Math SBA Report – October 2016
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Context – The focus of this report is growth (as measured by SBA proficiency scores from 14-15 and 15-16) rather than raw scores. This emphasis is the result of three important considerations:

1. OSPI suppresses student scores in certain public reports because of confidentiality issues surrounding students with IEPs. Consequently, I am unable to provide a public report that discloses suppressed data.

2. Current best-practices, research, and law presents two general categories we can use to measure student progress: Growth and Proficiency. The data in the former is provided to all districts in the form of Student Growth Percentiles (SGPs), while the latter is provided to all districts in the form of SBA results. We are currently training staff in the use of SGPs, so our reporting emphasis remains with SBAs.

3. The federal law governing the use of federal funds in education is currently shifting from NCLB (No Child Left Behind) to ESSA (Every Student Succeeds Act). This year provides a transition period for states. Measuring growth is an important option for districts as SEAs (State Education Agencies) transition more decision-making to LEA (Local Education Agency-i.e. district).

Comparison of Growth from 14-15 to 15-16 for Math SBA[1] -- Grade to Grade

	District avg	GWE	HHE	OPA	SMS	
Grade 3	+28.9%	+28.0%	+30.9%	-8.3%		
Grade 4	+8.9%	+14.5%	+3.9%	-2.3%		
Grade 5	+9.9%	+12.3%	+14.1%	-15.1%		
Grade 6	+2.3			+16.7%	+2.8%	
Grade 7	-.1%			+23.8%	-1.9%	
Grade 8	-12.7%			-45.7%	-11.8%	

Comparison of Growth from 14-15 to 15-16 for Math SBA –Cohort

	GWE	HHE	OPA	SMS	
Grade 3 to Grade 4	+12.5%	+13.1%	0%		
Grade 4 to Grade 5	+10.0%	+9.8%	-9.1%		
Grade 5 to Grade 6[2]	-16.3%	+2.2%	+16.7%		
Grade 6 to Grade 7			+16.6%	+4.9%	
Grade 7 to Grade 8			+23.8%	-9.0%	

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[1] High school results are skewed by the misalignment of state-level benchmark test timelines and legislative and SBE (State Board of Education) graduation timelines.

[2] This is a very broad generalization since the populations of two elementary buildings converge in SMS. We are now collecting and managing data to look more closely at managing this transition more effectively.