



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<u>Achievement Index and ESSA Update</u>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	<b>Key Questions:</b> <ol style="list-style-type: none"> <li>1. What is the status of the Washington ESSA State Plan and have the ESSA accountability regulations been enacted as expected?</li> <li>2. What is the status of the spring 2017 version of the Achievement Index and were any notable changes made to this version in comparison to the last version?</li> <li>3. What is the status of the Washington Achievement Award ceremony and are any changes proposed for the awards selection criteria?</li> <li>4. What are the tentative activities and timeline for addressing Achievement Index changes made necessary by the Every Student Succeeds Act?</li> <li>5. How does the 2016 Smarter Balanced assessment results and the recently released class of 2016 graduation rates compare to previous years?</li> </ol>	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	The memo uses a series of charts and tables to provide updates on the status of the Every Student Succeeds Act (ESSA) accountability guidance/regulations, the school Achievement Index, information on Priority and Focus Schools, the Washington Achievement Awards, and the upcoming work of the accountability workgroup. The memo provides information about students' increasing performance on the Smarter Balanced assessments from the 2015-16 school year by student group and about improvements in the latest graduation results, also by student group.	



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## ACHIEVEMENT INDEX AND ESSA UPDATE

### Background

The State Board of Education (SBE) is authorized in RCW 28A.305.130 to engage in a variety of tasks for the overarching purpose of providing 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.

Section (4) (a) of RCW 28A.305.130 tasks the SBE to adopt and revise performance improvement goals in reading, writing, science, and mathematics, by subject and grade level, once assessments in these subjects are required statewide; academic and technical skills, as appropriate, in secondary career and technical education programs; and student attendance, as the Board deems appropriate to improve student learning. The goals shall not conflict with the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2016.

Among the many duties specified in 28A.657.110, Sections (2) (3) and (4) authorize the SBE to develop the Washington Achievement Index to identify schools and school districts for recognition, for continuous improvement, and for additional state support. In cooperation with the OSPI, the SBE shall annually recognize schools for exemplary performance as measured on the Washington Achievement Index. Again in cooperation with the OSPI, the SBE shall seek approval from the United States Department of Education for use of the Washington Achievement Index and the state system of differentiated support, assistance, and intervention to replace the federal accountability system.

As described above, many of the statutes specify that the State Board of Education work in cooperation with the Office of the Superintendent of Public Instruction. Of relevance to this memo, the SBE and the OSPI continue to collaborate on publishing the winter 2017 Index version, the Washington Achievement Awards, and anticipate reconstituting an accountability workgroup in order to collect feedback on a wide array of accountability issues related to the ESSA, several of which are discussed below.

### Summary and Key Questions

Each spring, the State Board of Education (SBE) and the Office of the Superintendent of Public Instruction (OSPI) work together to review and publish the Washington School Achievement Index (Index) and identify schools for recognition and those in need of support. While final public announcements on these topics will not take place until after the March SBE meeting, the SBE and OSPI are well into this work and are in a position to provide additional information to some of the questions you might have on these two topics.

Near the end of 2016, the Superintendent announced his intention to submit the Every Student Succeeds Act (ESSA) Consolidated State Plan to the U.S. Department of Education on September 18, which provides the SBE and OSPI with additional time to engage with the Achievement and Accountability Workgroup (AAW) or a similarly tasked accountability workgroup on a number of Index-related issues identified in the ESSA Draft Consolidated State Plan. The Index-related issues to be examined by the accountability workgroup will rely on the most recent assessment and graduation data that are included in the winter 2017 version of the Index and are summarized in this memo.

### *Key Questions*

1. What is the status of the Washington ESSA State Plan and have the ESSA regulations been enacted as expected?
2. What is the status of the spring 2017 version of the Achievement Index and were any notable changes made to this version in comparison to the last version?
3. What is the status of the Washington Achievement Award ceremony and are any changes proposed for the awards selection criteria?
4. What are the tentative activities and timeline for addressing Achievement Index changes made necessary by the Every Student Succeeds Act?
5. How does the 2016 Smarter Balanced assessment results and the recently released class of 2016 graduation rates compare to previous years?

As part of the presentation to the Board on the Every Student Succeeds Act, the OSPI will discuss a number of the tasks that remain to be completed and present a general timeline in which the tasks will occur.

### **ESSA Update**

The first round of public comments on Washington's ESSA Consolidated State Plan closed on February 15. The OSPI will closely examine the approximately 200 written comments to determine whether changes to the plan should be considered. The OSPI will reportedly conduct a second public comment period in the spring 2017 in advance of the anticipated fall 2017 submission date.

### *ESSA Accountability Regulations*

On November 29, 2016 under the Obama administration, the U.S. Department of Education (USED) issued [final regulations](#) regarding statewide accountability systems and data reporting under the ESSA.

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*Unless further action is taken by the U.S. Senate, the ESSA accountability regulations are set to take effect on March 31, 2017.*

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Then on January 24 under the direction of the Trump administration, the USED delayed the effective date of the regulations concerning accountability and state plans under the ESSA by 60 days, to permit further review by the Department and the new administration. On February 7, the U.S. House of Representatives voted to overturn the ESSA accountability regulations after considering a joint resolution of disapproval under the Congressional Review Act (CRA). A U.S. Senate resolution to overturn the regulations is expected in the near future. If a resolution of disapproval is passed by the House and Senate and signed by the President, the accountability regulations shall have no force or effect, and Congress is barred from issuing "substantially similar" regulations on ESSA accountability.

The United States Senate confirmed Ms. Betsy DeVos as Secretary for the Department of Education on February 7, and very soon after, Secretary DeVos stated in a letter to the Council of Chief State School Officers that states should continue to develop their respective ESSA state plans as the USED will be accepting ESSA Consolidated State Plans on April 3 and September 18, 2017 as previously indicated. Secretary DeVos has not yet made it clear whether the Department would create new regulations to replace those overturned, a process that could take up to a year to complete. Unless further action is taken by the U.S. Senate, the regulations are set to take effect on March 31, 2017.

The overturning of the ESSA accountability regulations could have unknown and potentially far-reaching consequences for the state officials and local district leaders preparing to submit state plans. The rules overturned by the House address the meaningful differentiation of schools and school ratings, the timeline for identifying and intervening in struggling schools, development of long-term goals, revisions to the adjusted cohort graduation rate calculation, the indicators of school quality or student success, and other substantive issues required in the state plans. The regulations are the primary tool the Department uses to ensure that states are compliant with the law in terms of setting up accountability systems and school improvement systems.

Groups supporting the removal of the regulations argue that the move would grant states and districts the local power federal lawmakers intended under the ESSA. Further, that schools would be free from unnecessary burdens. Those opposed to the regulations claim that would be lost in clarity, states and districts might gain in flexibility. However, proponents hold that the regulations represent a responsible check on states by the Department and serve as guideposts for states and districts to follow in order to achieve the desired outcomes. Also, supporters contend that the regulations provide protections to vulnerable students, who could be harmed if regulations are not reinstated.

#### *ESSA Accountability - Next Steps for an Accountability Workgroup*

The Achievement and Accountability Workgroup (AAW) was temporarily suspended in the spring 2016 to facilitate the creation and work of the ESSA Accountability System Workgroup (ASW). The final meeting of the ESSA ASW was held on October 14, 2016, at which time the group developed the final recommendations for the [ESSA Consolidated State Plan](#) team. A number of the recommendations put forth by the ASW and supported by the Consolidated State Plan Team recommended, to then Superintendent Dorn, that the AAW or an accountability workgroup provide input to the SBE and the OSPI on the Consolidated State Plan components tabulated in Figure 1.

Since the development of the Draft Consolidated State Plan in November 2016, Mr. Chris Reykdal was elected Superintendent of the OSPI. Superintendent Reykdal is considering the most effective and meaningful manner in which to address the unfinished accountability tasks identified in the Draft Consolidated State Plan. Some type of accountability workgroup is envisioned and will be formed by the Superintendent and the SBE. Both the overall composition and the charge for the accountability workgroup(s) will be presented at the board meeting.

As part of the OSPI presentation at the March board meeting, the SBE will have the opportunity to learn about the Superintendent's most recent thinking on the establishment, charge, and composition of an accountability workgroup.

Figure 1: shows the tasks and activities assigned to an accountability workgroup in the ESSA Draft Consolidated State Plan.

Citation in the ESSA State Plan	Description of the Accountability Workgroup Activity or Task
Section 1.1.C.i (Page 18)	The Draft State Plan states that the accountability workgroup, in conjunction with the Bilingual Education Advisory Committee, make recommendations to the State Superintendent for the English Learner progress measure.
Section 4.1.A.v (Page 51)	Regarding the measures of School Quality or Student Success, the ASW and stakeholders expressed interest in considering the use of other measures for school accountability: disproportionate discipline, teacher assignment and equity, and a school climate and engagement survey. The Draft State Plan specifies that the accountability workgroup, in conjunction with OSPI’s Data Governance Workgroup (if it is a new data collection), will evaluate those measures for suitability in state accountability, including data quality, validity, and research demonstrating their association with student achievement.
Section 4.1.D.i (Page 55)	The Draft State Plan indicates that the methodology of aggregating the all students and targeted subgroup scores will be evaluated and subsequently established by SBE and OSPI with input from an accountability workgroup.
Section 4.1.D.ii (Page 55-56)	The Draft State Plan indicates that an accountability workgroup will use the guidelines tabulated on page 56 to establish the exact weighting percentages of the indicators in the Index.
Section 4.1.D.iii (Page 56)	The summative school ratings will have a corresponding color assignment and a tier label assigned to schools. The specifics, including colors and associated mapping to the scores and tier labels, will be evaluated and established by SBE and OSPI with input from an accountability workgroup.
Section 4.1.E. (Page 58-59)	The accountability workgroup shall develop details around state-determined actions for schools that do not meet 95 percent participation rate. Those actions should be non-punitive supports that do not affect the rating or funding of schools. The accountability workgroup would define and recommend these supports and technical assistance that would be used to help schools meet 95 percent participation. The accountability workgroup would also recommend and define tiered accountability if improvement wasn’t made.

### School Achievement Index – Winter 2017 Version

In response to stakeholder input regarding the timing of the public release of the Index, the Office of the Superintendent of Public Instruction (OSPI) modified the district review process used to finalize the Adjusted Cohort Graduation Rate calculation, and this resulted in the slightly earlier district review of the Index. The school district preview of the Index will most likely be concluded in mid-March and an early April public release of the school Index is anticipated.

The Achievement Index published in the winter 2017 is derived from a combination of the 2013-14 legacy assessments (Measures of Student Progress [MSPs] and the High School Proficiency Exams [HSPEs]) and the Smarter Balanced assessments used during the 2014-15 and 2015-16 school years. This most recent version of the Index continues to use the MSP in science for the 5<sup>th</sup> and 8<sup>th</sup> grade, and the Biology End of Course assessment for high school. The methodology, indicators, and measures used to compute the school ratings are unchanged from the winter 2016 Index version.

At the July 2015 SBE meeting, the Board approved the Position Statement on the Accountability System during the Transition to the Smarter Balanced Assessment (click [here](#) to review the full statement). In the statement, the SBE and the OSPI agreed to support the idea of next identifying Priority and Focus Schools in the winter 2018 to provide schools and districts with ample planning time to initiate comprehensive school improvement at the start of the 2018-19 school year. This is described in more detail in the [Draft ESSA Consolidated State Plan](#) currently posted on the OSPI website.

The Draft ESSA Consolidated State Plan (section 4.2.A.i, page 60) specifies that schools identified for comprehensive support (comparable to Priority Schools) will be identified on the basis of the summative school Index rating that is described in the Draft State Plan. The Draft ESSA Consolidated State Plan describes an Index that includes measures (chronic absenteeism, 9<sup>th</sup> grade course-taking success, and an English learner measure) not yet previewed by districts. In order to be fair to school and district staff, the SBE and OSPI have tentatively agreed to create an Index “simulation(s)” that includes the indicators that will be used in the summative rating to identify schools for comprehensive support. The simulation(s) would be made available to districts and perhaps some Index materials could also be made available to the general public so that the anticipated changes will not come as a surprise to districts or the public. At the Superintendent’s discretion, data from the Index simulation(s) could be included in the ESSA State Plan that is expected to be submitted to the U.S. Department of Education on September 18.

#### *Smarter Balanced Assessment Transition*

Washington and many other states are in the midst of transitioning accountability systems using new assessments; Washington from the Measures of Student Progress and High School Proficiency Exams to the Smarter Balanced assessment system (SBA). The winter 2017 Index version will be the last to be

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*The 2016 and 2017 Index version ratings are not statistically different.*

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derived from a combination of legacy assessments and the SBAs. It might be expected that the Index would exhibit substantial year-to-year variations on account of the assessment transition of for other reasons, but the average Index ratings have remained relatively stable over time, as intended, in spite of updates and changes to the various Index versions (Figure 2). The year-to-year variations are summarized below.

- The percentage of students meeting standards and the graduation rates increased in 2013-14 as compared to 2012-13, and these increases contributed in part to stable but slightly higher school Index ratings in the winter 2015 Index version.
- School Index ratings were lower in the winter 2016 Index version, partly because of the administration of new assessments and partly because of the lower participation rates on the statewide assessments.

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*The methodology, indicators, and measures used to compute the winter 2017 Index version school ratings are unchanged from the winter 2016 Index version.*

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- The percentage of students meeting standards and the graduation rates were higher in 2015-16 as compared to 2014-15, and these increases contributed in part to the higher high school Index ratings in the winter preliminary 2017 Index version.

Figure 2: Average Composite Index ratings by school level over the four most recent Index versions.

Index Version*	Average Composite Index Rating by School Level				
	Elementary Schools	Middle Schools	Combined Schools (K-8)	High Schools	Combined High Schools (K-12)
Winter 2014	5.78	5.61	5.30	6.53	5.65
Winter 2015	5.84	5.69	5.40	6.68	5.77
Winter 2016	5.45	5.51	5.44	5.60	5.60
Winter 2017 <sup>+</sup>	5.64 <sup>+</sup>	5.39 <sup>+</sup>	5.40 <sup>+</sup>	6.32 <sup>+</sup>	5.45 <sup>+</sup>
<p>*Note: Winter 2014 Index based on MSPs/HSPes from 2010-11, 2011-12, and 2012-13 school years.            *Note: Winter 2015 Index based on MSPs/HSPes from 2011-12, 2012-13, and 2013-14 school years.            *Note: Winter 2016 Index based on MSPs/HSPes from 2012-13 and 2013-14, and SBA from 2014-15 school year.            *Note: Winter 2017 Index based on MSPs/HSPes from 2013-14, and SBA from 2014-15 and 2015-16 school year and values identified with (+) are derived from Preliminary Index data.            *Note: All of the Index versions use the annual MSP science and End of Course biology assessment results.</p>					

The year-to-year (winter 2016 and winter 2017 versions, Figure 3) variation in the Composite Index rating is not statistically significant when analyzed by school level. The lack of statistical significance supports the notion of year-to-year stability in the Composite Index rating and it would be correct to say that the Index ratings for the two most recent years are statistically not different.

*Priority and Focus Schools*

The OSPI Office of Student and School Success is instrumental in providing support to all schools and monitoring school success (click [here](#) to read more). Each year, the OSPI identifies the Priority and Focus Schools that have implemented school improvement models for the required time period and analyzes the academic performance for the schools to make a determination as to whether or not the schools meet or exceed the predetermined exit criteria. After analyzing the performance of Priority and Focus Schools through the most recent Index, the OSPI made the following determinations.

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*Approximately 20 percent of Priority and Focus Schools considered for exiting actually met the exit criteria.*

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- Of the 120 total Priority Schools being served through the 2016-17 school year, 55 were eligible for exit consideration, and 11 (20 percent) met or exceeded the predetermined exit criteria. The OSPI will reportedly support 109 Priority Schools at the start of the 2017-18 school year.



- Of the 130 total Focus Schools being served through the 2016-17 school year, 103 were eligible for exit consideration, and 18 (17.5 percent) met or exceeded the predetermined exit criteria. The OSPI is expected to support 112 Focus Schools at the start of the 2017-18 school year (Figure 3).

Figure 3: shows the status of Focus Schools

Focus School Group Identified	Served in 2016-17	Met Exit Criteria	Served in 2017-18
Students with a Disability (SWD)	78	14	64
English Language Learners (ELL)	19	2	17
SWD and ELL	18	1	17
Low Graduation	15	1	14
<b>Total*</b>	<b>130</b>	<b>18</b>	<b>112</b>
*Note: information based on Preliminary Achievement Index data.			

- It is interesting to note that approximately one in five Focus Schools identified by low SWD performance met exit criteria (Figure 3), while less than one in ten Focus Schools identified for other low performance met exit criteria.

### *Participation on Statewide Assessments*

For the first time beginning in the 2014-15 school year, a large number of Washington schools did not meet the 95 percent participation rate on statewide assessments as required by the U.S. Department of Education. The lower than normal participation rates are partly connected to the transition in statewide assessments and associated graduation requirements. Many of the high school juniors refused to test in 2015 (Figure 5) presumably because they had already met their high school assessment graduation requirements and this is reflected in the low number of high schools meeting participation requirements in 2015. More juniors tested in 2016 because students of the class of 2017 are required to pass the Smarter Balanced ELA (but not the Smarter Balanced in math) for high school graduation. Students of the class of 2017 and 2018 are the last graduation classes to be able to use the End of Course math assessments to meet graduation requirements, and this means that participation rates in math should increase dramatically when the high school juniors sit for the 2017-18 (next year's) assessments.

Overall, the number and percent of schools meeting the 95 percent participation requirement increased in 2016 as compared to 2015 (Figure 4, the cells highlighted in green indicate where increases were noted). However, the participation rates on the statewide assessments continue to be lower than desired for all school levels.

- Elementary and middle schools continue to meet the assessment participation requirement at fairly high rates.
- High schools met the assessment participation requirement at very low rates on account of the SBA and the graduation assessment requirement transitions. However, the number of high schools meeting the requirement increased modestly in this most recent Index version.
- Combined schools (K-8 for example) and combined high schools (K-12 for example) met the assessment participation requirement at moderate to low rates.



Figure 4: shows the number and percent of schools with an annual Index rating and meeting the participation on statewide assessments requirement as reported in the preliminary Index data files.

School Level	Schools Meeting 95% Participation Rate Requirement									
	2014-15 School Year					2015-16 School Year <sup>†</sup>				
	Total Schools	ELA	Math	ELA & Math*	%	Total Schools	ELA	Math	ELA & Math*	%
Elementary	1049	995	990	984	93.8	1051	1016	1012	1011	96.2
Middle	349	322	320	316	90.5	352	332	325	323	91.8
Combined Schools (K-8)	68	49	49	49	72.1	74	56	55	54	73.0
High School	297	22	18	12	4.0	299	77	32	19	6.4
Combined HS (K-12)	123	47	45	41	33.3	99	42	38	30	30.3
<b>Total</b>	<b>1886</b>	<b>1435</b>	<b>1422</b>	<b>1402</b>	<b>74.3</b>	<b>1875</b>	<b>1523</b>	<b>1462</b>	<b>1437</b>	<b>76.6</b>

\*Note: schools not meeting the 95 percent participation rate on statewide assessments requirement are ineligible for the Washington Achievement Awards.  
<sup>†</sup>Note: based on the Preliminary Achievement Index for the current year.

This rate is lower than what might be expected. Many of these schools are identified as an "Alternative" school type and utilize non-traditional grade configurations, either of which may contribute in some manner to the lower participation rates.

This rate is lower than what might be expected but many of these schools are 7-12, and are negatively impacted by the large number of 11<sup>th</sup> grade students who may have refused to test.

## Washington Achievement Awards

Each year, the SBE and OSPI collaborate on identifying recipients of the Washington Achievement Awards and hold an awards ceremony (click [here](#) to read more). The Washington Achievement Awards are derived primarily from the Washington Achievement Index. In addition to the yet to be finalized award criteria described below, schools must meet the 95 percent participation rate on state assessments in ELA and math to be eligible. Figure 5 tabulates the award categories for which schools are recognized and describes any changes (in **bold font**) to the award criteria.

Figure 5: describes the Washington Achievement Awards and changes to the award criteria.

Award	Identified Schools*	Description and Changes
Overall Excellence	90	The top five percent of schools based on the Composite Index rating. No changes from last year.
High Progress	100	The top ten percent of schools based on progress, which is an average of achievement and improvement in ELA and math. <b>This year only, will use a 2-Year average.</b>
ELA Growth	75	The top five percent of schools based on the 3-Year average median SGP in ELA. No changes from last year.
Math Growth	75	The top five percent of schools based on the 3-Year average median SGP in math. No changes from last year.
Extended Graduation Rate	15	Meets or exceeds minimum threshold target and minimal graduation gap threshold – 3-Year average. No changes.
English Language Acquisition	25	<b>This year only, will award the top five percent of schools based on the rate of English Learners attaining Achievement Levels 4 and 5 on the English Language Proficiency Assessment (ELPA21) and the rate of attaining Achievement Levels 3 and 4 on the SBA ELA for the ELL student group.</b>
Achievement Gap Reduction	10	Meets gap reduction threshold target for a student group and has no widening gaps for other groups. <b>This year only, will use a 2-Year term instead of a 3-Year term.</b>
*Note: the number of identified schools is approximate pending the final Index calculations.		

## Latest Assessment and Graduation Results

### *Smarter Balanced ELA and Math Assessments*

In the fall 2016, the OSPI reported the results for the 2015-16 Smarter Balanced English/language arts (ELA) and math assessments. The SBA results were the focus of a December 2, 2016 *Seattle Times* newspaper story on the latest assessment outcomes for Washington students. The news story showed that Washington students posted the second best performance on the SBA in ELA (Figure 6) and was the highest performing on the 2015-16 SBA math assessment (Figure 6). However, the *Seattle Times* story did not elaborate on the increasing performance by individual student groups. The 2015-16 SBA results of ELA and math for federally-reported student groups are tabulated in Appendix A.

For Washington (Figure 6), the percent of 11<sup>th</sup> graders meeting standard on the Smarter Balanced ELA is 33.4 percent. This measures only the 11<sup>th</sup> graders who sat for the assessment in 2016 and for which a score was reported. This is a somewhat misleading measure as it does not include the 10<sup>th</sup> graders who met standard the preceding year. **If the 10<sup>th</sup> graders (previously passed) were included in this measure, as is done for the Report Card, the Washington 11<sup>th</sup> grade percent meeting standard would likely be in the range of 70 to 75 percent.**

Figure 6: Assessment results from 2015-16 for all states administering the Smarter Balanced ELA assessment. The highest proficiency rates are highlighted in green.

State	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
California	43.0%	44.0%	49.0%	48.0%	48.0%	48.0%	59.0%
Connecticut <sup>1</sup>	54.0%	55.6%	58.8%	55.0%	55.2%	55.5%	NA <sup>4</sup>
Delaware	53.8%	55.9%	60.3%	51.8%	52.7%	54.2%	NA <sup>4</sup>
Hawaii	49.0%	50.0%	56.0%	52.0%	47.0%	49.0%	56.0%
Idaho	49.3%	49.8%	53.8%	50.5%	52.7%	53.6%	61.7%
New Hampshire	56.0%	57.0%	63.0%	59.0%	62.0%	62.0%	NA <sup>4</sup>
North Dakota	50.4%	50.9%	49.9%	50.9%	50.0%	49.1%	54.8%
Michigan <sup>2</sup>	46.0%	46.3%	50.6%	45.0%	47.1%	48.9%	NA <sup>4</sup>
Montana <sup>3</sup>	48.0%	48.0%	49.0%	52.0%	52.0%	51.0%	NA <sup>4</sup>
Nevada	48.0%	49.0%	52.0%	43.0%	49.0%	49.0%	NA <sup>4</sup>
Oregon <sup>3</sup>	47.4%	49.9%	56.5%	53.0%	56.1%	57.2%	68.5%
South Dakota	50.6%	50.2%	50.2%	51.4%	52.4%	53.1%	60.3%
Vermont	53.8%	53.8%	58.2%	56.2%	57.6%	58.5%	57.2%
<b>Washington</b>	<b>55.4%</b>	<b>58.0%</b>	<b>61.2%</b>	<b>57.6%</b>	<b>60.0%</b>	<b>61.5%</b>	<del>33.4%</del>
West Virginia	48.1%	48.3%	51.2%	46.0%	48.1%	46.7%	49.2%

Figure 7: Assessment results from 2015-16 for all states administering the Smarter Balanced math.

California	46.0%	38.0%	33.0%	35.0%	36.0%	36.0%	33.0%
Connecticut	52.8%	48.0%	40.9%	40.6%	41.8%	40.4%	NA <sup>4</sup>
Delaware	55.1%	50.6%	41.5%	37.0%	39.6%	37.7%	NA <sup>4</sup>
Hawaii	54.0%	47.0%	42.0%	40.0%	37.0%	38.0%	30.0%
Idaho	52.2%	47.1%	40.0%	39.8%	41.9%	38.5%	30.8%
New Hampshire	57.0%	51.0%	48.0%	47.0%	52.0%	47.0%	NA <sup>4</sup>
North Dakota	50.4%	46.1%	37.8%	39.9%	39.6%	35.6%	34.7%
Michigan	45.2%	44.0%	33.8%	32.8%	35.3%	32.7%	NA <sup>4</sup>
Montana <sup>3</sup>	49.0%	44.0%	37.0%	39.0%	41.0%	36.0%	NA <sup>4</sup>
Nevada	47.0%	40.0%	34.0%	32.0%	31.0%	19.0%	NA <sup>4</sup>
Oregon <sup>3</sup>	47.5%	43.5%	40.4%	38.8%	43.7%	42.4%	33.0%
South Dakota	54.0%	48.5%	38.2%	41.0%	42.6%	41.9%	37.9%
Vermont	55.8%	49.9%	43.3%	40.9%	46.0%	43.9%	37.8%
<b>Washington</b>	<b>60.0%</b>	<b>56.5%</b>	<b>50.1%</b>	<b>49.0%</b>	<b>51.1%</b>	<b>49.4%</b>	<del>34.7%</del>
West Virginia	49.2%	40.3%	32.7%	29.2%	29.6%	27.1%	21.0%

Notes: <sup>1</sup>ELA Performance Tasks were not administered. <sup>2</sup>ELA Performance Tasks were administered in Grades 5 and 8 only. <sup>3</sup>Results are for all students expected to test (i.e., includes refusals). <sup>4</sup>Smarter Balance is not administered for high school. (Chart provided by the OSPI, modified by the SBE)

On the 2016 Smarter Balanced assessment in math (Figure 7), Washington students were the highest performers in grades three through six and eight, and overall, Washington students performed the best of the SBA states. The percent of 11<sup>th</sup> graders meeting standard on the math assessment (34.7 percent) is also a somewhat misleading measure as it represents only a small fraction of the students who should have tested, not all 11<sup>th</sup> graders. As was the case for the 11<sup>th</sup> grade ELA, **the 11<sup>th</sup> grade math results are not reflective of the bulk of Washington students, but are included here for completeness.**

*Washington Science and Biology Assessments*

Every year, Washington 5<sup>th</sup> and 8<sup>th</sup> grade students sit for the MSP in science, and the Biology End of Course assessment, typically by the end of the 10<sup>th</sup> grade. The overall conclusion for the Washington science assessments is that the percentage of students meeting standard was higher in 2016 as compared to 2015 for the 5<sup>th</sup> and 8<sup>th</sup> grade student groups and was similar to but mostly a little lower for the 10<sup>th</sup> graders (Figure 8).

- For the 5<sup>th</sup> grade science assessment, the percentage of students meeting standards was higher in 2016 as compared to 2015 for all student groups (cells highlighted in green, Table 9) except for the Native Hawaiian/Pacific Islander student group (cell highlighted in purple).
- For the 8<sup>th</sup> grade science assessment, the percentage of students meeting standard was substantially higher in 2016 as compared to 2015 for all student groups.
- For the end-of-course high school biology assessment, the percentage of students meeting standard was similar to but a little lower in 2016 as compared to 2015 for all student groups (purple highlighted cells), except for the Asian, Native Hawaiian/Pacific Islander, and English learner student groups.

Figure 8: shows the student performance on the 2015 and 2016 science assessments.

Science	Grade 5		Grade 8		Grade 10*	
	2015	2016	2015	2016	2015	2016
All Students	63.4	65.3	60.7	67.5	72.5	72.2
Black / African American	40.5	43.3	37.1	46.5	51.3	50.9
American Indian / Alaskan Native	35.7	36.4	32.4	42.0	50.8	46.8
Asian	75.7	79.3	76.4	81.2	82.1	82.4
Hispanic / Latino	42.3	44.3	39.8	49.0	55.5	55.3
Native Hawaiian / Pacific Islander	38.1	36.2	37.7	42.6	45.2	45.9
White	72.8	75.2	68.8	75.2	79.4	79.3
Two or More	66.0	66.8	64.0	68.9	74.2	73.6
Students with a Disability	35.5	36.1	24.1	31.1	40.7	34.1
Limited English	21.5	23.1	11.9	16.9	19.7	21.5
Low-Income	47.9	49.4	44.2	51.9	57.8	57.1

\*Note: includes previous passing score as a 9<sup>th</sup> grader.

## Graduation Results

In mid-January, the OPSI posted the class of 2016 Four Year and Five Year Adjusted Cohort Graduation Rates (ACGR) to the Performance Indicators website (click [here](#) to learn more). Incremental improvement is evident for each of the three graduation classes after the class of 2013, as the graduation rate for all student groups increased by 1.7 to 8.1 percentage points (3-Year Change shown on Figure 9). **The improved graduation rates for the Hispanic/Latino, English Learner, and the American Indian/Alaskan Native student groups (6.7, 7.2, and 8.1 percentage points respectively) highlighted by the gold stars are particularly noteworthy.**

*Graduation gaps were reduced over the four most recent years for all race/ethnicity student groups.*

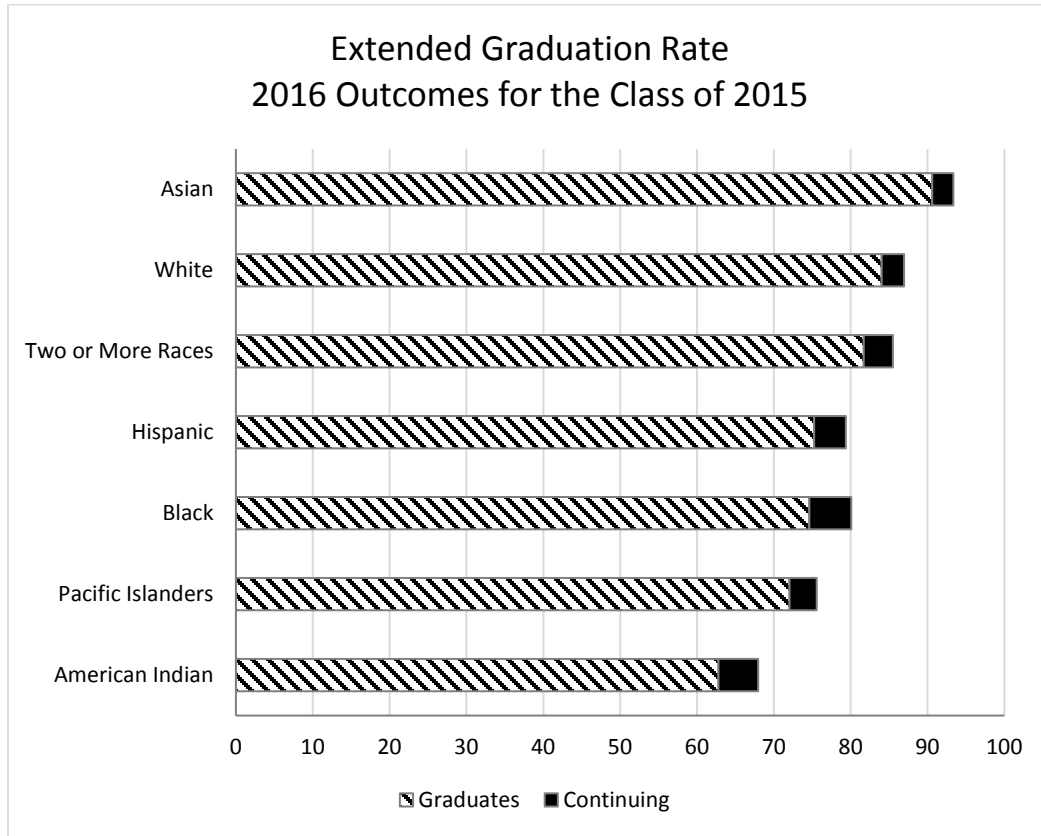
Figure 9: Shows the Four Year ACGR for student groups over the six most recent reporting years.

Four Year ACGR	2012-13	2013-14	2014-15	2015-16	1-Year Change*	3-Year Change*
All Students	76.0%	77.2%	78.1%	79.1%	1.0	3.1
African American / Black	65.4%	67.8%	68.8%	70.7%	1.9	5.3
American Indian / Alaskan Native	52.5%	53.7%	56.4%	60.6%	4.2	8.1
Asian	84.1%	86.5%	87.8%	88.6%	0.8	4.5
Hispanic / Latino	65.6%	67.3%	69.6%	72.3%	2.7	6.7
Native Hawaiian / Pacific Islander	62.3%	64.6%	67.0%	68.2%	1.2	5.9
White	79.4%	80.5%	80.9%	81.5%	0.6	2.1
Two or More	76.2%	75.5%	77.9%	77.9%	-0.1	1.7
Students with a Disability	54.4%	55.7%	57.9%	58.1%	0.2	3.7
Limited English	50.4%	53.7%	55.8%	57.6%	1.8	7.2
Low-Income	64.6%	66.4%	68.0%	69.4%	1.5	4.8

\*Note: the 1-Year, 3-Year, and 5-Year Changes are shown as percentage point changes. Positive changes are highlighted in green and indicate an increase in the graduation rate. Some changes do not match the data elements due to rounding

Each year, the OSPI calculates a Five Year Adjusted Cohort Graduation Rate to monitor the educational outcomes for students striving to meet graduation requirements beyond the traditional four year term (Figure 11). For the class of 2015, the Four Year graduation rate was approximately 78.1 percent, while the Five Year graduation rate was 81.9 percent. As a result of continuing in high school for the additional year, an additional 3361 students assigned to the class of 2015 cohort earned their high school diploma. Of the students not graduating within five years of starting high school, approximately 2700 were classified as continuing on to a sixth year of high school and nearly 12,000 students were classified as dropouts. Using the Five Year ACGR methodology, the computed dropout rate is approximately 14.8 percent.

Figure 10: shows the graduation outcomes (graduation and continuing rates) for the class of 2015 following the Five Year ACGR methodology.



**Action**

It is expected that the Board will discuss various elements of the information contained herein and the Board Chair will provide staff with the directive to proceed with the Index release and Washington Achievement Awards.

Appendix A: Smarter Balanced assessment results from the 2015-16 school year.

English/Language Arts (2016)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>All Students</b>	<b>54.0%</b>	<b>56.6%</b>	<b>59.6%</b>	<b>56.0%</b>	<b>57.9%</b>	<b>59.0%</b>	<b>74.7%</b>
Black / African American	36.4%	38.4%	40.6%	36.4%	39.4%	40.4%	57.5%
American Indian / Alaskan Native	26.1%	29.7%	29.8%	26.4%	31.7%	34.4%	56.2%
Asian	72.7%	75.0%	77.7%	76.1%	78.3%	78.2%	85.0%
Hispanic / Latino	34.8%	38.5%	41.7%	37.3%	40.0%	41.6%	62.1%
Native Hawaiian / Pacific Islander	32.3%	36.0%	38.5%	38.1%	33.4%	41.4%	55.4%
White	62.0%	64.6%	67.1%	63.1%	64.5%	65.3%	79.6%
Two or More	58.5%	58.0%	61.5%	59.9%	59.9%	60.9%	76.7%
Students with a Disability	23.4%	21.9%	20.7%	13.8%	13.6%	12.8%	32.4%
Limited English	20.3%	20.2%	18.2%	10.5%	9.4%	9.3%	6.6%
Low-Income	37.3%	39.7%	42.9%	38.7%	41.2%	42.7%	62.3%
*Note: on this table, the percent proficient includes only those students who earn a score corresponding to achievement level three or four on the Smarter Balanced assessment. Source: Washington Report Card.							

Math (2016)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
<b>All Students</b>	<b>58.7%</b>	<b>55.0%</b>	<b>48.9%</b>	<b>47.8%</b>	<b>49.5%</b>	<b>47.6%</b>	<b>21.8%</b>
Black / African American	40.1%	34.1%	27.6%	26.2%	28.2%	26.9%	10.5%
American Indian / Alaskan Native	33.4%	28.1%	21.3%	19.0%	24.0%	22.0%	11.6%
Asian	78.5%	77.3%	73.5%	72.0%	75.0%	74.1%	30.8%
Hispanic / Latino	41.7%	37.0%	30.2%	28.6%	31.0%	29.4%	13.6%
Native Hawaiian / Pacific Islander	36.6%	36.9%	30.1%	30.2%	24.7%	26.4%	11.0%
White	65.8%	62.6%	56.1%	54.8%	55.8%	53.4%	24.6%
Two or More	61.8%	55.7%	49.4%	50.3%	51.0%	48.5%	21.8%
Students with a Disability	27.4%	22.5%	16.2%	11.0%	10.8%	8.5%	<5.0%
Limited English	31.2%	23.7%	14.7%	9.0%	10.4%	11.2%	5.7%
Low-Income	43.6%	38.3%	32.1%	30.3%	32.2%	30.1%	14.4%
*Note: on this table, the percent proficient includes only those students who earn a score corresponding to achievement level three or four on the Smarter Balanced assessment. Source: Washington Report Card.							



From the 2014-15 school year to the 2015-16 school year, the performance in ELA and math for most student groups increased for most grade levels as indicated by the cells highlighted in green (Figure 11 and Figure 12). The cells highlighted in purple show where the performance by a student group decreased from the 2014-15 school year to the 2015-16 school year, while the cells highlighted in green show where the performance increased. The average increase in ELA was approximately 2.0 percentage points, while the average increase in math was approximately 1.5 percentage points.

Figure 11: shows the change in performance on the SBA ELA by student group from the 2014-15 school year to the 2015-16 school year.

<b>English/Language Arts</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>All Students</b>	2.3	2.4	2.4	2.6	1.6	2.9
African American / Black	2.6	2.7	2.1	0.8	2.9	4.9
American Indian / Alaskan Native	1.1	4.0	-0.8	-1.3	0.7	4.2
Asian	3.2	2.3	4.0	1.3	2.5	3.4
Hispanic / Latino	1.3	3.6	3.4	2.4	2.2	3.2
Native Hawaiian / Pacific Islander	1.0	1.5	-0.1	4.3	-5.4	4.2
White	2.5	2.4	2.4	3.5	1.7	3.0
Two or More	4.5	2.3	1.4	3.1	1.1	1.3
Students with a Disability	0.1	0.6	1.7	0.9	1.2	0.9
Limited English	1.4	3.1	3.2	1.0	0.4	0.4
Low-Income	1.8	2.2	2.1	2.1	1.5	2.7
*Note: percentage point gain from 2015 proficiency rate to 2016 proficiency rate.						

Figure 12: shows the change in performance on the SBA math by student group from the 2014-15 school year to the 2015-16 school year.

<b>Math</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>All Students</b>	2.3	1.4	1.1	2.6	1.9	1.7
Black / African American	3.7	0.2	1.3	0.7	0.3	2.0
American Indian / Alaskan Native	2.4	2.0	-1.7	-3.1	0.5	0.1
Asian	1.6	1.7	3.1	1.2	1.4	2.6
Hispanic / Latino	2.5	2.2	1.2	2.7	2.0	1.2
Native Hawaiian / Pacific Islander	-0.2	2.0	-0.2	6.8	-3.8	-1.5
White	2.1	1.7	1.5	3.3	2.3	2.1
Two or More	5.1	1.1	-0.1	3.3	2.0	0.5
Students with a Disability	0.4	0.4	0.6	0.6	1.2	0.9
Limited English	2.7	1.6	1.7	0.4	0.6	0
Low-Income	2.4	0.8	1.0	1.8	1.1	0.2
*Note: percentage point gain from 2015 proficiency rate to 2016 proficiency rate.						

Figure 13: On-time ACGR calculations showing nearly across-the-board improvement (highlighted in green cells) for all student groups and for all years since the class of 2013.

On-Time ACGR	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<b>All Students</b>	<b>76.6%</b>	<b>77.2%</b>	<b>76.0%</b>	<b>77.2%</b>	<b>78.1%</b>	<b>79.1%</b>
Black / African American	68.9%	66.9%	65.4%	67.8%	68.8%	70.7%
American Indian / Alaskan Native	62.2%	56.4%	52.5%	53.7%	56.4%	60.6%
Asian	84.9%	84.4%	84.1%	86.5%	87.8%	88.6%
Hispanic / Latino	67.6%	66.5%	65.6%	67.3%	69.6%	72.3%
Native Hawaiian / Pacific Islander	66.9%	64.4%	62.3%	64.6%	67.0%	68.2%
White	81.9%	80.2%	79.4%	80.5%	80.9%	81.5%
Two or More	73.6%	78.1%	76.2%	75.5%	77.9%	77.9%
Students with a Disability	59.6%	57.4%	54.4%	55.7%	57.9%	58.1%
Limited English	54.5%	53.8%	50.4%	53.7%	55.8%	57.6%
Low-Income	68.5%	66.0%	64.6%	66.4%	68.0%	69.4%
*Note: green highlighted cells indicate an increase in the graduation rate from the prior year and the purple highlighted cells indicate a decrease in the graduation rate from the prior year.						

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