



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<u>Smarter Balanced Assessment Results Discussion</u>	
<b>As Related To:</b>	<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 checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" 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>	What insights can be gathered from data on Smarter Balanced assessment results? What conclusions do these insights yield about Smarter Balanced implementation?	
<b>Possible Board Action:</b>	<input 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 checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>This section of the packet includes a data spotlight on Smarter Balanced assessment results. The spotlight addresses the following five takeaways:</p> <ul style="list-style-type: none"> <li>• What does the participation rate look like across the state?</li> <li>• How does the academic performance of Washington students compare to students from other states on the Smarter Balanced assessment (SBA)?</li> <li>• How many 11<sup>th</sup> grade students who tested in Level 1 or 2 on the HSPE were eligible to meet graduation requirements by passing the SBA?</li> <li>• How does the performance by students on the 5<sup>th</sup> and 8<sup>th</sup> grade science MSPs in 2015 compare to previous years?</li> <li>• Even though the Smarter Balanced assessments are very different from the MSPs, you probably want to know how the 2014 MSP proficiency data compare to the 2015 Smarter Balanced data for grades 3 to 8.</li> </ul>	



## DATA SPOTLIGHT ON SMARTER BALANCED ASSESSMENT RESULTS

### *What does the participation rate look like across the state?*

The participation rates on the 11<sup>th</sup> grade Smarter Balanced assessment were about 50 percent statewide but varied considerably by district. Participation was especially low in the Puget Sound area, King and Pierce counties, and along I-5 and I-90. The map below shows the districts with the lowest participation highlighted in red. Federal and state accountability systems require that at least 95 percent of students participate in the statewide assessments.

Participation Rate on the 11th Grade Mathematics Smarter Balanced Assessment by District

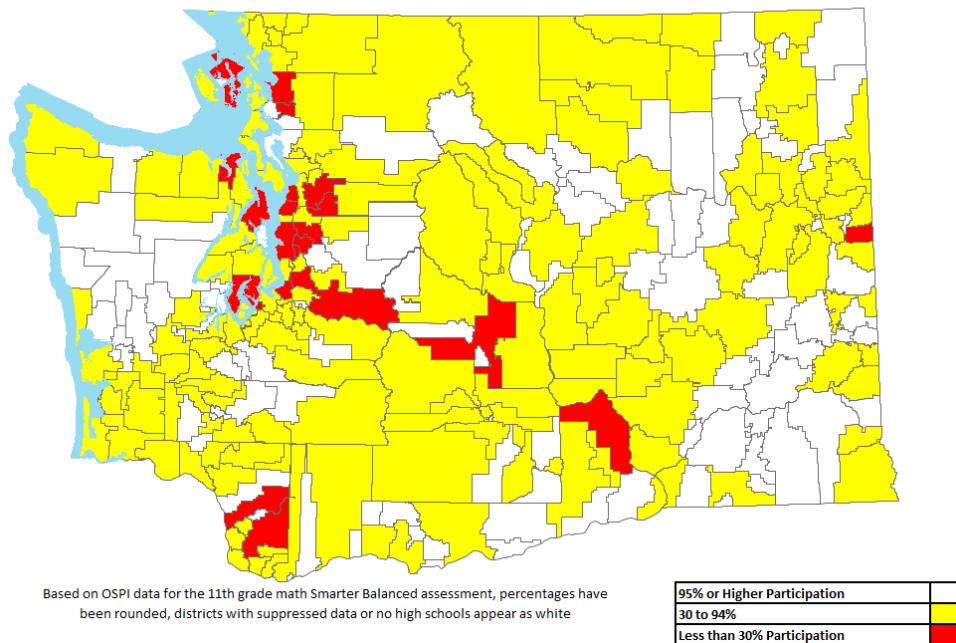


Table 1: Districts with the lowest reported AYP participation rates in math in Washington.

School District	AYP Math Participation Rates
Lopez SD	13.3 %
Snohomish SD	13.5 %
Stanwood-Camano SD	14.6 %
Orcas Island SD	16.6 %
Enumclaw SD	17.0 %
Mercer Island SD	17.5 %
Edmonds SD	18.4 %
Federal Way SD	18.4 %
Bellevue SD	18.7 %
La Conner SD	18.8 %

The student participation rates on the statewide assessments differ for ELA and math, with the ELA rate typically being a little higher than the math participation rate. Table 1 shows the school districts with the lowest participation rates on the Smarter Balanced math assessment as reported by the OSPI. Districts with very low participation rates are not reported per OSPI suppression rules.

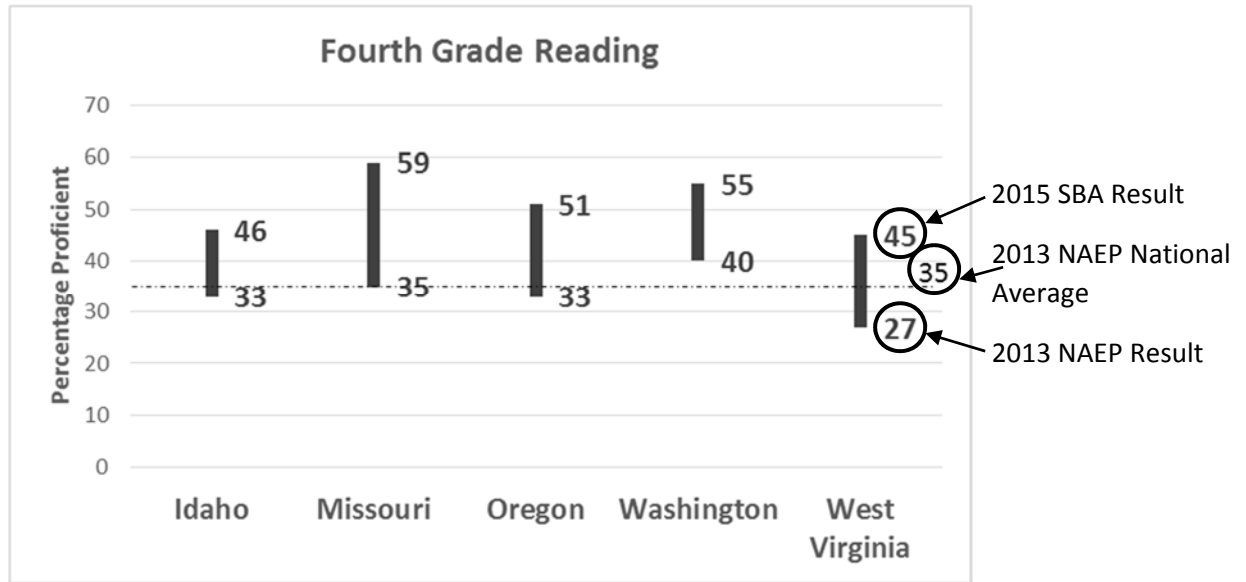
**How does the academic performance of Washington students compare to students from other states on the Smarter Balanced assessment (SBA)?**

Washington students generally score higher on the NAEP and SBA than the other states that have released SBA results. Washington’s math results are particularly high as compared to the other states. More students meet proficiency standards on the SBA than the NAEP. Why might this be?

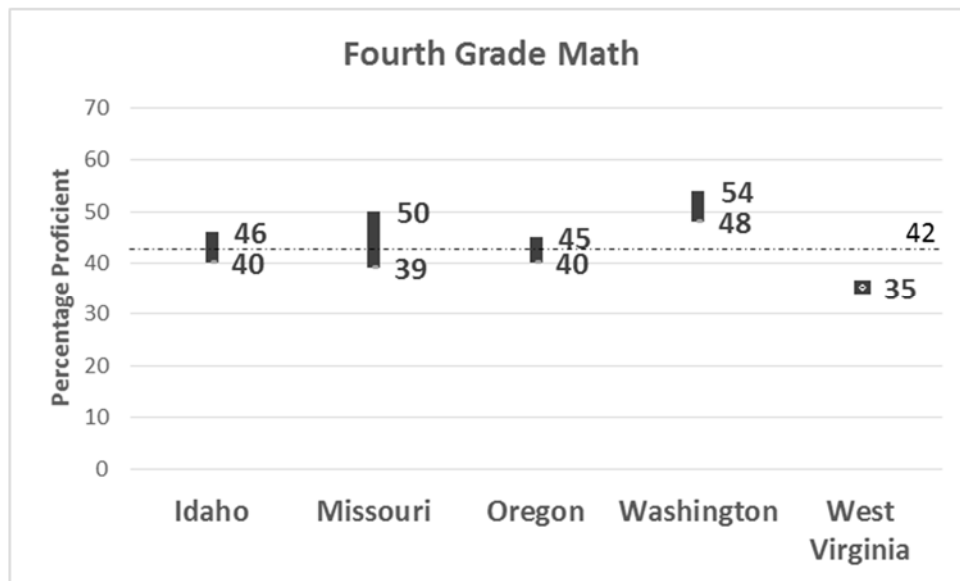
- For all state data examined here, a higher percentage of students meet standards on the SBA than on the NAEP and of the two content areas, the results for the math assessments are the most alike. This suggests that the level of rigor needed to reach proficiency is lower for the Smarter Balanced than for the NAEP.
- One cannot say for certainty that there is a difference in the level of rigor required to reach proficiency because the NAEP is reading only and the SBA combines reading and writing into an ELA assessment. Also, the NAEP is administered to a representative sample of students while the SBA is administered to all students. Students who took the NAEP in 2013 are a different cohort than the students who took the Smarter Balanced in 2015.
- State to state comparisons are complicated by assessments that are designed in partnership with the consortium but are tailored to be unique to a given state. Missouri and Idaho are administering customized SBA tests that share some elements of the SBA but may be different in meaningful ways. This is an early state comparison and, in the future, differences among state-specific assessments by SBAC and differences in demographics or economics will need to be considered in state-to-state comparisons. In this analysis, Oregon is the closest comparison to Washington in demographics, economics, location, and use of the same assessment.

Table 2: Comparison of Smarter Balanced assessment results to the latest NAEP results.

		2013 NAEP	2015 SBA	Difference	
*Missouri uses the Missouri Assessment Program (MAP), a state-administered assessment developed in partnership with the Smarter Balanced Assessment Consortium.	<b>Fourth Grade English</b>	<b>Average</b>	<b>33.6</b>	<b>51.2</b>	<b>+17.6</b>
		Idaho**	33	46	+13
		Missouri*	35	59	+24
		Oregon	33	51	+18
		Washington	40	55	+15
		West Virginia	27	45	+18
**Only preliminary results are available from Idaho, full results will be released in October 2015. Idaho uses the Idaho Standard Achievement Tests (ISAT) by Smarter Balanced.	<b>Eighth Grade English</b>	<b>Average</b>	<b>35.6</b>	<b>53.6</b>	<b>+18</b>
		Idaho**	38	52	+14
		Missouri*	36	58	+22
		Oregon	37	58	+21
		Washington	42	57	+15
		West Virginia	25	43	+18
Values are based on percentage proficient. The average is based on the mean of the five states. Difference is 2015 SBA minus 2013 NAEP.	<b>Fourth Grade Math</b>	<b>Average</b>	<b>40.4</b>	<b>46</b>	<b>+5.6</b>
		Idaho**	40	46	+6
		Missouri*	39	50	+11
		Oregon	40	45	+5
		Washington	48	54	+6
		West Virginia	35	35	0
These data are a WA SBE follow-up to the <a href="#">Hechinger Report: The surprising initial results from a new Common Core exam</a> article that highlighted the difference between new assessment results and 2013 NAEP results.	<b>Eighth Grade Math</b>	<b>Average</b>	<b>33.8</b>	<b>36</b>	<b>+2.2</b>
		Idaho**	36	37	+1
		Missouri*	33	28	-5
		Oregon	34	44	+10
		Washington	42	46	+4
		West Virginia	24	25	+1



These two charts visually demonstrate that each of the five states had a greater deviation between SBA results and NAEP results in reading than in math. The deviation is even greater at the eighth grade level.



**How many 11<sup>th</sup> grade students who tested in Level 1 or 2 on the HSPE were eligible to meet graduation requirements by passing the SBA?**

Of the 11<sup>th</sup> grade students not having met the HSPE Reading or Writing or the EOC Math graduation requirements as 10<sup>th</sup> graders,

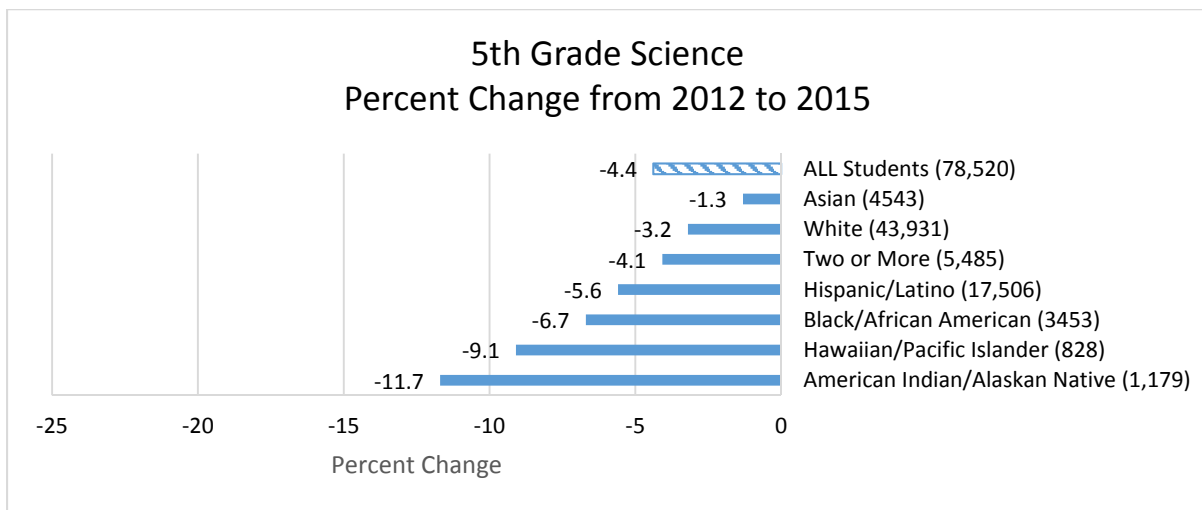
- 1384 met or exceeded the SBAC ELA scaled score of 2548 meaning that these students can use the SBAC result as an approved alternative for meeting the ELA graduation requirement.
- 135 met or exceeded the SBAC Math scaled score of 2595 and will be able to use the SBAC result as an approved alternative for meeting Math graduation requirement.

**How does the performance by students on the 5<sup>th</sup> and 8<sup>th</sup> Grade Science MSPs in 2015 compare to previous years?**

The percentage of students meeting standards in science was lower in 2015 for all (except for one) student groups on both the 5<sup>th</sup> and 8<sup>th</sup> Grade MSPs after remaining relatively stable for the previous three years. On the two charts below, the number of students comprising each group is included in the parentheses to the right of the bar chart label. The charts show that the achievement gaps in science for the Targeted Subgroup members increased because the decline in 2015 was greater for the Targeted Subgroup members than for the Non-Targeted Subgroup members.

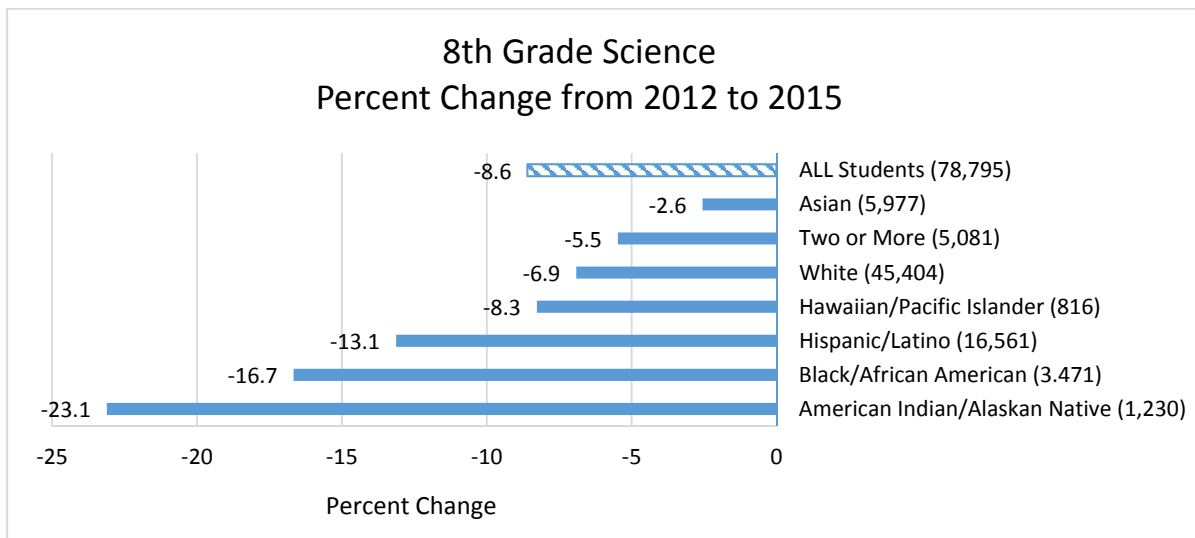
The percentage of students meeting standard on the 5<sup>th</sup> Grade MSP in Science

- Fell three percentage points (4.4 percent) in 2015 from 2012 for the All Students group.
- Fell more than 4.4 percent for the Hispanic, Black, Pacific Islander, and American Indian groups.

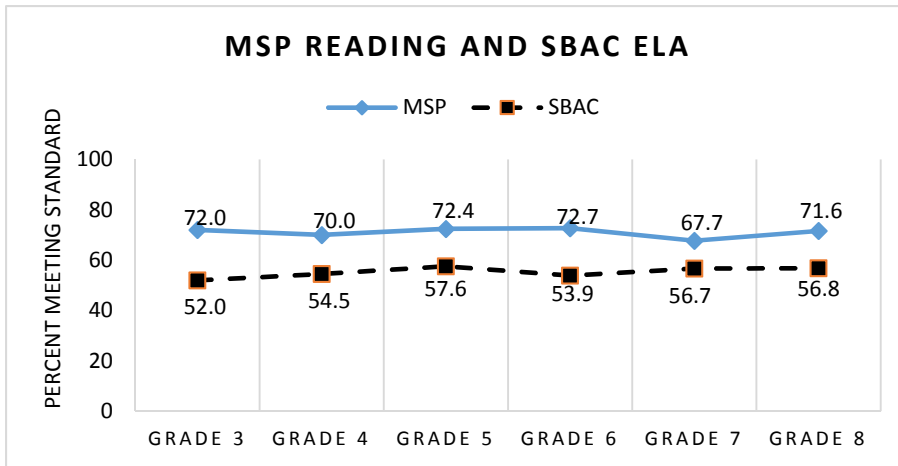


The percentage of students meeting standard on the 8<sup>th</sup> Grade MSP in Science

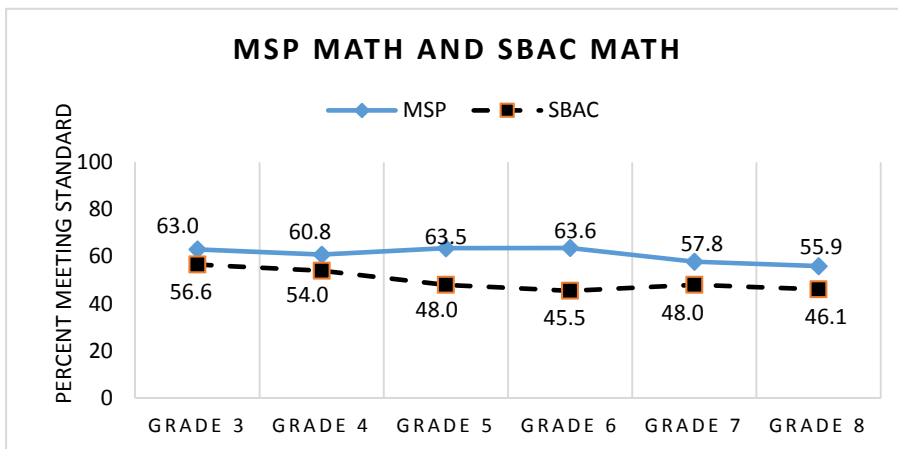
- Fell 6.6 percentage points (8.6 percent) in 2015 from 2012 for the All Students group.
- Fell more than 8.6 percent for the Hispanic, Black, and American Indian student groups.



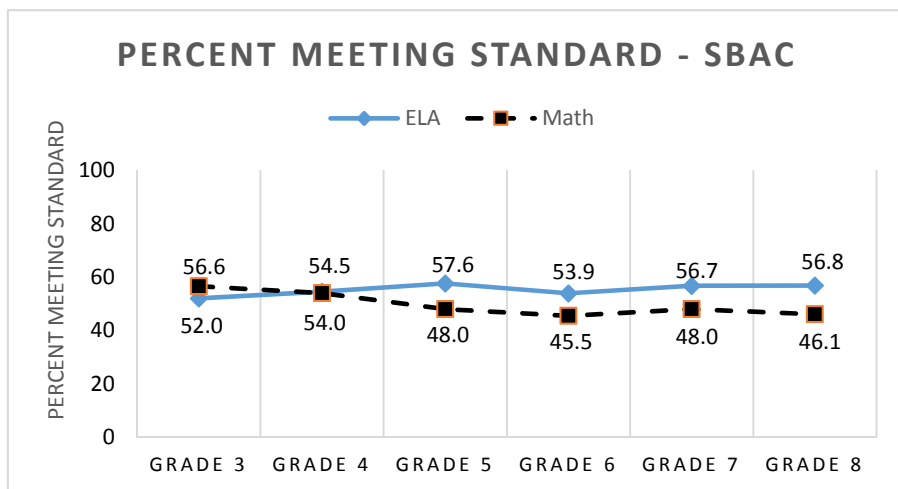
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The percentages of students meeting standard on the 2015 SBAC ELA are 10 to 20 percentage points lower than 2014 MSP Reading percentages.



The percentages of students meeting standard on the 2015 SBAC Math are 7 to 18 percentage points lower than the corresponding 2014 MSP Math percentages.



See that the percentage of students meeting standard on the SBAC ELA **increases** from the lower grades to the upper grades (52.0 to 56.7 percent), while the percentage of students meeting standard on the SBAC math **decreases** from the lower grades to the upper grades (56.6 to 46.1 percent).