



# THE WASHINGTON STATE BOARD OF EDUCATION

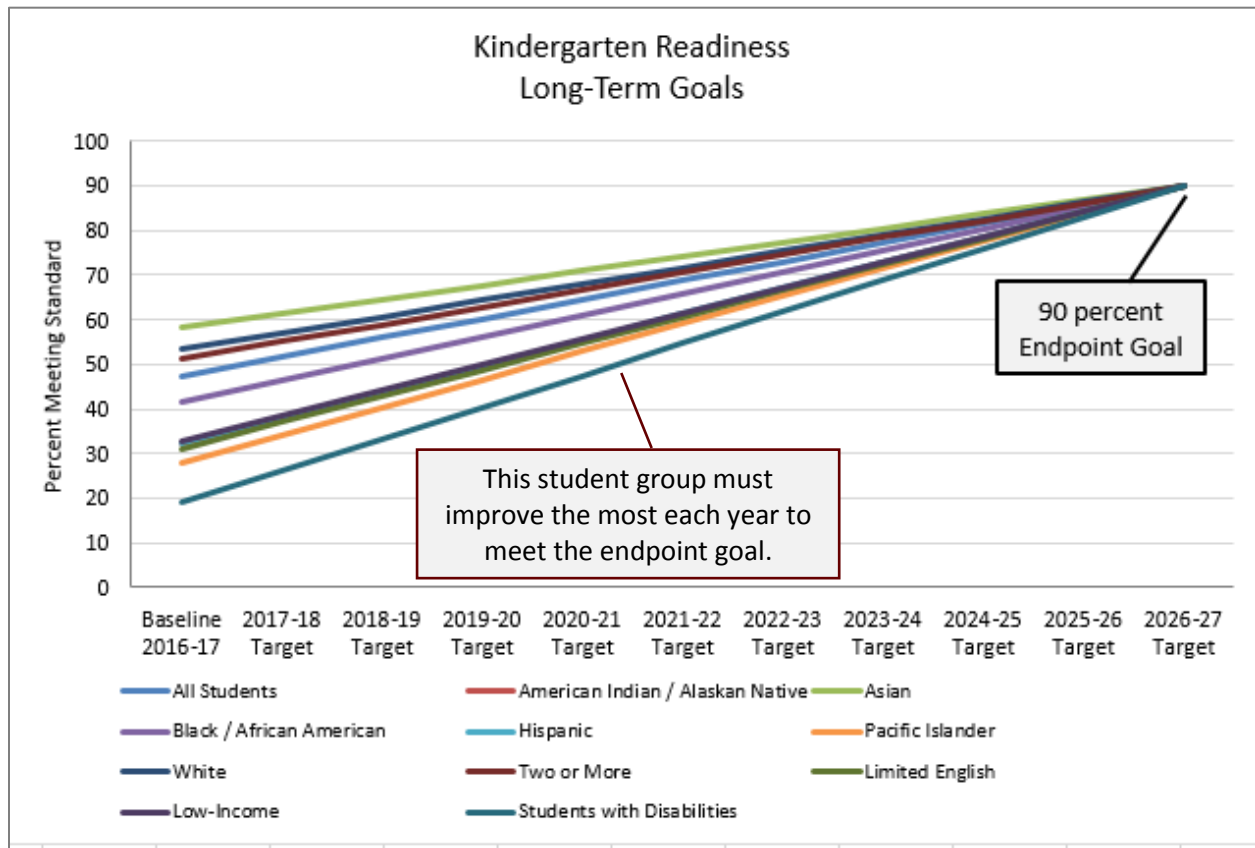
*A high-quality education system that prepares all students for college, career, and life.*

## STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH Charts and Tables – ONLINE MEETING PACKET ONLY

### Kindergarten Readiness

The Kindergarten Readiness indicator is measured through the Washington Kindergarten Inventory of Developmental Skills (WaKIDS), and is the percentage of children who are kindergarten-ready in the fall of a given year. In this case, kindergarten-ready means that the students meet the standards on all six WaKIDS kindergarten-ready domains. The long-term goals were reset to align with the ESSA State Plan approved by the U.S. Department of Education in January 2018. The reset goals apply a 90 percent endpoint goal to be met over a ten year time period (Figure A1).

Figure A1: shows the reset baseline and endpoint goal aligning with the Washington ESSA plan.



Targets developed in the early stages of this work were derived from the kindergarten students in state funded, full-day kindergarten and in other schools and school districts voluntarily participating in the Washington Kindergarten Inventory of Developing Skills (WaKIDS). In the fall 2016, approximately 92 percent of all kindergarteners were assessed on the WaKIDS and in the fall 2017, the participation rate on the WaKIDS is expected to be close to 95 percent of those eligible (Figure A2). The most recent WaKIDS results for student groups are tabulated in Figure A3.

Figure A2: Shows the kindergarten enrollment with the percentage of kindergarten students who are deemed kindergarten ready through the WaKIDS instrument.

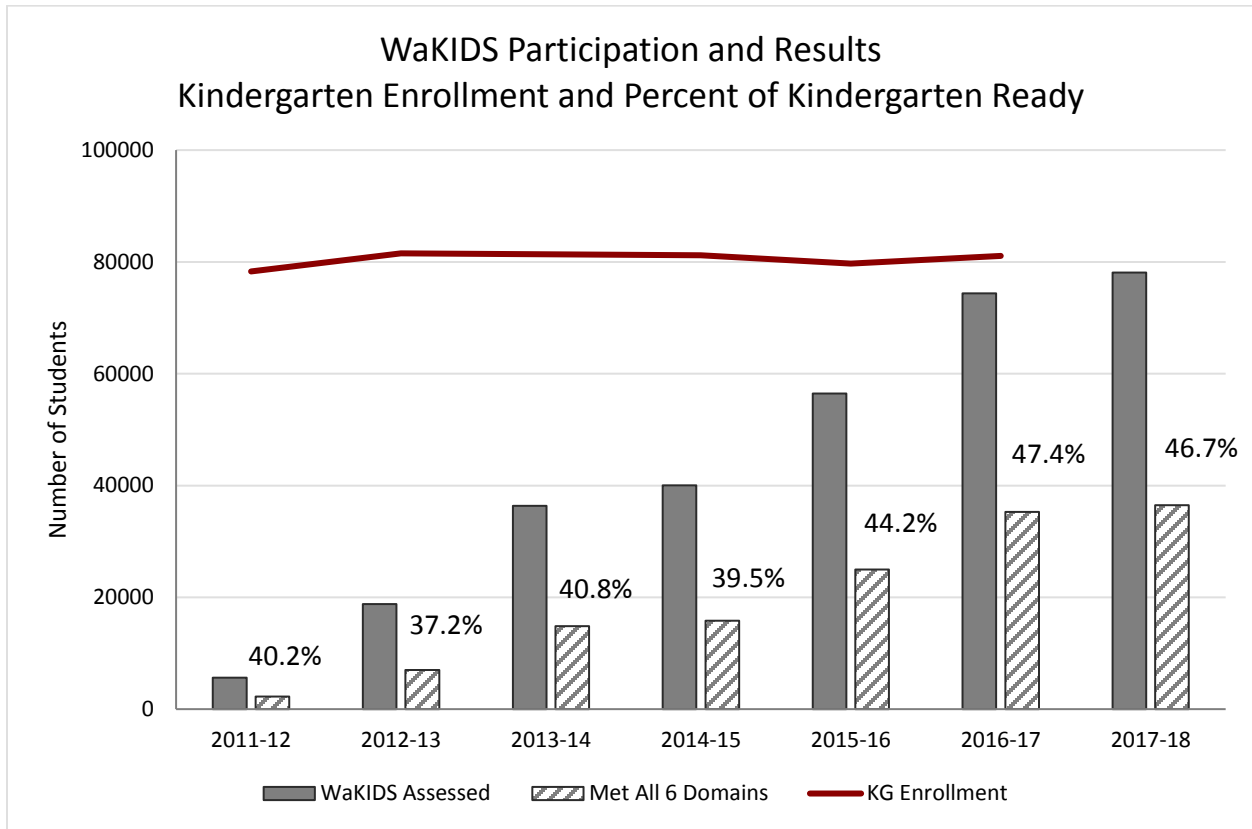


Figure A3: Performance on the Kindergarten Readiness indicator by student group.

Kindergarten Readiness	Actual 2015-16	Actual 2016-17	Actual 2017-18	2017-18 Target	Yearly Step*
<b>All Students</b>	<b>44.2</b>	<b>47.4</b>	<b>46.7</b>	<b>51.7</b>	<b>4.3</b>
American Indian / Alaskan Native	35.2	32.1	30.5	37.9	5.8
Asian	51.5	58.1	56.9	61.3	3.2
Black / African American	41.2	41.7	40.0	46.5	4.8
Hispanic	31.1	32.3	30.9	38.1	5.8
Pacific Islander	33.9	28.0	29.1	34.2	6.2
White	50.5	53.3	52.7	57.0	3.7
Two or More	49.4	51.1	50.7	55.0	3.9
Limited English	27.8	31.1	30.7	37.0	5.9
Low-Income	33.7	32.6	31.5	38.3	5.7
Students with Disabilities	19.8	19.1	18.5	26.2	7.1

\*Note: values for the yearly step increases are shown as percentage points, while the outcomes and targets are shown as the percentage of students.

## 4<sup>th</sup> Grade Reading

The 4<sup>th</sup> grade Reading indicator is measured through the 4<sup>th</sup> grade ELA assessment developed by the Smarter Balanced consortia and is the percentage of children who met or exceed standard on the assessment. The long-term goals were reset to align with the ESSA State Plan approved by the U.S. Department of Education in January 2018. The reset goals are presented in Figure A4 and the most recent results for the student groups are tabulated in Figure A5.

Figure A4: shows the reset baseline and endpoint goal for the 4<sup>th</sup> Grade Reading indicator.

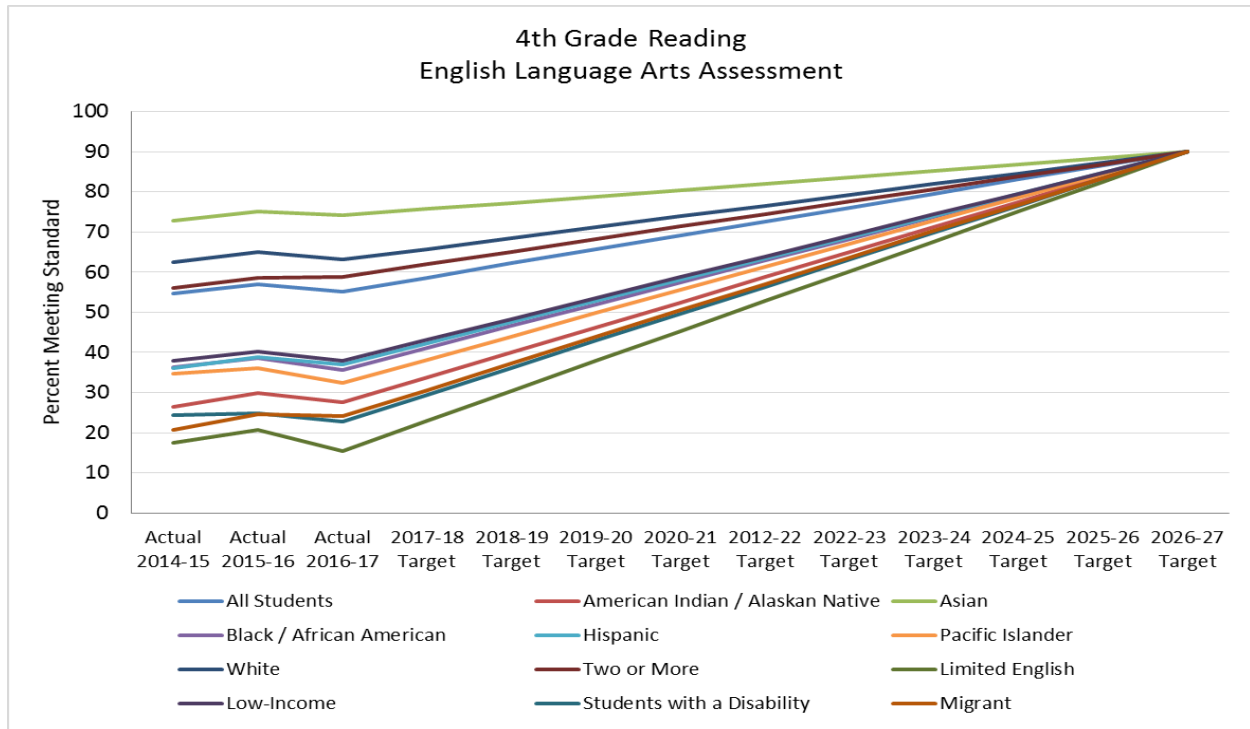


Figure A5: Performance on the 4<sup>th</sup> Grade ELA Indicator by ESSA subgroup.

4 <sup>th</sup> Grade Reading	Actual 2014-15	Actual 2015-16	Actual 2016-17	2017-18 Target	Yearly Step*
All Students	54.6	57.0	55.2	58.7	3.5
American Indian / Alaskan Native	26.5	29.9	27.5	33.8	6.3
Asian	72.8	75.1	74.1	75.7	1.6
Black / African American	36.4	38.7	35.7	41.1	5.4
Hispanic	36.1	38.8	36.9	42.2	5.3
Pacific Islander	34.7	36.1	32.5	38.3	5.8
White	62.6	65.0	63.1	65.8	2.7
Two or More	56.1	58.5	58.9	62.0	3.1
Limited English	17.4	20.6	15.5	23.0	7.5
Low-Income	37.9	40.2	37.9	43.1	5.2
Students with a Disability	24.3	24.9	22.7	29.4	6.7

\*Note: values for the yearly step increases are shown as percentage points, while the outcomes and targets are shown as the percentage of students.

The 2017 NAEP results were recently released and are used for the required national and peer state comparisons. Washington’s average scale score is a little better than the U.S. average (Figure A6). The 223.1 average scale score posted by Washington 4<sup>th</sup> grade students is ranked as the 20<sup>th</sup> best in the nation. Washington’s average scale score is ranked as 8<sup>th</sup> best of the 10 peer states.

Figure A6: shows the average scale score for all 50 states on the 2017 4<sup>th</sup> Grade Reading NAEP. The Washington score is highlighted in black and the peer states are highlighted in diagonal stripes.

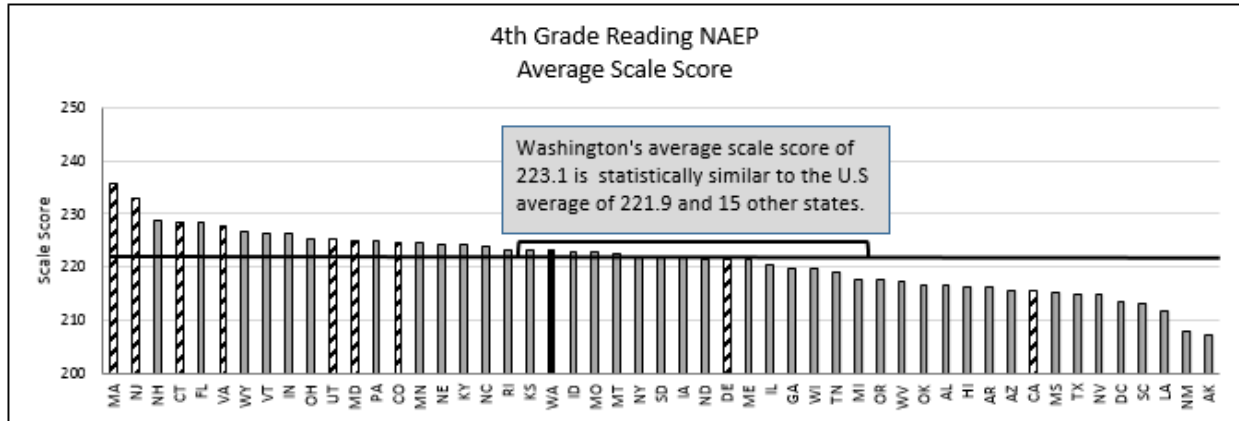
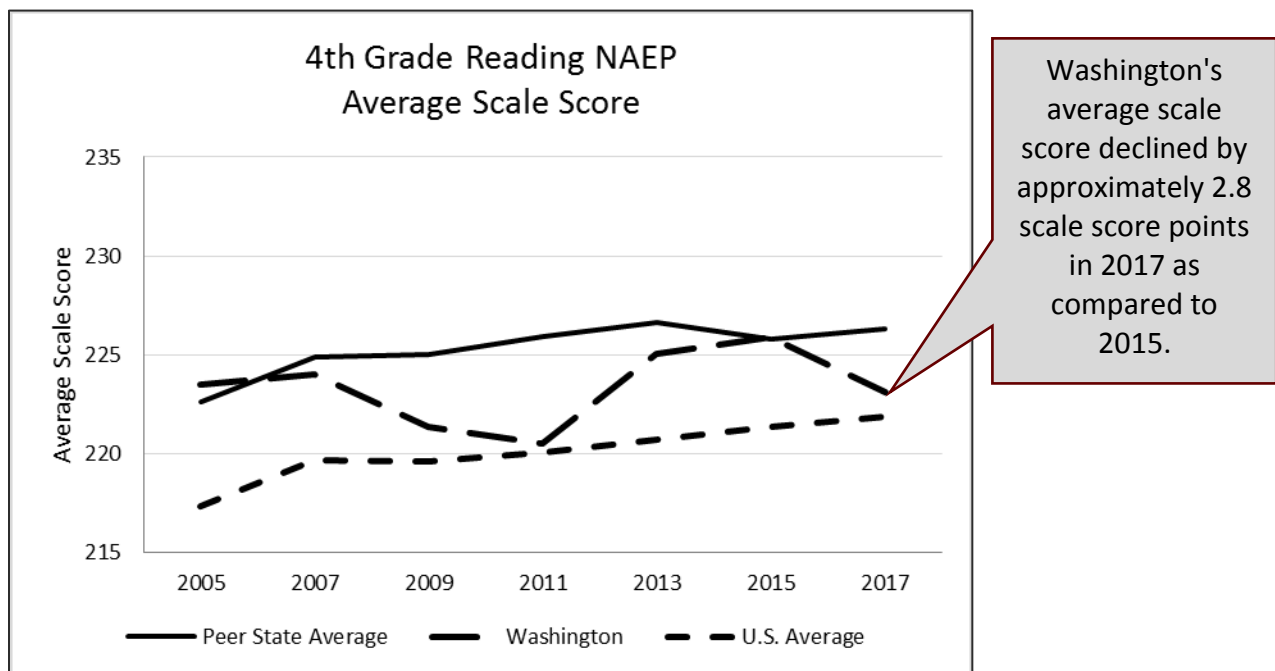


Figure A7 shows how the average scale score for Washington, peer states, and the U.S. changed over time. The U.S. average and peer state average scale score each increased approximately 0.5 scale score points in 2017 as compared to 2015, but Washington posted an average scale score in 2017 (223.1) which was approximately 2.8 scale score points lower than Washington’s 2015 scale score of 225.9.

Figure A7: shows the performance of Washington, peers states, and the U.S. average on the 4<sup>th</sup> Grade Reading NAEP.



## 8<sup>th</sup> Grade Math

The 8<sup>th</sup> grade Math indicator is measured through the 8<sup>th</sup> grade Math assessment developed by the Smarter Balanced consortia and is the percentage of students who met or exceed standard on the assessment. The long-term goals were reset to align with the ESSA State Plan approved by the U.S. Department of Education in January 2018. The reset goals are presented in Figure A8 and the most recent results for the student groups are tabulated in Figure A9.

Figure A8: shows the reset baseline and endpoint goal for the 8<sup>th</sup> Grade Math indicator.

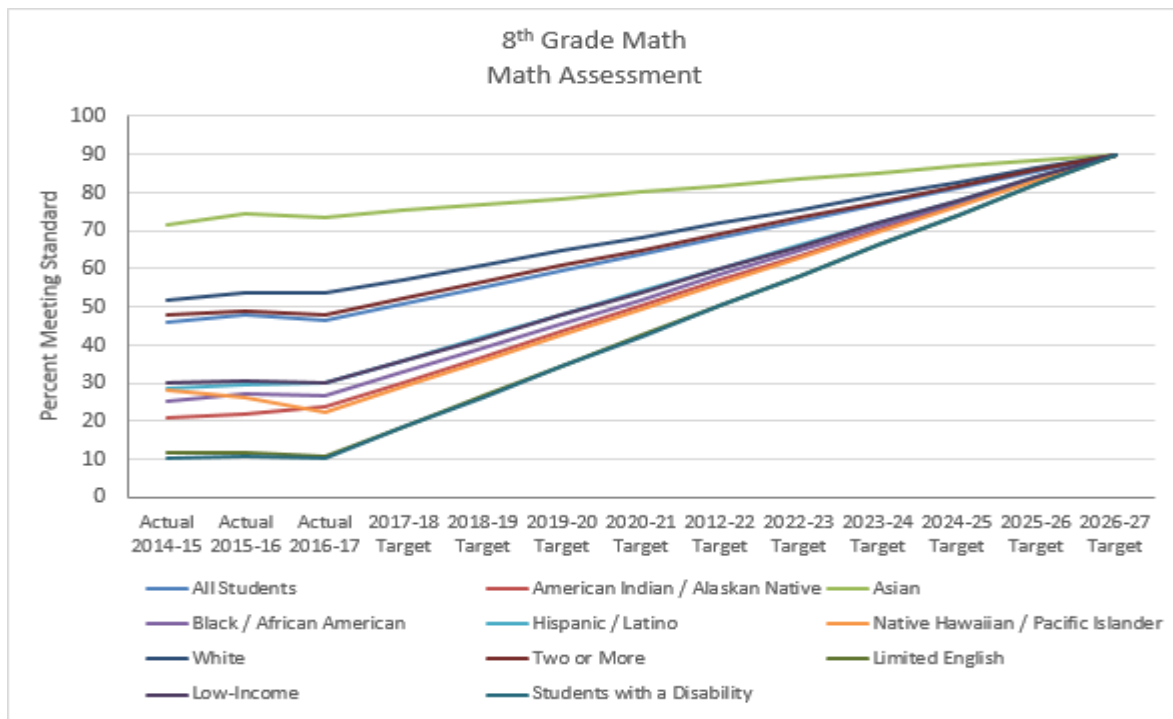


Table A9: Performance on the 8<sup>th</sup> Grade Math Indicator by ESSA subgroup

8 <sup>th</sup> Grade SBA Math	Actual 2014-15	Actual 2015-16	Actual 2016-17	2017-18 Target	Yearly Step*
All Students	46.1	47.8	46.6	50.9	4.3
American Indian / Alaskan Native	20.9	22.0	23.6	30.2	6.6
Asian	71.5	74.2	73.5	75.2	1.7
Black / African American	25.2	27.0	26.5	32.9	6.4
Hispanic / Latino	28.5	29.6	30.0	36.0	6.0
Native Hawaiian / Pacific Islander	27.9	26.4	22.4	29.2	6.8
White	51.6	53.6	53.6	57.2	3.6
Two or More	48.1	48.8	48.1	52.3	4.2
Limited English	11.7	11.6	10.6	18.5	7.9
Low-Income	30.2	30.4	29.8	35.8	6.0
Students with a Disability	10.1	10.7	10.5	18.5	8.0

\*Note: values for the yearly step increases are shown as percentage points, while the outcomes and targets are shown as the percentage of students.

The 2017 NAEP results were recently released and are utilized for the national and peer state comparisons (see endnote). Washington's average scale score is approximately 6.3 scale score points above the U.S. average (Figure A10). The 289.1 average scale score posted by Washington 8<sup>th</sup> grade students is ranked as the 6<sup>th</sup> best in the nation. Washington's average scale score is ranked as 4<sup>th</sup> best of the 10 peer states.

Figure A10: shows the average scale score for all 50 states on the 2017 8<sup>th</sup> Grade Math NAEP. The Washington score is highlighted in black and the peer states are highlighted in diagonal stripes.

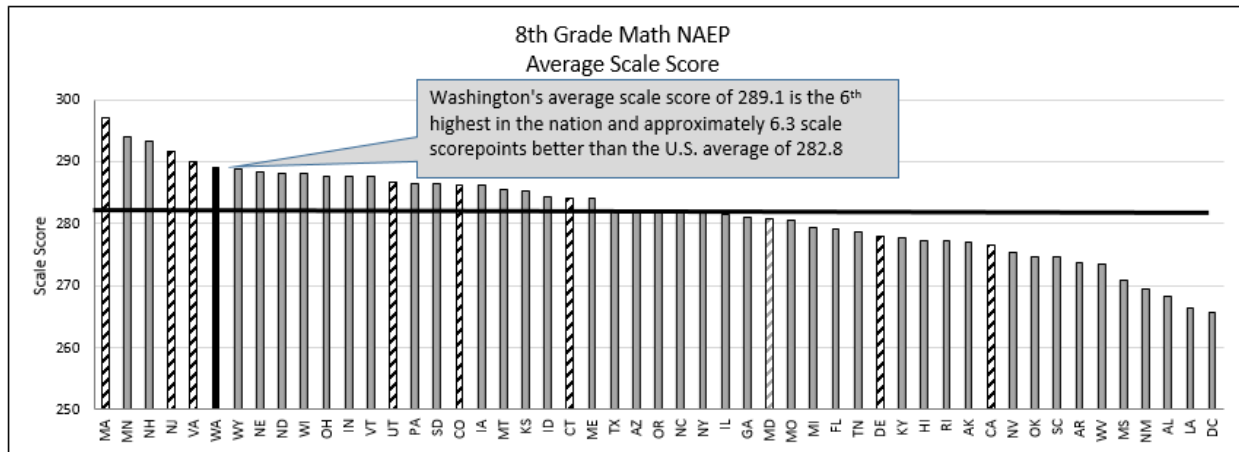
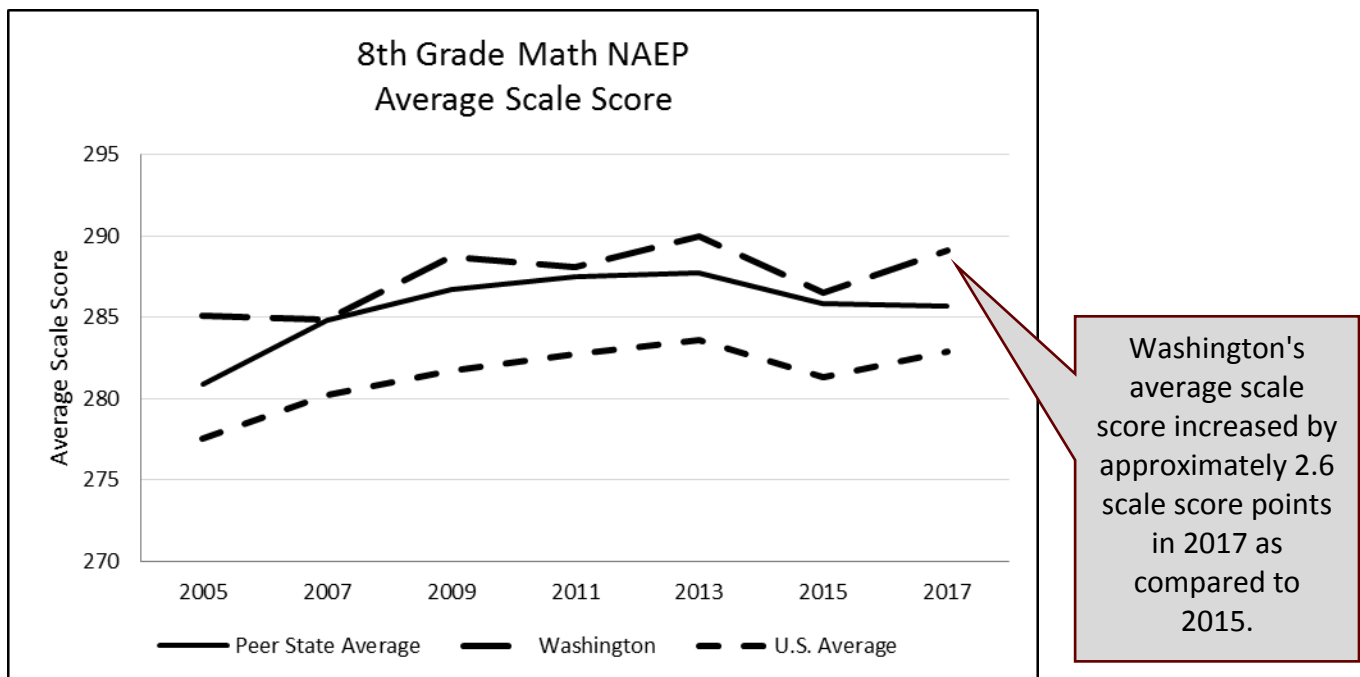


Figure A11 shows how the average scale score for Washington, peer states, and the U.S. changed over time. The U.S. average increased approximately 1.5 scale score points in 2017, while the peer state average scale score was essentially unchanged in 2017. The Washington 8<sup>th</sup> grade students posted an average scale score in 2017 (289.1) that was approximately 2.6 scale score points higher than Washington's 2015 scale score of 286.6.

Figure A11: shows the performance of Washington, peers states, and the U.S. average on the 8<sup>th</sup> Grade Math NAEP.



## High School Graduation

The indicator is the official four-year graduation rate following the Adjusted Cohort methodology utilized by all of the United States. The long-term goals were reset to align with the ESSA State Plan approved by the U.S. Department of Education in January 2018. The reset goals are presented in Figure A12 and the most recent results for the student groups are tabulated in Figure A13.

Figure A12: shows the reset baseline and endpoint goal for the High School Graduation indicator.

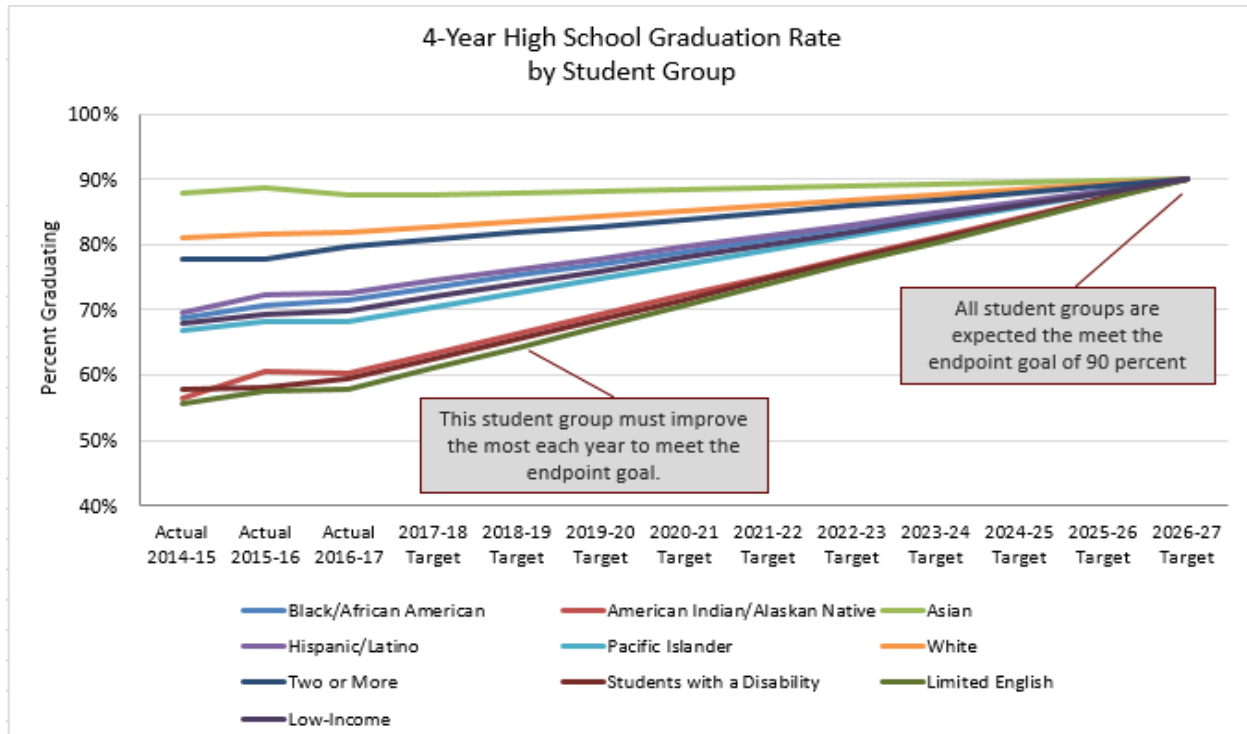


Table A13: Performance on the 4-Year Adjusted Cohort Graduation Rate Indicator by ESSA subgroup

4-Yr Adjusted Cohort Graduation Rate	Graduating Class of				
	Actual 2014-15	Actual 2015-16	Actual 2016-17	2017-18 Target	Yearly Step*
<b>All Students</b>	<b>78.1</b>	<b>79.1</b>	<b>79.3</b>	<b>80.4</b>	<b>1.1</b>
American Indian / Alaskan Native	56.4	60.6	60.3	63.3	3.0
Asian	87.8	88.6	87.5	87.7	0.3
Black / African American	68.8	70.7	71.5	73.4	1.8
Hispanic	69.6	72.3	72.7	74.4	1.7
Native Hawaiian / Pacific Islander	67.0	68.2	68.1	70.3	2.2
White	80.9	81.5	81.9	82.7	0.8
Two or More	77.9	77.9	79.7	80.8	1.0
Limited English	55.8	57.6	57.8	61.0	3.2
Low-Income	68.0	69.4	70.0	72.0	2.0
Students with a Disability	57.9	58.1	59.4	62.4	3.1

\*Note: values for the yearly step increases are shown as percentage points, while the outcomes and targets are shown as the percentage of students.

## Readiness for College Coursework

The indicator is the percentage of high school graduates who bypass remedial courses in college during the year immediately following graduation. The baseline and yearly step increases were reset to align with the methodology described in the Washington ESSA plan. The non-credit bearing (remedial) course taking patterns of the recent high school graduates who actually enroll in higher education are presented in Table A14.

Table A14: Performance on the College Readiness (Quality of High School Diploma Indicator).

Graduating Class of					
Readiness for College Coursework	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Target	Yearly Step*
<b>All Students</b>	<b>73.1</b>	<b>73.6</b>	<b>73.9</b>	<b>77.1</b>	<b>1.6</b>
Black / African American	62.4	63.8	62.5	68.4	2.6
American Indian / Alaskan Native	61.1	65.0	64.0	68.4	2.6
Asian	79.1	79.8	81.8	82.4	1.5
Hispanic	54.9	56.2	55.8	61.9	3.2
Pacific Islander	68.5	64.1	68.5	71.1	2.4
White	76.0	76.7	77.0	79.7	1.7
Two or More	73.8	72.7	75.2	77.1	1.9
Students with Disabilities	42.4	44.4	42.6	51.5	4.0
Limited English	35.8	36.7	40.1	45.4	4.6
Low-Income	59.3	59.6	60.7	65.3	2.9
*Note: values for the yearly step increase are shown as percentage points, while the outcomes and targets are shown as the percentage of students.					

Please contact Andrew Parr at [andrew.parr@k12.wa.us](mailto:andrew.parr@k12.wa.us) if you have questions regarding this memo.