

Alternative Assessments for High School Graduation



DOUGLAS KERNUTT, Ed.D

NOVEMBER 14, 2014



Key Questions for Board Consideration



- Should we allow graduates of 2019, and beyond, the opportunity to take the SBAC graduation exit exam in their 10th grade year (11th grade is currently the requirement)?
- How can we assure that alternative assessment opportunities are a “valid” assessment of a student’s knowledge and abilities?
- Should we consider additional alternative assessments for our graduates?
- How can we best increase the rigor of a high school diploma and the number of students graduating at the same time?



Current Alternatives Include:



- Collection of evidence
- College entrance scores in math, reading and/or writing (SAT, ACT, IB, AP)
- GPA comparison

- Out of state transfer waiver
- Special, unavoidable circumstance appeal

- 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.



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.



Options for consideration include:



- **Superintendent Dorn's Plan B**
 - ✦ COE in Math – reduce to year one only
 - ✦ Grade comparison – eliminate the GPA requirement in math
 - ✦ Additional HS credit (1.0) in content area (new)
 - ✦ College credit in the content area (new)

 - ✦ Out of state test – must be used for accountability or exit exam
 - ✦ Change transfer waiver dates



Additional options for consideration include:



- ✦ 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.
- ✦ 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.
- ✦ Allow ACT and SAT science scores as an alternative as is currently allowed for reading, writing, and math (in progress).
- ✦ 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:
 - Consideration of scoring the COE’s at the local level.
 - 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).



Summary Conclusions and Recommendations



- Allow 10th graders to take the SBAC exit exam (2019 graduates and beyond). This will allow students time to retake the exam or utilize assessment alternatives. (**May require legislative action)
- 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).
- Allowing additional HS credit classes (1.0 credit) are also worth continued consideration as the details of course content are determined. (originally proposed by OSPI)
- 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.
- College credit in the content area (originally proposed by OSPI).
- Technical corrections/changes including:
 - ✦ Modify out of state usage to assure the test is used for accountability or as an exit exam (originally proposed by OSPI).
 - ✦ Eliminate the minimum GPA requirement in math (originally proposed by OSPI).
 - ✦ Change the date for the transfer waiver from March 1 to January 1 of the senior year (originally proposed by OSPI).



Key Questions for Board Consideration



- Should we allow graduates of 2019, and beyond, the opportunity to take the SBAC graduation exit exam in their 10th grade year (11th grade is currently the requirement)?
- How can we assure that alternative assessment opportunities are a “valid” assessment of a student’s knowledge and abilities?
- Should we consider additional alternative assessments for our graduates?
- How can we best increase the rigor of a high school diploma and the number of students graduating at the same time?



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

