
Washington State

ESEA Flexibility

Accountability Addendum

Re-submitted: May 28, 2013



U.S. Department of Education

Washington, DC 20202

OMB Number: 1810-0576

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576.

Subject and Question	State Response	Change from NCLB accountability workbook	ED Comments
Annual Measurable Objectives (AMO)			
<p>Please attach the State’s AMOs for reading/language arts and mathematics for the all students group and each individual subgroup. If the State has different AMOs for each school or LEA, attach the State-level AMOs and provide a link to a page on the SEA’s web site where the LEA and school level AMOs are available.</p>	<p>The following steps will be used to determine annual AMOs for the State and all districts and their schools in the all students group and each subgroup. Consistent with Washington State’s ED-approved accountability workbook, AMOs will be developed for grade bands (3–5, 6–8, and high school). While individual AMOs will also be published for each grade level/content area tested (reading/language arts and mathematics), only the grade band/content area tested will be used in determining school-level, district-level, and State-level AMOs. AMOs will be developed for each school in each tested grade/subject for all student groups and all subgroups with N=20. Note that this methodology results in districts, schools, and subgroups that are further behind requiring greater amounts of annual progress in order to meet their targets for 2017.</p> <ul style="list-style-type: none"> • <i>Base year:</i> Use 2010–11 state assessment data as a base year. • <i>2011–12 through 2016–17:</i> <ul style="list-style-type: none"> ○ <i>Calculate the Proficiency Gap:</i> For each identified group (“all students” and each subgroup) subtract the percent proficient for 2010–11 from 100 percent. This represents the Proficiency Gap to be reduced by half by fall, 2017. ○ <i>Determine Annual Increment:</i> Divide the Proficiency Gap by 6. The result represents the annual increment that will be used to determine the AMO for each year, from 2011–12 through 2016–17. ○ <i>Compute AMOs for 2011–12 through 2016–17 for all students group and each subgroup</i> <ul style="list-style-type: none"> ▪ <i>2011–12: Base year + Annual Increment</i> ▪ 2011–122012–13: 2012–132011–12 AMO + Annual Increment ▪ <i>2013–14: 2012–13 AMO + Annual Increment</i> 	✓	<p>Please delete all references to WA’s approved accountability workbook (as this document takes the place of the workbook).</p> <p>Please attach the State-level AMOs for the all students group and each individual subgroup through 2016-17. (Is this information available at this time? If not, when will it be?)</p> <p>Please clarify the highlighted numbers – it looks like there are some typos in this section.</p> <p>For all links, please provide “valid as</p>

- 2014–15: 2013–14 AMO + Annual Increment
- 2015–16: 2014–15 AMO + Annual Increment
- 2016–17: 2015–16 AMO + Annual Increment

Washington proposes to set these targets for all districts, schools, and subgroups to close gaps in academic achievement by half by 2017. Targets will depend upon each group’s baseline in 2010–11. Every school and subgroup will be starting in a different place, and the groups that are farthest behind would have the most progress to make by 2017.

AMO targets for each school within each LEA may be found at: <http://reportcard.ospi.k12.wa.us/AMO.aspx?year=2011-12>. (Valid as of May 2, 2013.)

of...?”

Washington State-level AMOs for the all students group and each individual subgroup through 2016-17

<u>Subgroup Name</u>	<u>Subject</u>	<u>Target 2012</u>	<u>Target 2013</u>	<u>Target 2014</u>	<u>Target 2015</u>	<u>Target 2016</u>	<u>Target 2017</u>
<u>All</u>	<u>math</u>	<u>63.5</u>	<u>66.8</u>	<u>70.2</u>	<u>73.5</u>	<u>76.8</u>	<u>80.1</u>
<u>All</u>	<u>reading</u>	<u>72.2</u>	<u>74.7</u>	<u>77.2</u>	<u>79.8</u>	<u>82.3</u>	<u>84.8</u>
<u>American Indian</u>	<u>math</u>	<u>42.6</u>	<u>47.8</u>	<u>53.0</u>	<u>58.2</u>	<u>63.4</u>	<u>68.7</u>
<u>American Indian</u>	<u>reading</u>	<u>53.3</u>	<u>57.5</u>	<u>61.8</u>	<u>66.0</u>	<u>70.3</u>	<u>74.5</u>
<u>Asian</u>	<u>math</u>	<u>78.4</u>	<u>80.4</u>	<u>82.3</u>	<u>84.3</u>	<u>86.3</u>	<u>88.2</u>
<u>Asian</u>	<u>reading</u>	<u>80.7</u>	<u>82.5</u>	<u>84.2</u>	<u>86.0</u>	<u>87.7</u>	<u>89.5</u>
<u>Black</u>	<u>math</u>	<u>43.4</u>	<u>48.5</u>	<u>53.7</u>	<u>58.8</u>	<u>64.0</u>	<u>69.1</u>
<u>Black</u>	<u>reading</u>	<u>58.1</u>	<u>61.9</u>	<u>65.7</u>	<u>69.5</u>	<u>73.3</u>	<u>77.1</u>
<u>Hispanic</u>	<u>math</u>	<u>46.7</u>	<u>51.6</u>	<u>56.4</u>	<u>61.2</u>	<u>66.1</u>	<u>70.9</u>
<u>Hispanic</u>	<u>reading</u>	<u>56.8</u>	<u>60.7</u>	<u>64.6</u>	<u>68.6</u>	<u>72.5</u>	<u>76.4</u>
<u>White</u>	<u>math</u>	<u>68.9</u>	<u>71.8</u>	<u>74.6</u>	<u>77.4</u>	<u>80.2</u>	<u>83.1</u>
<u>White</u>	<u>reading</u>	<u>77.3</u>	<u>79.4</u>	<u>81.4</u>	<u>83.5</u>	<u>85.5</u>	<u>87.6</u>
<u>Limited English</u>	<u>math</u>	<u>28.1</u>	<u>34.6</u>	<u>41.2</u>	<u>47.7</u>	<u>54.2</u>	<u>60.8</u>
<u>Limited English</u>	<u>reading</u>	<u>29.0</u>	<u>35.4</u>	<u>41.9</u>	<u>48.3</u>	<u>54.8</u>	<u>61.3</u>
<u>Special Education</u>	<u>math</u>	<u>29.7</u>	<u>36.1</u>	<u>42.5</u>	<u>48.9</u>	<u>55.3</u>	<u>61.7</u>
<u>Special Education</u>	<u>reading</u>	<u>35.2</u>	<u>41.1</u>	<u>47.0</u>	<u>52.9</u>	<u>58.8</u>	<u>64.6</u>

<u>Low Income</u>	<u>math</u>	<u>49.7</u>	<u>54.3</u>	<u>58.9</u>	<u>63.4</u>	<u>68.0</u>	<u>72.6</u>
<u>Low Income</u>	<u>reading</u>	<u>59.9</u>	<u>63.5</u>	<u>67.2</u>	<u>70.8</u>	<u>74.5</u>	<u>78.1</u>
<u>Pacific Islander</u>	<u>math</u>	<u>48.0</u>	<u>52.7</u>	<u>57.4</u>	<u>62.2</u>	<u>66.9</u>	<u>71.6</u>
<u>Pacific Islander</u>	<u>reading</u>	<u>57.7</u>	<u>61.5</u>	<u>65.4</u>	<u>69.2</u>	<u>73.1</u>	<u>76.9</u>
<u>Two or More Races</u>	<u>math</u>	<u>65.1</u>	<u>68.3</u>	<u>71.4</u>	<u>74.6</u>	<u>77.8</u>	<u>81.0</u>
<u>Two or More Races</u>	<u>reading</u>	<u>74.9</u>	<u>77.2</u>	<u>79.5</u>	<u>81.7</u>	<u>84.0</u>	<u>86.3</u>

Annual Measurable Achievement Objective 3 (AMAO 3) under Title III

<p>Please affirm that the State determines whether an LEA that receives funds under Title III of the ESEA meets AMAO 3 (ESEA section 3122(a)(3)(A)(iii)) based on either of the following:</p> <ul style="list-style-type: none"> • Whether the subgroup of English Learners has made adequate yearly progress (AYP) under ESEA section 1111(b)(2)(B); or • If the State has received a waiver of making AYP determinations, whether the subgroup of English Learners has met or exceeded each of the following: <ul style="list-style-type: none"> ○ Its AMOs in reading/language arts and mathematics. ○ 95 percent participation on the State’s assessments in reading/language arts and mathematics. ○ The State’s goal or annual targets for graduation rate if the LEA includes one or more high schools. 	<p>The SEA has received a waiver for making AYP determinations. See: http://www.k12.wa.us/ESEA/PublicNotice.aspx (Valid as of May 2, 2013.)</p> <p>The SEA did not meet the AMO in Reading or Math for the Title III LEP students during 2011–2012.</p> <p>The SEA did meet the AMO 95 percent participation on the assessment in both Reading and Math for the Title III LEP students during 2011–2012.</p> <p>The SEA does not compute graduation rate targets for Title III LEP students separately.</p> <p><u>Washington determines whether or not an LEA meets AMAO3 based on the ELL subgroup has met or exceeded the following elements:</u></p> <ol style="list-style-type: none"> 1. <u>AMOs in reading/language arts and mathematics.</u> 2. <u>95 percent participation on the State’s assessments in reading/language arts and mathematics.</u> 3. <u>Washington’s goal or annual targets for graduation rate if the LEA includes one or more high schools.</u> <p><u>Washington calculates graduation rates for the ELL subgroup.</u></p>		<p>Please affirm that WA determines whether an LEA meets AMAO3 based on whether the subgroup of ELs has met or exceeded element 1, 2, and 3.</p> <p>Please affirm that WA calculates graduation rate for the EL subgroup.</p>
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Subgroup Accountability

<p>What subgroups, including any combined subgroups, as applicable, does the State use for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools? If using one or more combined subgroups, the State should identify what students comprise each combined subgroup.</p>	<p><u>As defined on page 93–94 in Washington State’s approved ESEA Flexibility Request, the state Washington State</u> uses, for accountability purposes, including measuring performance against AMOs, identifying priority, focus, and reward schools, and differentiating among other Title I schools the following 11 subgroups:</p> <ol style="list-style-type: none"> 1. All 2. American Indian 3. Asian 4. Pacific Islander 5. Black 6. Hispanic 7. White 8. Two or More Races 9. Limited English 10. Special Education 11. Low Income <p>Please note for 2012 reporting, the subgroups increased from 9 to 11. The Asian/Pacific Islander subgroup was split into 2 subgroups: Asian and Pacific Islander, and a Two or More Races subgroup was added. <u>Washington State’s ESEA Flexibility Request will be amended to clarify the above eleven (11) subgroups.</u></p>	<p>✓</p>	<p>If there are additional subgroups that are not reflected in WA’s ESEA flexibility request, the request should be amended to reflect this change.</p>
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State Accountability System Includes All Schools and Districts

<p>What is the State’s definition of a local educational agency (LEA)?</p>	<p><u>As indicated on page 7 of Washington’s Consolidated State Application Accountability Workbook (Amended August 29, 2011)</u>, Washington State has a definition of “public school” in the Washington Administrative Code (WAC 250-65-020) and in the Revised Code of Washington (RCW 28A.150.010) and has adopted the federal definition of “LEA” for AYP accountability purposes.</p> <p>Website for WAC 250-65-020 is: http://apps.leg.wa.gov/WAC/default.aspx?cite=250-65-020. <u>(Valid as of May 2, 2013.)</u></p> <p>Website for RCW 28A.150.010 is: http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.010. <u>(Valid as of</u></p>		<p>Please delete reference to workbook and AYP (if no longer using it just say “accountability purposes”)</p>
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	<u>May 2, 2013.)</u>														
<p>What is the State’s definition of a public school? Please provide definitions for elementary school, middle school, and secondary school, as applicable.</p>	<p><u>As indicated on page 7 of Washington’s Consolidated State Application Accountability Workbook (Amended August 29, 2011),</u> Washington State has a definition of “public school” in the Washington Administrative Code (WAC 250-65-020) and in the Revised Code of Washington (RCW 28A.150.010) and has adopted the federal definition of “LEA” for <u>AYP</u> accountability purposes.</p> <p><u>In 2011, Washington’s Data Management Committee determined the following categories for each school level (first two columns in the chart below). For calculations using the prior version of the State Board of Education’s (SBE) Index, we collapsed those into the four categories indicated in the third column, in the chart below.</u></p> <table border="1" data-bbox="619 698 1528 1485"> <thead> <tr> <th data-bbox="619 698 884 893"><u>School Level</u></th> <th data-bbox="884 698 1339 893"><u>Description</u></th> <th data-bbox="1339 698 1528 893"><u>Crosswalk to (old) SBE Index School Level</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="619 893 884 1003"><u>PK Only</u></td> <td data-bbox="884 893 1339 1003"><u>Schools that only serve students in preschool.</u></td> <td data-bbox="1339 893 1528 1003"><u>Multi-Level</u></td> </tr> <tr> <td data-bbox="619 1003 884 1279"><u>Elementary</u></td> <td data-bbox="884 1003 1339 1279"><u>Mostly schools serving students in grades K through 5. Other grade span configurations are included as long as they are primarily in the elementary arena (i.e., PK-4, K-3, 3-5, etc.)</u></td> <td data-bbox="1339 1003 1528 1279"><u>Elementary</u></td> </tr> <tr> <td data-bbox="619 1279 884 1485"><u>Middle/ Jr High</u></td> <td data-bbox="884 1279 1339 1485"><u>Mostly schools serving students in grades 6 through 8. Other grade span configurations are included as long as they are primarily in the middle school arena (i.e., 5-7, 5-8,</u></td> <td data-bbox="1339 1279 1528 1485"><u>Middle</u></td> </tr> </tbody> </table>	<u>School Level</u>	<u>Description</u>	<u>Crosswalk to (old) SBE Index School Level</u>	<u>PK Only</u>	<u>Schools that only serve students in preschool.</u>	<u>Multi-Level</u>	<u>Elementary</u>	<u>Mostly schools serving students in grades K through 5. Other grade span configurations are included as long as they are primarily in the elementary arena (i.e., PK-4, K-3, 3-5, etc.)</u>	<u>Elementary</u>	<u>Middle/ Jr High</u>	<u>Mostly schools serving students in grades 6 through 8. Other grade span configurations are included as long as they are primarily in the middle school arena (i.e., 5-7, 5-8,</u>	<u>Middle</u>		<p>Question: Does WA define elementary, middle and secondary schools?</p> <p>Please delete reference to workbook.</p>
<u>School Level</u>	<u>Description</u>	<u>Crosswalk to (old) SBE Index School Level</u>													
<u>PK Only</u>	<u>Schools that only serve students in preschool.</u>	<u>Multi-Level</u>													
<u>Elementary</u>	<u>Mostly schools serving students in grades K through 5. Other grade span configurations are included as long as they are primarily in the elementary arena (i.e., PK-4, K-3, 3-5, etc.)</u>	<u>Elementary</u>													
<u>Middle/ Jr High</u>	<u>Mostly schools serving students in grades 6 through 8. Other grade span configurations are included as long as they are primarily in the middle school arena (i.e., 5-7, 5-8,</u>	<u>Middle</u>													

		<u>4-7, 7-9, etc.)</u>			
	<u>JrSr</u>	<u>Mostly schools serving students in grades 7 through 9. Other grade span configurations are included as long as they are primarily in the junior high school arena (i.e., 7-8, 8-9, 6-9, etc.)</u>	<u>Multi-Level</u>		
	<u>High</u>	<u>Mostly schools serving students in grades 9 through 12. Other grade span configurations are included as long as they are primarily in the high school arena (i.e., 9-11, 8-12, 10-12, etc.)</u>	<u>High</u>		
	<u>PK-12</u>	<u>Schools that serve all grade levels PK-12 or many grade levels within this range. These schools cannot easily fit into one of the categories above.</u>	<u>Multi-Level</u>		
	<u>K-12</u>	<u>Schools that serve all grade levels K-12 or many grade levels within this range. These schools cannot easily fit into one of the categories above.</u>	<u>Multi-Level</u>		
	<u>Other</u>	<u>Schools that serve either one grade level (like only grade 9) or a random set of grade levels. Also includes some schools that are community colleges or special</u>	<u>Multilevel</u>		

	<p style="text-align: center;"><u>services schools.</u></p> <p>Website for WAC 250-65-020 is: http://apps.leg.wa.gov/WAC/default.aspx?cite=250-65-020. (Valid as of May 2, 2013.)</p> <p>Website for RCW 28A.150.010 is: http://apps.leg.wa.gov/RCW/default.aspx?cite=28A.150.010. (Valid as of May 2, 2013.)</p>		
<p>How does the State define a small school?</p>	<p>As per Washington State’s approved ESEA Flexibility Request (page 94), Washington State has chosen to use a minimum N size of 20 for including subgroups in calculations, since the smaller N will enable the State, districts, and schools to discern proficiency gaps amount very small subgroups.</p> <p>Washington State’s existing ED approved Accountability Workbook uses an N size of 30. The reduction from 30 to 20 for the minimum subgroup size would have led to the inclusion of an additional 29 schools in the state’s 2010–11 AYP calculations. Furthermore, an additional 101 schools would have been identified as in a step of improvement because they did not meet AYP in one or more cells.</p> <p><u>Washington State defines a small school as “any school that has less than 20 students tested in their “All” students category.”</u></p> <p><u>Washington State will include small schools in its accountability system by requiring small schools and districts, when the N is <20, to submit an improvement plan for review.</u></p> <p><u>A very small number of schools do not have a grade that is assessed (e.g., K–2). In addition, some schools and LEAs are so small (with less than the N of 20) that normal accountability decisions would not be statistically reliable. Any school and district that would not be held accountable using the accountability definitions (i.e., N of 0–19 in all the tested grades for proficiency and N of 0–19 total enrollment for participation and other indicators) will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220</u></p>	<p style="text-align: center;">✓</p>	<p>Please delete references to the workbook and focus on the current definitions – it is not necessary to provide historical context.</p> <p>Please clarify how this discussion of N-size explains how WA defines a small school. Is a small school a school with less than 20 students? (It seems so from answer in question below – but we need this information for this question).</p>

	<p><u>and an annual review by OSPI to determine goal attainment.</u></p> <p><u>Washington State criteria to determine goal attainment is:</u></p> <ol style="list-style-type: none"> 1. <u>Evidence and date of annual school board approval.</u> 2. <u>Evidence staff certification requirements were met.</u> 3. <u>Evidence the plan is based on self-review and participation of required participants (staff, students, families, parents, and community members).</u> 4. <u>Brief summary of use of data to establish improvement.</u> 5. <u>Plan promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements (EALRs).</u> 6. <u>Recognition of non-academic student learning, what, and how.</u> 7. <u>Plan addresses characteristics of successful schools.</u> 8. <u>Plan addresses educational equity (gender, race, ethnicity, culture, language, and physical/mental ability).</u> 9. <u>Plan addresses use of technology to facilitate instruction.</u> 10. <u>Plan addresses parent, family, and community involvement.</u> <p><u>To view the N<20 School Improvement Plan Submission and Schools with No Population Tested on the Statewide Assessment memorandum, please go to: http://www.k12.wa.us/BulletinsMemos/Bulletins2013/B001-13.doc (valid as of May 9, 2013).</u></p> <p>NOTE: Per Washington State’s approved ESEA Flexibility Request (page 94), Washington’s “N” size has been reduced from 30 to 20.</p>		
<p>How does the State include small schools in its accountability system?</p>	<p>NOTE: Per Washington State’s approved ESEA Flexibility Request (page 94), Washington’s “N” size has been reduced from 30 to 20.</p> <p>Washington State will include small schools in its accountability system by requiring small schools and districts, when the N is <20, to submit an improvement plan for review.</p> <p>Per Washington’s Consolidated State Application Accountability Workbook (page 8), a Δ very small number of schools do not have a grade that is assessed (e.g., K–2). In addition, some schools and LEAs are so small (with less than the N of 20) that normal accountability (performance against</p>	<p>✓</p>	<p>Please delete references to the workbook.</p>

	AMOs) decisions would not be statistically reliable. Any small school and district (i.e., N of 0–19 in all the tested grades for proficiency and N of 0–19 total enrollment for participation and other indicators) will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment.		
How does the State define a new school?	Washington State follows the guidelines for Common Core of Data (CCD) and EDFacts reporting. The list below presents possible reasons for creating a new school or LEA. A new school or LEA may be created if : <ul style="list-style-type: none"> • The grade span of the school or LEA changed by more than 3 grades, not including Pre-kindergarten or Kindergarten as grades; • The school’s or LEA’s physical location changed and the attendance area changed significantly and resulted in at least a 50% or greater change in student population. • Two schools or LEAs of about the same size, or with different grade spans, merge. The two original entities would be closed, and the merged education unit would be reported as a new school or agency. 		Please define “significantly” (see highlight) and confirm whether this is a 50% change in student population.
How does the State include new schools, schools that split or merge grades (e.g., because of overpopulation or court rulings), and schools that otherwise change configuration in its accountability system?	When new public schools are opened, they are added to the state accountability system the first full academic year that state assessment results are obtained. If a split or merger results in a change in student population of more than 50 percent, the school is restarted as a new school in the state’s accountability system.		Can WA restart a priority or focus school? <u>(Per May 1, 2013 phone call with the U.S. Department of Education (ED) staff, ED indicated to leave answer as is.)</u>
How does the State include schools that have no grades assessed (e.g., K–2 schools) in its accountability system?	NOTE: Per Washington State’s approved ESEA Flexibility Request (page 94), Washington’s “N” size has been reduced from 30 to 20. Washington State will include small schools in its accountability system by requiring small schools and districts, when the N is <20, to submit an improvement plan for review. Per Washington’s Consolidated State Application Accountability Workbook		How does WA treat K-2 schools and any other school configuration that doesn’t have a grade assessed?

(page 8) a Δ very small number of schools do not have a grade that is assessed (e.g., K–2). In addition, some schools and LEAs are so small (with less than the N of 20) that normal **AYP accountability** decisions would not be statistically reliable. Any school and district that would not be held accountable using the **AYP accountability** definitions (i.e., N of 0–19 in all the tested grades for proficiency and N of 0–19 total enrollment for participation and other indicators) will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment.

Washington State criteria to determine goal attainment is:

1. Evidence and date of annual school board approval.
2. Evidence staff certification requirements were met.
3. Evidence the plan is based on self-review and participation of required participants (staff, students, families, parents, and community members).
4. Brief summary of use of data to establish improvement.
5. Plan promotes continuous improvement in student achievement of state learning goals and essential academic learning requirements (EALRs).
6. Recognition of non-academic student learning, what, and how.
7. Plan addresses characteristics of successful schools.
8. Plan addresses educational equity (gender, race, ethnicity, culture, language, and physical/mental ability).
9. Plan addresses use of technology to facilitate instruction.
10. Plan addresses parent, family, and community involvement.

To view the N<20 School Improvement Plan Submission and Schools with No Population Tested on the Statewide Assessment memorandum, please go to: <http://www.k12.wa.us/BulletinsMemos/Bulletins2013/B001-13.doc> (valid as of May 9, 2013).

How does the State include alternative schools in its accountability system? Consistent with State law, alternative schools include, but are not limited to:

- State schools for deaf and blind,
- Juvenile institutions,
- Alternative high schools, and
- Alternative schools for special education students.

If the State includes categories of alternative schools in its accountability system in different ways, please provide a separate explanation for each category of school.

Washington State law, Administrative Code, and regulations establish an accountability system that includes all public schools (including alternative schools) and districts in the state. Every public school and LEA in Washington State is required to make meet adequate yearly progress Annual Measurable Objectives (AMOs) and is included in the State Accountability System.

Washington State has a definition of “public school” in the Washington Administrative Code (WAC 250-65-020) and in the Revised Code of Washington (RCW 28A.150.010) and has adopted the federal definition of “LEA” for AYP accountability purposes.

More specifically, Washington State includes alternative and other types of schools in our accountability system as follows:

School Type	Include in District Aggregation	Include in State Aggregation
Institution	No	Yes
Juvenile Detention Center	No	No
College/University (Affiliated with District)	Yes	Yes
College/University (Unaffiliated with District)	No	Yes
Alternative School w/ > 50% From Outside of District	No	Yes
Alternative School w/ > 50% From Within District	Yes	Yes
Re-engagement School	No	Yes
Vocational/Technical Skills Center* (*students are simultaneously enrolled in a public high school)	No	No
Special Education School	Yes	Yes
Contract School	Yes	Yes

The second paragraph seems like extra information that may not be relevant here.

Please define the school types.

Please explain why juvenile detention center students are not included in either aggregation (could be an asterisk).

<u>School Type</u>	<u>Include in District Aggregation</u>	<u>Include in State Aggregation</u>
<u>Institution</u> <u>A school providing public K-12 education while meeting health needs of a student. These schools draw enrollment from several school districts in the state.</u>	<u>No</u>	<u>Yes</u>
<u>Juvenile Detention Center</u> <u>A facility providing public K-12 education to juveniles who are incarcerated or previously incarcerated. These facilities draw enrollment from several school districts in the state. (Note: Since their students are accounted for in their home school district, Juvenile Detention Centers are not included in either aggregation.)</u>	<u>No</u>	<u>No</u>
<u>College/University (Affiliated with District)</u> <u>A post-secondary school providing public K-12 education to students in partnership with a specific WA school district. These schools generally draw enrollment from the partner school district.</u>	<u>Yes</u>	<u>Yes</u>
<u>College/University (Unaffiliated with District)</u> <u>A post-secondary school providing public K-12 education to students without a partnership with a specific WA school district. These schools draw enrollment from several school districts in the state.</u>	<u>No</u>	<u>Yes</u>
<u>Alternative School w/ > 50% From Outside of District</u> <u>A school intended to assist students with catching up and/or re-integrating into the educational system to prevent student dropouts. These schools draw enrollment primarily (more than 50%) from outside of</u>	<u>No</u>	<u>Yes</u>

	<u>the host school district.</u>				
	<u>Alternative School w/ > 50% From Within District</u> <u>A school intended to assist students with catching up and/or re-integrating into the educational system to prevent student dropouts. These schools draw enrollment primarily (more than 50%) from within the host school district.</u>	<u>Yes</u>	<u>Yes</u>		
	<u>Re-engagement School</u> <u>The statewide dropout re-engagement system (Student Retrieval Act – ESSHB 1418) provides education and services to older youth, ages 16-21, who have dropped out of school or are not expected to graduate from high school by the age of 21.</u>	<u>No</u>	<u>Yes</u>		
	<u>Vocational/Technical Skills Center*</u> <u>(Note: Students are simultaneously enrolled in a public high school.)</u>	<u>No</u>	<u>No</u>		
	<u>Special Education School</u> <u>A school providing public K-12 education while meeting specific needs of students with Individual Education Plans (IEP).</u>	<u>Yes</u>	<u>Yes</u>		

State Accountability System Includes All Students			
<p>What is the State process if an LEA or the State exceeds either the 1.0 or 2.0 percent proficiency cap?</p>	<p>Where the 1.0 proficiency cap has been exceeded, our practice has been to make an appropriate adjustment in accountability determinations <u>by changing the AMO status from “On/Above” to “Below” and will annotate the report card website for this (but will not change the data).</u></p> <p>The 2.0 percent proficiency cap is not applicable for Washington State.</p>		<p>Please clarify how the adjustment is made.</p>
<p>What are the State’s policies and procedures to ensure that students with disabilities and English Learners are provided appropriate accommodations? In addition, please provide a link to a page on the SEA’s web site where the State’s accommodations manuals or test administration manuals may be found.</p>	<p>The State’s policy is to provide wide access to all required assessments through the appropriate assignment of access supports and accommodations based on identified student needs. The process for assigning access supports and accommodations is detailed in the <i>The Washington State Accommodations Guidelines for Statewide Assessments</i>, currently posted at http://www.k12.wa.us/assessment/AlternativeAssessment/Accommodations.aspx (Valid as of May 2, 2013.). Test administration manuals are posted for the Washington English Language Proficiency Assessment at http://www.k12.wa.us/Assessment/EL/Manual.aspx (Valid as of May 2, 2013.). For all other state tests, test administration manuals are posted at http://www.k12.wa.us/TestAdministration/Instructions/default.aspx (Valid as of May 2, 2013.).</p> <p>The State’s policy and procedures to ensure that students with disabilities are provided appropriate accommodations regarding state and district wide testing can be found at Washington Administrative Code (WAC) 392-172A-03090(1)(f), WAC 392-172A-03105 (3)(b), and WAC 392-172A-07015. These regulations mirror federal IDEA language with regard to Definition of Individualized Education Program (IEP) (CFR 34.300.320), when IEPs must be in effect (CFR 34.300.323), and performance goals and indicators (CFR 34.300.157).</p> <p>English Language Learners The state has in place in an accommodation manual that outlines procedures for English languages learners. Appendix B: Resource Guidebook for English Language Learners provides tools to assist with the planning and implementation of accommodations for ELLs and</p>		<p>Please add “valid as of” dates to all website references.</p>

	<p>outlines four general categories of accommodation: (1) presentation, (2) response, (3) setting, and (4) timing and scheduling.</p> <p>For English language learners (ELLs), the state translates the math and science exams into six languages (Spanish, Russian, Korean, Chinese, Vietnamese and Somali). Students can listen to the test questions on a CD, but must answer in English. This covers about 80 percent of the ELL population in our state.</p>		
<p>Does the State include, for up to two accountability determination cycles, the scores of former students with disabilities in making accountability determinations for the subgroup of students with disabilities? If so, how?</p>	<p>Washington State does not include former students with disabilities in making accountability determinations for the subgroup of students with disabilities. The two calculations described below will be completed automatically, if doing so is to a school's or district's advantage, and do not require an appeal:</p> <ol style="list-style-type: none"> 1.—Counting former special education students for up to two years after exiting the program. If this is done, all such students are included with the currently served special education students in the analysis. 2.—Counting former Limited English Proficient (LEP) students for up to two years after exiting the program. If this is done, all such students are included with the currently served LEP students in the analysis. <p>The SEA includes all students, including ELLs students with disabilities in making accountability determinations.</p>		<p>Please consider ED guidance on English learners, discussed below, as related to this issue.</p>
<p>Does the State count recently arrived English Learners as having participated in the State assessments for purposes of meeting the 95 percent participation requirement if they take (a) either an English language proficiency assessment or the State's reading/language arts assessment; and (b) the State's mathematics assessments?</p>	<p>These students are not required to participate in reading or writing tests, but must take the mathematics and science exams. Thus, the new non-English (NNEP) proficient (NNEP) student is not counted in the participation rates for reading and writing, but is included in the math and science assessment participation rates.</p> <p><u>NNEP students are required to take ELP assessments.</u></p> <p>NNEP students taking the reading test are counted as part of the 95 percent. NNEP students who do not take the reading test are not included in either the numerator or denominator for the 95 percent calculation for reading, even if they do take the WELPA, NNEP students are counted in both the numerator and denominator for 95 percent rate</p>		<p>Please clarify this response.</p> <p>Please clarify whether NNEP students take the ELP assessments.</p> <p>Also, please clarify whether NNEP students are required to take the math test and revise</p>

	for math, whether they take the math test or not (and regardless of WELPA):		the last sentence in this response to reflect that concern.
Does the State exempt a recently arrived English Learner from one administration of the State’s reading/language arts assessment?	All students who are English Language Learners (ELLs) must participate in all state testing scheduled for their grades regardless of the number of years they have been in the U.S., with the sole exception of students who are in their first year of enrollment in U.S. schools. These students are not required to participate in reading or writing tests <u>as long as they are taking the language proficiency test.</u>		At the end of the last sentence, does WA mean to say “as long as they are taking language proficient tests” ?
Does the State include, for up to two accountability determination cycles, the scores of former English Learners in making accountability determinations for the subgroup of English Learners? If so, how?	Washington State does not include former ELLs in making accountability determinations for the subgroup of ELLs. Results for LEP students who have exited the LEP program in the last two years may be used in proficiency calculations, if doing so is to a school’s or district’s advantage. If this is done, all such students are included with the currently served LEP students in the analysis. This calculation will be completed automatically by the SEA. <u>The SEA includes all students, including ELLs in making accountability determinations.</u>		As discussed above, please see ED guidance on this issue: www2.ed.gov/policy/elsec/guid/lepguide.doc , specifically questions C7 and C8
What are the State’s criteria for exiting students from the English Learner subgroup?	The state’s exit criterion is level 4 on the Washington English Language Proficiency Assessment. <u>The scale scores from the four language domains of Reading, Writing, Speaking and Listening are averaged (sum / 4) to produce an Overall Scale Score without weighting.</u>		Please clarify the weighting that is required to get to a level four. Are reading, writing, speaking and listening all rated? How are they weighted? Is it a composite score or a score on each subtest?
Assessments			
Which assessments, including alternate assessments, is the SEA using for reporting achievement	Grades 3–8, Reading and Mathematics, <u>and Grades 5 and 8, Science:</u> Measurement of Student Progress (MSP).		Please list the names of the alternate assessments that will

<p>under ESEA section 1111(h)(1)(C)(i) (i.e., reading/language arts, mathematics, and science assessments)?</p>	<p>Grade 10 Reading: High School Proficiency Exam (HSPE).</p> <p>Grade 10 Mathematics: End-of-Course (EOC) Assessments, which include Algebra 1/Integrated Mathematics 1 and Geometry/Integrated Mathematics 2.</p> <p><u>Grade 10 Science: End-of-Course (EOC) Biology Assessment.</u></p> <p>Alternative Assessments for students with disabilities with significant cognitive challenges: <u>Grades 3-8 and 10 Reading, Math and Science Washington Alternate Assessment System Portfolio (WAAS-Portfolio).</u></p> <p>Washington State assessment results may be found on the OSPI Washington State Report Card at: http://reportcard.ospi.k12.wa.us/summary.aspx?year=2011-12. <u>(Valid as of May 2, 2013.)</u></p>		<p>be administered.</p> <p>Please also include the science assessment on this list.</p>
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Statistical Reliability and Protection of Students' Privacy

<p>What is the State's minimum "n-size" for determining each of the following?</p> <ul style="list-style-type: none"> • Participation rate • Performance against AMOs • Graduation rate • Other (as applicable, please specify use) 	<p>NOTE: Per Washington State's approved ESEA Flexibility Request (page 94), Washington's "N" size has been reduced from 30 to 20. <u>Twenty (20) is the "N-size" for Participation rate, Performance against AMOs, and Graduation rate.</u></p> <p>Washington State will include small schools in its accountability system by requiring small schools and districts, when the N is <20, to submit an improvement plan for review.</p> <p>Per Washington's Consolidated State Application Accountability Workbook (page 8), a very small number of schools do not have a grade that is assessed (e.g., K-2). In addition, some schools and LEAs are so small (with N less than 20) that normal accountability (performance against AMOs) decisions would not be statistically reliable. Any small school and district (i.e., N of 0-19 in all the tested grades for proficiency and N of 0-19 total enrollment for participation and graduation rate) will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment.</p>	<p>✓</p>	<p>Please include the n-size for graduation rate.</p> <p>Please clarify the participation rate n-size.</p> <p>Are there any other uses of N-size in WA?</p>
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<p>Does the State base accountability determinations on multiple years of data? If so, which years, and how, if at all, are the years weighted?</p>	<p>Washington State bases accountability determinations (i.e., performance against AMOs and other indicators) on a single year of data. Identification of Priority, Focus, and Emerging schools is based on multiple years of data.</p> <p><u>As described below, the State used 3 years of data to identify Priority, Focus and Emerging schools based on graduation rates. Both the Adjusted 5-year Cohort Graduation Rate and the Estimated Annual Extended Graduation Rate were used. We used “Adjusted 5-year Cohort Graduation Rate” when looking at data from the school report card for 2010–2011 and 2011–12 and “Estimated Annual Extended Graduation Rate” when looking at data for 2008–09 and 2009–10.</u></p> <p><u>We used 3 years of data (2008–09, 2009–10, and 2010–11) to identify Priority, Focus, and Emerging schools for services and support in 2012–13. Both the Estimated Annual Extended Graduation Rate (2008–09 and 2009–10) and the adjusted 5-year Cohort Graduation Rate (2010–11) were used in the calculations.</u></p> <p><u>We also used 3 years of data (2009–10, 2010–11, and 2011–12) to identify Priority, Focus, and Emerging schools for services and support in 2013–14. Both the Estimated Annual Extended Graduation Rate (2009–10) the Adjusted 5-year Cohort Graduation Rate (2010–11) and 2011–12) were used in the calculations.</u></p>	<p style="text-align: center;">✓</p>	<p>Please clarify how multiple years of data are weighted for identification of priority, focus and emerging schools.</p>
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Other Academic Indicators

<p>What are the other academic indicators for elementary and middle schools that the State uses for annual reporting? What are the State’s goal and/or annual targets for these indicators?</p>	<p>Unexcused Absence Unexcused absence data are used (in the aggregate) for accountability determinations, and are disaggregated by subgroup (as necessary). The collection of truancy information is described in RCW 28A.225.151. OSPI has formally adopted the definition of an unexcused absence in administrative rule for implementation during the 2012–13 school year, as required in the PASS Act (E2SHB 1599) passed in the 2011 session. Established in September 2011, as directed during the 2011 budget legislation and shared with districts in Memorandum M052–11, the amended rule, codified as WAC 392-400-325, becomes effective September 10, 2012.</p>		<p>Please clarify goals and targets for each other academic indicator.</p> <p>Graduation rate applies to HS and this question is only at the ES/MS level.</p>
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	<p>Each district is required to set policy for excusing absences. An unexcused absence is defined as the failure to meet the district’s policy for excused absences. An unexcused absence pursuant to RCW 28A.225.020 means a child has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district’s policy for excused absences.</p> <p>The rate for AYP accountability purposes is calculated as follows:</p> $\frac{\text{Total number of student days of unexcused absences in the year}}{\text{Average monthly headcount} \times \text{number of student days in the school year}}$ <p><u>Washington State’s target for unexcused absences is 1% or less each year.</u></p> <p>Graduation Rate</p> <p>The Washington State definition of graduation rate is the percentage of students who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic content standards) in the standard number of years.</p> <p>The other academic indicator for high schools is meeting or exceeding the graduation rate goal for cohort groups (grades 9–12) in 2017. The goal is to close the gap from 2011 starting point to 100 percent in 6 years (similar in concept to the AMO calculation). Graduation rate is included (in the aggregate) for accountability determinations, and disaggregated by demographic groups (as necessary). For purposes of accountability, the calculation of the graduation rate applies to the school, district, and subgroup level. Schools and districts that achieve or exceed the annual goal for the graduation rate, will have met the other academic indicator for purposes of accountability calculations.</p>		
Graduation Rate			
<p>What are the State’s graduation rate goal and annual graduation rate targets?</p> <p>Please provide a table with State-level</p>	<p>Washington State uses the adjusted 5-year cohort graduation rate for the other indicator of the Annual Measurable Objective (AMO). The indicator applies to the “All Student” group, having an N-size of 20 or more, in all schools, districts and the state, with each organization having its own baseline and annual target.</p>	<p>✓</p>	<p>Please discuss the four year graduation rate in this section – explaining how it is calculated and</p>

goal and annual targets for all students and by subgroup beginning with the 2012–2013 school year.

If graduation rate annual targets vary by school, provide a link to the page on the SEA’s web site where the LEA and school targets are available.

Washington State calculates and reports 4-year adjusted cohort graduation rates for the “All Student” group and subgroups, having an N-size of 20 or more, in all schools, districts and the state, with each organization having its own baseline and annual target

The baseline is the graduation rate reported in the summer of 2011, and the target for each school and district that they have to meet by 2017 is their baseline plus half the distance between their baseline and 100 percent. For each succeeding year, starting with the summer of 2012, schools and districts will need to meet their intermediate or annual target, which is the target from the prior year plus an annual increment. The annual increment is the difference between the 2017 target and the baseline, divided by 6, which is the number of years from the baseline year to 2017.

The LEA and school targets are available at:
<http://www.k12.wa.us/ESEA/pubdocs/AMOBaselineGradRateAnnualTargets-AllGroups.xls> (Valid as of May 2, 2013.), and the AMO determinations for each school, district and state are at:
<http://reportcard.ospi.k12.wa.us/AMO.aspx?year=2011-12>. (Valid as of May 2, 2013.)

reported by subgroup – what are the goals and targets?

The state level 4-year targets are presented below:

<u>Subgroup Name</u>	<u>Graduation Target 2012</u>	<u>Graduation Target 2013</u>	<u>Graduation Target 2014</u>	<u>Graduation Target 2015</u>	<u>Graduation Target 2016</u>	<u>Graduation Target 2017</u>
<u>All</u>	<u>77.5</u>	<u>79.5</u>	<u>81.6</u>	<u>83.6</u>	<u>85.7</u>	<u>87.7</u>
<u>American Indian</u>	<u>60.0</u>	<u>62.8</u>	<u>66.6</u>	<u>70.3</u>	<u>74.0</u>	<u>77.7</u>
<u>Asian</u>	<u>84.1</u>	<u>85.5</u>	<u>87.0</u>	<u>88.4</u>	<u>89.9</u>	<u>91.3</u>
<u>Black</u>	<u>67.4</u>	<u>70.3</u>	<u>73.3</u>	<u>76.3</u>	<u>79.2</u>	<u>82.2</u>
<u>Hispanic</u>	<u>64.6</u>	<u>67.8</u>	<u>71.1</u>	<u>74.3</u>	<u>77.5</u>	<u>80.7</u>
<u>White</u>	<u>80.6</u>	<u>82.3</u>	<u>84.1</u>	<u>85.9</u>	<u>87.6</u>	<u>89.4</u>
<u>Limited English</u>	<u>60.0</u>	<u>60.0</u>	<u>62.0</u>	<u>66.2</u>	<u>70.4</u>	<u>74.7</u>
<u>Special Education</u>	<u>60.0</u>	<u>61.5</u>	<u>65.4</u>	<u>69.2</u>	<u>73.1</u>	<u>76.9</u>
<u>Low Income</u>	<u>65.6</u>	<u>68.8</u>	<u>71.9</u>	<u>75.0</u>	<u>78.1</u>	<u>81.3</u>

<u>Pacific Islander</u>	<u>63.0</u>	<u>66.3</u>	<u>69.7</u>	<u>73.1</u>	<u>76.4</u>	<u>79.8</u>
<u>2 or More Races</u>	<u>73.1</u>	<u>75.6</u>	<u>78.0</u>	<u>80.5</u>	<u>82.9</u>	<u>85.4</u>
<u>Asian/Pacific Islander</u>	<u>83.0</u>	<u>84.5</u>	<u>86.1</u>	<u>87.6</u>	<u>89.2</u>	<u>90.7</u>
<u>Male</u>	<u>74.2</u>	<u>76.6</u>	<u>78.9</u>	<u>81.3</u>	<u>83.6</u>	<u>86.0</u>
<u>Female</u>	<u>80.8</u>	<u>82.6</u>	<u>84.3</u>	<u>86.1</u>	<u>87.8</u>	<u>89.6</u>

Note: Floor for graduation rate AMO's is 60%.

What, if any, extended-year graduation rate(s) does the State use? How does the State use its extended-year graduation rate(s) in its accountability system?

Washington State uses the adjusted 5-year cohort graduation rate for the other indicator of the Annual Measurable Objective (AMO). The indicator applies to the "All Student" group, having an N-size of 20 or more, in all schools, districts and the state, with each organization having its own baseline and annual target.

Washington State transitioned to using the Adjusted 5-Year Cohort Graduation rate for reporting AMO results in the summer of 2012. Prior to 2012, Washington used the Estimated Annual Extended Graduation Rate.

As described ~~in bullets~~ below, the State used 3 years of data to identify Priority and Focus schools based on graduation rates. Both the Adjusted 5-year Cohort Graduation Rate and the Estimated Annual Extended Graduation Rate were used. We used "Adjusted 5-year Cohort Graduation Rate" when looking at data from the school report card for 2010–2011 and 2011–12 and "Estimated Annual Extended Graduation Rate" when looking at data for 2008–09 and 2009–10.

We used 3 years of data (2008–09, 2009–10, and 2010–11) to identify Priority and Focus schools for services and support in 2012–13. Both the Estimated Annual Extended Graduation Rate (2008–09 and 2009–10) and the adjusted 5-year Cohort Graduation Rate (2010–11) were used in the calculations.

We also used 3 years of data (2009–10, 2010–11, and 2011–12) to identify Priority and Focus schools for services and support in 2013–14. Both the Estimated Annual Extended Graduation Rate (2009–10) the Adjusted 5-year Cohort Graduation Rate (2010–11) and 2011–12) were used in the

✓

Please use this area to discuss the 5-year graduation rate. WA needs to have more aggressive targets for the 5 year rate than the 4 year rate – please describe in this area.

calculations.

Washington State uses the adjusted 5-year cohort graduation rate for the Other Indicator of the Annual Measurable Objectives (AMO). The indicator applies to the “All Student” group, having an N-size of 20 or more, in all schools, districts and the state, with each organization having its own baseline and annual target.

The baseline is the graduation rate reported in the summer of 2011, and the target for each school and district that they have to meet by 2017 is their baseline plus half the difference between their baseline and 100 percent. For each succeeding year, starting with the summer of 2012, schools and districts will need to meet its intermediate or annual target, which is the target from the prior year plus an annual increment. The annual increment is the difference between the 2017 target and the baseline, divided by 6 years, and can be viewed as-the annual target.

The LEA and school targets are available at:
<http://www.k12.wa.us/ESEA/pubdocs/AMOBaselineGradRateAnnualTargets-AllGroups.xls> (Valid as of May 2, 2013.), and the AMO determinations for each school, district and the state is at:
<http://reportcard.ospi.k12.wa.us/AMO.aspx?year=2011-12>. (Valid as of May 2, 2013.)

The state level 5-year targets are presented below:

<u>Subgroup Name</u>	<u>Graduation Target 2012</u>	<u>Graduation Target 2013</u>	<u>Graduation Target 2014</u>	<u>Graduation Target 2015</u>	<u>Graduation Target 2016</u>	<u>Graduation Target 2017</u>
<u>All</u>	<u>79.1</u>	<u>81.0</u>	<u>82.9</u>	<u>84.8</u>	<u>86.7</u>	<u>88.6</u>
<u>American Indian</u>	<u>61.2</u>	<u>64.8</u>	<u>68.3</u>	<u>71.8</u>	<u>75.3</u>	<u>78.9</u>
<u>Asian</u>	<u>86.2</u>	<u>87.4</u>	<u>88.7</u>	<u>89.9</u>	<u>91.2</u>	<u>92.4</u>
<u>Black</u>	<u>69.8</u>	<u>72.5</u>	<u>75.3</u>	<u>78.0</u>	<u>80.8</u>	<u>83.5</u>
<u>Hispanic</u>	<u>67.8</u>	<u>70.8</u>	<u>73.7</u>	<u>76.6</u>	<u>79.5</u>	<u>82.5</u>
<u>White</u>	<u>81.7</u>	<u>83.3</u>	<u>85.0</u>	<u>86.7</u>	<u>88.3</u>	<u>90.0</u>
<u>Limited English</u>	<u>63.3</u>	<u>66.7</u>	<u>70.0</u>	<u>73.3</u>	<u>76.7</u>	<u>80.0</u>

	<u>Special Education</u>	<u>64.1</u>	<u>67.3</u>	<u>70.6</u>	<u>73.9</u>	<u>77.1</u>	<u>80.4</u>
	<u>Low Income</u>	<u>67.7</u>	<u>70.7</u>	<u>73.6</u>	<u>76.5</u>	<u>79.5</u>	<u>82.4</u>
	<u>Pacific Islander</u>	<u>66.5</u>	<u>69.5</u>	<u>72.6</u>	<u>75.6</u>	<u>78.7</u>	<u>81.7</u>
	<u>2 or More Races</u>	<u>72.8</u>	<u>75.3</u>	<u>77.7</u>	<u>80.2</u>	<u>82.7</u>	<u>85.2</u>
	<u>Asian/Pacific Islander</u>	<u>85.4</u>	<u>86.8</u>	<u>88.1</u>	<u>89.4</u>	<u>90.7</u>	<u>92.1</u>
	<u>Male</u>	<u>76.1</u>	<u>78.3</u>	<u>80.4</u>	<u>82.6</u>	<u>84.8</u>	<u>87.0</u>
	<u>Female</u>	<u>82.1</u>	<u>83.8</u>	<u>85.4</u>	<u>87.0</u>	<u>88.6</u>	<u>90.3</u>