December 13, 2018

(   )   Action Required
(X)   Informational

BULLETIN NO. 114-18 ASSESSMENT AND STUDENT INFORMATION, LEARNING AND TEACHING, AND SPECIAL EDUCATION

TO:	Educational Service District Superintendents
	School District Superintendents
	School District Business Managers
	Educational Service District Special Education Directors
	Educational Service District Assessment Directors
	School District Special Education Directors
	School District Assessment Directors
	School District High School Building Principals
	School District High School Counselors
	School District Curriculum Directors
FROM:	Chris Reykdal, Superintendent of Public Instruction
RE:	The Use of Graduation Alternative Options by Individualized Education Program (IEP) Teams for High School Students Eligible for Special Education
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PURPOSE/BACKGROUND

The Office of Superintendent of Public Instruction (OSPI) has developed a technical assistance document to provide guidance to families, students, school staff, IEP teams, and others regarding the assessment graduation requirement for students with disabilities served under an IEP. This document, in its entirety, is located here: Guidance for IEP Teams: Student Participation in Statewide Assessments for Accountability and Graduation.

Excerpts from the guidance document are provided below, to assist IEP teams, as well as school district staff responsible for providing staff professional development on the administration of statewide assessments, in implementation of these requirements. In the event of different district and school level practices, it is recommended that those staff receiving this bulletin should work at the district and school levels to align with the practices addressed within this bulletin.

GRADUATION REQUIREMENTS
In Washington, the State Board of Education (SBE) has the statutory authority to set graduation credit requirements for all students. According to Washington statute RCW 28A.230.090(1), "The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment and citizenship, and is equipped with the skills to be a lifelong learner." This statute is a basis for Washington's policy of awarding the same diploma for all students, which means that all students meet the same broad components of the state's graduation requirements, including:
- Earning the required credits established by the SBE,
- Completing a High School and Beyond Plan (HSBP), and
- Meeting assessment requirements resulting either in a Certificate of Academic Achievement (CAA) or, the Certificate of Individual Achievement (CIA) for eligible students.

In addition, all students must meet local school district requirements.

These requirements apply to all Washington students, regardless of disability or English language acquisition status. Washington has one diploma that meets the federal requirements of a "regular high school diploma" and offers multiple pathways to achievement.

IEP TEAM DECISIONS AND GRADUATION REQUIREMENTS
IEP teams can use the following steps to guide the assessment graduation decision-making process.
1. During IEP meetings in effect during the 10th or 11th grade assessments, the team should determine whether the student will participate in the regular assessment with or without accommodation or whether the student will participate in the alternate assessment.
2. Students can meet the assessment graduation requirement by achieving the high school graduation threshold as established by the SBE.
3. For students not meeting the expected performance standards, the state also has approved graduation alternatives that can be used to fulfill assessment graduation requirements after the student attempts the on-grade assessment. Prior to selecting a graduation alternative, IEP teams should consider the need for additional or increased special education services, in conjunction with grade level core instruction, to support the student's attainment of proficiency.
4. Students with disabilities who attempt the on-grade level assessment in the 10th grade for English language arts (ELA) and mathematics, but do not meet the high school graduation standard, will have access to retakes and Certificate of Academic

Achievement (CAA) or Certificate of Individual Achievement (CIA) graduation assessment alternatives, as determined appropriate by, and documented in, the student's IEP. IEP teams should first consider retakes and/or the CAA assessment graduation alternatives available for all students before considering CIA options. Assessment graduation alternatives that result in a CAA for the 2018–19 school year include dual credit courses, Locally Administered Assessment associated with a Locally Determined Course (LAA/LDC), college admissions tests (i.e., American College Test (ACT), Scholastic Aptitude Test (SAT), specified Advanced Placement (AP), and International Baccalaureate (IB)), and Grade Point Average (GPA) Comparison. Students in the Class of 2018 and those in the prior graduating classes of 2014–17 also have the Expedited Assessment waiver options.

5. If the IEP team determines that retakes or the CAA options are not appropriate for the student, additional assessment graduation alternatives are available for consideration for some students with disabilities. The CIA cut score, off-grade level (OGL) assessments (Smarter Balanced and Washington Access to Instruction and Measurement (WA-AIM)), and Locally Determined Assessments (LDA) are graduation alternatives for some high school students with disabilities who (1) have attempted, but did not pass, the 10th grade assessments and (2) are attempting to meet Washington's assessment graduation requirement in order to earn a diploma. As these options are graduation assessment alternatives, the CIA cut score, OGL assessments, and the LDAs are not options available to students enrolled in grades 3–8.

6. Specifically, assessment graduation alternatives for students with disabilities include:
   a. A high school student whose IEP indicates that a CIA cut score is appropriate may meet the assessment graduation requirement by earning a Basic/Level 2 (L2) on the on-grade high school assessment.
   b. Off-grade level assessments, another graduation alternative, can be accessed for state-level graduation purposes if the student's IEP indicates that a lower grade level assessment (e.g., elementary or middle school level) is appropriate. When an OGL assessment is administered, the student must earn a Level 3 or Level 4 in order to satisfy the state assessment graduation requirement. An IEP team should consider how the OGL assessment being considered/selected aligns with the instruction provided to the student, and make an individualized decision.
   c. The LDA is a series of state-prescribed assessments that can be selected and administered at the local school level. They are available in the content areas of mathematics and ELA. The student's IEP team must determine the most appropriate

test for the student. Meeting standard on the prescribed LDA is scoring at or above the established minimum Grade Equivalency (G.E.) or the established passing score.

The CIA cut score, OGL assessments, and LDAs are options only for a high school student who has participated in the on-grade 10th grade assessments, did not achieve the graduation standard, and whose IEP specifies that one of the state approved alternatives is an appropriate option for the student to attempt in order to fulfill the state assessment graduation requirements. These options are not available to any student in grades 3–8 and they may not be applied as a graduation alternative prior to a student's participation in the required on-grade 10th grade assessments.

REPORTING AND ACCOUNTABILITY IMPACT OF GRADUATION ALTERNATIVES FOR L2/BASIC
How CIA cut scores (formerly called L2/Basic scores) are being reported is changing. These changes follow implementation of Washington's Every Student Succeeds Act (ESSA) Consolidated Plan, and the requirement that the state have consistent standards for all students, including those with disabilities. OSPI elicited feedback from the State Special Education Advisory Council (SEAC) and a focus group comprised of school district special education directors, Educational Service District (ESD) directors, and other special education staff.

The information below is intended to detail what information can and can no longer be found regarding the reporting of L2/Basic scores, and where this information will or will no longer be present. The L2/Basic was initially an accommodation meant only for graduation purposes. For grades 3–8, L2/Basic really should have never existed as a category and should never have been counted as "meeting standard" for any purpose. Going forward, the state will not be reporting L2/Basic as meeting standard for Grades 3–8. The new Report Card site in December will not contain a line for L2/Basic.

STATE-LEVEL REPORTING (REPORT CARD)
Previous to 2017–18, the state Report Card site presented L2/Basic performance as meeting standard on the applicable on-grade assessments for state reporting[1] purposes if designated in a student's IEP. See depiction below:

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[1] The L2/Basic performance has never been reported as meeting standard on the applicable assessments for federal accountability reporting purposes.

English Language Arts 3rd Grade	Number	Percent
Meeting Standard including PP‡	45,020	52.6%
Meeting Standard	45,020	52.6%
Level 4	25,273	29.5%
Level 3	19,478	22.7%
→ Basic	269	0.3%
Not Meeting Standard	40,462	47.3%
Level 2	18,622	21.7%
Level 1	20,347	23.8%
No Score*	1,493	1.7%
Total	85,482	100.0%
Meeting Standard excluding No Score		53.6%
Alternate Assessment (see WA-AIM)	907	
WA-AIM	907	
Not included in test calculations**	3,645	
Total Enrollment	90,034	

Note: This example is for Grade 3 ELA. For students identified to use a L2/Basic score as their proficiency standard, those students were reported as meeting standard. This representation was used for all tested grades.

OSPI adjusted the 2017–18 reporting of student performance in advance of the pending changes to the state Report Card site. The representation of results looks like this:

Organization Type	Select Organization	Select Grade Level	Select Student Group
Washington State ▼	Office of Superintendent of Public Instruction ▼	3rd ▼	All ▼

2017-18	General Assessment		Alternate Assessment	
	English Language Arts	Math	English Language Arts	Math
Students Expected to Test	84,389	84,456	894	881
% Meeting Standard	55.5%	57.5%	56.5%	54.2%
% Level 4	32.0%	28.7%	22.0%	26.2%
% Level 3	23.5%	28.8%	34.5%	28.0%
% Not Meeting Standard	44.0%	42.1%	43.4%	45.7%
% Level 2	21.6%	20.1%	26.8%	32.1%
% Level 1	21.0%	20.5%	16.2%	13.5%
% No Score*	1.5%	1.6%	0.3%	0.1%
Percent Met excluding No Score	56.5%	58.6%	56.8%	54.3%

Note there is no entry for L2/Basic performance. When the new Report Card site is unveiled later in the year, student performance reporting will not show a "Basic" category. This data display will be consistent across all grade levels.

GRADUATION USE
L2 scores for some students receiving special education services can fulfill the assessment graduation requirement. However, high school students with L2 scores are still reported as not

meeting standard for accountability purposes, but in fulfilling a graduation requirement, an L2 score is sufficient.

Since an L2 score is still valid for fulfilling assessment graduation requirements for the designated students, the state Graduation Database (also referred to as the CAA/CIA database in EDS) will be the only application with this information. Interpreting the database is subtle— the only information displayed will be in the "Level" field indicating a performance level of "2" and the "Met/Not Met" field indicating "Yes". Refer to example below:

OSPI plans a shift in terminology behind use of an L2 score for graduation purposes. Terminology will shift from "L2" or "Basic" to "CIA cut score". OSPI is currently evaluating all applications and documentation to identify where this terminology adjustment needs to occur.

STUDENT SCORE REPORTS INDIVIDUAL STUDENT REPORT (ISR)
In previous years, high school students receiving special education services and identified in their IEPs to use an L2 score to fulfill a graduation requirement were provided Individual Student Reports, or ISRs, that displayed the following:
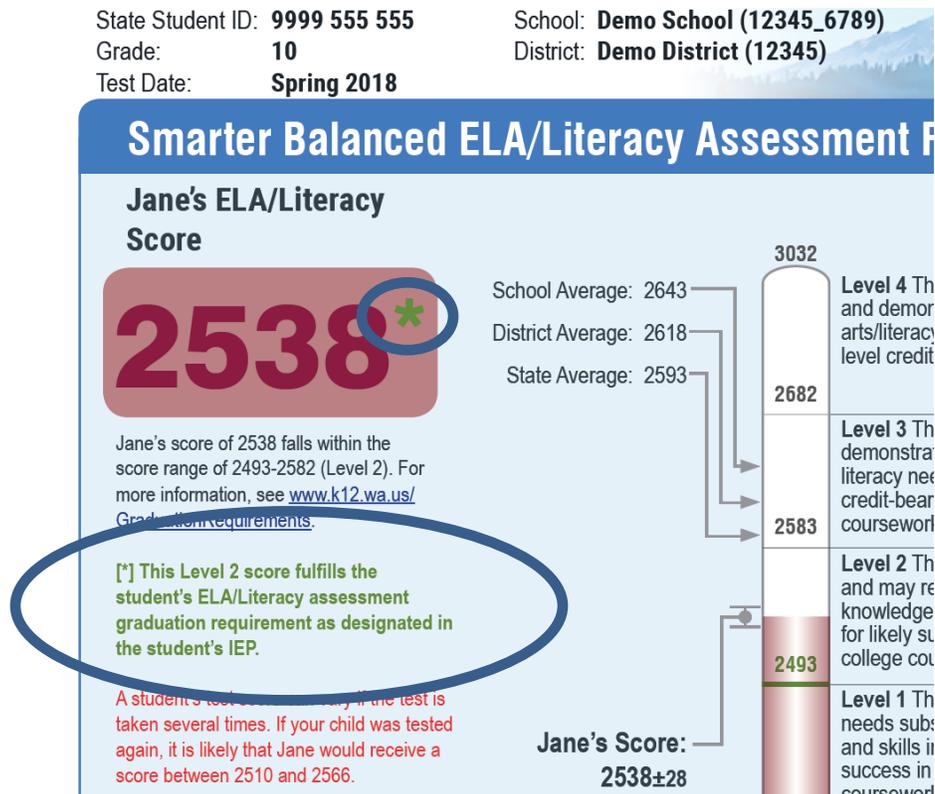
Starting with the 2018–19 school year, ISRs will no longer display information stating that L2 scores below the CAA cut score fulfill a graduation requirement.

STUDENT HIGH SCHOOL TRANSCRIPTS
Starting in 2018–19, transcripts will specify if the student has earned a Certificate of Academic Achievement (CAA) or a Certificate of Individual Achievement (CIA) through the use of the term "Certificate of Academic/Individual Achievement" and either "Earned" or the use of "***" if neither certificate was earned. Transcripts must not describe whether the student earned a CAA or a CIA, as the use of the CIA could inadvertently disclose a student's status as receiving special education services[2].

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[2] U.S. Department of Education, Office for Civil Rights, Dear Colleague Letter

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Janice Tornow, Program Improvement Supervisor, Special Education, at 360-725-6075, janice.tornow@k12.wa.us, and Mike Middleton, Director, Select Assessments and Business Enterprises, at 360-725-6434, Michael.Middleton@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the Bulletins and Memoranda page of the OSPI website. (http://www.k12.wa.us/BulletinsMemos/bulletins2018.aspx)

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