



OSPI Data Brief on K-4 Data Collection

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K-4 Data Brief

In 2013 the Washington State Legislature enacted House Bill 5946 also known as the **Strengthening Student Educational Outcomes (SSEO)**. The legislation was a response to a national problem of practice: how does the education system support third graders who score below proficient on state assessments in English Language Arts (ELA) and math? Washington State responded by creating multiple resources including the [ELA Menu of Best Practice](#) and reporting tools for school districts.

One of the reporting tools created through the (SSEO) legislation is the **K-4 Data Collection**. Every summer, school districts are required to self-report to the ELA Office at the Washington State Office of Superintendent of Public Instruction (OSPI) how many of their K-4 students are reading below grade level measured by multiple district-level assessments including, but not limited to classroom assessments, formative assessment and interim assessments.*

Problem of Practice

- How well is a student’s performance on district-level assessments correlated with performance on the 3rd and 4th grade ELA Smarter Balanced Assessment (SBA)?

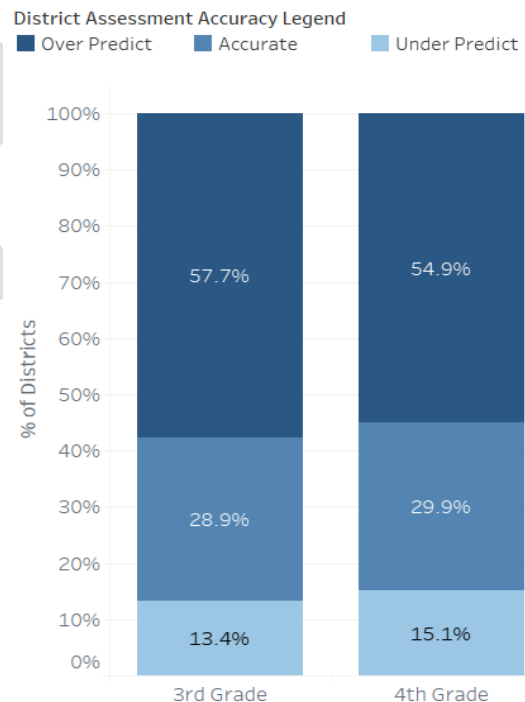
Data Used for Comparison

- 2017-18 self-reported K-4 data (284 districts reported their data to the ELA Office)
- 2018 spring SBA data

Only grades 3 and 4 were reviewed, as they are the only grades within the K-4 grade band participating in the state assessment.**

Questions about Local and State Comparisons

- Are the local assessments used by districts aligning to the expectations and rigor of the state summative assessment?



The data highlighted above, represents 284 districts that participated in the required for the K-4 Data Collection. The graph illustrates a trend of over-predicting student reading proficiency when compared to the 2018 SBA. Districts using a local assessment that reported results that were within 5% of their SBA score, were considered accurate.

Limitations of the Data

The K–4 Data Collection captures K–4 student reading levels from each district as defined by the district. The SBA measures all components of literacy: reading, writing, foundational skills, and speaking and listening.

Reading and comprehension are not limited to Claim 1 (Reading) of the ELA SBA. For a student to be successful on the ELA SBA, they must be able to read complex text and comprehend a range of texts, directions, and prompts in all aspects of the assessment.

What We Need to Learn

- ❓ Do local assessments provide individual schools and districts with reliable data that supports next steps for student growth and teacher practice?
- ❓ How do districts ensure consistent assessment administration?
- ❓ How often are local assessments reviewed for alignment other assessments and fidelity of implementation?
- ❓ When are third graders taking the Smarter Balanced Assessment?
- ❓ Is there alignment between local assessments and the WA State Learning Standards?

Summary

Statewide ~ 58% of participating school districts used methods that over-predicted the performance of their 3rd grade students on the ELA SBA while ~55% of school districts over-predicted the performance of their 4th grade students. This is a reduction in the percentage of districts over-predicting by ~20% at both grade levels.

This state data invites districts to review their own assessments and student results to consider the effectiveness of local assessments in predicting student ELA SBA outcomes. This data analysis is intended to be a catalyst for conversation at the local and state level. OSPI looks forward to working with districts to support strategies to help students achieve grade level standards.

Next Steps

- + Upon request, OSPI can support districts in reviewing their literacy plans and assist in the selection of aligned literacy assessments.
- + Enhance administrator and educator understanding of assessment literacy.
- + OSPI will continue to encourage the use of multiple measures including the use of classroom, formative, and interim assessments, to ensure a student's progress is a well-rounded view.
- + OSPI will provide opportunities for learning at the state and regional level in collaboration with the Association of Educational Service Districts.

**WA State is a local control state; each school district chooses their own instructional materials and assessment system for local use. In addition to the local system, districts also participate in the state system for accountability.*

***The data included in this comparison excludes the following students:*

1. *Students participating in a transitional bilingual instruction program, unless the student has participated in the transitional bilingual instruction program for three school years.*
2. *Students non-continuously enrolled with the district from October 1, 2016–June 30, 2017.*
3. *Students with disabilities whose individualized education programs specify a different standard to measure reading performance than is required for the statewide assessment.*

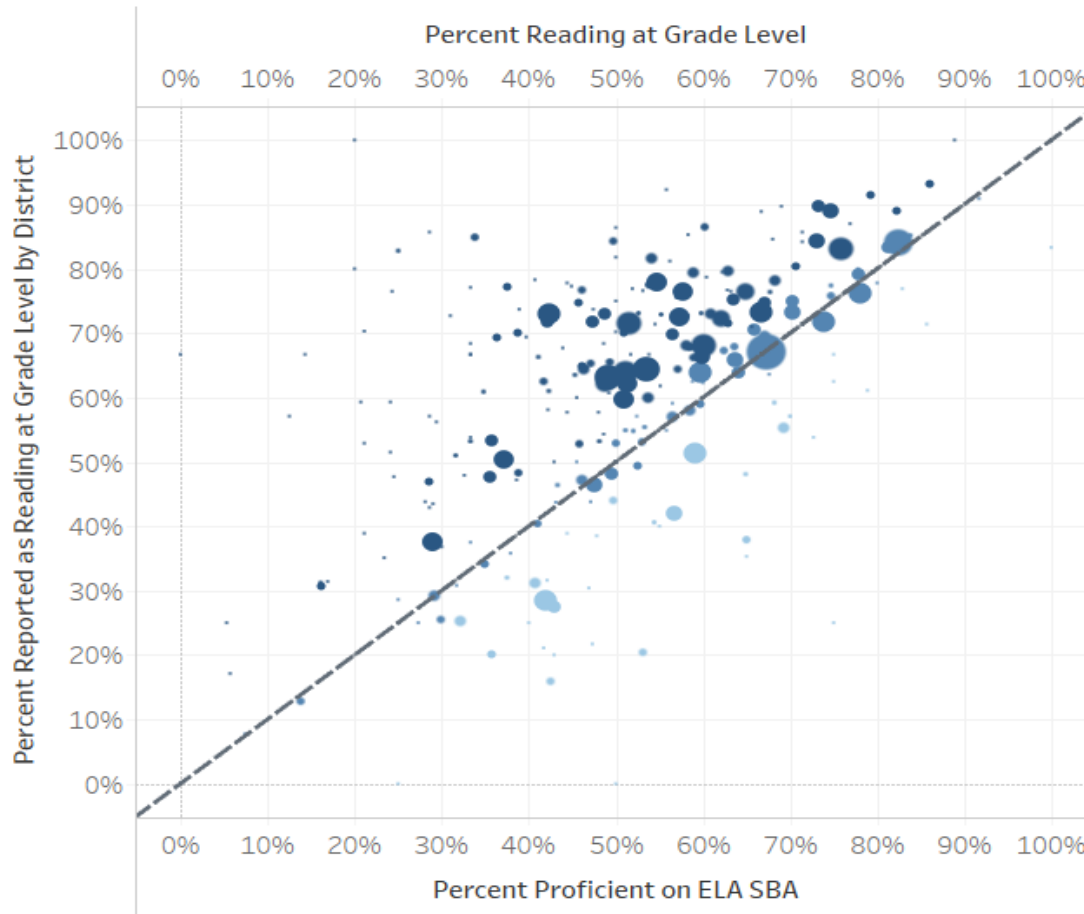
Comparison of K-4 Literacy Data to ELA SBA Proficiency Data

3rd Grade

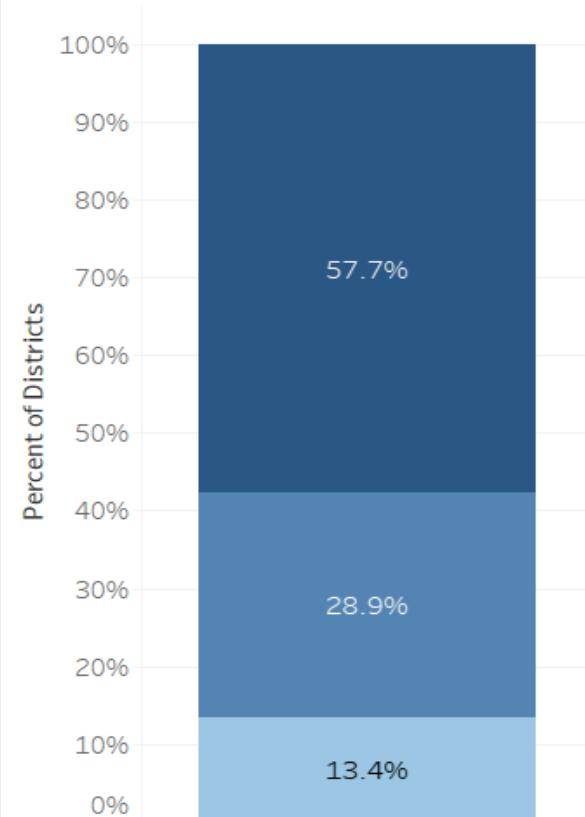
District Accuracy Legend

- Over Predict
- Accurate
- Under Predict

District Reported Reading Level vs. SBA Proficiency Scatter Plot



What percent of districts are using assessment methods that over identify students as proficient when compared to the ELA SBA Results?



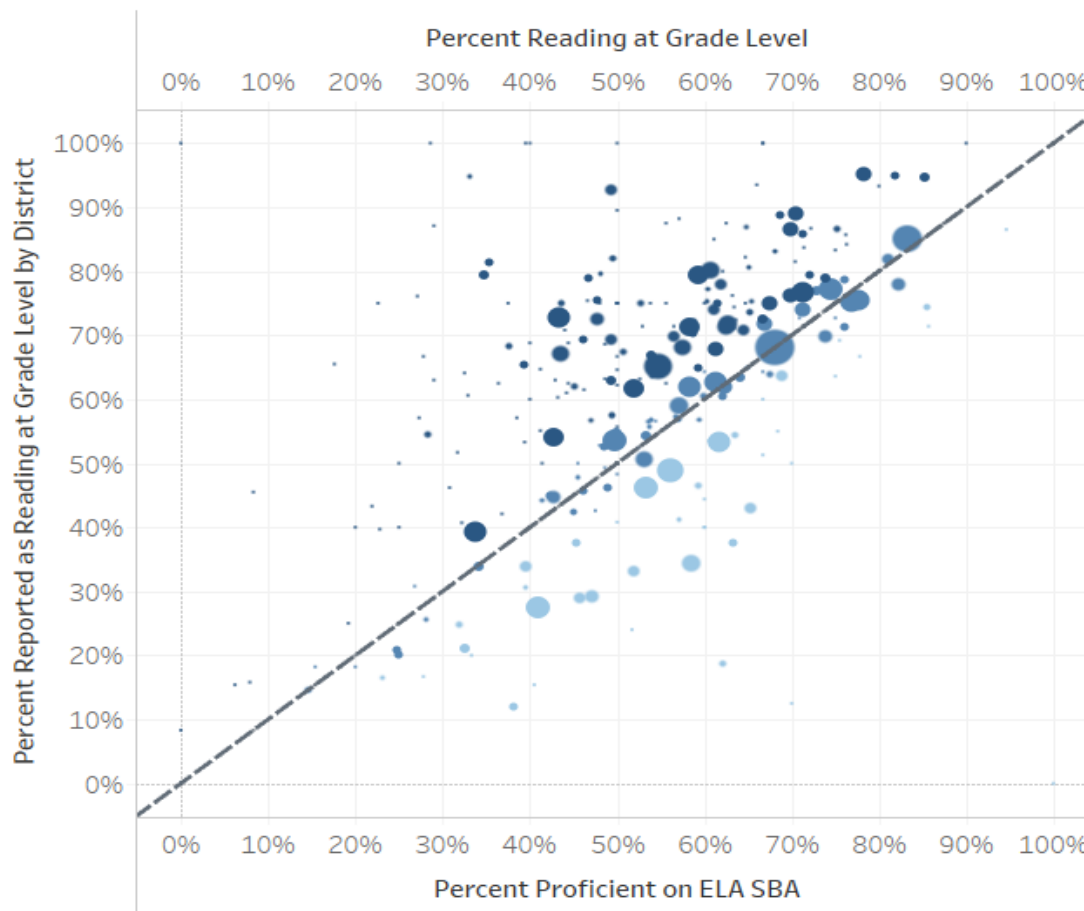
Comparison of K-4 Literacy Data to ELA SBA Proficiency Data

4th Grade

District Accuracy Legend

- Over Predict
- Accurate
- Under Predict

District Reported Reading Level vs. SBA Proficiency Scatter Plot



What percent of districts are using assesment methods that over identify students as proficient when compared to the ELA SBA Results?

