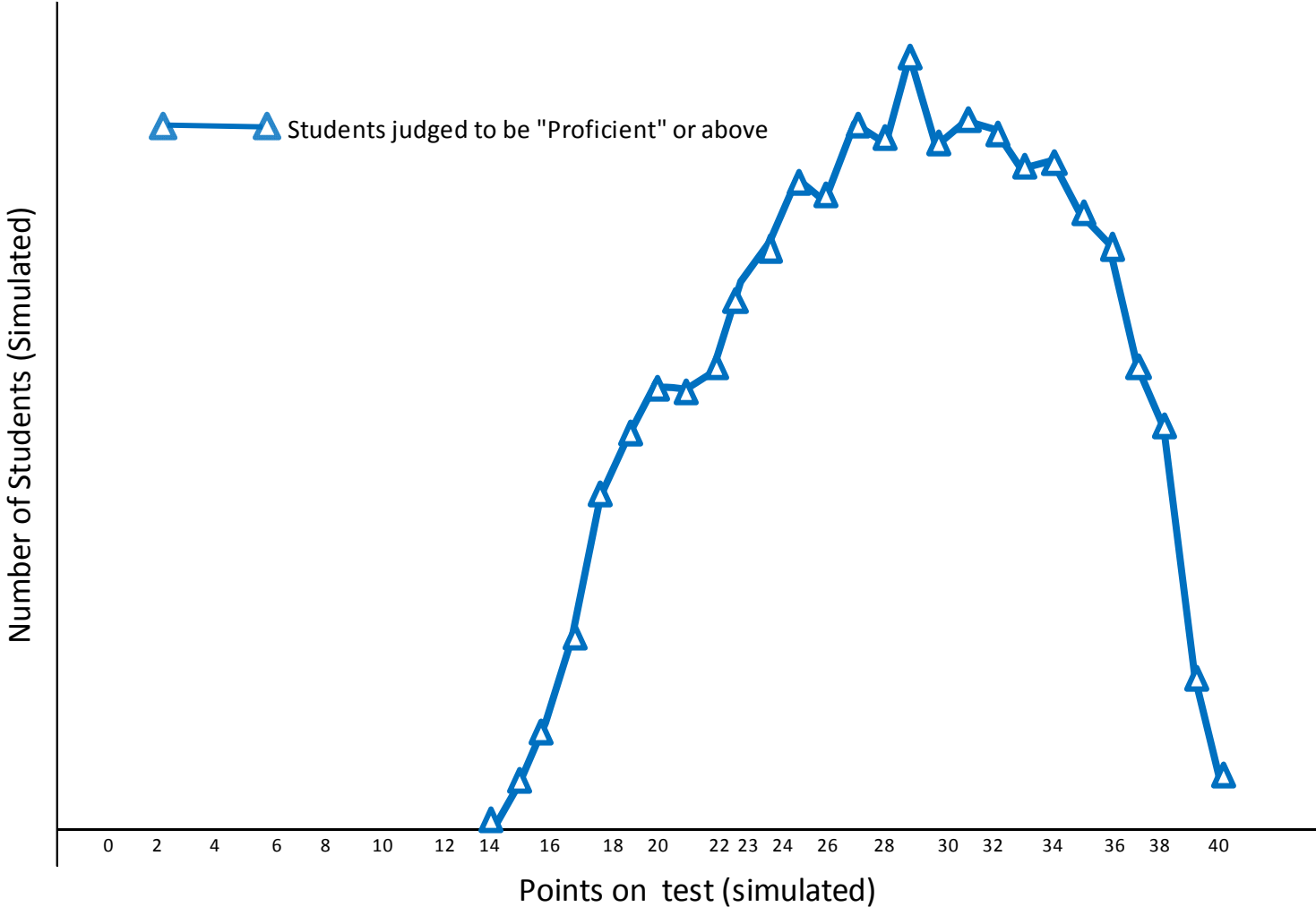
Students rated as “At or below Basic” using criteria in PLD for Basic

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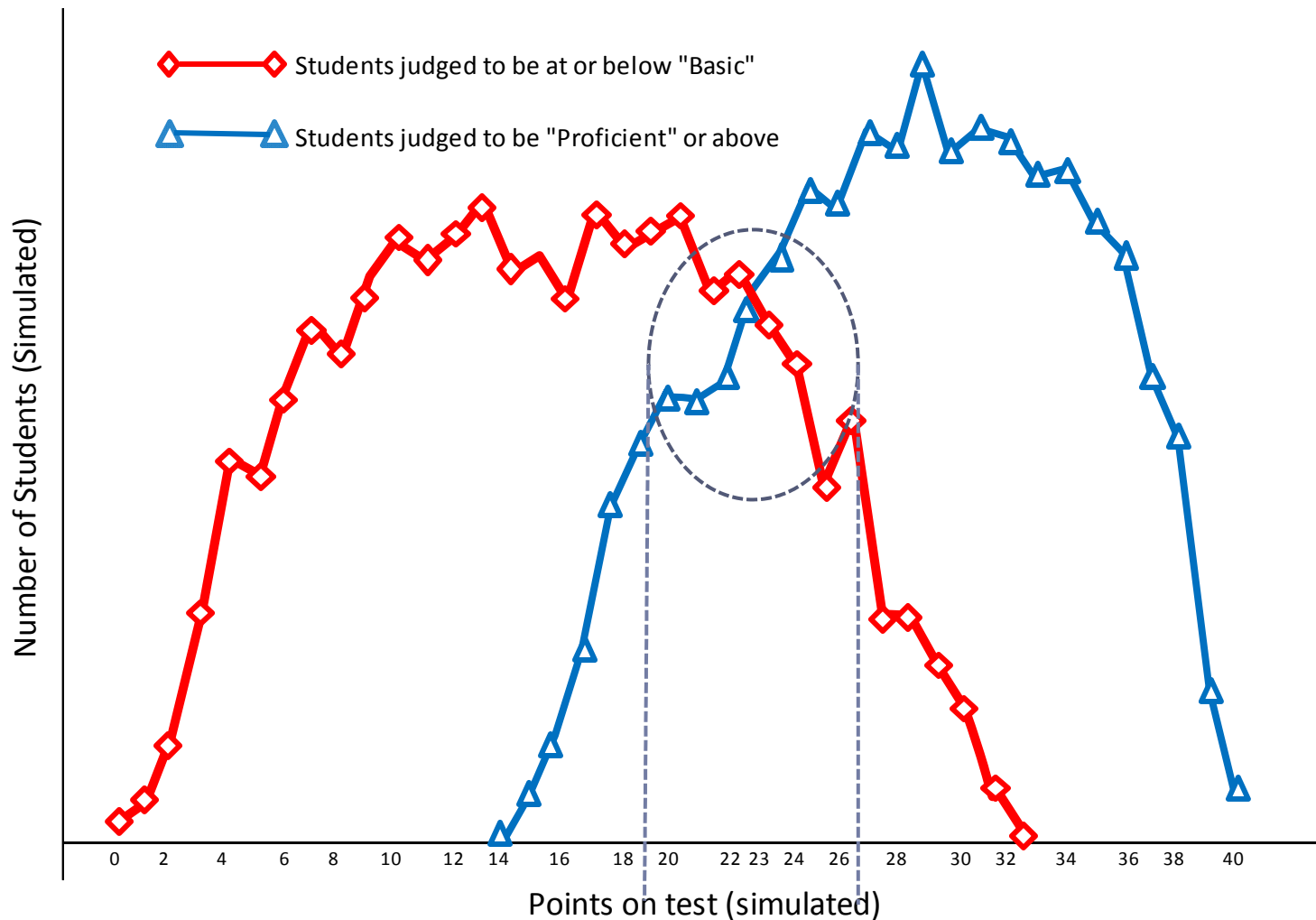
Students rated as “Proficient or above” using criteria in PLD for Proficient

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Intersection indicates a region for where “Basic” separates from “Proficient”

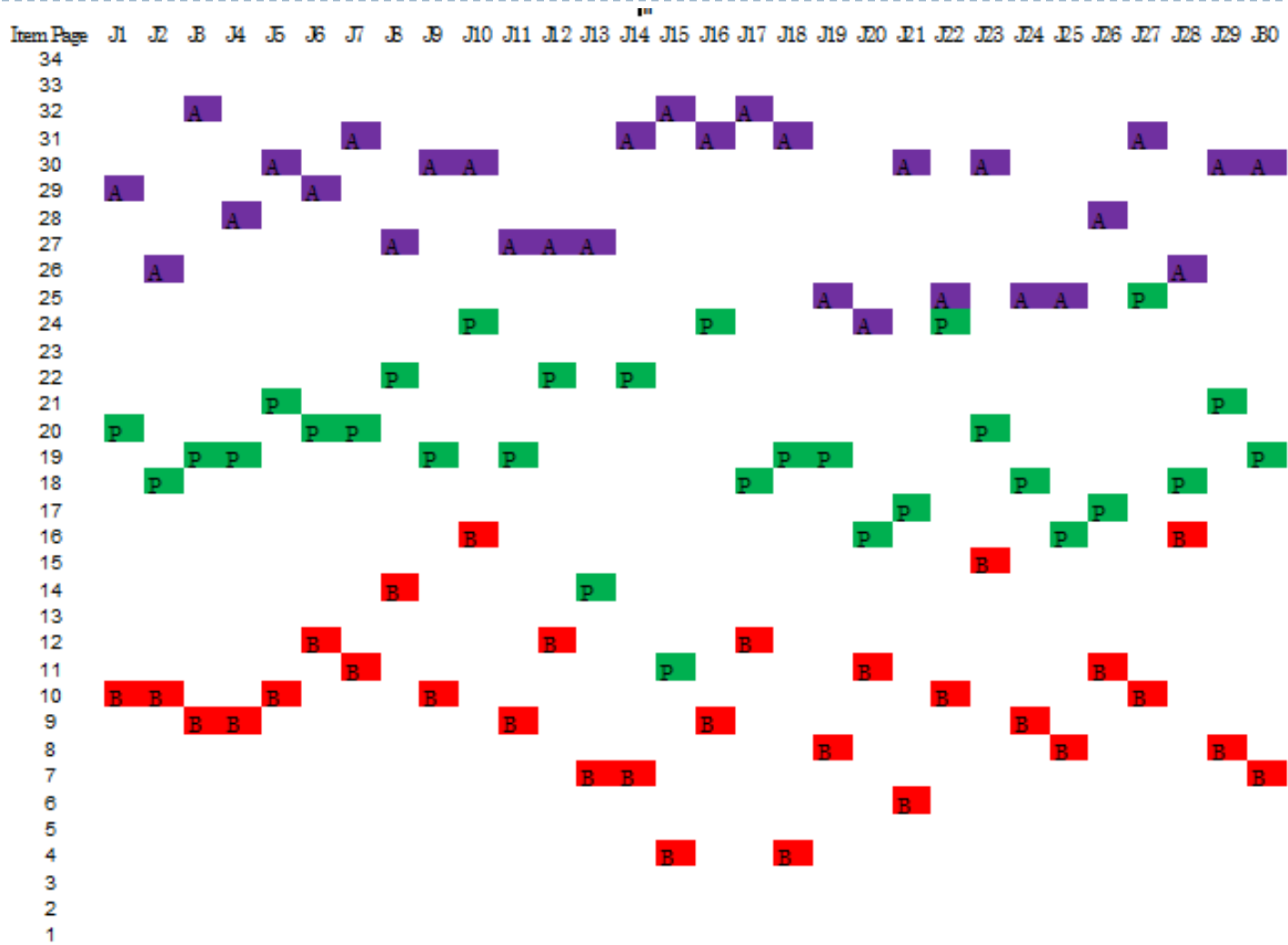
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Ratings from a Sample Standard Setting Panel

ROUND 1: Groups had Contrasting Groups information

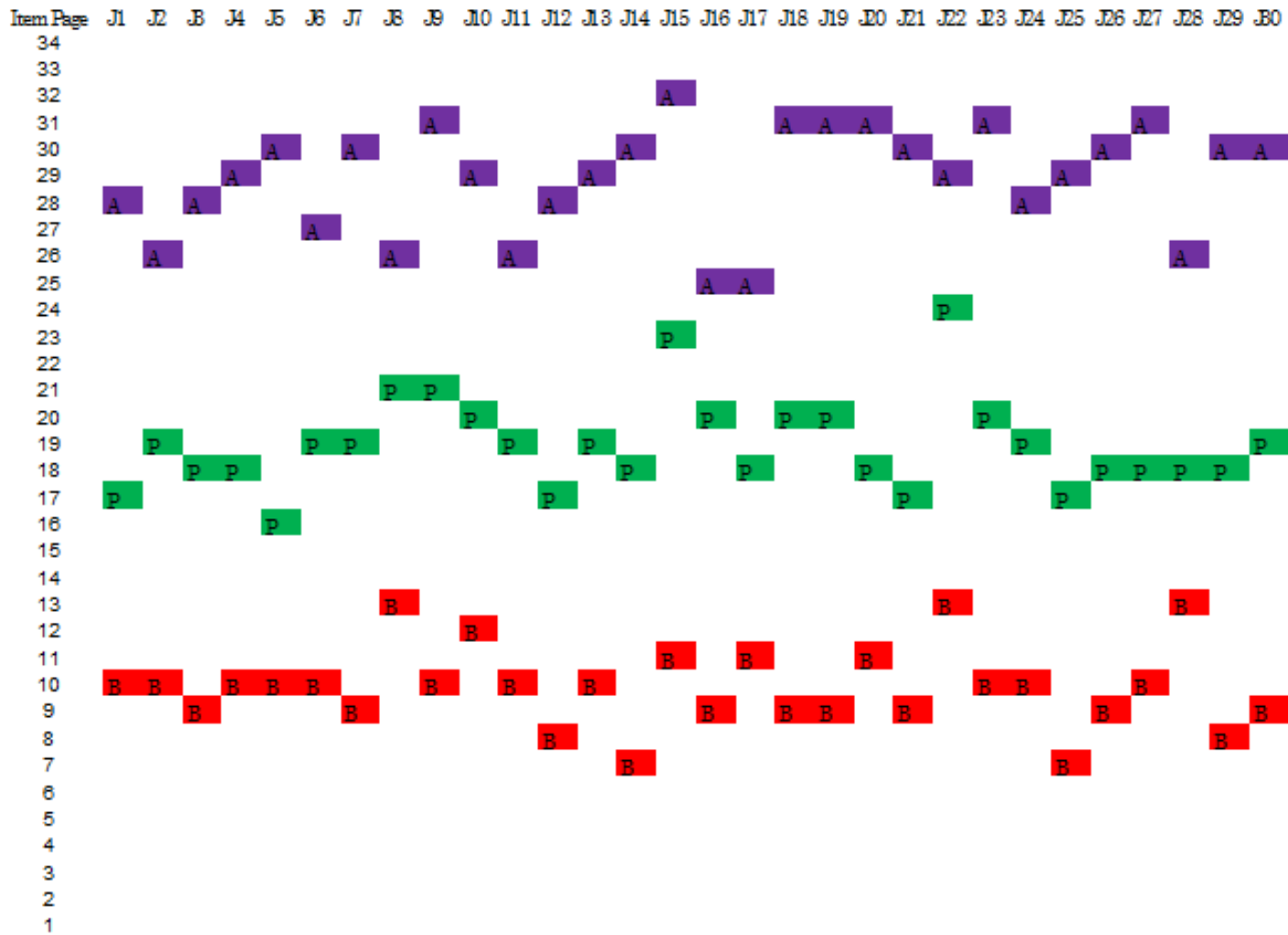
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Ratings from a Sample Standard Setting Panel

ROUND 2: Groups had Item Difficulty information

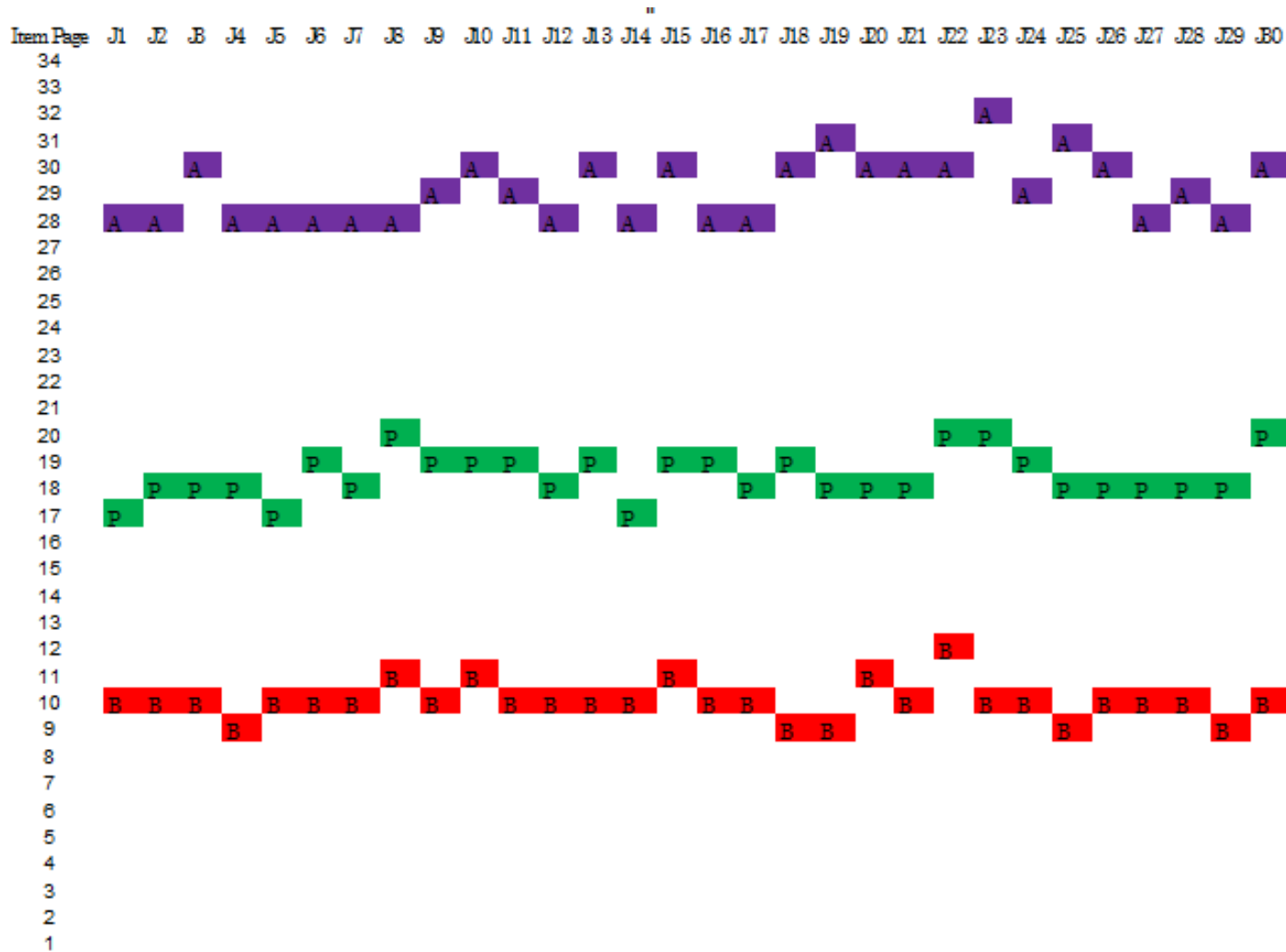
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Ratings from a Sample Standard Setting Panel

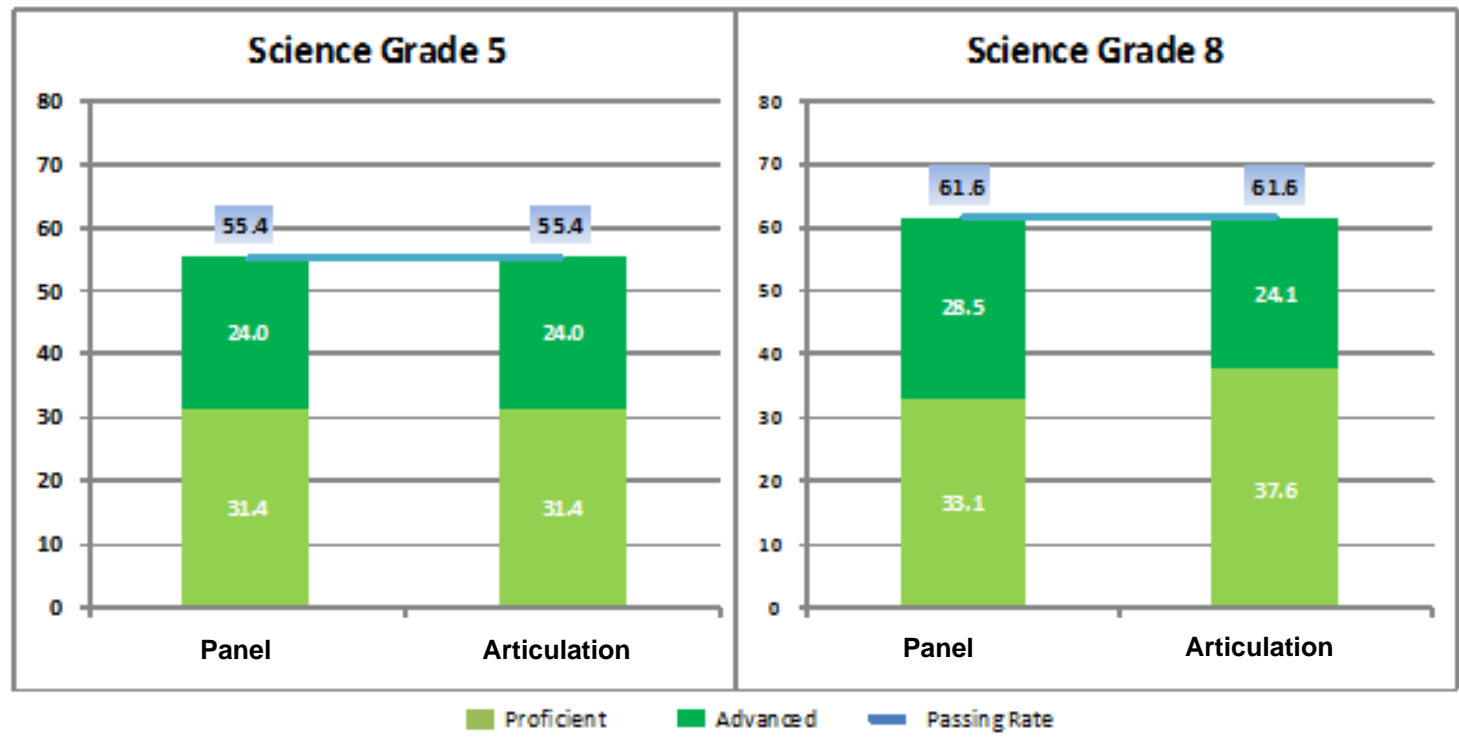
ROUND 3: Groups had Percent at Each Level information

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Summary of Recommendations from Grade-level & Articulation Panels: **Meeting/Exceeding Standard**

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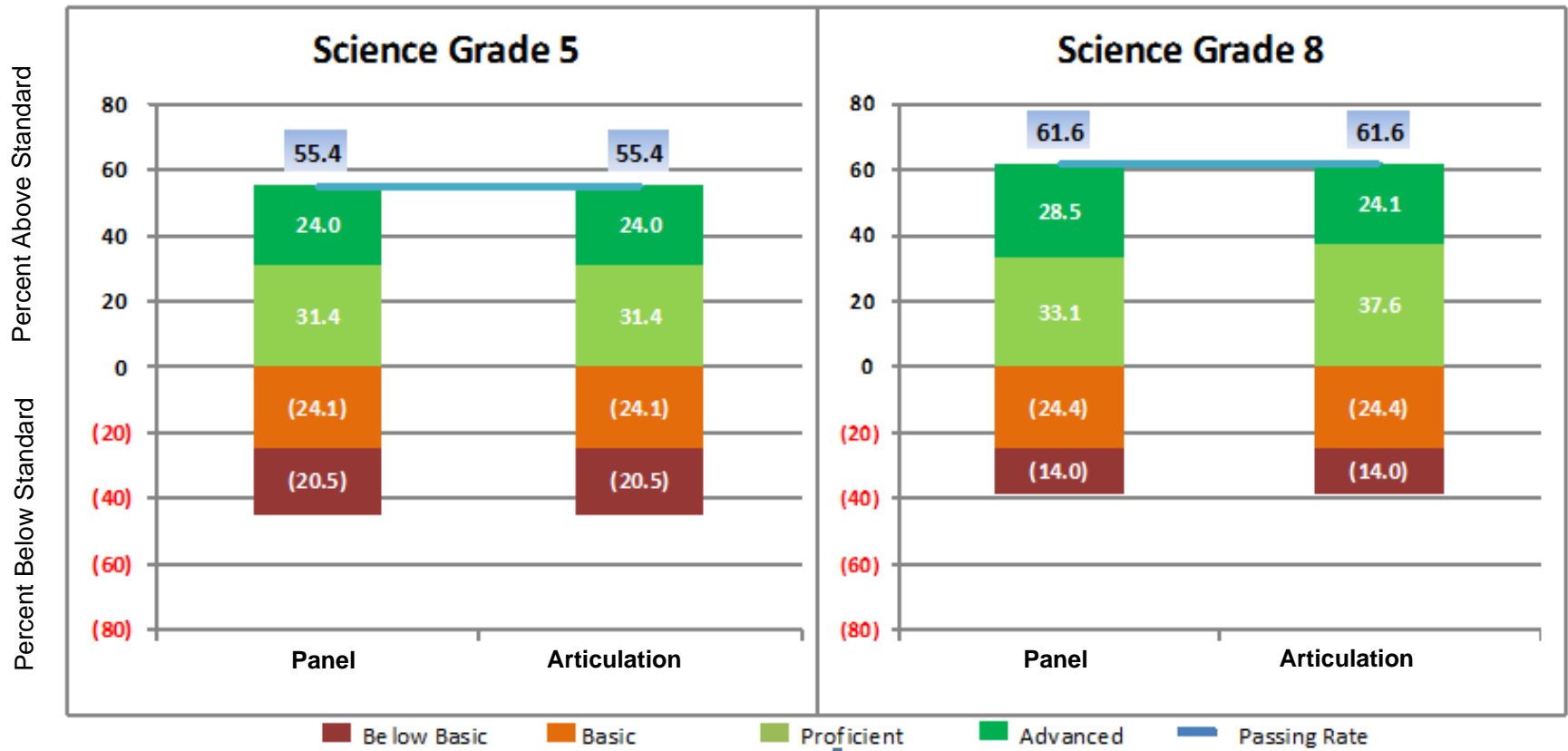


	Grade 5	Grade 8
2010 MSP	34.0	54.5
2011 % Met	55.4	61.6



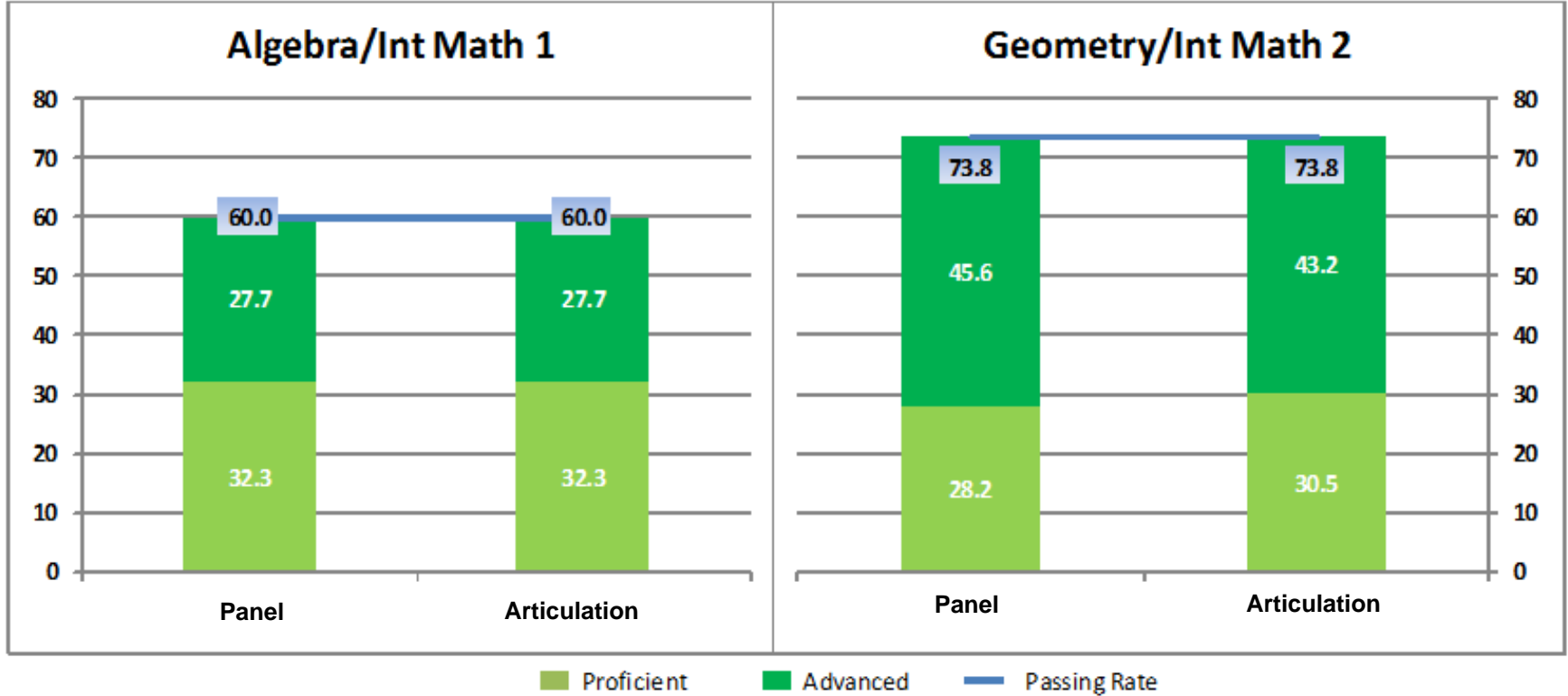
Summary of Recommendations from Grade-level & Articulation Panels: **All Four Levels**

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Summary of Recommendations from Course-level & Articulation Panels: **Meeting/Exceeding Standard**

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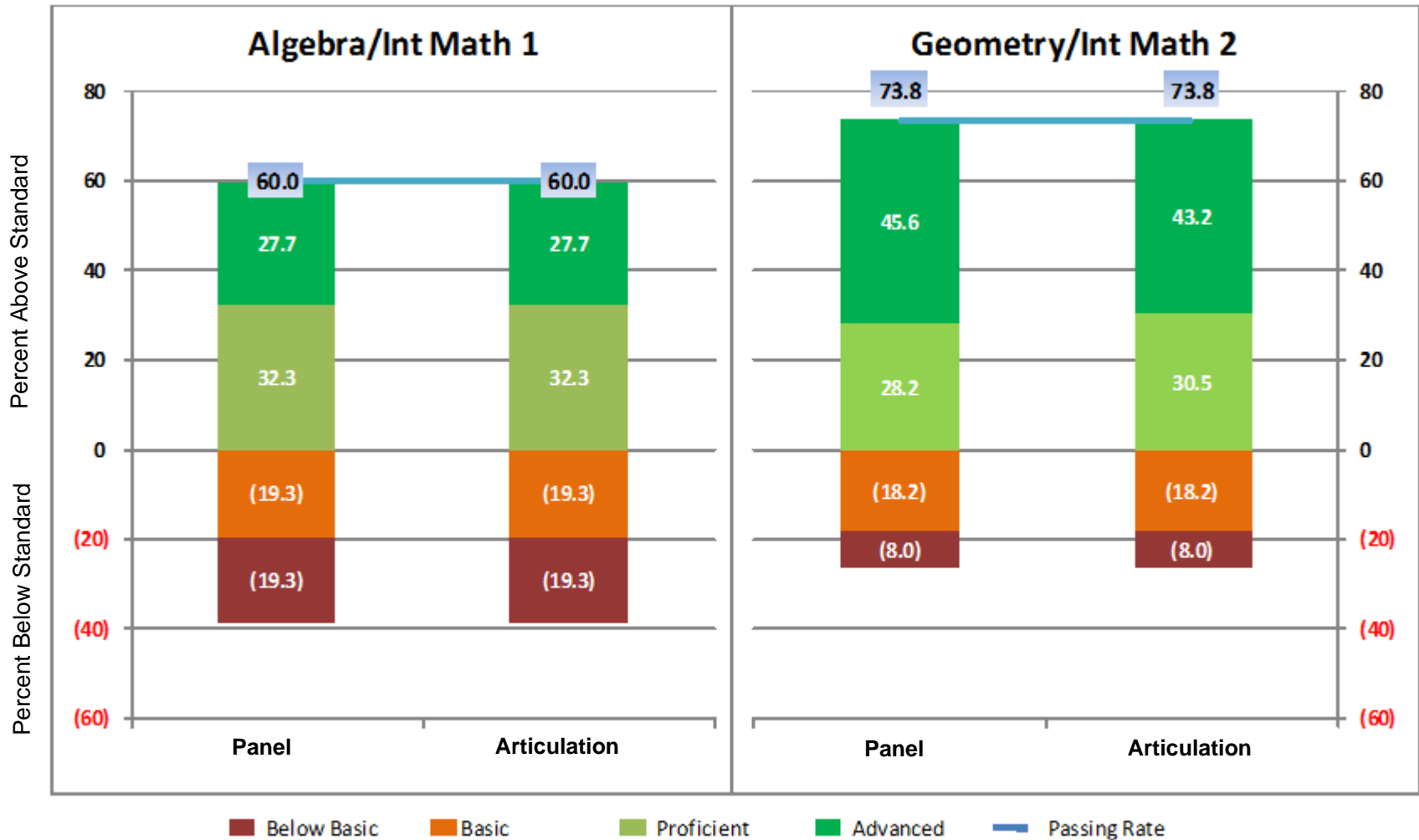


	Year 1 EOC	Year 2 EOC
2010 HSPE	41.7	
2011 % Met	60.0	73.8



Summary of Recommendations from Course-level & Articulation Panels: **All Four Levels**

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Superintendent's Recommendation

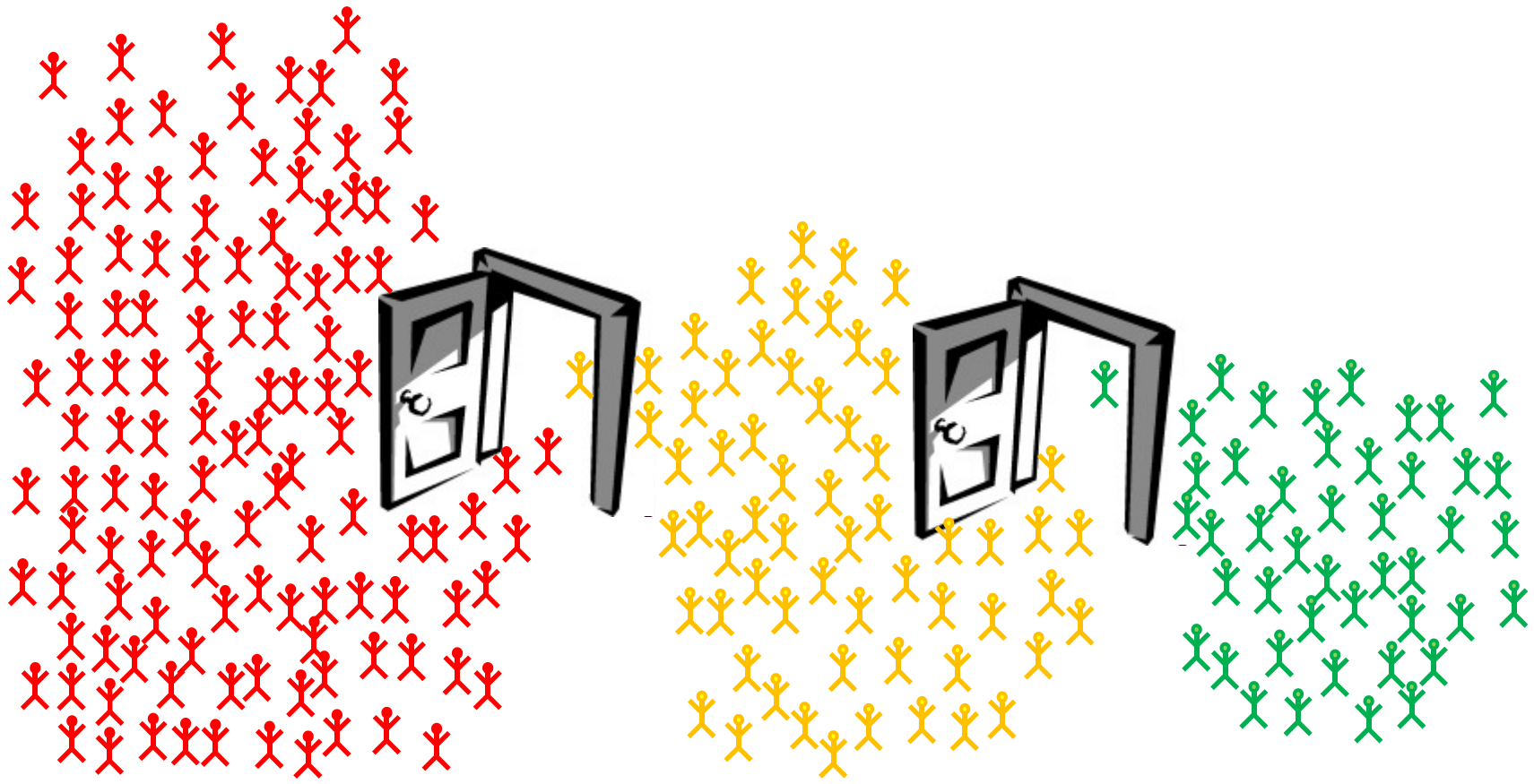
Superintendent Dorn's recommendation for a Board motion that...

...the State Board of Education adopt the cut scores for Basic, Proficient, and Advanced on the grades 5 and 8 Science Measurements of Student Progress and for the Year 1 and Year 2 End of Course Exams in Mathematics as forwarded by the Articulation Panel and the Policy Advisory Panel.



Do new pass rates make sense?

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100 students –
60% pass Alg EOC

60 students in Geom –
75% pass Geo EOC

45 students pass both –
HSPE pass was 42%



Superintendent's recommendation for raw score cuts: Basic, Proficient, and Advanced

Recommended Cut Scores

	Science		Mathematics	
	Grade 5	Grade 8	Year 1	Year 2
Advanced/ Proficient	27	32	23	26
Proficient/ Basic	21	23	15	18
Basic/ Below Basic	16	15	11	12
Total Points on Test	34	40	40	40

