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REPORT TO THE LEGISLATURE

Washington Comprehensive Assessment Program

2017

Authorizing legislation: RCW 28A.300.041(8) and RCW 28A.655.066 (http://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.041) and (http://app.leg.wa.gov/rcw/default.aspx?cite=28A.655.066)

Deb Came, Ph.D.
Assistant Superintendent of Assessment and Student Information at OSPI

Prepared by:

- **Deb Came, Ph.D.,** Assistant Superintendent, Assessment and Student Information
  Deb.Came@k12.wa.us | 360-725-6336
- **Linda Drake,** Research Director, State Board of Education
  Linda.Drake@k12.wa.us | 360-725-6028

TABLE OF CONTENTS

List of Tables

Executive Summary

For the 2016–17 school year, the Washington Comprehensive Assessment Program (WCAP) consisted of all state tests given to public school students:

- Smarter Balanced Assessments (SBA) in English Language Arts (ELA) and math for students in grades 3–8 and high school.
- Measurements of Student Progress (MSP) in science for grades 5 and 8.
- End-of-Course exams in math and biology.
- Specialized testing for English proficiency, alternate achievement standards, and graduation alternatives.

SBA and Alternate Assessments

Spring 2017 represented the third year of Smarter Balanced testing. In spring 2017, a total of 580,276 students took the ELA tests and 558,631 students took the math tests.

Students with significant cognitive challenges can take an alternate assessment, the Washington Access to Instruction and Measurement (WA-AIM). In spring 2017, about 6,000 students took the WA-AIM.

English Language Learners

Washington is part of a consortium that developed the English Language Proficiency Assessment for the 21st Century (ELPA21). Students took it for the second time during the 2016–17 school year. In winter 2017, 129,709 students took the ELPA21.

New Science Assessments

Washington adopted the Next Generation Science Standards (NGSS) in October 2013, and they are called the Science K–12 Learning Standards. The new test, the Washington Comprehensive Assessment of Science (WCAS), will begin in spring 2018 and will test students in grades 5, 8, and 11.

Washington Kindergarten Inventory of Developing Skills (WaKIDS)

WaKIDS is a whole-child assessment where kindergarten teachers observe children during everyday classroom activities. All state-funded, full-day kindergarten classrooms must give WaKIDS. About 4,000 teachers from 292 districts completed the fall 2016 assessment for 78,000 kindergartners.

Cost Summary

Costs for 2016–17 were lower than projected due to fewer students than anticipated participating in the graduation alternatives. Costs for 2017–18 are projected to drop further as ESHB 2224 and other previous legislations have eliminated specific graduation alternatives, specifically Collection of Evidence.

2016–17 Smarter Balanced Assessments in English Language Arts and Math

The 2016–17 school year represented the third implementation year of Washington's new assessment system developed by the Smarter Balanced Assessment Consortium. The assessments are aligned to Washington State's K–12 Learning Standards. The consortium developed assessment instruments that support student learning with summative and interim measures, and formative practices and instructional resources. The Smarter Balanced Assessment system is comprised of the Digital Library, which is a repository of resources to help teachers improve classroom-based formative assessment practices; interim assessments, which allow teachers to check student progress throughout the year, giving them information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards; and the summative tests that measure college and career readiness at the 11th grade and, in other grades, whether students are on track to be college and career ready.

Washington continues as a "member state" of the Smarter Balanced Assessment Consortium, with access to all three components of the Smarter Balanced assessment system.

Digital Library

The Digital Library, an online collection of resources aligned to the Common Core that supports K–12 teachers' use of the formative assessment process, is available to all educators in the K–12 system and higher education partners. The Digital Library has assessment literacy modules, exemplar instructional modules, and education resources submitted and vetted by teachers. OSPI is an active participant in the State Leadership Team (SLT) for the Consortium, which serves to improve and support use of the Digital Library. Educators in Washington are part of the State Network of Educators (SNEs) who submit and review resources for the library. OSPI collaborates with the Washington Student Achievement Council (WSAC) to grant Digital Library access to Higher Education faculty in teacher preparation programs.

Interim Assessments

Smarter Balanced interim assessments are also available to all school districts in Washington for optional administration in grades 3–8 and high school. The interim assessments are designed to allow schools to check student progress and provide information to inform instruction. There are two types of interim assessments allowing flexible administration options: Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs). The ICAs use the same design as the summative assessments, assess the same range of standards, and provide scores on the same scale. At the high school level, the ICAs are consistent with the high school summative blueprint and may be administered in grades 9, 10, 11, and/or 12. The IABs focus on smaller sets of related standards and provide information that is more detailed for instructional purposes.

Another resource available to educators are Digital Library Connection Playlists. A Playlist is a collection of resources in the Digital Library that address a progression in skills or understanding for a topic. The purpose of these documents is to link student performance on IABs to specific resources in the Digital Library as instructional supports aligned to students' needs. Smarter Balanced released 11 Digital Library Connection Playlists documents during the 2016–17 school year, which were created by educators in collaboration with Smarter Balanced. The Consortium plans to release an additional 96 playlists during the 2017–18 school year.

Summative Assessments

Summative assessments in ELA and math are administered in grades 3–8 and 11 toward the end of the school year. Students complete a computer adaptive test and performance task in each subject area. Students receive composite scores for each subject area and the following claim-level scores: in ELA—reading, writing, listening, and research; in Math—concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning.

Operational Update

Smarter Balanced tests are designed to be administered online; a key feature of the assessment is that they are computer adaptive, meaning they adjust the difficulty of the items presented to the student's demonstrated knowledge and skill. In 2016–17, paper/pencil testing was available for districts that chose not to administer the online tests, but districts had to pay $6 per test for each student tested on paper for grades 3–8 and 11. Table 1 summarizes the online testing participation rates since online testing began.

Table 1: Online Testing Participation

Grade levels	Grade 3	Grades 4–5	Grades 6–8	Grade 11
2009–10	Paper/Pencil	Paper/Pencil	~25%	Paper/Pencil
2010–11	Paper/Pencil	~20%	~40%	Paper/Pencil
2011–12	~15%	~30%	~50%	Paper/Pencil
2012–13	~24%	~42%	~55%	Paper/Pencil
2013–14	~59%	~62%	~67%	Paper/Pencil
2014–15	~97%	~97%	~98%	~97%
2016–16	99.7%	99.6%	99.9%	99.8%
2016–17	99.9%	99.9%	99.9%	99.9%

Testing Times

By October 15, each school district must report to the Office of Superintendent of Public Instruction (OSPI) the amount of student time that was spent taking state and district mandated tests for the 2016–17 school year. OSPI will summarize the data submitted in a separate report to the legislature titled *UPDATE: Assessment Inventory*.

Status on Legislative Recommendations

RCW 28A.300.041 required a redesign of the state's assessment system. Table 2 summarizes the state's status with respect to each feature requested.

Table 2: Status on Redesign to State Testing

Feature Requested:	Status:
(1) The legislature finds that a statewide student assessment system should improve and inform classroom instruction, support accountability, and provide useful information to all levels of the educational system, including students, parents, teachers, schools, school districts, and the state. The legislature intends to redesign the current statewide system, in accordance with the recommendations of the Washington assessment of student learning legislative work group, to:	How the Washington Comprehensive Assessment Program (WCAP) addresses each feature:
(a) Include multiple assessment formats, including both formative and summative, as necessary to provide information to help improve instruction and inform accountability;	Smarter Balanced is comprised of a balanced system of formative, interim and summative assessments.
(b) Enable collection of data that allows both statewide and nationwide comparisons of student learning and achievement; and	Washington is one of 14 states, plus one territory and the Bureau of Indian Affairs that administered Smarter Balanced assessments, allowing comparisons within our state and across other Smarter Balanced states.
(c) Be balanced so that the information used to make significant decisions that affect school accountability or student educational progress includes many data points and does not rely on solely the results of a single assessment.	Washington's federal and state accountability system incorporates proficiency on state tests, student growth percentiles, attendance, graduation rates (high school), and dual credit course participation.
(2) The legislature further finds that one component of the assessment system should be instructionally supportive formative assessments. The key design elements or characteristics of an instructionally supportive assessment must:	Smarter Balanced offers educators full access to the Digital Library, a collection of resources focused on formative assessment processes, as well as optional interim assessments.
(a) Be aligned to state standards in areas that are being assessed;	The interim assessments and formative assessment processes are fully aligned to current state standards.

Feature Requested:	Status:
(b) Measure student growth and competency at multiple points throughout the year in a manner that allows instructors to monitor student progress and have the necessary trend data with which to improve instruction;	The optional interim assessments may be administered as often as teachers choose but are fixed forms so repeated administrations will not necessarily demonstrate true growth. The formative assessment processes emphasized throughout the Digital Library will fulfill this criteria.
(c) Provide rapid feedback;	Formative assessment practices, by definition, provide immediate feedback to teachers and students. Interim assessment results are available immediately after the teacher hand scores a small number of items. For summative assessments in 2017, more than 99% of results were returned within three weeks.
(d) Link student growth with instructional elements in order to gauge the effectiveness of educators and curricula	The Smarter Balanced consortium has released 11 documents identifying the direct connections between particular performance patterns on interim assessment blocks and resources in the Digital Library.
(e) Provide tests that are appropriate to the skill level of the student;	Smarter Balanced tests are computer adaptive, meaning they adjust the difficulty of the item the student sees based on the student's performance on previous items.
(f) Support instruction for students of all abilities, including highly capable students and students with learning disabilities;	Smarter Balanced tests are computer adaptive, meaning they adjust the difficulty of the item the student sees based on the student's performance on previous items. Furthermore, teachers may administer interim assessments from higher or lower grades to support instruction of students performing outside their grade level.
(g) Be culturally, linguistically, and cognitively relevant, appropriate, and understandable to each student taking the assessment;	Smarter Balanced item development includes a bias and sensitivity review by members of a wide variety of groups.
(h) Inform parents and draw parents into greater participation of the student's study plan;	Smarter Balanced score reports are designed to inform parents about their child's progress toward college and career readiness. Parents feedback about the reports has been very positive.

Feature Requested:	Status:
(i) Provide a way to analyze the assessment results relative to characteristics of the student such as, but not limited to, English language learners, gender, ethnicity, poverty, age, and disabilities;	All assessment results are disaggregated by racial groups, gender, and program participation including Free/Reduced Meals, ELL, Special Education, and Foster Care.
(j) Strive to be computer-based and adaptive; and	Smarter Balanced tests are computer adaptive, meaning they adjust the difficulty of the item the student sees based on the student's performance on previous items.
(k) Engage students in their learning.	A key part of Digital Library's focus is on formative assessment processes in the engagement of students in their learning and in providing feedback to teachers about student learning.
(3) The legislature further finds that a second component of the assessment system should be a state-administered summative achievement assessment that can be used as a check on the educational system in order to guide state expectations for the instruction of children and satisfy legislative demands for accountability. The key design elements or characteristics of the state administered achievement assessment must:	Smarter Balanced summative assessments, administered in grades 3–8 and 11 in ELA and math, fulfill these purposes.
(a) Be aligned to state standards in areas that are being assessed;	Smarter Balanced summative assessments are fully aligned to the state learning standards in ELA and math.
(b) Maintain and increase academic rigor;	The state learning standards assessed by Smarter Balanced assessments are more rigorous than previous state learning standards.
(c) Measure student learning growth over years; and	OSPI calculates student growth percentiles for grades 4–8 in ELA and Math.
(d) Strengthen curriculum.	Smarter Balanced score reports provide both a comprehensive score for the content area and "claim" sub-scores to help inform curricular decisions.
(4) The legislature further finds that a third component of the assessment system should include classroom-based	Smarter Balanced offers optional interim assessments for both ELA and Math. The Interim Comprehensive Assessments (ICA)

Feature Requested:	Status:
assessments, which may be formative, summative, or both. Depending on their use, classroom-based assessments should have the same design elements and characteristics described in this section for formative and summative assessments.	mirror the summative assessments in depth and breadth, covering all learning standards at the particular grade level. Shorter Interim Assessment Blocks (IAB) target fewer learning standards and therefore require less time.
(5) The legislature further finds that to sustain a strong and viable assessment system, preservice and ongoing training should be provided for teachers and administrators on the effective use of different types of assessments.	OSPI partnered with the Association of Educational Service Districts to develop assessment literacy training that can be used to boost teachers' knowledge of good assessment practices in general and best practices around the utilization of a comprehensive assessment system. Those training modules are available to all districts throughout the state.
(6) The legislature further finds that as the statewide data system is developed, data should be collected for all state-required statewide assessments to be used for accountability and to monitor overall student achievement.	OSPI uses the Comprehensive Education Data and Research System (CEDARS) and accompanying databases to facilitate the testing program and report state assessment results.
(7) The superintendent of public instruction, in consultation with the state board of education, shall begin design and development of an overall assessment system that meets the principles and characteristics described in this section. In designing formative and summative assessments, the superintendent shall solicit bids for the use of computerized adaptive testing methodologies.	The Washington Comprehensive Assessment System is described in this report.
(8) Beginning December 1, 2009, and annually thereafter, the superintendent and state board shall jointly report to the legislature regarding the assessment system, including a cost analysis of any changes and costs to expand availability and use of instructionally supportive formative assessments.	This report fulfills this requirement.

2016–17 Science Assessments

Science testing remained constant in 2016–17 while assessments aligned with the Science K–12 Learning Standards (Next Generation Science Standards) were field tested. The Measurements of Student Progress was again administered during the 2016–17 school year in grades 5 and 8, and the Biology End-of-Course Exam was given in high school, per state and federal requirements. The results of each are presented in the next section.

Overview of 2017 Assessment Results

The Tables 3a, 3b and 3c present the percent of students meeting standard on each of the tests for all grades used in federal accountability.

Table 3a: Achievement Results for 2017 ELA Smarter Balanced

Grade	Number of Students	No Score	Level 1	Level 2	% Not Meeting Standard	Basic (met standard)	Level 3	Level 4	% Meeting Standard
3	85482	1.7%	23.8%	21.7%	47.3%	0.3%	22.7%	29.5%	52.6%
4	85025	1.8%	25.2%	17.7%	44.7%	0.3%	24.0%	30.7%	55.2%
5	82577	1.7%	21.9%	17.7%	41.3%	0.3%	31.0%	27.2%	58.6%
6	80220	1.7%	19.2%	23.4%	44.4%	0.6%	34.2%	20.7%	55.5%
7	80090	2.0%	18.0%	19.6%	39.8%	0.5%	38.1%	21.4%	60.1%
8	79622	2.6%	17.1%	21.7%	41.4%	0.6%	38.2%	19.5%	58.5%
11	25927	41.2%	20.3%	20.6%	82.3%	1.0%	13.8%	2.8%	17.6%

Table 3b: Achievement Results for 2017 Math Smarter Balanced

Grade	Number of Students	No Score	Level 1	Level 2	% Not Meeting Standard	Basic (met standard)	Level 3	Level 4	% Meeting Standard
3	85559	1.7%	19.9%	20.4%	42.1%	0.2%	29.4%	28.1%	57.8%
4	85066	1.7%	17.3%	26.5%	45.6%	0.3%	27.7%	26.2%	54.3%
5	82576	1.7%	25.0%	24.6%	51.3%	0.2%	19.5%	28.8%	48.6%
6	80226	1.8%	23.9%	25.9%	51.7%	0.3%	21.9%	25.9%	48.2%
7	80091	2.2%	23.2%	24.5%	50.0%	0.2%	23.0%	26.5%	49.9%
8	79630	2.8%	27.1%	22.2%	52.3%	0.2%	19.7%	27.6%	47.6%
11	69559	43.9%	24.2%	17.1%	85.3%	0.0%	10.5%	4.0%	14.6%

Table 3c: Achievement Results for 2017 Science MSP and Biology EOC

Grade	Number of Students	No Score	Level 1	Level 2	% Not Meeting Standard	Basic (met standard)	Level 3	Level 4	% Meeting Standard
5 MSP	82576	2.0%	15.7%	18.8%	36.5%	0.4%	29.7%	33.2%	63.4%
8 MSP	79646	2.8%	9.5%	21.5%	34.0%	0.8%	39.2%	25.9%	65.9%
10 Bio EOC	59738	12.3%	6.0%	20.2%	38.6%	1.5%	34.0%	25.7%	61.3%

2016–17 Exit Exams

Exit exams were available to some high school students in the 2016–17 school year, as a path for meeting assessment graduation requirements. per RCW 28A.655.070 and RCW 28A.655.061.

Math

Two math exit exams were administered: Algebra 1/Integrated Math 1 and Geometry/Integrated Math 2. Both exams were developed to assess skills covered in the Mathematics K–12 Learning Standards in each of the designated courses. Students in the class of 2018 and earlier may use a math exit exam to meet their mathematics assessment graduation requirement. Statewide results for each math End-of-Course (EOC) are presented in Tables 4a and 4b.

Table 4a: Achievement Results for 2017 EOC: Algebra/Integrated 1 Exit Exam

Grade	Number of Students	Level 1	Level 2	% Not Meeting Standard	Basic (met standard)	Level 3	Level 4	% Meeting Standard
10	152	38.4%	17.2%	23.8%	0.0%	15.2%	39.1%	38.4%
11	4624	52.5%	18.1%	19.8%	0.8%	5.9%	26.5%	52.5%
12	1342	53.3%	16.5%	20.5%	0.3%	4.2%	25.0%	53.3%
All Grades	6118	52.3%	17.8%	20.0%	0.65%	5.8%	26.5%	52.3%

Table 4b: Achievement Results for 2017 EOC: Geometry/Integrated 2 Exit Exam

Grade	Number of Students	Level 1	Level 2	% Not Meeting Standard	Basic (met standard)	Level 3	Level 4	% Meeting Standard
10	34	14.7%	20.6%	20.6%	0.0%	44.1%	64.7%	14.7%
11	2040	36.0%	23.2%	19.4%	1.3%	16.7%	37.3%	36.0%
12	560	40.0%	26.3%	16.8%	0.5%	10.7%	28.0%	40.0%
All Grades	2634	36.6%	23.9%	18.8%	1.1%	15.8%	35.7%	36.6%

English Language Arts (ELA)

The high school Smarter Balanced ELA assessment, which is required of all 11th graders for accountability, was also administered to many 10th graders, who had the option of taking the assessment as the exit exam to fulfill the ELA assessment graduation requirement. Ninety-one percent of 10th graders took this assessment and of those, 71.8 percent demonstrated college and career readiness (CCR) by earning a score of Level 3 or Level 4. These students who have already demonstrated college and career readiness will not need to retake the ELA test in 11th grade. Instead, for purposes of school and district accountability, their "previously passed" score will be rolled forward so they will count as a participant and as proficient.

For graduation purposes, the State Board of Education established a lower cut score to ease the impact of the more rigorous learning standards on the first few cohorts of students who must meet standard to graduate (see State Board's section later in this report). Table 5 shows the results of 10th graders on the Smarter Balanced high school ELA test.

Table 5: Achievement Results for 2017 ELA Smarter Balanced Exit Exam, Grade 10

Grade	Number of Students	No Score	Did Not Meet Exit Exam Standard	Met Special Ed Exit Exam Standard	Met Exit Exam but not CCR Standard	Met CCR Standard
10	76359	1.7%	17.3%	0.9%	8.3%	71.8%

2016–17 Graduation Alternatives

Most Washington state public high school students will fulfill the assessment portion of their graduation requirements by passing required state tests. Assessment graduation alternatives provide students with the opportunity to demonstrate their knowledge and skills using methods other than state accountability tests.Graduation alternatives available

to students continued to include both Certificate of Academic Achievement (CAA) and Certificate of Individual Achievement (CIA) options.

CAA options:

- **Collection of Evidence:** in ELA, Mathematics and Biology(With ESHB 2224, the Collection of Evidence alternative was eliminated following the Summer 2017 submission cycle.)
- **College entrance exams:** SAT, ACT, AP, IB
- **Grade Comparison:** evaluating a student's grades in 2.0 credits of content area courses against a cohort of students who took the same courses but met standard on the content area assessment

CIA Options (for some students receiving special education services)**:**

- **CIA Cut Score on Regular (On-Grade) Assessment:** A student's IEP team may determine that the CIA cut score (Level 2) can be considered a passing score on the state Mathematics or ELA assessment.
- **Locally Determined Assessments (LDA):** An LDA is a series of state-prescribed assessments that can be selected and administered at the local school level.
- **Off-Grade Level Assessment on the Regular Assessment:** Some students receiving special education services may take an assessment specific to a particular content area (Mathematics or ELA) at a grade level different from their current enrollment grade.
- **Off-Grade Level Assessment on the Alternate Assessment (WA-AIM):** Use of the off-grade WA-AIM (the state's alternate assessment) is intended for the students who have previously met the criteria for participation in the Alternate Assessment.

In addition, students may be granted a "waiver" if they have already met standard on a comparable test in another state, or under particular circumstances for students in special education.

Finally, in limited situations a student may make an appeal of assessment graduation requirements due to special unavoidable circumstances.

Table 6 shows the counts of students who attempted a graduation alternative to apply toward fulfilling a assessment requirement for either a Certificate of Academic Achievement, Certificate of Individual Achievement, or waiver options during the 2016–17 school year.

Table 6: Graduation Alternatives Accessed in 2016–17

	Number of Students Using Graduation Alternative	ELA	Reading	Writing	Math	EOC Math Year1	EOC Math Year2	Science	EOC Biology
SAT	866	403	59	48	356	0	0	0	0
ACT	4,168	574	94	31	673	0	0	2,796	0
AP	2	1	0	0	0	0	0	1	0
COE	5,370	1,748	34	76	1,822	51	0	0	1,639
GPA	71	17	1	0	6	0	0	47	0
Out of State (Waiver)	977	312	27	24	362	0	0	252	0
Special Circumstances (Waiver)	36	10	0	0	8	0	0	18	0
Out of State Eligible	1	0	0	0	1	0	0	0	0
Awareness (Waiver)	174	59	0	0	59	0	0	56	0
LDA	3,577	1,055	124	168	1,460	0	0	770	0
Off-Grade	15,167	5,798	0	0	3,843	0	0	3,497	0

Table 7 shows how many, and by which means, 12th graders were successful in fulfilling their assessment graduation requirements. The number of students who attempted a specific alternative assessment option (Table 6) in most instances exceeds the number of students who ultimately needed the option for graduation, as some students were successful in their retest attempts with the general assessment. If the student was successful through retesting on the general assessment, the student is represented in that row of Table 7.

Table 7: How Class of 2017 Fulfilled Assessment Graduation Requirements

Assessment or CAA/CIA Option	ELA #	ELA %	Math #	Math %
Total Met Graduation Requirement	**73,322**	**90.2%**	**74,413**	**91.5%**
EOC Math	NA	~	44,723	55.0%
Smarter Balanced	66,125	91.4%	21,632	26.6%
Subtotal: High School General Assessment	**66,125**	**91.4%**	**66,355**	**81.6%**
EOC Math-Basic	NA	~	1,513	1.9%
WA-AIM	637	0.8%	630	0.8%
WAAS Portfolio	0	0.0%	22	0.0%
Locally Determined Assessments	892	1.1%	1,125	1.4%
Off-Grade Level Assessment	2,195	2.7%	1,883	2.3%
Smarter Balanced-Basic	1,134	1.4%	46	0.1%

Assessment or CAA/CIA Option	ELA #	ELA %	Math #	Math %
Subtotal: Washington Alternative Assessments (Special Education)	**4,858**	**6.0%**	**5,219**	**6.5%**
Collection of Evidence	1,037	1.3%	1,254	1.5%
PSAT/SAT/ACT/AP	771	1.0%	845	1.0%
Grades Comparison	12	0.0%	9	0.0%
Subtotal: Certificate of Academic Achievement Options	**1,820**	**2.3%**	**2,108**	**2.5%**
Out-of-State Waivers	478	0.6%	670	0.8%
Awareness Level Waivers (Special Education)	34	0.0%	34	0.0%
Special Circumstance Appeals	7	0.0%	7	0.0%
Subtotal: Special Waiver	**519**	**0.6%**	**711**	**0.8%**
Tested: Not Met	3,511	4.3%	3,775	4.7%
No Score	4,435	5.5%	3,100	3.8%
Total Not Yet Met Graduation Requirement	**7,946**	**9.8%**	**6,855**	**8.5%**
Total Students	**81,268**	**100.0%**	**81,268**	**100.0%**

2016–17 WA-AIM

Washington administered its alternate assessment, Washington Access to Instruction and Measurement (WA-AIM) for the third year in 2016–17. The WA-AIM is the state's alternate assessment using alternate achievement standards (AA-AAS), designed specifically for administration to students with significant cognitive challenges. WA-AIM came about in association with the states transition to college and career ready learning standards, and the need to develop an assessment with alignment and correspondence to the state's general learning standards.

The WA-AIM addresses a greater breadth of content standards than the former WAAS Portfolio. WA-AIM, which is a performance task-based assessment, focuses teachers on instructing and measuring student performance on skills aligned to the "essential elements" developed as part of the Dynamic Learning Maps project, thus linking our current methods for documenting achievement toward college and career ready standards by students who are significantly cognitively challenged.

For the 2016–17 school year, WA-AIM was administered to students in grades 3–8 and 11 for English language arts (ELA) and math, and grades 5, 8 and 11 in science. Tables 8a, 8b and 8c show how many students participated in WA-AIM and their achievement results.

Table 8a: Achievement Results for 2017 WA-AIM: ELA

Grade	Number of Students	No Score	Level 1	Level 2	% Not Meeting Standard	Level 3	Level 4	% Meeting Standard
3	902	1.2%	11.0%	28.3%	40.6%	34.0%	25.2%	59.3%
4	855	1.8%	10.0%	26.3%	38.2%	40.7%	21.0%	61.7%
5	837	1.7%	8.1%	26.2%	36.2%	45.2%	18.5%	63.7%
6	784	1.6%	12.7%	25.8%	40.3%	38.1%	21.5%	59.6%
7	757	0.6%	14.7%	29.9%	45.4%	34.7%	19.8%	54.5%
8	760	1.1%	15.0%	22.6%	38.8%	34.6%	26.5%	61.1%
11	734	2.8%	14.0%	36.6%	53.5%	40.7%	5.7%	46.4%

Table 8b: Achievement Results for 2017 WA-AIM: Math

Grade	Number of Students	No Score	Level 1	Level 2	% Not Meeting Standard	Level 3	Level 4	% Meeting Standard
3	892	1.3%	9.8%	29.4%	40.6%	31.6%	27.6%	59.3%
4	849	1.6%	7.8%	25.6%	35.2%	40.6%	24.1%	64.7%
5	834	1.5%	7.9%	21.1%	30.5%	38.8%	30.5%	69.4%
6	786	1.5%	11.3%	23.0%	35.8%	29.7%	34.3%	64.1%
7	763	0.7%	15.4%	25.0%	41.2%	35.6%	23.0%	58.7%
8	766	0.9%	17.8%	28.1%	46.9%	31.9%	21.0%	53.0%
11	730	2.8%	12.6%	24.2%	39.7%	36.9%	23.2%	60.2%

Table 8c: Achievement Results for 2017 WA-AIM: Science

Grade	Number of Students	No Score	Level 1	Level 2	% Not Meeting Standard	Level 3	Level 4	% Meeting Standard
5	808	2.3%	13.2%	20.1%	35.7%	39.4%	24.7%	64.2%
8	755	1.0%	10.8%	23.5%	35.4%	43.1%	21.3%	64.5%
11	724	1.3%	14.7%	22.3%	38.5%	44.0%	17.4%	61.4%

2016–17 ELPA21

2016–17 marked the second annual administration of the English Language Proficiency Assessment for the 21st Century (ELPA21) in Washington schools. ELPA21 is an eight-state consortium that, using a U.S. Department of Education (ED) grant, developed a new English language proficiency assessment aligned to state English language proficiency (ELP) standards adopted by Washington in December 2013. Statewide results for ELPA21 are

presented in Table 9. More data can be found in the *UPDATE: Transitional Bilingual Instruction Program (TBIP)* report to the Legislature.

Table 9: Overall Results for 2017 ELPA21

Proficiency Status for All Grades	Number	Percent
Proficient	17,754	13.6%
Progressing	94,496	72.8%
Emerging	15,012	11.5%
No Score	2,447	1.8%
Total	**129,709**	**100.0%**

During the 2016–17 school year, the state participated in piloting the new ELP-aligned screening tool that determines eligibility for English language development services in K-12 schools. Washington implemented this new ELPA21 screener starting in August 2017.

The 2016–17 academic year saw the transfer of ELPA21 assessment from ED grant accountability to full operation under the National Center for Research, Evaluation, Standards, and Student Testing (CRESST) at UCLA. Washington's membership in the consortium includes a role in the governance board that guides ELPA21's future development and administration activities.

Other Assessment Program Initiatives

Other efforts within the assessment program include:

- Assessment development for the Science K–12 Learning Standards (*Next Generation Science Standards*)
- Washington Kindergarten Inventory of Developing Skills (WaKIDS)

Development of new science assessments

Washington's new learning standards in science, Science K–12 Learning Standards, require new assessments. Committees of grade-level educators met in 2016–17 to develop and review items for the new assessments. A small number of items were piloted in grades 5 and 8 in the spring of 2016. A larger number of items were field tested in spring 2017 in grades 5 and 8 and in high school; districts and schools were invited to participate in the online high school field test. Information from the pilot and field test will be used to inform the development of additional items, which will be field tested in subsequent spring administrations. The Washington Comprehensive Assessment of Science (WCAS) in grades 5, 8, and 11 will replace the current science tests in the spring of 2018.

Washington Kindergarten Inventory of Developing Skills (WaKIDS)

OSPI has continued implementation of the Washington Kindergarten Inventory of Developing Skills (WaKIDS), a kindergarten transition process that includes measurement of the skills, knowledge, and characteristics of incoming kindergartners.

WaKIDS is a kindergarten transition process intended to:

- Welcome families into the Washington K–12 system as partners in their child's education
- Give kindergarten teachers information about the development of children in their classroom to help them teach every child. The assessment provides information about each child's social/emotional, cognitive, language/literacy, mathematical, and physical development
- Align practices of early learning professionals and kindergarten teachers to support smooth transitions for children
- Offer a statewide snapshot of where children in Washington are in their development at the start of kindergarten, to help inform state-level decisions about policy and investments

Second Substitute Senate Bill 5427, passed during the 2011 legislative session, initiated the move toward statewide WaKIDS implementation. The Legislature mandated that WaKIDS be implemented in state-funded, full-day kindergarten beginning in 2012–13. Prior to 2012–13, participation was voluntary (RCW 28A.655.080). Table 10 shows the evolution of WaKIDS implementation.

Table 10: WaKIDS Participation

	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
Full-Day K funding	21%	22%	44%	44%	72%	100%
WaKIDS Districts	68	102	187	193	257	266
WaKIDS Schools	165	308	550	623	887	1,097
WaKIDS Teachers	392	1,003	1,800	2,110	2,974	4,372
WaKIDS Kindergartners	6,661	21,811	38,443	43,298	58,656	77,314
Total Kindergartners in State	78,096	80,679	81,530	80,714	79,401	82,207
% of all Kindergartners in WaKIDS	8.5%	27%	47%	52%	74%	94%

State, federal, and private funding sources supported WaKIDS in 2016–17. While the state is the primary source of support, carryover funds from the Department of Early Learning's Race to the Top grant, private funding secured by Thrive Washington, and carryover

funding from the Bill and Melinda Gates Foundation helped support advanced WaKIDS training, early learning collaboration activities, and research on promising practice.

Table 11 shows that overall percentages of students demonstrating characteristics of entering kindergartners varied by area assessed in 2016–17.

Table 11: 2016–17 WaKIDS Results (From highest to lowest)

Area of Development and Learning	Percent of Students who Demonstrate Characteristics of Entering Kindergartners
Literacy	82.6%
Language Development	81.2%
Physical Development	78.8%
Cognitive Development	76.7%
Social-Emotional Development	70.2%
Math	66.0%

Math (counting, quantifying, and understanding shapes) continues to be the least strong area for entering kindergartners.

The fall 2017 WaKIDS data will be available on the state report card in January 2018.

Cost Analysis

For 2016–17, Washington's assessment costs continued per established contract terms.

Realized costs for assessments, other than that experienced by the transition of services supporting ELPA21 (an anticipated increase), have declined. Reductions have come about mostly due to the expected decline in students accessing more expensive graduation alternatives (specifically COE and retesting for science), and the state's transition away from End-of-Course tests used for graduation requirements.

Costs for the graduation alternatives were approximately $5.5 million in FY17. That was approximately $5.7 million less than estimated, primarily because the science graduation requirement had been temporarily waived (until the February 2017 submission of Collection of Evidence). With passage of ESHB 2224, OSPI projects graduation alternative assessment costs to be further reduced to an estimated $1.8 million in FY2018 . Annual costs for accountability testing (general and alternate assessment) are expected to remain near $25 million annually.

Other assessment costs include WaKIDS, projected to approach $1 million for FY18 and subsequent years under new contracted terms with the supporting vendor. The English language proficiency assessment, which is projected to near $3.9 million for FY18, and will continue to rise approximately 5% (costs are commensurate with the caseload associated with enrolled English learners).

Table 12 shows the assessment contract costs for 2016–17 (estimated and actuals) and projections for 2017–18. Contract budgets are not necessarily developed test-by-test, so 2017-2018 entries are estimates attributable to contract budgets for each assessment activity known at the time this report was generated. 2016–17 actuals and 2017–18 projections show overall decreases attributable to the adjustments to assessment graduation requirements.

Table 12: 2016–17 and 2017–18 Assessment Contract Costs

	2016–17 (estimated)	2016–17 (actual)	2017–18 (estimated)	Notes
Accountability Assessments (General)				
ELA and Math Smarter Balanced Grades 3–8 and 11	$19,751,106	$19,097,211	$20,180,184	Includes 10th & 11th grade participation
Science MSP (G5 & 8); Biology EOC	$2,312,241	$2,493,669	-[1]	[1] Transition from MSP/EOC to NGSS
Next Generation Science Standards Test Development (WCAS)	$2,796,931	$1,684,138	$3,696,500[1]	[1] Continued development & first operational test in spring 2018
Accountability Assessments (Alternate)				
WA-AIM	$1,827,299	$2,401,029	$1,865,112	
Total Cost	**$26,687,577**	**$25,676,047**	**$25,741,796**	
Graduation Alternatives				
Off-Grade Level ELA and Math Smarter Balanced	$726,930	$633,930	$641,886	
Math EOCs	$2,878,206	$2,825,071	$218,784	
Collection of Evidence (COE)	$7,598,600	$2,078,522[1]	$900,000[2]	[1] Science graduation requirement reinstated [2] COE processed prior to ESHB 2224 passing
Total Cost	**$11,203,736**	**$5,537,523**	**$1,760,670**	
Other Assessments				

	2016–17 (estimated)	2016–17 (actual)	2017–18 (estimated)	Notes
Kindergarten Inventory (WaKIDS)	$779,455	$753,453	$960,581	Teaching Strategies Contract; increase due to continued increase in participating schools
WELPA (previous English Language Proficiency)	$116,055	$156,055	$60,126	2015–16 & 2016–17 costs are for placement screeners used in ELPA21 transition
ELPA21 (new English Language Proficiency)	$3,773,300	$3,492,300	$3,851,000	Increase reflects full transition away from development grant
Total Cost	**$4,668,810**	**$4,401,808**	**$4,871,707**	
GRAND TOTAL (State Contracts)	**$42,404,023**	**$35,615,378**	**$32,374,173**	

State Board of Education's Activities and Role

This section of the report summarizes the activities of the State Board of Education (SBE) concerning the state assessment system in 2017 and anticipated actions of the Board in 2018.

Statute directs the SBE to provide consultation to the Superintendent of Public Instruction (OSPI) in the development and maintenance of the assessment system (RCW 28A.655.070(3)(a)) and identify the scores needed to show proficiency on state assessments and approved alternative assessments, as well as the scores needed on high school exit exams (RCW 28A.305.130).

In 2015, the Board identified the scores needed for accountability and for graduation on the Smarter Balanced assessments for English Language Arts (ELA) and Math. The activities of the Board in 2016 focused on identifying scores for meeting standard on graduation alternatives to provide a range of options for high school students to meet

assessment requirements. In 2017, the Board advocated for delaying a science exit exam requirement, and did not identify any new scores on assessments.

New legislation, ESHB 2224, directs the SBE to, in consultation with OSPI, identify the performance standard for tenth grade students to be on-track for career and college readiness, and report on this score to the Governor, and the education and fiscal committees of the Legislature by December 1, 2018. In July, September and November 2017, the SBE held initial discussions with OSPI and the Smarter Balanced Consortium regarding setting this score.

Activities of the Board in 2017

Board actions in 2017 are summarized in Table 13 with links to additional information.

Table 13: SBE's Work on Assessments During 2017

Meeting	Activity	Links
January 2017	OSPI recommended to the Board that the existing SAT ELA score that was established in August 2016 apply through the Class of 2017.	Statement from OSPI
May 2017	The Board adopted a resolution on the Biology Assessment graduation requirement, urging the Legislature to remove the Biology end-of-course exam as a graduation requirement.	Board resolution
July 2017	Board held discussions with representatives from institutions of higher education in Washington and with the Executive Director of the Smarter Balanced Consortium.	Board memo
September 2017	OSPI presented on a plan for developing a 10th grade "On Track to College and Career-Ready."	OSPI presentation
November 2017	OSPI presented on 2017 participation rates and high school assessment results.	SBE cover sheet and OSPI Presentation

At the November 2017 Board meeting, the Board heard from OSPI on 2017 participation rates and high school assessment results. (When and if the Board choses to raise these scores, it would apply to an incoming high school class, and would not affect students currently in high school.)

Activities of the board for 2018

Anticipated activities include:

- Continued outreach to educators and the public through the SBE's meetings and public forums. Members of the education community and the public often express concerns and ideas about the assessment system.
- Consultation to OSPI on the development and implementation of new assessments aligned to the Next Generation Science Standards.
- Support work with partners on the development and implementation of Bridge to College transition course, and on agreements for the use of high school assessments by institutions of higher education.
- Continued work in consultation with OSPI on developing a standard for tenth grade students to be on-track for career and college readiness.
- Approval of scores for meeting standard on the Washington Comprehensive Science Assessment.

Conclusion and Next Steps

The Washington Comprehensive Assessment Program is a maturing and stable program. In 2016–17 it included:

- Smarter Balanced ELA and math
- Measurements of Student Progress in Science
- End-of-Course math and biology
- ELPA21
- WA-AIM
- Graduation assessment alternatives

The End-of-Course biology and Measurements of Student Progress concluded in 2016–17, as. the Washington Comprehensive Assessment of Science (WCAS), based on Next Generation Science Standards, will begin in the 2017–18 school year. Also in 2017–18 the End-of-Course math exams will be phased out and high school ELA and math tests will shift from 11th to 10th grade.

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Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200