

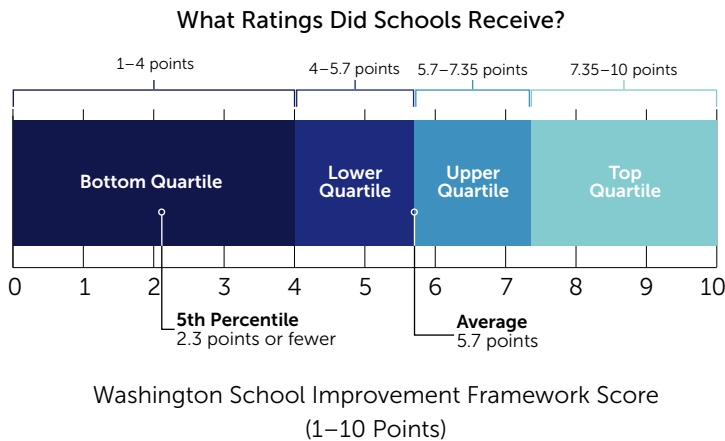
To monitor states' progress in implementing the Every Student Succeeds Act (ESSA), the Alliance for Excellent Education (All4Ed) analyzed school ratings and lists of identified schools from the 2018–19 school year (based on 2016–17 and earlier data).

## ABOUT WASHINGTON'S ESSA ACCOUNTABILITY SYSTEM

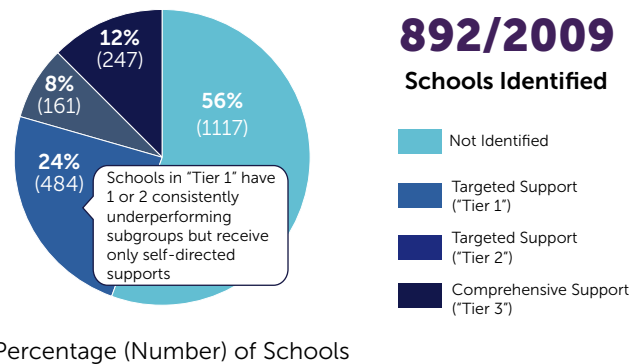
- **School rating type:** 1–10 point rating (Washington School Improvement Framework "multiple measures score")<sup>1</sup>
- **Indicators included in ratings:** (1) proficiency: English language arts (ELA) and math; (2) growth: ELA and math (for elementary and middle schools); (3) progress: English language proficiency (ELP); (4) high school graduation rate; and (5) school quality and student success: regular attendance (for all schools) and "9th grade on track" (9th graders who pass all attempted credits) and dual-credit participation (for high schools)
- **Subgroup performance included in ratings:** all federally required subgroups (i.e., racial/ethnic groups, students from low-income families, English learners, and students with disabilities) receive a separate "multiple measures score" that is used to identify schools for support
- **Categories of schools identified for improvement under ESSA:** (1) comprehensive support and improvement (CSI) due to low performance or low graduation rates schoolwide and (2) targeted support and improvement (TSI) due to low-performing groups of students<sup>2</sup>
- **How schools are identified for targeted support:** schools with a group of students whose combined "multiple measures score" falls below the "all students" combined score used to identify CSI schools (the lowest-performing 5% of schools) and schools with consistently low ELP progress for English learners
- **School year in which schools were first identified for support:** 2017–18, based on 2016–17, 2015–16, and 2014–15 data<sup>3</sup>

## SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT

In Washington, **44% of schools were identified for support**, but more than half of identified schools received only "foundational or self-directed supports" because they had fewer than three consistently underperforming subgroups.

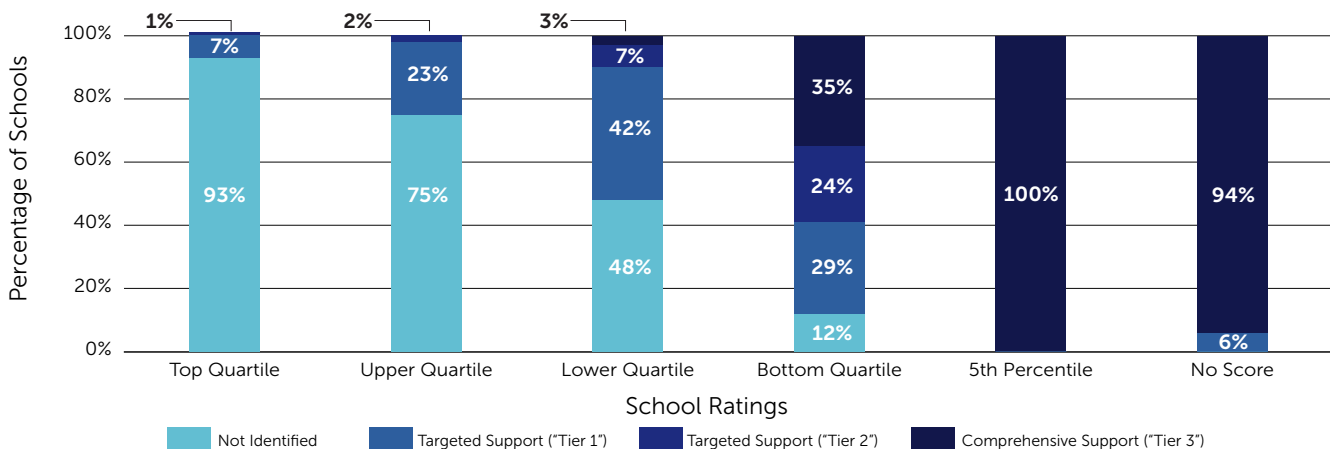


### How Many Schools Were Identified for Support?



## Were Schools with Low Ratings Overlooked for Support?

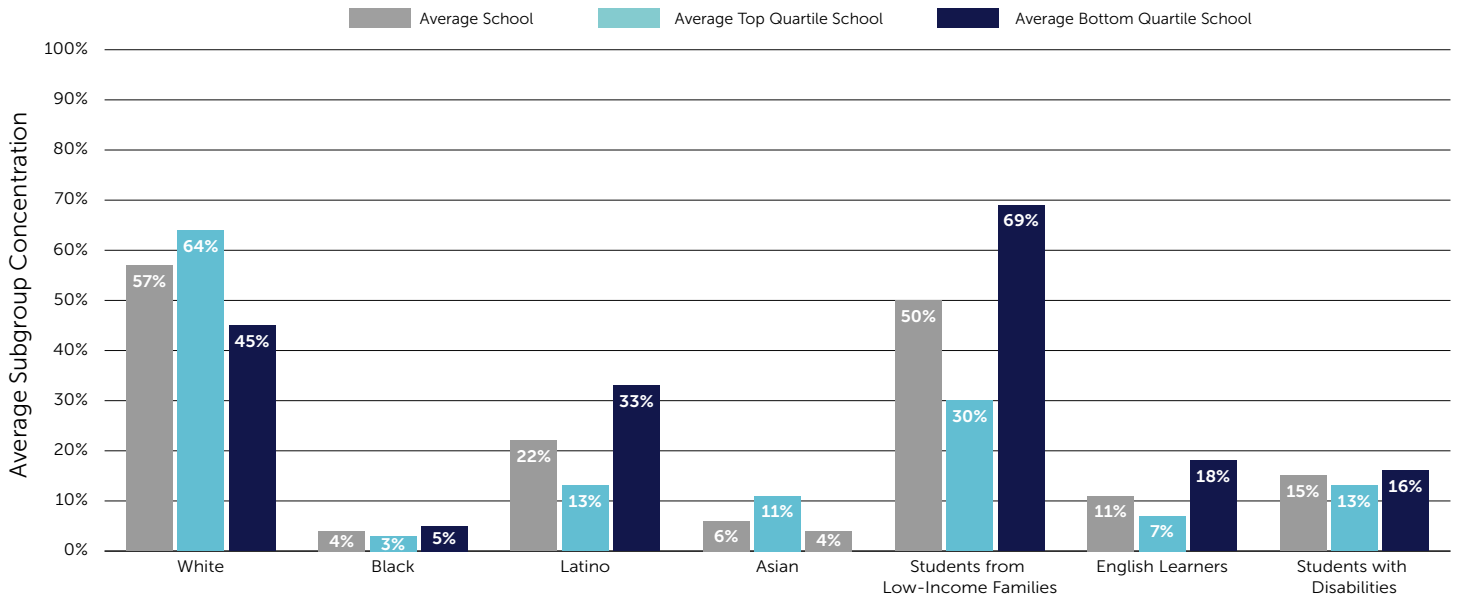
**12%** of schools with scores in the bottom quartile and **0%** of schools with scores in the 5th percentile were not identified for support.<sup>5</sup>



## PERFORMANCE OF STUDENT SUBGROUPS

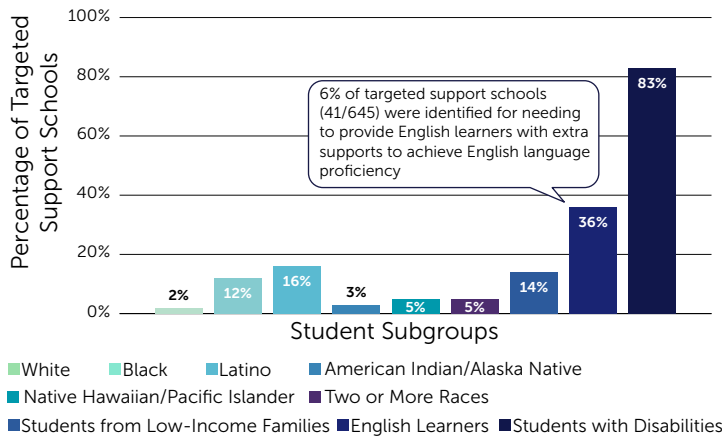
Like in most states, historically underserved students were more concentrated in schools with low ratings.

For example, in an **average school 50%** of students were from low-income families. Yet in an average school in the **top quartile 30%** of students were from low-income families, while in the average school in the **bottom quartile 69%** were from low-income families.



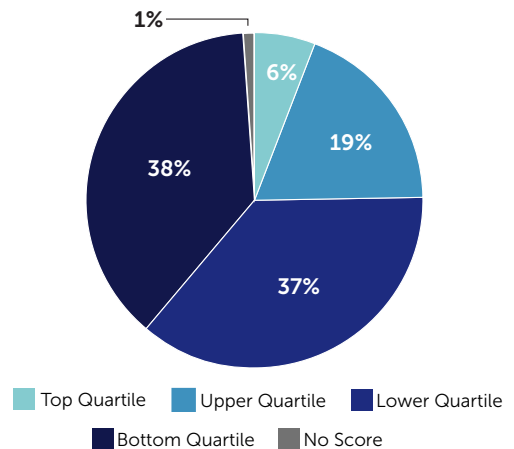
### Which Student Subgroups Needed Extra Support?

In most targeted support schools (“Tiers 1 and 2”), **students with disabilities** (83%) needed extra support. More than one-third of targeted support schools were identified for needing to provide additional supports to **English learners** (36%).



### To What Extent Did High Ratings Mask Outcomes for Low-Performing Subgroups?

Among targeted support schools (“Tiers 1 and 2”) **6%** earned a score in the top quartile and **19%** earned a score in the upper quartile.



For more information about Washington’s ESSA plan, visit [all4ed.org/essa/essa-in-your-state/](https://all4ed.org/essa/essa-in-your-state/).

### Endnotes

- Some schools are included in All4Ed’s analyses of ratings but omitted from analyses of schools identified for support, including eighteen schools that closed after the 2016–17 school year and four tribal schools operating under a State-Tribal Education Compact or Bureau of Indian Education Tribally Controlled Grant that were not eligible to receive supports.
- Washington places identified schools into support tiers: “Tier 1” (TSI schools with one to two consistently underperforming subgroups), “Tier 2” (TSI schools with three or more such subgroups or with consistently low ELP progress for English learners), and “Tier 3” (CSI schools). All of the state’s TSI schools meet ESSA’s definition for additional targeted support, but TSI schools in “Tier 1” receive only “foundational and self-directed supports” while those in “Tier 2” receive support from a coordinated state-support team.
- Washington released its list of identified schools in March 2018, toward the end of the 2017–18 school year; consequently, school improvement plans, interventions, and supports were not fully in place until the following school year (2018–19).
- Some graphs in this document may not total 100 percent due to rounding of percentages.
- Schools with “no score” did not receive a rating but were identified for a support tier (“Tiers 1–3”) (69 schools).

The **Alliance for Excellent Education** (All4Ed) is a Washington, DC–based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. [all4ed.org](https://all4ed.org)