

Title I Submitted to DOE 1/30/03
Washington Peer Review 3/6/03
Resubmitted to DOE 3/31/03
Amendments Submitted 3/31/04
Amendments Resubmitted 6/9/04
Amendments Submitted 3/15/05
Amendments Resubmitted 7/21/05
Amendments Submitted 3/29/06
Amendments Resubmitted 7/26/06
Amendments Resubmitted 8/4/06
Amendments Resubmitted 2/15/07
Amendments Resubmitted 2/15/08
Amendments Resubmitted 8/12/08
Amendments Resubmitted 5/11/09
Amendments Resubmitted 1/26/10
Amendments Resubmitted 8/25/10
Amendments Resubmitted 6/30/2011
Amendments Resubmitted 08/29/2011
Amendments Resubmitted 06/10/2014
Amendments Resubmitted July 17, 2015

Washington's Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

DUE: JANUARY 31, 2003



**U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202**

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Summary of Implementation Status for Required Elements of State Accountability Systems

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
---	-----	---

Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
---	-----	---

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W – Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002–2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT
1.1 How does the State Accountability System include every public school and LEA in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington State law, Administrative Code, and regulations establish an accountability system that includes all public schools (including alternative schools) and LEAs in the state. Every public school and LEA in Washington State is required to make Adequate Yearly Progress and is included in the State Accountability System.</p> <p>Washington law (E2SSB5329), Administrative Code, and Revised Code of Washington (RCW 28A.657) outlines the State’s responsibility to create a coherent and effective accountability system that (a) includes all public schools, including alternative schools, and LEAs in the state and (b) provides for an excellent and equitable education for all students. Each public school and LEA in Washington is required to make Adequate Yearly Progress and is included in the State Accountability System.</p> <p>Washington has a definition of “public school” in the Washington Administrative Code (WAC 250-65-020) and the Revised Code of Washington (RCW 28A.150.010) and has adopted the federal definition of “LEA” for AYP accountability purposes.</p>

CRITICAL ELEMENT

1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All public schools and LEAs in Washington are annually judged on the basis of the same criteria when the State makes an AYP determination. Criteria include: Proficiency Rate for English language arts and mathematics (100 percent proficient), Participation Rate for English language arts and for mathematics (at least 95 percent), Adjusted 5-year Cohort Graduation Rate for schools that graduate students (at least 85 percent), and Unexcused Absence Rate for elementary and middle/junior high schools (maximum of one percent). The percentage of students for Proficiency and Participation Rates is based on all continuously enrolled students who are required to take the assessment.

Determinations for AYP for 2002–03 through 2011–12: Beginning with the data for the 2002–03 school year through data from 2010–11 school year, the ESEA AYP definition was integrated into the State Accountability System by requiring subgroups in schools, LEAs, and the state to meet or exceed the State Uniform Bar, and if they didn’t meet the bar, determine if they met “Safe Harbor.”

Determinations for AYP for 2012–13 and 2013–14: For the 2012–13 and 2013–14 school years, Washington had an approved ESEA Flexibility Request (Waiver) that allowed the State to set Annual Measurable Objectives (AMOs) for each individual school and subgroup. All AYP determinations were based on the unique AMO for Proficiency Rate for each school and subgroup, Participation Rate (at least 95 percent), and unique AMO for Adjusted 5-year Cohort Graduation Rate for each high school or Unexcused Absence Rate (maximum of one percent) for elementary and middle/junior high schools.

To calculate Safe Harbor for 2013–14, data were compared to 2010–11 data (the last year that AYP was calculated). Due to the 2-year gap and participation in the Smarter Balanced field test, a non-field test site was considered to have met Safe Harbor if the reduction in percent of students not meeting standard decreased by 27 percent since 2010–11 (the equivalent of a 10 percent reduction per year). Field test sites needed a 19 percent reduction since 2010–11; because 2012–13 proficiency figures were rolled forward to 2013–14 for those sites, this was also the equivalent of 10 percent reduction per year.

Determinations for AYP for 2014–15: When U.S. Department of Education (ED) did not extend Washington’s ESEA Flexibility Request (Waiver) for 2014–15, the data for 2013–14 AYP were determined again, using the required Proficiency Rate (100 percent), Participation Rate (at least 95 percent), and Adjusted 5-year Cohort Graduation Rate (at least 85 percent) or Unexcused Absence Rate (maximum of one percent).

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Determinations for AYP for 2015–16: The State will use the required Proficiency Rate (100 percent), Participation Rate (at least 95 percent), and Adjusted 5-year Cohort Graduation Rate (at least 85 percent) or Unexcused Absence Rate (maximum of one percent) to determine AYP. Washington has been granted the offer from the U.S. Department of Education (ED) to not move schools and LEAs into the next step of improvement and sanctions if their only reason for not meeting AYP with 2014–15 data is their proficiency rate on the new Smarter Balanced assessments. Based upon 2014–15 data, LEAs will move into improvement or the next step of improvement and sanctions when the Participation Rates or “other indicator(s)” for two consecutive years are not met at all of their grade levels (i.e., elementary, middle, and high). Based upon 2014–15 data, schools will move into improvement or the next step of improvement and sanctions when Participation Rates or the “other indicator” for two consecutive years is not met.

CRITICAL ELEMENT
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>The accountability system is based on the results of the statewide assessment and the state alternate assessment (see section 5.3). Student achievement levels of <i>below basic</i>, <i>basic</i>, <i>proficient</i>, and <i>advanced</i> are matched to Levels 1, 2, 3, and 4. Level 1 is considered <i>below basic</i>, Level 2 is considered <i>basic</i>, Level 3 is considered <i>proficient</i>, and Level 4 is considered <i>advanced</i>. The <i>below basic</i> category (Level 1) is needed in order to assist schools in diagnosis and in being able to recognize their degree of progress.</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the content in the State’s academic standards (Washington’s Essential Academic Learning Requirements and Benchmarks); and the <i>below basic and basic levels</i> of achievement provide complete information about the progress of lower achieving students toward mastering the <i>proficient</i> level.</p> <p>Beginning in Spring 2015, Washington schools are administering the Smarter Balanced English language arts and mathematics assessments in grades 3–8 and 11. Results on these assessments will also utilize the same four performance levels. In January 2015, the State Board of Education adopted the cut scores recommended by Smarter Balanced.</p>

CRITICAL ELEMENT

1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The statewide assessments and the state alternate assessments are administered each spring to permit measurement of the full year of student attainment of skills at the tested grade levels. Initial scores are provided to schools and LEAs by mid-August. Once verified, statewide results are announced in late August. AYP determinations based on 2014–15 state assessment data will be made by August 30, 2015.

CRITICAL ELEMENT
1.5 Does the State Accountability System produce an annual State Report Card?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
The Washington State Report Card includes all the required data elements. The Washington State Report Card with updated results is available to the public at the beginning of the academic year.

CRITICAL ELEMENT

1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?¹

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Washington recognizes schools making AYP, accomplishing state goals, etc. through a variety of rewards. The criteria for rewards are:

- Set by the State and the State Board of Education in accordance with the Revised Code of Washington (RCW 28A.657.110) requiring the state to establish an accountability framework that creates a unified system of support for challenged schools and recognition of schools for exemplary performance; and
- Based on Adequate Yearly Progress decisions; and
- Applied uniformly across public schools and LEAs.

Schools and LEAs in a step of improvement based on Adequate Yearly Progress follow federal sanctions. Title I or other funds must be made available to pay for choice-related transportation and supplemental education services when they are requested by parents/guardians. All LEAs are required to set aside an amount equal to 20 percent of the LEA's total Title I, Part A allocation. All LEAs in a step of improvement based on Adequate Yearly Progress must set aside an amount equal to 10 percent of the LEA's total Title I, Part A allocation for professional development, and Title I schools in a step of improvement based on Adequate Yearly Progress must set aside an amount equal to 10 percent of the school's total Title I, Part A allocation for professional development.

The criteria for sanctions are:

- Set by the State and the State Board of Education in accordance with the Revised Code of Washington (RCW 28A.657.110) requiring the state to establish an accountability framework that creates a unified system of support for challenged schools and recognition of schools for exemplary performance; and
- Based on Adequate Yearly Progress decisions; and
- Applied uniformly across public schools and LEAs.

The State identifies and provides services and supports to the lowest 5 percent of schools based on the performance of their all students group on state assessments and Adjusted 5-year Cohort Graduation Rate (if applicable), and to the lowest 10 percent of schools based on the performance of their subgroups on state assessments. The identification process for the lowest 5 percent based on all student performance and lowest 10 percent based on subgroup performance occurs every three years. The lowest 5 percent of schools based on all students group performance are eligible to exit status after engaging in the turnaround effort with OSPI for three years and after they are no longer in the lowest 5 percent based on all students group performance. The lowest 10 percent of schools based on subgroup performance may exit after engaging in the turnaround effort with OSPI for at least one year and after they are no longer in the lowest 10 percent based on subgroup performance. The State reserves the right to identify and exit schools at any time during the three-year cycle based on the school's performance and other factors. The Revised Code of Washington (RCW 28A.657.020 and RCW 28A.657.030) also requires the State to identify persistently lowest achieving schools and recommend to the State Board of Education (SBE) that the SBE designate their LEAs for required action.

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT
2.1 How does the State Accountability System include all students in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>All students in Washington are required to participate in the State’s assessment program. Testing is required for all students enrolled during the testing window for any required assessments (English language arts, mathematics, and science).</p> <p>All students enrolled in Washington, in the grade levels assessed, are included in the State Accountability System. The percentage of students considered proficient is based on all continuously enrolled students who are required to take the assessment. Information on the test administration procedures and additional information on the assessment system is found on the OSPI website.</p> <p>The State submitted and received approval on a Double-Testing Flexibility and Determination Flexibility Waiver. This waiver allowed the State, in 2013–14, to field test assessments in mathematics and English language arts aligned to college- and career-ready standards developed by Smarter Balanced Assessment Consortium (SBAC) in lieu of the State’s assessments in grades 3–8 and high school. For schools participating in the 2014 Smarter Balanced field test, 2012–13 AYP proficiency figures were used for school and LEA accountability.</p> <p>Proficiency rates to determine Adequate Yearly Progress in 2014–15 are based on Smarter Balanced assessments and will include all continuously enrolled students. Per federal regulations, students who miss the entire testing period due to a significant medical emergency are not required to be assessed and are not counted in Participation Rate calculations (see section 10.1).</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>

<p style="text-align: center;">CRITICAL ELEMENT</p>
<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>
<p>Since fall 2003, Washington has defined a “full academic year” for identifying students in AYP decisions as the following: A full academic year (or continuous enrollment) is all students whose enrollment is continuous and uninterrupted from October 1 in the current school year through the testing administration period for the particular content area being tested. Students who generate state funding are considered enrolled. Washington Administrative Code (WAC 392-121-108) defines continuous and uninterrupted attendance with specific descriptions of how to define enrollment when students are absent for an extended period of time.</p>

CRITICAL ELEMENT
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington holds public schools accountable for students who were enrolled at the same public school for a full academic year. All LEAs report enrollment dates for all students through a statewide student, teacher, and course data collection system. This system is known as the Comprehensive Education Data and Reporting System (CEDARS).</p> <p>Washington holds LEAs accountable for students who transfer during the academic year from one public school within the LEA to another public school within the LEA.</p>

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT
<p>3.1 How does the State’s definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington’s definition of Adequate Yearly Progress established the starting points (baselines) in 2002 and Annual Measurable Objectives to ensure all students (100 percent) in each of the required 11 groups met or exceeded the State’s proficient level of academic achievement in reading/language arts and mathematics, not later than 2013–2014.</p> <p>In 2011, the State’s high school mathematics test was changed to mathematics end-of-course (EOC) exams from a comprehensive mathematics assessment. The end-of-course tests were built on new, more rigorous, content standards; as a result, the state re-set the starting point. Following the statutory process for doing so, the calculation yielded 51.3 percent as the new minimum starting point. This percentage (51.3 percent) is the higher of the two methodologies (lowest performing subgroup or the 20th percentile school) which are part of the starting point determination. The 2010 high school mathematics target was 62.4 percent, and the 2011 bar would have jumped to 81.2 percent had the test remained the same. Lowering the bar to 51.3 percent would have created an excessively high trajectory for 2012. We maintained the bar at 62.4 percent for the 2011 year, jumping to 81.2 percent for the next two years (assessments in 2012 and 2013), followed by 100 percent (assessment in 2014). Appendix A shows these baselines and annual objectives.</p> <p>Because ED did not extend Washington’s ESEA Flexibility Request (Waiver) to the 2014–15 school year, the State returned to using the Uniform Bar requiring 100 percent proficiency.</p>

CRITICAL ELEMENT

3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Washington’s public schools and LEAs must meet the following criteria to make Adequate Yearly Progress (AYP): (a) each student subgroup must meet or exceed the Annual Measurable Objectives in both English language arts and mathematics (100 percent), (b) each student subgroup must have at least a 95 percent Participation Rate in English language arts and mathematics statewide assessments, (c) and the school must meet the State’s requirement for the other academic indicator of Unexcused Absence Rate (maximum of one percent) for elementary and middle/junior high schools and Adjusted 5-year Cohort Graduation Rate for high schools (at least 85 percent). For purposes of AYP, the calculation of the other indicator will apply to the school building and LEA levels, but not to the student subgroup level.

Due to the U.S. Department of Education’s (ED) decision to not extend Washington’s ESEA Flexibility Request (Waiver) in 2014-15, the State transitioned back to AYP during the 2014–15 school year. To determine the AYP status of each school and LEA, the State used assessment and other indicator data from 2010–11 and 2013–14. For schools participating in the 2014 Smarter Balanced field test, the State used 2010–11 and 2012–13 assessment data to calculate AYP and Safe Harbor.

The new Smarter Balanced assessments are so different than Washington’s previous tests that the State is treating the spring 2015 assessments as a completely new baseline. No bridging studies are planned, and no calculations for Safe Harbor will be made.

Washington has been granted the offer from ED to not move schools into the next step of improvement and sanctions if their only reason for not meeting AYP with 2014–15 data is their Proficiency Rates on the new Smarter Balanced assessments.

All LEAs move into improvement or the next step of improvement and sanctions when all of their grade levels (i.e., elementary, middle, and high) do not make AYP in the same subject for two consecutive years (i.e., same subject, all grade spans) or for the other indicator.

CRITICAL ELEMENT

3.2a What is the State’s starting point for calculating Adequate Yearly Progress?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Using data from tests administered in the spring of 2000, 2001, and 2002, Washington established separate starting points (baselines) in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State’s proficient level of academic achievement in grades 4, 7, and 10.

Each starting point was set using the same method, i.e., the percentage of proficient students in the public school at the 20th percentile of the State’s total enrollment among all schools ranked by the percentage of students at the proficient level. The scores of the 20th percentile school were in each case higher in the comparisons made between the 20th percentile school and the lowest performing subgroup of students.

Washington established separate starting points by grade span. There was one same starting point for all elementary schools, one same starting point for all middle schools, and one same starting point for all high schools in reading and mathematics. Within AYP calculations, the elementary school Annual Measurable Objective (AMO) applied to grades 3–5, the middle school AMO applied to students in grades 6–8, (the majority of Washington 6th grade students attend classes in the 6–8 middle school environment) and the high school AMO applied to students in 10th grade.

The one same starting point was applied to each of the required subgroups within each of the grade spans for the two content areas.

Appendix A shows the baselines derived using the above methodology.

Smarter Balanced test results in spring 2015 will provide a new baseline for our schools. Although there is a new baseline, schools and subgroups will continue to be held to the Proficiency Rate of 100 percent in English language arts and mathematics in order to meet Adequate Yearly Progress.

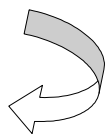
CRITICAL ELEMENT
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington's Annual Measurable Objectives required that all students (100 percent) met or exceeded the State's proficient level of academic achievement by 2013–14. For 2014–15 and beyond, all schools will need to meet the following criteria in order to make Adequate Yearly Progress: (a) Proficiency Rate of 100 percent in English language arts and mathematics for all subgroups; (b) Participation Rate of at least 95 percent in English language arts and mathematics for all subgroups; and (c) either Adjusted 5-year Cohort Graduation Rate of at least 85 percent for high schools or maximum of one percent for Unexcused Absence Rate for elementary and middle/junior high schools. The percentage of students for Proficiency and Participations Rates is based on all continuously enrolled students who are required to take the assessment.</p> <p>Washington's Annual Measurable Objectives for each of the grade spans are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>

CRITICAL ELEMENT
3.2c What are the State's intermediate goals for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
NA

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Decisions about Adequate Yearly Progress for each Washington public school and LEA are made annually based on continuously enrolled students' proficiency on and participation in statewide assessments in English language arts and mathematics. Annual Measureable Objectives (AMOs) for all schools are now 100 percent proficiency and 95 percent participation for both content areas. The other indicator for high schools is Adjusted 5-year Cohort Graduation Rate (at least 85 percent); the other indicator for elementary and middle/junior high schools is Unexcused Absence Rate (less than or equal to one percent).</p> <p>Falling short of the AMO in any cell means the school did not make Adequate Yearly Progress. There is no Safe Harbor calculation for 2014–15, because the State is using new mathematics and English language arts assessments, with results considered a new baseline.</p>

		A	B	C	D	E	F	G
				= B / A		= C - D	= A / Sum A	= E * F
Education Level	Grade	* # CE Enrolled	# Proficient	% Proficient	Annual Measurable Objective (AMO)	Difference between the % Proficient and the AMO	Proficiency Index Weighting Constant	Proficiency Index
Elementary	5	20	8	40.00%	64.20%	-24.20%	40.00%	-9.68%
Middle	6	30	15	50.00%	47.30%	2.70%	60.00%	1.62%
TOTAL		50	23					-8.06%
		Sum A	Sum B					Sum G



PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT
5.1 How does the definition of adequate yearly progress include all the required student subgroups?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington identifies the following subgroups for defining Adequate Yearly Progress (AYP): economically disadvantaged, federal racial groups, students with disabilities (i.e., served in special education), and students with limited English proficiency (LEP).

<p style="text-align: center;">CRITICAL ELEMENT</p>
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>
<p style="text-align: center;">STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>
<p>Washington’s public schools and LEAs are held accountable for student progress on achievement on the statewide assessment for English language arts and mathematics in grades 3–8 and 11 for all students and subgroups (at or above the minimum number needed for accountability purposes), including economically disadvantaged, federal racial groups, students with disabilities (i.e., students served in special education), and limited English proficient students. See the Washington State Report Card website for statewide assessment results.</p>

CRITICAL ELEMENT
5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>All students with disabilities (i.e., students served in special education) participate in statewide assessments: general assessments, with or without accommodations, or an alternate assessment. Per federal regulations, for AYP calculations, the percentage of students considered proficient in LEAs via the alternate assessment (based on alternate achievement standards) for LEAs cannot exceed 1.0 percent of the LEA’s total enrollment in the tested grades, unless an exception is granted using an appeal process.</p> <p>Student results on alternate assessments are categorized into four levels of performance based on alternate academic achievement standards. The percentage of students with disabilities in each of the four achievement levels on the statewide and alternate assessments is reported to the public upon completion of data verification. For accountability purposes, performance assessment data for students with disabilities are included in the State’s Accountability System in the following manner:</p> <p>Advanced—statewide assessment Level 4 and alternate assessment Level 4 Proficient— statewide assessment Level 3 and alternate assessment Level 3 Basic—statewide assessment Level 2 and alternate assessment Level 2 Below Basic— statewide assessment Level 1 and alternate assessment Level 1</p>

<p style="text-align: center;">CRITICAL ELEMENT</p>
<p>5.4 How are students with limited English proficiency included in the State’s definition of adequate yearly progress?</p>
<p style="text-align: center;">STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>
<p>All limited English proficient students (LEP) enrolled in Washington who have attended school in the U.S. for at least one year are required to participate in general statewide assessments, with or without accommodations, in the grade levels assessed and are included in the State Accountability System. Per federal guidance, LEP students who first enrolled in a U.S. school where English is a language of instruction in the current school year are exempted from taking the English language arts statewide assessment. These students must take the mathematics statewide assessment. These first year LEP students are permitted to take the English language arts statewide assessment on a voluntary basis and are provided with individual results, but they are not counted toward the minimum N for accountability purposes and their assessment results are not counted when making AYP determinations.</p>

<p style="text-align: center;">CRITICAL ELEMENT</p>
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>
<p style="text-align: center;">STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>
<p>Washington has defined “30” as the minimum number of students required in a subgroup for accountability purposes. Washington’s definition of the minimum number of students required in a subgroup for federal accountability purposes provides data that are statistically reliable.</p> <p>To preserve confidentiality, the State has defined “10” as the minimum number of students required in a subgroup for reporting purposes.</p> <p>The State applies these definitions consistently across the state.</p> <p>Small schools and LEAs (i.e., those with an N for the all students group less than 30) are required to submit an improvement plan for review (see section 1.2).</p>

CRITICAL ELEMENT
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington has defined “30” as the number of students required in a subgroup for accountability. To preserve confidentiality, the State has defined “10” as the minimum number of students required in a subgroup for reporting purposes. The State applies these definitions consistently across the State.</p> <p>Washington expanded its cross-group, cross-organization, and cross- grade/group/organization suppression to create better safeguards for student privacy when small “N” sizes can be derived by subtracting school totals from LEA totals. This provides protection against revealing personally identifiable information.</p>

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington’s formula for AYP shows that decisions are based primarily on the statewide assessment and state alternate assessment. The plan clearly identifies which assessments are included in accountability.</p> <p>The percentage of students meeting the standard in English language arts and mathematics on the statewide assessment and state alternate assessment in each of the following 11 groups will be compared to the state Uniform Bar for proficiency (100 percent proficient) and participation (at least 95 percent) each year:</p> <ul style="list-style-type: none"> - All students - Federal racial groups - Economically disadvantaged students (low socioeconomic status) - Students with disabilities (i.e., served in special education) - Students with limited English proficiency (LEP)

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT
7.1 What is the State definition for the public high school graduation rate?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington uses the Adjusted Cohort Graduation Rate calculation in full compliance with federal regulations and guidance. Both the 4-year and 5-year Adjusted Cohort Graduation Rates are reported. Dropouts are not counted as transfers. Since graduation data are not reported until after the beginning of the school year, the rates from the previous year are used (e.g., 2013 5-year Adjusted Cohort Graduation Rate in 2014). The annual Adjusted 5-year Cohort Graduation Rate goal has increased in increments from 66 percent in 2001–02 to 85 percent in 2013–14 and required greater improvement when the rate was below the annual goal (see appendix A-4). The AMO for the Adjusted 5-year Cohort Graduation Rate is now 85 percent. The annual goal for the other indicator in these schools will be met if the Adjusted 5-year Cohort Graduation Rate is at least 85 percent.</p>

CRITICAL ELEMENT

7.2 What is the State’s additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Washington’s public schools and LEAs make Adequate Yearly Progress in grades 3–8 if they meet the following criteria: (a) each student subgroup meets or exceeds the State Annual Measurable Objective of 100 percent of students meeting standard, (b) each student subgroup has at least a 95 percent Participation Rate in the statewide assessments, and (c) the school meets the State’s other academic indicator for elementary and middle/junior schools. The percentage of students for Proficiency and Participations Rates is based on all continuously enrolled students who are required to take the assessment.

At its January 13, 2003 meeting, the Academic Achievement and Accountability Commission approved the AYP Work Group recommendation for the State’s other academic indicator for public elementary and middle/junior high schools as attendance (maximum of one percent Unexcused Absences).

Unexcused absence data are used (in the aggregate) for AYP determinations. The collection of truancy information is described in the Revised Code of Washington ([RCW 28A.225.151](#)).

Each LEA is required to set policy for excusing absences. The Revised Code of Washington ([RCW 28A.225.020](#)) defines an unexcused absence as meaning a child has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school LEA policy for excused absences.

The Unexcused Absence Rate for AYP purposes is calculated as follows:

$$\frac{\text{Total number of student days of unexcused absences in the year}}{\text{Average monthly headcount X number of student days in the school year}}$$

Determinations for AYP for the other indicator will be met if a school/LEA attains an Unexcused Absence Rate of one percent or less.

CRITICAL ELEMENT
7.3 Are the State's academic indicators valid and reliable?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington is using Smarter Balanced assessments, designed to be valid and reliable, consistent with nationally recognized standards.</p> <p>The use of attendance (maximum of one percent for Unexcused Absences) as the other academic indicator for elementary and middle/junior high schools is developmentally appropriate; the use of the Adjusted 5-year Cohort Graduation Rate (at least 85 percent) as the other academic indicator for high schools is a recognized standard.</p>

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT
8.1 Does the State measure achievement in reading/language arts and mathematics separately for determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Yes. Washington measures achievement in English language arts and mathematics separately when determining AYP.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT
9.1 How do AYP determinations meet the State’s standard for acceptable reliability?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington will ensure acceptable reliability regarding AYP determinations as a result of the following:</p> <ol style="list-style-type: none"> 1. Washington has documented the reliability of its assessments in technical reports, which are available on the OSPI website. Thus, AYP decisions anchored in the state assessment results are based on reliable information. 2. Washington uses the standard error of proportion (SEP) to ensure 99 percent confidence when making decisions about whether a school or LEA has met AYP. This confidence interval applies only to proficiency calculations. This prevents the State from falsely identifying a school or LEA as not meeting AYP when multiple groups are analyzed. This policy has added importance because averages from multiple years will not be used when comparing school and LEA assessment results to the State targets. Additionally, the State has maintained a high standard for proficiency. 3. A minimum number of students is required for statistically reliable AYP determinations (see section 5.5). Although this requirement may seem redundant because the 99 percent confidence is in place with the standard error of proportion, the minimum number requirement is essential for two reasons: <ol style="list-style-type: none"> a. The requirement assures the public that the State is reliably identifying schools. b. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum N assures the appropriate accuracy needed. 4. Proficiency determinations for AYP do not include students who are not continuously enrolled for the full academic year. Additionally, proficiency determinations for English language arts do not include LEP students who first enrolled in a U.S. school in the current school year (see sections 2.2 and 5.4). 5. When instituted again, Safe Harbor will be employed to avoid identifying a school or LEA as not making AYP even though it had made substantial progress. In order for a school or LEA to make AYP based on Safe Harbor, sufficient progress will be required on the additional indicator as well. 6. Washington will determine that a school is in “improvement” status or moves to the next step of sanctions when any subgroup does not meet its required goal in the same subject (English language arts or mathematics) for two consecutive years. All LEAs move into improvement or the next step of improvement and sanctions when all of their grade levels (i.e., elementary, middle, and high) do not make AYP in the same subject for two consecutive years (i.e., same subject, all grade spans) or for the other indicator. 7. Washington has a policy of assessing all students. For AYP determinations, at least 95 percent of the students in each group must be assessed. This eliminates the possibility that a school or LEA could make AYP by not assessing certain students.

CRITICAL ELEMENT
9.2 What is the State's process for making valid AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington has an established appeals process for public schools and LEAs that reflects federal regulations. Information is provided to schools and LEAs not making Adequate Yearly Progress on the appeals process.</p>

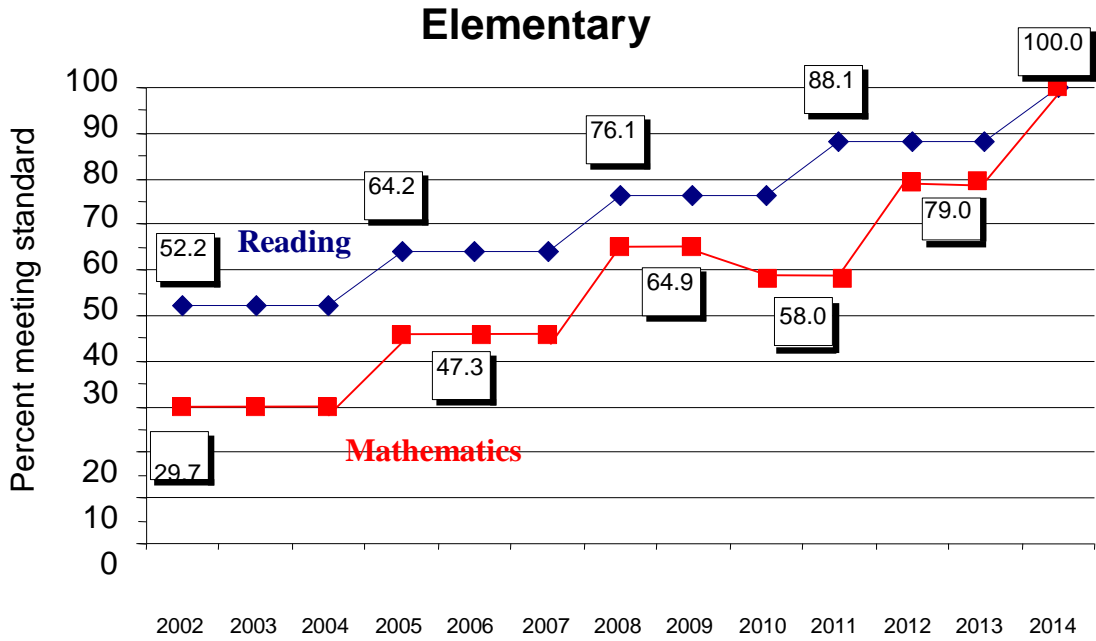
CRITICAL ELEMENT
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>In 2015, Washington will begin reporting assessment results for English language arts and mathematics in grades 3–8 and 11, rather than reading/language arts and mathematics in grades 3–8 and 10. The State will utilize the College and Career Ready cut scores recommended by the Smarter Balanced Assessment Consortium and adopted by Washington’s State Board of Education in January 2015.</p> <p>When new public schools are opened, they are added to the State Accountability System the first full academic year that state assessment results are obtained.</p>

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>All students enrolled in Washington, in the grade levels assessed, are required to participate in the state assessment program and are included in the State Accountability System. Limited English proficient students (LEP) who first enrolled in a U.S. school where English is the primary language of instruction in the current school year are not included in AYP determinations for English language arts (see section 5.4). Per federal regulations, students who miss the entire testing period due to a significant medical emergency are not required to be assessed and are not counted in participation rate calculations. Tests are required for all students enrolled during the testing window for each required test. The percentage of students considered proficient is based on all students who are required to take the assessment. Information on the test administration procedures and additional information on the assessment system is on the OSPI website. Washington's procedure for calculating the Participation Rate for each group and subgroup is as follows:</p> $\frac{\text{Total assessed}}{\text{Total enrollment}}$ <p>Washington's public schools and LEAs are held accountable for reaching the 95 percent participation goal, as required in federal regulations.</p>

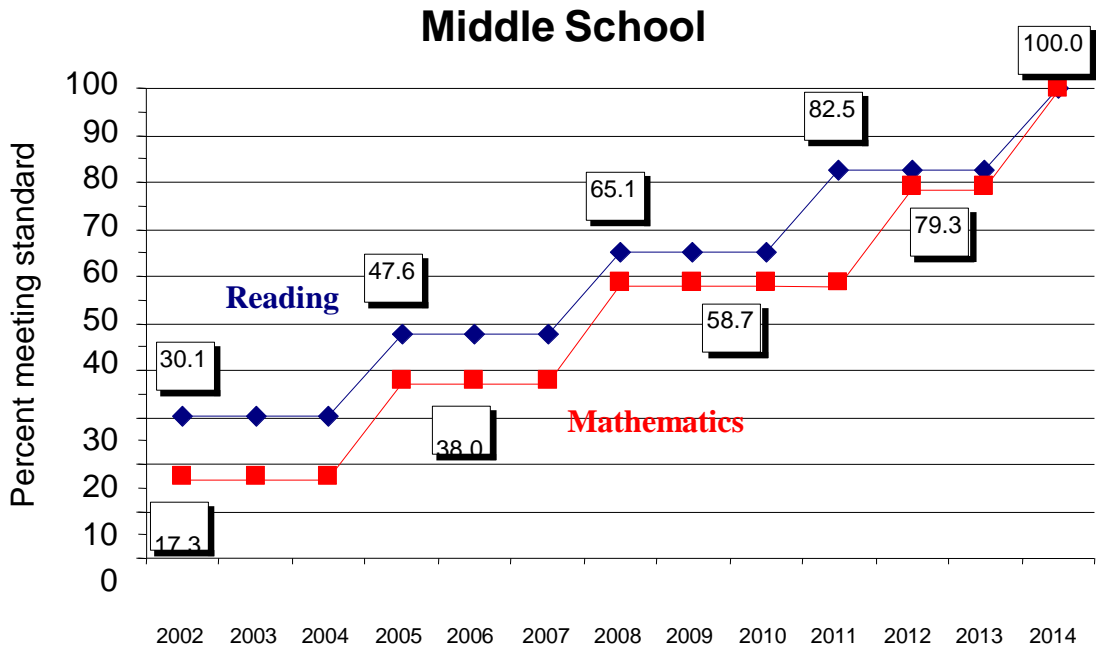
CRITICAL ELEMENT
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
<p>Washington implements the federal regulation regarding the use of 95 percent assessed when the group has a statistically reliable size (see section 5.5).</p> <p>All schools and LEAs are required to administer the statewide assessment and state alternate assessment to all students enrolled. For accountability purposes, only the assessment results for students who have been continuously enrolled during the current school year (or on or before October 1 through the testing period) are included.</p>

**Appendix A-1
ELEMENTARY SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)**



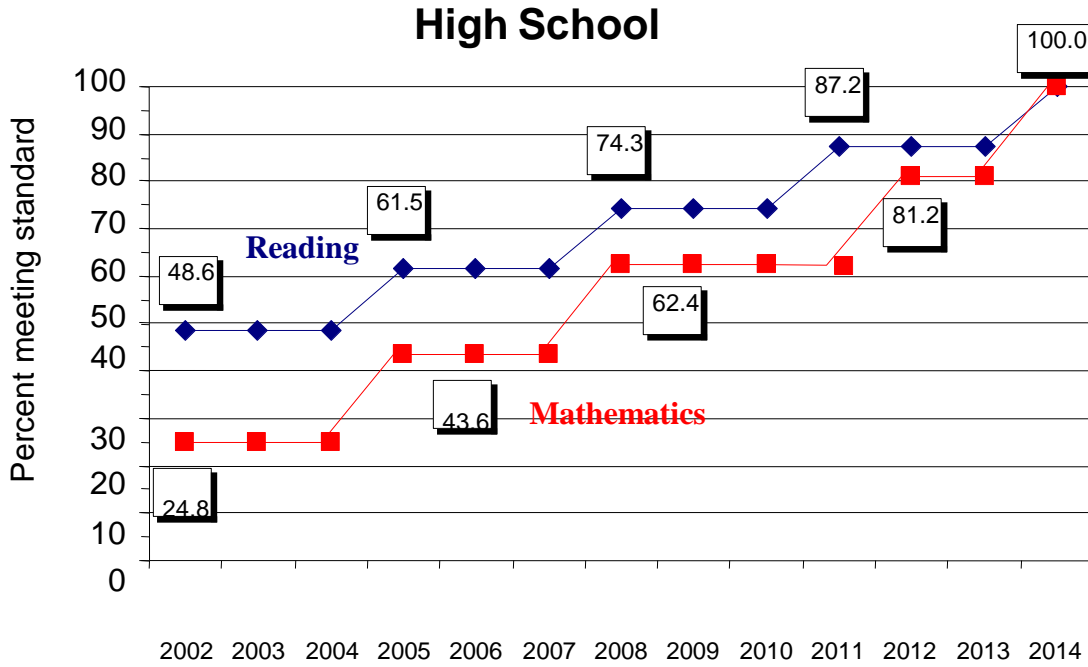
NOTE: The State Uniform Bar changed for 2010–13 based upon new cut scores on the mathematics assessments.

**Appendix A-2
MIDDLE SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)**



NOTE: The State Uniform Bar changed for 2010–13 based upon new cut scores on the mathematics assessments.

**Appendix A-3
HIGH SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)**



NOTE: The State Uniform Bar changed for 2011 based upon new cut scores on the high school mathematics assessment.

Appendix A-4 GRADUATION RATE GOALS

