THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Data Spotlight - Opportunity to Learn Index

As Related To:

☒ Goal One: Develop and support policies to close the achievement and opportunity gaps.

☐ Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

☐ Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.

☐ Goal Four: Provide effective oversight of the K-12 system.

☐ Other

Relevant To Board Roles:

☐ Policy Leadership
☒ System Oversight
☐ Advocacy

☐ Communication
☐ Convening and Facilitating

Policy Considerations / Key Questions:

Goal 1.A of the 2015-18 Strategic Plan articulates that the Board will research and communicate information and tools on promising practices for closing achievement and opportunity gaps. To this end, the SBE staff is exploring the development of an Opportunity to Learn Index for the purpose of identifying access and opportunity barriers in the educational environment. Prior to further work, staff seeks input or guidance from the Board on two key questions:

1. Is the primary purpose of the Opportunity to Learn (OTL) Index to provide actionable information, monitor progress, or hold accountable for meeting improvement goals?
2. Should the unit or level of analysis be the state, district, or school?

Possible Board Action:

☒ Review
☐ Approve

☐ Adopt
☒ Other – Board Discussion

Materials Included in Packet:

☒ Memo
☐ Graphs / Graphics
☒ Third-Party Materials (OSPI PowerPoint*)
☐ PowerPoint

Synopsis:

An Opportunity to Learn (OTL) Index to examine educational environments in other states or across school districts is being explored. The OTL Index is meant to examine system inputs rather than outputs. Possible measures could be placed into four broad indicators that include health and behaviors, community, access to quality instruction, and equitable funding. The OTL Index will be a tool from which to measure, identify, and analyze opportunity gaps.

The presentation will include a detailed look at the recently released school discipline data and a cursory look at chronic absenteeism as possible measures for an OTL Index.

*Note: many of the OSPI PowerPoint images are complex and difficult to interpret in the black and white format of the printed board packet. For this reason, the PowerPoint was included with the online materials for board members to preview the presentation in color imagery.

OPPORTUNITY TO LEARN INDEX

Policy Considerations

Goal 1.A of the 2015-18 Strategic Plan developed by the State Board of Education (SBE) articulates that the Board will research and communicate information and tools on promising practices for closing achievement and opportunity gaps. To this end, the SBE staff is exploring the development of an Opportunity to Learn (OTL) Index for the purpose of identifying access and opportunity barriers.

Background

Based on recent results of the National Assessment of Educational Progress (NAEP), Washington students perform between the 60th and 80th percentile (nationally) depending on the grade level and content area assessed, and while this performance is quite respectable, the outcomes fall short of the aspirations articulated by the Washington Legislature through the ESSB 5491 signed into law in 2013. In the ESSB 5491, the SBE is tasked with determining whether the educational outcomes for Washington are in the 90th percentile nationally and whether the outcomes are comparable to peer states. Go to http://www.sbe.wa.gov/edsystemhealth.php#.VnBFik1IhaQ to learn more about the performance of Washington students on important educational outcomes.

In the 2015 Kids Count Data Book, Washington is ranked 20th best in the nation for education based on four separate measures (one input and three output measures). Seven of the eight Washington peer states are rated in the top ten, which provides further evidence that Washington's educational system is not meeting the aspirational goals set by the Legislature in 2013. The question becomes, "How does the educational environment in the peer states differ from that in Washington?"

To answer this question, staff is exploring the development of a tool from which to identify and analyze opportunity gaps. Whereas achievement gaps are based on differential outcomes, opportunity gaps are derived from disparate opportunity or access. The theory of action is that when policies are implemented to reduce opportunity gaps, achievement gaps will be reduced. And, that the rate or size of opportunity gap reduction will be commensurate with the achievement gap reduction. In other words, reducing opportunity gaps will result in smaller achievement gaps.

Key Questions

As a means to research and communicate information and tools on promising practices for closing achievement and opportunity gaps, staff is exploring the idea of developing an OTL Index based on multiple measures. However, before embarking on such a journey, staff seeks guidance from the Board on two key questions and a third key question is included for future discussion:

1. Is the primary purpose of the OTL Index to provide actionable information, monitor progress, or hold accountable for meeting improvement goals?

2. Should the unit or level of analysis be the state, district, or school?

3. What factors should the broad indicators embrace and what measures should be included under each of the indicators?

Staff anticipates this work to start immediately and follow two paths conducted simultaneously. The first path or phase would involve designing and developing a prototype for a state-level OTL Index for national and peer state comparisons. The second phase should include the development of an OTL Index for Washington school districts.

More Considerations Regarding this Work

The OTL Index is meant to examine system inputs rather than outputs. As such the inputs used must be correlated (directly or indirectly) to educational outputs, so the possible inputs must be carefully considered. A variety of possible measures are tabulated below in Table 1 and these have been categorized into the broad indicators summarized below.

- **Health and Behaviors** (Student-Family): the premise is that students who are healthier, with better mental health, exhibiting fewer at-risk behaviors, and have more stable parents will be better prepared for the day-to-day challenges of schools.
- **Community**: the idea is that living in a stable community with many supports reduces family stressors and ultimately contributes to a healthier life that would be reflected in educational endeavors.
- **Access to Quality Instruction** (School/District): Schools and districts make many decisions about educator licensing, school staffing, and teaching assignments (inputs for example) that are impactful on educational outcomes.
- **Equitable Funding** (City-County-State): government has the ability to provide resources in different manners and in different amounts (inputs) that can be impactful on student outcomes.

Some possible indicators and measures that could comprise an OTL Index are listed below. Not all of the measures listed below are readily available at all levels (state, district, school, etc.) and not all measures are comparable from state to state. Of the measures shown below, some are more suitable for the school level, some more suitable for the district level, some more suitable for the state level.

Table 1: Partial list (in no particular order) of possible OTL Index indicators and measures

Health and Behaviors	Community	Access to Quality Instruction	Equitable funding
- Preventative health care (vaccinations, dental, etc.) - Mental health support - Student/family attitudes - Parent (mother) education level - Student school engagement - Risk for developmental delays - Low birthweight - Student absenteeism - Child abuse and neglect - Youth drug and alcohol use	- Affordable housing - Mobility - Socioeconomic segregation (poverty, crime, language, unemployment, etc.) - Nonprofit Organization support - Community Organizations - Extracurricular options	- Early Childhood Education - Equitable distribution of effective educators - Teacher diversity - Out of certification teaching - Emergency credentials - Late hires - Advanced course taking options - Alternative programs - Exclusionary discipline - Access to AP/IB/Cambridge exams - Student-to-counselor ratio	- Levy inequities - Per Pupil Funding - Class size reduction - Role of state dollars compared to levy dollars - Gaps in state and local revenues between high and low poverty districts - School facilities (computers per student and lab facilities) - ASB funding equity
Student-Family	Community	School-District	City-County-State

A well designed and thought out OTL Index could tell any of several stories that are briefly described on Table 2.

Table 2: Summary of possible OTL Index models and supporting information.

Model	Potential Storyline	Framework Description	Data Elements	Data Source Examples
A	Washington ranks 20th nationally on equitable educational funding but ranks lowest of the Peer States.	Annual state-level snapshot (but could be tracked over time) - compares Washington's performance on measures to other states.	This analysis requires that the selected measures be reported annually for the 50 states and that the measures be comparable for each state. This analysis is totally dependent on outside data sources.	Kids Count Data Book

CDC Health Surveys

American Community Survey

U.S. Census Bureau

U.S. Dept. Education |
| B | Washington's performance on statewide health equity measures decrease for third consecutive year. | Change over time – could be expanded to include goal setting like the 5491 work. Focus is specific to and on Washington education. | This analysis requires that the measures be reported annually for Washington. This analysis could rely on a combination of out- and in-state data sources. | All of the Above, and

WA DHS

WA ERDC/OFM

WA DEL

WA OSPI |
| C | 60 percent of Washington school districts earn a "Poor" rating for the Access to Quality Instruction indicator of the Opportunity Index. | Annual district-level snapshot (but could be tracked over time) – compares performance across Washington school districts. | This analysis requires that the selected measures be reported annually for Washington school districts. This analysis would rely primarily upon in-state data sources but could possibly use some out of state sourced data. | Some Out of State sourced data?

WA DHS

WA ERDC/OFM

WA DEL

WA OSPI |
| D | Washington middle school students face greater Health Equity challenges than do high school students. | Annual school-level snapshot (but could be tracked over time) – compares school performance across the state. | This analysis is totally dependent upon in-state data sources that can be aggregated to the school level. | As Above |

Summary of Models

Model A – State Level to Compare Washington's Performance Nationally
- This model is similar to a portion of the SBE's 5491 (Statewide Indicators of Educational System Health) work that compares Washington's performance on key indicators on a national level (top 10 percent of states) and to peer states (comparability). This model is norm-referenced or norm-based as Washington's performance is viewed relative to other states. The ultimate goal of this model would be to make the statement that the "Washington students have a greater opportunity to learn than anywhere else in the U.S." This model serves more of a monitoring function.
- Model A would be a good launching point for this work as data are readily available, could be integrated to current efforts (5491), and would provide immediate learning opportunities. One downside is that existing measures from national sources may not be the best predictors of outputs, but then again, learning about the best inputs is part of this work.

Model B – State Level to Compare Washington's Performance against Goals
- This model is similar to another part of the SBE's 5491 work that annually measures the performance of Washington students against annual targets. This model is criterion-based as

performance is viewed relative to a predetermined target or goal. If targets or goals are not met, actions are necessary to improve performance. The success statement here is "Washington is improving educational opportunity for all children." This model serves more of an accountability function that might ultimately require an improvement plan.

- This model is not viewed as a good starting point because of the challenges around goal setting, especially when measures change. Much needs to be learned about the stability of data prior to goal setting, making this more amenable for future expansion. I believe we move in this direction, but not until we understand the individual measures much better.

Model C – District Level to Compare Districts Statewide

- This model is criterion based as the "Poor" rating would likely be tied to a particular performance level of the district. This model serves an accountability function that might include an improvement plan. At least some educational inputs are made at the discretion of district/school administration, so needs analyses at this level could be fairly impactful.
- Model C is not viewed as a good point from which to start this work because not all desired measures are currently aggregated to the district level, which means that outside data requests would likely be necessary. Data requests while in an exploratory phase such as this are not the best use of department resources but would be logical area of expansion for this work. Model C might be a good choice if limited measures were to be rolled out in an early phase and additional measures added when available.

Model D – School Level to Compare Schools Statewide

- This model is similar to the Index work, where the performance of an individual school is compared to other schools and this is viewed as a norm-referenced model. This model serves more of a monitoring function but would likely include an improvement plan of some type.
- Again, data availability is a concern with Model D as a launching point. School-level work naturally has a greater impact to individuals, so we want to be sure school input measures are accurate which requires additional validation steps and add time and effort – so again, not the best use of limited resources.

Action

The Board is expected to discuss this agenda item but no other Board action is anticipated.

Other Resources

The Kids Count Data Book is similar to Model A that describes a state level, educatonal (input/output) monitoring tool. Learn more at http://www.aecf.org/resources/the-2015-kids-count-data-book/.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

OSPI's Analytics:

System Evaluation on Equity

Tim Stensager, Special Assistant for Performance Management and Data Governance

Office of Superintendent of Public Instruction

What is the issue

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)

Median weekly earnings in 2014 ($)

Unemployment rate	Education	Median weekly earnings
2.1	Doctoral degree	1,591
1.9	Professional degree	1,639
2.8	Master's degree	1,326
3.5	Bachelor's degree	1,101
4.5	Associate's degree	792
6.0	Some college, no degree	741
6.0	High school diploma	668
9.0	Less than a high school diploma	488

All workers: 5%

All workers: $839
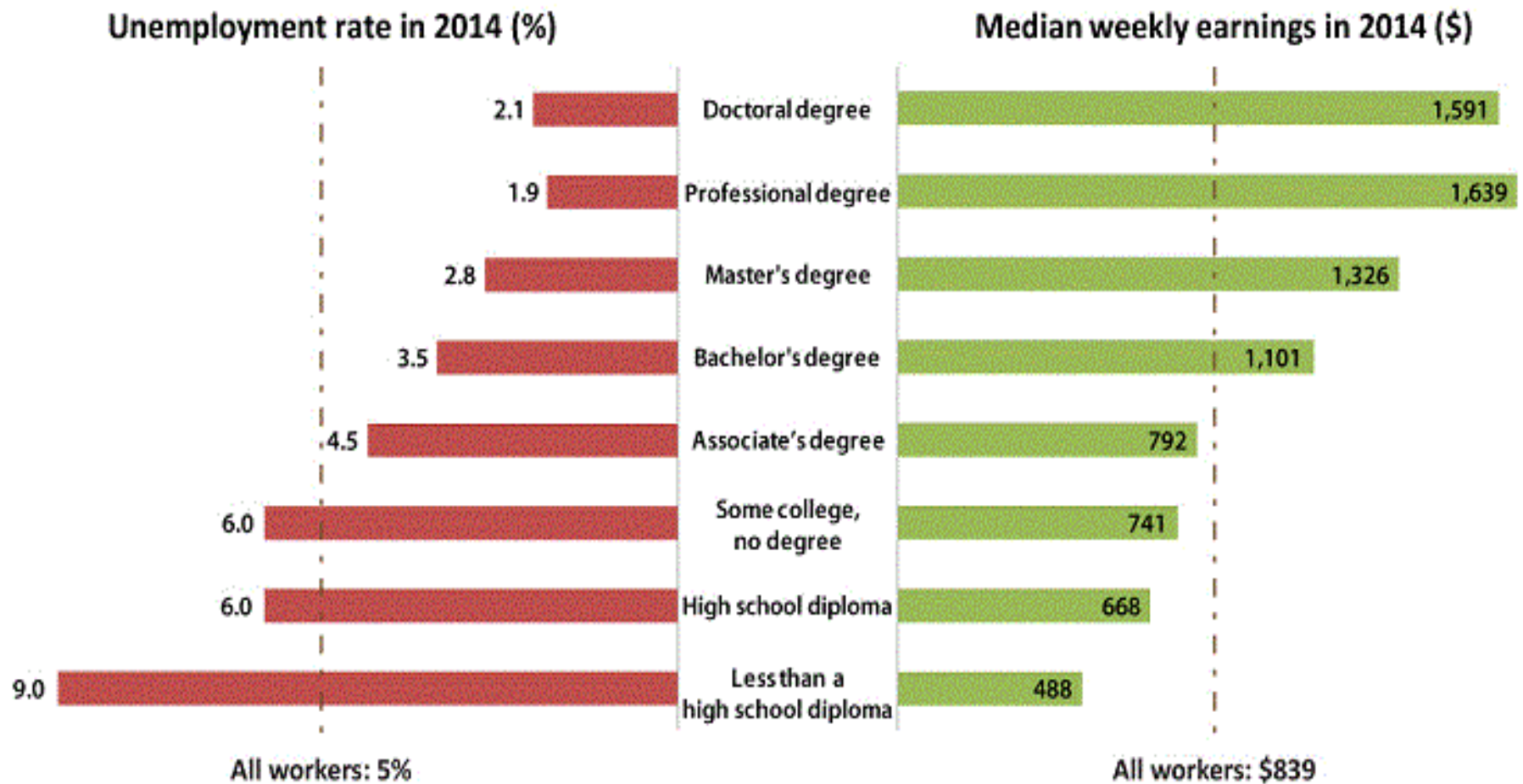
Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

How is Washington performing in terms of equity in one area

College Participation Rates for Low Income Students by State
2010
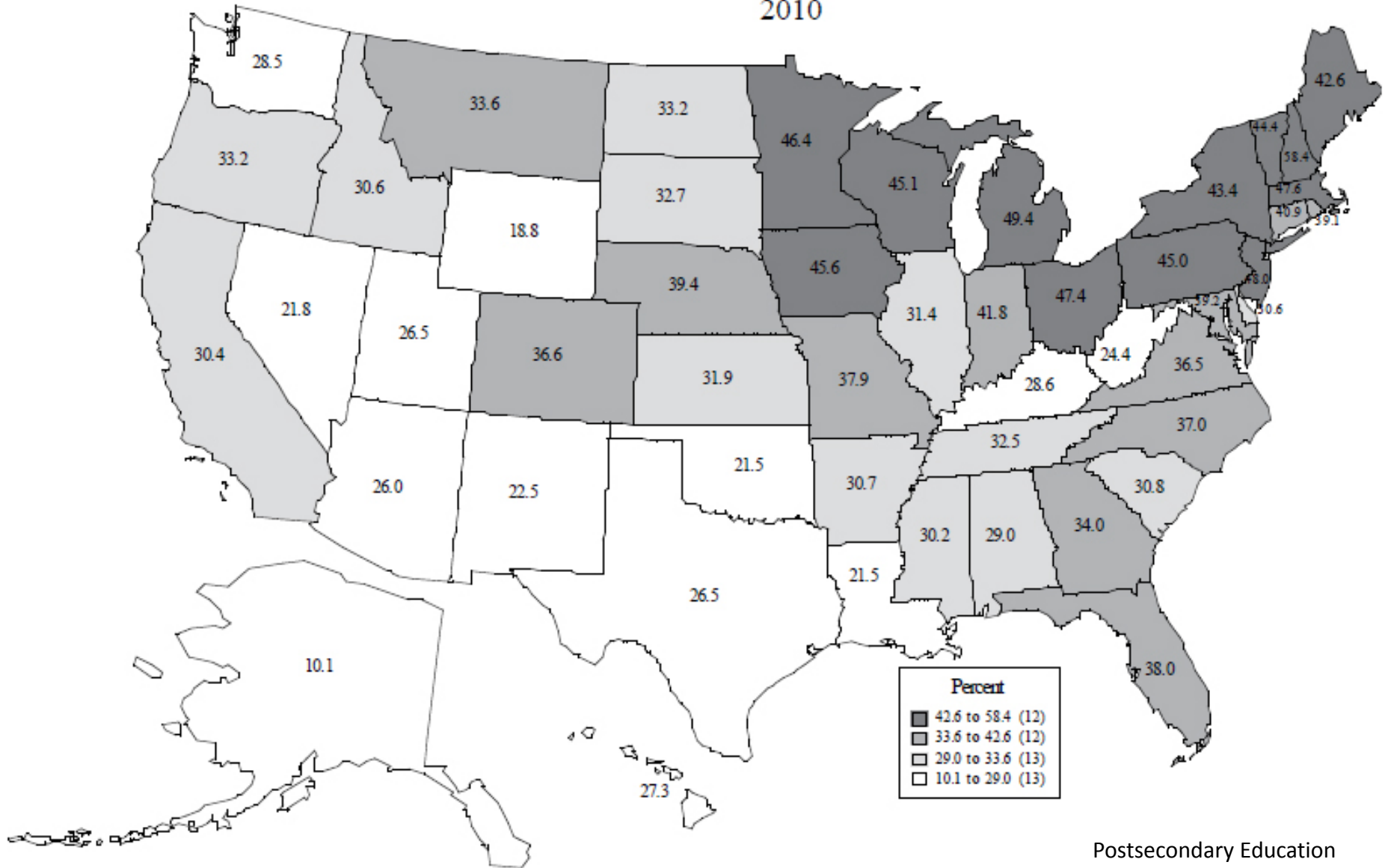
28.5
33.6
33.2
46.4
42.6
44.4
58.4
33.2
30.6
45.1
43.4
47.6
18.8
32.7
49.4
40.9
39.1
21.8
26.5
39.4
45.6
45.0
41.8
8.0
30.4
36.6
31.9
37.9
31.4
47.4
39.2
50.6
21.5
30.7
24.4
28.6
36.5
26.0
22.5
32.5
37.0
30.8
30.2
29.0
34.0
26.5
21.5
10.1
38.0
27.3

Percent

- 42.6 to 58.4 (12)
- 33.6 to 42.6 (12)
- 29.0 to 33.6 (13)
- 10.1 to 29.0 (13)

OSPI | Office of Superintendent
of Public Instruction

Vision

Every student ready for career, college, and life

Mission

To provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

Adopted June 2014

Performance Indicators

Achievement

- The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)

- The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment

- Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades

- The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade

- The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade

- The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, Tech Prep)

- The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned

- The percentage of high school graduates who were academically prepared and attended post-secondary education institutions within one year of graduating high school

- The percentage of students who accessed financial aid for college

- Percentage of students who persisted in post-secondary programs and completed certificates and degrees

Dropout Prevention and Graduation

- Four-year and five-year graduation rates
- ELA, math, and science course failure rates in 9th grade
- Suspensions and expulsions
- Attendance, especially chronic absenteeism

What does the research say

Predictors of Postsecondary Success

The purpose of this brief is to provide information to state, district, and school personnel seeking support to determine whether their students are on a path to postsecondary success. The College and Career Readiness and Success Center (CCRS Center) has received technical assistance requests from a number of states regarding factors that predict postsecondary success, and this brief summarizes and expands on the information shared with these states. Specifically, we summarize early childhood through early postsecondary education research that identifies student skills, behaviors, and other characteristics that predict future academic and workplace success. We have attempted to focus on a variety of measures drawn from readily available data that schools, districts, and states are likely to have. Through this information, policymakers and practitioners can begin to inform the development and validation of factors to identify students who are not on a path to postsecondary success as early as prekindergarten and as late as their senior year of high school. These factors can inform practice and can be integrated into a longitudinal tracking mechanism to identify and monitor individual students who may need additional resources or supports at any point during their schooling. In addition, tracking and measuring factors of success across prekindergarten to early postsecondary education offer a prime opportunity to develop and evaluate systemwide improvement efforts. For example, these data may help identify particular grades, schools, or subgroups of students (e.g., English language learners) that need additional support, enabling both school and district personnel to develop and monitor the impact of policies, programs, or interventions designed to improve outcomes for targeted groups or for the system in general.

General Approach

We began our review of the research looking for studies that identify measures of postsecondary success. Our goal was to identify factors at all levels of education that predict future academic attainment and economic security. Not surprisingly, we found very few studies that link early childhood, elementary, or middle school characteristics with postsecondary success. Even at the secondary level, the limited research linking secondary characteristics to postsecondary readiness and success focuses primarily on course taking, test scores, and early postsecondary outcomes, such as college enrollment and attainment of industry certification. The fact that state longitudinal data systems have not been in existence long enough to support such analyses is
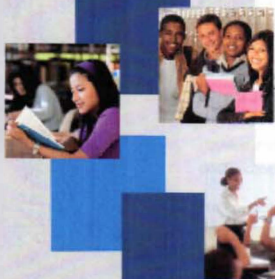
NOVEMBER 2013

Prepared for the College and Career Readiness and Success Center by Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research

AIR
AMERICAN INSTITUTES FOR RESEARCH

American Institutes for Research
Article – "College & Career Readiness & Success"
November 2013

- Indicators are measures with an established threshold (e.g., students who earns 3.0 GPA or higher) are more likely to be prepared for their college and career pursuits.

- Predictors are measures that are strongly correlated with improved postsecondary outcomes but for which a numeric threshold has not been established.

Indicators

- Positive "school readiness risk profile" – (Similar to WaKIDS)

- < 10 percent absences -   (20% in middle school)

- Reading by 3rd grade

- Receiving no unsatisfactory behavior grades in sixth grade

- Passing all ELA and mathematics courses and meeting benchmarks on state exams (middle school)

- No more than one failure of ninth-grade subjects

- Completing the following mathematics sequence: Algebra II (ninth grade), geometry (10th grade), Algebra III and trigonometry or higher (11th grade), precalculus or calculus (12th grade)

- AP Exam: 3 or higher; IB Exam: 4 or higher

- Dual enrollment participation

- Passing state exams

- FAFSA completion

- Meeting the following benchmarks on college preparatory

- exams: SAT > 1550[8]; PLAN[9] test scores: English 15, reading 17, mathematics 19, and science 21; ACT scores: English 18, mathematics 22, reading 21, and science 24

- College Knowledge target outreach programs such as: multiyear college-readiness programs, embedded college counseling, and college-readiness lessons

State of Washington

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Office of
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How can we make our website easier to use? Please take our survey!

Features

42nd Annual Superintendent's
high school
artShow
Awards Ceremony, May 15, 1:00-3:00
Artwork will be on display unitl May 28

What's New

Washington State High School Artists Honored

Pasco Educator Named School Employee of the Year

Healthy Youth Survey Helps Educators Address Students' Needs

⊘ **More News**

About OSPI

OSPI oversees
K-12 public education
in Washington state.

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State Superintendent Randy Dorn

Helpful Links | Family Resources | Teacher Tools | FAQs | Bulletins|Memos

- Maps of Districts and Schools
- Teacher Certification and Renewal
- Learning Standards
- Apportionment and Financial Services
- State Testing

- Special Education
- Graduation Requirements
- Student Transportation
- Media & Communications
- School Breaks

- Common Core Standards
- School District Revenues
- WaKIDS
- Federal Programs
- Learning Assistance Program (LAP)

Offices and Programs

State Report Card

Maps & Web sites Districts

K-12 Data & Reports

Partners in Education

washington STATE LEARNING STANDARDS

2015 **Common School Manual**

Washington State Education Funding 101

School **Safety Center**

WaKIDS Washington Kindergarten Inventory of Developing Skills

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http://www.k12.wa.us/DataAdmin/DataGateway.aspx   Pages - Home   OSPI Data Gateway

http--rippleeffects SAP NetWeaver Portal Parent Involvement Defining the Role of Cha... Student Measures Module... Attendance Works Bloom Civil Rights Data CNN Colorado Data Coaching DataVersity EDEN Log In EDEN Tracking Visual EDFacts EDWeek Discip

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Data Gateway

School Information

Dropout & Graduation

Personnel Reports

Downloadable Files

Facts and Worksheets

Other Related Links

**Assessment and
Demographic**

Data Collection Tools

K-12 Data and Reports

OSPI Data Gateway

OSPI Performance Indicators – Data and Analytics
Interactive worksheets, charts, and animations at state and district levels help measure performance and support data-informed decision making.

Washington State Report Card
A comprehensive look at education statistics at state, district, school, and program levels.

Report Card Data Files
Files to support the data represented on the Report Card

Data and Reports
Additional data files for download and further analysis.

Statewide Longitudinal Data System (SLDS)
The developing K-12 data and reports warehouse. Construction of this resource continues and current data available are for the 2012-2013 school year.

OSPI Student and School Success – Data Dashboard
Data and analytics prepared for priority and focus schools.

OSPI Mission
To provide funding, resources, tools, data, and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.

State of Washington

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Data Gateway

School Information

Dropout & Graduation

Personnel Reports

Downloadable Files

Facts and Worksheets

Other Related Links

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Data Collection Tools

K-12 Data and Reports

### OSPI Performance Indicators – Data and Analytics

OSPI staff align their goals with research-based performance indicators. Goals are reviewed by the superintendent three times per year to ensure our work leads directly to student success.

OSPI prepares interactive worksheets, charts, and animations at state and district levels to support data-informed decision making. Districts with fewer than 500 students or 20 students in a given group are not shown for statewide analytical purposes.

The files are in Microsoft Excel for Windows and may require special settings; see specifications for Windows and Mac.*

Performance Indicator	Description
1. Kindergarten Preparedness	The percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)
2. English Language Arts, Math, Science Assessment	The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
3. Student Growth Percentiles—4th and 6th grades ELA/Math	Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades
4. High School Credit in Algebra1/Integrated Math 1	The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade
5. Statewide Assessments Required for Graduation	The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade
6. Dual Credit Programs	The percentage of students enrolled in dual credit programs and the percentage of students who earned dual credits and certificates (e.g., AP, IB, Running Start, Tech Prep)
7. SAT and ACT	The percentage of students who took the SAT and ACT, and the average SAT and ACT scores earned
8. Postsecondary Preparedness	The percentage of high school graduates who were academically prepared and attended postsecondary education institutions within one year of graduating high school
9. Financial Aid for College	The percentage of students who accessed financial aid for college
10. Postsecondary Persistence	Percentage of students who persisted in postsecondary programs and completed certificates and degrees
11. Graduation Rates	Four-year and five-year graduation rates
12. 9th Grade Course Failure	ELA, math, and science course failure rates in 9th grade
13. Discipline	Suspensions and expulsions

How do we collect the data – Data Governance
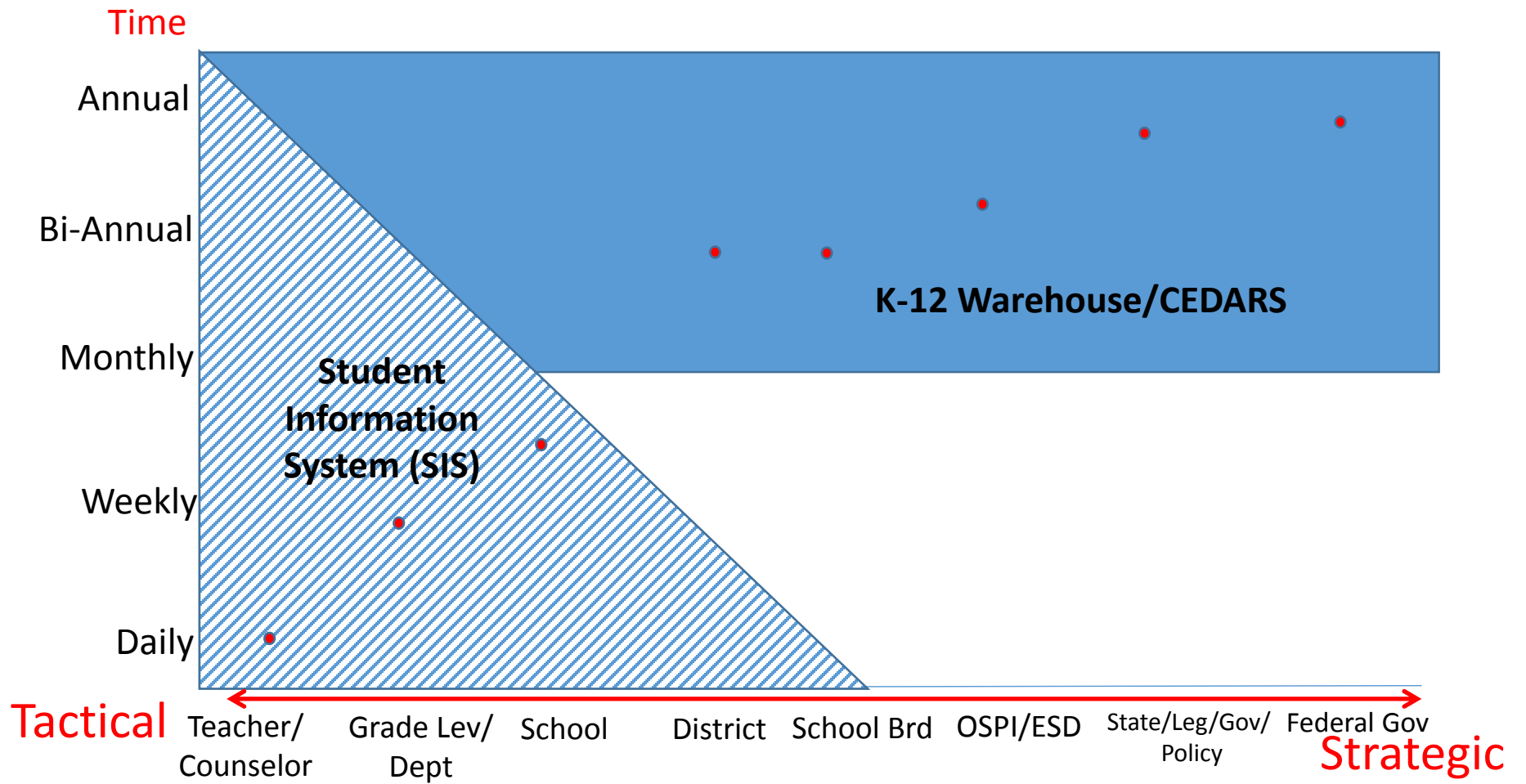
Items of Note:

1. Microsoft Office Professional Plus 2013 required for full view of Analytics

2. Suspension Reference = Out of School Suspension & Expulsion

Graduation:
Understanding the Context

How many students Graduate?

Who Graduates?

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW ADD-INS POWERPIVOT ANALYZE DESIGN FORMAT

PIVOTCHART TOOLS

GradYear | Group | Adjusted Cohort

GradYear

2013 Adjusted 4-Year Cohort Graduation Rates
All School Districts - All Students

Franklin Pierce 78.5%

76.0

School Districts

Districts with fewer than 20 students in the group are not displayed.
State graduation rate indicated by labeled dot.

Instructions | All Districts Rate | All Districts Rate List | RaceEthnicityTrend | RaceE...

READY   90%

Grad Rates 2011-2014 v3.0 - Excel

FILE   HOME   INSERT   PAGE LAYOUT   FORMULAS   DATA   REVIEW   VIEW   ADD-INS   POWER VIEW   DESIGN   POWERPIVOT

All Districts: Student Group Graduation Rates
compared to Students not in the Group

Black/African   ELL   Female   Hispanic/Lat...   Low Inc...   Male   Migrant   Nativ...

Filters

VIEW

◢ Adjusted 4-Year Cohort Graduation R:
is between 55.0 and 75.2

0.0 ——————————————— 100.0

▷ Adjusted Cohort
is greater than or equal to 20

▷ GradYear
is 2014

Non Group Graduation Rate / Adjusted 4-Year Cohort Graduation Rate

Richland, Oakville, Longview, Highline, Mount Vernon, Yakima, Vancouver, Seattle, State, Kent, Chewelah, Tacoma, Franklin Pierce, Evergreen (Clark), Toledo, Mount Adams, Wahluke, Wapato, Mabton

Districts with fewer than 20 students in the group are not displayed.
Bubble size indicates the number of students in the adjusted group cohort.

◀ ▶ ...   Other Group-NonGroup   **All Districts Group-NonGroup**   All Districts Grp-NonGrp List ...   ⊕

READY   100%

District: Race/Ethnicity Student Group Graduation Rates
compared to Students not in the Group
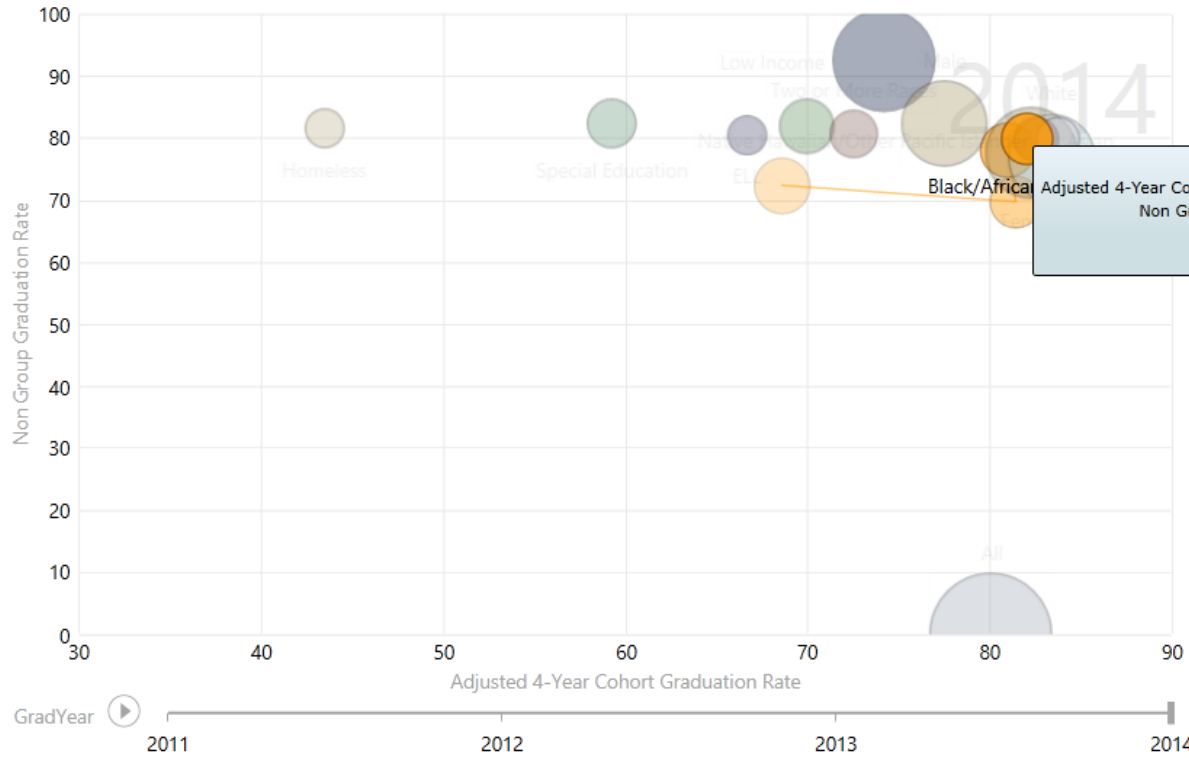
Filters

VIEW | CHART

▷ Adjusted 4-Year Cohort Graduation Ra...
(All)

▷ Adjusted Cohort
is greater than or equal to 20

Group: Black/African American
Adjusted 4-Year Cohort Graduation Rate: 82.1
Non Group Graduation Rate: 79.79
Adjusted Cohort: 67
GradYear: 2014

Low Income
Two or More Races
White
Male
2014

Native Hawaiian/Other Pacific Is...
ELL
Homeless
Special Education
Black/African...

All

Non Group Graduation Rate

Adjusted 4-Year Cohort Graduation Rate

East Valley (Spokane)	28
East Valley (Yakima)	27
Eastmont	38
Eatonville	22
Edmonds	54
Educational Service District 101	3
Ellensburg	27
Elma	22
Entiat	6
Enumclaw	27
Ephrata	28
Everett	53
Evergreen (Clark)	60
Federal Way	57
Ferndale	32
Fife	39
Finley	22
✓ Franklin Pierce	54
Freeman	16
Goldendale	21
Grand Coulee Dam	20
Grandview	35
Granger	28

GradYear
2011   2012   2013   2014

Districts with fewer than 20 students in the group are not displayed.
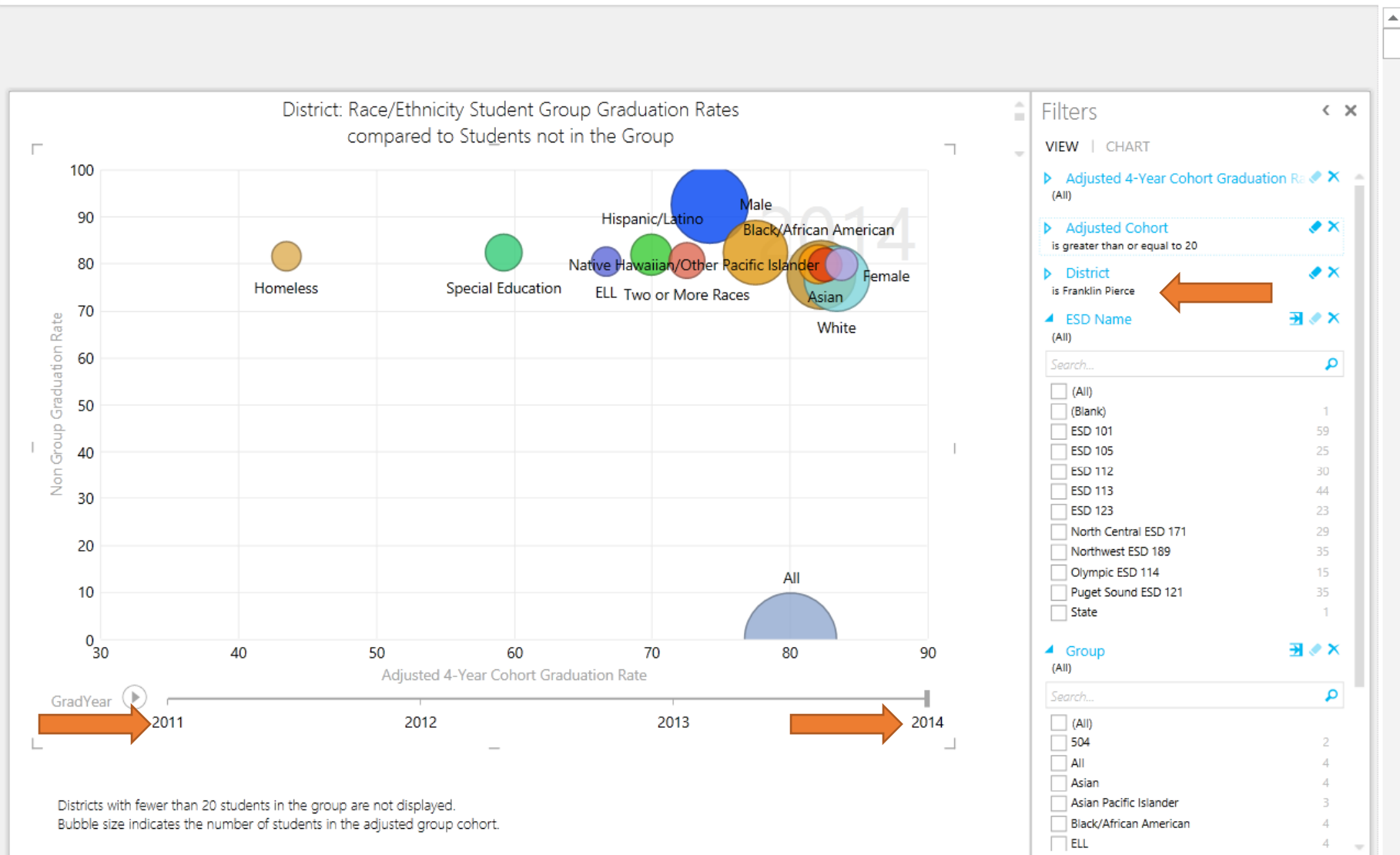Bubble size indicates the number of students in the adjusted group cohort.

... | Other Group Trend | Other Group Trend List | RaceEthnicity Group-NonGroup | Othe ...

READY

100%

Student Discipline:
Understanding the Context

How many students are suspended or expelled?

Who is suspended or expelled?

How many times are they suspended or expelled?

How long are they removed?

For what behaviors?

How many students are suspended or expelled?

Approximately **4%** of all Washington students were suspended or expelled during the 2014–15 school year.

The rate of suspensions and expulsions across districts vary—from nearly 0% to over 10% of students in a district.

2014 School District Discipline Rates
(% of All Students Suspended/Expelled)
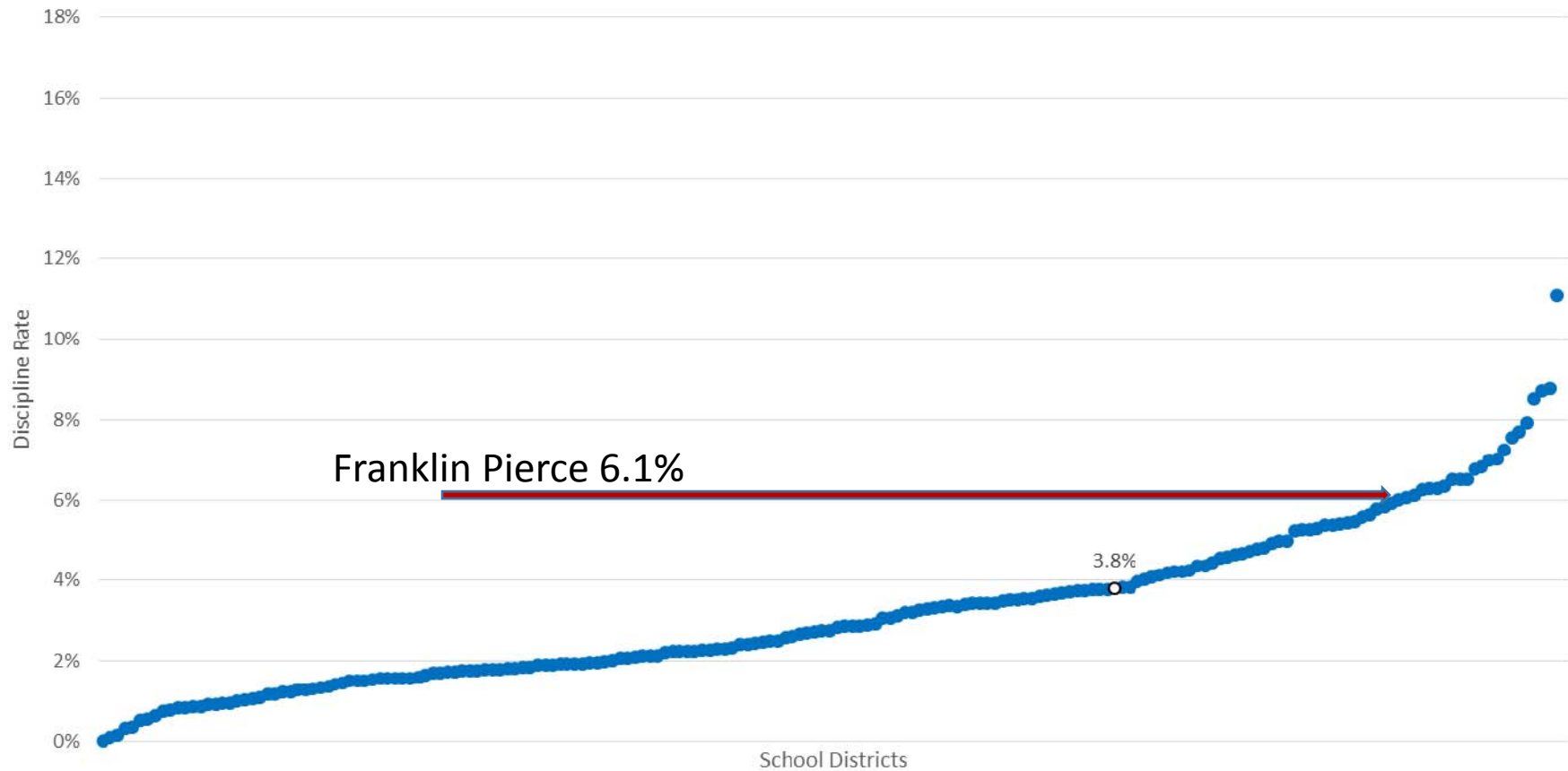
Franklin Pierce 6.1%

3.8%

Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed.
Only out-of-school short and long term suspensions and explusions are displayed (unduplicated students).
State rate indicated by labeled dot.

Who is suspended or expelled?

According to state and national data, in many schools, male students, students of color, and students with disabilities are suspended and expelled more frequently than other students.

These trends warrant attention from schools, as well as OSPI, to work toward equitable outcomes for each student.

Schools must carefully review their student discipline data to consider whether discriminatory policies, procedures, or practices exist and to remedy them.

Proportionality

Or
Composition Index

Suspension / Expulsion Rate
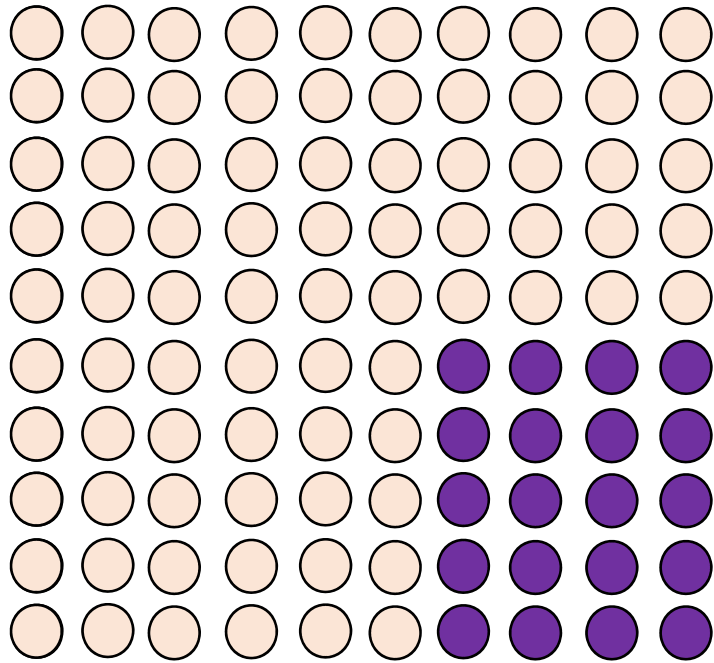
100 students in the district

20 were suspended
one or more times

Suspension Rate

$$\frac{20 \text{ students suspended}}{100 \text{ total students}} = 20\%$$

Enrollment Overview
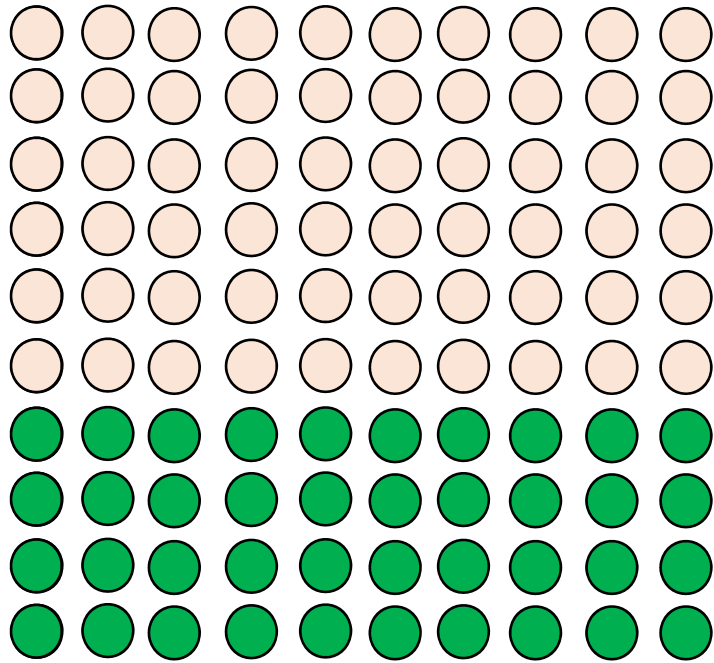
100 students in the district

40% are boys 🟢

60% are girls ◯
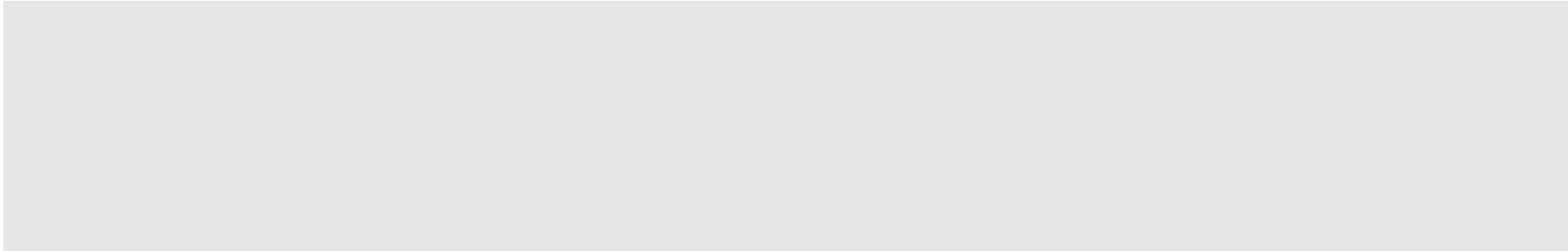
Proportionality or Composition Index
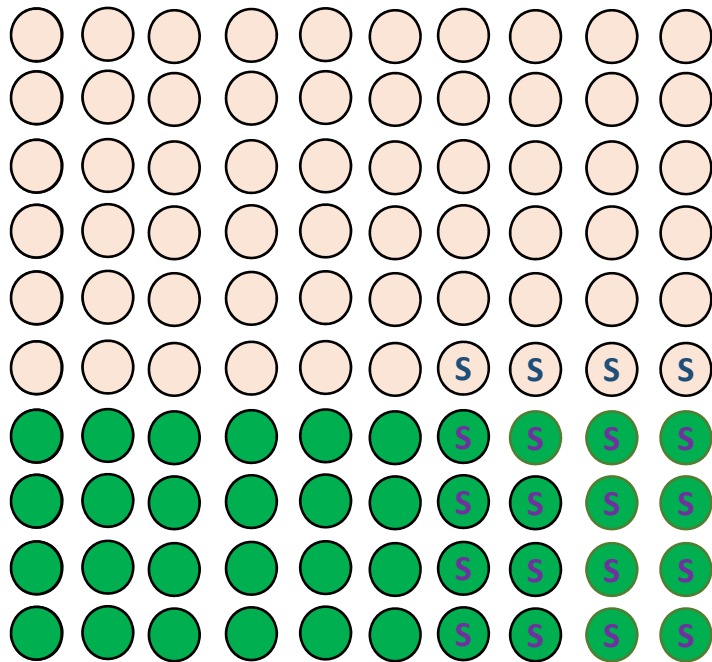
100 students in the district

40% are boys ⬤

80% of the suspensions are boys

Composition Index:

$$\frac{\text{Boys are } \mathbf{80\%} \text{ of suspensions}}{\text{Boys are } \mathbf{40\%} \text{ of student enrollment}} = 2$$

The percentage of suspensions who are boys is 2 times greater than their percentage in the student population.

The Desire Is Proportionality

- To have the percentage of suspensions who are boys to be equal their percentage in the student population.

  40%/40% =1

- This desire would hold true for any group of students by race or program: 1 or close to 1 is the target

2015 School District Composition Index* by Student Group
State (Overall Discipline Rate 3.9%)
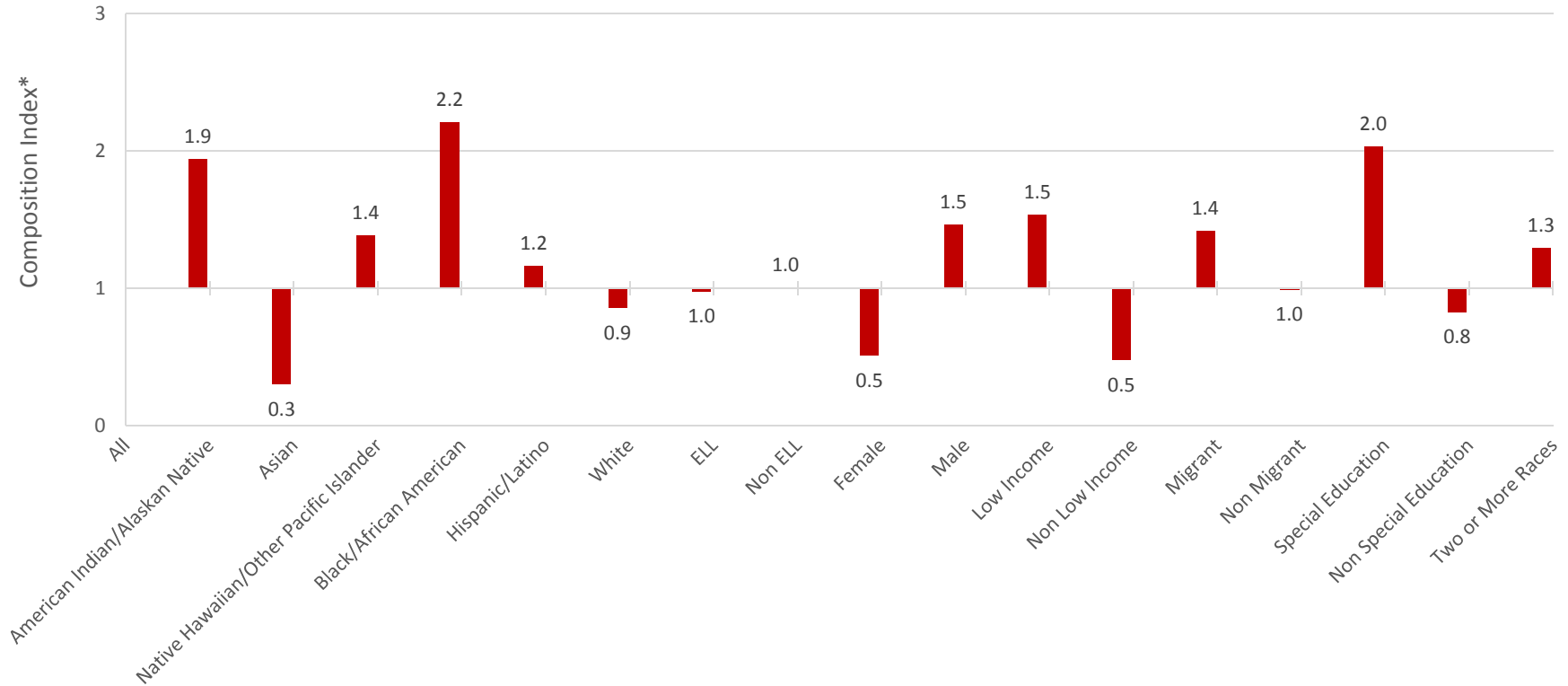
Composition Index*

Student Group	Value
All	1.0
American Indian/Alaskan Native	1.9
Asian	0.3
Native Hawaiian/Other Pacific Islander	1.4
Black/African American	2.2
Hispanic/Latino	1.2
White	0.9
ELL	1.0
Non ELL	1.0
Female	0.5
Male	1.5
Low Income	1.5
Non Low Income	0.5
Migrant	1.4
Non Migrant	1.0
Special Education	2.0
Non Special Education	0.8
Two or More Races	1.3

*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally.

Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed.
Only out-of-school short and long term suspensions and explusions are displayed (unduplicated students).

FILE   HOME   INSERT   PAGE LAYOUT   FORMULAS   DATA   REVIEW   VIEW   ADD-INS   POWER VIEW   POWERPIVOT

All Districts: Student Group Discipline Rate by Compostion Index 2013, 2014

2014

Franklin Pierce

Overall Discipline Rate

6.7 %
6.6 %
6.5 %
6.4 %
6.3 %
6.2 %
6.1 %
6.0 %
5.9 %
5.8 %
5.7 %
5.6 %

1.2   1.4   1.6   1.8   2.0   2.2   2.4

Composition Index (Students)

SchoolYear

2014   2015

*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally. Bubble size represents the % the enrolled student group is within the total student population.

Districts with fewer than 500 total students and fewer than 20 students in the group are not displayed.
Only out-of-school short and long term suspensions and explusions are displayed (unduplicated students).

Filters

VIEW

◢ Composition Index (Students)
is between 1.8 and 1.9

1.4   3.6

▷ Group
is Black/African American

◢ Overall Discipline Rate
is between 5.7 % and 6.3 %

2.3 %   6.3 %

Single District Index | Single District Index List | **All Districts Rate-Index** | All Districts Rate-Index List | ESD Rate | ESD Rate List | ESD Inde: ...

READY   100%

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW ADD-INS POWER VIEW POWERPIVOT

All Districts: Student Group Discipline Rate by Compostion Index 2013, 2014

2014

Franklin Pierce

DistrictName: Franklin Pierce
Composition Index (Students): 1.9
Overall Discipline Rate: 6.1 %
Percent of Enrolled Students: 11.3 %
SchoolYear: 2014

Overall Discipline Rate

6.7 %
6.6 %
6.5 %
6.4 %
6.3 %
6.2 %
6.1 %
6.0 %
5.9 %
5.8 %
5.7 %
5.6 %

1.2   1.4   1.6   1.8   2.0   2.2   2.4

Composition Index (Students)

SchoolYear

2014   2015

*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally. Bubble size represents the % the enrolled student group is within the total student population.

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Filters

VIEW
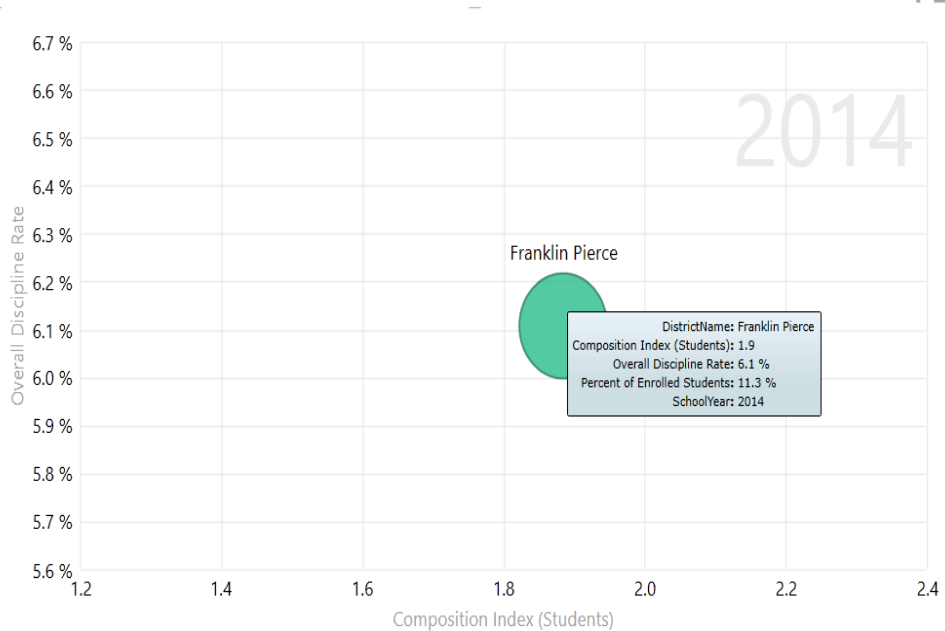
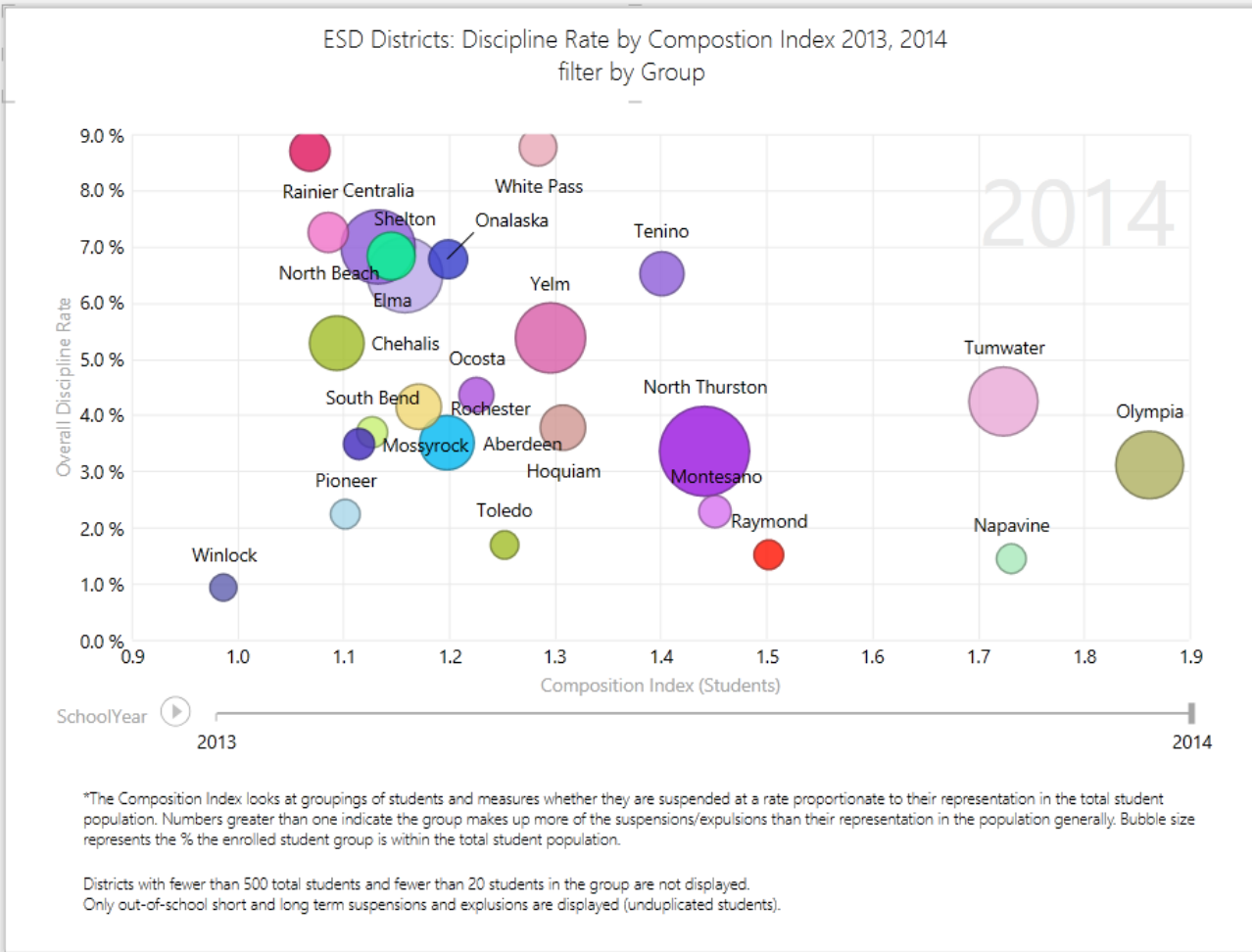Composition Index (Students)
is between 1.8 and 1.9

1.4   3.6

Group
is Black/African American

Overall Discipline Rate
is between 5.7 % and 6.3 %

2.3 %   6.3 %

Single District Index | Single District Index List | All Districts Rate-Index | All Districts Rate-Index List | ESD Rate | ESD Rate List | ESD Inde: ...

READY

8:55 AM
5/4/2015

100%

ESD Districts: Discipline Rate by Compostion Index 2013, 2014
filter by Group

*The Composition Index looks at groupings of students and measures whether they are suspended at a rate proportionate to their representation in the total student population. Numbers greater than one indicate the group makes up more of the suspensions/expulsions than their representation in the population generally. Bubble size represents the % the enrolled student group is within the total student population.

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**2015
State - Average Number of Times a Student is Suspended or Expelled**

Average Number of Times a Student is Suspended or Expelled
(Total Incidents) / (Total Distinct Students Suspended or Expelled)

Category	Value
504	2.03
All	1.67
American Indian/Alaskan Native	1.74
Asian	1.30
Black/African American	1.84
ELL	1.60
Female	1.50
Hispanic/Latino	1.61
Low Income	1.76
Male	1.74
Migrant	1.53
Native Hawaiian/Other Pacific Islander	1.63
Non 504	1.66
Non ELL	1.68
Non Low Income	1.44
Non Migrant	1.68
Non Special Education	1.56
Special Education	1.96
Two or More Races	1.87
White	1.65
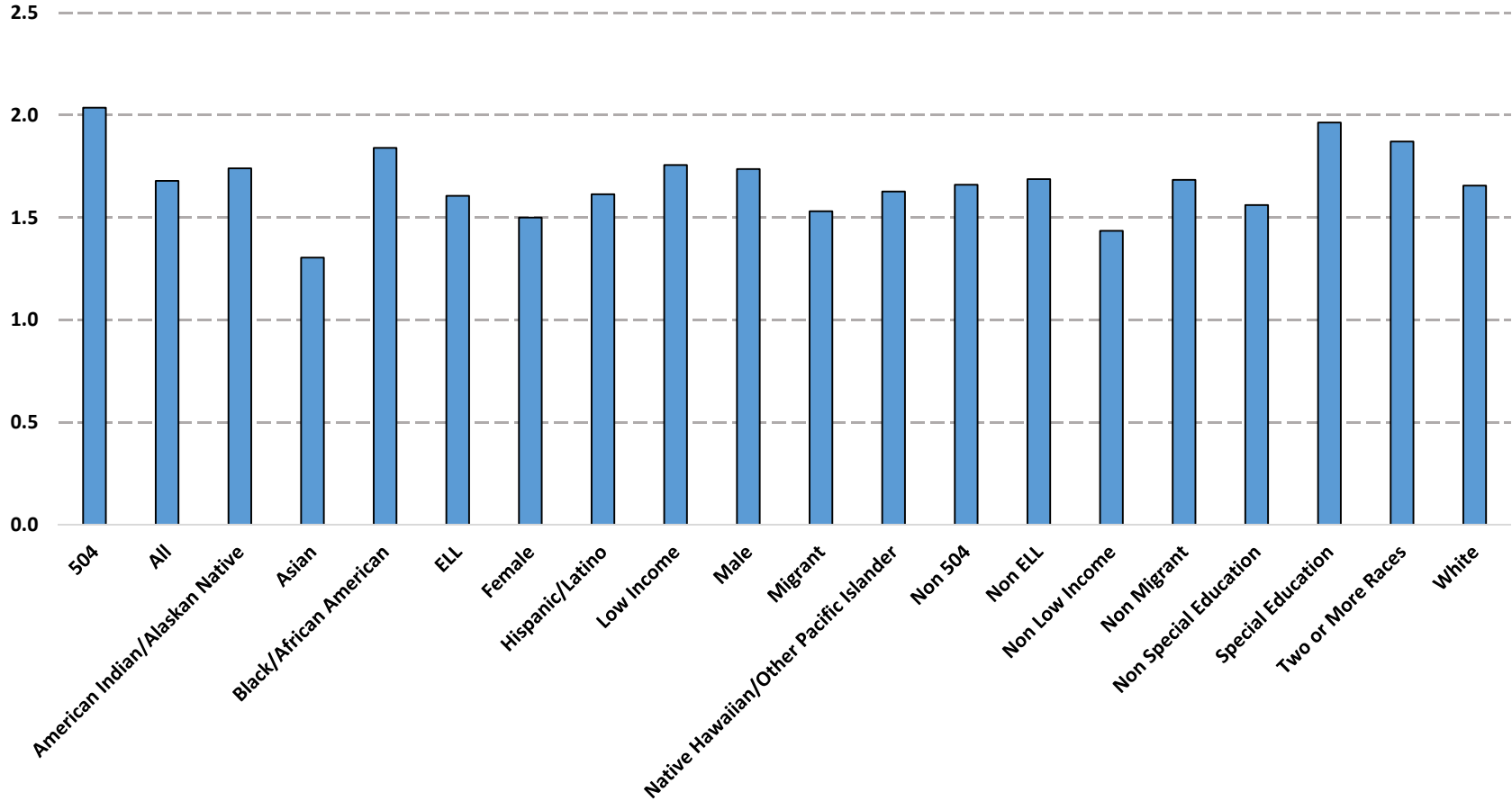
2015
All Students - Average Length of Suspension for ALL Incidents

(Total Intervention Days for ALL Incidents / Total Incidents)

STATE
3.84
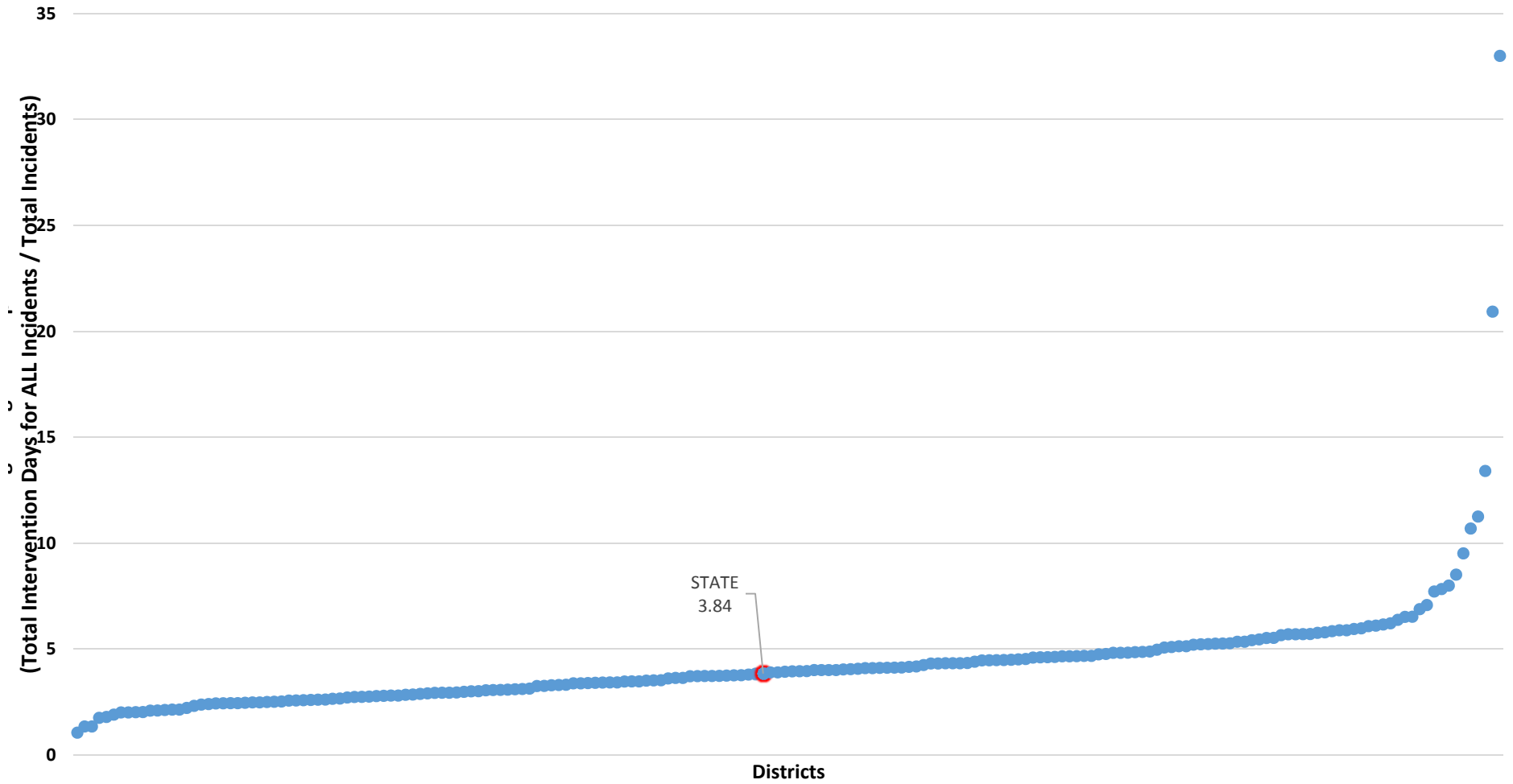
Districts

2015
STATE - Behavior Proportion
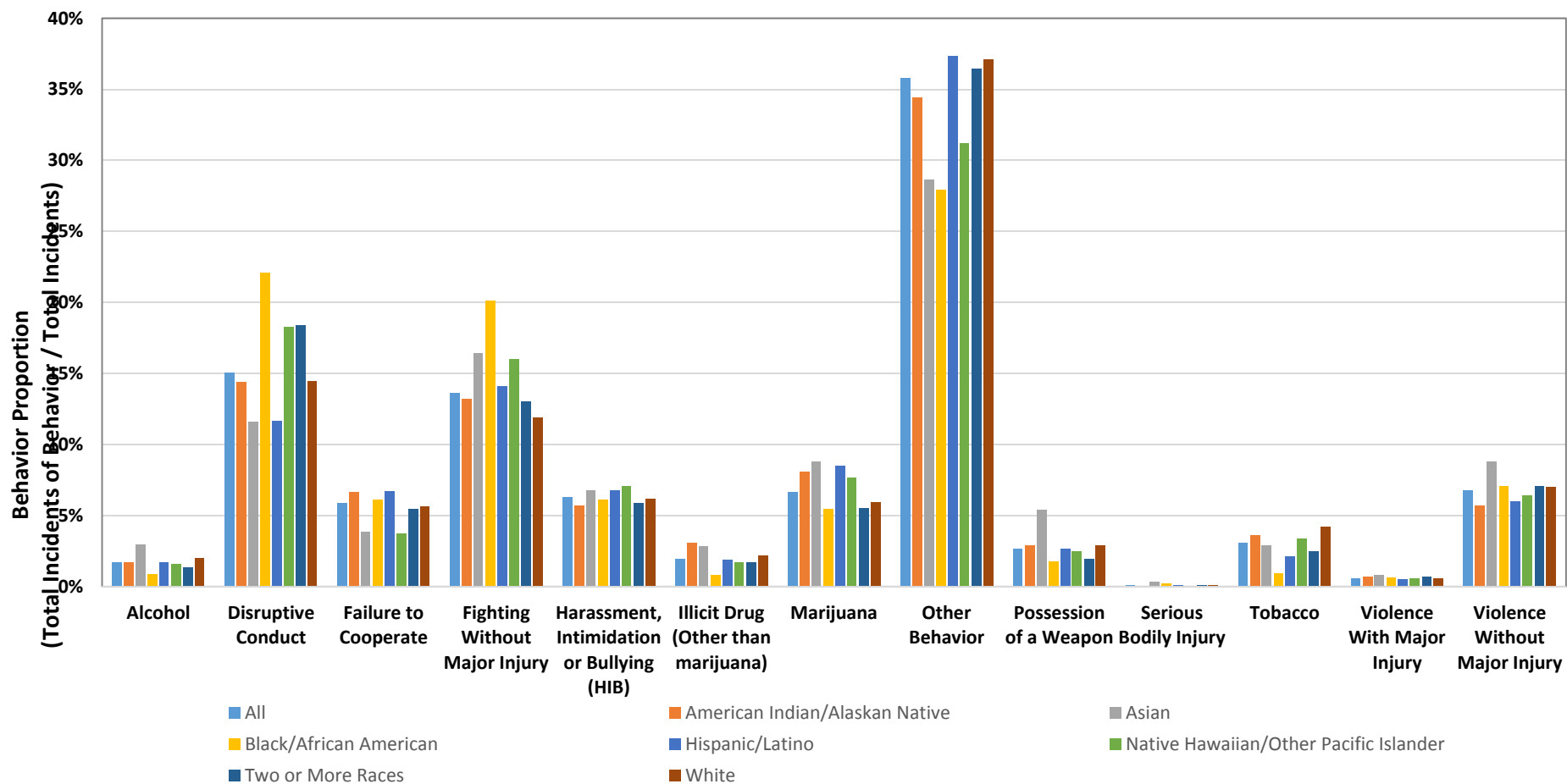
2015
% of All Students Chronically Absent

y-axis: % of All Students Chronically Absent
(Total Distinct Students Chronically Absent / Total Distinct Students Enrolled)

45%

40%

35%

30%

25%

20%

STATE
16.44%

15%

10%

5%

0%
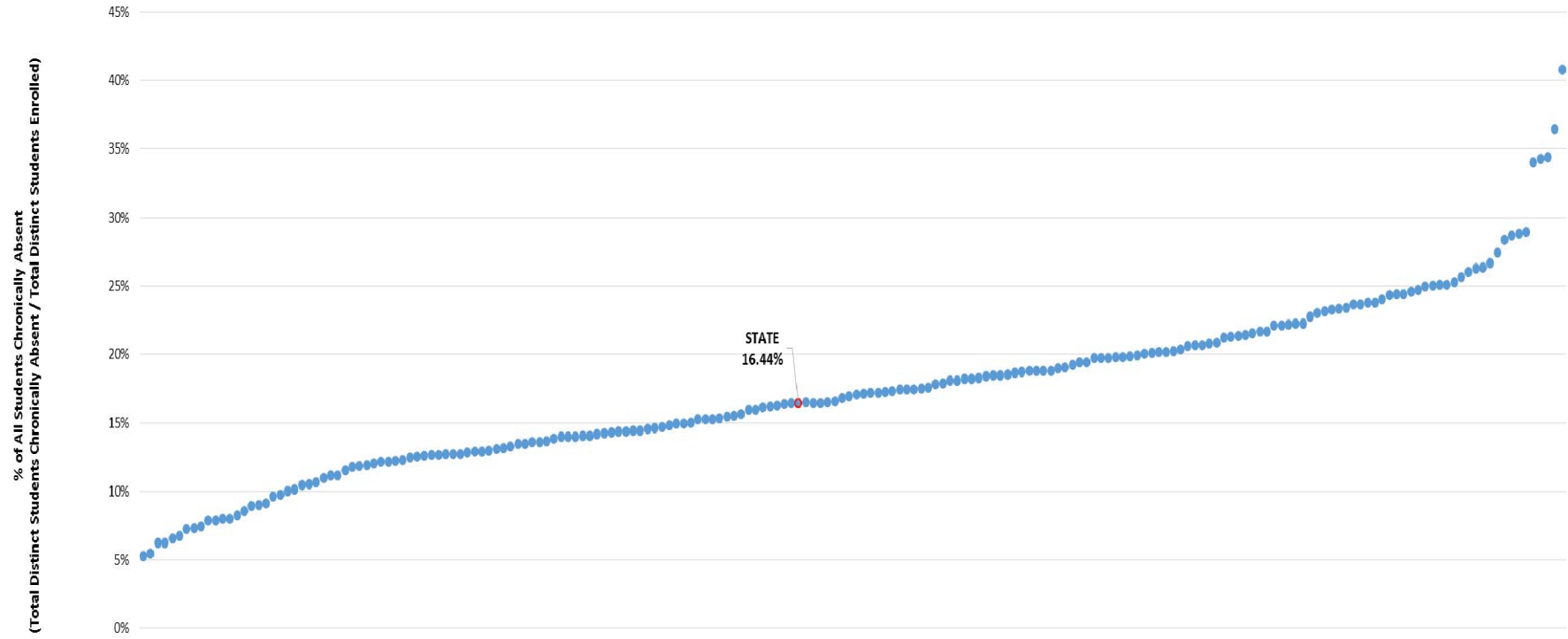
Overview

Discipline Rate vs. Graduation Rate (2014) by School District

Dotted lines represent STATE averages ---- Symbol size represents total student enrollment ---- **click on the icon to see SCHOOL DISTRICT details**

Data for Centralia, Griffin and North Thurston School Districts were not available.

BETTER

Graduation Rate (SD)

Discipline Rate (SD)

Rainier

Olympia

Rochester Tumwater Yelm Tenino

BETTER
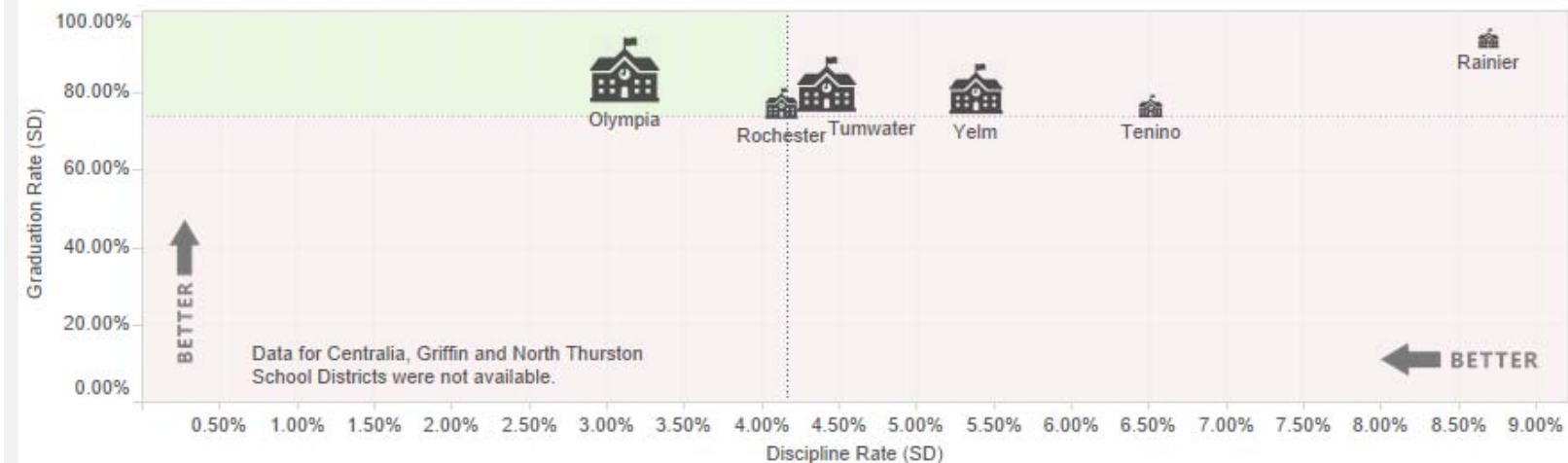
Olympia School District

Total Student Enrollment	Discipline Rate	Graduation Rate	Child Poverty Rate
10,185	**3.13%** State Average 4.17%	**85.40%** State Average 74.18%	**12.14%** State Average 20.07%

Child Poverty Rate (2013) by School District
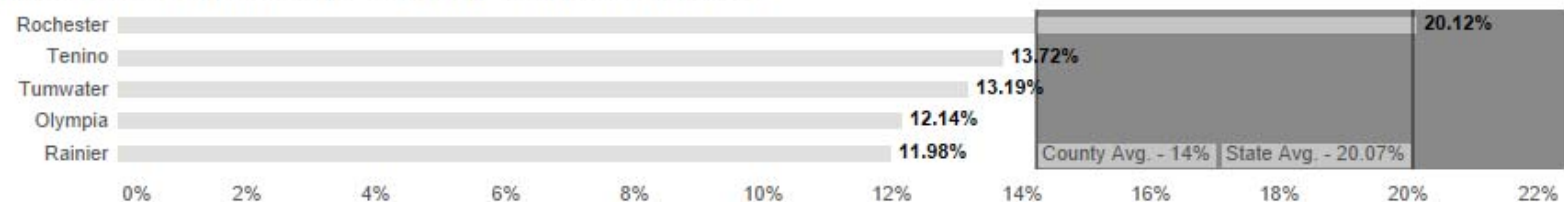
Rochester	20.12%
Tenino	13.72%
Tumwater	13.19%
Olympia	12.14%
Rainier	11.98%

County Avg. - 14% State Avg. - 20.07%

Discipline and graduation data from the State of Washington Office of Superintendent of Public Instruction http://k12.wa.us/default.aspx Data are not displayed for districts with fewer than 500 students enrolled. Data are not displayed when at least one but fewer than six students are suspended or expelled. Child poverty data from US Census 2013.

Select School District
Olympia

Risk Ratings for Olympia School District

Domain	Factor	Indicator
Community	Antisocial Behavior of Community Adults	Alcohol- or Drug-Related Deaths
		Arrests, Alcohol-Related (Age 18+)
		Arrests, Drug Law Violation (Age 18+)
		Arrests, Violent Crime (Age 18+)
		Clients of State-Funded Alcohol or Drug Services (Age 18+)
	Availability of Drugs	Alcohol Retail Licenses
		Tobacco Retail and Vending Machine Licenses
	Extreme Family Economic Deprivation	Free or Reduced Price Lunch Eligibility
		Supplemental Nutritional Assistance Program (SNAP)
		Temporary Assistance to Needy Families (TANF), Child Recipients
Family	Family Problems	Victims of Child Abuse and Neglect in Accepted Referrals
Individual	Early Criminal Justice Involvement	Arrests, Alcohol- or Drug-Related (Age 10-14)
		Arrests, Vandalism (Age 10-14)
		Total Arrests (Age 10-14)
Problem Outcomes	Child and Family Health	Births to School-Age (10-17) Mothers
		Child Injury and Accident Hospitalizations

Risk Rate: 0% 20% 40% 60% 80% 100%

Legend:
- ⊚ Very Low
- ⊖ Low
- ○ Average
- ⊖ High

Discipline Rate vs. Graduation Rate (2014) by Group in Tumwater School District

Dotted lines represent SCHOOL DISTRICT averages.
Symbol size represents total student enrollment.
click on the icon to see GROUP details

Select School District
Tumwater

Chart axes: Graduation Rate (vertical, 0% to 100%) vs. Discipline Rate (horizontal, 0.00% to 10.00%). BETTER indicated by upward arrow on graduation and leftward arrow on discipline.

Groups plotted: Native Hawaiian/Other Pacific Islander, Asian, Female, Two or More Races, Male, Low Income, Special Education, Black/African American, ELL, Migrant.

Black/African American

Total Student Enrollment	Discipline Rate	Graduation Rate	Child Poverty Rate
167	**5.99%** Tumwater Average 4.43%	**50.00%** Tumwater Average 81.95%	**13.19%** State Average 20.07%

Discipline and graduation data from the State of Washington Office of Superintendent of Public Instruction http://k12.wa.us/default.aspx Data are not displayed for districts with fewer than 500 students enrolled. Data are not displayed when at least one but fewer than six students are suspended or expelled. Child poverty data from US Census 2013.

Where do I go for help?

For Analytics Questions:

    Tim Stensager

    Data Governance, OSPI

    (360) 725-6005

    Tim.stensager@k12.wa.us

For Data Sheet Questions:

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    Data Quality, OSPI

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For Student Information:

    Deb Came

    Director of Student Information

    (360) 725-6342

    Deb.Came@k12.wa.us