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## APPENDIX A

**RCW 28A.305.130****Powers and duties — Purpose.**

The purpose of the state board of education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability framework that creates a unified system of increasing levels of support for schools in order to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the goals of RCW [28A.150.210](#). In addition to any other powers and duties as provided by law, the state board of education shall: . . .

(4) For purposes of statewide accountability: . . . .

(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.

(ii) By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the tenth grade English language arts assessment and the end-of-course mathematics assessments developed in accordance with RCW [28A.655.070](#) to be used as the state transitions to high school assessments developed with a multistate consortium.

(iii) By the end of the 2014-15 school year, establish the scores students must achieve to meet the standard and earn a certificate of academic achievement on the high school English language arts assessment and the comprehensive mathematics assessment developed with a multistate consortium in accordance with RCW [28A.655.070](#). To determine the appropriate score, the state board shall review the transition experience of Washington students to the consortium-developed assessments, examine the student scores used in other states that are administering the consortium-developed assessments, and review the scores in other states that require passage of an eleventh grade assessment as a high school graduation requirement. The scores established by the state board of education for the purposes of earning a certificate of academic achievement and graduation from high school may be different from the scores used for the purpose of determining a student's career and college readiness.

(iv) The legislature shall be advised of the initial performance standards for the high school statewide student assessment. Any changes recommended by the board in the performance standards for the high school assessment shall be presented to the education committees of the house of representatives and the senate by November 30th of the school year in which the changes will take place to permit the legislature to take statutory action before the changes are implemented if such action is deemed warranted by the legislature. The legislature shall be

advised of the initial performance standards and any changes made to the elementary level performance standards and the middle school level performance standards. The board must provide an explanation of and rationale for all initial performance standards and any changes, for all grade levels of the statewide student assessment. If the board changes the performance standards for any grade level or subject, the superintendent of public instruction must recalculate the results from the previous ten years of administering that assessment regarding students below, meeting, and beyond the state standard, to the extent that this data is available, and post a comparison of the original and recalculated results on the superintendent's web site;

**APPENDIX B****WAC 180-17-100****Establishment of accountability framework to improve student achievement for all children.**

(1) Pursuant to the requirements of RCW [28A.657.110](#) (chapter 159, Laws of 2013), the state board of education adopts the following guiding principles in fulfillment of its responsibility to establish an accountability framework. The framework establishes the guiding principles for a unified system of support for challenged schools that aligns with basic education, increases the level of support based upon the magnitude of need, and uses data for decisions. . . .

(3) The board finds that the accountability system design and implementation should reflect the following principles and priorities: . . .

(e) The state's graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. During implementation of these standards, the board recognizes the necessity of a minimum proficiency standard for graduation that reflects a standard approaching full mastery, as both students and educators adapt to the increased rigor of common core and the underlying standard of career and college-readiness for all students.

[Statutory Authority: RCW [28A.657.040](#) - 28A.657.070 and 28A.657.105 - 28A.657.110. WSR 14-11-062, § 180-17-100, filed 5/18/14, effective 6/18/14.]

## APPENDIX C

# State Board of Education Position Statement on High School Assessments Required for Graduation

Approved January 8, 2015

### Background

1. College- and career-ready Smarter Balanced Assessment (SBAC) threshold scores were set nationally by the Smarter Balance Assessment Consortium in November 2014, establishing scores for Achievement Levels 1 to 4. The scores must be approved by the State Board of Education (SBE) for use in Washington. The SBAC assesses both mathematics and English Language Arts.
2. SBAC tests will be taken by Washington students in spring 2015, with results expected by summer 2015.
3. By statute (EHB 1450 passed in 2013), by the end of August 2015 the SBE must set an SBAC threshold score students must meet for high school graduation.
4. In its resolution on assessments adopted in January 2013, the SBE previously affirmed that exit exams are a part of a meaningful high school diploma.
5. Accountability framework rules adopted by the SBE in May 2014 states that graduation requirements should ultimately be aligned to the performance levels associated with career and college readiness. The rules also recognized the necessity of a minimum proficiency standard for graduation as both students and educators adapt to the increased rigor of Common Core State Standards.
6. The legislature stated its intent in statute (EHB 1450 passed in 2013) that the state transition from a biology end-of-course assessment to a more comprehensive science assessment.
7. By its resolution adopted in November 2014, the SBE urged the Legislature to end the biology end-of-course exam as a high school graduation requirement in favor of developing a comprehensive science exam that aligns with the Next Generation Science Standards.
8. Washington public institutions of higher education have agreed to use the high school SBAC for postsecondary placement decisions.
9. The State Board for Community and Technical Colleges and OSPI have an on-going project to establish high school transition courses for Math and English Language Arts, called Bridge To College courses.

### Guiding principles

The State Board of Education:

1. Holds a goal of a graduation requirement that aligns with a career- and college-ready performance level; but recognizes that it will take time for students, educators, and the

system to adapt to the increased rigor of Common Core State Standards and Next Generation Science Standards.

2. Recognizes that the state is in a time of transition to new standards and assessments. There are challenges, but there are also opportunities to strengthen education and create greater alignment between secondary and postsecondary education, training and career systems.
3. Reaffirms high school exit exams, or alternatives, aligned to rigorous standards that all students are required to take as part of a meaningful high school diploma and an opportunity for students to demonstrate their readiness for postsecondary education, training and careers.
4. Supports multiple ways for students who are not successful on the assessments to demonstrate meeting standard and readiness for postsecondary options.
5. Intends to set initial minimum scores for graduation on the high school SBAC that bridges past statewide performance on exit exams to the initial statewide performance of students on the SBAC assessments. This approach will begin the process of moving toward the more rigorous SBAC college- and career-ready level by setting initial high school proficiency scores that would impact students in the next few years approximately equally to how students have been impacted by exit exams during the past few years. These initial minimum scores would be re-evaluated over the following years, as new standards are implemented and as more students gain the skills necessary to be SBAC College and Career Ready.
6. Supports the use of the SBAC assessments, and in the future the Next Generation Science Standards assessment, by postsecondary institutions in placement and admissions decisions.
7. Supports the development and use of transition courses to prepare high school students for success in college-level work.
8. Supports continued work on the integration of career readiness into high school assessment systems.
9. Supports the streamlining of the high school assessment system, including alternatives to passing exit exams, and further research on the impact of exit exams.
10. Continues to recommend ending the biology assessment as a requirement for graduation, while maintaining the exam for federal accountability, in favor of developing a comprehensive science exam that aligns with the Next Generation Science Standards.

#### **Options to explore:**

The State Board of Education (SBE) sees potential in additional options for high school students to demonstrate meeting standard and readiness for postsecondary education and work, as quality alternatives to meeting standard on high school assessments required for graduation.

The SBE supports seeking further information and exploration of:

1. Tenth grade students taking the high school SBAC, allowing more time for high school course-taking and alternatives if the student is not on-track.
2. Earning credit in Bridge To College transition courses recognized by higher education for college placement.
3. Earning dual credit in specific college-level courses.
4. Earning a professional certification or completing a Career and Technical Education (CTE) Program.
5. Additional assessments as alternatives, including CTE and work-readiness assessments.

**Motion made** to adopt the assessment position statement as set forth in Exhibit A.

Motion seconded.

Amendment proposed to guiding principle two to change “postsecondary educational systems” to “postsecondary college and career systems” as set forth on the screen and to add a new principle, as number eight, that reads “Supports continued work on the integration of career readiness into high school assessment systems.”

Friendly amendment proposed to change “postsecondary college and career systems” to “postsecondary education, training and career systems.”

Friendly amendment accepted.

Amendment carried.

Amendment proposed to strike guiding principle three in its entirety and to strike “including alternatives to passing exit exams” from guiding principle nine.

Amendment seconded.

Amendment failed. Roll call requested. Five yes; eight no. Those voting no: Jennings, Lavery, Maxie, Mayer, Estes, Wilds, Muñoz-Colón, Maier. Those voting yes: Dorn, Fletcher, Hughes, McMullen, Koon.

Amendment proposed to guiding principle nine to state “supports the streamlining of the high school assessment system, including further research on the impact of exit exams and alternatives to passing exit exams.”

Amendment seconded.

Friendly amendment proposed to state “including alternatives to passing exit exams, and further research on the impact of exit exams.”

Friendly amendment accepted.

Amendment carried.

Amendment proposed to change “cut scores” to “threshold scores” throughout the document.

Amendment seconded.

Amendment carried.

Amendment proposed to guiding principle number five to state “minimum scores for graduation.”

Amendment seconded.

Amendment carried.

**Motion carried.**

## APPENDIX D

## SBE Graduation Threshold Score Recommendation EXHIBIT F

Approved March 12, 2015

The Office of the Superintendent of Public Instruction recommends the following approaches to setting the minimum cut scores for graduation on the new exit exams:

- ▶ Determine the Smarter Balanced high school exam cut scores from the 11<sup>th</sup> graders performance in 2015.
  - ▶ Base the Math EOC exit exam cut scores on the average results of the math EOCs over the past three years.
- 1) Smarter Balanced ELA Comprehensive:
    - a) Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT).
    - b) Use the pool of 2015 11<sup>th</sup> grade students who have both a Smarter Balanced ELA score and both Reading HSPE and Writing HSPE scores.
    - c) Conduct an equipercentile linking between the percent meeting the assessment graduation requirement on reading and writing (passed both HSPEs) and that same percentile point in the Smarter Balanced file.
    - d) Determine the Smarter Balanced scale score that yields that percentile.
  - 2) Smarter Balanced Math Comprehensive:
    - a) Use the procedure reviewed and approved by both NTAC and the State Board in the past for establishing the cut scores on college admissions exams (SAT, ACT).
    - b) Use the pool of 2015 11<sup>th</sup> grade students who have both a Smarter Balanced mathematics score and a score on the algebra/integrated 1 EOC OR the geometry/integrated 2 EOC.
    - c) Conduct an equipercentile linking between the percent meeting the math assessment graduation requirement (passed at least one math EOC) and that same percentile point in the Smarter Balanced file.
    - d) Determine the Smarter Balanced scale score that yields that percentile.
  - 3) Math Year 1 and Math Year 2 EOC
    - a) Equal impact cut scores would yield comparable “passing” rates on the new tests as the former tests.



- b) For each of these new tests, OSPI proposes using an average of the past three years on the Math Year 1 and Math Year 2 EOCs as the target impact for determining the graduation minimum cut score.
- 4) Basic:
- a) Some students served in special education are considered to have met standard by earning a Level 2 – or Basic – score rather than the typical Level 3.
  - b) We propose to follow the same procedures described above to establish the new exit exam cut scores for these students.

**Motion made by Member Lavery to approve the process for setting the graduation threshold score as recommended by Office of the Superintendent of Public Instruction based on the State Board of Education position statement adopted January 8th, 2015, as set forth in Exhibit F.**

**Motion seconded.**

**Motion carried. Member Avery abstained.**

## APPENDIX E

**RCW 28A.655.061****High school assessment system—Certificate of academic achievement—Exemptions—Options to retake high school assessment—Objective alternative assessment—Student learning plans.**

\*\*\* CHANGE IN 2015 \*\*\* (SEE [6145.SL](#)) \*\*\*

(1) The high school assessment system shall include but need not be limited to the statewide student assessment, opportunities for a student to retake the content areas of the assessment in which the student was not successful, and, if approved by the legislature pursuant to subsection (10) of this section, one or more objective alternative assessments for a student to demonstrate achievement of state academic standards. The objective alternative assessments for each content area shall be comparable in rigor to the skills and knowledge that the student must demonstrate on the statewide student assessment for each content area.

(2) Subject to the conditions in this section, a certificate of academic achievement shall be obtained and is evidence that the students have successfully met the state standard in the content areas included in the certificate. With the exception of students satisfying the provisions of RCW [28A.155.045](#) or \*28A.655.0611, acquisition of the certificate is required for graduation from a public high school but is not the only requirement for graduation.

(3)(a) Beginning with the graduating class of 2008 through the graduating class of 2015, with the exception of students satisfying the provisions of RCW [28A.155.045](#), a student who meets the state standards on the reading, writing, and mathematics high school statewide student assessment shall earn a certificate of academic achievement. The mathematics assessment shall be the end-of-course assessment for the first year of high school mathematics that assesses the standards common to algebra I and integrated mathematics I or the end-of-course assessment for the second year of high school mathematics that assesses standards common to geometry and integrated mathematics II.

(b) As the state transitions from reading and writing assessments to an English language arts assessment and from end-of-course assessments to a comprehensive assessment for high school mathematics, a student in a graduating class of 2016 through 2018 shall earn a certificate of academic achievement if the student meets the state standard as follows:

(i) Students in the graduating class of 2016 may use the results from:

(A) The reading and writing assessment or the English language arts assessment developed with the multistate consortium; and

(B) The end-of-course assessment for the first year of high school mathematics, the end-of-course assessment for the second year of high school mathematics, or the comprehensive mathematics assessment developed with the multistate consortium.

(ii) Students in the graduating classes of 2017 and 2018 may use the results from:

(A) The tenth grade English language arts assessment developed by the superintendent of public instruction using resources from the multistate consortium or the English language arts assessment developed with the multistate consortium; and

(b) The end-of-course assessment for the first year of high school mathematics, the end-of-course assessment for the second year of high school mathematics, or the comprehensive mathematics assessment developed with the multistate consortium.

(c) Beginning with the graduating class of 2019, a student who meets the state standards on the high school English language arts assessment developed with the multistate consortium and the comprehensive mathematics assessment developed with the multistate consortium shall earn a certificate of academic achievement.

(d) If a student does not successfully meet the state standards in one or more content areas required for the certificate of academic achievement, then the student may retake the assessment in the content area at least twice a year at no cost to the student. If the student successfully meets the state standards on a retake of the assessment then the student shall earn a certificate of academic achievement. Once objective alternative assessments are authorized pursuant to subsection (10) of this section, a student may use the objective alternative assessments to demonstrate that the student successfully meets the state standards for that content area if the student has taken the statewide student assessment at least once. If the student successfully meets the state standards on the objective alternative assessments then the student shall earn a certificate of academic achievement.

**Findings—Intent—2013 2nd sp.s. c 22: [EHB 1450]** “The legislature finds that the superintendent of public instruction was authorized to align the state essential academic learning requirements for mathematics, reading, writing, and communication with the common set of standards for students in grades kindergarten through twelve, known as the common core state standards, which were initiated by the governors and chief school officers of forty-five states, including Washington. The legislature further finds that Washington has joined one of two multistate consortia using a federal grant to develop new English language arts and mathematics assessments in grades three through eight and grade eleven that are, among other factors, aligned with the common core state standards and intended to demonstrate a student’s career and college readiness. The legislature further finds that the assessments are required to be ready for use by the 2014-15 school year.

The legislature intends to reduce the overall costs of the state assessment system by implementing the eleventh grade English language arts and mathematics assessments being developed by a multistate consortium in which Washington is participating, maximize use of the consortium assessments by developing a tenth grade high school English language arts assessment and modifying the algebra I and geometry end-of-course assessment to be used only during the transition to the consortium-developed assessments, and reduce to three the number of assessments that will be required for students to graduate beginning with the class of 2019.

The legislature further intends that the eleventh grade consortium-developed assessments have two different student performance standards: One for the purposes 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.” [2013 2nd sp.s. c 22 § 1.]

## APPENDIX F

## EXHIBIT F      May 14, 2015

### 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 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.

**Motion made by Member Childs** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F. **Motion co-made by Member Wilds** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F.

**Motion seconded.**

**Motion carried.**