



# Washington Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Washington uses a composite index to calculate an annual summative rating of 1 to 10 for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- Washington includes various measures of readiness in its composite index including chronic absenteeism, percentage of students on-track to graduation in Grade 9, and percentage of students completing accelerated or career and technical education courses.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)		
Summative Ratings		
Overall score between 1 and 10		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
<b>GAP</b> Achievement gap		
<b>ELP</b> English language proficiency/progress	✓	
4-year graduation rate	✓	
<b>EAR</b> Early learning		
<b>WRE</b> Well-rounded education		
Persistence		
<b>EXT</b> Extended-year graduation rate(s)	✓	
<b>OTG</b> On-track to graduation	✓	
Dropout rate		
College and career readiness		
<b>COL</b> College enrollment		
<b>ADV</b> Advanced coursework or sequence	✓	
<b>CPT</b> College placement test(s)		
<b>CTE</b> Career and technical education or work-based learning	✓	
Readiness to learn		
<b>CFL</b> Conditions for learning/school climate		
<b>SEL</b> Social-emotional learning		
<b>CHR</b> Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
American Indian/Alaskan Native	
Asian	
Black/African American	
Hispanic/Latino of any race(s)	
Native Hawaiian/Other Pacific Islander	
Two or more races	
White	
Other required subgroups	
English learners	
Low-income students	
Students with disabilities	
Nonrequired subgroups	
Not applicable	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science			
Social studies			
Other			



## Annual Differentiation System

Washington uses the following composite index to calculate an annual summative rating of 1 to 10 for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).

### Washington Composite Index for Determination of Summative Ratings and CSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings			
		Elementary/Middle Schools		High Schools	
		EL ≥ N	EL < N	EL ≥ N	EL < N
 Academic achievement	Proficiency (ELA, math)	40%	40%	30%	35%
 Other academic	Academic growth (SGP for ELA, math)	50%	55%	--	--
 Graduation rate	4-year graduation rate (+5-year rate adjustment)	--	--	50%	50%
<b>ELP</b> English language proficiency progress	On-track to ELP	5%	--	5%	--
<b>Academic indicators subtotal</b>		<b>95%</b>	<b>95%</b>	<b>85%</b>	<b>85%</b>
<b>SQSS</b> School quality or student success	Chronic absenteeism	5%	5%	5%	5%
	9th graders on-track	--	--	5%	5%
	Advanced course-taking	--	--	5%	5%
<b>SQSS indicator subtotal</b>		<b>5%</b>	<b>5%</b>	<b>15%</b>	<b>15%</b>
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Business rule</b>		Schools with participation rate less than 95% for 3 consecutive years will have summative rating lowered 1 level.			

Note 1: ELA=English language arts; SGP=student growth percentile

Note 2: Washington provides alternate weighting schemes for schools that meet the minimum N size for English learners and schools that do not.

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (weighted equally across math, ELA)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments (mathematics and ELA/reading).
	<i>Participation rate inclusion</i>	<p>The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades or subjects. Additionally:</p> <ul style="list-style-type: none"> <li>Schools with participation rate less than 95% for 3 consecutive years will have summative rating (1–10) lowered 1 level.</li> <li>Improvement plans must include goals and corrective actions for participation less than 95% for all students or any subgroup.</li> <li>School with participation rate less than 95% may not receive state or national awards that are based on elements of the accountability plan.</li> </ul>
 Other academic	Student growth (math, ELA)	Student growth percentile that ranks year-to-year change in annual statewide assessment results for each participating student.
 Graduation rate	4-year graduation rate (plus adjustment for 5-year rate)	The percentage of students within an <a href="#">adjusted cohort</a> who graduate within 4 years with a regular high school diploma. This may then be adjusted upward only based on 5-year adjusted cohort rate.
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting individual targets for sufficient progress to ELP proficiency within a state-determined number of years, based on annual state English language proficiency (ELP) results.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days, regardless of excuse.
	9th graders on track	Percentage of Grade 9 students passing all courses attempted in the school year.
	Advanced course-taking	Percentage of high school students who complete any of the following coursework: <ul style="list-style-type: none"> <li>Advanced Placement/International Baccalaureate</li> <li>Dual enrollment/early college</li> <li>“Tech Prep” career and technical education</li> </ul>

Note: ELA=English language arts

## School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score</li> <li>Low graduation rate school: 4-year graduation rate less than 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit ATS status)</li> </ul>	Any school with underperforming subgroup(s) based on index score below the threshold for the identification of bottom 5% of Title I schools based on all students, for 1 year	Any school with more than 1 consistently underperforming subgroup for a given school year
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and every 3 years thereafter</li> <li>2021–22 for chronically underperforming subgroup schools and every 3 years thereafter</li> </ul>	2018–19 and annually thereafter	2018–19 and annually thereafter
Years of improvement to exit status	1 years of improvement is required to exit CSI status (after 2 years minimum in status)	Indicates that exit criteria are defined by districts	1 year of improvement is required to exit ATS status (after minimum 3 years in status)

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA		Year of Student Enrollment		
		Year 1	Year 2	Year 3
1 (for all recent ELs)	✓	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)		Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3		Uniform procedure for assigning individual ELs to either Option 1 or Option 2		