



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: Data Spotlight: New Disaggregated Data and Work Plan for the 2016 Biennial Report on the Indicators of Educational System Health

- As Related To:**
- Goal One: Develop and support policies to close the achievement and opportunity gaps.
 - Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
 - Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
 - Goal Four: Provide effective oversight of the K-12 system.
 - Other

- Relevant To Board Roles:**
- Policy Leadership
 - System Oversight
 - Advocacy
 - Communication
 - Convening and Facilitating

Policy Considerations / Key Questions:

In support of Goal 1.A.1 of the SBE’s 2015-2018 Strategic Plan, staff will continue to further disaggregate data for the report to the legislature on the Indicators of Educational System Health and collaborate with partner agencies to expand disaggregation to additional indicators. How should these data be displayed and describe to be the most meaningful in the report to the Legislature?

Section (5)(a) of RCW 28A.150.550 specifies that the biennial report on the statewide indicators of the education system sent to the education committees of the legislature may include revised performance goals and measurements. The shift to a new assessment system necessitates changes to the annual targets so as to accurately determine the educational system health.

- Possible Board Action:**
- Review
 - Approve
 - Adopt
 - Other

- Materials Included in Packet:**
- Memo
 - Graphs / Graphics
 - Third-Party Materials
 - PowerPoint

Synopsis:

This section of the packet contains the following two memos that build on work for the 2016 Report to the Legislature on the Indicators of Educational System Health:

- Further disaggregation of the Native American student group; and
- Resetting of annual targets for three of the Indicators of Educational System Health.



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DATA DISAGGREGATION: NATIVE AMERICAN TRIBAL NATIONS

Executive Summary

Goal 1.A.1 of the State Board of Education's (SBE) 2015-2018 Strategic Plan is to analyze achievement and opportunity gaps through deeper disaggregation of student demographic data. This memo provides a further disaggregation of 2015 Smarter Balanced Assessment results for the Native American student group. The analysis shows considerably different assessment results among Tribal Nation student groups. The memo includes maps showing the districts where Native American students are enrolled. Additional data collection requirements of 4SHB 1541 are described and will allow for future analysis of other disaggregated student groups beginning with the 2017-18 school year.

Policy Considerations

In support of Goal 1.A.1 of the SBE's 2015-2018 Strategic Plan, staff will continue to further disaggregate data for the report to the Legislature on the Indicators of Educational System Health and collaborate with partner agencies to expand disaggregation to additional indicators. How should these data be presented to convey the most meaning in the report to the Legislature?

Literature Review

This deeper disaggregation is meant to continue the commitment to improving outcomes for the Native American student group. This memo builds on the important work of other organizations to close the achievement and opportunity gaps for Native American students. Of the studies and resources on Native American education in Washington, the resources had the following themes in common:

- There is an enduring legacy caused by the U.S. government and colonialism that has placed considerable hardship on Native American students;
- There are gaps among student outcomes for Native American students and other student groups; and,
- Knowledge of history and culture, including language, is of the utmost importance to the education of Native American students.

The Governor's Office of Indian Affairs hosts *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*, a research report with the following recommendations that emphasize cultural learning:

The integration of language and culture within place-based education models enables elders, Native community members, family members, parents along with their children, teachers, and administrators to work together to develop, implement, and evaluated authentic learning experiences that actively engage Native and non-Native students.

The most critical area of development for our Native youth is cultural well-being which consists of four components: (a) ability to live in two worlds; (b) knowledge of history, culture and language; (c) a positive Native identity; and (d) a positive connection to one's culture.

The research also stated that there are different cultural perspectives on test results. At the state level, assessment results are often used to compare educational system outcomes. This memo includes Smarter Balanced assessment results to show the different tests results among students identifying with Tribal Nations but is not meant to define “educational success” for a student group.

Takeaways

There are disparate assessment results among the Tribal Nation student groups within Washington. For instance, on the 2015 ELA SBA in grades three through eight combined, 65 percent of students who identified with the Samish tribe met standard on the state assessment while 33 percent of students who identified with the Lummi tribe met standard, thus showing a large gap of 32 percentage points (See Figure 2). In Math, the results were similar with a 31 percentage point gap between Samish students at 52% proficient and Lummi students at 21% proficient (See Figure 3). The gaps that exist among the assessment results for these Tribal Nations are hidden when aggregated to the federal race/ethnicity of “Native American and Alaskan Native.” This is due to the n-size of the “Other American Indian” and, to a lesser extent, the “Alaskan Native” student groups. In grades three through eight in this dataset, the “Other American Indian” group is approximately 19,000 students and the “Alaskan Native” student group is approximately 2,200 students. Most of the Washington Tribal Nation student groups number fewer than two-hundred students in grades three through eight. When these large groups are included with the smaller n-size Tribal Nation student groups to calculate the proficiency rate of the federal “Native American and Alaskan Native” student group, the disparate student outcomes among the Tribal Nation student groups are not visible (See Figure 1).

In order to close achievement and opportunity gaps for Native American students, these further disaggregated data should be made available for students, parents, educators, advocates, communities, and Tribal Nations.

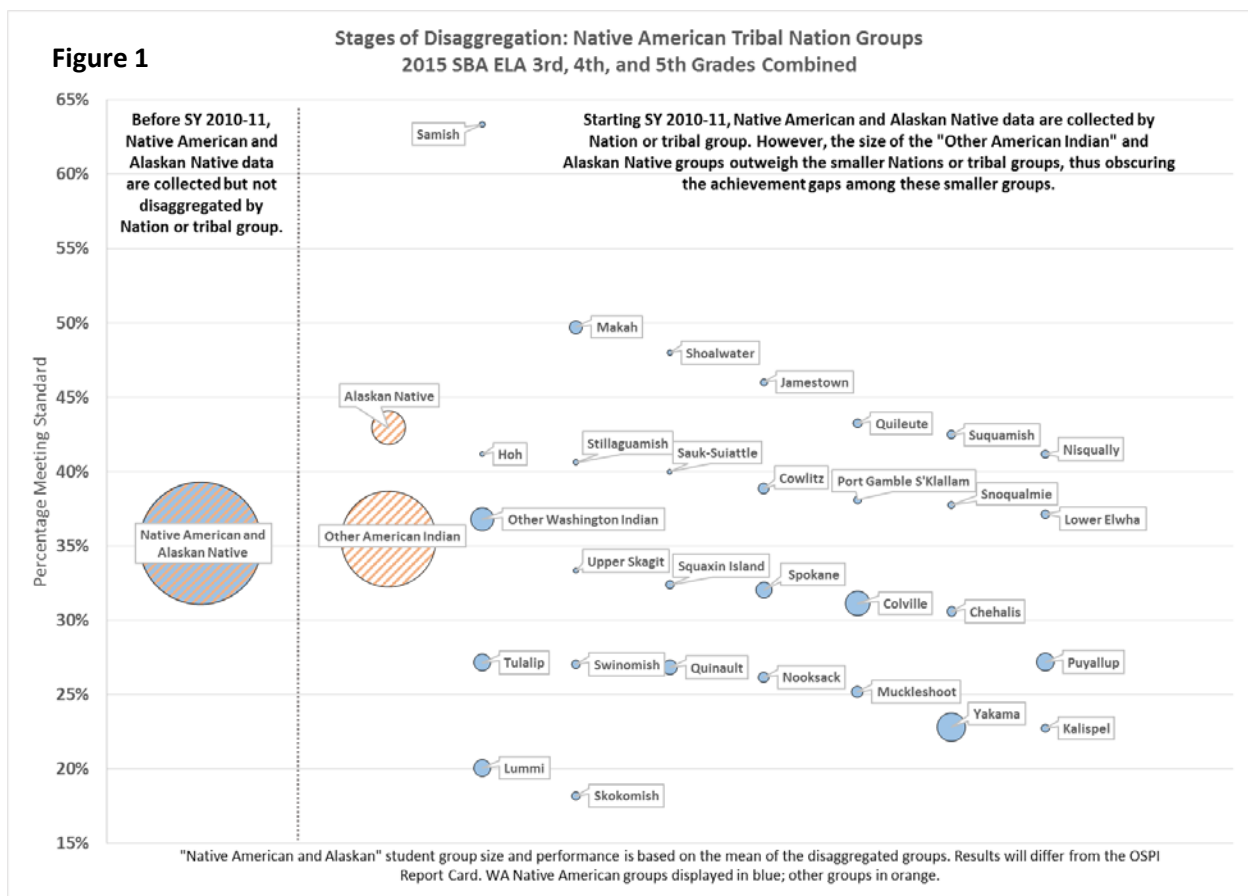


Figure 2 Native American Student Group Disaggregated: Grades Three Through Eight Combined
2015 English Language Arts Smarter Balanced Assessment

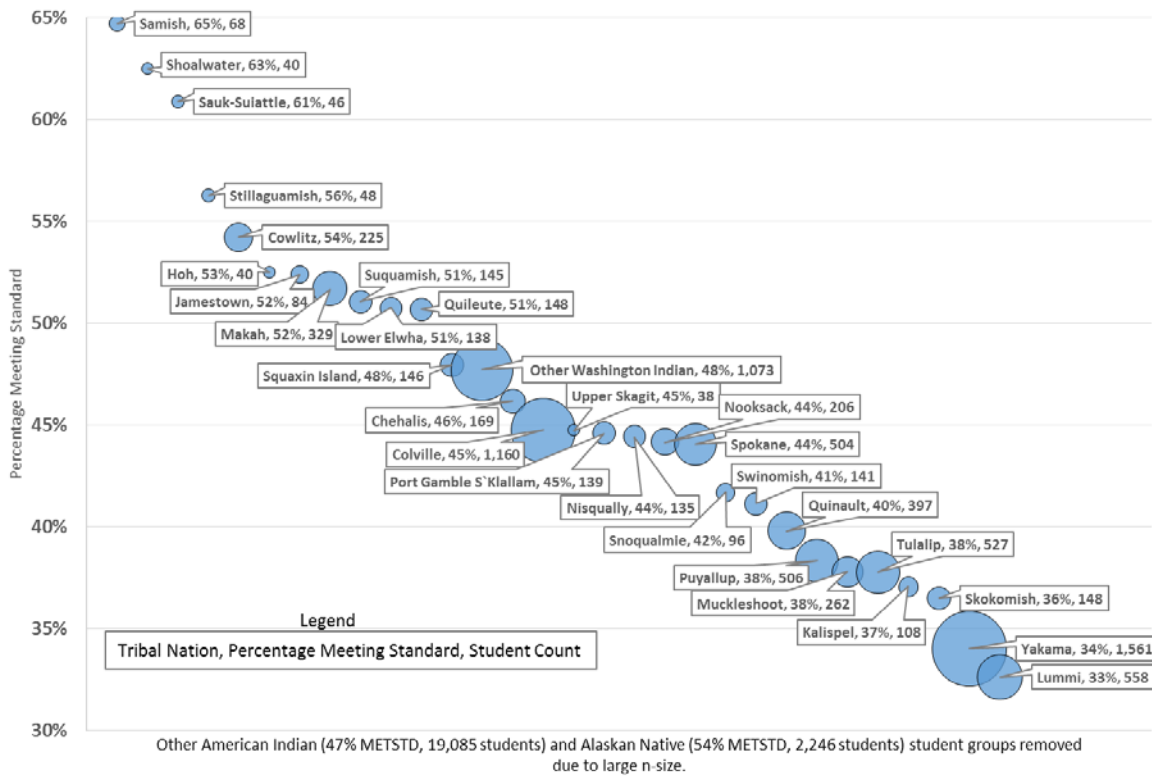
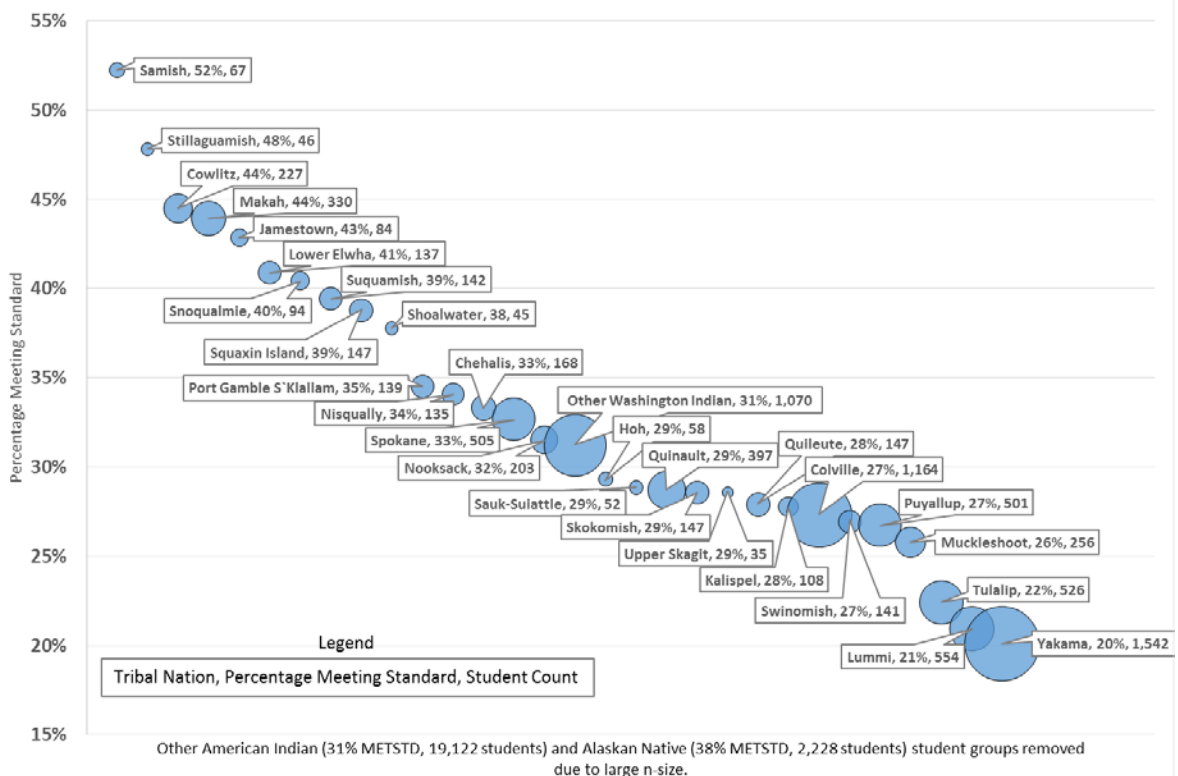


Figure 3 Native American Student Group Disaggregated: Grades Three Through Eight Combined
2015 Mathematics Smarter Balanced Assessment



Data Limitations

Sample size for the Washington Tribal Nation student groups is very small. In order to report data with n-counts above the federal suppression threshold of 10, multiple grades had to be combined. In order to get the largest sample size, grades three through eight were combined in the featured charts. The small sample size makes the results less reliable and raises issues of statistical significance. At each grade level, the results for the Tribal Nation student groups and their relative positions among one another differ more than the further disaggregated Asian and Pacific Islander student groups did. Furthermore, it would be difficult to publicly report further disaggregation at the district or school level due to suppression rules intended to protect student privacy. Despite these limitations and challenges, the data do indicate that there are considerable gaps among Tribal Nation student groups in Washington.

For further information on further disaggregation data limitations, please refer to the memo on further disaggregation of the Asian and Pacific Islander student groups in the March, 2016 board packet.

Where are students from the Tribal Nations located within Washington state?

Figure 4 shows the percentage of Native American students in each district with darker blue showing a higher percentage of Native American students in a district and lighter shades of blue showing a lower percentage. When compared to Figure 6, a map showing reservation locations within Washington state, the districts that have reservations in their boundaries and are not in the Puget Sound area or I-5 corridor generally have much higher proportions of Native American students than the districts in the Puget Sound area or I-5 corridor, even if there is a reservation within the district. Figure 5 uses the same coloring scheme to depict the enrollment count by district. From this map, it is apparent that the districts in the Puget Sound area serve many Native American students even if the Native American students are a smaller proportion of total enrollment. In addition to these maps, OSPI provides a spreadsheet that lists the closest district to each reservation. This can aid educators who are providing place-based education that incorporates the nearby Tribal Nation's culture, language, and history (see resources).

Figure 4 Percentage of District Enrollment that are Native American
Based on May 2015 Demographic Data from OSPI

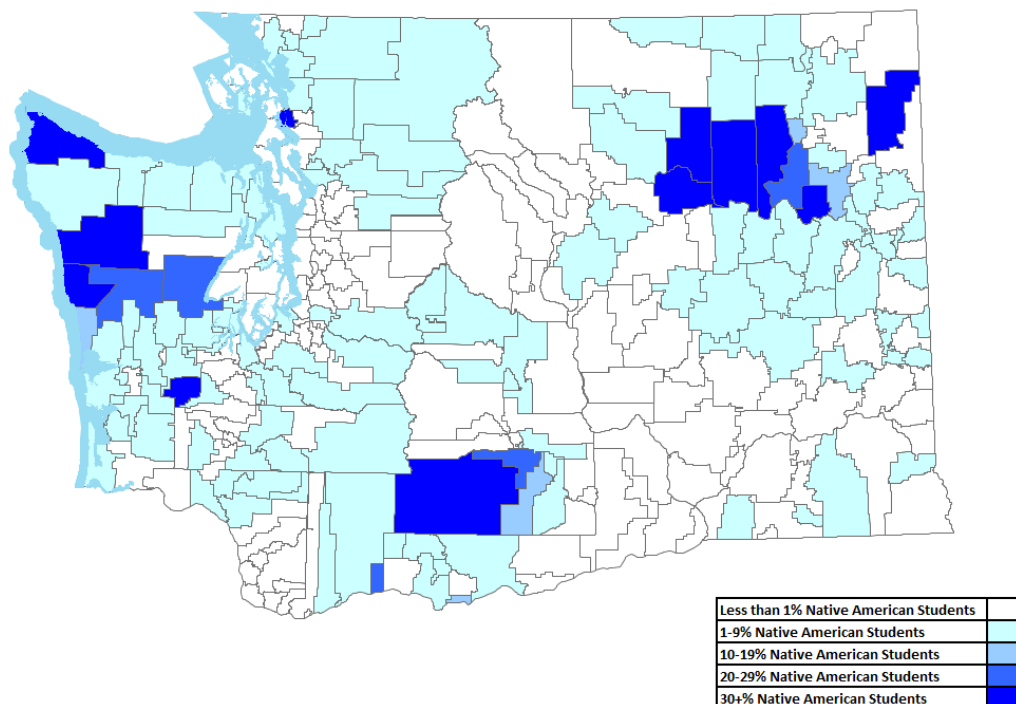


Figure 5

Enrollment Count of Native American Students by District
 Based on May 2015 Demographic Data from OSPI

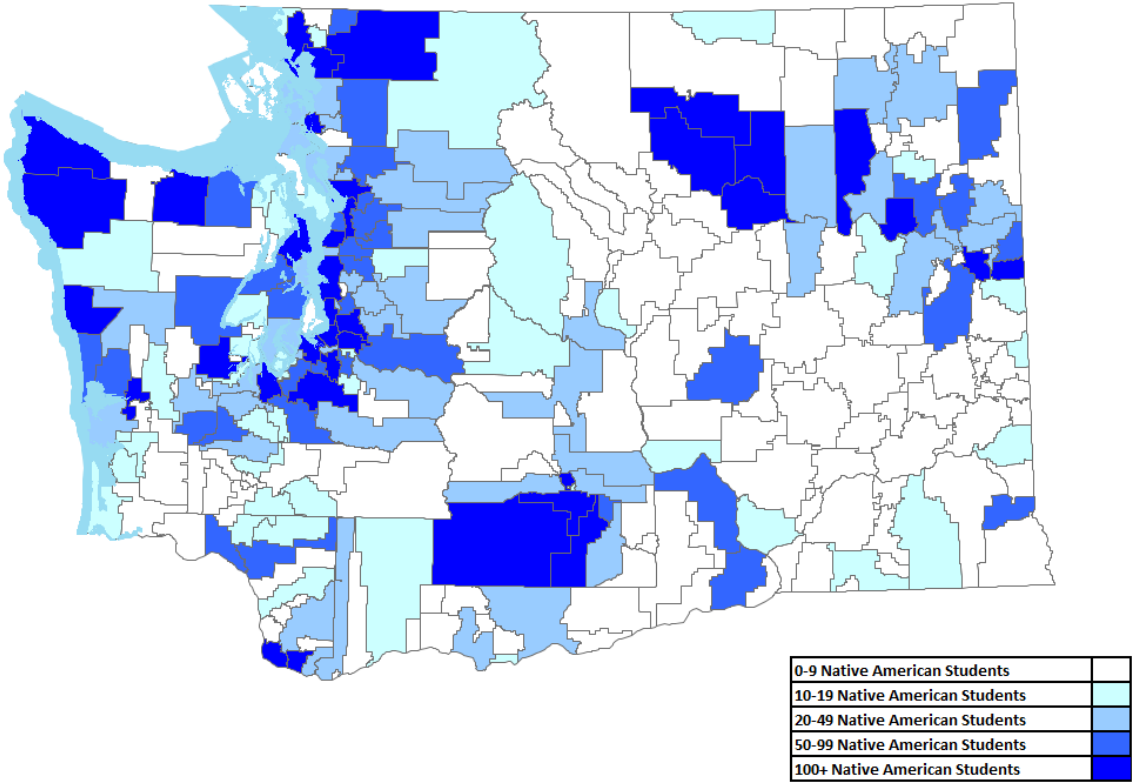
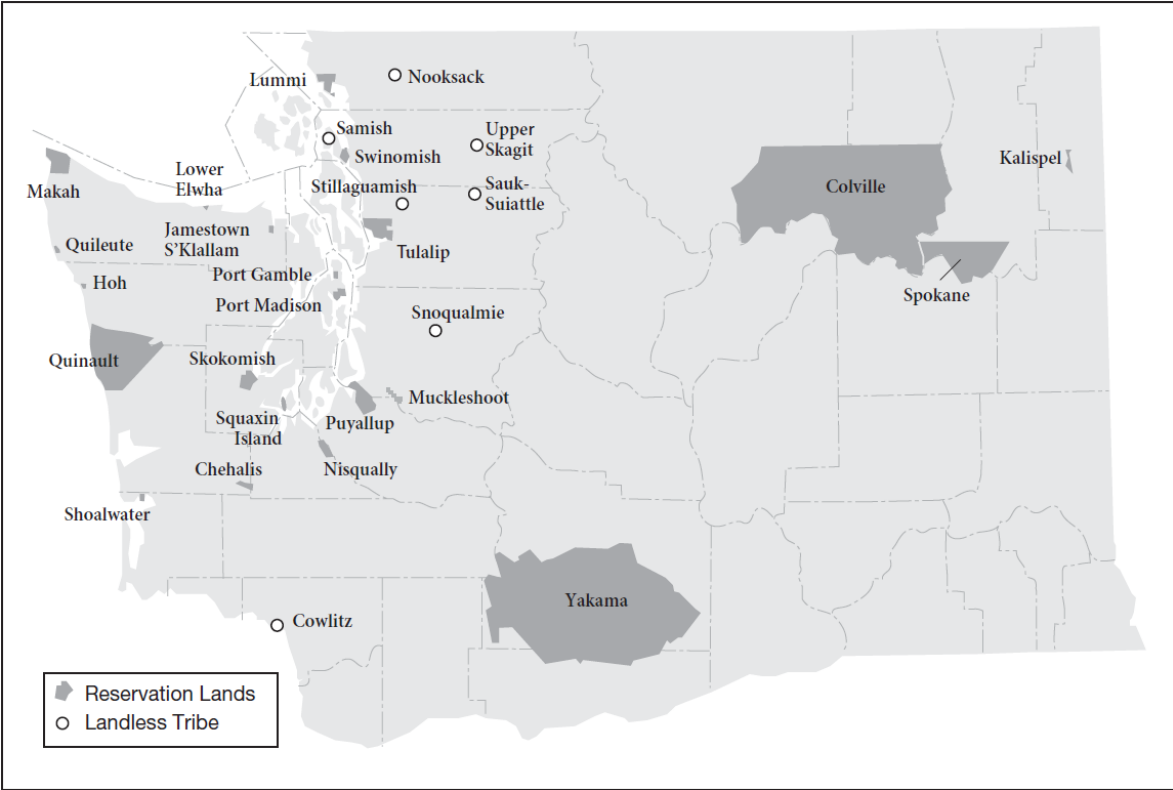


Figure 6: Map of Federally Recognized Tribal Reservations within Washington State (Source: WSDOT)



4SHB 1541 – Further Disaggregation Required Beginning 2017-18

During the 2016 legislative session, 4SHB 1541 – implementing strategies to close the educational opportunity gap, based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee - was signed into law. 4SHB 1541 amended RCW 28A.300.042 to require collection of data that are further disaggregated beginning with the 2017-18 school year. In addition to the student-level data already collected under the 2007 guidance from the U.S. Department of Education, 4SHB 1541 requires the following additional data:

- Further disaggregation of the Black category to differentiate students of African origin and students native to the United States with African ancestors;
- Further disaggregation of countries of origin for Asian students;
- Further disaggregation of the White category to include subethnic categories for Eastern European nationalities that have significant populations in Washington; and,
- For students who report as multiracial, collection of their racial and ethnic combination of categories.

Also, 4SHB requires that districts beginning with the 2017-18 school year, school districts shall resurvey the newly enrolled students for whom subracial and subethnic categories were not previously collected when the students transfer among schools or districts and allows districts to resurvey other students.

By August 1, 2016, the Office of Superintendent of Public Instruction (OSPI), in collaboration with the K-12 Data Governance Group, the Educational Research and Data Center, and the SBE shall adopt a rule that the only student data that should not be reported for public reporting and accountability is data where the school or district has fewer than 10 students in a grade level or student subgroup. OSPI has primary responsibility for this and is developing a plan.

Resources – Building a Foundation for Future Work

For the benefit of future policy work to improve the educational outcomes of Native American students, the following list of resources highlights some useful research pertaining to the education of Native American students in Washington.

The Governor’s Office of Indian Affairs hosts a research report that includes a brief history of the legacy of colonialism on Native American students, a data analysis demonstrating the gap among Native American students and other student groups, and recommendations on improving educational outcomes for Native American students.

Pavel, M. & Bank-Joseph S., et al (Dec. 2008). *From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*. Published by the Clearinghouse on Native Teaching and Learning. Retrieved from: <http://www.goia.wa.gov/Links-Resources/NativeAmericanAchievementReport.pdf>

The Office of Superintendent of Public Instruction partnered with public and private agencies, and several Tribal Nations in Washington to produce a curriculum that includes teaching materials on tribal sovereignty, tribal history, and current tribal issues. The curriculum is aligned to the Common Core State Standards.

OSPI – Office of Native Education (ONE) (2010). *Since Time Immemorial: Tribal Sovereignty in Washington State*. Retrieved from: <http://www.indian-ed.org/>

Additionally, OSPI hosts a number of curriculum support materials to augment the Since Time Immemorial curriculum. These support materials provide Native American perspectives on history, Columbus, and boarding schools and Culture – The Daily Life, the Sacred Circle, and Thanksgiving.

OSPI – Office of Native Education (ONE) (Feb 2015). *Office of Native Education Curriculum Support Materials*. Retrieved from: <http://www.k12.wa.us/IndianEd/Curriculum.aspx>

The Bureau of Indian Education (BIE) funds two tribally controlled schools and five BIE contract schools in Washington. Northwest Evaluation Association produced a report on student achievement and growth at all BIE-administered schools in the nation.

Northwest Evaluation Association (Feb 2014). *Bureau of Indian Education Report on Student Achievement and Growth. Bureau of Indian Education: 2009-10 to 2012-13*. Retrieved from: <http://bie.edu/cs/groups/webteam/documents/document/idc1-028067.pdf>

The White House 2014 Native Youth Report provides a detailed history of the harmful effects of boarding schools and colonization on Native American students. Following that history, the report examines education outcomes, socioeconomic disparity, and health issues of Native Youth. The report ends with suggestions that include: 1) strengthen tribal control of education 2) provide comprehensive, community-based student supports 3) strengthen the integration of Native cultures and languages into school climate and classrooms 4) support highly effective teachers and school leaders 5) promote 21st century technology for tribal education 6) strengthen and expand efforts that target suicide prevention 7) improve community systems of care to better address the behavioral health needs of Native youth.

Executive Office of the President (Dec 2014). *2014 Native Youth Report*. The White House. Retrieved from: https://www.whitehouse.gov/sites/default/files/docs/20141129nativeyouthreport_final.pdf

RCW 28A.320.170 (Curricula—Tribal history and culture) requires “Beginning July 24, 2015, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of their closest neighbors.” This law also requires collaboration among school districts with tribes within their district to expand or integrate curriculum and increased collaboration among OSPI and school districts regarding curricular areas regarding tribal government and history that are statewide in nature.

OSPI provides a spreadsheet that lists the school districts and the nearest federally recognized Indian tribes. This resource can help educators to recognize a nearby Tribal Nation’s culture and language through curriculum. <http://www.k12.wa.us/indianed/>

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us



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STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM – RESETTING ANNUAL TARGETS

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is required to establish goals and report on the goal attainment for the statewide indicators of educational system health under RCW 28A.150.550. Section (5)(a) specifies that the biennial report to the education committees of the legislature may include revised performance goals and measurements. The shift to a new assessment system necessitates changes to the annual targets so as to accurately determine the status of the educational system health.

Summary

This memo describes the proposed manner in which annual targets for three of the statewide indicators could be reset. For each of the indicators, the reset targets are more rigorous than the targets established in the initial report.

- The annual targets for the 3rd Grade Literacy and 8th Grade High School Readiness indicators should be reset in response to Washington's shift to the Smarter Balanced Assessment (SBA) system.
- The annual targets for the Quality of High School Diploma indicator should be reset to reflect the recommended indicator changes included in the December 2014 report to the legislature.

Staff anticipates that these updates will be included in the next biennial report to the education committees of the legislature due December 1, 2016. The next biennial report will include new performance gap information based on the traditional student groups and deeper disaggregated student groups and the first iteration of a state-level opportunity to learn index. The Board will be hearing more about these topics and providing guidance to staff in upcoming board meetings.

Background and Work Plan

At the March 2016 board meeting, the Board heard about and discussed the development new annual targets for two of the statewide indicators and that staff would be examining data for the other indicators in anticipation of preparing the next biennial report. To maintain year-to-year continuity, this memo presents the recalculated annual targets following the same goal setting methodology that was used in for the initial and 2014 reports.

In advance of this presentation at this May 2016 Board meeting, the Board will have heard about long-term goal setting framed in the context of the Every Student Succeeds Act (ESSA) Accountability System Workgroup and will have participated in a small group activity centered on developing guiding principles for ESSA implementation. After that presentation, discussion, and small group activity, the Board may wish to consider the idea of aligning the ESSA long-term goals and the statewide indicator goals. However, it would be perfectly reasonable to not directly align the ESSA goals and statewide indicator goals for any of a number of reasons.

- The purpose for the goal setting differs, as the ESSA goals are largely meant to differentiate schools and spur school and district improvement, while the statewide indicators are primarily meant to inform legislators about the status of the state educational system.
- The ESSA goals and measures will likely be designed in a manner to be ambitious, achievable, and criterion-based for districts and schools, while the statewide indicator goals are designed to be aspirational and criterion-based, state-level measurements that can also be used for norm-based comparisons.
- The ESSA goals have the potential to be associated with serious consequences for school and district personnel decisions, while the statewide indicator goals would be expected to have smaller or negligible impacts on school staffing decisions.

Over the course of the next board meetings, the Board is expected to provide input to staff about the development of goals for both the ESSA and the statewide health indicators. While the goals need not be perfectly aligned, the Board may consider making goal alignment a priority.

Washington fully implemented the Smarter Balanced Assessment (SBA) system for the first time in the 2014-15 school year. As was expected, the annual targets established in the December 2013 initial report for two indicators are no longer valid because no linking or bridging study was conducted to connect the performance on the SBA to the performance on the Measures of Student Progress (MSPs). Because of the shift in assessment systems and the absence of a linking study, the SBE should reset the annual targets for two of the statewide indicators following the goal setting methodology described in <http://www.sbe.wa.gov/edsystemhealth.php#.VxUk8k32ZaQ>. However, RCW 28A.150.550 Section (5)(a) gives the Board and partner agencies the option to include revised performance goals in the biennial report. Final target setting will be included in the December 2016 report to the education committees of the legislature and are preliminarily described in this memo.

The SBE staff also believes it prudent to report on the recommended Quality of High School Diploma indicator beginning with the December 2016 report to the legislature. The recommended indicator will highlight the credit-bearing enrollment patterns of recent high school graduates enrolling in institutions of higher education.

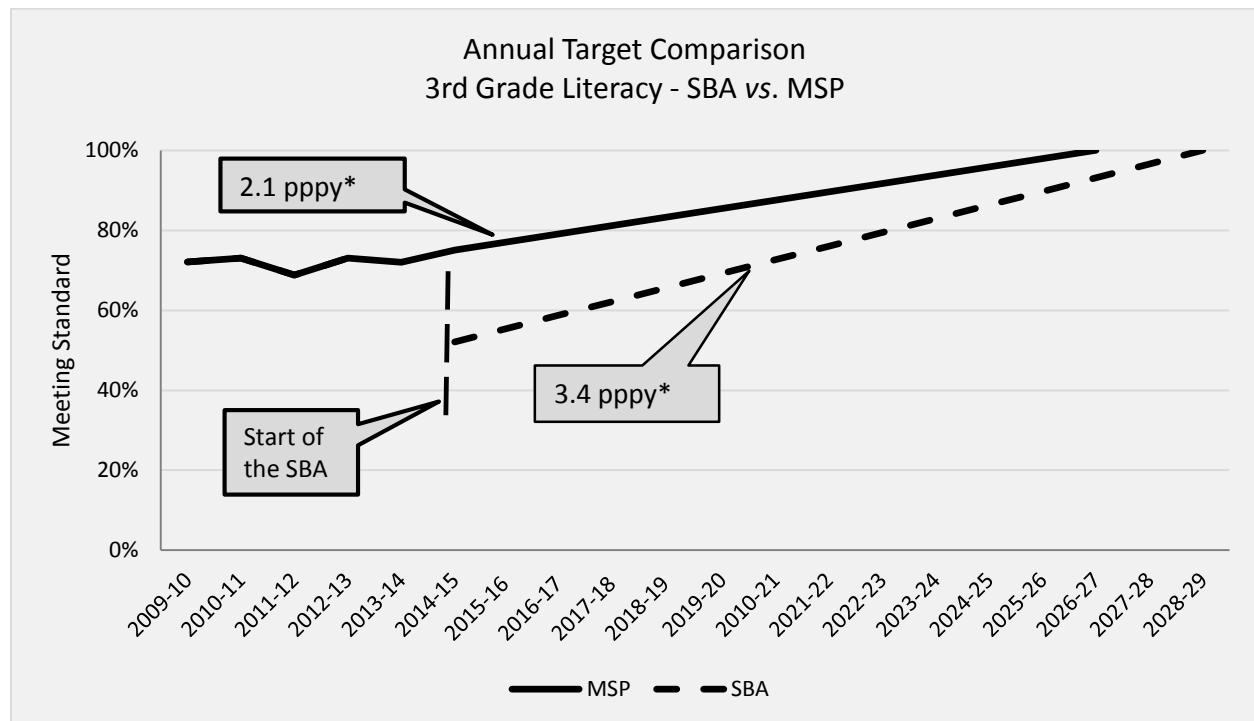
Staff have already begun to develop the new elements for the next biennial report, provided updates to the Board at the previous two meetings, and anticipate providing further updates at the next two regular meetings to inform the board members and solicit input and guidance from the Board. Staff may also develop short online surveys for the Board to participate in, which will provide more frequent and timely feedback and input for the important discussions and collaboration on goal setting with the Office of the Superintendent of Public Instruction (OSPI).

Revised Performance Goals and Measurements

3rd Grade Literacy

The recommended 3rd Grade Literacy indicator is the percentage of students meeting standard on the third grade statewide English/language arts (ELA) assessment. For the 3rd Grade Literacy indicator, the baseline (or starting point) will be reset to reflect the lower performance on the SBA but the endpoint of 100 percent meeting standard 14 years into the future remains the same. The lowered baseline and same endpoint goal means that student groups must make or meet larger annual steps to remain on-track to attain the endpoint goal (Figure 1 and Table 1).

Figure 1: Compares the annual step trajectory for the 3rd Grade Literacy indicator (All Students group) based on the final administration of the MSP and the first administration of the SBA.



*Note: annual step increases shown in percentage points per year (pppy).

Table 1: Shows the annual steps (preliminary) by student group and other data elements for the 3rd Grade Literacy indicator.

	2014-15 SBA*	Gap to 100%	50% of Gap	Yearly Step ⁺	2021-22 Midpoint	2028-29 End Goal
All Students	52.1%	47.9%	24.0%	3.4%	76.1%	100.0%
Black / African American	34.2%	65.8%	32.9%	4.7%	67.1%	100.0%
American Indian / Alaskan Native	25.9%	74.1%	37.1%	5.3%	63.0%	100.0%
Asian	69.6%	30.4%	15.2%	2.2%	84.8%	100.0%
Hispanic / Latino	33.8%	66.2%	33.1%	4.7%	66.9%	100.0%
Native Hawaiian / Pacific Islander	31.6%	68.4%	34.2%	4.9%	65.8%	100.0%
White	59.9%	40.1%	20.1%	2.9%	80.0%	100.0%
Two or More Races	54.6%	45.4%	22.7%	3.2%	77.3%	100.0%
Students with a Disability	26.7%	73.3%	36.7%	5.2%	63.4%	100.0%
Limited English	19.2%	80.8%	40.4%	5.8%	59.6%	100.0%
Low-Income	36.0%	64.0%	32.0%	5.3%	68.0%	100.0%

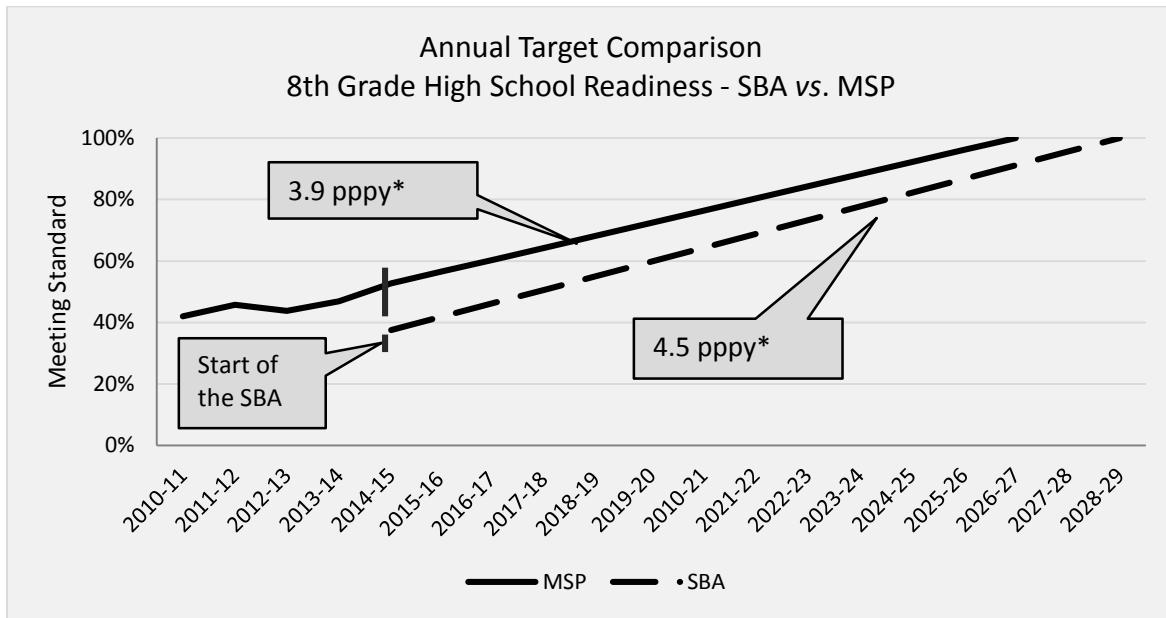
*Note: The target setting values shown here reflect a one-year baseline value equal to the 2014-15 SBA meeting standard rate. The target setting included in the December 2016 report will reflect a two-year baseline average of the 2014-15 and 2015-16 SBA results.

⁺Note: Yearly step values are in percentage points per year.

8th Grade High School Readiness

The recommended measure is the percent of 8th grade students who meet standard on all three (ELA, math, and science) content area assessments. The starting point will be reset to reflect the performance on the new assessments but the endpoint of 100 percent meeting standard in 14 years remains the same. Student groups must meet larger annual steps to remain on-track to attain the endpoint goal because the baseline is lowered while the endpoint goal remains the same. (Figure 2 and Table 2).

Figure 2: Compares the annual step trajectory for the 8th Grade High School Readiness indicator (All Students group) based on the final administration of the MSP and the first administration of the SBA.



*Note: annual step increases shown in percentage points per year (pppy).

Table 2: Shows the annual steps (preliminary) by student group and other data elements for the 8th Grade High School Readiness indicator.

	2014-15 SBA*	Gap to 100%	50% of Gap	Yearly Step*	2021-22 Midpoint	2028-29 End Goal
All Students	37.5%	62.5%	31.2%	4.5%	68.8%	100.0%
Black / African American	16.6%	83.4%	41.7%	6.0%	58.3%	100.0%
American Indian / Alaskan Native	14.2%	85.8%	42.9%	6.1%	57.1%	100.0%
Asian	60.9%	39.1%	19.6%	2.8%	80.5%	100.0%
Hispanic / Latino	19.9%	80.1%	40.1%	5.7%	60.0%	100.0%
Pacific Islander / Native Hawaiian	20.5%	79.5%	39.8%	5.7%	60.3%	100.0%
White	43.3%	56.7%	28.4%	4.1%	71.7%	100.0%
Two or More Races	40.0%	60.0%	30.0%	4.3%	70.0%	100.0%
Students with a Disability	3.8%	96.2%	48.1%	6.9%	51.9%	100.0%
Limited English	3.1%	96.9%	48.5%	6.9%	51.6%	100.0%
Low-Income	21.4%	78.6%	39.3%	5.6%	60.7%	100.0%

*Note: The values target setting values shown here reflect a one-year baseline value equal to the 2014-15 SBA meeting standard rate. The target setting reflected in the December 2016 report will reflect a two-year baseline average of the 2014-15 and 2015-16 SBA results.

*Note: Yearly step values are in percentage points per year.

Quality of High School Diploma

The December 2014 report to the legislature recommended a change to the Quality of High School Diploma indicator but continued to report on the indicator specified in the original legislation (ESSB 5491 of 2013) until updated data files could be delivered. By reporting on the recommended indicator (Table 3), the legislature and other stakeholders will be provided a clearer picture about the remedial course taking patterns of the recent high school graduates who actually enroll in higher education. The recommended change requires that annual targets be reset.

Table 3: Shows how the recommended indicator differs from the indicator specified in the original bill (ESSB 5491 in 2013) that was signed into law.

Specified Indicator in Bill	Current Reporting	Recommended Indicator
The percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	The percentage of recent high school graduates who bypass remedial courses.	The percentage of recent high school graduates who enroll in higher education and bypass remedial courses.

Using 2011-12 and 2012-13 high school graduation data provided by the Washington Educational Data and Research Center (ERDC), approximately 73 percent of recent high school graduates who enroll in higher education enroll directly in credit-bearing coursework in English and math.

Table 4: Shows the annual steps by student group and other data elements for the Quality of High School Diploma indicator.

	2-Year Baseline	Gap to 100%	50% of Gap	Yearly Step ⁺	2019-20 Midpoint	2026-27 End Goal
All Students	73.3%	26.7%	13.3%	1.9%	86.9%	100.0%
Black / African American	63.1%	36.9%	18.4%	2.6%	82.2%	100.0%
American Indian / Alaskan Native	63.1%	36.9%	18.5%	2.6%	83.5%	100.0%
Asian	79.4%	20.6%	10.3%	1.5%	90.1%	100.0%
Hispanic / Latino	55.5%	44.5%	22.2%	3.2%	78.4%	100.0%
Pacific Islander Native Hawaiian	66.3%	33.7%	16.8%	2.4%	80.9%	100.0%
White	76.3%	23.7%	11.8%	1.7%	88.6%	100.0%
Two or More Races	73.3%	26.7%	13.4%	1.9%	86.0%	100.0%
Students with a Disability	43.4%	56.6%	28.3%	4.0%	72.7%	100.0%
Limited English	36.3%	63.7%	31.9%	4.6%	68.6%	100.0%
Low-Income	59.5%	40.5%	20.3%	2.9%	79.9%	100.0%

*Note: Yearly step values are in percentage points per year.

Action

No action is anticipated.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.