

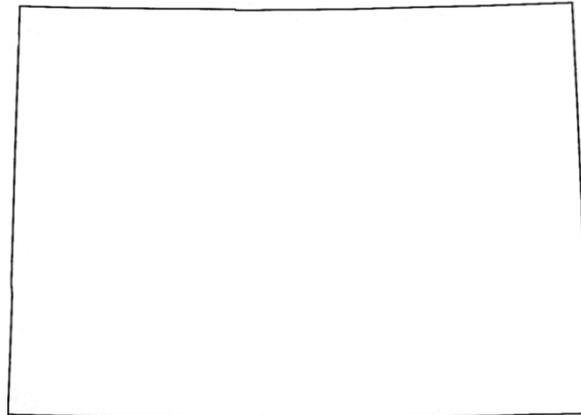
# AIMS Task Force: Alternative Pathways

Wednesday, January 13, 2009





# States Originally Requested

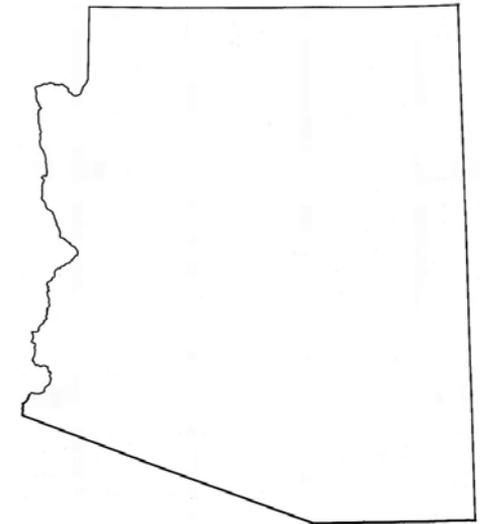
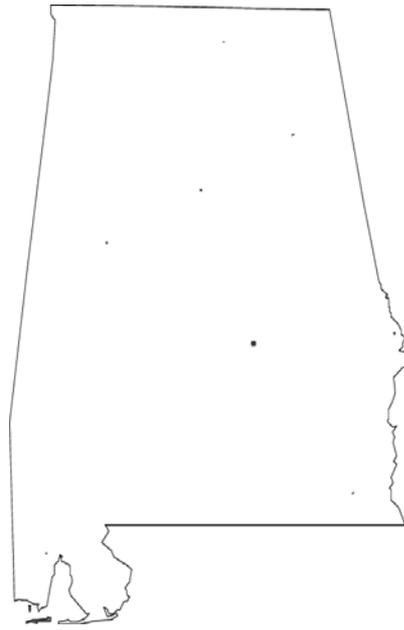
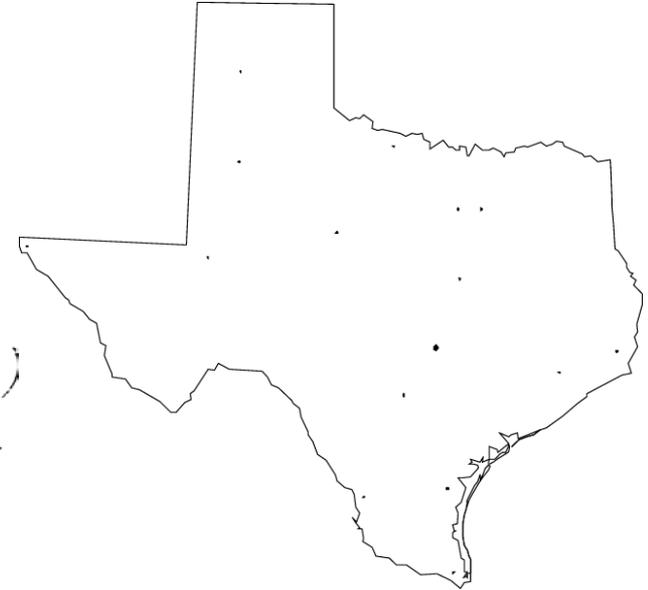


# States Reported On





# States With No Alternative Diploma Path



# Components of Alternative Paths

- **Substitute exams**
- **Waivers**
- **Multiple Indicators**

# States Highlighted Today



# Summary Table of the Three Approaches' Advantages & Challenges

*Each of the approaches has strengths and limitations. We recommend that state policymakers study the three approaches and select the approach that will best meet the states' own needs.*

	<b>Advantages of this Approach</b>	<b>Challenges with this Approach</b>
<b>Comprehensive Test</b>	<ul style="list-style-type: none"> <li>• Tests all students at the same time</li> <li>• May be possible to adapt state's current high school test</li> <li>• Probably not a substantial increase in testing time or costs</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to be given at least in 11<sup>th</sup> grade to fairly assess college and career readiness (10<sup>th</sup> grade is too early)</li> <li>• May test students on material that was taught much earlier in their academic careers</li> <li>• Lacks content depth compared to end-of-course testing</li> </ul>
<b>End-of-Course Test</b>	<ul style="list-style-type: none"> <li>• Most closely aligned with state and course academic standards</li> <li>• Assesses students on material they've learned recently</li> <li>• Can inform decisions about subsequent classes for the student</li> <li>• Measures quality and consistency of courses</li> <li>• Allows for wider range of stakes and incentives</li> </ul>	<ul style="list-style-type: none"> <li>• May increase overall testing time (though state tests could replace local course finals)</li> <li>• Format does not lend itself to assess English classes (may still need comprehensive test)</li> <li>• Does not automatically have credibility with higher education; credibility has to be built through collaboration and research</li> <li>• Requires financial investment to create new tests (although at least one exam – ADP's Algebra 2 assessment – has low cost because it has been developed with other states)</li> </ul>
<b>Modified College Admissions Test</b>	<ul style="list-style-type: none"> <li>• Widely known among colleges, families and the general public</li> <li>• Offers national comparability</li> <li>• Opens up college access to all students</li> <li>• May (but not always) cost less than state-developed tests</li> </ul>	<ul style="list-style-type: none"> <li>• Unclear alignment to state standards</li> <li>• May incur development and administration costs to augment tests</li> <li>• Does not always include the full range of advanced concepts and skills</li> <li>• May increase testing time in the school day</li> <li>• May not give enough feedback to students and schools about college readiness to inform 12<sup>th</sup> grade coursework</li> </ul>

# New York

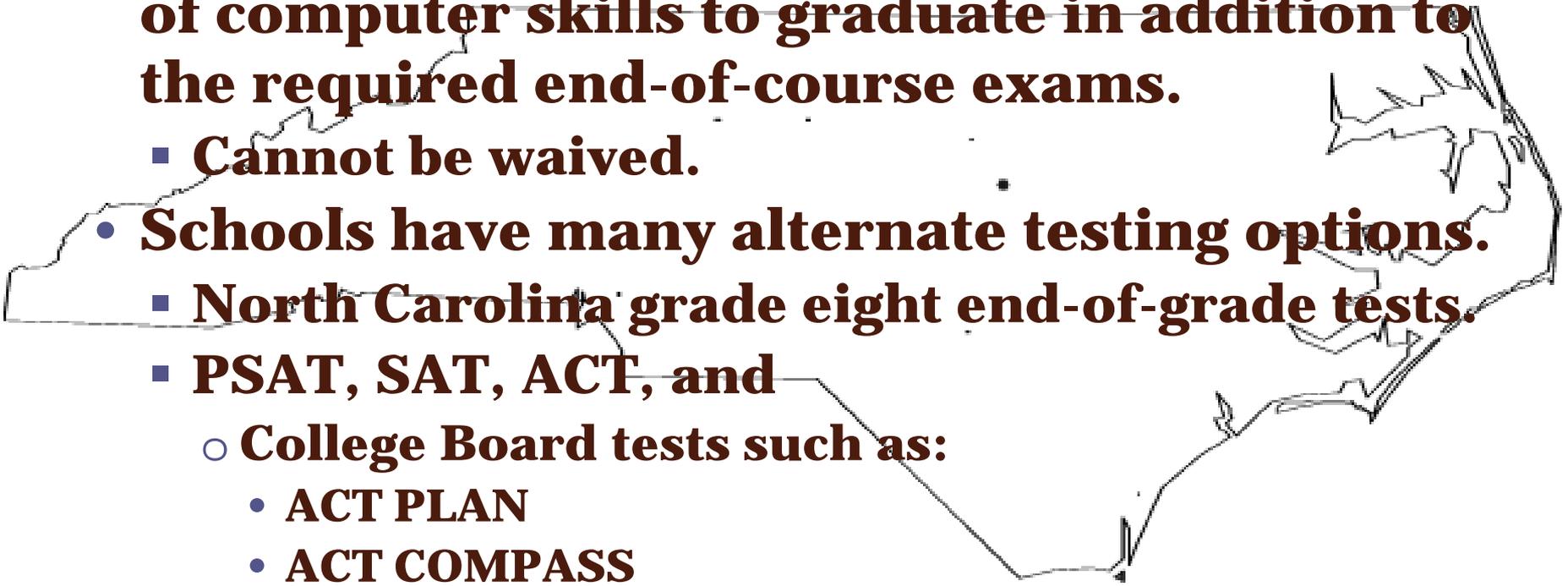
Exam type: End-of-Course

- **Students can substitute a department-approved alternate test if they do not pass the Regents Exam.**
- **An appeals process is available for students who get passing grades in their courses, but cannot obtain a passing score on the corresponding Regents exam.**
  - **Must score at least 62 out of 100 on the Regents Exam.**

# North Carolina

Exam type: Comprehensive & End-of-Course

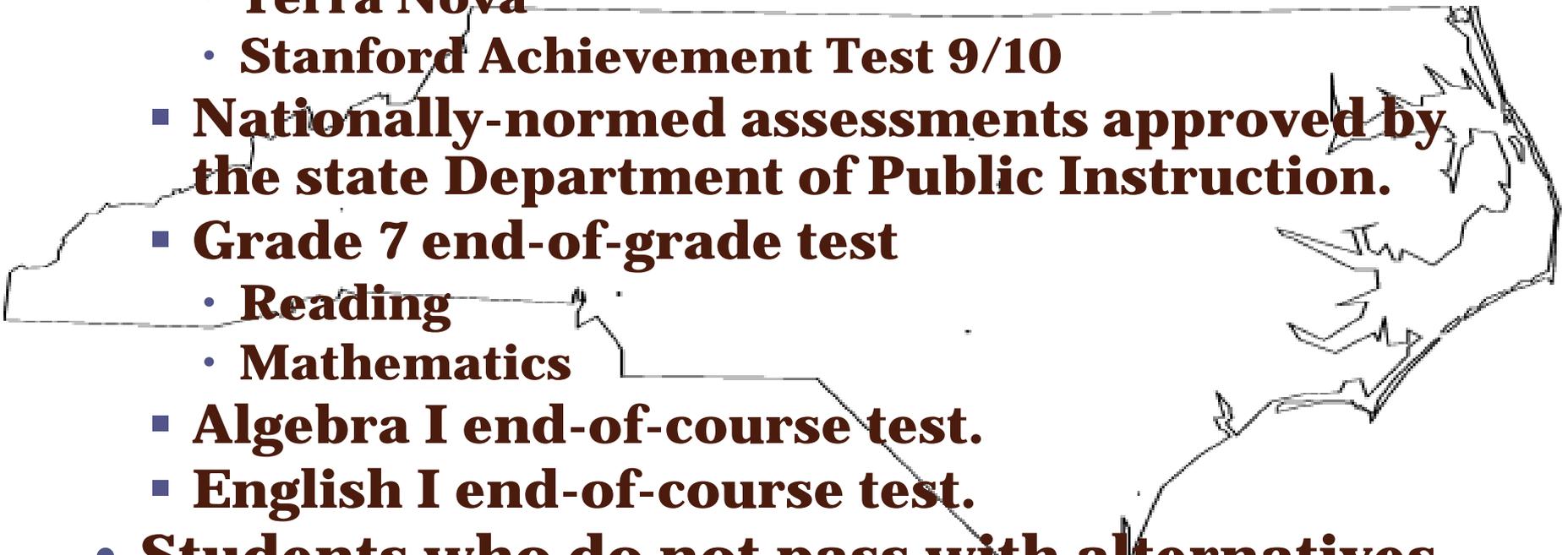
- **General education students must pass a test of computer skills to graduate in addition to the required end-of-course exams.**
  - **Cannot be waived.**
- **Schools have many alternate testing options.**
  - **North Carolina grade eight end-of-grade tests.**
  - **PSAT, SAT, ACT, and**
    - **College Board tests such as:**
      - **ACT PLAN**
      - **ACT COMPASS**
      - **ACCUPLACER**



# North Carolina

Exam type: Comprehensive & End-of-Course

- **Standardized tests, such as:**
  - **Terra Nova**
  - **Stanford Achievement Test 9/10**
- **Nationally-normed assessments approved by the state Department of Public Instruction.**
- **Grade 7 end-of-grade test**
  - **Reading**
  - **Mathematics**
- **Algebra I end-of-course test.**
- **English I end-of-course test.**
- **Students who do not pass with alternatives are required to go before a review committee.**
  - **Principal makes the final decision.**



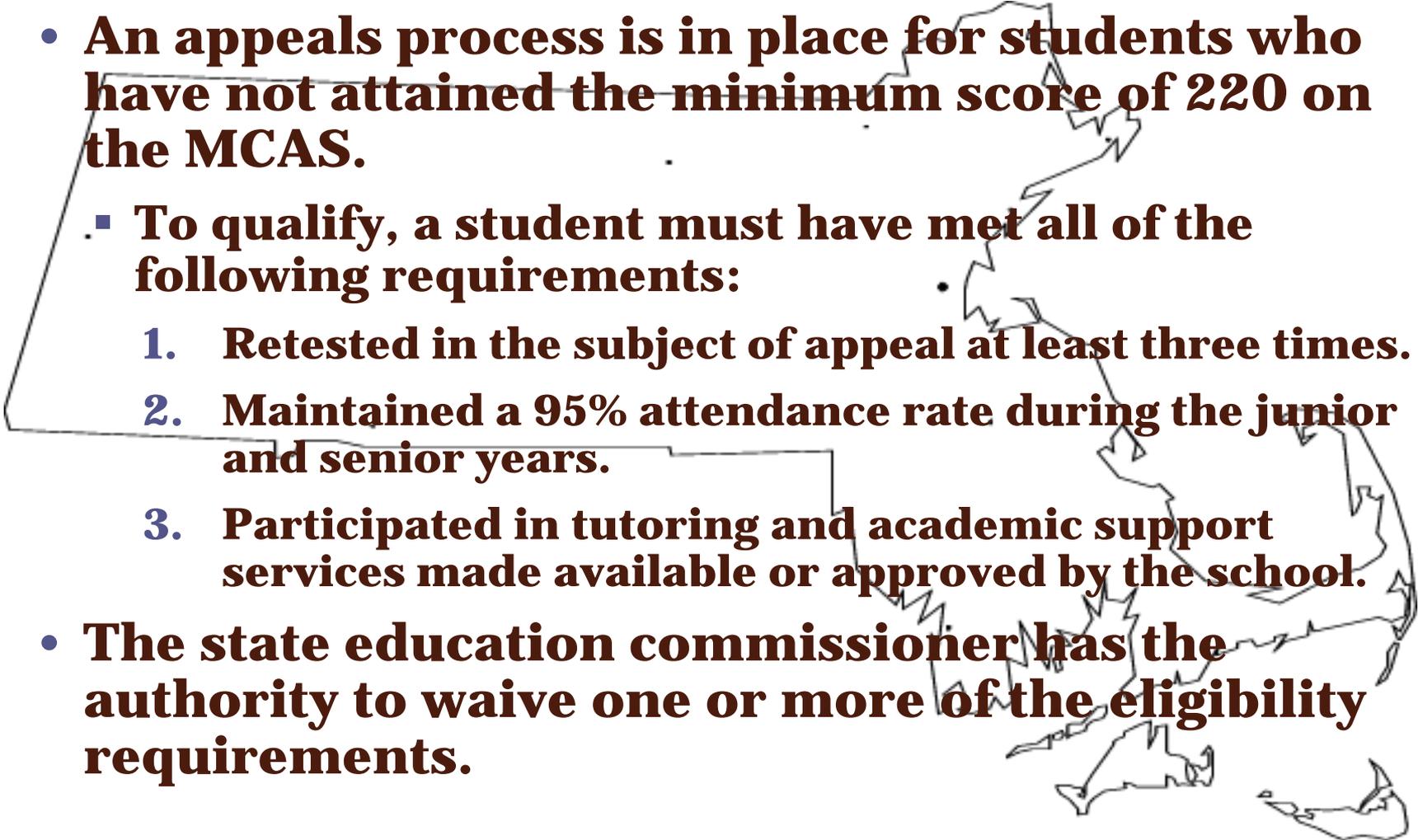
# Washington

Exam type: Comprehensive & End-of-Course

- **Four alternate methods to a diploma:**
  - **Portfolio of classroom work**
  - **Grade comparison**
  - **Meeting a specific cut score on the SAT or ACT**
    - **Mathematics: SAT: 470 ACT: 19**
    - **Reading: SAT: 350 ACT: 13**
    - **Writing: SAT: 380 ACT: Unavailable**
  - **Scoring a 3 or higher on AP exams.**

# Massachusetts

Exam type: Comprehensive & End-of-Course

- **An appeals process is in place for students who have not attained the minimum score of 220 on the MCAS.**
    - **To qualify, a student must have met all of the following requirements:**
      - 1. Retested in the subject of appeal at least three times.**
      - 2. Maintained a 95% attendance rate during the junior and senior years.**
      - 3. Participated in tutoring and academic support services made available or approved by the school.**
  - **The state education commissioner has the authority to waive one or more of the eligibility requirements.**
- 
- An outline map of the state of Massachusetts is positioned in the background on the right side of the slide. The map shows the state's geographical shape, including its coastline and major islands.

# Ohio

Exam type: Comprehensive

- **Five exams are required to graduate.**
- **Students graduate and receive a diploma if they have met the following requirements:**
  1. **Passed four of the five tests and missed passing the fifth test by no more than 10 scaled points.**
  2. **Attained a 97% attendance rate over four years**
    - a. **Including no expulsion.**
  3. **Achieved a grade-point average of 2.5 out of 4.0 in the subject area missed.**
  4. **Participated in any intervention programs offered by the school.**
  5. **Obtained letters of recommendation from each teacher in the subject area not yet passed and the high school principal.**

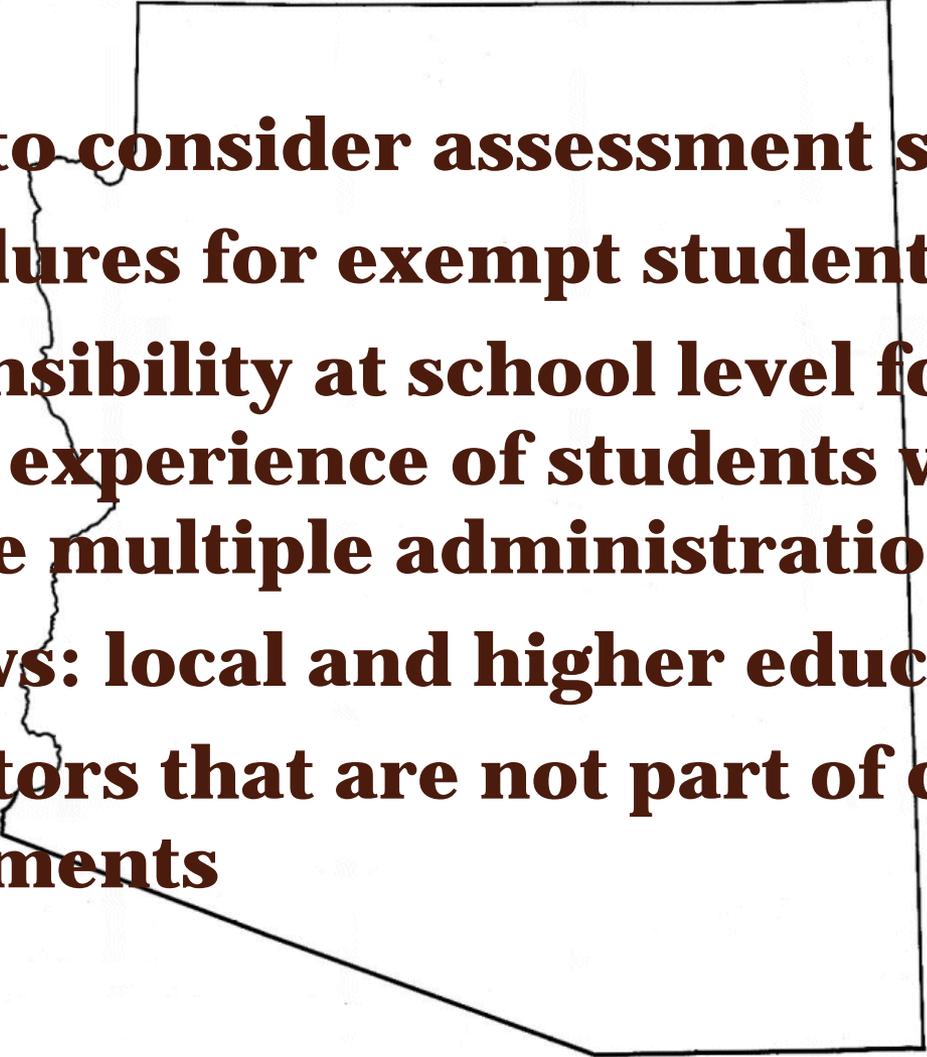
# Rhode Island

Exam type: None

- **State assessments will be used as one-third of the components to assess student proficiency for graduation.**
  - **The other two-thirds are developed by the local educational agency and approved by the state.**
- **“[P]roficiency must be demonstrated through multiple sources of evidence.”<sup>1</sup>**
  - **At least two of the following performance-based assessments must be considered for graduation:**
    - **Portfolios**
    - **Exhibitions**
    - **End-of-Course Exams**
- **Critical thinking skills must be demonstrated.**

<sup>1</sup>Rhode Island statute L-6-3.2.

# Topics for Discussion

- 
- **Begin to consider assessment system**
  - **Procedures for exempt students**
  - **Responsibility at school level for the high school experience of students who require multiple administrations**
  - **Reviews: local and higher education**
  - **Indicators that are not part of current assessments**

# Options for Formally Recognizing Student Accomplishments

Three Levels

## **1. Certifications**

- a. Completely determined at the local level**

## **2. Diplomas**

- a. State determined**
  - i. Alternative paths included**

## **3. Endorsements**

- a. Locally determined and state approved**

# Arizona College/Career Ready Goals & Pathways

**Aspirational Goal:** Graduate 100% of Arizona Students College and/or Career ready

**Target Goal:** Increase BA production to 50% of Arizona adult population by 2025 and AA or Career certificate completion to 90% by 2020 – Benchmarked to International Standards

## AZ Scholastic Diploma

- AZ-College Ready Diploma
- ACT -26+
- End of Course Core Tests
- AIMS by 10% or cut score of 24 in Math/English

## AZ Diploma of Technical Excellence

- Career Readiness score
- CTE Industry standards
- Must have AIMS score in top 20% or \_\_\_\_\_ score on College Readiness test in Math/English

**Strongly Encouraged**

College and Career Readiness assessment developed with state-wide K-12 and Higher-Ed and CTE partners

## AZ - Standard Graduation Diploma

**Required**

- High School basic skills test of graduation eligibility - AIMS
- High School credits 20 as per AZ state board of education - 16 core
- ECAPS - Completion and post-secondary plan filed

Pre-K thru Kindergarten  
Enter 1<sup>st</sup> Grade Ready to Learn

Leave 3<sup>rd</sup> Grade  
mastering literacy at  
grade level

Leave 8<sup>th</sup> grade with grade  
level achievement and  
rigorous course completion