

# STATE BOARD OF EDUCATION

**HEARING TYPE:**      X   INFORMATION/NO ACTION

**DATE:**            November 1, 2007

**SUBJECT:**           **2007 WASL and NCLB AYP Results**

**SERVICE UNIT:**    Edie Harding, Executive Director  
State Board of Education

**PRESENTERS:**      Evelyn Hawkins, Research Associate  
State Board of Education

Gayle Pauley, Director, Title I/LAP and Title V  
Office of the Superintendent of Public Instruction

## **BACKGROUND:**

The 2007 WASL spring administration is the second year that all grades 3-8 and 10 were tested in reading and mathematics, and for some grades they were also tested in writing and/or science. Comparisons to the percent that met standard in 2006 show mixed results. That is, in 2007, higher percentages met standard in reading for grades 3 and 7; in mathematics for grades 3, 5, and 7; and in writing for grades 7 and 10. For other grades and content areas, the percent meeting standard in 2007 either fell or remained essentially the same as in 2006. The spring 2007 administration was an opportunity for students of the Class of 2008 to retake or take the tests for the first time in their efforts to meet the requirements for the Certificate of Academic Achievement or Certificate of Individual Achievement (CAA/CIA) and their high school diploma.

These 2007 WASL results, along with the results of the summer WASL retakes are the basis for determining whether our schools and districts have met the NCLB adequate yearly progress (AYP) targets. Preliminary findings showed that over 750 schools did not make AYP compared to about 340 in 2006. The main reason for this is that 2007 is the first year that grades other than 4, 7, and 10 were included in the analysis allowing for more student subgroup consideration.

Included behind this tab is: (1) a memo with information on the spring 2007 WASL results, the progress made by the Class of 2008 in working towards the CAA/CIA and a high school diploma, and preliminary state-level AYP results; and (2) the power point presentation summarizing the information in the memo. At the meeting Gayle Pauley will present more information on the 2007 AYP results and the NCLB reauthorization.



# WASHINGTON STATE BOARD OF EDUCATION

OLD CAPITOL BUILDING • ROOM 253 • P.O. Box 47206 • 600 S.E. WASHINGTON • OLYMPIA, WA 98504-7206

November 1, 2007

**TO:** Board Members

**FROM:** Evelyn Hawkins  
Research Associate

**SUBJECT: 2007 WASL and NCLB AYP PRELIMINARY RESULTS<sup>1</sup>**

The Office of the Superintendent of Public Instruction recently released information on the results of the spring 2007 WASL testing. Students in grades 3-8 and 10 were required to take the reading and mathematics tests. In addition, students in grades 4, 7, and 10 also took the writing test, while students in grades 5, 8, and 10 also took the science test.<sup>2</sup>

This memo includes information on how students performed in the different grades and different content areas. Also included is information on the progress of students in the classes of 2008 and 2009 on meeting the WASL Certificate of Academic Achievement (CAA)/Certificate of Individual Achievement (CIA) and high school diploma requirements. Finally, preliminary information is presented on how Washington schools and school districts performed in meeting our No Child Left Behind (NCLB) annual yearly progress (AYP) targets.

## **All Participating Grades: Results of 2007 WASL**

The Spring 2007 annual testing cycle was the 11<sup>th</sup> year for grade 4 students in reading, writing, and mathematics; it was the second annual testing for 3<sup>rd</sup> graders in reading and mathematics. The number of years for the other grades and content areas varied between those two extremes.

The 2007 results compared to the 2006 results are mixed as shown in Figure 1 below. Third and 7<sup>th</sup> graders showed improvements in reading scores; 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> graders showed gains in mathematics scores; 7<sup>th</sup> and 10<sup>th</sup> graders showed gains in writing scores. On the other hand, 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> graders experienced declines in reading scores. The directions of these changes between 2006 and 2007 by themselves; however, cannot predict well the direction in which future scores will go.

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<sup>1</sup> The source of the WASL information in this memo is from documents on the OSPI website: <http://www.k12.wa.us/Communications/pressreleases2007/WASLScoreRelease2007.aspx>.

<sup>2</sup> Grade 9 students were allowed to take the 10<sup>th</sup> grade WASL tests in an early effort to meet the WASL Certificate of Academic Achievement (CAA) and high school diploma requirements.

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**Figure 1**  
**WASL 2007 Results compared to WASL 2006**

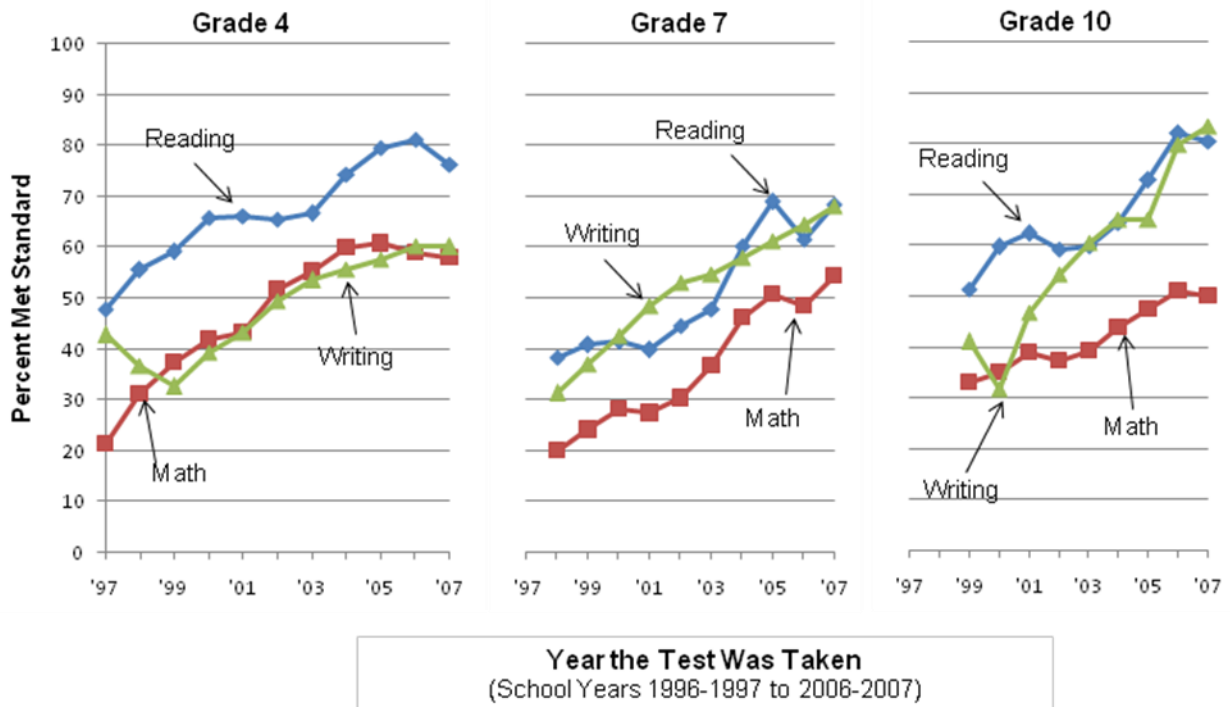
(shown as percent meeting standard\*)

Grade	<u>Reading</u>		<u>Writing</u>		<u>Mathematics</u>		<u>Science</u>	
	2007	2006	2007	2006	2007	2006	2007	2006
3	70.7%	68.3%			69.4%	64.2%		
4	76.4%	81.2%	60.1%	60.4%	57.9%	58.9%		
5	71.7%	76.3%			59.3%	55.8%	36.4%	35.7%
6	67.8%	66.7%			49.5%	49.5%		
7	68.5%	61.5%	68.1%	64.6%	54.4%	48.5%		
8	64.7%	70.1%			49.5%	48.9%	44.4%	42.9%
10	80.6%	82.0%	83.6%	79.8%	50.2%	51.0%	36.3%	35.0%

\*Includes WASL and WASL Modified Level 2; does not include WAAS-Portfolio, WAAS-DAW, or CAA Option.

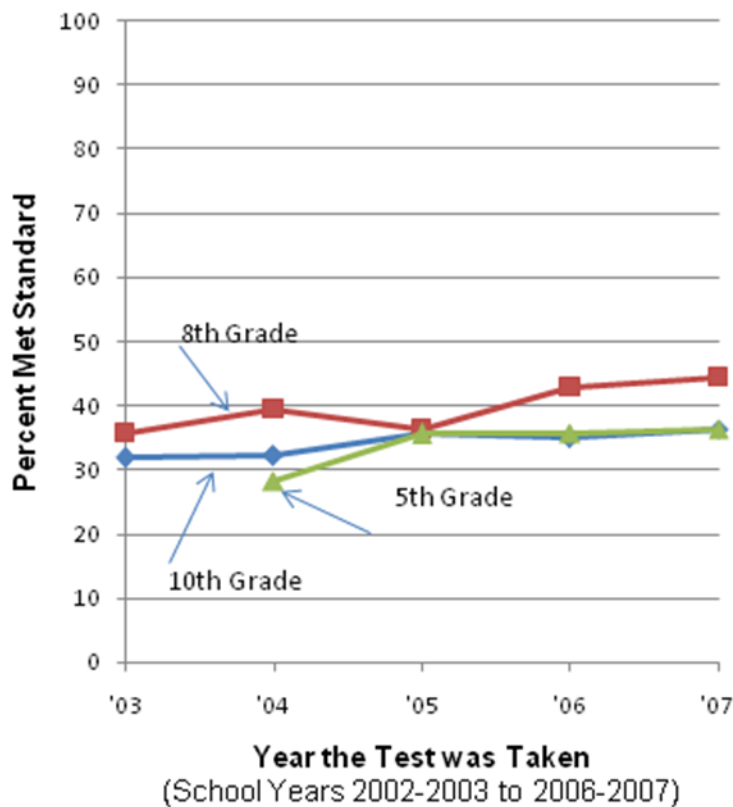
For those grades and content areas in which there are several years of data—such as are available for grades 4, 7, and 10 in reading, writing, and mathematics and for grades 5, 8, and 10 in science—it is possible to establish trend lines and make reasonable predictions as to future performance. As shown in Figure 2 below, the trend lines for each of these grade-by-content areas project continuing improvements, although at differing rates. At the 4<sup>th</sup> grade level, although mathematics is improving faster than reading and writing, rates have not increased since 2005; at the 7<sup>th</sup> grade level, reading, mathematics, and writing are improving at similar rates; and at the 10<sup>th</sup> grade level, writing is improving faster than reading or mathematics.

**Figure 2**  
**WASL Reading, Math, and Writing "Met-Standard" Rates: 1997 - 2007**



As shown in Figure 3 below, the trend lines for science show relatively slower rates of improvement compared to reading, mathematics, and writing with 5<sup>th</sup> and 8<sup>th</sup> graders improving at a slightly faster rate than 10<sup>th</sup> graders.

**Figure 3**  
**WASL Science "Met-Standard" Rate: 2003-2007**



In some cases, the levels of proficiency and the rates of improvement project 100 percent or near 100 percent proficiency by the No Child Left Behind's 2014 date. However, in most cases, without increasing the rates of improvement, reaching 100 percent proficiency, or near to that, by 2014 will be impossible.

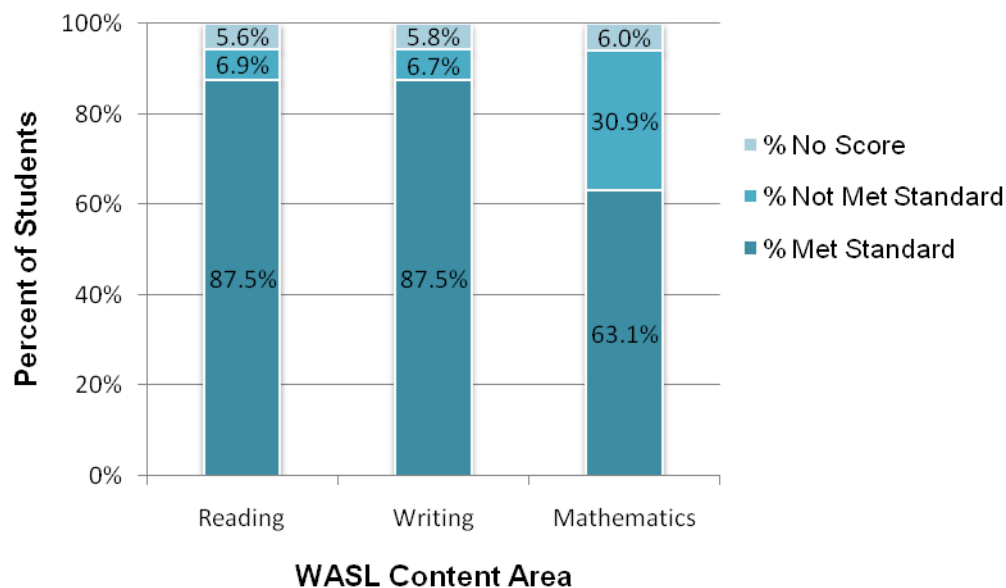
**Class of 2008: Progress as of Spring 2007**

Students of the Class of 2008 are the first to be required to pass the reading and writing WASL or alternative option for graduation. Typically, students take the WASL tests in the 10<sup>th</sup> grade. Those who do not pass it on the first try are allowed re-takes. Although the graduation requirement to pass the mathematics WASL has been delayed until 2013, students who have not yet passed the mathematics WASL, or alternative, must continue earning mathematics credits and retake the WASL each year to earn a high school diploma. Students; however, must pass all three WASL tests or an acceptable alternate option in order to receive the Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) in addition to the diploma.

So, how are the students of the Class of 2008 doing at the end of their junior year? Figure 4 shows that as of spring 2007, 87.5 percent of the Class of 2008 met the reading WASL requirement, 87.5 percent met the writing requirement, and 63.0 percent met the mathematics WASL or alternate option requirement. For the diploma, students must meet both the reading and writing requirement: 83.6 percent have met both the reading and writing WASL requirement.

These percentages do not include Class of 2008 students who, because of credit deficiencies, were considered 9<sup>th</sup> or 10<sup>th</sup> graders instead of 11<sup>th</sup> graders in spring 2007. Including all Class of 2008 students, regardless of credits in the calculations, would result in the following percentages meeting standards: 84.6 percent in reading, 84.8 percent in writing, and 59.7 percent in mathematics.<sup>3</sup>

**Figure 4**  
**Progress of Class 2008\* as of Spring 2007**  
**(73, 075 students)**



\*Class of 2008 students who were classified as 11th-graders in Spring 2007.

<sup>3</sup> During the time of the spring testing, 5,457 students in the Class of 2008 were classified by their school districts as either a 9<sup>th</sup> or 10<sup>th</sup> grade student. These students are not included in the percentages on the graph. Many of these students have taken and passed the WASL: 46.5 percent have passed the reading WASL, 48.6 percent have passed the writing WASL and 14.8 percent have passed the mathematics WASL. If these students were included in the Class of 2008 numbers, the percentages meeting standards on each of the tests would drop. Class of 2008 students who dropped out of the school system in the 9<sup>th</sup> or 10<sup>th</sup> grades are not included in any of these numbers. These results do not include the August 2007 re-takes.

There are various alternate options that students may utilize in place of passing the WASL to satisfy graduation requirements. Figure 5 below provides information on the options through which students in the Class of 2008 have met the WASL requirements. For example, of the 63,927 students who have met the requirement in reading, 63,918 passed with the WASL or alternative assessment, seven through the collection of evidence, and two on waiver/appeals. Among the CAA options, the collection of evidence appears to be the most popular. Further, students have been more likely to satisfy the mathematics requirement than the reading or writing requirements through these options.

**Figure 5**  
**Progress of Class of 2008 as of Spring 2007**

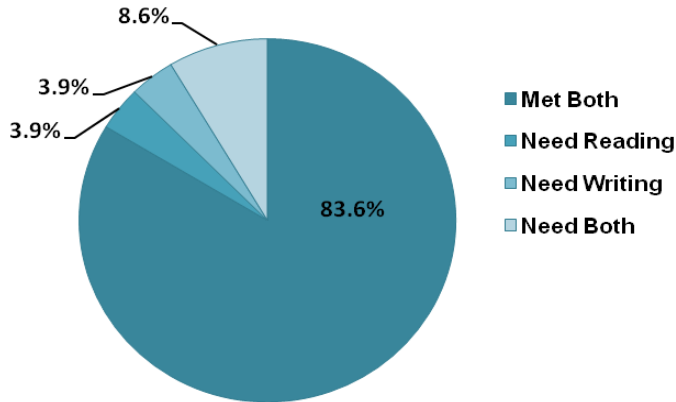
Students who were classified as 11<sup>th</sup> graders in Spring 2007

	<u>Reading</u>		<u>Writing</u>		<u>Mathematics</u>	
	#	%	#	%	#	%
<b>Total Passed</b>	63,927	87.5	63,916	87.5	46,077	63.1
Via WASL/WAAS	63,918		63,901		45,710	
VIA CAA Options						
Collection of Evidence	7		4		256	
PSAT/SAT/ACT/AP	0		0		95	
WASL/GPA*	0		0		0	
Waiver/Appeals	2		11		16	
<b>Tested: Not Passed</b>	5,066	6.9	4,904	6.7	22,611	30.9
<b>No Score</b>	4,082	5.6	4,255	5.8	4,387	6.0
<b>TOTAL</b>	73,075		73,075		73,075	

\*12th-graders may use this option starting Fall 2007.

To receive the diploma only without a CAA or CIA, students must meet both the reading and writing WASL or alternative only. Figure 6 shows that 83.6 percent of the Class of 2008 have met the reading and writing requirement and 8.6 percent have not met either requirement. Unfortunately, while American Indian, African American, and Hispanic students make up 2.4, 4.5, and 9.7 percent of the Class of 2008 respectively, they also make up 4.5, 7.8, and 18.8 percent of those who have not met either requirement.

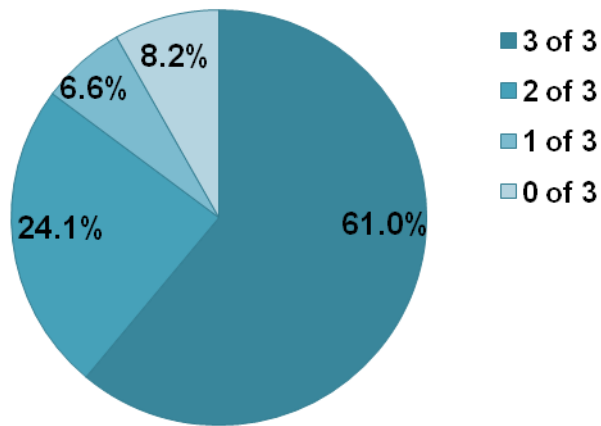
**Figure 6**  
**Diploma Only Progress Report: Class of 2008\***  
 Percent of students passing reading and/or writing WASL



\*Class of 2008 students who were classified as 11th-graders in Spring 2007.

To receive the CAA or CIA as well as the high school diploma, students must meet all three WASL requirements or an alternative. As of Spring 2007, Figure 7 below shows that 61 percent of the Class of 2008 had met all three: reading, writing, and mathematics.

**Figure 7**  
**CAA/CIA + Diploma Progress Report: Class of 2008\***  
 Percent of students passing WASL



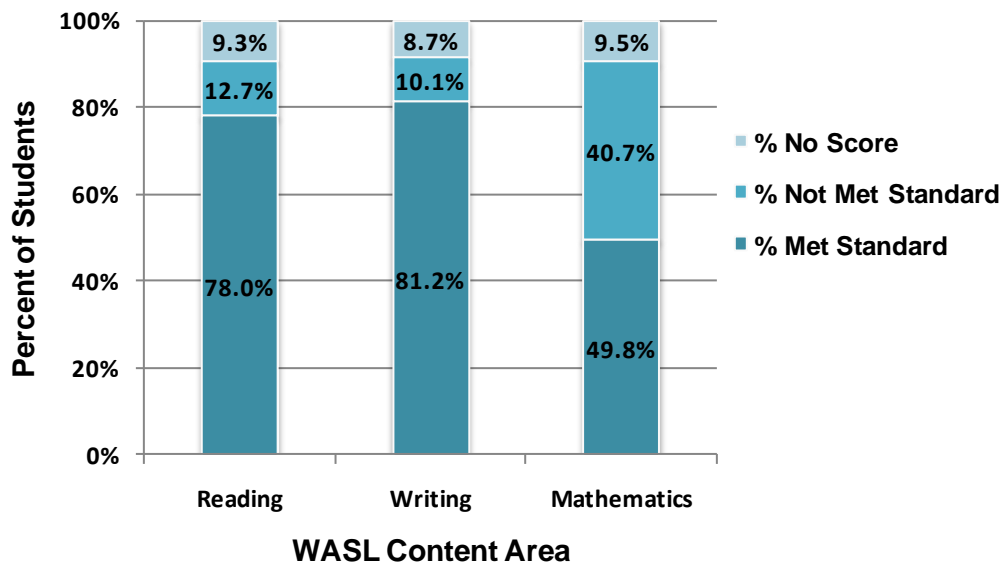
\*Class of 2008 students who were classified as 11th-graders in Spring 2007.



### Class of 2009: Progress as of Spring 2007

Spring 2007 was the first year that students in the Class of 2009 were required (being 10<sup>th</sup> graders) to take the 10<sup>th</sup> grade WASL. Figure 8 shows their progress in meeting CAA/CIA and high school diploma requirements as of the Spring 2007 testing. The percentages are of Class 2009 students who were classified as 10<sup>th</sup> graders in Spring 2007.

**Figure 8**  
**Progress of Class 2009\* as of Spring 2007**  
**(77,010 students)**



\*Class of 2009 students who were classified as 10<sup>th</sup>-graders in Spring 2007.

Very few students in the Class of 2009 have accessed options for meeting the CAA and high school diploma requirements. This is not unexpected. More students are expected to use these options during their junior year.

### No Child Left Behind (NCLB) Adequate Yearly Progress (AYP): 2007 Preliminary Results<sup>4</sup>

The AYP findings based on the Spring 2007 WASL testing showed nearly a doubling of the number of schools that did not make AYP: 759 (35.7%) of the 2,128 schools in 2007 compared to 340 (16.4%) of the 2,073 schools in 2006. For 507 (66.8%) of the 759 schools it was the first year of not making AYP. In 2006, for 120 (35.3%) of the 340 schools 2006 was the first year of not making AYP. Of schools that made AYP in 2007, 27 are still in steps of school improvement (schools need to make AYP two years in a row to exit steps of school improvement).

<sup>4</sup> The AYP results are based on SBE staff calculations of data available on the OSPI website:  
<http://reportcard.ospi.k12.wa.us/DataDownload.aspx?schoold=1&OrgTypeId=1&reportLevel=State&orgLid=>

The main reason for the 2007 increases is a change in who is included in the analysis rather than any programmatic changes. This is the first year that students in grades 3, 5, 6, and 8 (in addition to grades 4, 7, and 10) are included in the analysis. In prior years, many subgroups of students in a school were too small (i.e., did not meet the minimum n-requirement) to be considered for AYP accountability. Schools were essentially given a pass on the performance of these subgroups of students. The inclusion of additional grades increases the n-sizes for many subgroups in many schools to the point where schools are now being held accountable through AYP for their performance.

School district performance follows a similar pattern to that of schools. In 2007, 153 (51.5%) of the 297 districts did not make AYP; 122 (79.7%) for the first year. In 2006, 73 (24.7%) of the 296 school districts did not make AYP; 47 (64.4%) for the first year.

For all students combined, Washington made its AYP proficiency, participation, and other indicator (unexcused absence rate and graduation rate) targets for all bands: elementary school, middle school, and high school. Washington; however, did not make its AYP targets for some of the subgroups. This is particularly true for subgroups at the elementary school level in both reading and math proficiency and the middle and high school level in math proficiency. While elementary-level students from racial and ethnic minority backgrounds have problems meeting their AYP targets in reading, middle and high school-level racial and ethnic minority students appear to be doing better.

All subgroups tended to meet their participation rate goals with the exception of American Indian and Special Education at the high school level. Figures 9-11 below detail the information on whether student subgroups did or did not meet the relevant AYP goals for 2007.<sup>5</sup>

<b>Figure 9</b>					
<b>Elementary School Band (Grades 3-5)</b>					
Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading (64.2%)	Math (47.3%)	Reading (95%)	Math (95%)	Unexcused Absence Rate ( $\leq 1\%$ )
All Students	Yes	Yes	Yes	Yes	Yes
American Indian	<b>NO</b>	<b>NO</b>	Yes	Yes	
Asian	Yes	Yes	Yes	Yes	
Black	<b>NO</b>	<b>NO</b>	Yes	Yes	
Hispanic	<b>NO</b>	<b>NO</b>	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	<b>NO</b>	<b>NO</b>	Yes	Yes	
Special Education	<b>NO</b>	<b>NO</b>	Yes	Yes	

<sup>5</sup> The source of this information is the State Report Card on the OSPI's website: <http://reportcard.ospi.k12.wa.us/ayp.aspx?year=2006-07>.

Low Income	<b>NO</b>	Yes	Yes	Yes	
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**Figure 10**

**Middle School Band (Grades 6-8)**

Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading (47.6%)	Math (38.0%)	Reading (95%)	Math (95%)	Unexcused Absence Rate ( $\leq 1\%$ )
All Students	Yes	Yes	Yes	Yes	Yes
American Indian	Yes	<b>NO</b>	Yes	Yes	
Asian	Yes	Yes	Yes	Yes	
Black	Yes	<b>NO</b>	Yes	Yes	
Hispanic	Yes	<b>NO</b>	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	<b>NO</b>	<b>NO</b>	Yes	Yes	
Special Education	<b>NO</b>	<b>NO</b>	Yes	Yes	
Low Income	Yes	<b>NO</b>	Yes	Yes	

**Figure 11**

**High School Band (Grades 9-12)**

Student Group	Met Proficiency Goal		Met Participation Goal		Other Indicator
	Reading (61.5%)	Math (43.6%)	Reading (95%)	Math (95%)	Graduation Rate (68%)
All Students	Yes	Yes	Yes	Yes	Yes
American Indian	Yes	<b>NO</b>	<b>NO</b>	<b>NO</b>	
Asian	Yes	Yes	Yes	Yes	
Black	Yes	<b>NO</b>	Yes	Yes	
Hispanic	Yes	<b>NO</b>	Yes	Yes	
White	Yes	Yes	Yes	Yes	
Limited English	<b>NO</b>	<b>NO</b>	Yes	Yes	
Special Education	<b>NO</b>	<b>NO</b>	<b>NO</b>	<b>NO</b>	
Low Income	Yes	<b>NO</b>	Yes	Yes	

# 2007 WASL Results

State Board of Education Meeting  
November 1, 2007



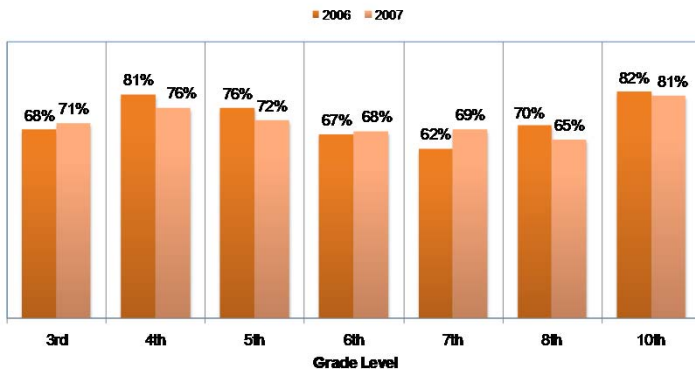
## Content areas and grades tested . . .

- ❖ Reading & Mathematics: Grades 3-8, 10
- ❖ Writing: Grades 4, 7, 10
- ❖ Science: Grades 5, 8, 10



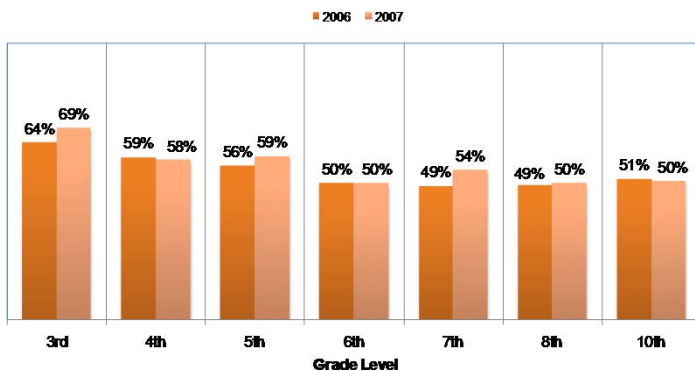
**2006-to-2007 Comparisons Show Mixed Results...**  
**Reading improvements for 3<sup>rd</sup> and 7<sup>th</sup> grades;**  
**Declines for 4<sup>th</sup>, 5<sup>th</sup>, and 8<sup>th</sup> grades**

**Reading WASL: 2006 & 2007**  
**Percent of Students Met Standard by Grade Level**



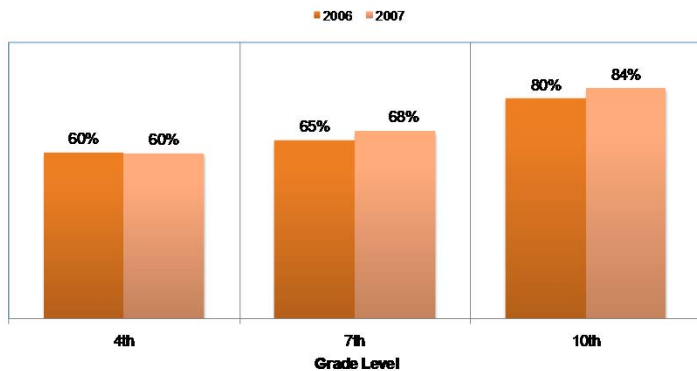
**2006-to-2007 Comparisons Show Mixed Results...**  
**Mathematics improvements in 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grades**

**Mathematics WASL: 2006 & 2007**  
**Percent of Students Met Standard by Grade Level**



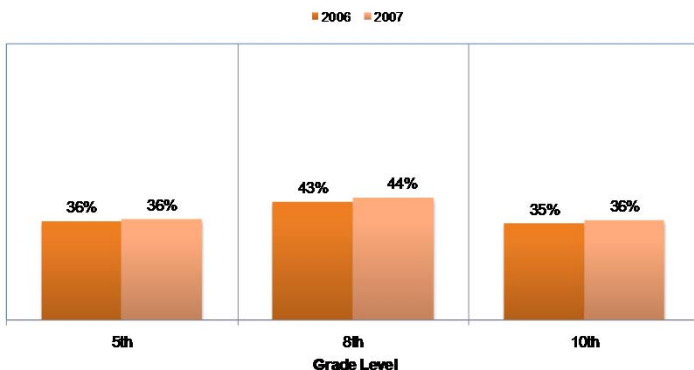
### 2006-to-2007 Comparisons Show Mixed Results... Writing improvements in 7<sup>th</sup> and 10<sup>th</sup> grades

**Writing WASL: 2006 & 2007**  
Percent of Students Met Standard by Grade Level



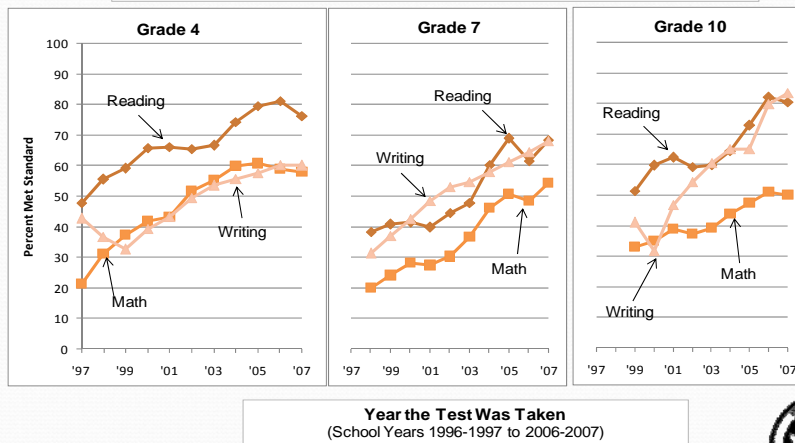
### 2006-to-2007 Comparisons Show Mixed Results...

**Science WASL: 2006 & 2007**  
Percent of Students Met Standard by Grade Level



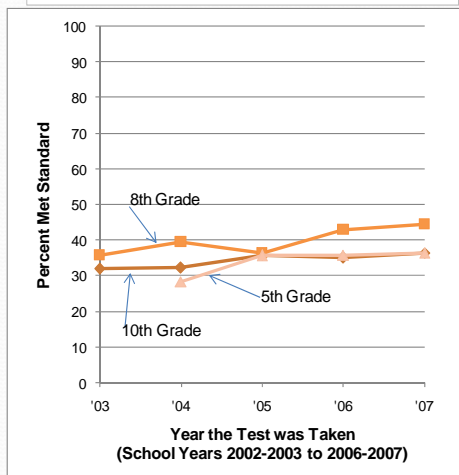
### Trends show improvements but at differing rates ...

WASL Reading, Math, and Writing "Met-Standard" Rates: 1997 - 2007



### Science trends are flatter than for reading, math, writing

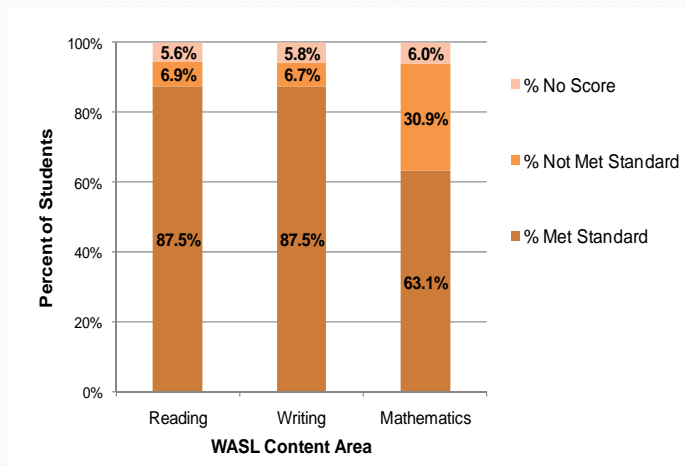
WASL Science "Met-Standard" Rate: 2003-2007





## Progress of Class of 2008 as of Spring 2007

Includes 73,075 students who were juniors in Spring 2007



## How have students in the Class of 2008 met the testing (WASL) requirements?

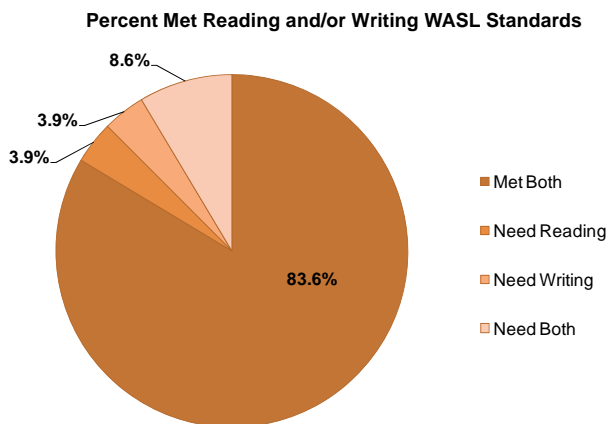
	<u>Reading</u>	<u>Writing</u>	<u>Mathematics</u>
<b>Total Passed</b>	<b>63,927</b> (87.5%)	<b>63,916</b> (87.5%)	<b>46,077</b> (63.1%)
Via WASL/WAAS	63,918	63,901	45,710
VIA CAA Options			
Collection of Evidence	7	4	256
PSAT/SAT/ACT/AP	0	0	95
WASL/GPA*	0	0	0
Waiver/Appeals	2	11	16

\*Only 12th-graders may use this option.





### Class of 2008 Diploma-Only Progress as of Spring 2007 Includes 73,075 students who were juniors in Spring 2007



### Class of 2008 CAA/CIA Progress as of Spring 2007 Includes 73,075 students who were juniors in Spring 2007

