



Supplemental Report: 1.2.d Reduce opportunity gaps for all students through proficiency in English language arts (ELA), math, science (including biology for high school) by half from 2014-15 to 2020-21

Presented to Governor Inslee during the Jan. 27, 2016 Results Review.

1.2.d. Reduce opportunity gaps for all students through proficiency in English language arts (ELA), math, science (including biology for high school) by half from 2015 to 2021

Achievement v. Opportunity

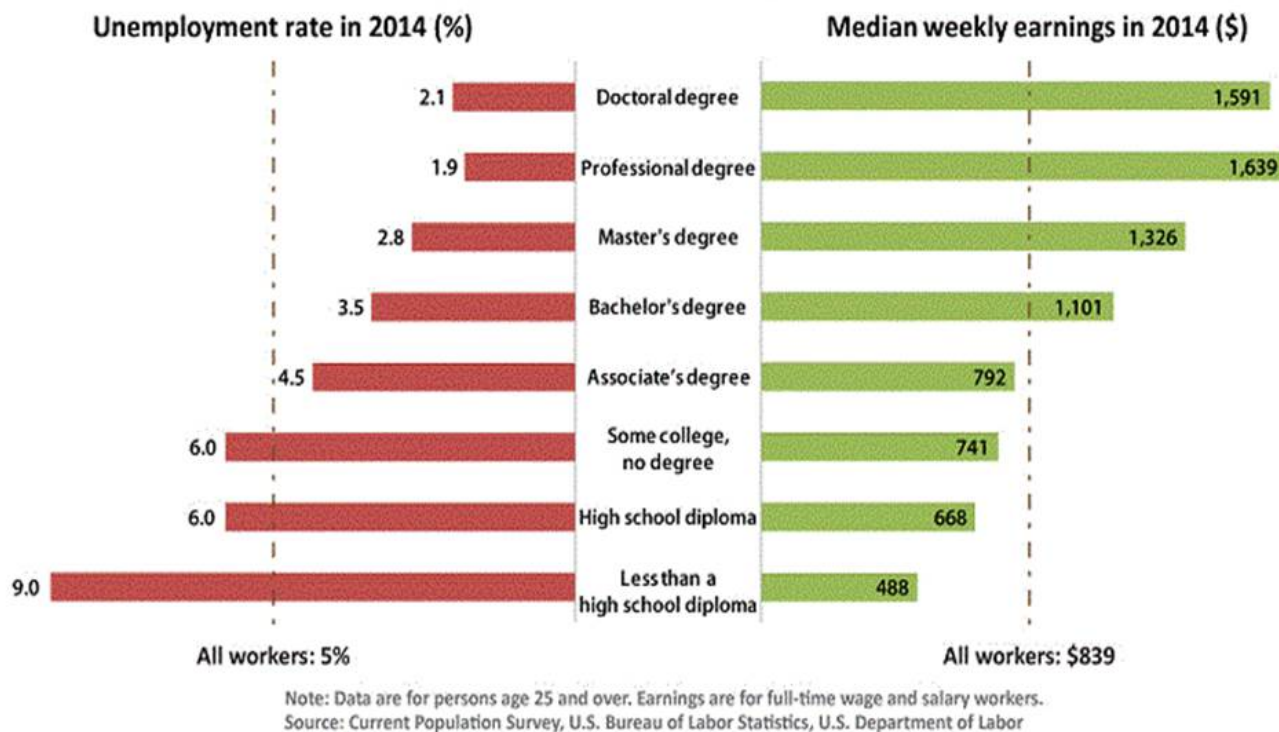
Achievement Gap

- Disproportionately low student achievement is the symptom
- Deficit based
- Puts onus on student and family being a “challenge”
- Was changed in legislation to opportunity gap

Opportunity Gap

- Public school system, structures, practices, allocation of resources provides or denies opportunity
- Asset based
- Focuses the responsibility on the public school system to close the gap

Earnings and unemployment rates by educational attainment



State by State Comparison 2015 Smarter Balanced Results - Math

State	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
California	40%	35%	30%	33%	34%	33%	29%
Connecticut	48%	44%	37%	37%	39%	37%	31%
Delaware	53%	47%	38%	34%	37%	35%	23%
Hawaii	50%	46%	42%	38%	38%	39%	30%
Idaho	50%	46%	38%	36%	38%	37%	30%
Missouri	52%	50%	40%	38%	35%	28%	NA
New Hampshire	53%	49%	45%	46%	51%	44%	37%
Oregon	47%	45%	42%	39%	43%	44%	31%
South Dakota	51%	46%	37%	35%	39%	39%	39%
Vermont	52%	45%	42%	37%	43%	40%	37%
Washington	58%	55%	49%	47%	50%	48%	29%
West Virginia	44%	35%	30%	26%	25%	25%	20%

Shaded green cells indicate the state with the highest percentage by grade

State by State Comparison

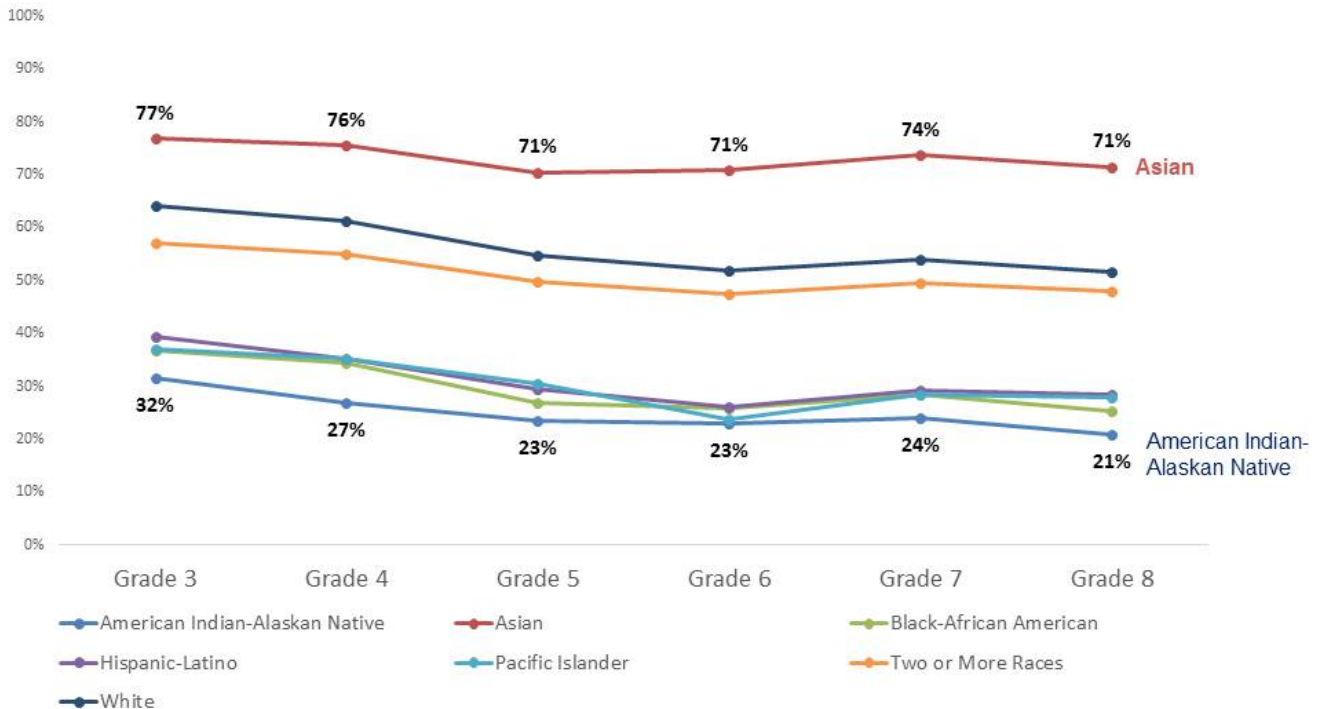
2015 Smarter Balanced Results – ELA (English Language Arts)

State	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
California	38%	40%	44%	43%	44%	45%	56%
Connecticut	54%	55%	59%	56%	57%	54%	53%
Delaware	54%	54%	56%	49%	50%	49%	52%
Hawaii	46%	48%	54%	47%	44%	47%	53%
Idaho	48%	46%	52%	49%	51%	52%	61%
Missouri	57%	59%	59%	55%	57%	58%	NA
New Hampshire	55%	56%	63%	57%	62%	58%	60%
Oregon	47%	51%	55%	55%	57%	58%	69%
South Dakota	49%	45%	49%	45%	49%	48%	59%
Vermont	52%	51%	57%	53%	55%	54%	58%
Washington	53%	56%	59%	55%	59%	59%	52%
West Virginia	46%	45%	51%	43%	45%	43%	47%

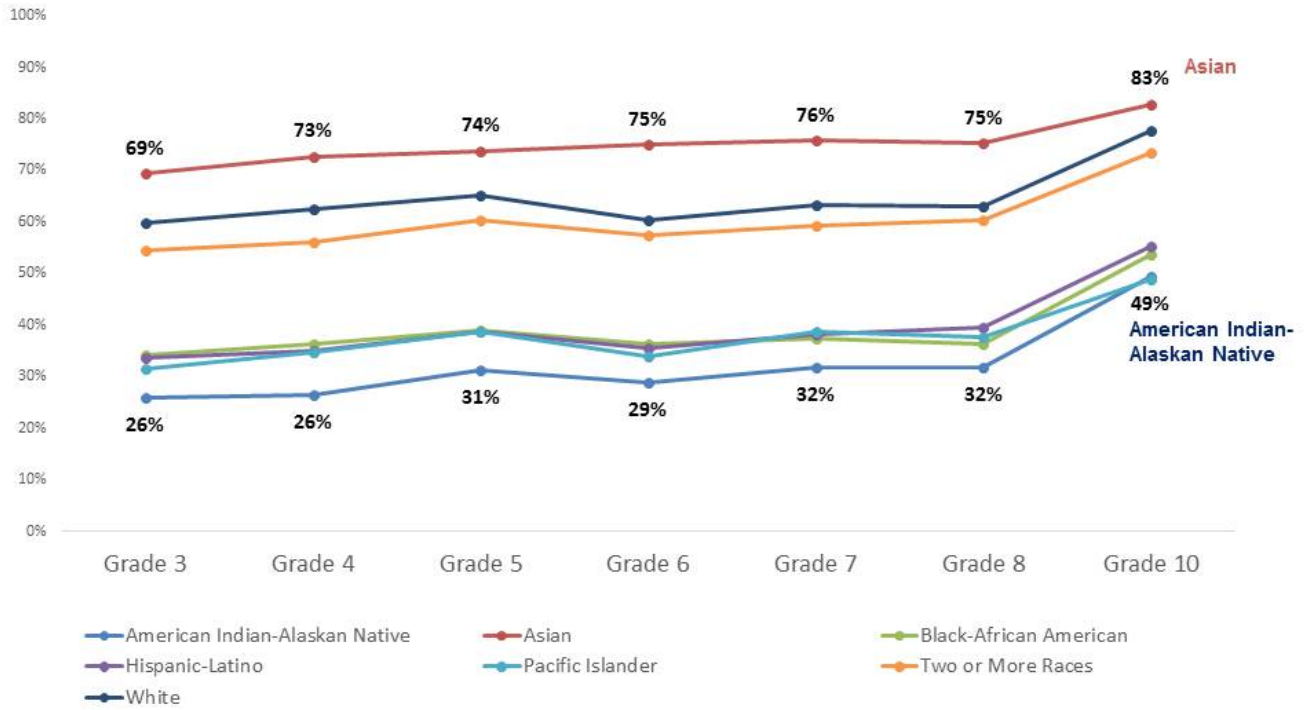
Shaded green cells indicate the state with the highest percentage by grade

2015 Proficiency by Race

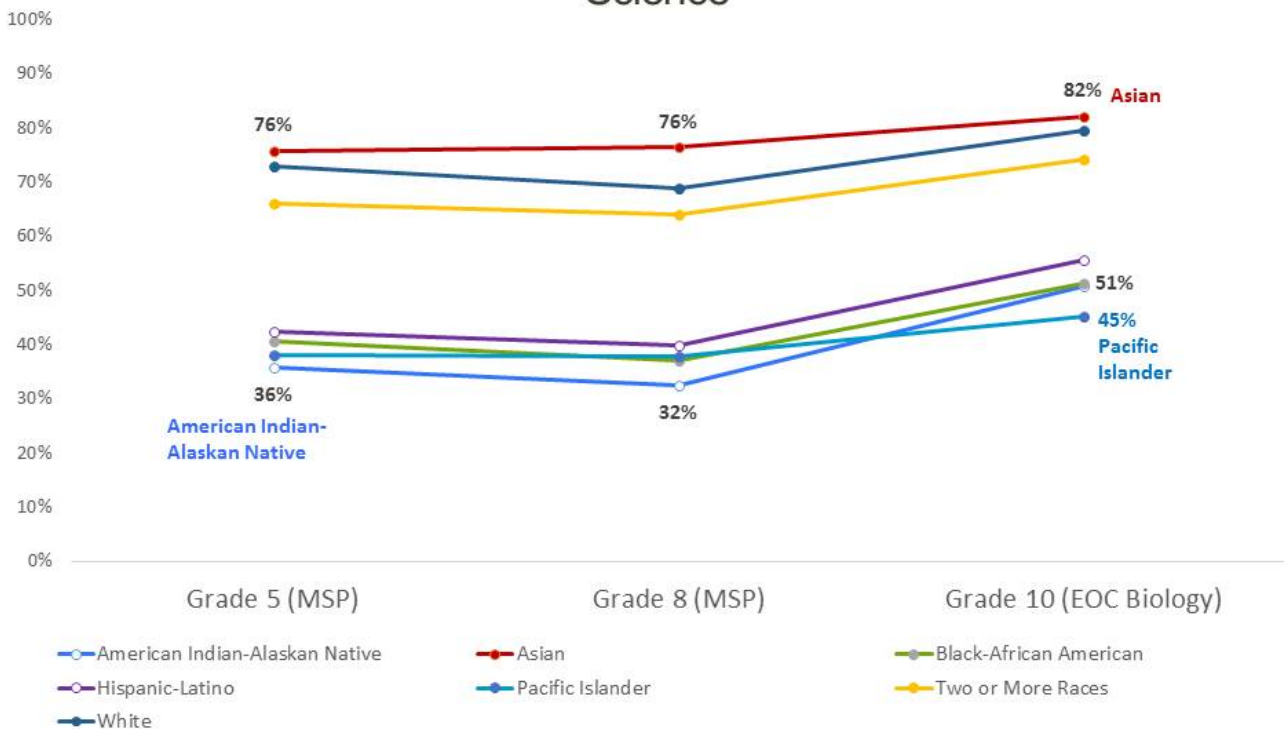
Smarter Balanced Math

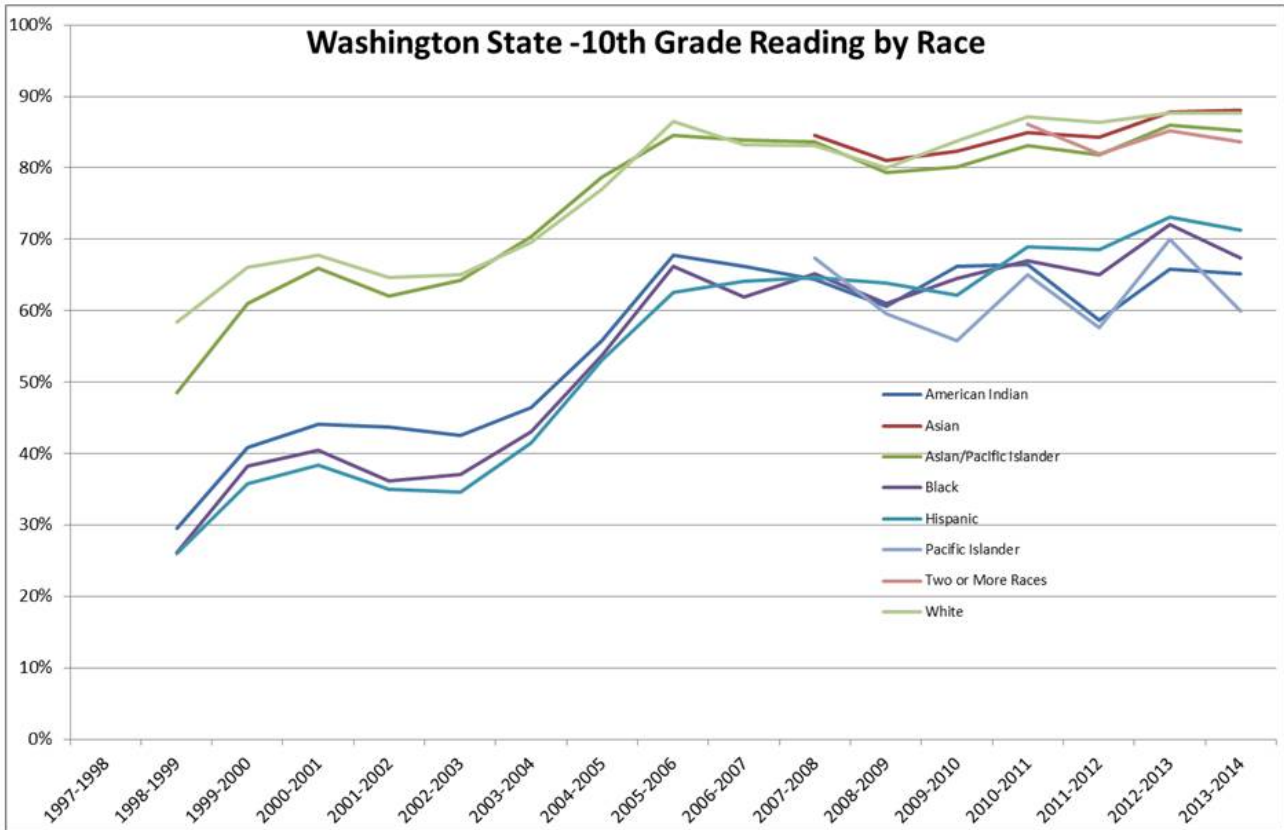


2015 Proficiency by Race Smarter Balanced ELA (English Language Arts)

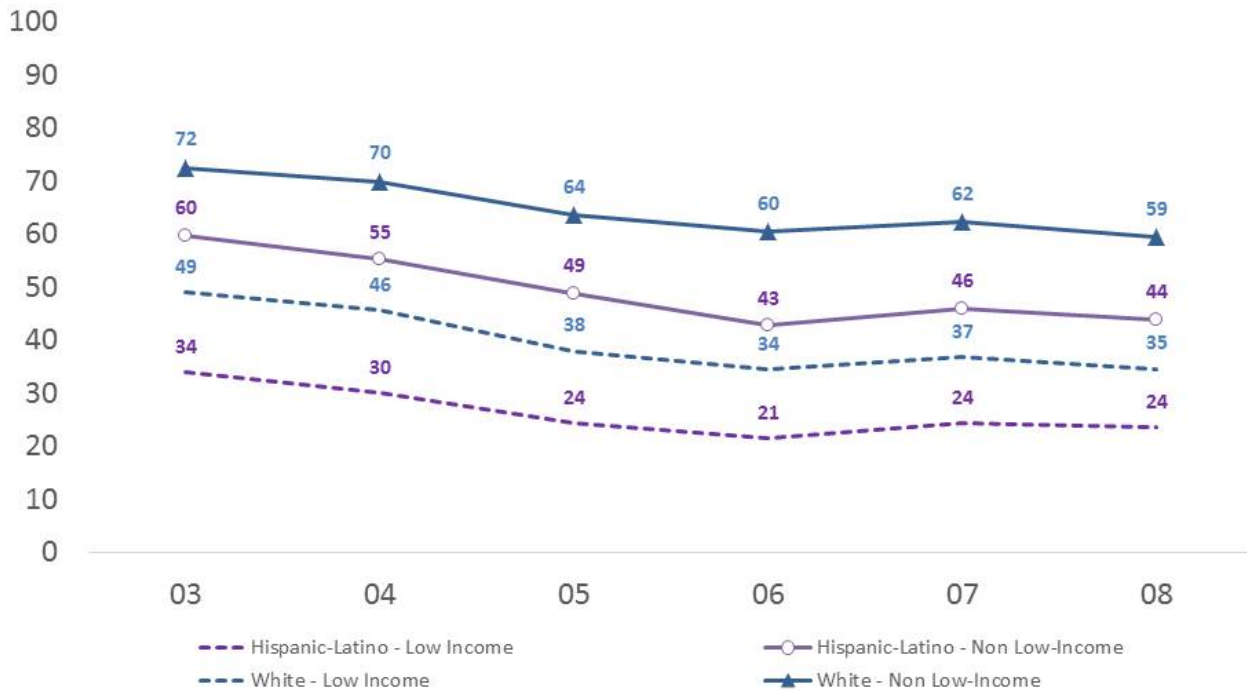


2015 Proficiency by Race Science

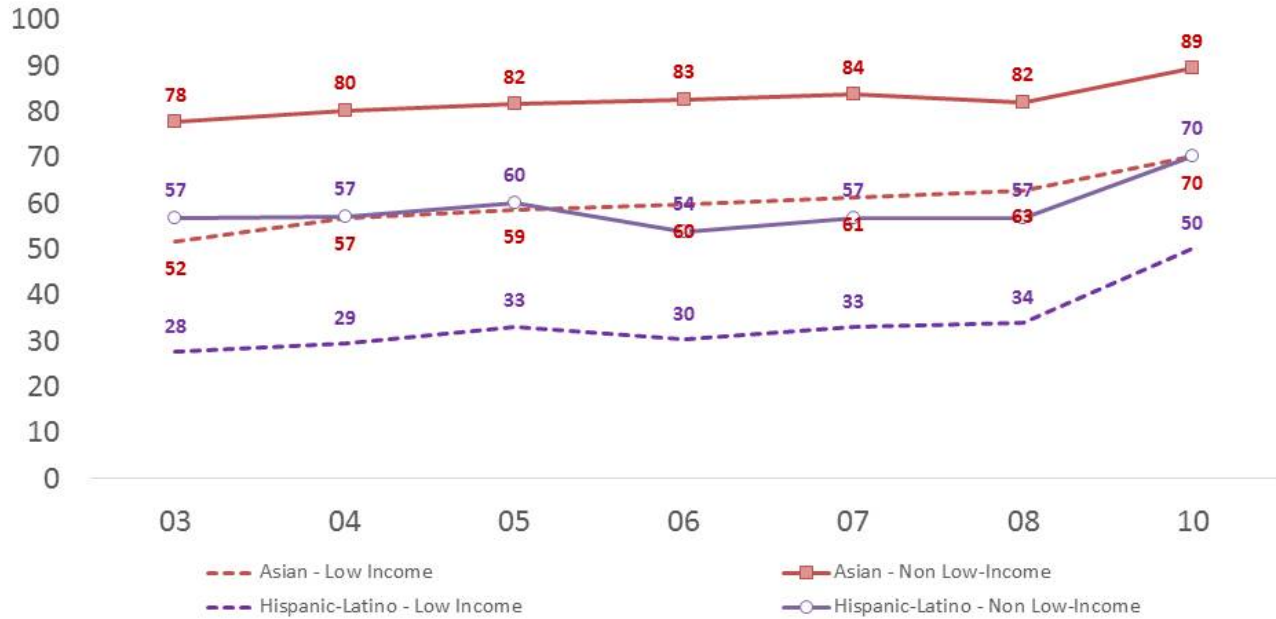




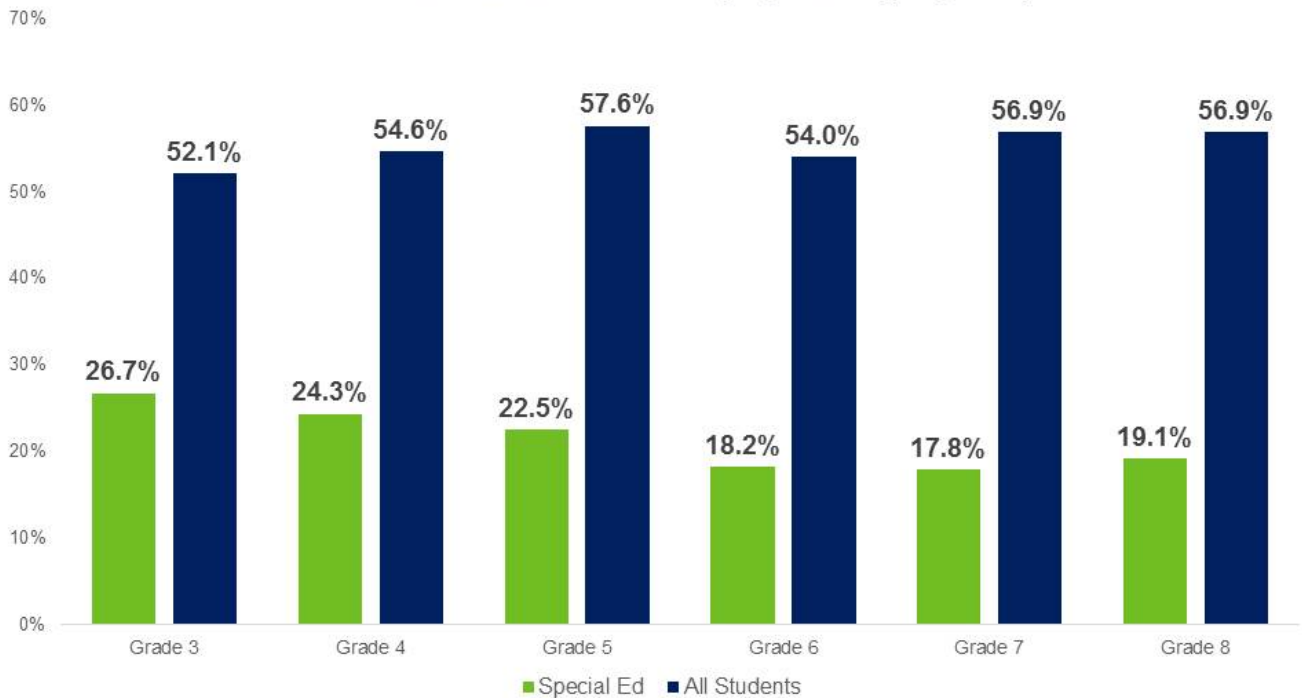
2015 Proficiency by Race and Income Smarter Balanced Math



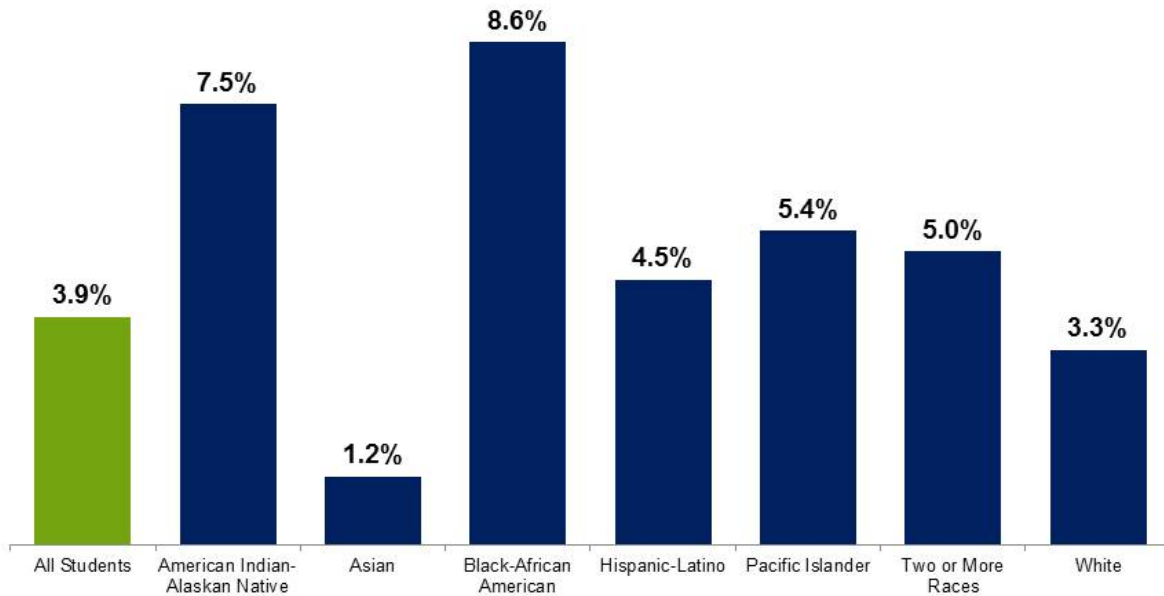
2015 Proficiency by Race and Income Smarter Balanced ELA (English Language Arts)



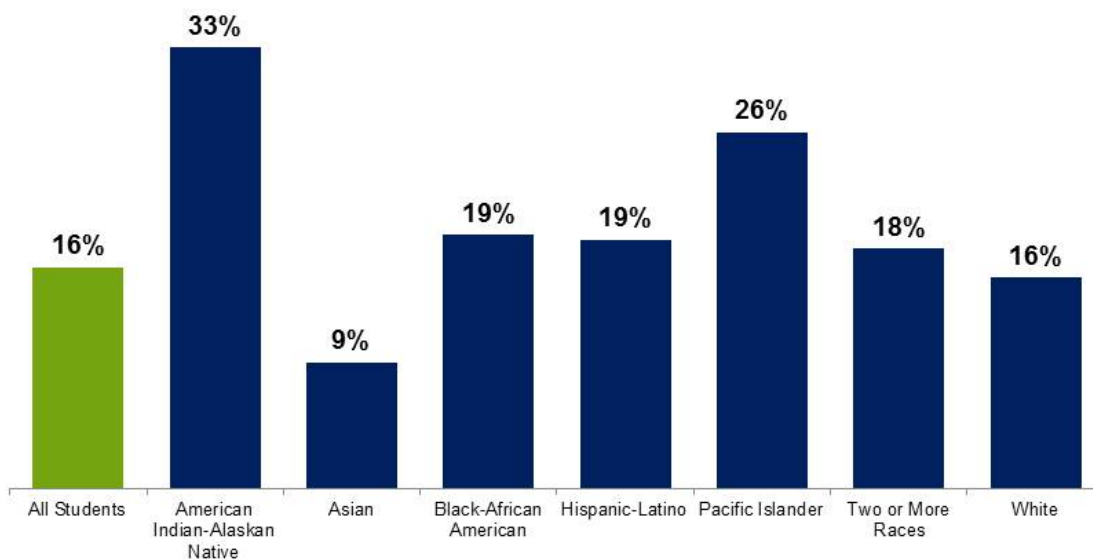
2015 Proficiency - Special Education Smarter Balanced ELA (English Language Arts)



2014-15 Statewide Discipline Rate (percent of students suspended or expelled)



Statewide Chronic Absenteeism Rates (percent of students chronically absent in 2014-15)



Chronic Absence: a student who misses 10 percent of scheduled instructional time (18 full days, both excused and unexcused absences)

Current State Response to the Opportunity Gap

- Educator Equity Plan
- Washington's Career- and College-ready Standards and Smarter Balanced Assessment system
- Fully funding Basic Education
- Opportunities with rewriting Washington's State Accountability Plan under the reauthorized Every Student Succeeds Act (ESSA)

IMPROVING ACCESS AND
OPPORTUNITY FOR WA STUDENTS
WITH DISABILITIES

A Journey to Advocacy

I am smart. BE ~~W~~ NICE.

I know that I am stupid.

Access and Opportunity

- Safe, supportive and inclusive learning environments to ensure a space where **ALL** students better understand one another, feel safe and supported, have positive relationships, and are more respectful and accepting of each other.
- Intentional work to understand the intersection of disability, achievement, and equity within our K-12 education system.

A Call to Action

- Support the integration of Social Emotional Learning into the K-12 system.
- Ensure our education system is coordinated and responsive to student needs. Take into account academic, social and emotional skill development, school climate and mental health supports.
- Equip educators and school administrators with the skills necessary to meet the needs of the diverse learners in their classrooms and buildings.



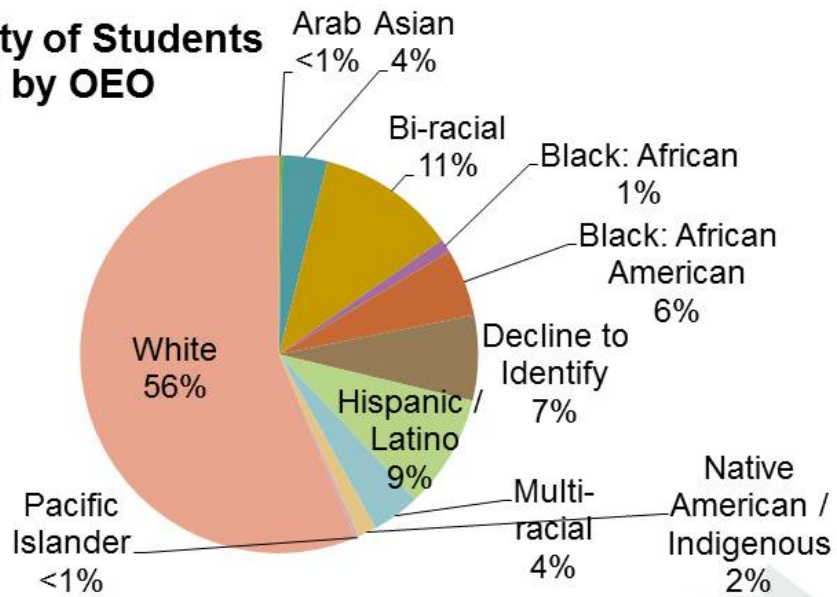
OEO and the Opportunity Gap

Carrie Basas, JD, MEd
January 2016, Goal 1 Review



Whom Did We Serve?

Race/Ethnicity of Students Served by OEO



Re-engaging Communities

Two strategies
Family Engagement Liaison Networking
Listening Sessions

Arts Education Helps Address the Opportunity Gap

Research Snapshots From:

Arts Impact

A program of the Puget Sound Educational Service District

Turnaround Arts Initiative

A program of the President's Committee on the Arts and the Humanities



Courtesy of President's Committee on the Arts and Humanities

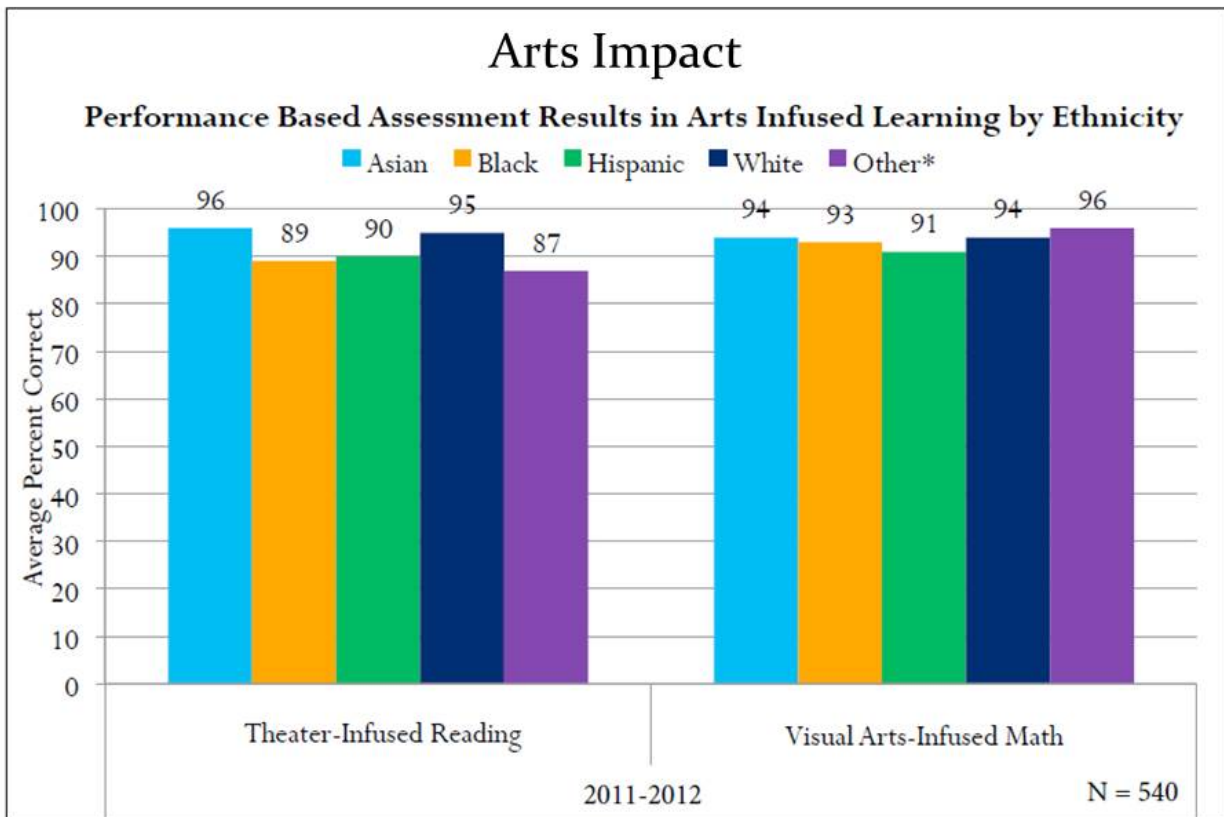


Figure 3. Performance based assessments by ethnicity: Western Washington 2011-12

*Other: Native American, Pacific Islander, Multiracial

Turnaround Arts Initiative

In a cohort of 8 schools, all among the very lowest performing schools in their states...



ATTENDANCE

Attendance improved by 10-30%; one school surpassed district average for attendance



ENROLLMENT

Enrollment increased in all TAI schools; over 15% in several schools, and by over 25% in one school



**CULTURE/CLIMATE
PARENT ENGAGEMENT**

Increased attendance at parent/teacher conferences, decreased disciplinary referrals, and increased morale



TEST SCORES

TAI schools had higher rates of improvement in both math and reading than the analogous SIG schools

Accessible Synchronous Online Learning for the Blind/Visually Impaired

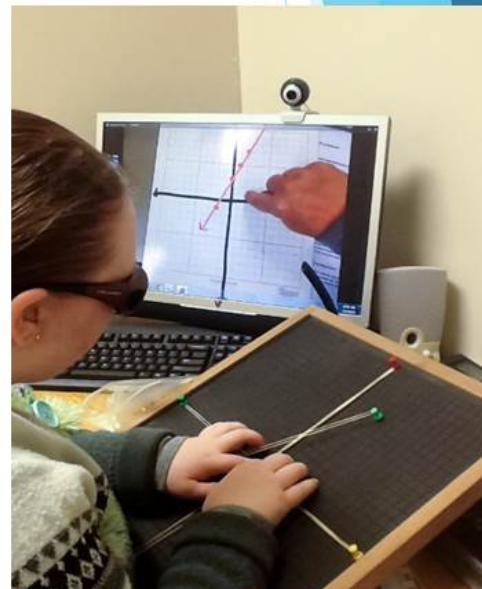


Teacher located 200 miles from School f/t Blind



Teacher sees all student work as it is being produced in print or braille

Braille input in Math Braille (Nemeth Code)



Deaf-Blind student joins online from Local Dist.

Early Intervention Services (Birth - Three)

Blind/visually impaired infant/toddlers - “building a solid foundation through creative thought and collaboration”



Strong partners and excellent services for parents and children



Specialized Services and Independence can be achieved by children getting the right services at the right time.



“Sometimes I feel like I am flying, like I can just keep on forever”

Photo by: Linda Lutes
Columbian Newspaper

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