



THE WASHINGTON STATE BOARD OF EDUCATION

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

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| Title: | <u>Collections of Evidence Data Spotlight</u> | |
| As Related To: | <input checked="" 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 type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other |
| Relevant To Board Roles: | <input type="checkbox"/> Policy Leadership <input type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy | <input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating |
| Policy Considerations / Key Questions: | <p>While the majority of students participate in and meet standards on the regular high school assessments and on specified options for students with an IEP, many students rely on approved alternatives to meet diploma requirements in at least one content area. Several key questions include the following.</p> <ol style="list-style-type: none"> 1. What are the graduation alternatives that are available to students who have not met standard on the HSPE and EOC? How many students access each of the graduation alternatives? 2. What exactly is a Collections of Evidence and what is the success rate of students accessing the Collection of Evidence option? 3. Which student groups have the highest participation rates on the Math Collection of Evidence? Are Targeted Student Groups accessing the Math Collection of Evidence at a different rate than the White and Asian student groups? | |
| Possible Board Action: | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve | <input type="checkbox"/> Adopt <input type="checkbox"/> Other |
| Materials Included in Packet: | <input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint | |
| Synopsis: | <p>Every year, more than 5000 students access one or more of the approved alternatives to fulfill a high school graduation requirement. Far more students seek an alternative to fulfill the math requirement and (by far) most select the Collection of Evidence option. This data spotlight section of the packet includes the following:</p> <ul style="list-style-type: none"> • Review of graduation alternatives • Data on the Math Collection of Evidence • Update on the implementation of <i>Bridge to College</i> transitional courses • State comparison of Smarter Balanced 2015 results <p>Following the SBE staff presentation, the Board will hear a presentation from Brian Goforth and Allison Harding from the Vancouver SD who will share their COE experiences with the Board.</p> | |



COLLECTIONS OF EVIDENCE DATA SPOTLIGHT

Policy Considerations

No board action directly related to this data spotlight is expected at the November 4-5, 2015 board meeting. However, this spotlight reviews graduation alternative data that are relevant to the Board's discussion of assessments and legislative priorities.

- For Board review, what are the graduation alternatives available to students who have not met standard on the High School Proficiency Exam (HSPE)? How many students access each of the graduation alternatives?
- What is the success rate of students accessing the Collection of Evidence (COE) option?
- Are Targeted Student Groups accessing the COE at a different rate than the Non-Targeted student groups? (Data from the Math COE is examined.)

Overview of Graduation Alternatives

The OSPI provides the CAA/CIA Database to school district staff as a means to monitor student progress toward meeting graduation testing requirements. For recent graduation classes, approximately three-fourths of students use results from the HSPEs and End-of-Course (EOC) exams to fulfill assessment requirements to earn a Certificate of Academic Achievement (CAA) and another one in ten are students with a disability using an Individualized Education Plan (IEP) specified alternative to earn a Certificate of Individual Achievement (CIA). The Figure 1 shows that approximately 85 percent of students met the 2013 testing requirements for reading, writing, and math but not all of these students met the requirement in the typical manner of meeting standards on tests.

For the class of 2013, Washington allows three ways to meet the exit exam requirement to earn a high school diploma. Recent high school graduates in Washington meet the requirements for one of the three ways to earn a diploma specified below and shown in Figure 2. Receipt of a CAA or CIA is noted on the student transcript but diplomas are awarded regardless of the way that the student met the exit exam requirement. Many students meet the testing requirements for graduation but had yet to complete the credit and other requirements.

- Certificate of Academic Achievement (CAA) – Awarded to students who meet all graduation requirements and meets standard in all of the subjects required for their graduation year and none of the subjects were tested using a special education alternative. Students who meet standard on an approved alternative (Collection of Evidence, ACT, SAT, etc.) qualify for the CAA.
- Certificate of Individual Achievement (CIA) – Awarded to students with an Individualized Educational Plan (IEP) who meet all graduation requirements or meets standard on an approved option (Smarter Balanced Off Grade, Basic, DAPE, WA-AIM, and Portfolio).
- Diploma without a CAA or CIA on Transcript – An option for students in the class of 2012 or earlier for whom meeting standard on a math assessment was not a graduation requirement. This is also an option for students receiving an out-of-state transfer waiver or a special unavoidable circumstances waiver.

Figure 1: shows the approximate percentage of students passing state high school assessments.

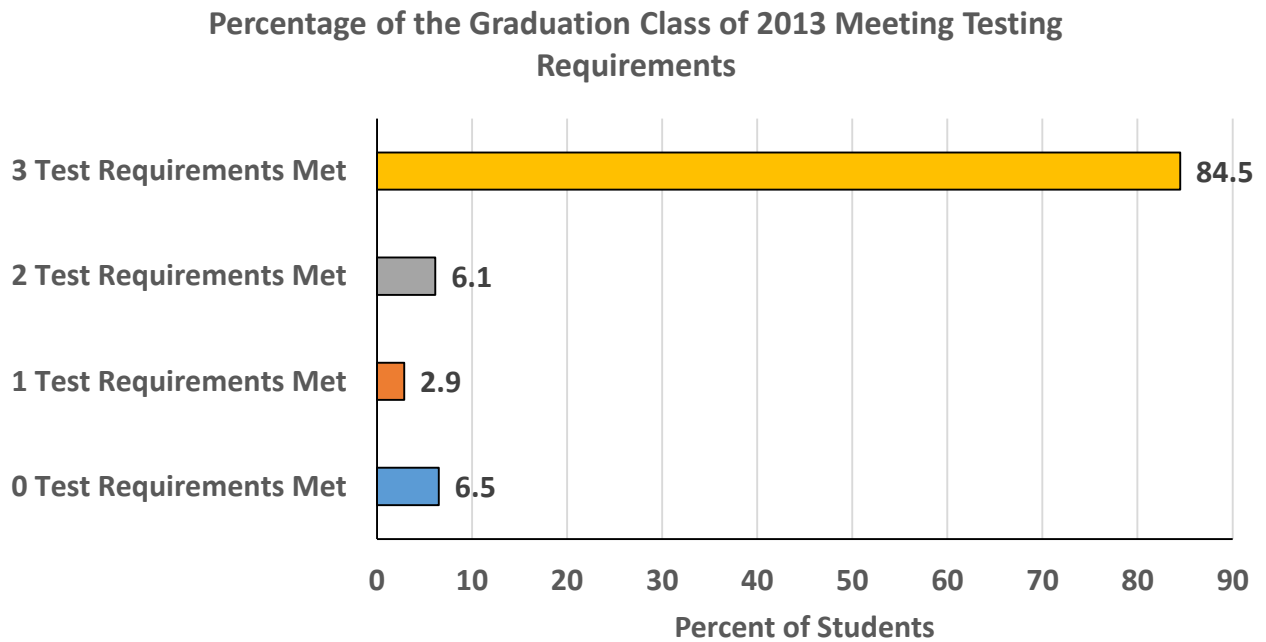
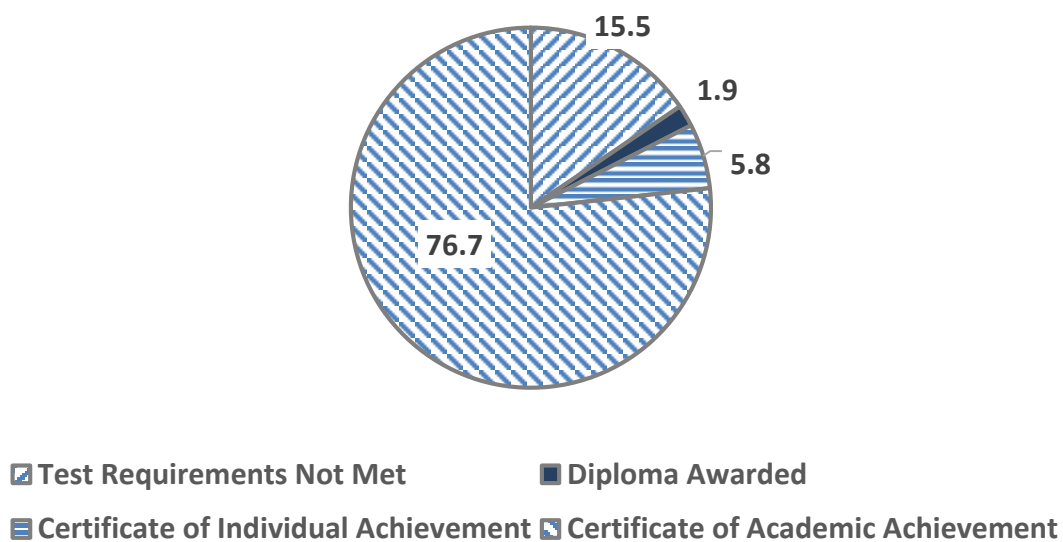


Figure 2: shows the approximate percentage of students meeting the testing requirements to earn a CAA, CIA, and Diploma for the class of 2013.

Percentage of the Graduation Class of 2013 Earning a CAA, CIA, Diploma or Not Meeting Testing Requirements



As would be expected, most students (approximately 71.5 percent) meet high school testing requirements for graduation by meeting standard on the HSPEs in reading and writing and on one math EOC assessment. Many students with an IEP (approximately 6 percent) meet the high school testing requirements for graduation by meeting or exceeding standard on assessments developed specifically for students with a disability (SWD). Of the approximately 20 percent not meeting graduation testing requirement described above, approximately one-half will attempt to meet one or more of the high school graduation requirements through an approved alternative. **In the years examined, 5,000 students or more attempt to use one or more alternatives to meet a graduation testing requirement, and more students seek an alternative to the math testing requirement as compared to reading and writing.**

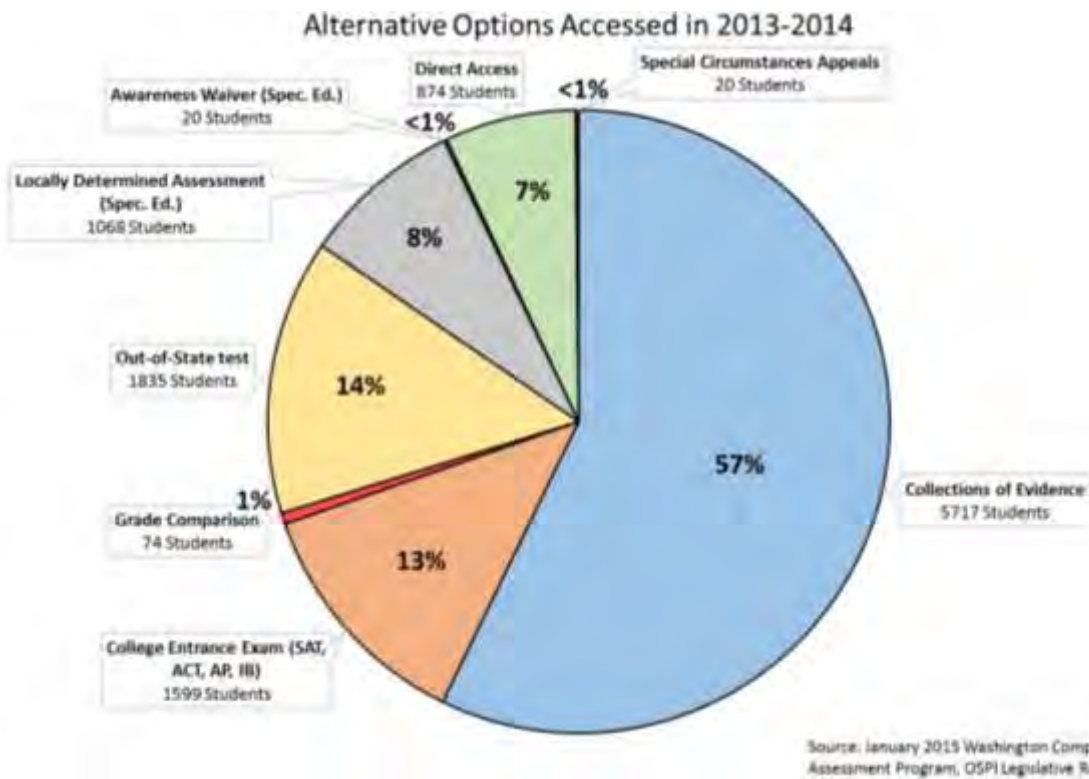
With the understanding that not all students demonstrate mastery of the skills on the traditional exit exam type of assessments required to meet high school graduation requirements, Washington provides students with the opportunity to meet certain graduation requirements by meeting standard on approved alternatives. The assessment alternatives are the focus of this memo and are highlighted in Table 1. Appendix A at the end of this memo includes more detailed information on each graduation alternative.

Table 1: Shows the options students may use to meet certain high school graduation requirements.

| Assessment Alternative* | Short Name | Who Uses the Test? |
|--|------------|-----------------------------|
| High School Proficiency Exam | HSPE | Most Students |
| American College Testing | ACT | Any Student |
| Advanced Placement | AP | |
| Grade Point Average | GPA | |
| Scholastic Aptitude Test | SAT | |
| Collection of Evidence | COE | |
| In/Out of State Eligible | IS/OOS-E | |
| Out of State Assessment | WVR-O | Recent Transfers into State |
| High School Proficiency Exam-Basic | HSPB | Students with a Disability |
| Developmentally Appropriate Proficiency Exam | DAPE | |
| WAAS Portfolio | PORT | |
| Locally Determined Assessment | LDA | |
| Other-Off Grade Level | OOGL | |

*Note: shows the common name for each of the assessment alternatives and the short name or acronym for each of the alternatives.

The graph below (Figure 3) shows the graduation alternative options accessed in 2013-2014 for students who did not meet standard on the exit exam. The COEs were the most frequently accessed of the alternative at 57 percent. Out-of-state transfer waivers were accessed second-most at 14 percent and college entrance exams third at 13 percent.



As displayed in Figure 4, the number of students accessing the COE increased by more than three fold in the 2012-13 school year when the math COE was reintroduced. The subsequent chart (Figure 5) shows that approximately two-thirds of COEs were in math. Students are less likely to meet standard on the math EOC than the reading and writing HSPEs. Therefore, the COE serves as an often-accessed, useful alternative for students having trouble in math.

Figure 4: shows the numbers of students accessing graduation assessment alternatives.

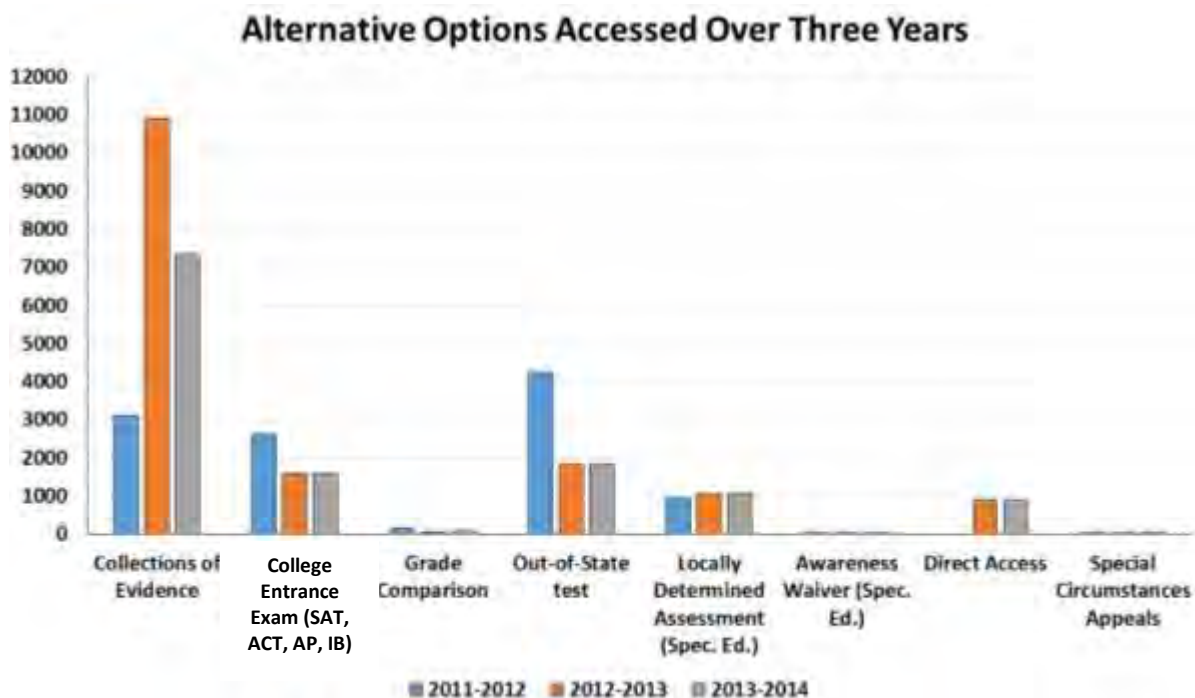


Figure 5: shows the distribution of COEs by content area for 2012-13.

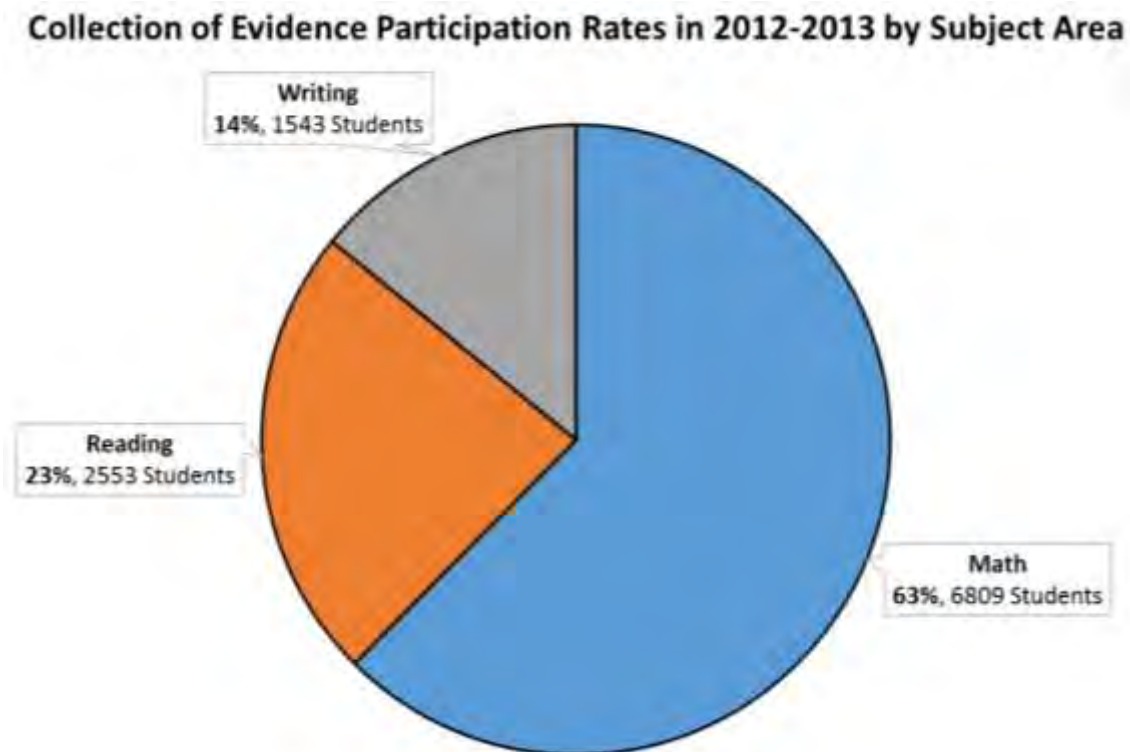


Table 2: Shows the number of students in the class of 2013 attempting to meet high school testing graduation requirements through an approved alternative.

| | Reading* | Writing* | Math* |
|--------------------------|----------|----------|-------|
| Collection of Evidence | 1351 | 664 | 3609 |
| Scholastic Aptitude Test | 290 | 233 | 700 |
| American College Testing | 220 | 65 | 376 |
| Grade Point Average | 11 | 7 | 66 |
| Advanced Placement | 2 | 2 | 0 |

*Note: the numbers in the table differ from Figure 5 because the former represent completed and scored COEs for the class of 2013 12th graders. Student counts in Figure 5 include COS in progress for all grade levels and regardless of graduation class.

Collection of Evidence

Background Information

The COE is an evaluation of a set of work samples prepared by the student with instructional support from a teacher. The OSPI works with Washington teachers to develop and implement COE passages, tasks and prompts for the reading, writing, and mathematics COE. The passages, tasks and prompts are held in a secure "inclusion bank." Teachers are allowed access to the inclusion bank after registering students for the COE submission.

Students develop their work samples under the direct supervision of educators. Students must follow state guidelines for preparing and submitting collections. The COE is scored at the state level to help ensure the validity and reliability of the assessment. The COE is designed to assess content and skills similar to those assessed on the HSPE and EOC exams.

The COE process is designed to allow students to make multiple submissions over time in a manner that ultimately results in success. The following steps could be followed depending upon how any particular COE is scored.

1. There are two COE submission dates per year and a student may submit one full COE (per content area) on or before each submission date.
2. If a COE submission does not equal or exceed the predetermined minimum score required to meet standard, a subsequent COE may be submitted. The subsequent COE must contain four new work samples and it is recommended that at least one of the four new samples be completed as an on-demand task. Examples of every strand must be present in the collection.
3. An expanded subsequent COE may be submitted if the student's full collection has a score that is 50 percent or less of the proficient cut-score for the content area. An expanded subsequent collection contains five or six new work samples with two on-demand tasks required. Examples of every strand must be present in the collection.

Throughout this process, the student is eligible to continue resubmitting collections so long as the threshold of new work samples is met.

It is difficult to describe characteristics of the students accessing the COE alternative without student-level, longitudinal assessment history. To access the collections of evidence alternative, a student must have failed to meet standard on an HSPE or an EOC at least once. Based on this requisite alone, students of color, students in poverty, and students in Bilingual Education would be expected to participate in COE at disproportionately high rates. It is difficult to characterize the prior academic performance of COE participants, but it would be fair to say that many students scoring at Level 1 access the COE, and that there are more Level 2 students accessing the COE than there are Level 1 students.

2013 COE for the Math EOC Year-1

For the Class of 2013, 3,384 students attempted to use the COE alternative to meet the Math EOC Year-1 testing requirement and the success rates by race/ethnicity subgroup are shown in Table 3. Two important takeaways from the table are:

1. Nearly all students (99.7 percent) were successful on the COE, which is not unusual given the fact that students not meeting standard are allowed to submit subsequent COEs for rescoring.
2. The American Indian/Native Alaskan, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups' participation rate is disproportionately high, while the participation rates for Asian and White student groups are disproportionately low.

Table 3: Summary information for the class of 2013 students attempting to use the Math EOC Year-1 Collection of Evidence to meet high school graduation requirement by race/ethnicity.

| Subgroup | Students | % of Math EOC1 COE Attempts | % of Class of 2013 | % Meeting or Exceeding Standard* |
|----------------------------------|-----------------|--|-------------------------------|---|
| All Students | 3384 | | | 99.7 |
| American Indian/Alaskan Native | 56 | 1.7 | 1.5 | 100.0 |
| Asian | 157 | 4.6 | 7.6 | 99.4 |
| Black/African American | 323 | 9.5 | 4.9 | 99.7 |
| Hispanic/Latino | 1077 | 31.8 | 16.5 | 99.5 |
| Native Hawaiian/Pacific Islander | 51 | 1.5 | 0.8 | 100.0 |
| White | 1554 | 45.9 | 63.6 | 99.7 |
| Two or More | 166 | 4.9 | 5.1 | 100.0 |

*Note: Collections of Evidence not meeting standard after the first submission may be expanded and resubmitted. The COEs represented in this table could have been completed during any of the high school years for the respective class members.

Table 3 shows that student groups often referred to as the Targeted Subgroups use the COE as an alternative to the regular Math EOC at disproportionately high rates. As an example, Hispanic students make up approximately 16.5 percent of the class of 2013 but nearly 32 percent of the students using the COE as an alternative to the Math EOC testing requirement.

Table 4 shows that the success rate on the Math EOC Year-1 Collections of Evidence is very high regardless of participation in Special Education, the Bilingual Education program, or the Free and Reduced Price Lunch program. Takeaways from Table 4 are:

1. Students receiving special education services are under-represented in the COE option
2. English Language Learners (ELLs) and students qualifying for the Free and Reduced Price Lunch program are represented at disproportionately high rates.

Table 4: Summary information for the class of 2013 students attempting to use the Math EOC Year-1 COE to meet high school graduation requirement by special population status.

| Subgroup | Students | % of Math EOC1 COE Attempts | % of Class of 2013 | % Meeting or Exceeding Standard* |
|---------------------|-------------|-----------------------------|--------------------|----------------------------------|
| All Students | 3384 | | | 99.7 |
| SWD - No | 3253 | 96.1 | 91.1 | 99.8 |
| SWD - Yes | 131 | 3.9 | 8.9 | 96.9 |
| Bilingual - No | 3038 | 89.8 | 96.8 | 99.8 |
| Bilingual - Yes | 346 | 10.2 | 3.2 | 99.1 |
| Low Income – No | 1276 | 37.7 | 60.1 | 99.8 |
| Low Income - Yes | 2108 | 62.3 | 39.9 | 99.7 |

*Note: COE not meeting standard after the first submission may be expanded and resubmitted. The COEs represented in this table could have been completed during any of the high school years for the respective class members.

Summary

1. The success rate on the Math EOC1 COE is very high for all student groups. This is probably due to a couple of considerations:
 - a. The COE process is highly individualized in the sense that the student works in the COE under the close supervision and guidance of a teacher.
 - b. COEs that do not meet standard are augmented and resubmitted for additional scoring. The augmentation is similar to an assessment retake but meeting standard may be more likely because only portions of the COE must be redone to meet standard.
2. Students in the race/ethnicities and special programs included in the Targeted Subgroup used for the Index are disproportionately over-represented in the COE process.
 - a. The American Indian/Native Alaskan, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups' participation rates are disproportionately high.
 - b. The COE participation rate for students in Bilingual education and qualifying for the Free and Reduced Price Lunch is disproportionately high.
 - c. The participation rates for Asian and White student groups are disproportionately low.

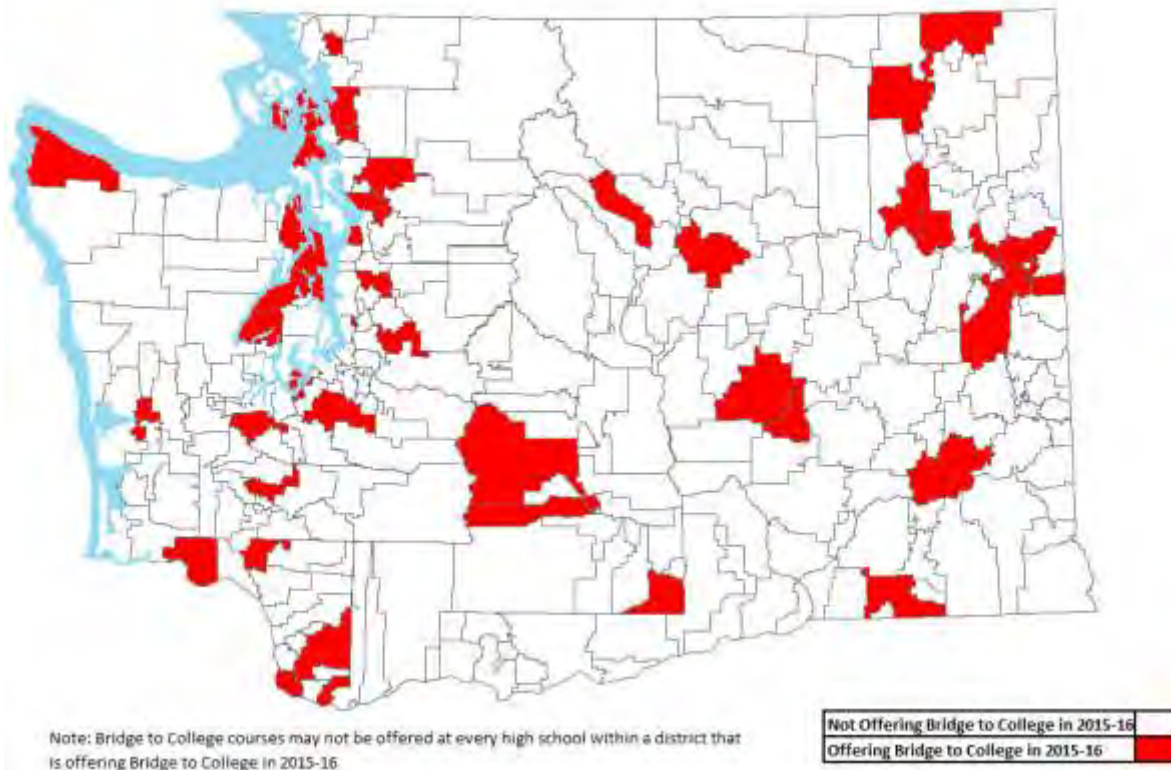
- d. The COE participation rate for students with a disability (SWDs) are disproportionately low. This is probably because SWDs are directed into other CIA options (ALG-Basic or IN1-Basic, for example) for meeting high school testing graduation requirements.

Update on the Implementation of *Bridge to College* Transition Courses

Approximately one-third of Washington high school graduates require remedial coursework upon entering college, costing students and the state time and money. Recognizing the need to reduce remediation rates and the alignment of the Smarter Balanced assessment to career- and college-ready standards, the State Board of Community and Technical Colleges led a collaborative effort across the community college system, public universities, and the K-12 system. The purpose of the effort is to use the Smarter Balanced assessment to qualify students for *Bridge to College* courses that give high school students the opportunity to bypass remedial courses by completing the transition course in English or Math with a B or better. The transition courses are available to students who score within the Level 2 on the Smarter Balanced assessment. Students who earn a score within Level 3 or Level 4 on the Smarter Balanced assessment will be considered college ready, thus eligible for college-level math or English without needing to take a placement test. Students who score above the graduation score set by SBE, but below the Level 3 threshold score will have met the exit exam graduation requirement and be eligible for the transition course but will not automatically bypass remedial courses like a student who scored within Level 3 or Level 4. The *Bridge to College* transition courses are not designed for students who scored within Level 1.

OSPI has offered a grant funded by College Spark WA for implementation of the Bridge to College transition courses. The map below shows the districts that are offering Bridge to College transition courses in the 2015-16 school year. Eighty districts with 250 teachers representing 132 high schools are offering one or both of the transition courses.

Districts Offering Bridge to College Transition Courses in the 2015-16 School Year
As of July 2015



Action

No action is expected at this board meeting. However, these data help to inform the Board in their decision-making on legislative priorities regarding assessments.

Appendix A - Description of Graduation Alternatives (information taken from OSPI website)

Current alternatives to statewide assessments required for graduation are specified in [RCW 28A.655.061](#) and [RCW 28A.655.065](#)

Certificate of Academic Achievement Options – Students must attempt the exit exam at least once before accessing the CAA options.

- **Collection of Evidence.**
 - The COE is an evaluation of a set of work samples prepared by the student in a classroom environment with instructional support from a teacher. The COE is available for math, reading, writing, and science for the Class of 2015 but the science graduation assessment requirement has been eliminated for the Classes of 2015 and 2016.
- **GPA Comparison**
 - A student's grades in courses corresponding to specific content areas are compared with the grades of students who took the same courses and passed the exit exam. This option is available to students in their 12th-grade year who have an overall grade-point average of 3.2.
- **College Admission/AP/IB Tests**
 - Students may use their math, science, reading and/or writing scores on the SAT reasoning test, ACT or ACT Plus Writing tests, specified Advanced Placement (AP) or International Baccalaureate (IB) examinations to show they have key skills expected of high school graduates. They may also use scores from specified AP or IB exams to meet the science graduation assessment requirement which has been eliminated for the Classes of 2015 and 2016.

Certificate of Individual Achievement Options (for students receiving Special Education Services). As of the 2014-15 school year, a student's IEP will make the determination as to which assessment is appropriate based on the student's learner characteristics.

- **Basic (L2) on General Assessment/COE**
 - A determination by a student's IEP team to establish a passing score at Level 2, or Basic, on the state's annual assessment. The Basic (L2) cannot be used for state and federal accountability; but, the Basic (L2) can be used to meet state graduation requirements.
- **Off-Grade Level Assessment**
 - Students receiving special education services may take a standards based test in a specific content area (Mathematics, English Language Arts, Science) at an elementary or middle school grade level. The student must meet the established cut score for proficiency for the grade level accessed.
- **Locally Determined Assessments**
 - A series of state-prescribed assessments available in the content areas of reading, writing, mathematics and science that can be selected and administered at the local school. The LDA is accessible by 12th grade students only for purpose of meeting state

graduation requirements. Meeting standard is scoring at or above the established minimum grade equivalency for the prescribed test or the established passing score.

Assessment Waivers

- **Out of State Transfer Waiver**
 - This waiver is for students who transfer from another state in the 11th or 12th grade. The student may apply to receive a waiver of the assessment graduation requirement if the student has previously passed another state’s high school exit or accountability examination. The waiver does not grant the student a CAA or CIA. These transfer students may also be eligible to receive access to the CAA Options via Direct Access. Students who transfer before the 11th grade and have passed another state’s state-administered Algebra I, Geometry or Biology End of Course assessment that is the state’s exit or accountability examination may also apply to receive a waiver of the assessment graduation requirement in that content area.
 - **Direct Access (Similar Option for Transfer or Private Education Students)**

A student who transfers into a public school in the 11th or 12th grade from out of state or from an in-state non-public school setting (private or home school) is eligible for direct access to the CAA options without taking a state exam first. A student who submits a waiver application also automatically has direct access to the CAA Options.
- **Special, Unavoidable Circumstance Appeal**
 - This applies to students in their 12th grade year (or 11th grade year under a specific circumstance where an educator has caused a testing irregularity) who have yet to meet standard on the state assessment, Exit Exam or a state-approved alternative, and experience a “special, unavoidable circumstance” that precludes their ability to access a state-approved assessment as a senior (or junior as stated above).

If you have questions regarding this memo, please contact Dr. Andrew Parr, Research and Data Manager, at andrew.parr@k12.wa.us or Mr. Parker Teed, Data Analyst, at parker.teed@k12.wa.us

State Comparison of Smarter Balanced 2015 Results

English Language Arts

| Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | High School | |
|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|-----|----------------------|-----|----------------------|------------|
| Missouri | 57% | Missouri | 59% | Connecticut | 59% | Connecticut | 56% | Washington | 59% | Washington | 59% | Oregon | 69% |
| Connecticut | 54% | Washington | 56% | Missouri | 59% | Missouri | 55% | Connecticut | 57% | Missouri | 58% | Idaho | 61% |
| Delaware | 54% | Connecticut | 55% | Washington | 59% | Oregon | 55% | Missouri | 57% | Oregon | 58% | South Dakota | 59% |
| Washington | 53% | Delaware | 54% | Vermont | 57% | Washington | 55% | Oregon | 57% | Connecticut | 54% | Vermont | 58% |
| Vermont | 52% | Oregon | 51% | Delaware | 56% | Vermont | 53% | Vermont | 55% | Vermont | 54% | California | 56% |
| South Dakota | 49% | Vermont | 51% | Oregon | 55% | Delaware | 49% | Idaho | 51% | Idaho | 52% | Connecticut | 53% |
| Idaho | 48% | Hawaii | 48% | Hawaii | 54% | Idaho | 49% | Delaware | 50% | Delaware | 49% | Hawaii | 53% |
| Oregon | 47% | Idaho | 46% | Idaho | 52% | Hawaii | 47% | South Dakota | 49% | South Dakota | 48% | Delaware | 52% |
| Hawaii | 46% | South Dakota | 45% | West Virginia | 51% | West Virginia | 45% | West Virginia | 45% | Hawaii | 47% | Washington | 52% |
| West Virginia | 46% | West Virginia | 45% | South Dakota | 49% | California | 43% | California | 44% | California | 45% | West Virginia | 47% |
| California | 38% | <i>SBAC ESTIMATE</i> | 41% | California | 44% | West Virginia | 43% | Hawaii | 44% | West Virginia | 43% | <i>SBAC ESTIMATE</i> | 41% |
| <i>SBAC ESTIMATE</i> | 39% | California | 40% | <i>SBAC ESTIMATE</i> | 44% | <i>SBAC ESTIMATE</i> | 41% | <i>SBAC ESTIMATE</i> | 38% | <i>SBAC ESTIMATE</i> | 41% | Missouri | N/A |

Mathematics

| Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | High School | |
|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|
| Washington | 58% | Washington | 55% | Washington | 49% | Washington | 47% | Washington | 50% | Washington | 48% | South Dakota | 39% |
| Delaware | 53% | Missouri | 50% | Hawaii | 42% | Oregon | 39% | Oregon | 43% | Oregon | 44% | Vermont | 37% |
| Missouri | 52% | Delaware | 47% | Oregon | 42% | Hawaii | 38% | Vermont | 43% | Vermont | 40% | <i>SBAC ESTIMATE</i> | 33% |
| Vermont | 52% | Hawaii | 46% | Vermont | 42% | Missouri | 38% | South Dakota | 39% | Hawaii | 39% | Connecticut | 31% |
| South Dakota | 51% | Idaho | 46% | Missouri | 40% | Connecticut | 37% | Connecticut | 39% | South Dakota | 39% | Oregon | 31% |
| Hawaii | 50% | South Dakota | 46% | Delaware | 38% | Vermont | 37% | Hawaii | 38% | Connecticut | 37% | Hawaii | 30% |
| Idaho | 50% | Oregon | 45% | Idaho | 38% | Idaho | 36% | Idaho | 38% | Idaho | 37% | Idaho | 30% |
| Connecticut | 48% | Vermont | 45% | South Dakota | 37% | South Dakota | 35% | Delaware | 37% | Delaware | 35% | California | 29% |
| Oregon | 47% | Connecticut | 44% | Connecticut | 37% | Delaware | 34% | Missouri | 35% | Missouri | 33% | Washington | 29% |
| West Virginia | 44% | <i>SBAC ESTIMATE</i> | 37% | <i>SBAC ESTIMATE</i> | 33% | California | 33% | California | 34% | <i>SBAC ESTIMATE</i> | 32% | Delaware | 23% |
| California | 40% | California | 35% | California | 30% | <i>SBAC ESTIMATE</i> | 33% | <i>SBAC ESTIMATE</i> | 33% | Missouri | 28% | West Virginia | 20% |
| <i>SBAC ESTIMATE</i> | 39% | West Virginia | 35% | West Virginia | 30% | West Virginia | 26% | West Virginia | 25% | West Virginia | 25% | Missouri | N/A |

Source: OSPI Student Information and Assessment

States were sorted highest to lowest by percentage of students at or above the level three consortium threshold score. New Hampshire, North Dakota, Michigan, Montana, and Nevada have not released 2015 Smarter Balanced results. Washington: Percentages exclude students with no score. Eleventh grade is reported.