

HOUSE BILL REPORT

HB 1666

As Reported by House Committee On: Education

Title: An act relating to making the results on the statewide assessments available as norm-referenced results and as student growth percentiles.

Brief Description: Making the results on the statewide assessments available as norm-referenced results and as student growth percentiles.

Sponsors: Representatives Magendanz, Lytton, Muri, Bergquist, Hansen, Kilduff and Caldier.

Brief History:

Committee Activity:

Education: 2/5/15, 2/17/15 [DP], 1/26/16, 1/28/16 [DP];

Appropriations: 2/25/15, 2/26/15 [DP].

Brief Summary of Bill

- Provides that the Legislature intends to maintain the privacy of individual student data, while making data available to the public.
- Requires results on the statewide assessments to be computed as norm-referenced results and as student growth percentiles where possible, and to be posted on the Internet.

HOUSE COMMITTEE ON EDUCATION

Majority Report: Do pass. Signed by 19 members: Representatives Santos, Chair; Ortiz-Self, Vice Chair; Magendanz, Ranking Minority Member; Muri, Assistant Ranking Minority Member; Stambaugh, Assistant Ranking Minority Member; Bergquist, Caldier, Griffey, Hargrove, Hayes, S. Hunt, Kilduff, Klippert, Kuderer, McCaslin, Orwall, Pollet, Rossetti and Springer.

Staff: Megan Wargacki (786-7194).

Background:

K-12 Data Governance Group.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

The K-12 Data Governance Group (DGG), within the Office of the Superintendent of Public Instruction (OSPI), was established to assist in the design and implementation of a K-12 Education Data Improvement System for financial, student, and educator data. The objective of the system is to monitor student progress, have information on the quality of the educator workforce, monitor and analyze the costs of programs, provide for financial integrity and accountability, and have the capability to link across these various data components by student, by class, by teacher, by school, by district, and statewide. The DGG includes representatives of various educational agencies such as, the Education Data and Research Center and the Legislative Evaluation and Accountability Program Committee, and is independently reviewed by the latter two groups.

The DGG has multiple responsibilities, including:

- identifying reports that should be made available on the Internet;
- ensuring that data systems are flexible and able to adapt to evolving needs for information; and
- establishing minimum standards for data systems.

The OSPI is also required to make certain reports available on the Internet. All DGG and OSPI reports required under the DGG statute must contain data to the extent it is available and must include documentation of which data are not available or are estimated.

Norm-Referenced Results.

Students' individual standardized assessment results are 'criterion referenced.' This means that each result represents a comparison against some specific criterion, such as an accepted definition of grade-level proficiency in an academic subject.

When students' assessment results are evaluated based on where they fall within the distribution of results from a larger group, the results are 'norm-referenced.' This means that each result is compared to some 'normal' expectation of a group of results. The larger group of results, referred to as the 'norm group,' may include the results of all the students in the state that took the assessment, all the students in a district, or all the students in a school. The norm group may also be refined to evaluate the results of a subgroup of students, such as students of a particular race or ethnicity, or students participating in a particular program. In addition to norm-referencing the results of students' individual scores, it is possible to norm-reference, or compare, the average standardized assessment results of the entire school to a norm group, such as the district or the state.

Student Growth Percentile.

In March 2013 the OSPI introduced a method of measuring student academic growth, called the Student Growth Percentile (SGP) because the OSPI could not measure the absolute growth of a student from one year to the next. Once the Smarter Balanced Assessments are fully implemented, the OSPI will be able to measure absolute growth; however, it will continue to use the SGP. The SGP is a method of norm-referencing, which describes student growth compared to other students with similar prior test scores, a student's academic peers.

The SGP allows comparison of students who enter school at different levels and shows student growth and academic progress, even for students who are not meeting the state standard on assessments. The SGP is a number between one and 99. If a student has a SGP

of 85, it means the student showed more growth than 85 percent of his or her academic peers. A student with a low score on a state assessment can show high growth and vice versa. Similarly, two students with very different assessment scale scores can have the same SGP.

Summary of Bill:

To the statute describing the intent of the Legislature in establishing the DGG is added, the Legislature intends to maintain the privacy of individual student data, while making data available to the public.

To the statute describing the reports that the OSPI is required to make available on the Internet is added, the results on the statewide assessment must be computed as norm-referenced results and as SGP results where possible.

Appropriation: None.

Fiscal Note: Available.

Effective Date: The bill takes effect 90 days after adjournment of the session in which the bill is passed.

Staff Summary of Public Testimony:

(In support) There are new rules for data suppression that are causing the data from some schools, even large schools, to be suppressed to protect the privacy of students. There are 48 percent of high schools whose assessment data is suppressed under these rules. While it is good to protect student data, districts and the state need the data to get meaningful information about how schools are performing.

Norm-referencing is a very logical way of looking at things. If a student gets a 65, that means the student is outperforming 65 percent of other students in the school or the state. It helps the state compare apples to apples in a way that does not expose personal student data.

One might interpret norm-referencing, as described in the bill, in different ways – student level, district level, or state level. The OSPI already publishes assessment results as SGP, which are one type of student normed results. These will be available publically next month in a new online tool that allows additional data exploration. These are norm-referenced student results that are aggregated to school or district medians. The OSPI expects that it can implement new norm-referenced results at the school level, but the methodology would need to be developed.

(Opposed) None.

Persons Testifying: Representative Magendanz, prime sponsor; and Deb Came, Office of the Superintendent of Public Instruction.

Persons Signed In To Testify But Not Testifying: None.