The Washington State
BOARD OF EDUCATION

ANNUAL DATA BOOK

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Workforce Training and Education Coordinating Board (WTECB)

Education Opportunity Gap Oversight and Accountability Committee (EOGOAC)

Washington Student Achievement Council (WSAC)

Washington State Board of Community and Technical Colleges (SBCTC)

Washington State Charter School Commission (CSC)

Department of Children, Youth, and Families (DCYF)

Education Research and Data Center (ERDC)

Professional Educator Standards Board (PESB)

Office of the Governor (GOV)

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This work benefited and was improved after receiving written comments from representatives of several of the agencies listed above. However, any errors and omissions are the responsibility of the author and report will be corrected and updated as is necessary. Please contact Andrew J. Parr at andrew.parr@k12.wa.us if you have questions or comments regarding this paper.

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Introduction and Background

The State Board of Education (SBE) monitors and reports on a wide range of educational measures through the SBE strategic plan, the statewide indicators of the educational system health, the Washington School Improvement Framework, the legislatively mandated report on the performance or the charter schools, and other tasks. Some of the data tables included in this document come directly from the source report, which other tables are modified to enhance readability.

On March 13, 2020, the Governor required the physical closure of all Washington school buildings as part of the COVID-19 public health emergency. Then on March 20, 2020, the Office of the Superintendent of Public Instruction (OSPI) cancelled the spring 2020 summative statewide assessment administration and some other assessments after the ED approved the OSPI waiver request on March 27. Through a subsequent action, the Governor directed that both public and private school buildings remain physically closed through the regular 2019-20 school year.

Many school buildings remained physically closed at the start of the 2020-21 school year and remain physically closed or are delivering hybrid instruction well into the spring 2021. The OSPI submitted a waiver request to the U.S. Department of Education (ED) to assess a sample of students in selected grade levels, in certain subject levels, in certain schools, which is a sharp deviation from the ED required practice of testing all students in grades three to eight and in one high school grade (10th grade for Washington).

In late-spring of 2021, the OSPI was granted approval to extend the spring 2021 summative assessment window into the fall 2021. Under this plan, students would sit for the assessment for the grade level they were enrolled in for the 2020-21 school year, and then sit for a second summative assessment in the spring 2022 corresponding to their current grade level. Both the fall 2021 and the spring 2022 assessments are aligned to a shortened blueprint in comparison to the regular SBE last administered in the spring 2019. The fall testing window closed on November 10 and results are expected to be made public in February.

The physical closure of schools, the cancellation of the spring 2020 statewide summative assessment, and changes to the spring 2021 assessment plan resulted in the following:

- No assessment data available for 2020 and minimal (non-comparable) assessment data available for 2021.
- No calculations of student growth percentiles (SGPs) for 2020, 2021, and probably 2022.
- Non-comparable school quality or student success (SQSS) measures (9th Grade On-Track, Regular Attendance, and Dual Credit Enrollment) for 2019-20 and 2020-21 school years.
- No computation of the winter 2021 Washington School Improvement Framework.
- The ED postponed the 2021 administration of the National Assessment of Educational Progress (NAEP), resulting in no NAEP data for 2021.

The pandemic-related disruptions to the OSPI data collections are reflected in the "apparent" outdated data included in this document. However, be assured that the data in this data book are the most recent and most up to date. This is a living document and will be updated periodically as new data becomes available. Some tables have blank cells and those occur where additional data need to be downloaded from the OSPI data portal if in fact the data are available.

I report on the disparate educational outcomes for a number of measures in Section 7. When analyzing disparate outcomes for student groups based on race and ethnicity, the most common or traditional manner in which to report the outcome is to compare the performance of a non-White student group to the performance of the White student group. However, this approach directly or indirectly asserts that the non-White group should be striving to achieve the standard of Whiteness, which is an element of the systemic racism in the K-12 educational system. In order to move beyond this traditional approach and to a more anti-racist approach, I also report on the disparate outcomes through the comparison of each student group to the highest performing group on the given measure. In this way, the analysis shifts to the idea that that the lower performing groups should be striving to achieve the standard of the highest performing group, regardless of the race or ethnicity of the highest performing group.

List of Abbreviations

ACGR – Adjusted Cohort Graduation Rate

CO – Class of 20xx for High School Graduation Measures

CSC – Washington State Charter School Commission

ECEAP – Early Childhood Education and Assistance Program

ECE – Early Childhood Education

ED – U.S. Department of Education

EL – English Learner is one whose first language is something other than English and is receiving bilingual educational services or support

ELA – English/Language Arts

ERDC – Educational Research and Data Center

ESSA – Every Student Succeeds Act

Low-Income – students qualifying for the Free and Reduced Price Lunch (FRL) program

MSP – Measures of Student Progress

NAEP – National Assessment of Educational Progress

NCES – National Center for Educational Statistics

OSPI – Office of the Superintendent of Public Instruction

SBE – Washington State Board of Education

SBA – Smarter Balanced Assessment Consortium

SQSS – School Quality and Student Success

SWD – Students with a Disability and receiving education services through an Individualized Educational Plan (IEP)

TPS – Traditional Public School

WaKIDS – Washington Kindergarten Inventory of Developmental Skills

WSIF – Washington School Improvement Framework

Section 1: Strategic Plan Indicators

The State Board of Education identified a set of five priorities to guide the Board's work for a five-year period, through 2023. The Board set specific goals tied directly to the priorities centered on the broad topics of student well-being, learning environments, system design, student transitions and diploma, and funding and accountability. In order to track the progress toward meeting each of the goals, the Board identified a number of indicators to monitor over the five-year period.

STUDENT WELL-BEING

REGULAR ATTENDANCE

Beginning with the winter 2018 Washington School Improvement Framework (WSIF), the percentage of students regularly attending school was included as a measure of school quality or student success (SQSS). A student regularly attending school is a student who had fewer than 18 full day (less than 10 percent) absences during the school year.

The OSPI created a special COVID-19 display for the same time period over several years for a trend comparison. These data represent what was happening in schools before the Governor's order to physically close school buildings and are the best comparison of the annual changes in the percentage of students regularly attending school for the 2019-20 school year (Figure 1.1a).

Figure 1.1a: shows the percentage of students who regularly attend school by student group for the period of September through February for the most recent years.

Regular School Attendance Truncated Data	2017-18	2018-19	2019-20
All Students	**83.1**	**83.6**	**82.0**
American Indian / Alaskan Native	65.7	68.1	65.9
Asian	90.6	90.5	88.7
Black / African American	80.7	80.3	78.6
Hispanic / Latinx	80.1	80.1	78.4
Native Hawaiian / Pacific Islander	72.0	69.5	67.4
White	84.4	85.2	83.7
Two or More Races	82.1	82.7	80.9
Students with a Disability	75.4	76.2	74.6
Limited English	81.4	80.5	78.5
Low-Income*	77.1	77.2	75.5
Female	83.0	83.5	81.7
Male	83.3	83.7	82.2
Gender X		48.2	53.6

From the Washington Report Card 032521.

In the spring 2020, the OSPI provided guidance describing how districts could report attendance during the time of physical school building closures, while delivering remote, hybrid, and in-person instruction. Following the OSPI guidance, the percentage of students regularly attending school increased considerably (Figure 1.1b) because students who might have been absent due to illness were able to participate in remote or online instruction while at home.

Figure 1.1b: shows the percentage of students who regularly attend school by student group without factoring in the special COVID-19 related attendance guidance.

Regular School Attendance	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**83.3**	**82.9**	**82.9**	**82.8**	**89.4**
American Indian / Alaskan Native	66.7	67.4	64.7	66.1	76.7
Asian	90.5	90.3	90.4	90.3	93.2
Black / African American	79.5	79.0	79.9	78.9	85.9
Hispanic / Latinx	80.6	80.2	79.9	79.3	86.9
Native Hawaiian / Pacific Islander	71.8	69.7	69.6	66.8	77.9
White	84.5	84.1	84.3	84.5	90.9
Two or More Races	82.4	81.9	82.0	81.8	88.7
Students with a Disability	77.5	77.0	76.8	75.4	83.4
Limited English	83.6	82.0	81.2	80.1	86.8
Low-Income*	77.5	76.8	76.8	76.2	84.4
Female	82.7	82.2	82.5	82.7	89.4
Male	83.5	83.0	83.0	83.1	89.4
Gender X	N.D.	N.D.	N.D.	48.5	63.2
Foster Care	N.D.	N.D.	N.D.	N.D.	N.D.
Homeless	59.0	56.7	56.8	55.9	70.0
Migrant	78.7	78.9	78.2	78.4	86.4
Military Parent	N.D.	88.3	87.9	88.5	92.9
Section 504	75.7	75.6	75.8	76.5	84.1

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 041521.

EXCLUSIONARY DISCIPLINE RATE

A number of state agencies and state organizations have discussed the merits of using the exclusionary discipline rate as a potential indicator for accountability and recognition. The discipline rate displayed in this work represents only those disciplinary events resulting in an out of school suspension (short- or long-term) or an expulsion.

The discipline rates presented here are measures of the percentage of students who had neither an out of school suspension nor an expulsion during the school year. On this table, if the values are increasing from one year to the next, the exclusionary discipline rate is declining.

The OSPI created a special COVID-19 display for the same time period over the most recent years for a trend comparison. These data represent what was happening in schools before the Governor's order to physically close school buildings and are the best comparison of the year to year changes in the percentage of students who neither experienced an out of school suspension nor were expelled from school for the 2019-20 school year (Figure 1.2a).

Figure 1.2a: shows that the percentage of students who had neither an out of school suspension nor an expulsion by student group.

Percent of Students Not Experiencing Exclusionary Discipline COVID-Related Truncated Data	2017-18	2018-19	2019-20
All Students	**97.4**	**97.5**	**97.8**
American Indian / Alaskan Native	94.4	95.0	95.1
Asian	99.0	99.0	99.0
Black / African American	94.4	94.7	95.3
Hispanic / Latinx	96.9	97.0	97.3
Native Hawaiian / Pacific Islander	96.2	96.0	96.4
White	97.8	97.9	98.1
Two or More Races	96.8	96.9	97.2
Limited English	97.4	97.4	97.6
Low-Income*	95.9	96.1	96.4
Students with a Disability	93.8	94.2	94.6
Female	98.6	98.6	98.7
Male	96.2	96.5	96.9
Gender X	N.D.	95.9	96.7

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

For many of the student groups, the discipline rate declined from the 2014-15 school year to the 2019-20 school year (Figure 1.2b), but declined considerable from the 2018-19 school year to the 2019-20 school year. The large decline in the out of school suspension and expulsion rate resulted from fewer disciplinary events in the remote and hybrid learning environments.

Figure 1.2b: shows that the percentage of students who had neither an out of school suspension nor an expulsion by student group.

Percentage of Students Not-Disciplined	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**96.2**	**96.2**	**95.9**	**96.0**	**97.6**
American Indian / Alaskan Native	92.8	92.6	91.9	92.3	94.7
Asian	98.9	98.9	98.9	98.9	> 99.0
Black / African American	91.4	91.7	91.5	91.7	95.0
Hispanic / Latinx	95.4	95.4	95.1	95.2	97.1
Native Hawaiian / Pacific Islander	94.6	95.2	94.3	93.6	96.1
White	96.7	96.8	96.5	96.6	98.0
Two or More Races	95.2	95.3	94.8	95.2	97.0
Limited English	96.7	96.4	95.9	95.9	97.4
Low-Income*	94.2	94.3	93.8	93.9	96.2
Students with a Disability	91.2	91.5	90.9	91.5	94.3
Female	98.1	98.0	97.8	97.7	98.6
Male	94.4	94.5	94.2	94.4	96.7
Gender X	N.D.	N.D.	N.D.	94.0	96.5
Foster Care	82.3	82.9	83.7	85.3	90.1
Homeless	90.7	90.4	89.6	90.1	93.7
Migrant	94.9	94.7	94.4	94.6	96.4
Military Parent	N.D.	97.0	96.9	96.9	98.2
Section 504	93.6	93.8	93.4	93.8	96.2

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 041521.

Disproportionality in Discipline

The OSPI Discipline Equity Workgroup considered several measures for representing disproportionality and opted to use and report the Disproportionality Composition Index (CI) through the 2016-17 school year. The Composition Index is a measure of whether students assigned to a student group are suspended at a rate proportionate to their representation in the total student population. The Disproportionality Composition Index (CI) is computed as follows.

$$CI = \frac{(number\ of\ suspended\ students\ from\ XYZ\ group \div total\ number\ of\ suspended\ students)}{(number\ of\ students\ in\ XYZ\ group \div total\ number\ of\ students)}$$

A Composition Index greater than one indicates the group makes up more of the suspensions and expulsions than their representation in the population generally (Table 1.3). A Composition Index less than 1.00 indicates the group makes up less of the suspensions and expulsions than

their representation in the population generally. On this measure, a Disproportionality Composition Index of 1.00 for all student groups means that no student group is being subjected to suspensions and expulsions at a disproportionately high or low rate.

Table 1.3: Shows the Disproportionality Composition Index for student groups for the most recent years.

Discipline Disproportionality Composite Index	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	1.00	1.00	1.00	1.00	
American Indian / Alaskan Native	2.27	2.18	1.86	2.10	
Asian	0.35	0.31	0.30	0.28	
Black / African American	2.27	2.16	2.28	2.20	
Hispanic / Latinx	1.28	1.24	1.18	1.22	
Native Hawaiian / Pacific Islander	1.51	1.60	1.70	1.25	
White	0.80	0.82	0.84	0.83	
Two or More Races	1.10	1.19	1.15	1.20	
Students with a Disability	1.89	1.89	1.90	1.87	
Limited English	0.98	0.89	0.88	0.98	
Low-Income*	1.47	1.46	1.49	1.50	

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program.

LEARNING ENVIRONMENTS

HIGH SCHOOL GRADUATION RATE

The indicator is an improvement in the 4-year graduation rate following the Adjusted Cohort methodology utilized by all of the United States. The 4-year graduation rate of 82.9 percent for the class of 2020 was approximately 2.0 percentage points higher than the rate for the class of 2019 (Figure 1.4).

Table 1.4: Shows the Washington 4-Year Adjusted Cohort Graduation Rate by ESSA student group.

4-Yr Adjusted Cohort Graduation Rate	Class of 2015-16	Class of 2016-17	Class of 2017-18	Class of 2018-19	Class of 2019-20
All Students	**79.1**	**79.3**	**80.9**	**80.9**	**82.9**
American Indian / Alaskan Native	60.6	60.3	60.4	61.7	69.8
Asian	88.6	87.5	90.0	90.4	91.1
Black / African American	70.7	71.5	74.4	73.6	76.3
Hispanic / Latinx	72.3	72.7	75.2	75.7	77.7
Native Hawaiian / Pacific Islander	68.2	68.1	74.0	74.4	77.3
White	81.5	81.9	82.9	82.8	84.7
Two or More Races	77.9	79.7	80.7	81.2	83.9
Limited English	57.6	57.8	64.1	62.4	68.4
Low-Income*	69.4	70.0	72.1	72.2	75.1
Students with a Disability	58.1	59.4	61.7	62.1	64.5
Female	82.4	82.6	84.0	84.0	86.0
Male	76.0	76.3	77.8	78.1	80.0
Gender X	N.D.	N.D.	N.D.	70.8	67.5
Foster Care	39.8	42.2	46.1	46.2	50.4
Homeless	53.2	53.9	55.5	55.8	59.4
Migrant	67.4	68.2	70.8	73.6	75.5
Military Parent	N.D.	N.D.	N.D.	N.D.	N.D.
Section 504	77.5	78.3	78.0	79.4	82.4

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 021221.

A strategic priority is to ensure students have more ways to reach graduation, including competency-based education. The 2020 legislature passed and the Governor signed into law E2SHB 1599 requiring, among other things, students to meet the requirements of a graduation pathway an ELA and math to graduate from high school. The legislation described eight pathways options for students to include in their High School and Beyond Plan. Prior to this change, students were required to meet the graduation standard on the statewide assessments in ELA and math or demonstrate proficiency by successfully completing a bridge course.

The Year-1 work of Strobel Consulting found that potential pathways suggestions were indicated as needed by all stakeholder groups. These potential pathways are an "Employability Pathway" (often referred to as a "life skills" pathway) and a "Fine Arts" pathway. In the 2021 legislative session and among other things, SHB 1162 sought to create a "Portfolio" graduation pathway. At the time of this writing, the proposed legislation appears unlikely to advance or to be resurrected.

At the time of this writing, both the House and the Senate passed, and the Governor is expected to sign into law, SSB 5249 to advance the work of the Mastery-Based Learning Workgroup. Among other things, the SBE must survey high school students and recent high school graduates regarding the addition of graduation pathways or modifications to current pathways.

A strategic priority is to reduce and ultimately eliminate opportunity gaps among various student groups. Gaps are decreasing for some student groups on some measures (Figures 1.5a and 1.5b).

Figure 1.5a: shows the opportunity gap changes over the most recent years based on the Washington Kindergarten Inventory of Developmental Skills.

Kindergarten Readiness	2016-17	2017-18	2018-19	2019-20	Four-Year Trend
Native American-White Gap*	20.7	22.2	21.3	22.9	Gap Increased
Black-White Gap*	11.4	12.7	11.4	13.4	Gap Increased
Hispanic-White Gap*	22.0	21.8	21.8	22.1	Gap Unchanged
Pacific Islander-White Gap*	25.1	23.6	20.6	24.4	Gap Decreased
FRL-Not FRL Gap**	28.1	26.2	26.0	26.4	Gap Decreased
SWD-Not SWD Gap**	31.7	31.1	30.6	32.1	Gap Increased
EL-Not EL Gap**	21.9	20.0	19.4	19.3	Gap Decreased

*Note: the gaps is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

Figure 1.5b: shows the opportunity gap changes over the most recent years for the high school readiness indicator.

High School Readiness	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Native American-White Gap*	29.3	29.3	30.4	31.9	Gap Increased
Black-White Gap*	25.5	25.9	28.6	27.1	Gap Increased
Hispanic-White Gap*	23.7	23.3	25.6	24.3	Gap Increased
Pacific Islander-White Gap*	25.7	30.1	29.4	30.5	Gap Increased
FRL-Not FRL Gap**	30.2	30.0	32.6	31.7	Gap Increased
SWD-Not SWD Gap**	38.8	35.7	35.9	35.2	Gap Decreased
EL-Not EL Gap**	38.1	38.4	40.0	38.1	Gap Unchanged

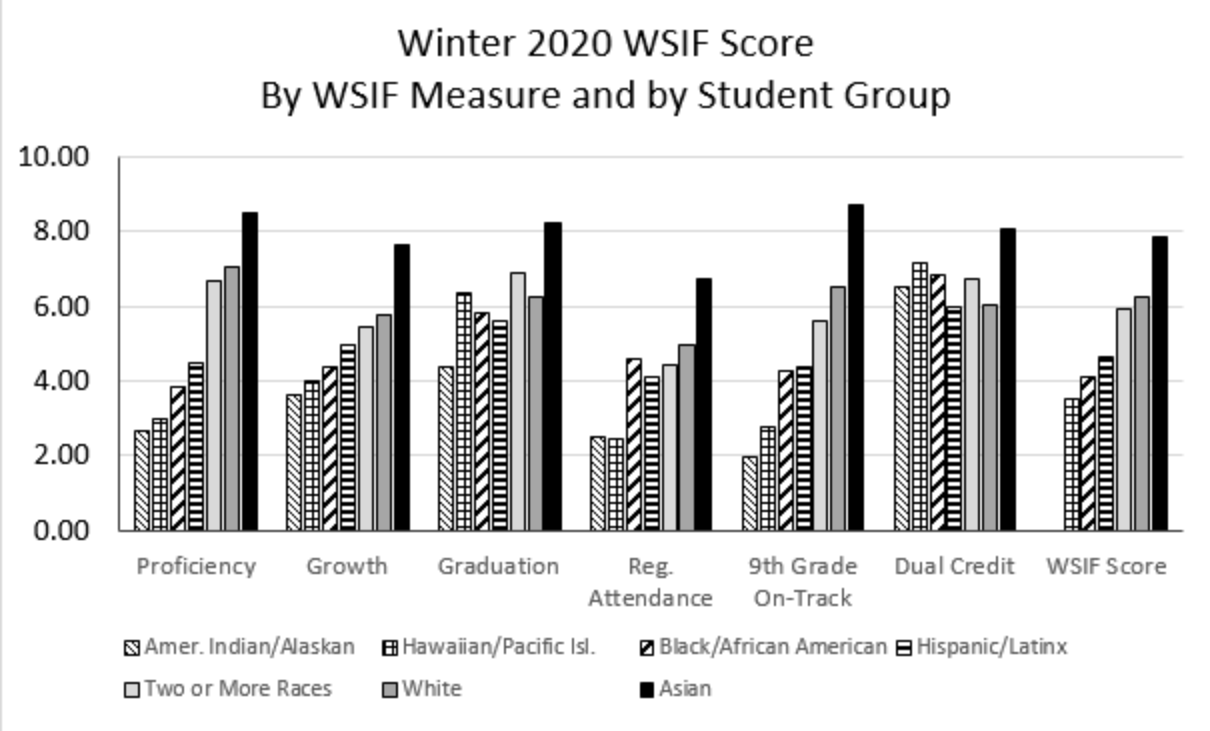
*Note: the gaps is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

Figure 1.5c: shows the opportunity gap changes over the most recent years for the high school graduation rate indicator.

High School Graduation Rate Gap	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Five-Year Trend
Female-Male Gap	6.4	6.3	6.2	5.9	6.0	Gap Decreased
Native American-White Gap*	20.9	21.6	22.5	21.1	14.9	Gap Decreased
Black-White Gap*	10.8	10.4	8.5	9.2	8.4	Gap Decreased
Hispanic-White Gap*	9.2	9.2	7.7	7.1	7.0	Gap Decreased
Pacific Islander-White Gap*	13.3	13.8	8.8	8.4	7.4	Gap Decreased
FRL-Not FRL Gap**	19.9	19.5	17.9	17.8	16.0	Gap Decreased
SWD-Not SWD Gap**	23.8	22.8	21.8	21.5	21.0	Gap Decreased
EL-Not EL Gap**	22.9	23.0	18.1	20.0	15.9	Gap Decreased

*Note: the gaps is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

Figure 1.5 shows that significant performance gaps are prevalent in the winter 2020 WSIF.



STUDENT TRANSITIONS AND DIPLOMA

KINDERGARTENER CHARACTERISTICS

The Kindergartener Characteristics indicator is measured through the Washington Kindergarten Inventory of Developmental Skills (WaKIDS), and is the percentage of children demonstrating the characteristics of entering kindergarteners in the six domains of the WaKIDS. The WaKIDS assesses kindergartener characteristics on social-emotional, physical, cognitive, language, literacy, and mathematics domains (Figure 1.5).

Figure 1.5: shows the recent performance for the Kindergarten Readiness indicator by student group.

Kindergartener Characteristics Demonstrating All Six WaKIDS Domains	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	**44.2**	**47.4**	**46.7**	**45.7**	**51.5**
American Indian / Alaskan Native	35.2	31.4	30.5	30.1	34.6
Asian	51.5	55.4	56.9	56.9	63.0
Black / African American	41.2	40.7	40.0	40.0	44.1
Hispanic / Latinx	31.1	30.1	30.9	29.6	35.4
Native Hawaiian / Pacific Islander	33.9	27.0	29.1	30.8	33.1
White	50.5	52.1	52.7	51.4	57.5
Two or More Races	49.4	49.9	50.7	50.7	56.0
Limited English	27.8	31.1	30.7	30.0	35.8
Low-Income*	33.7	32.6	31.5	30.5	35.4
Students with Disabilities	19.8	19.1	18.5	18.0	22.4
Female	48.5	52.8	51.4	50.4	56.3
Male	40.2	42.4	42.2	41.4	47.1
Gender X	N.D.	N.D.	N.D.	N.D.	50.8
Homeless	N.D.	25.6	26.8	24.7	30.3
Migrant	N.D.	18.8	21.2	8.9	21.6

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 041521

8TH GRADE HIGH SCHOOL READINESS

The indicator is the percentage of 8th grade students who meet or exceed standard on the 8th grade SBA in ELA and math and the statewide science assessment (Figure 1.6). The 2017-18 school year marked the first administration of the Washington Comprehensive Assessment of Science (WCAS). From the 2017-18 to the 2018-19 school year, the rate for all student groups declined by 0.8 to 5.4 percentage points. The rate for the All Students group declined by 3.3 percentage points.

Figure 1.6: Shows the annual steps by student group and other data elements for the 8th grade high school readiness indicator.

8th Grade High School Readiness	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	**39.0**	**39.4**	**40.2**	**36.9**	**N.D.**
American Indian / Alaskan Native	15.7	16.1	16.7	11.8	N.D.
Asian	64.2	64.1	62.5	61.7	N.D.
Black / African American	19.5	19.4	18.5	16.6	N.D.
Hispanic / Latinx	21.3	22.1	21.5	19.4	N.D.
Native Hawaiian / Pacific Islander	19.3	15.3	17.7	13.2	N.D.
White	45.0	45.4	47.1	43.7	N.D.
Two or More Races	40.5	40.3	43.1	37.7	N.D.
Limited English	3.4	3.7	3.5	2.7	N.D.
Low Income*	22.1	22.1	22.6	19.7	N.D.
Students with a Disability	4.8	8.1	8.8	6.1	N.D.
Not Limited English	41.5	42.1	43.5	40.8	N.D.
Not Low Income	52.3	52.0	55.2	51.4	N.D.
Not Students with a Disability	43.6	43.9	44.7	41.3	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

9TH GRADE ON-TRACK

For several years, the OSPI has been reporting on 9th grade course failure as part of the agency's performance management. Beginning with the winter 2018 version of the Washington School Improvement Framework (WSIF), a measure of 9th grade course-taking success was included. The WSIF included the percentage of first-time 9th grade students earning credit for all courses attempted as a measure of school quality or student success (SQSS). Students who attain full credits on courses they attempt in 9th grade are considered on track (Figure 1.7).

The OSPI created a special COVID-19 display for the same time period over the most recent years for a trend comparison. These data represent what was happening in schools before the Governor's order to physically close school buildings and are the best comparison of the annual changes in the percentage of students regularly attending school for the 2019-20 school year (Figure 1.7a).

Figure 1.7a shows the percentage of first-time 9th grade students who earned full credit for all courses attempted by student group.

Percent of 9th Grade Students Who Earned All Credits Attempted COVID-Related Truncated Data	2017-18	2018-19	2019-20
All Students	**81.8**	**80.9**	**80.0**
American Indian / Alaskan Native	63.6	61.5	59.0
Asian	94.3	92.9	93.1
Black / African American	72.9	69.8	70.7
Hispanic / Latinx	71.9	70.6	69.6
Native Hawaiian / Pacific Islander	67.6	67.3	62.0
White	85.5	85.1	84.4
Two or More Races	80.8	80.5	79.6
Limited English	62.2	61.4	59.3
Low-Income*	70.3	69.3	67.8
Students with a Disability	68.7	69.0	68.6
Female	85.5	84.7	83.5
Male	78.2	77.2	76.7
Gender X	N.D.	81.2	75.5

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

In the spring 2020, the OSPI provided guidance describing how districts should report grades and incompletes during the time of physical school building closures, while delivering remote, hybrid, and in-person instruction. Following the OSPI guidance, the percentage of 9th graders earning credit for all courses attempted increased considerably (Figure 1.7b). The rate appears to be bolstered as a result of the OPSI issued grading guidance.

Figure 1.7b shows the percentage of first-time 9th grade students who earned full credit for all courses attempted by student group.

Percent of 9th Grade Students Who Earned All Credits Attempted	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**72.4**	**73.1**	**73.9**	**72.7**	**77.6**
American Indian / Alaskan Native	46.3	50.9	51.7	49.7	56.5
Asian	89.1	89.5	90.6	88.6	92.0
Black / African American	60.0	62.1	64.3	61.1	69.1
Hispanic / Latinx	58.5	59.7	60.7	60.0	66.0
Native Hawaiian / Pacific Islander	57.5	57.4	56.5	53.9	58.1
White	77.3	77.8	78.8	78.1	82.4
Two or More Races	72.3	72.5	72.0	72.5	77.2
Limited English	48.1	51.7	52.2	50.8	56.2
Low-Income*	58.1	59.2	59.6	58.8	64.7
Students with a Disability	56.9	57.6	59.1	59.3	65.6
Foster Care	N.D.	N.D.	N.D.	N.D.	N.D.
Homeless	40.2	39.9	40.0	39.9	51.5
Migrant	50.8	53.4	51.8	53.6	61.5
Military Parent	N.D.	76.3	74.0	76.0	79.9
Section 504	64.9	65.5	68.5	67.0	73.8
Female	76.9	77.4	78.3	77.0	81.3
Male	67.6	68.2	69.1	68.2	74.2
Gender X	N.D.	N.D.	N.D.	67.0	73.2

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 031921.

DUAL CREDIT PARTICIPATION

For several years, the OSPI has been reporting on dual credit participation as part of the agency's performance management and the measure had been included in the now outdated Washington Achievement Index. Beginning with the winter 2018 version of the Washington School Improvement Framework (WSIF), the percentage of students (grades 9-12) who complete a dual credit course was included in the WSIF as an SQSS measure.

The OSPI created a special COVID-19 display for the same time period over the most recent years for a trend comparison. These data represent what was happening in schools before the Governor's order to physically close school buildings and are the best comparison of the annual changes in the percentage of students completing dual credit coursed for the 2019-20 school year (Figure 1.8a).

Figure 1.8a: shows the percentage of 9th to 12th grade students who completed a dual credit course by student group.

Percent of Students Participating in at Least One Dual Credit Course COVID-Related Truncated Data	2017-18	2018-19	2019-20
All Students	**51.0**	**52.3**	**53.6**
American Indian / Alaskan Native	33.6	35.1	35.8
Asian	66.6	67.8	69.3
Black / African American	52.5	52.3	52.8
Hispanic / Latinx	43.9	45.1	46.7
Native Hawaiian / Pacific Islander	50.4	50.7	51.6
White	51.6	53.0	54.4
Two or More Races	52.0	54.4	55.5
Limited English	34.5	35.3	36.0
Low-Income*	43.3	44.1	45.6
Students with a Disability	29.0	30.4	31.4
Female	52.9	54.5	55.9
Male	49.1	50.2	51.5
Gender X	N.D.	22.7	35.3

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

In the spring 2020, the OSPI provided guidance describing how districts should report grades and incompletes during the time of physical school building closures, while delivering remote, hybrid, and in-person instruction. Following the OSPI guidance, the percentage of completing at least one dual credit course increased (Figure 1.8b). The rate does not appear to have be significantly impacted by the OPSI issued incompletes and grading guidance.

Figure 1.8b: shows the percentage of 9th to 12th grade students who completed a dual credit course by student group.

Percent of Students Participating in at Least One Dual Credit Course	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**57.0**	**57.2**	**59.3**	**60.1**	**61.6**
American Indian / Alaskan Native	39.6	39.1	39.5	40.7	41.8
Asian	71.0	71.4	74.6	75.2	77.0
Black / African American	57.0	58.3	60.1	59.7	60.8
Hispanic / Latinx	51.1	51.6	52.9	54.3	55.6
Native Hawaiian / Pacific Islander	56.9	54.6	56.9	57.1	58.8
White	57.6	57.5	60.0	60.8	62.1
Two or More Races	58.0	58.7	60.2	61.8	63.2
Limited English	39.5	42.4	43.7	44.7	45.2
Low-Income*	50.0	50.3	51.4	52.4	53.7
Students with a Disability	36.7	36.3	36.8	37.8	39.4
Foster Care	N.D.	N.D.	N.D.	N.D.	N.D.
Homeless	41.7	41.1	43.5	44.2	45.6
Migrant	42.3	42.3	44.1	46.6	47.8
Military Parent	N.D.	58.1	60.9	62.3	63.9
Section 504	57.5	57.1	59.5	62.4	62.5
Female	58.6	59.1	61.0	62.6	63.7
Male	55.6	55.5	57.7	58.4	59.6
Gender X	N.D.	N.D.	N.D.	24.4	44.8

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 031921.

SUCCESSFUL TRANSITION TO POST-SECONDARY EDUCATION

The indicator is the percentage of high school graduates who bypass developmental (or remedial) courses in college during the year immediately following graduation from high school. The measure includes only the recently graduated high school students who were enrolled in higher education and who did not enroll in non-credit bearing or developmental English or math courses in either the fall or spring quarters. In other words, the denominator used here is a subset of a subset, a measure derived from the students who graduate high school and enroll in higher education.

Interpreting the measure is complicated by the fact that each higher education institution establishes a policy for placement into college level coursework and there is variation in terms of assessments used and cut scores for college level placement. As a result, two students who are similarly prepared in high school may be placed differently depending on where they attend college. This complication is not limited to Washington, as all 50 states are potentially susceptible to the application of unique placement policies which complicates the national comparison.

For the All Students group and all other all student groups, the percentage of students bypassing non-credit bearing or developmental courses increased a little or was unchanged from the prior year (Table 1.9 and Table 1.10).

Table 1.9: Shows the percentage of students not enrolling in any pre-college course at a 4-year institution of higher learning by student group.

Readiness for College Coursework	Class of 2011-12	Class of 2012-13	Class of 2013-14	Class of 2014-15	Class of 2015-16
All Students	**89**	**91**	**90**	**87**	**88**
American Indian / Alaskan Native	87	85	85	83	84
Asian	96	96	96	95	95
Black / African American	85	84	81	81	81
Hispanic / Latinx	78	81	82	76	79
Native Hawaiian / Pacific Islander	91	86	87	82	82
White	90	92	90	88	89
Two or More Races	89	93	89	86	87
Limited English	73	78	82	69	77
Low-Income*	84	85	85	80	83
Students with a Disability	74	72	72	76	69

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. From the ERDC HS Feedback Reports on 090519.

Table 1.10: Shows the percentage of students not enrolling in any pre-college course at a 2-year institution of higher learning by student group.

Readiness for College Coursework	Class of 2011-12	Class of 2012-13	Class of 2013-14	Class of 2014-15	Class of 2015-16
All Students	**44**	**48**	**50**	**52**	**55**
American Indian / Alaskan Native	37	43	41	44	56
Asian	45	52	53	56	60
Black / African American	35	38	42	41	44
Hispanic / Latinx	32	34	35	37	41
Native Hawaiian / Pacific Islander	36	45	42	46	51
White	48	53	55	56	59
Two or More Races	44	46	52	54	57
Limited English	29	34	38	36	42
Low-Income*	36	40	42	44	47
Students with a Disability	38	41	42	43	43

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. From the ERDC HS Feedback Reports on 090519.

FUNDING AND ACCOUNTABILITY

WSIF School Ratings

The indicator is the improvement of WSIF scores.

Table 1.11: shows the average WSIF rating by student group.

Average WSIF Rating	W2018 2015-17	W2019 2016-18	W2020 2017-19	W2021 2018-20
All Students	**5.72**	**5.81**	**5.69**	N.D.
American Indian / Alaskan Native	3.20	3.23	2.98	N.D.
Asian	7.98	8.15	7.88	N.D.
Black / African American	4.19	4.35	4.11	N.D.
Hispanic / Latinx	4.75	4.92	4.64	N.D.
Native Hawaiian / Pacific Islander	3.60	3.89	3.53	N.D.
White	6.31	6.45	6.24	N.D.
Two or More Races	6.12	6.21	5.91	N.D.
Limited English	3.40	3.56	3.20	N.D.
Low-Income*	4.51	4.65	4.38	N.D.
Students with a Disability	3.11	3.15	2.89	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

Section 2: Statewide Indicators of the Educational System Health

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under.

KINDERGARTNER CHARACTERISTICS

The Kindergartener Characteristics indicator is measured through the Washington Kindergarten Inventory of Developmental Skills (WaKIDS), and is the percentage of children demonstrating the characteristics of entering kindergarteners in the six domains of the WaKIDS. The WaKIDS assesses kindergartener characteristics on social-emotional, physical, cognitive, language, literacy, and mathematics domains.

The most recent performance on the WaKIDS for each student group is summarized in Figure 2.1. While less than one-half of all incoming kindergarteners are deemed kindergarten ready, that number is considerably lower for young children of Native American, Black, Hispanic, and Pacific Islander race/ethnicities.

Figure 2.1: shows the recent performance for the Kindergarten Readiness indicator by student group.

Kindergartener Characteristics Demonstrating All Six WaKIDS Domains	2016-17	2017-18	2018-19	2019-20
All Students	**45.6**	**46.7**	**45.7**	**51.5**
American Indian / Alaskan Native	31.4	30.5	30.1	34.6
Asian	55.4	56.9	56.9	63.0
Black / African American	40.7	40.0	40.0	44.1
Hispanic / Latinx	30.1	30.9	29.6	35.4
Pacific Islander	27.0	29.1	30.8	33.1
White	52.1	52.7	51.4	57.5
Two or More Races	49.9	50.7	50.7	56.0
Limited English	29.4	30.7	30.0	35.8
Low-Income*	31.3	31.5	30.5	35.4
Students with Disabilities	18.4	18.5	18.0	22.4
Female	52.8	51.4	50.4	56.3
Male	42.4	42.2	41.4	47.1
Gender X	N.D.	N.D.	N.D.	50.8
Homeless	25.6	26.8	24.7	30.3
Migrant	18.8	21.2	8.9	21.6

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program.

4TH GRADE READING

The indicator is the percentage of 4th grade students meeting or exceeding standard on the 4th grade English/language arts assessment developed by the Smarter Balanced Assessment Consortium (SBA).

The performance of all student groups are mostly unchanged or slightly declined from 2018 to 2019 (Figure 2.2).

Figure 2.2: shows the performance on the 4th grade ELA Indicator by student group.

4th Grade ELA	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	**57.7**	**55.9**	**57.3**	**56.9**	**N.D.**
American Indian / Alaskan Native	30.2	27.5	28.1	26.9	N.D.
Asian	75.6	74.5	76.0	75.1	N.D.
Black / African American	39.0	36.1	37.3	40.3	N.D.
Hispanic / Latinx	38.9	37.1	39.6	39.3	N.D.
Native Hawaiian / Pacific Islander	36.2	32.7	35.9	33.6	N.D.
White	66.1	64.2	65.0	64.6	N.D.
Two or More Races	59.0	59.5	59.8	59.7	N.D.
Limited English	20.4	15.3	16.6	16.7	N.D.
Low-Income*	40.2	38.0	41.2	41.3	N.D.
Students with a Disability	23.0	21.1	23.6	23.7	N.D.
Female	62.0	59.8	60.9	60.3	N.D.
Male	53.5	52.1	53.9	53.6	N.D.
Gender X	N.D.	N.D.	N.D.	27.2	N.D.
Foster Care	N.D.	N.D.	N.D.	31.5	N.D.
Homeless	32.4	29.4	31.9	30.5	N.D.
Military Parent	N.D.	62.9	65.0	65.5	N.D.
Migrant	24.4	24.0	28.2	25.1	N.D.
Section 504	57.4	53.3	55.3	55.1	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

8TH GRADE MATH

The indicator is the percentage of 8th grade students meeting or exceeding standard on the 8th grade Smarter Balanced Assessment in math.

The performance for all student groups are mostly unchanged or slightly declined from 2018 to 2019 (Figure 2.3).

Figure 2.3: Performance on the 8th grade math indicator by ESSA student group.

8th Grade SBA Math	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	**49.1**	**48.8**	**47.5**	**45.8**	**N.D.**
American Indian / Alaskan Native	23.2	24.7	21.0	18.0	N.D.
Asian	75.2	74.5	72.9	72.9	N.D.
Black / African American	27.9	27.4	25.3	23.6	N.D.
Hispanic / Latinx	30.1	30.5	30.1	28.3	N.D.
Native Hawaiian / Pacific Islander	27.0	22.6	25.9	21.4	N.D.
White	55.4	55.2	53.7	52.4	N.D.
Two or More Races	50.0	49.4	48.9	46.0	N.D.
Limited English	11.4	10.4	10.2	10.3	N.D.
Low-Income*	31.0	30.5	30.3	30.4	N.D.
Students with a Disability	9.0	9.2	8.6	8.7	N.D.
Female	51.1	50.6	49.6	47.3	N.D.
Male	47.2	47.2	45.5	44.3	N.D.
Gender X	N.D.	N.D.	N.D.	18.2	N.D.
Foster Care	N.D.	N.D.	N.D.	17.0	N.D.
Homeless	22.2	22.0	19.8	17.1	N.D.
Migrant	21.0	21.6	22.3	21.1	N.D.
Military Parent	N.D.	54.3	52.8	52.4	N.D.
Section 504	47.0	44.3	45.2	42.0	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

HIGH SCHOOL GRADUATION RATE

The indicator is the 4-year graduation rate following the Adjusted Cohort methodology utilized by all of the United States. The class of 2020 four-year adjusted cohort graduation rate (ACGR) for Washington was approximately 82.9 percent, which was approximately 2.0 percentage points higher than the class of 2019 and a 3.8 percentage point increase from the corresponding rate for the class of 2016 (Figure 2.4).

Table 2.4: Shows the Washington 4-Year Adjusted Cohort Graduation Rate by ESSA student group.

4-Yr Adjusted Cohort Graduation Rate	Class of 2015-16	Class of 2016-17	Class of 2017-18	Class of 2018-19	Class of 2019-20
All Students	**79.1**	**79.3**	**80.9**	**80.9**	**82.9**
American Indian / Alaskan Native	60.6	60.3	60.4	61.7	69.8
Asian	88.6	87.5	90.0	90.4	91.1
Black / African American	70.7	71.5	74.4	73.6	76.3
Hispanic / Latinx	72.3	72.7	75.2	75.7	77.7
Native Hawaiian / Pacific Islander	68.2	68.1	74.0	74.4	77.3
White	81.5	81.9	82.9	82.8	84.7
Two or More Races	77.9	79.7	80.7	81.2	83.9
Limited English	57.6	57.8	64.1	62.4	68.4
Low-Income*	69.4	70.0	72.1	72.2	75.1
Students with a Disability	58.1	59.4	61.7	62.1	64.5
Female	82.4	82.6	84.0	84.0	86.0
Male	76.0	76.3	77.8	78.1	80.0
Gender X	N.D.	N.D.	N.D.	70.8	67.5
Foster Care	39.8	42.2	46.1	46.2	50.4
Homeless	53.2	53.9	55.5	55.8	59.4
Migrant	67.4	68.2	70.8	73.6	75.5
Section 504	77.5	78.3	78.0	79.4	82.4

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program.

READINESS FOR COLLEGE COURSEWORK

The indicator is the percentage of high school graduates who bypass developmental (or remedial) courses in college during the year immediately following graduation from high school. The measure includes only the recently graduated high school students who were enrolled in higher education and who did not enroll in non-credit bearing or developmental English or math courses in either the fall or spring quarters. In other words, the denominator used here is a subset of a subset, a measure derived from the students who graduate high school and enroll in higher education.

Interpreting the measure is complicated by the fact that each higher education institution establishes a policy for placement into college level coursework and there is variation in terms of assessments used and cut scores for college level placement. As a result, two students who are similarly prepared in high school may be placed differently depending on where they attend college. This complication is not limited to Washington, as all 50 states are potentially susceptible to the application of unique placement policies which complicates the national comparison.

For the All Students group and all other all student groups, the percentage of students bypassing non-credit bearing or developmental courses increased a little or was unchanged from the prior year (Figure 2.5).

Table 2.5: Shows the annual steps by student group and other data elements for the Readiness for College Coursework indicator.

Readiness for College Coursework	2013-14 Graduates	2014-15 Graduates	2015-16 Graduates	2016-17 Graduates
All Students	**77.1**	**77.7**	**78.7**	**81.9**
American Indian / Alaskan Native	71.0	68.5	73.1	71.7
Asian	84.4	84.5	86.1	88.8
Black / African American	67.8	68.6	70.1	74.1
Hispanic / Latinx	60.6	60.8	63.3	68.7
Native Hawaiian / Pacific Islander	74.3	73.5	73.3	80.1
White	79.9	81.1	81.7	84.7
Two or More Races	78.4	78.1	80.4	84.5
Limited English	48.9	46.4	52.0	54.8
Low-Income*	65.7	66.2	67.8	72.5
Students with a Disability	51.3	55.4	53.6	58.9

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program.

POST-SECONDARY ATTAINMENT

The percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd quarter and the percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 4th quarter after graduation is required in the authorizing legislation (Table 2.6 and Table 2.7). As with the other statewide indicators, the postsecondary engagement measure was reset and applies an endpoint goal of 90 percent to be attained in 10 years.

Table 2.6: shows the results of the Post-Secondary Engagement indicator by year for the 2nd quarter.

2nd Quarter Postsecondary Engagement	2013-14 Graduates	2014-15 Graduates	2015-16 Graduates	2016-17 Graduates
All Students	**80.2**	**80.2**	**80.5**	**80.1**
American Indian / Alaskan Native	66.2	63.3	65.0	66.5
Asian	87.1	86.1	85.4	86.6
Black / African American	80.2	79.6	80.0	81.3
Hispanic / Latinx	76.1	76.4	76.5	76.3
Native Hawaiian / Pacific Islander	66.7	73.8	66.7	72.9
White	80.7	80.8	81.4	80.7
Two or More Races	79.9	81.0	81.5	79.7
Students with a Disability	56.1	59.7	58.9	58.3
Limited English	67.0	69.9	65.4	66.7
Low-Income*	74.2	75.5	74.7	74.0

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program.

Table 2.7: shows the results of the Post-Secondary Engagement indicator by year for the 4th quarter.

4th Quarter Postsecondary Engagement	2013-14 Graduates	2014-15 Graduates	2015-16 Graduates	2016-17 Graduates
All Students	**82.2**	**82.0**	**81.4**	**80.0**
American Indian / Alaskan Native	71.0	68.5	66.4	66.5
Asian	88.6	87.6	87.1	87.2
Black / African American	82.3	81.4	80.6	81.0
Hispanic / Latinx	79.7	79.5	78.2	76.8
Native Hawaiian / Pacific Islander	72.4	73.1	67.6	68.4
White	82.4	82.3	82.0	80.4
Two or More Races	81.4	82.1	81.5	80.3
Students with a Disability	60.2	62.5	61.1	59.0
Limited English	70.8	74.4	70.3	69.0
Low-Income*	77.3	77.9	76.2	74.2

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program.

Section 3: Status of Indicators in the WSIF

ELEMENTARY AND MIDDLE SCHOOL ASSESSMENTS

As required under the ESSA, the system differentiate schools (the WSIF) must include the ELA and math proficiency rates as major factors. The rates for the most recent year are shown below.

Figure 3.1: shows the percentage of students meeting standard on the 2019 ELA SBA assessment.

English/Language Arts (2019)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	**55.4**	**56.9**	**60.4**	**56.9**	**60.6**	**58.0**
Black / African American	38.2	40.3	43.6	37.6	41.5	38.5
American Indian / Alaskan Native	26.9	26.9	30.9	25.9	30.3	29.4
Asian	72.7	75.1	78.3	77.3	79.9	78.1
Hispanic / Latinx	37.5	39.3	43.2	39.1	44.2	40.9
Native Hawaiian / Pacific Islander	33.0	33.6	36.5	33.8	38.4	32.4
White	63.1	64.6	67.9	64.6	67.8	65.0
Two or More	58.5	59.7	64.6	60.2	63.1	60.4
Students with a Disability	25.3	23.7	22.0	15.3	16.4	14.2
Limited English	18.6	16.7	12.5	9.2	11.5	9.6
Low-Income*	39.3	41.3	42.8	39.0	43.1	42.3

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported which means the data were suppressed to protect personally identifying information.

Figure 3.2: shows the percentage of students meeting standard on the 2019 math SBA assessment.

Math (2019)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	**58.0**	**54.0**	**48.3**	**46.8**	**48.7**	**45.8**
Black / African American	37.4	34.8	28.2	26.5	25.3	23.6
American Indian / Alaskan Native	32.9	26.2	23.7	17.0	21.9	18.0
Asian	78.0	77.3	73.1	73.8	74.8	72.9
Hispanic / Latinx	41.0	36.6	31.0	29.4	30.8	28.3
Native Hawaiian / Pacific Islander	35.8	33.3	27.2	22.0	25.2	21.4
White	65.3	61.2	55.2	53.7	56.1	52.4
Two or More	59.6	56.3	50.3	48.9	49.6	46.0
Students with a Disability	28.0	22.8	16.6	12.3	11.7	8.7
Limited English	27.6	20.0	12.6	10.4	10.9	10.3
Low-Income*	42.1	37.9	32.1	31.1	31.7	30.4

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

STUDENT GROWTH

Student growth percentiles (SGPs) are generated for students in the 4th through 8th grades with consecutive years of ELA and or math SBA assessment results (Figure 3.3).

Figure 3.3: shows the median growth percentiles for student groups for 2019, which are derived from the 2017-18 and 2018-19 SBA scores**.**

Student Growth Percentiles*	2018-19 ELA	2018-19 Math
All Students	**50**	**50**
American Indian / Alaskan Native	41	43
Asian	58	60
Black / African American	46	45
Hispanic / Latinx	48	48
Native Hawaiian / Pacific Islander	45	44
White	50	51
Two or More Races	50	49
Students with a Disability	43	45
Limited English	47	46
Low-Income*	48	47
Female	52	51
Male	48	49
Gender X	47	51
Foster Care	N.D.	N.D.
Homeless	44	44
Migrant	49	48
Military Parent	51	51
Section 504	49	50

*Note: values shown are medians. From the Washington Report Cars 041921.

HIGH SCHOOL ASSESSMENTS

Beginning in the 2017-18 school year, Washington shifted the statewide high school assessment from the 11th grade to the 10th grade. Also in 2018, the SBE adopted the SBA consortia achievement level cut scores for Washington students after a recommendation from the OSPI.

On the ELA assessment, approximately 70 percent of the All Students group were deemed proficient by achieving a scale score corresponding to achievement levels three or four. ELA proficiency rates by racial student groups ranged from a low of 43 percent to a high of 83 percent (Figure 3.4). A little more than one-half of students qualifying for the FRL program were deemed proficient. On the math assessment, approximately 40 percent of students were deemed proficient. Proficiency rates by racial student groups ranged from a low of 17 percent to a high of 68 percent. Less than one-fourth of students qualifying for FRL were proficient and less than 10 percent of students in special education or in bilingual education were deemed proficient (Figure 3.5).

Figure 3.4: shows the most recent performance of 10th grade students on the statewide high school ELA assessment developed by the SBAC.

10th Grade High School ELA Assessment	2017-18	2018-19	2019-20
All Students	**69.6**	**69.7**	**N.D.**
American Indian / Alaskan Native	43.2	48.4	N.D.
Asian	83.1	83.9	N.D.
Black / African American	49.4	51.4	N.D.
Hispanic / Latinx	53.4	54.0	N.D.
Native Hawaiian / Pacific Islander	47.6	44.1	N.D.
White	76.2	76.2	N.D.
Two or More Races	71.3	71.2	N.D.
Limited English	16.4	16.5	N.D.
Low-Income*	53.6	53.7	N.D.
Students with a Disability	21.0	21.2	N.D.
Female	74.6	74.3	N.D.
Male	64.8	65.2	N.D.
Gender X	N.D.	58.0	N.D.
Foster Care	N.D.	36.2	N.D.
Homeless	37.6	39.0	N.D.
Migrant	41.5	40.1	N.D.
Military Parent	75.6	72.9	N.D.
Section 504	71.9	72.8	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. Updated 033020

Figure 3.5: shows the most recent performance of 10th grade students on the statewide high school math assessment developed by the SBAC.

10th Grade High School Math Assessment	2017-18	2018-19	2019-20
All Students	**40.6**	**40.2**	**N.D.**
American Indian / Alaskan Native	17.0	17.5	N.D.
Asian	67.9	67.5	N.D.
Black / African American	18.6	19.1	N.D.
Hispanic / Latinx	21.4	21.5	N.D.
Native Hawaiian / Pacific Islander	18.1	16.2	N.D.
White	46.8	46.3	N.D.
Two or More Races	41.4	40.7	N.D.
Limited English	7.7	7.6	N.D.
Low-Income*	22.5	22.6	N.D.
Students with a Disability	5.3	5.5	N.D.
Female	41.1	40.6	N.D.
Male	40.2	39.8	N.D.
Gender X	N.D.	17.1	N.D.
Foster Care	N.D.	9.4	N.D.
Homeless	12.0	12.1	N.D.
Migrant	14.6	13.1	N.D.
Military Parent	39.6	41.3	N.D.
Section 504	39.5	39.2	N.D.

*Note: students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

Figure 3.6: shows the most recent performance of 11th grade students on the statewide high school science assessment.

11th Grade High School Science Assessment	2017-18*	2018-19*	2019-20
All Students	**46.2**	**50.0**	**N.D.**
American Indian / Alaskan Native	25.9	29.9	N.D.
Asian	60.6	64.6	N.D.
Black / African American	24.8	23.9	N.D.
Hispanic / Latinx	27.2	30.9	N.D.
Native Hawaiian / Pacific Islander	21.1	22.3	N.D.
White	49.4	58.8	N.D.
Two or More Races	54.0	51.8	N.D.
Limited English	8.2	7.1	N.D.
Low-Income*	31.2	34.1	N.D.
Students with a Disability	12.9	15.8	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. Represents the percentage of students meeting standard who earned a valid score. N.D. indicates no data.

FOUR-YEAR GRADUATION RATE

The ESSA requires that all states use the four-year graduation rate following the Adjusted Cohort methodology. The 4-year graduation rate of 82.9 percent for the class of 2020 was approximately 2.0 percentage points higher than the rate for the class of 2019 (Figure 3.7).

Table 3.7: Shows the Washington 4-Year Adjusted Cohort Graduation Rate by ESSA student group.

4-Yr Adjusted Cohort Graduation Rate	Class of 2015-16	Class of 2016-17	Class of 2017-18	Class of 2018-19	Class of 2019-20
All Students	**79.1**	**79.3**	**80.9**	**80.9**	**82.9**
American Indian / Alaskan Native	60.6	60.3	60.4	61.7	69.8
Asian	88.6	87.5	90.0	90.4	91.1
Black / African American	70.7	71.5	74.4	73.6	76.3
Hispanic / Latinx	72.3	72.7	75.2	75.7	77.7
Native Hawaiian / Pacific Islander	68.2	68.1	74.0	74.4	77.3
White	81.5	81.9	82.9	82.8	84.7
Two or More Races	77.9	79.7	80.7	81.2	83.9
Limited English	57.6	57.8	64.1	62.4	68.4
Low-Income*	69.4	70.0	72.1	72.2	75.1
Students with a Disability	58.1	59.4	61.7	62.1	64.5

*Note: students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data.

EXTENDED GRADUATION RATE

As described in the State Accountability Plan under the ESSA, the WSIF includes a measure of the extended graduation rate. For the WSIF, the extended graduation rate indicator uses a combination of the 5-Year, 6-Year, and 7-Year rates for the previous graduation cohorts (Figure 3.8). The WSIF was last generated in the winter 2020 and this WSIF version used the following extended graduation rates for the indicator:

- Five-Year rate for the graduation class of 2018
- Six-Year rate for the graduation class of 2017
- Seven-Year rate for the graduation class of 2016

Figure 3.8: shows the extended graduation rates (All Students group) utilized in the most recent WSIF version (winter 2020), denoted by the cells highlighted in green.

	Class of 2015-16	Class of 2016-17	Class of 2017-18	Class of 2018-19	Class of 2019-20
Four-Year Graduation Rate	79.1	79.3	80.9	80.9	82.9
Five-Year Graduation Rate	82.4	82.7	**83.8**	83.9	
Six-Year Graduation Rate	83.6	**83.9**	85.1		
Seven-Year Graduation Rate	**84.7**	85.0			

9TH GRADE ON-TRACK

Beginning with the winter 2018 version of the Washington School Improvement Framework (WSIF), a measure of 9th grade course-taking success was included. The WSIF included the percentage of first-time 9th grade students earning credit for all courses attempted as a measure of school quality or student success (SQSS). Students who attain full credits on courses they attempt in 9th grade are considered on track.

In the spring 2020, the OSPI provided guidance describing how districts should report grades and incompletes during the time of physical school building closures, while delivering remote, hybrid, and in-person instruction. Following the OSPI guidance, the percentage of 9th graders earning credit for all courses attempted increased considerably (Figure 3.9). The rate appears to be bolstered as a result of the OPSI issued grading guidance.

Figure 3.9 shows the percentage of first-time 9th grade students who earned full credit for all courses attempted by student group.

Percent of 9th Grade Students Who Earned All Credits Attempted	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**72.4**	**73.1**	**73.9**	**72.7**	**77.6**
American Indian / Alaskan Native	46.3	50.9	51.7	49.7	56.5
Asian	89.1	89.5	90.6	88.6	92.0
Black / African American	60.0	62.1	64.3	61.1	69.1
Hispanic / Latinx	58.5	59.7	60.7	60.0	66.0
Native Hawaiian / Pacific Islander	57.5	57.4	56.5	53.9	58.1
White	77.3	77.8	78.8	78.1	82.4
Two or More Races	72.3	72.5	72.0	72.5	77.2
Limited English	48.1	51.7	52.2	50.8	56.2
Low-Income*	58.1	59.2	59.6	58.8	64.7
Students with a Disability	56.9	57.6	59.1	59.3	65.6
Foster Care	N.D.	N.D.	N.D.	N.D.	N.D.
Homeless	40.2	39.9	40.0	39.9	51.5
Migrant	50.8	53.4	51.8	53.6	61.5
Military Parent	N.D.	76.3	74.0	76.0	79.9
Section 504	64.9	65.5	68.5	67.0	73.8
Female	76.9	77.4	78.3	77.0	81.3
Male	67.6	68.2	69.1	68.2	74.2
Gender X	N.D.	N.D.	N.D.	67.0	73.2

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 031921.

DUAL CREDIT COMPLETION

Beginning with the winter 2018 version of the Washington School Improvement Framework (WSIF), the percentage of students (grades 9-12) who complete a dual credit course was included in the WSIF as an SQSS measure.

In the spring 2020, the OSPI provided guidance describing how districts should report grades and incompletes during the time of physical school building closures, while delivering remote, hybrid, and in-person instruction. Following the OSPI guidance, the percentage of completing at least one dual credit course increased (Figure 3.10). The rate does not appear to have be significantly impacted by the OPSI issued incompletes and grading guidance.

Figure 3.10: shows the percentage of 9th to 12th grade students who completed a dual credit course by student group.

Percent of Students Participating in at Least One Dual Credit Course	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**57.0**	**57.2**	**59.3**	**60.1**	**61.6**
American Indian / Alaskan Native	39.6	39.1	39.5	40.7	41.8
Asian	71.0	71.4	74.6	75.2	77.0
Black / African American	57.0	58.3	60.1	59.7	60.8
Hispanic / Latinx	51.1	51.6	52.9	54.3	55.6
Native Hawaiian / Pacific Islander	56.9	54.6	56.9	57.1	58.8
White	57.6	57.5	60.0	60.8	62.1
Two or More Races	58.0	58.7	60.2	61.8	63.2
Limited English	39.5	42.4	43.7	44.7	45.2
Low-Income*	50.0	50.3	51.4	52.4	53.7
Students with a Disability	36.7	36.3	36.8	37.8	39.4
Foster Care	N.D.	N.D.	N.D.	N.D.	N.D.
Homeless	41.7	41.1	43.5	44.2	45.6
Migrant	42.3	42.3	44.1	46.6	47.8
Military Parent	N.D.	58.1	60.9	62.3	63.9
Section 504	57.5	57.1	59.5	62.4	62.5
Female	58.6	59.1	61.0	62.6	63.7
Male	55.6	55.5	57.7	58.4	59.6
Gender X	N.D.	N.D.	N.D.	24.4	44.8

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 031921.

REGULAR SCHOOL ATTENDANCE

Beginning with the winter 2018 Washington School Improvement Framework (WSIF), the percentage of students regularly attending school was included as a measure of school quality or student success (SQSS). A student regularly attending school is a student who had fewer than 18 full day (less than 10 percent) absences during the school year.

In the spring 2020, the OSPI provided guidance describing how districts could report attendance during the time of physical school building closures, while delivering remote, hybrid, and in-person instruction. Following the OSPI guidance, the percentage of students regularly attending school increased considerably (Figure 3.11) because students who might have been absent due to illness were able to participate in remote or online instruction while at home.

Figure 3.11: shows the percentage of students who regularly attend school by student group without factoring in the special COVID-19 related attendance guidance.

Regular School Attendance	2015-16	2016-17	2017-18	2018-19	2019-20*
All Students	**83.3**	**82.9**	**82.9**	**82.8**	**89.4**
American Indian / Alaskan Native	66.7	67.4	64.7	66.1	76.7
Asian	90.5	90.3	90.4	90.3	93.2
Black / African American	79.5	79.0	79.9	78.9	85.9
Hispanic / Latinx	80.6	80.2	79.9	79.3	86.9
Native Hawaiian / Pacific Islander	71.8	69.7	69.6	66.8	77.9
White	84.5	84.1	84.3	84.5	90.9
Two or More Races	82.4	81.9	82.0	81.8	88.7
Students with a Disability	77.5	77.0	76.8	75.4	83.4
Limited English	83.6	82.0	81.2	80.1	86.8
Low-Income*	77.5	76.8	76.8	76.2	84.4
Female	82.7	82.2	82.5	82.7	89.4
Male	83.5	83.0	83.0	83.1	89.4
Gender X	N.D.	N.D.	N.D.	48.5	63.2
Foster Care	N.D.	N.D.	N.D.	N.D.	N.D.
Homeless	59.0	56.7	56.8	55.9	70.0
Migrant	78.7	78.9	78.2	78.4	86.4
Military Parent	N.D.	88.3	87.9	88.5	92.9
Section 504	75.7	75.6	75.8	76.5	84.1

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. From the Washington Report Card 041521.

ENGLISH LEARNER PROGRESS

In the 2015-16 school year, English learners in Washington were assessed on the ELPA 21 for English language proficiency. The ELPA 21 assesses English language proficiency through reading, writing, listening, and speaking domains aligned to a common set of English language proficiency standards that correspond to the Common Core State Standards. Washington established a timeline of six years as the expectation for ELs to achieve language proficiency and exit the program.

The English learner progress measure is the percentage of English learner students making progress toward English language proficiency. These are the students who are making enough progress to transition out of the program within six years. The measure requires that a student be assessed and have valid results from two consecutive administrations. English learner students with only one year of results are not included in the measure unless the student was transitioned out of the program.

The 2019 WSIF was the first in which three full years of English learner progress data was used in the analysis. In the 2019 WaSIF version, approximately 53.8 percent of English learner students made progress toward English language proficiency. (Figure 3.12).

Figure 3.12: shows the percentage of English learner students making progress toward English language proficiency.

Percent of EL Students Making Progress Toward English Language Proficiency	2015-17	2016-18	2017-19
All English Learner Students	**67.1**	**57.0**	**53.8**

*Note: the analysis is derived from the count of students reported in the 3-year, suppressed (public) WSIF file from the Washington State Report Card.

Section 4: Performance of Charter Schools

Washington State's Charter School Act (RCW 28A.710) was enacted on April 3, 2016. The primary purpose of Washington's Charter School Act is to allow flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement of traditionally underserved student populations. A Washington charter public school is a public school that is not a common school: a public alternative to traditional common schools. The first public charter schools began operating in Washington in fall 2016. In collaboration with the Charter School Commission (CSC), the State Board of Education (SBE) issues an annual report to the Governor, the Legislature, and the public, in accordance with RCW 28A.710.250.

Together, the Washington Charter School Commission and Spokane Public Schools oversaw 10 charter public schools operating in Washington during the 2019-20 school year. Per the Washington State Report Card, 3164 students attended one of the 10 Washington public charter schools in the 2019-20 school year (Table 4.1).

Table 4.1: 2019-20 Operating Charter Schools

School Name	Authorizer	Home District	Grades Served	Enrollment*
Ashe Preparatory Academy*	State Charter School Commission		K-2, 6	89
Green Dot Rainier Valley Leadership Academy	State Charter School Commission	Seattle	6-10	319
Impact | Puget Sound Elementary*	State Charter School Commission	Tukwila	K-2	285
PRIDE Prep School	Spokane Public Schools	Spokane	6-11	569
Rainer Prep	State Charter School Commission	Highline	5-8	350
Spokane International Academy	Spokane Public Schools	Spokane	K-8	436
Summit Atlas	State Charter School Commission	Seattle	6-11	539
Summit Olympus	State Charter School Commission	Tacoma	9-12	183
Summit Sierra	State Charter School Commission	Seattle	9-12	345
Willow Public School* Innovation Schools	State Charter School Commission	Walla Walla	6-8	49

*Note: Ashe Preparatory Academy surrendered the school charter shortly after opening for several reasons discussed later. The home district is the school district in which the charter school is physically situated. Enrollment data is from the Washington State Report Card.

The demographics of students enrolled in charter schools (Table 4.2) during the 2019-20 school year vary considerably from school to school. Most of the charter public schools serve higher

percentages of students qualifying for the Free and Reduced Price Lunch (FRL) program, higher percentages of students with disabilities, higher percentages of students of color, but lower percentages of English Learners than the state average or the home school districts.

Table 4.2: 2018-2019 student demographics for charter schools, home school districts, and Washington.

	American Indian/ Alaskan Native	Asian	Black/African American	Hispanic/Latinx	Native Hawaiian/ Pacific Islander	White	Two or More Races	English Learners	Low income	Special Education
Rainier Prep	0.0	6.3	40.0	42.6	0.0	4.9	6.3	22.0	78.6	11.1
Highline SD	***0.7***	***14.7***	***14.9***	***39.8***	***3.7***	***20.1***	***6.1***	***28.5***	***68.6***	***15.9***
Ashe Prep	1.1	0.0	79.8	7.9	0.0	0.0	11.2	ND	ND	ND
Summit Atlas	0.9	4.6	35.4	16.1	0.4	31.0	11.5	15.8	51.8	15.4
Rainier Valley	0.3	2.8	75.9	10.7	0.9	1.9	7.5	18.8	62.7	18.2
Summit Sierra	0.0	7.2	33.0	12.5	0.6	31.9	14.8	10.1	35.1	18.3
Seattle PS	***0.4***	***13.3***	***14.4***	***12.9***	***0.4***	***46.5***	***12.1***	***12.4***	***32.5***	***15.2***
PRIDE Prep	4.6	1.9	6.5	9.5	0.5	72.4	4.6	0.0	59.9	17.8
Spokane International	1.1	1.1	2.1	8.9	0.0	72.7	14.0	1.6	46.8	12.8
Spokane PS	***1.0***	***2.3***	***3.3***	***11.2***	***2.0***	***67.1***	***13.1***	***6.9***	***58.3***	***17.6***
Summit Olympus	2.2	2.2	21.3	24.0	5.5	26.8	18.0	6.0	76.5	25.1
Tacoma SD	***1.0***	***8.8***	***13.1***	***21.4***	***3.1***	***37.1***	***15.4***	***10.9***	***61.9***	***15.1***
Impact | Puget Sound	0.4	9.1	49.8	16.8	0.7	18.2	4.9	29.5	64.6	4.2
Tukwila SD	***0.9***	***26.5***	***21.3***	***29.6***	***4.0***	***11.5***	***6.2***	***34.8***	***74.7***	***12.0***
Willow	0.0	0.0	0.0	49.0	0.0	40.8	10.2	20.4	61.2	20.4
Walla Walla PS	***0.3***	***1.2***	***0.7***	***41.1***	***0.1***	***53.2***	***3.3***	***13.6***	***59.2***	***15.0***
Washington	***1.3***	***8.0***	***4.4***	***24.0***	***1.2***	***52.6***	***8.6***	***11.7***	***45.3***	***14.4***

*Note: from the Washington State Report Card.

PERFORMANCE OF CHARTER SCHOOLS VS. HOME SCHOOL DISTRICT

The overall results and findings from the data analyses and data compilations from the Washington State Report Card are best characterized as mixed. Some of the charter schools performed higher, some performed similarly, and some performed lower than the home school district on the ELA, math, or science assessments (Table 4.3).

Table 4.3: identifies the charter schools whose students perform generally similar to, better than, or lower than the home school district.

Measure	Charter Schools with a Performance Better than the Home School District	Charter Schools with a Performance Similar to the Home School District	Charter Schools with a Performance Lower than the Home School District
ELA	Rainier Prep Spokane International Olympus	PRIDE Prep Atlas	Rainier Valley Sierra Willow
Math	Rainier Prep Spokane International Olympus	Rainier Valley Atlas Sierra	PRIDE Prep Willow
Science*	Rainier Prep Spokane International	PRIDE Prep Olympus Sierra	
Four Year ACGR*		Sierra	Olympus

*Notes: no science assessment results are available for Rainier Valley, Atlas, Puget Sound, and Willow because of serving non-tested grades or data being suppressed to protect student privacy. ACGR means Adjusted Cohort Graduation Rate.

Table 4.4: shows the winter 2020 WSIF school rating in decile points for the All Students group by indicator.

School Name	Prof. Decile	SGP Decile	Grad. Rate Decile	EL Progress Decile	SQSS Decile	Total Decile*
Green Dot Destiny*	2.00	2.50	N.D.	1.00	2.00	1.85
Green Dot Excel*	3.50	4.00	N.D.	1.00	2.00	3.25
Green Dot Rainier Valley	3.00	6.50	N.D.	1.00	3.33	4.40
Impact | Puget Sound ES*	N.D.	N.D.	N.D.	10.00	5.00	N.D.
PRIDE Prep	5.00	3.00	N.D.	N.D.	2.67	3.55
Rainer Prep	7.50	10.00	N.D.	3.00	7.00	8.30
SOAR Academy*	2.00	1.50	N.D.	N.D.	2.00	1.45
Spokane International	8.00	6.00	N.D.	N.D.	9.00	6.95
Summit Atlas	6.50	9.50	N.D.	2.00	4.33	7.00
Summit Olympus	5.00	N.D.	5.00	N.D.	6.00	5.15
Summit Sierra	6.00	N.D.	6.00	2.00	5.67	6.65
Willow (Innovation)*	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.
Charter Schools (Average)*	**5.25**	**6.00**	**5.50**	**3.60**	**4.89**	**6.00**
Washington Public Schools (Average)	**5.97**	**5.61**	**5.84**	**5.60**	**5.22**	**5.69**

*Note: N.D. means no data, as a final decile is not computed for a school due to too few reportable measures or the school having been open for less than two years. The winter 2020 WSIF is the first year in which Willow and Puget Sound are included. Destiny, Excel, and SOAR surrendered their charters shortly after the 2018-19 school year ended and are excluded from the charter school averages.

Table 4.5: shows the winter 2020 WSIF school ratings (final decile) for all reportable student groups for the charter schools earning a final decile rating*.

School Name	All Students	Native American	Asian	Black	Hispanic	Pacific Islander	White	Two or More	Limited English	Low Income	Special Education
Green Dot Destiny*	1.95	N.D.	N.D.	1.05	1.05	1.40	3.05	1.95	1.55	1.55	1.00
Green Dot Excel*	3.25	N.D.	8.25	2.35	2.50	N.D.	4.90	2.85	3.75	2.35	N.D.
PRIDE Prep	3.55	N.D.	N.D.	2.15	N.D.	N.D.	3.55	6.05	N.D.	2.70	1.80
Rainier Prep	8.30	N.D.	9.90	8.25	8.70	N.D.	9.25	9.45	6.10	8.60	3.85
Rainier Valley	4.40	N.D.	N.D.	4.15	4.35	N.D.	N.D.	N.D.	3.55	4.15	3.75
Spokane International	6.95	N.D.	N.D.	N.D.	5.05	N.D.	6.40	6.00	N.D.	5.50	3.65
SOAR Academy*	1.45	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.
Summit Atlas	7.00	N.D.	N.D.	6.15	6.90	N.D.	8.75	7.45	N.D.	6.50	5.15
Summit Olympus	5.15	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	N.D.	4.30	N.D.
Summit Sierra	6.65	N.D.	N.D.	6.45	N.D.	N.D.	6.90	N.D.	N.D.	5.45	N.D.
Charter School (Average)*	**6.00**	**N.D.**	**9.90**	**5.43**	**6.25**	**N.D.**	**6.97**	**7.24**	**4.83**	**5.31**	**3.64**
Washington Public Schools (Average)	**5.69**	**2.98**	**7.88**	**4.11**	**4.64**	**3.53**	**6.24**	**5.91**	**3.20**	**4.38**	**2.89**

*Note: N.D. indicates no data, as a final decile is not computed for a school for various reasons including too few reportable measures or the school having been open for less than two years. Destiny and Excel surrendered their charters shortly after the 2018-19 school year ended and are excluded from the charter school averages.

The 2019-20 school year was only the second year in which charter public schools served 12th graders (Table 4.6) and posted an official four-year adjusted cohort graduation rate (ACGR).

- Summit Olympus is within the Tacoma School District boundaries. The high school graduation rates of the reportable student groups are mostly similar to or a little lower than the corresponding state graduation rates but lower than the corresponding rates for the Tacoma School District.
- The four-year graduation data for Summit Sierra was incorrectly uploaded to the OSPI. At the time of this writing, Summit Sierra is working with OSPI to determine how and whether or not the correct graduation data can be displayed on the Washington State Report Card. The incorrect data is currently suppressed.

Table 4.6: shows the four-year graduation rates for reportable student groups for the charter schools, the home school districts, and Washington.

Class of 2020 Four-year Graduation Rate	Summit Olympus	Tacoma SD	Summit Sierra	Seattle PS	Washington
All Students	**75.0**	**89.9**	**N.D.**	**85.8**	**82.9**
American Indian / Alaskan Native	N.D.	81.3	N.D.	N.D.	69.8
Asian	N.D.	94.3	N.D.	85.5	91.1
Black / African American	N.D.	90.2	N.D.	79.9	76.3
Hispanic / Latinx	84.6	88.2	N.D.	74.3	77.7
Native Hawaiian / Pacific Islander	N.D.	88.9	N.D.	N.D.	77.3
White	54.5	89.5	N.D.	90.7	84.7
Two or More Races	63.6.	89.7	N.D.	90.1	83.9
Limited English	N.D.	84.5	N.D.	66.6	68.4
Low-Income	71.4	87.0	N.D.	78.2	75.1
Students with a Disability	66.7	68.0	N.D.	64.2	64.5
Female	73.9	93.6	N.D.	89.7	86.0
Male	75.0	86.3	N.D.	82.0	80.0

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. *Note: N.D. means no data, as the data were suppressed to protect personal information or the student group was not represented in the graduation cohort for the school. From the Washington State Report Card.

PERFORMANCE OF CHARTER SCHOOL STUDENTS VS. SIMILAR TPS STUDENTS

DESIGN AND STATISTICAL METHODS

RCW 28A.710.250(2) requires that the charter school performance include a comparison of the academic performance of students at charter schools to demographically and academically similar traditional public school (TPS) students. The overarching idea of the design is to create two groups differing only by charter school enrollment status and then to analyze the performance of the groups on the assessments. Any difference in performance may then be considered evidence of but not proof that attending a traditional public school versus a charter school is associated with a different performance on an educational outcome.

In the design, a comparison group was created following a student-by-student matching process to be as identical as possible to the treatment group of charter school students. Each charter school student is matched to or paired with a demographically and academically similar TPS student ("TPS twin"), followed by the evaluation of group means using the Independent Samples *t*-Test or the nonparametric Mann-Whitney U-Test. The effect size of the difference is reported as Cohen's *d* or eta squared, depending on the statistical test.

- The treatment group is comprised of students enrolled in charter schools.

- The comparison group is comprised of demographically and academically similar students enrolled in a traditional public school usually, but not always, in the charter schools' home district.

Changes in Reporting from Previous Years

The first three versions of the annual charter school report relied on annual assessment results from the 2016-17, 2017-18, and 2018-19 school years. These findings report on the results for each of the three most recent assessment administrations (2016-17, 2017-18, and 2018-19) to assess performance patterns, and the results of the aggregation of those three years to evaluate group performance differences.

Results

For the analyses that follow, the charter school group and the TPS groups represent the aggregation of the charter schools open in the 2019-20 school year. In other words, all of the charter school students are combined into one large group to assess for differences in the groups' performance, and those students are all from the charter schools in operation for the entire 2019-20 school year.

Of the eight academic measures examined, charter school group performed different and higher than TPS group on seven of the measures. On the remaining measure, the charter school group performed similarly to the TPS group (Table 4.7). The following results are evident:

Table 4.7: summarizes the performance of the charter school students compared to the performance of demographically and academically similar TPS group aggregated over multiple school years.

Academic Measure	Charter School Students Perform Different and Higher than TPS Students	Charter School Students Perform Similar to TPS Students	Charter School Students Perform Different and Lower than TPS Students
ELA Assessment (Three-Year Aggregation)	Average Scale Score & Proficiency Rate		
ELA Growth Model (Three-Year SGP Aggregation)*	Median SGP		
Math Assessment (Three-Year Aggregation)	Average Scale Score & Proficiency Rate		
Math Growth Model (Three-Year SGP Aggregation)*	Median SGP		
Science Assessment (Two-Year Aggregation)*	Average Scale Score	Proficiency Rate	

*Note: The ELA and math average scale scores reflect data aggregated over the 2016-17, 2017-18, and 2018-19 school years, while the science data is aggregated over the 2017-18 and 2018-19 school years. The student growth percentiles (SGP) are computed for students in the 4th through the 8th grade with valid Smarter Balanced assessment results. SGPs are not computed for science.

Overall Findings

English Language Arts (ELA) Results

On the three-year aggregation of statewide ELA assessment results, the charter school students group performed statistically higher than the TPS student group (Table 4.8). However, the effect sizes for each of the measures indicate a negligible or very small effect associated with attendance at a charter school.

Table 4.8: summary of the differences for the ELA measures from the spring 2017, spring 2018, and spring 2019 statewide assessments for 3rd to 10 grade students based on charter school enrollment.

ELA Assessments	Scale Score**	Percent Proficient**	Growth Model (SGPs)**
TPS Group	2556.1	58.5	53.0
Charter School Group	2563.7	61.3	56.0

**Note: the double asterisk denotes the assessment measures where the group performances were statistically different.

Mathematics Results

On the three-year aggregation of statewide math assessment results, the charter school students group performed statistically higher than the TPS student group (Table 4.9). The effect sizes for each of the measures indicate a negligible or very small effect associated with attendance at a charter school.

Table 4.9: summary of the differences for the math measures from the spring 2017, spring 2018, and spring 2019 statewide assessments for 3rd to 10 grade students based on charter school enrollment.

Math Assessments	Scale Score**	Percent Proficient**	Growth Model (SGPs)**
TPS Group	2540.4	45.5	49.0
Charter School Group	2549.4	49.0	57.0

**Note: the double asterisk denotes the assessment measures where the group performances were statistically different.

Science Results

On the two-year aggregation of statewide science assessment results, the charter school students group performed statistically higher than the TPS student group on the scale score measure, and similar to the TPS group on the proficiency rate measure (Table 4.10). The effect sizes for each of the measures indicate a negligible or very small effect associated with attendance at a charter school.

Table 4.10: summary of the differences for the science measures from the spring 2018 and spring 2019 statewide assessments based on charter school enrollment.

Science Assessment	Scale Score**	Percent Proficient
TPS Group	687.8	46.3
Charter School Group	696.3	49.9

**Note: the double asterisk denotes the assessment measures where the group performances were statistically different.

Overview of Results by Race/Ethnicity and Program Participation

In aggregating the educational outcome data over a three-year period, group sizes increase sufficiently to report on and to be more meaningful. With only one exception, the charter school students performed as well or better than the TPS groups on all the measures (Table 4.11). Charter school students identifying as Hispanic/Latinx, students who are English learners, and students who qualify for FRL (low-income) consistently outperform their TPS matched peers.

- **Native American and Alaskan Natives**: charter school attendees identifying as Native American or Alaskan Natives perform similarly to the TPS students on all measures for which a result is reportable.
- **Asian**: charter school attendees identifying as Asian performed similar to TPS students on average ELA and math scale scores and higher than TPS students on the median ELA and math SGPs.
- **Black/African American**: students identifying as Black at charter schools performed similar to TPS students on average ELA scale score and the median ELA SGP and higher than TPS group on the math scale score and a higher median math SGP.
- **Hispanic/Latinx**: students at charter schools performed higher than the corresponding TPS group on all of the measures.
- **White**: charter school students performed similar to TPS students on all of the measures, except for the math median SGP measure, where the White students at charter schools performed lower than the TPS group.
- **Two or More Races**: charter school students performed similar to TPS students on all of the measures, except for the math median SGP measure, where the charter school students identifying with Two or More Races performed higher than the TPS group.
- **Native Hawaiian or Other Pacific Islander**: on all the measures, the count of matched students with valid results was too small (less than 20) to report on.
- **English Learners**: charter school students performed higher than the TPS group on all of the measures, except for the ELA median SGP measure, where the charter school English learners performed similar to the TPS group.
- **Low-Income**: students at charter schools performed higher than the corresponding TPS group on all of the measures.
- **Special Education**: charter school attendees receiving special education services perform similarly to the corresponding TPS group on all measures, except for the average, math, scale score, which was higher than the TPS group.

Table 4.11: summary of group performance on ELA and math assessments and SGPs by race/ethnicity and program participation by charter school enrollment.

Academic Measure	Charter School Students Perform Different and Higher than TPS Students	Charter School Students Perform Similar to TPS Students	Charter School Students Perform Different and Lower than TPS Students
ELA Assessment (Three-Year Aggregation)	Hispanic, *English Learners, Low-Income*	Native American, Asian, Black, White, Two or More Races, *Special Education*	
ELA Growth Model (Three-Year SGP Aggregation)*	Asian, Hispanic, and *Low-Income*	Native American, Black, White, Two or More Races, *English Learners, and Special Education*	
Math Assessment (Three-Year Aggregation)	Black, Hispanic, *English Learner, Low-Income, and Special Education*	Native American, Asian, White, Two or More Races	
Math Growth Model (Three-Year SGP Aggregation)*	Asian, Black, Hispanic, Two or More Races, *English Learner, and Low-Income*	*Special Education*	White

Note: Low-Income refers to students qualifying for the Free and Reduced Price Lunch (FRL) program.

RESULTS BY RACE/ETHNICITY

On the Smarter Balanced ELA assessment scale score (aggregated over the 2016-17, 2017-18, and 2018-19 school years), the Native American/Alaskan Native, Asian, Black/African American, White, and Two or More Races student groups at charter schools yielded group means students that were similar to the corresponding group means of the TPS students (Table 4.12). The Hispanic/Latinx students at the charter schools posted scale scores different and higher than the average scale score for the TPS students. The effect sizes indicate a very small effect is associated with attendance at a charter school.

Table 4.12: ELA scale score differences aggregated over three years (spring 2017, spring 2018, and spring 2019) of statewide assessments for 3rd to 10th grade students by race/ethnicity and based on charter school enrollment.

ELA Assessment	Native American	Asian	Black	Hispanic**	White	Two or More Races
TPS Group Mean Scale Score	2547.9	2601.0	2521.6	2542.0	2571.7	2572.8
Charter School Group Mean Scale Score	2585.3	2615.2	2529.5	2555.4	2576.7	2574.6

**Note: the double asterisk denotes the student groups where the group performances were statistically different.

Aggregated over the 2016-17, 2017-18, and 2018-19 school years, the Native American/Alaskan Native, Black/African American, White, and Two or More Races student groups at charter schools posted ELA SGP medians similar to the corresponding medians for the TPS students (Table 4.13). The Asian and Hispanic/Latinx groups at charter schools posted ELA SGP medians different and higher than the TPS student groups. The effect sizes indicate a small effect is associated with attendance at a charter school.

Table 4.13: ELA SGP differences aggregated over three years (spring 2017, spring 2018, and spring 2019) for 4th to 8th grade students by race/ethnicity and based on charter school enrollment.

ELA Growth Percentiles	Native American	Asian**	Black	Hispanic**	White	Two Or More Races
TPS Group Median SGP	50.5	56.0	52.0	51.5	52.0	57.0
Charter School Group Median SGP	66.5	70.0	57.0	59.5	52.0	60.0

**Note: the double asterisk denotes where the group performances were statistically different.

For the three most recent years of statewide math assessments, the Native American, Asian, White, and Two or More Races groups of charter school students posted average scale scores similar to the corresponding TPS student groups (Table 4.14). The Black and Hispanic/Latinx student groups in charter school students posted different and higher scale scores than the TPS student groups. The effect sizes indicate a small to very small effect is associated with attendance at a charter school.

Table 4.14: math scale score differences aggregated over three years (spring 2017, spring 2018, and spring 2019) of statewide assessments for 3rd to 10th grade students by race/ethnicity and based on charter school enrollment.

Math Assessment	Native American	Asian	Black**	Hispanic**	White	Two or More Races
TPS Group Mean Scale Score	2532.3	2614.8	2508.2	2530.4	2551.3	2553.4
Charter School Group Mean Scale Score	2551.1	2631.3	2525.6	2555.4	2549.4	2561.4

**Note: the double asterisk denotes the student groups where the group performances were statistically different.

Regarding the math SGPs aggregated over the three most recent years, all of the charter school race/ethnicity student groups (except for the White student group) posted math SGP medians that were different and higher than the TPS SGP medians (Table 4.15). Most of the effect sizes indicate a small to very small effect is associated with attendance at a charter school, but for Hispanic/Latinx students a medium effect size is associated with attendance at a charter school.

Table 4.15: math SGP differences aggregated over three years (spring 2017, spring 2018, and spring 2019) for 4th to 8th grade students by race/ethnicity and based on charter school enrollment.

Math Growth Percentiles	Asian**	Black**	Hispanic**	White**	Two or More Races**
TPS Group Median SGP	63.0	47.5	43.0	52.0	48.0
Charter School Group Median SGP	73.0	66.0	68.0	42.0	58.5

**Note: the double asterisk denotes the assessment years where the group performances were statistically different.

RESULTS BY PROGRAM PARTICIPATION

Students receiving special education services at charter schools posted an average scale score similar to that for special education students at the TPS. However, both the English learner student group and the students qualifying for the FRL program at charter schools yielded average ELA scale scores that were different and higher than the corresponding scale scores for the TPS students (Table 4.16). The effect sizes indicate a very small effect is associated with attendance at a charter school.

Table 4.16: ELA scale score differences aggregated over three years (spring 2017, spring 2018, and spring 2019) of statewide assessments for 3rd to 10th grade students by program participation and based on charter school enrollment.

ELA Assessment	English Learners**	Low-Income**	Special Education
TPS Group Mean Scale Score	2464.5	2530.3	2461.3
Charter School Group Mean Scale Score	2479.5	2543.7	2472.2

Low-Income refers to students qualifying for the Free and Reduced Price Lunch (FRL) program. **Note: the double asterisk denotes the student groups where the group performances were statistically different.

The English learner and special education students attending charter schools posted ELA SGP medians similar to those posted for TPS students (Table 4.17). Students qualifying for FRL program (Low-Income) posted a higher ELA SGP median than the TPS students. However, the effect size associated with charter school attendance on ELA SGP median is very small.

Table 4.17: ELA SGP differences aggregated over three years (spring 2017, spring 2018, and spring 2019) for 4th to 8th grade students by program participation and based on charter school enrollment.

ELA Growth Percentiles	English Learners	Low-Income**	Special Education
TPS Group Median SGP	52.0	51.0	43.0
Charter School Group Median SGP	52.5	57.0	50.0

Low-Income refers to students qualifying for the Free and Reduced Price Lunch (FRL) program. **Note: the double asterisk denotes the assessment years where the group performances were statistically different.

The charter school students participating in English learner, low-income, or special education programs posted average scale scores in math different and higher than the scale scores for the TPS students in corresponding groups (Table 4.18). However, the effect sizes are small to very small.

Table 4.18: math scale score differences aggregated over three years (spring 2017, spring 2018, and spring 2019) of statewide assessments for 3rd to 10th grade students by program participation and based on charter school enrollment.

Math Assessment	English Learners**	Low-Income**	Special Education**
TPS Group Mean Scale Score	2456.7	2517.9	2434.2
Charter School Group Mean Scale Score	2485.6	2533.7	2449.5

Low-Income refers to students qualifying for the Free and Reduced Price Lunch (FRL) program. **Note: the double asterisk denotes the student groups where the group performances were statistically different.

On the math SGPs, the special education students at charter schools posted a median math SGP that was similar to that for similar TPS students (Table 4.19). The charter school English learners and low-income students groups posted median math SGPs different and higher than the median math SGPs for the TPS students. The effect size associated with charter school attendance is small to very small.

Table 4.19: math SGP differences aggregated over three years (spring 2017, spring 2018, and spring 2019) for 4th to 8th grade students by program participation and based on charter school enrollment.

Math Growth Percentiles	English Learners**	Low-Income**	Special Education
TPS Group Median SGP	45.0	45.0	44.0
Charter School Group Median SGP	65.0	59.0	51.0

Low-Income refers to students qualifying for the Free and Reduced Price Lunch (FRL) program. **Note: the double asterisk denotes the assessment years where the group performances were statistically different.

GREEN DOT RAINIER VALLEY LEADERSHIP ACADEMY

Figure 4.20a: shows the ELA proficiency rates over time.

Rainier Valley ELA Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students		**37.2**	**35.2**	**N.D.**	**Unchanged**
American Indian / Alaskan Native		N.D	N.D	N.D.	N.D.
Asian		N.R.	N.R.	N.D.	N.D.
Black / African American		30.8	34.7	N.D.	Improving
Hispanic / Latinx		N.R.	39.1	N.D.	N.D.
Native Hawaiian / Pacific Islander		N.D	N.D	N.D.	N.D.
White		N.R.	N.R.	N.D.	N.D.
Two or More Races		N.R.	27.3	N.D.	N.D.
Limited English		< 10.0	< 8.0	N.D.	Unchanged
Low-Income*		26.1	33.3	N.D.	Improving
Students with a Disability		< 10.0	< 9.0	N.D.	Unchanged
Female		32.1	41.1	N.D.	Improving
Male		26.7	28.3	N.D.	Unchanged

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.20b: shows the math proficiency rates over time.

Rainier Valley Math Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students		**30.7**	**37.7**	**N.D.**	**Improving**
American Indian / Alaskan Native		N.D.	N.D.	N.D.	N.D.
Asian		N.R.	N.R.	N.D.	N.D.
Black / African American		29.5	36.7	N.D.	Improving
Hispanic / Latinx		N.R.	47.8	N.D.	N.D.
Native Hawaiian / Pacific Islander		N.D.	N.D.	N.D.	N.D.
White		N.R.	N.R.	N.D.	N.D.
Two or More Races		N.R.	45.5	N.D.	N.D.
Limited English		19.0	13.2	N.D.	Declining
Low-Income*		27.5	34.7	N.D.	Improving
Students with a Disability		23.1	12.1	N.D.	Declining
Female		37.5	38.3	N.D.	Unchanged
Male		28.9	37.0	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Figure 4.20c: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	Rainier Valley (6-7)	Seattle PS (6-7)	Washington (6-7)	Rainier Valley Performance
All Students	**35.2**	**70.0**	**58.8**	**Lower**
American Indian / Alaskan Native	N.D.	50.3	28.1	N.D.
Asian	N.R.	73.9	78.6	N.D.
Black / African American	34.7	35.9	39.6	Lower
Hispanic / Latinx	39.1	49.5	41.7	Lower
Native Hawaiian / Pacific Islander	N.D.	29.0	36.1	N.D.
White	N.R.	83.8	66.2	N.D.
Two or More Races	27.3	73.7	61.7	Lower
Limited English	< 8.0	12.0	9.5	Lower
Low-Income*	33.3	44.4	42.4	Lower
Students with a Disability	< 9.0	32.2	16.9	Lower
Female	41.1	75.0	64.4	Lower
Male	28.3	65.4	53.4	Lower
Gender X	N.D.	N.R.	N.R.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.20d: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	Rainier Valley (6-7)	Seattle PS (6-7)	Washington (6-7)	Rainier Valley Performance
All Students	**37.7**	**62.4**	**47.8**	**Lower**
American Indian / Alaskan Native	N.D.	39.7	19.5	N.D.
Asian	N.R.	71.4	74.3	N.D.
Black / African American	36.7	25.3	25.9	Higher
Hispanic / Latinx	47.8	40.3	30.1	Higher
Native Hawaiian / Pacific Islander	N.D.	29.0	23.6	N.D.
White	N.R.	75.4	54.9	N.D.
Two or More Races	45.5	64.9	49.3	Lower
Limited English	13.2	14.5	9.1	Similar
Low-Income*	34.7	35.7	30.5	Similar
Students with a Disability	12.1	26.1	11.7	Mixed
Female	38.3	62.5	48.0	Lower
Male	37.0	62.3	47.6	Lower
Gender X	N.D.	N.R.	N.R.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

IMPACT – PUGET SOUND ELEMENTARY SCHOOL

Figure 4.21: 2019-20 student demographics for Impact Puget Sound Elementary charter school.

Demography	2016-17	2017-18	2018-19	2019-20
All Students				
American Indian / Alaskan Native			N.D.	0.4
Asian			7.2	9.1
Black / African American			51.7	49.8
Hispanic / Latinx			17.2	16.8
Native Hawaiian / Pacific Islander			N.D.	0.7
White			18.3	18.2
Two or More Races			5.6	4.9
Limited English			40.6	29.5
Low-Income*			71.7	64.6
Students with a Disability			4.4	4.2
Female			48.3	N.D.
Male			51.7	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

RAINIER PREP

Figure 4.22a: shows the ELA proficiency rates over time.

Rainier Prep ELA Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	**58.0**	**61.6**	**60.8**	**N.D.**	**Unchanged**
American Indian / Alaskan Native	N.R.	N.R.	N.D.	N.D.	N.D.
Asian	84.6	80.0	76.0	N.D.	Declining
Black / African American	53.5	54.5	55.9	N.D.	Unchanged
Hispanic / Latinx	57.1	60.2	54.1	N.D.	Unchanged
Native Hawaiian / Pacific Islander	N.R.	N.R.	N.R.	N.D.	N.D.
White	35.3	62.7	86.4	N.D.	Improving
Two or More Races	68.8	72.7	76.9	N.D.	Improving
Limited English	15.6	24.1	39.7	N.D.	Improving
Low-Income*	54.4	59.0	56.6	N.D.	Unchanged
Students with a Disability	13.0	10.8	12.8	N.D.	Unchanged
Female	67.3	72.5	67.3	N.D.	Unchanged
Male	49.6	51.5	54.3	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.22b: shows the math proficiency rates over time.

Rainier Prep Math Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	**62.1**	**62.9**	**61.8**	**N.D.**	**Unchanged**
American Indian / Alaskan Native	N.R.	N.R.	N.D.	N.D.	N.D.
Asian	80.8	83.3	> 90.0	N.D.	Improving
Black / African American	64.8	56.4	53.8	N.D.	Declining
Hispanic / Latinx	56.1	66.7	56.6	N.D.	Unchanged
Native Hawaiian / Pacific Islander	N.R.	N.R.	N.R.	N.D.	N.D.
White	55.6	52.5	81.1	N.D.	Improving
Two or More Races	75.0	86.4	80.8	N.D.	Improving
Limited English	19.6	27.6	41.8	N.D.	Improving
Low-Income*	57.5	60.5	58.3	N.D.	Unchanged
Students with a Disability	17.4	10.8	15.4	N.D.	Declining
Female	67.6	67.3	63.4	N.D.	Declining
Male	57.0	58.8	60.1	N.D.	Unchanged

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.22c: shows the science proficiency rates over time.

Rainier Prep Science Proficiency Rates (WCAS)	2016-17	2017-18	2018-19	2019-20	Trend
All Students		**44.2**	**55.1**	**N.D.**	**Improving**
American Indian / Alaskan Native		N.D.	N.D.	N.D.	N.D.
Asian		66.7	78.6	N.D.	Improving
Black / African American		33.9	45.3	N.D.	Improving
Hispanic / Latinx		50.0	53.4	N.D.	Improving
Native Hawaiian / Pacific Islander		N.R.	N.R.	N.D.	N.D.
White		41.9	69.2	N.D.	Improving
Two or More Races		70.0	60.0	N.D.	Declining
Limited English		15.6	32.8	N.D.	Improving
Low-Income*		38.1	51.8	N.D.	Improving
Students with a Disability		< 10.0	14.8	N.D.	Improving
Female		47.3	60.8	N.D.	Improving
Male		41.3	49.4	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Figure 4.22d: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	Rainier Prep (5-8)	Highline SD (5-8)	Washington (5-8)	Rainier Prep Performance
All Students	**60.8**	**48.5**	**59.0**	**Higher**
American Indian / Alaskan Native	N.D.	27.3	29.1	N.D.
Asian	76.0	63.7	78.4	Mixed
Black / African American	55.9	42.7	40.3	Higher
Hispanic / Latinx	54.1	37.8	41.9	Higher
Native Hawaiian / Pacific Islander	N.R.	31.6	35.3	N.D.
White	86.4	64.8	66.3	Higher
Two or More Races	76.9	57.8	62.1	Higher
Limited English	39.7	10.5	10.2	Higher
Low-Income*	56.6	41.1	42.6	Higher
Students with a Disability	12.8	11.8	18.0	Mixed
Female	67.3	54.9	64.5	Mixed
Male	54.3	42.4	53.7	Mixed
Gender X	N.D.	N.D.	N.R.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.22e: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	Rainier Prep (5-8)	Highline SD (5-8)	Washington (5-8)	Rainier Prep Performance
All Students	**61.8**	**33.8**	**47.4**	**Higher**
American Indian / Alaskan Native	N.D.	< 10.0	20.2	N.D.
Asian	> 90.0	54.0	73.7	Higher
Black / African American	53.8	25.2	25.9	Higher
Hispanic / Latinx	56.6	21.1	29.9	Higher
Native Hawaiian / Pacific Islander	N.R.	17.5	24.0	N.D.
White	81.1	52.6	54.4	Higher
Two or More Races	80.8	41.7	48.7	Higher
Limited English	41.8	6.7	9.7	Higher
Low-Income*	58.3	26.2	30.3	Higher
Students with a Disability	15.4	7.9	12.4	Higher
Female	63.4	34.3	47.5	Higher
Male	60.1	33.3	47.4	Higher
Gender X	N.D.	N.D.	N.R.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.22f: shows the 2019 science proficiency rates for the school, district, and state.

Science Proficiency Rates (WCAS)	Rainier Prep (5-8)	Highline SD (5-8)	Washington (5-8)	Rainier Prep Performance
All Students	**55.1**	**37.3**	**52.4**	**Higher**
American Indian / Alaskan Native	N.D.	36.4	24.9	N.D.
Asian	78.6	51.7	71.2	Higher
Black / African American	45.3	24.3	29.5	Higher
Hispanic / Latinx	53.4	26.0	32.2	Higher
Native Hawaiian / Pacific Islander	N.R.	17.4	22.7	N.D.
White	69.2	59.6	61.6	Higher
Two or More Races	60.0	46.7	55.0	Higher
Limited English	32.8	6.5	8.1	Higher
Low-Income*	51.8	28.7	34.8	Higher
Students with a Disability	14.8	10.0	19.0	Mixed
Female	60.8	39.5	52.5	Higher
Male	49.4	35.1	52.2	Mixed
Gender X	55.1	N.D.	N.D.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

PRIDE PREP

Figure 4.23a: shows the ELA proficiency rates over time.

PRIDE Prep ELA Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	**53.5**	**52.2**	**57.0**	**N.D.**	**Improving**
American Indian / Alaskan Native	N.R.	50.0	37.5	N.D.	Declining
Asian	N.R.	N.R.	70.0	N.D.	N.D.
Black / African American	23.8	31.0	31.7	N.D.	Improving
Hispanic / Latinx	N.R.	N.R.	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.R.	N.R.	N.R.	N.D.	N.D.
White	57.6	57.3	61.9	N.D.	Improving
Two or More Races	55.0	34.8	N.R.	N.D.	Declining
Limited English	N.D.	N.D.	N.R.	N.D.	N.D.
Low-Income*	N.D.	N.D.	49.3	N.D.	N.D.
Students with a Disability	N.D.	N.D.	24.6	N.D.	N.D.
Female	57.1	52.0	60.4	N.D.	Improving
Male	50.8	52.3	54.8	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data.

Table 4.23b: shows the math proficiency rates over time.

PRIDE Prep Math Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	**40.7**	**30.4**	**30.2**	**N.D.**	**Declining**
American Indian / Alaskan Native	N.R.	18.8	20.8	N.D.	Unchanged
Asian	N.R.	N.R.	20.0	N.D.	N.D.
Black / African American	33.3	10.3	19.5	N.D.	Declining
Hispanic / Latinx	N.R.	N.R.	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.R.	N.R.	N.R.	N.D.	N.D.
White	43.5	34.9	34.0	N.D.	Declining
Two or More Races	35.0	21.7	N.R.	N.D.	Declining
Limited English	N.D.	N.D.	N.R.	N.D.	N.D.
Low-Income*	N.D.	N.D.	24.2	N.D.	N.D.
Students with a Disability	N.D.	N.D.	8.8	N.D.	N.D.
Female	32.7	25.2	28.9	N.D.	Declining
Male	46.6	34.1	31.0	N.D.	Declining

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.23c: shows the science proficiency rates over time.

PRIDE Prep Science Proficiency Rates (WCAS)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	N.D.	**39.6**	**45.1**	**N.D.**	**Improving**
American Indian / Alaskan Native	N.D.	N.R.	N.R.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	N.R.	28.6	N.D.	N.D.
Hispanic / Latinx	N.D.	N.R.	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.R.	N.R.	N.D.	N.D.
White	N.D.	44.8	56.9	N.D.	Improving
Two or More Races	N.D.	N.D.	N.R.	N.D.	N.D.
Limited English	N.D.	N.D.	N.R.	N.D.	N.D.
Low-Income*	N.D.	N.D.	41.1	N.D.	N.D.
Students with a Disability	N.D.	N.D.	27.3	N.D.	N.D.
Female	N.D.	29.5	37.5	N.D.	Improving
Male	N.D.	48.1	48.6	N.D.	Unchanged

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means to data. From the Washington Report Card 091119.

Figure 4.23d: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	PRIDE Prep (6-10)	Spokane PS (6-10)	Washington (6-10)	PRIDE Prep Performance
All Students	**57.0**	**58.8**	**61.3**	**Similar**
American Indian / Alaskan Native	37.5	33.1	33.5	Higher
Asian	70.0	63.0	79.8	Mixed
Black / African American	31.7	36.1	42.3	Lower
Hispanic / Latinx	N.R.	47.8	44.6	N.D.
Native Hawaiian / Pacific Islander	N.R.	17.8	37.2	N.D.
White	61.9	65.1	68.4	Lower
Two or More Races	N.R.	50.1	63.7	N.D.
Limited English	N.R.	9.4	11.5	N.D.
Low-Income*	49.3	45.3	44.9	Higher
Students with a Disability	24.6	15.9	17.7	Higher
Female	60.4	65.3	67.0	Lower
Male	54.8	52.6	55.9	Similar
Gender X	N.D.	N.R.	58.7	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.23e: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	PRIDE Prep (6-10)	Spokane PS (6-10)	Washington (6-10)	PRIDE Prep Performance
All Students	**30.2**	**41.2**	**45.4**	**Lower**
American Indian / Alaskan Native	20.8	11.4	18.6	Higher
Asian	20.0	51.2	72.3	Lower
Black / African American	19.5	18.0	23.6	Similar
Hispanic / Latinx	N.R.	29.2	27.5	N.D.
Native Hawaiian / Pacific Islander	N.R.	< 10.0	21.2	N.D.
White	34.0	47.3	52.1	Lower
Two or More Races	N.R.	32.6	46.3	N.D.
Limited English	N.R.	< 5.0	8.7	N.D.
Low-Income*	24.2	27.3	27.8	Similar
Students with a Disability	8.8	7.4	9.6	Similar
Female	28.9	42.1	46.0	Lower
Male	31.0	40.3	44.8	Lower
Gender X	N.D.	N.R.	22.2	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.23f: shows the 2019 science proficiency rates for the school, district, and state.

Science Proficiency Rates (WCAS)	PRIDE Prep (8)	Spokane PS (8)	Washington (8)	PRIDE Prep Performance
All Students	**45.1**	**50.1**	**51.6**	**Lower**
American Indian / Alaskan Native	N.R.	< 10.0	23.8	N.D.
Asian	N.R.	55.6	71.3	N.D.
Black / African American	28.6	24.1	28.9	Similar
Hispanic / Latinx	N.R.	38.8	31.6	N.D.
Native Hawaiian / Pacific Islander	N.R.	6.3	21.9	N.D.
White	56.9	57.8	60.4	Lower
Two or More Races	N.R.	38.0	53.1	N.D.
Limited English	N.R.	6.3	8.1	N.D.
Low-Income*	41.1	36.9	33.9	Higher
Students with a Disability	27.3	14.3	15.6	Higher
Female	37.5	51.2	51.9	Lower
Male	48.6	49.0	51.2	Similar
Gender X	N.D.	N.D.	31.8	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

SPOKANE INTERNATIONAL ACADEMY

Figure 4.24a: shows the ELA proficiency rates over time.

Spokane International Academy ELA Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	**71.8**	**66.5**	**72.5**	**N.D.**	**Unchanged**
American Indian / Alaskan Native	N.D.	N.R.	N.R.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	N.R.	N.R.	N.D.	N.D.
Hispanic / Latinx	90.0	64.3	61.5	N.D.	Declining
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.	N.D.
White	68.0	69.1	76.7	N.D.	Improving
Two or More Races	75.0	61.3	64.3	N.D.	Declining
Limited English	N.R.	N.R.	N.R.	N.D.	N.D.
Low-Income*	67.4	49.5	60.3	N.D.	Declining
Students with a Disability	28.6	27.3	30.0	N.D.	Unchanged
Female	74.3	69.7	77.8	N.D.	Unchanged
Male	67.5	62.1	64.1	N.D.	Unchanged

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.24b: shows the math proficiency rates over time.

Spokane International Academy Math Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	**56.4**	**52.8**	**50.6**	**N.D.**	**Declining**
American Indian / Alaskan Native	N.R.	N.R.	N.R.	N.D.	N.D.
Asian	N.R.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.R.	N.R.	N.R.	N.D.	N.D.
Hispanic / Latinx	50.0	35.7	39.5	N.D.	Declining
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.	N.D.
White	57.3	56.0	54.3	N.D.	Declining
Two or More Races	62.5	58.1	47.6	N.D.	Declining
Limited English	N.R.	N.R.	N.R.	N.D.	N.D.
Low-Income*	52.2	40.0	41.4	N.D.	Declining
Students with a Disability	14.3	15.2	12.0	N.D.	Declining
Female	54.3	50.3	46.5	N.D.	Declining
Male	60.0	56.3	57.0	N.D.	Declining

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.24c: shows the science proficiency rates over time.

Spokane International Academy Science Proficiency Rates (WCAS)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	N.D.	**73.9**	**59.8**	**N.D**.	**Declining**
American Indian / Alaskan Native	N.D.	N.R.	N.R.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	N.R.	N.R.	N.D.	N.D.
Hispanic / Latinx	N.D.	N.R.	50.0	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.	N.D.
White	N.D.	76.2	60.3	N.D.	Declining
Two or More Races	N.D.	81.8	61.5	N.D.	Declining
Limited English	N.D.	N.D.	N.R.	N.D.	N.D.
Low-Income*	N.D.	61.1	48.9	N.D.	Declining
Students with a Disability	N.D.	N.R.	28.6	N.D.	N.D.
Female	N.D.	79.6	57.6	N.D.	Declining
Male	N.D.	66.7	63.6	N.D.	Unchanged

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Figure 4.24d: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	SIA (K-8)	Spokane PS (K-8)	Washington (K-8)	SIA Performance
All Students	**72.5**	**54.5**	**58.0**	**Higher**
American Indian / Alaskan Native	N.R.	27.4	28.4	N.D.
Asian	N.R.	53.7	76.9	N.D.
Black / African American	N.R.	32.1	40.0	N.D.
Hispanic / Latinx	61.5	41.9	40.7	Higher
Native Hawaiian / Pacific Islander	N.D.	15.9	34.6	N.D.
White	76.7	61.0	65.5	Higher
Two or More Races	64.3	45.9	61.1	Higher
Limited English	N.R.	8.4	12.3	N.D.
Low-Income*	60.3	41.6	41.7	Higher
Students with a Disability	30.0	18.8	20.3	Higher
Female	77.8	59.9	62.9	Higher
Male	64.1	49.3	53.4	Higher
Gender X	N.D.	N.R.	N.R.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

Table 4.24e: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	SIA (K-8)	Spokane PS (K-8)	Washington (K-8)	SIA Performance
All Students	**50.6**	**46.5**	**50.3**	**Similar**
American Indian / Alaskan Native	N.R.	24.6	23.3	N.D.
Asian	N.R.	54.8	75.0	N.D.
Black / African American	N.R.	22.4	29.3	N.D.
Hispanic / Latinx	39.5	34.0	32.9	Higher
Native Hawaiian / Pacific Islander	N.D.	< 10.0	27.5	N.D.
White	54.3	52.8	57.3	Similar
Two or More Races	47.6	37.7	51.8	Mixed
Limited English	N.R.	< 10.0	14.1	N.D.
Low-Income*	41.4	33.5	33.6	Higher
Students with a Disability	12.0	14.4	16.9	Lower
Female	46.5	46.6	49.9	Similar
Male	57.0	46.3	50.7	Higher
Gender X	N.D.	N.R.	N.R.	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

Table 4.24f: shows the 2019 science proficiency rates for the school, district, and state.

Science Proficiency Rates (WCAS)	SIA (5, 8)	Spokane PS (5, 8)	Washington (5, 8)	SIA Performance
All Students	**59.8**	**50.3**	**52.4**	**Higher**
American Indian / Alaskan Native	N.R.	14.3	24.9	N.D.
Asian	N.R.	48.1	71.2	N.D.
Black / African American	N.R.	24.6	29.5	N.D.
Hispanic / Latinx	50.0	36.2	32.2	Higher
Native Hawaiian / Pacific Islander	N.D.	8.3	22.7	N.D.
White	60.3	57.2	61.6	Similar
Two or More Races	61.5	41.8	55.0	Higher
Limited English	N.R.	6.9	8.1	N.D.
Low-Income*	48.9	38.0	34.8	Higher
Students with a Disability	28.6	17.3	19.0	Higher
Female	57.6	50.6	52.5	Higher
Male	63.6	49.9	52.2	Higher

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

SUMMIT – ATLAS

Figure 4.25a: shows the ELA proficiency rates over time.

Atlas ELA Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	N.D.	**60.0**	**58.3**	**N.D.**	**Unchanged**
American Indian / Alaskan Native	N.D.	N.R.	N.R.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	50.0	41.4	N.D.	Declining
Hispanic / Latinx	N.D.	50.0	60.5	N.D.	Improving
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.R.	N.D.	N.D.
White	N.D.	72.5	75.0	N.D.	Unchanged
Two or More Races	N.D.	50.0	53.3	N.D.	Improving
Limited English	N.D.	N.R.	23.3	N.D.	N.D.
Low-Income*	N.D.	56.4	45.1	N.D.	Declining
Students with a Disability	N.D.	N.D.	33.3	N.D.	N.D.
Female	N.D.	66.7	58.2	N.D.	Declining
Male	N.D.	54.0	58.3	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data.

Table 4.25b: shows the math proficiency rates over time.

Atlas Math Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	N.D.	**57.4**	**51.2**	**N.D.**	**Declining**
American Indian / Alaskan Native	N.D.	N.R.	N.R.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	52.0	39.1	N.D.	Declining
Hispanic / Latinx	N.D.	43.8	47.4	N.D.	Improving
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.R.	N.D.	N.D.
White	N.D.	67.5	63.6	N.D.	Declining
Two or More Races	N.D.	50.0	53.3	N.D.	Improving
Limited English	N.D.	N.R.	16.7	N.D.	N.D.
Low-Income*	N.D.	55.3	36.8	N.D.	Declining
Students with a Disability	N.D.	N.D.	21.4	N.D.	N.D.
Female	N.D.	62.2	52.7	N.D.	Declining
Male	N.D.	53.1	50.0	N.D.	Declining

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Figure 4.25c: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	Atlas (6, 7, 9, 10)	Seattle PS (6, 7, 9, 10)	Washington (6, 7, 9, 10)	Atlas Performance
All Students	**58.3**	**71.9**	**62.4**	**Lower**
American Indian / Alaskan Native	N.R.	52.4	34.9	N.D.
Asian	N.R.	76.3	80.4	N.D.
Black / African American	41.4	39.6	43.5	Similar
Hispanic / Latinx	60.5	52.1	45.8	Higher
Native Hawaiian / Pacific Islander	N.R.	24.9	38.8	N.D.
White	75.0	84.7	69.5	Mixed
Two or More Races	53.3	74.6	64.8	Lower
Limited English	23.3	13.9	12.0	Higher
Low-Income*	45.1	47.3	46.0	Similar
Students with a Disability	33.3	32.5	18.7	Higher
Female	58.2	76.6	67.7	Lower
Male	58.3	67.5	57.3	Mixed
Gender X	N.D.	N.R.	69.0	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.25d: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	Atlas (6, 7, 9, 10)	Seattle PS (6, 7, 9, 10)	Washington (6, 7, 9, 10)	Atlas Performance
All Students	**51.2**	**58.7**	**45.2**	**Mixed**
American Indian / Alaskan Native	N.R.	35.2	18.8	N.D.
Asian	N.R.	69.8	72.0	N.D.
Black / African American	39.1	22.3	23.6	Higher
Hispanic / Latinx	47.4	35.6	27.2	Higher
Native Hawaiian / Pacific Islander	N.R.	26.7	21.1	N.D.
White	63.6	71.4	52.0	Mixed
Two or More Races	53.3	60.4	46.4	Mixed
Limited English	16.7	13.3	8.4	Higher
Low-Income*	36.8	32.9	27.6	Higher
Students with a Disability	21.4	20.8	9.7	Mixed
Female	52.7	59.4	45.5	Mixed
Male	50.0	58.0	45.0	Mixed
Gender X	N.D.	N.R.	24.2	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

SUMMIT – OLYMPUS

Figure 4.26a: shows the ELA proficiency rates over time.

Olympus ELA Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	N.D.	**55.6**	**73.7**	**N.D.**	**Improving**
American Indian / Alaskan Native	N.D.	N.R.	N.D.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	N.R.	N.R.	N.D.	N.D.
Hispanic / Latinx	N.D.	50.0	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.R.	N.R.	N.D.	N.D.
White	N.D.	75.0	85.7	N.D.	Improving
Two or More Races	N.D.	N.R.	N.R.	N.D.	N.D.
Limited English	N.D.	N.R.	N.R.	N.D.	N.D.
Low-Income*	N.D.	56.0	65.4	N.D.	Improving
Students with a Disability	N.D.	N.R.	N.R.	N.D.	N.D.
Female	N.D.	68.2	76.5	N.D.	Improving
Male	N.D.	43.5	71.4	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data.

Table 4.26b: shows the math proficiency rates over time.

Olympus Math Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	N.D.	**20.0**	**42.1**	**N.D.**	**Improving**
American Indian / Alaskan Native	N.D.	N.R.	N.D.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	N.R.	N.R.	N.D.	N.D.
Hispanic / Latinx	N.D.	< 10.0	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.R.	N.R.	N.D.	N.D.
White	N.D.	33.3	57.1	N.D.	Improving
Two or More Races	N.D.	N.R.	N.R.	N.D.	N.D.
Limited English	N.D.	N.R.	N.R.	N.D.	N.D.
Low-Income*	N.D.	12.0	34.6	N.D.	Improving
Students with a Disability	N.D.	N.R.	N.R.	N.D.	N.D.
Female	N.D.	22.7	41.2	N.D.	Improving
Male	N.D.	17.4	42.9	N.D.	Improving

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.26c: shows the science proficiency rates over time.

Olympus Science Proficiency Rates (WCAS)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	N.D.	**55.1**	**36.4**	**N.D.**	**Declining**
American Indian / Alaskan Native	N.D.	N.D.	N.R.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	52.9	N.R.	N.D.	N.D.
Hispanic / Latinx	N.D.	34.6	28.6	N.D.	Declining
Native Hawaiian / Pacific Islander	N.D.	N.R.	N.R.	N.D.	N.D.
White	N.D.	80.0	N.R.	N.D.	N.D.
Two or More Races	N.D.	N.R.	45.5	N.D.	N.D.
Limited English	N.D.	N.R.	N.R.	N.D.	N.D.
Low-Income*	N.D.	44.2	28.0	N.D.	Declining
Students with a Disability	N.D.	N.D.	14.3	N.D.	N.D.
Female	N.D.	48.4	38.5	N.D.	Declining
Male	N.D.	60.5	33.3	N.D.	Declining

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Figure 4.26d: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	Olympus (9-12)	Tacoma SD (9-12)	Washington (9-12)	Olympus Performance
All Students	**73.7**	**55.5**	**69.7**	**Higher**
American Indian / Alaskan Native	N.D.	47.4	48.4	N.D.
Asian	N.R.	68.2	83.9	N.D.
Black / African American	N.R.	39.9	51.4	N.D.
Hispanic / Latinx	N.R.	41.0	54.0	N.D.
Native Hawaiian / Pacific Islander	N.R.	17.4	44.1	N.D.
White	85.7	67.5	76.2	Higher
Two or More Races	N.R.	54.5	71.2	N.D.
Limited English	N.R.	13.9	16.9	N.D.
Low-Income*	65.4	42.6	53.4	Higher
Students with a Disability	N.R.	10.3	22.5	N.D.
Female	76.5	60.9	74.3	Mixed
Male	71.4	49.9	65.2	Higher
Gender X	N.D.	N.R.	58.0	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.26e: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	Olympus (9-12)	Tacoma SD (9-12)	Washington (9-12)	Olympus Performance
All Students	**42.1**	**27.3**	**40.2**	**Mixed**
American Indian / Alaskan Native	N.D.	21.1	17.5	N.D.
Asian	N.R.	48.4	67.5	N.D.
Black / African American	N.R.	11.1	19.1	N.D.
Hispanic / Latinx	N.R.	15.3	21.5	N.D.
Native Hawaiian / Pacific Islander	N.R.	10.9	16.2	N.D.
White	57.1	35.1	46.3	Higher
Two or More Races	N.R.	24.0	40.7	N.D.
Limited English	N.R.	7.5	7.0	N.D.
Low-Income*	34.6	16.7	21.8	Higher
Students with a Disability	N.R.	2.1	5.6	N.D.
Female	41.2	28.2	40.6	Mixed
Male	42.9	26.3	39.8	Higher
Gender X	N.D.	N.R.	17.1	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.26f: shows the 2019 science proficiency rates for the school, district, and state.

Science Proficiency Rates (WCAS)	Olympus (11)	Tacoma SD (11)	Washington (11)	Olympus Performance
All Students	**36.4**	**38.0**	**34.5**	**Similar**
American Indian / Alaskan Native	N.R.	15.0	21.9	N.D.
Asian	N.R.	46.2	43.1	N.D.
Black / African American	N.R.	18.6	15.3	N.D.
Hispanic / Latinx	28.6	28.0	22.7	Mixed
Native Hawaiian / Pacific Islander	N.R.	10.4	16.3	N.D.
White	N.R.	51.1	39.9	N.D.
Two or More Races	45.5	32.3	35.6	Higher
Limited English	N.R.	7.1	5.1	N.D.
Low-Income*	28.0	27.3	25.0	Similar
Students with a Disability	14.3	10.8	10.7	Higher
Female	38.5	36.7	33.1	Higher
Male	33.3	39.2	35.9	Mixed

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Figure 4.20g: shows the Class of 2020 Graduation data for the school, district, and state.

Class of 2020 Four Year Graduation Rate	Olympus	Tacoma SD	Washington	Olympus Performance
All Students	**75.0**	**89.9**	**82.9**	**Lower**
American Indian / Alaskan Native	N.R.	81.3	69.8	N.D.
Asian	N.R.	94.3	91.1	N.D.
Black / African American	N.R.	90.2	76.3	N.D.
Hispanic / Latinx	84.6	88.2	77.7	Lower
Native Hawaiian / Pacific Islander	N.R.	88.9	77.3	N.D.
White	54.5	89.5	84.7	Lower
Two or More Races	63.6	89.7	83.9	N.D.
Limited English	N.R.	84.5	68.4	N.D.
Low-Income*	71.4	87.0	75.1	Lower
Students with a Disability	66.7	68.0	64.5	Similar
Female	73.9	93.6	86.0	Lower
Male	75.0	86.3	80.0	Lower
Gender X	N.R.	N.R.	67.5	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Figure 4.27a: shows the ELA proficiency rates over time.

Sierra ELA Proficiency Rates (SBA)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	**N.D.**	**66.3**	**60.2**	**N.D.**	**Declining**
American Indian / Alaskan Native	N.D.	N.R.	N.D.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	45.2	38.2	N.D.	Declining
Hispanic / Latinx	N.D.	N.R.	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.	N.D.
White	N.D.	86.4	82.4	N.D.	Declining
Two or More Races	N.D.	78.6	52.9	N.D.	Declining
Limited English	N.D.	N.R.	36.4	N.D.	N.D.
Low-Income*	N.D.	44.4	48.6	N.D.	Declining
Students with a Disability	N.D.	N.D.	55.0	N.D.	N.D.
Female	N.D.	65.9	67.4	N.D.	Unchanged
Male	N.D.	66.7	54.5	N.D.	Declining

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data.

Table 4.27b: shows the math proficiency rates over time.

Sierra Math Proficiency Rates (SBA)	2016-17	2017-18*	2018-19	2019-20	Trend
All Students	N.D.	**36.0**	**43.9**	**N.D.**	**Improving**
American Indian / Alaskan Native	N.D.	N.R.	N.D.	N.D.	N.D.
Asian	N.D.	N.R.	N.R.	N.D.	N.D.
Black / African American	N.D.	10.0	20.6	N.D.	Improving
Hispanic / Latinx	N.D.	N.R.	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.	N.D.
White	N.D.	68.2	64.7	N.D.	Declining
Two or More Races	N.D.	57.1	41.2	N.D.	Declining
Limited English	N.D.	N.R.	27.3	N.D.	N.D.
Low-Income*	N.D.	19.4	20.0	N.D.	Unchanged
Students with a Disability	N.D.	N.D.	35.0	N.D.	N.D.
Female	N.D.	29.3	44.2	N.D.	Declining
Male	N.D.	41.7	43.6	N.D.	Unchanged

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Table 4.27c: shows the science proficiency rates over time.

Sierra Science Proficiency Rates (WCAS)	2016-17	2017-18	2018-19	2019-20	Trend
All Students	N.D.	**44.1**	**25.9**	**N.D.**	**Declining**
American Indian / Alaskan Native	N.D.	N.R.	N.D.	N.D.	N.D.
Asian	N.D.	50.0	N.R.	N.D.	N.D.
Black / African American	N.D.	21.6	< 8.0	N.D.	Declining
Hispanic / Latinx	N.D.	40.0	N.R.	N.D.	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.	N.D.
White	N.D.	75.0	61.9	N.D.	Declining
Two or More Races	N.D.	50.0	18.2	N.D.	Declining
Limited English	N.D.	N.R.	N.R.	N.D.	N.D.
Low-Income*	N.D.	29.5	< 8.0	N.D.	Declining
Students with a Disability	N.D.	N.D.	< 10.0	N.D.	N.D.
Female	N.D.	43.4	12.5	N.D.	Declining
Male	N.D.	44.9	37.8	N.D.	Declining

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Figure 4.27d: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	Sierra (9-12)	Seattle PS (9-12)	Washington (9-12)	Sierra Performance
All Students	**60.2**	**75.7**	**69.7**	**Lower**
American Indian / Alaskan Native	N.D.	56.5	48.4	N.D.
Asian	N.R.	81.0	83.9	N.D.
Black / African American	38.2	47.1	51.4	Lower
Hispanic / Latinx	N.R.	57.4	54.0	N.D.
Native Hawaiian / Pacific Islander	N.D.	16.7	44.1	N.D.
White	82.4	88.0	76.2	Mixed
Two or More Races	52.9	76.5	71.2	Lower
Limited English	36.4	17.7	16.9	Higher
Low-Income*	48.6	53.3	53.4	Lower
Students with a Disability	55.0	33.0	22.5	Higher
Female	67.4	80.0	74.3	Lower
Male	54.5	71.6	65.2	Lower
Gender X	60.2	N.R.	58.0	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.27e: shows the 2019 math proficiency rates for the school, district, and state.

Math Proficiency Rates (SBA)	Sierra (9-12)	Seattle PS (9-12)	Washington (9-12)	Sierra Performance
All Students	**43.9**	**51.3**	**40.2**	**Mixed**
American Indian / Alaskan Native	N.D.	26.1	17.5	N.D.
Asian	N.R.	66.5	67.5	N.D.
Black / African American	20.6	16.3	19.1	Mixed
Hispanic / Latinx	N.R.	26.2	21.5	N.D.
Native Hawaiian / Pacific Islander	N.D.	22.2	16.2	N.D.
White	64.7	63.5	46.3	Mixed
Two or More Races	41.2	51.5	40.7	Mixed
Limited English	27.3	11.0	7.0	Higher
Low-Income*	20.0	27.3	21.8	Mixed
Students with a Disability	35.0	10.2	5.6	Higher
Female	44.2	53.1	40.6	Mixed
Male	43.6	49.6	39.8	Mixed

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Table 4.27f: shows the 2019 science proficiency rates for the school, district, and state.

Science Proficiency Rates (SBA)	Sierra (9-12)	Seattle PS (9-12)	Washington (9-12)	Sierra Performance
All Students	**25.9**	**24.6**	**34.5**	**Mixed**
American Indian / Alaskan Native	N.D.	8.3	21.9	N.D.
Asian	N.R.	36.3	43.1	N.D.
Black / African American	< 8.0	11.9	15.3	Lower
Hispanic / Latinx	N.R.	15.2	22.7	N.D.
Native Hawaiian / Pacific Islander	N.D.	15.4	16.3	N.D.
White	61.9	27.3	39.9	Higher
Two or More Races	18.2	25.9	35.6	Lower
Limited English	N.R.	4.9	5.1	N.D.
Low-Income*	< 8.0	18.9	25.0	Lower
Students with a Disability	< 10.0	6.9	10.7	Similar
Female	12.5	24.4	33.1	Lower
Male	37.8	24.9	35.9	Mixed

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

Figure 4.21g: shows the Class of 2019 graduation data for the school, district, and state.

Class of 2020 Four Year Graduation Rate	Sierra	Seattle PS	Washington	Sierra Performance
All Students	**N.R.**	**82.9**	**82.9**	**N.D.**
American Indian / Alaskan Native	N.D.	> 90.0	69.8	N.D.
Asian	N.R.	85.5	91.1	N.D.
Black / African American	N.R.	79.9	76.3	N.D.
Hispanic / Latinx	N.R.	74.3	77.7	N.D.
Native Hawaiian / Pacific Islander	N.D.	> 90.0	77.3	N.D.
White	N.R.	90.7	84.7	N.D.
Two or More Races	N.R.	90.1	83.9	N.D.
Limited English	N.R.	66.6	68.4	N.D.
Low-Income*	N.R.	78.2	75.1	N.D.
Students with a Disability	N.D.	64.2	64.5	N.D.
Female	N.R.	89.7	86.0	N.D.
Male	N.R.	82.0	80.0	N.D.
Gender X	N.D.	N.R.	67.5	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

WILLOW PUBLIC SCHOOL

Figure 4.28a: shows the 2018-19 proficiency rates for ELA, math, and science for the school. No assessment data is available for the 2019-20 school year.

Willow 2018-19 Proficiency Rates	ELA (SBA)	Math (SBA)	Science (WCAS)
All Students	**17.1**	**7.9**	**N.R.**
American Indian / Alaskan Native	N.R.	N.R.	N.R.
Asian	N.R.	N.R.	N.D.
Black / African American	N.R.	N.R.	N.R.
Hispanic / Latinx	10.8	<8.0	N.R.
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.
White	25.8	16.1	N.R.
Two or More Races	N.R.	N.R.	N.D.
Limited English	< 10.0	< 10.0	N.R.
Low-Income*	12.5	< 8.0	N.R.
Students with a Disability	< 10.0	< 10.0	N.R.
Female	22.5	< 8.0	N.R.
Male	11.1	8.3	N.R.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Figure 4.28b: shows the 2019 ELA proficiency rates for the school, district, and state.

ELA Proficiency Rates (SBA)	Willow (6-8)	Walla Walla SD (6-8)	Washington (6-8)	Willow Performance
All Students	**17.1**	**50.5**	**58.5**	**Lower**
American Indian / Alaskan Native	N.R.	N.R.	28.5	N.D.
Asian	N.R.	N.R.	78.4	N.D.
Black / African American	N.R.	N.R.	39.2	N.D.
Hispanic / Latinx	10.8	33.9	41.4	Lower
Native Hawaiian / Pacific Islander	N.D.	N.D.	34.9	N.D.
White	25.8	64.0	65.8	Lower
Two or More Races	N.R.	40.3	61.2	N.D.
Limited English	< 10.0	< 10.0	9.6	Similar
Low-Income*	12.5	33.5	42.0	Lower
Students with a Disability	< 10.0	< 10.0	16.1	Mixed
Female	22.5	58.2	64.5	Lower
Male	11.1	43.6	52.8	Lower
Gender X	N.D.	N.D.	59.1	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

Table 4.28c: shows the 2019 math proficiency rates for the school, district, and state.

Willow Math Proficiency Rates (SBA)	Willow (6-8)	Walla Walla SD (6-8)	Washington (6-8)	Willow Performance
All Students	**7.9**	**38.6**	**47.1**	**Lower**
American Indian / Alaskan Native	N.R.	N.R.	19.0	N.D.
Asian	N.R.	N.R.	73.8	N.D.
Black / African American	N.R.	N.R.	25.1	N.D.
Hispanic / Latinx	< 8.0	21.8	29.5	Lower
Native Hawaiian / Pacific Islander	N.D.	N.D.	22.9	N.D.
White	16.1	51.3	54.1	Lower
Two or More Races	N.R.	32.5	48.2	N.D.
Limited English	< 10.0	< 10.0	9.3	Similar
Low-Income*	< 8.0	21.6	29.7	Lower
Students with a Disability	< 10.0	< 10.0	10.9	Similar
Female	< 8.0	40.4	47.8	Lower
Male	8.3	36.9	46.5	Lower
Gender X	N.D.	N.D.	24.8	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information.

Table 4.28d: shows the 2019 science proficiency rates for the school, district, and state.

Willow Science Proficiency Rates (WCAS)	Willow (8)	Walla Walla SD (8)	Washington (8)	Willow Performance
All Students	**N.R.**	**45.5**	**51.6**	**N.D.**
American Indian / Alaskan Native	N.R.	N.R.	23.8	N.D.
Asian	N.D.	30.0	71.3	N.D.
Black / African American	N.R.	N.R.	28.9	N.D.
Hispanic / Latinx	N.R.	26.0	31.6	N.D.
Native Hawaiian / Pacific Islander	N.D.	N.D.	21.9	N.D.
White	N.R.	61.5	60.4	N.D.
Two or More Races	N.D.	27.3	53.1	N.D.
Limited English	N.R.	< 5.0	8.1	N.D.
Low-Income*	N.R.	27.6	33.9	N.D.
Students with a Disability	N.R.	< 6.0	15.6	N.D.
Female	N.R.	46.4	51.9	N.D.
Male	N.R.	44.6	51.2	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. = not reported which means the data were suppressed to protect personally identifying information. N.D. means no data. From the Washington Report Card 091119.

Section 5: Status of the Statewide Assessments

Figure 5.1: shows the percentage of students meeting standard on the 2019 ELA SBA assessment.

English/Language Arts (2019)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
All Students	**55.4**	**56.9**	**60.4**	**56.9**	**60.6**	**58.0**	**69.7**
Black / African American	38.2	40.3	43.6	37.6	41.5	38.5	51.4
American Indian / Alaskan Native	26.9	26.9	30.9	25.9	30.3	29.4	48.4
Asian	72.7	75.1	78.3	77.3	79.9	78.1	83.9
Hispanic / Latinx	37.5	39.3	43.2	39.1	44.2	40.9	54.0
Native Hawaiian / Pacific Islander	33.0	33.6	36.5	33.8	38.4	32.4	44.1
White	63.1	64.6	67.9	64.6	67.8	65.0	76.2
Two or More	58.5	59.7	64.6	60.2	63.1	60.4	71.2
Students with a Disability	25.3	23.7	22.0	15.3	16.4	14.2	21.2
Limited English	18.6	16.7	12.5	9.2	11.5	9.6	16.5
Low-Income*	39.3	41.3	42.8	39.0	43.1	42.3	53.7
Female	59.1	60.3	64.6	62.2	66.6	64.7	74.3
Male	51.9	53.6	56.4	51.8	54.9	51.6	65.2
Gender X	N.R.	27.3	N.R.	80.0	N.R.	38.1	58.0
Foster Care	33.0	31.5	36.8	28.6	33.3	29.9	36.2
Homeless	26.2	30.5	35.3	30.3	32.8	30.6	39.0
Migrant	24.3	25.1	29.4	27.7	30.8	29.3	40.1
Military Parent	62.6	65.5	68.6	64.0	69.1	67.4	72.9
Section 504	55.9	55.1	60.9	55.7	58.8	56.2	72.8

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Figure 5.2: shows the percentage of students meeting standard on the 2019 math SBA assessment.

Math (2019)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
All Students	**58.0**	**54.0**	**48.3**	**46.8**	**48.7**	**45.8**	**40.2**
Black / African American	37.4	34.8	28.2	26.5	25.3	23.6	19.1
American Indian / Alaskan Native	32.9	26.2	23.7	17.0	21.9	18.0	17.5
Asian	78.0	77.3	73.1	73.8	74.8	72.9	67.5
Hispanic / Latinx	41.0	36.6	31.0	29.4	30.8	28.3	21.5
Native Hawaiian / Pacific Islander	35.8	33.3	27.2	22.0	25.2	21.4	16.2
White	65.3	61.2	55.2	53.7	56.1	52.4	46.3
Two or More	59.6	56.3	50.3	48.9	49.6	46.0	40.7
Students with a Disability	28.0	22.8	16.6	12.3	11.7	8.7	5.5
Limited English	27.6	20.0	12.6	10.4	10.9	10.3	7.6
Low-Income*	42.1	37.9	32.1	31.1	31.7	30.4	22.6
Female	57.0	52.5	46.6	47.5	48.5	47.3	40.6
Male	59.9	55.6	50.0	46.2	48.9	44.3	39.8
Gender X	N.R.	63.6	N.R.	31.3	N.R.	18.2	17.1
Foster Care	33.5	25.5	23.2	20.7	19.4	17.0	9.4
Homeless	28.7	27.3	21.1	20.7	19.0	17.1	12.1
Migrant	32.5	26.4	21.3	22.2	21.9	21.1	13.1
Military Parent	64.1	62.5	53.3	52.0	54.2	52.4	41.3
Section 504	57.1	53.3	46.5	45.8	46.5	42.0	39.2

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.R. means not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Figure 5.3: shows the percentage of students meeting standard on the 2019 science WCAS assessment.

Science (2019)	Grade 5	Grade 8	Grade 11
All Students	**53.2**	**51.6**	**50.0**
Native American / Alaskan Native	26.0	23.8	29.9
Asian	71.0	71.3	64.6
Black / African American	30.1	28.9	23.9
Hispanic / Latinx	32.7	31.6	30.9
Native Hawaiian / Pacific Islander	23.5	21.9	22.3
Two or More Races	56.8	53.1	58.8
White	62.8	60.4	51.8
English Learner	8.1	8.1	7.1
Low Income*	35.6	33.9	34.1
Students with a Disability	22.3	15.6	15.8
Female	53.1	51.9	N.D.
Male	53.2	51.2	N.D.
Gender X	N.R.	31.8	N.D.
Foster Care	26.2	23.4	N.D.
Homeless	28.1	23.9	N.D.
Migrant	20.1	20.3	N.D.
Military Parent	61.1	62.0	N.D.
Section 504	55.3	52.4	N.D.

*Note: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. N.R. means not reported which means the data were suppressed to protect personally identifying information. From the Washington Report Card 091119.

Section 6: Status of the NAEP Assessments

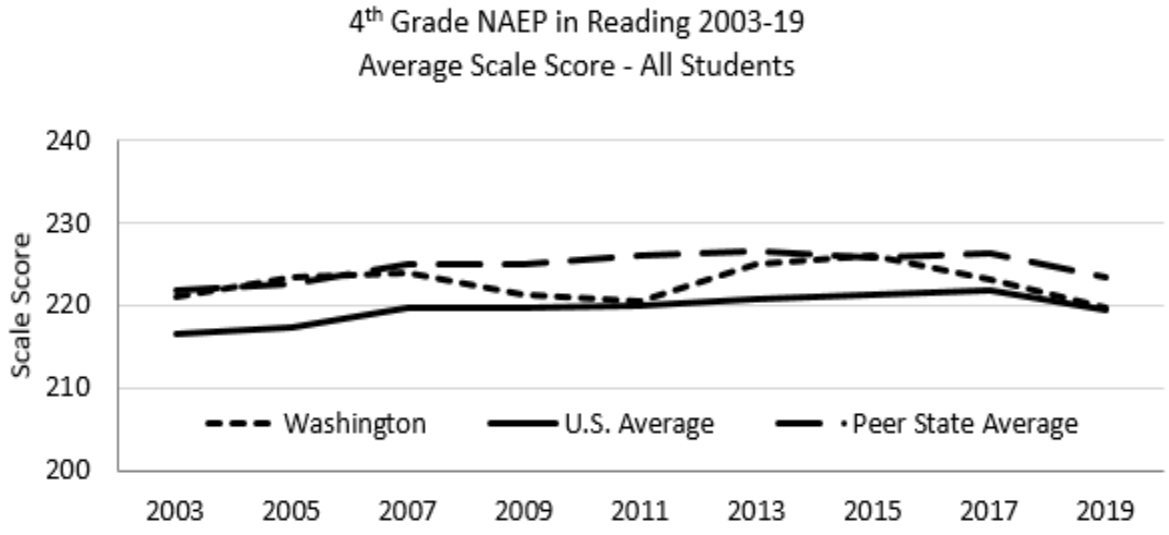
NAEP RESULTS OVER TIME

For the 4th grade NAEP in reading, the 2019 average scale score for Washington students of 219.7 was approximately 3.7 scale score points lower than the peer state average and similar to the U.S. average of 219.4 (Figure 6.1). In 2019, Washington's scale score declined 6.2 scale score points from the 2015 administration (Figure 6.2), but the decline was statistically similar to all of the peer states, except for California which increased the scale score by 3.8 points.

Figure 6.1: shows the estimated and average scale scores for the 4th grade NAEP in reading for All Students for Washington, the peer states, and the U.S. for the previous nine NAEP administrations.

State	2003	2005	2007	2009	2011	2013	2015	2017	2019
California	205.6	206.5	208.5	209.8	211.4	212.5	212.7	215.4	216.5
Colorado	223.7	223.7	223.7	225.7	223.4	226.7	224.0	224.7	224.9
Connecticut	228.3	225.8	227.2	229.0	227.4	229.6	228.9	228.4	224.3
Delaware	223.9	225.8	225.1	225.5	225.1	225.8	223.7	221.5	217.7
Maryland	218.7	220.0	224.8	226.0	230.8	232.1	222.9	225.0	219.8
Massachusetts	227.6	231.3	235.8	233.7	236.8	232.4	235.3	235.7	231.1
New Jersey	225.1	223.3	230.6	229.4	231.2	228.7	229.5	232.9	227.2
Utah	219.3	221.3	221.3	219.2	220.4	222.8	226.1	225.2	225.1
Virginia	223.3	225.8	227.1	226.5	226.4	228.6	229.0	227.6	223.6
Washington	221.1	223.5	224.0	221.3	220.5	225.0	225.9	223.1	219.7
U.S. Average	216.5	217.3	219.7	219.6	220.0	220.7	221.4	221.9	219.4
Peer State Average	221.7	222.6	224.9	225.0	225.9	226.6	225.8	226.3	223.4

Figure 6.2: Shows the average scaled scores over time for the All Students group for the national and peer state comparisons using the 4th grade NAEP reading results.

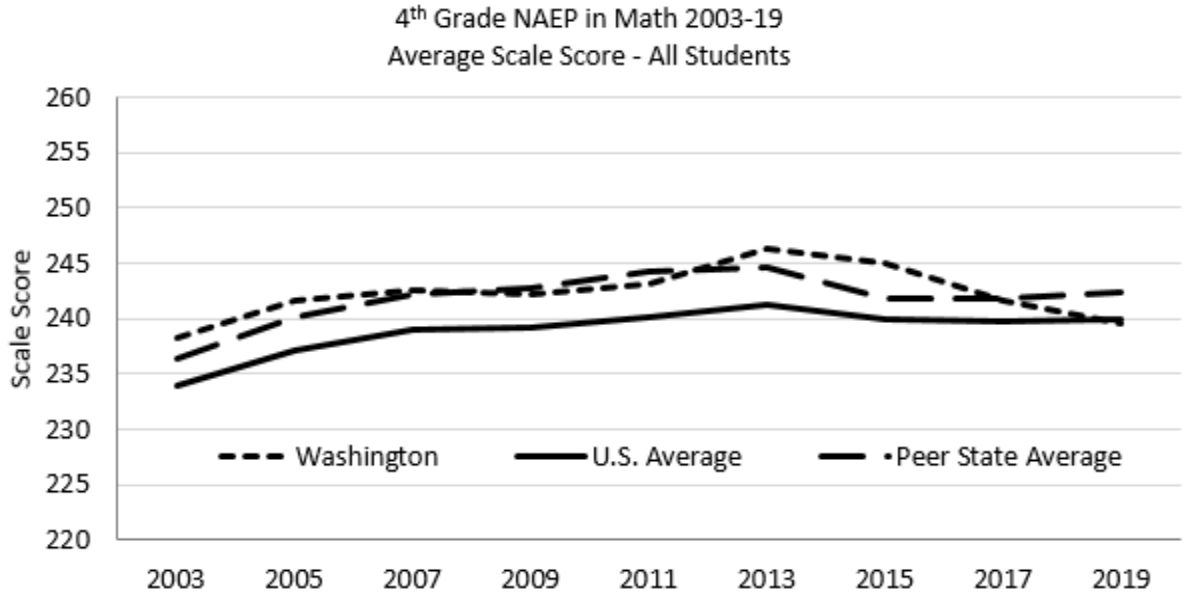


Over the past nine NAEP administrations, Washington's average scale score on the 4th grade NAEP in math for the All Students group was consistently three to five scale score points higher than the U.S. average (Figure 6.16). However, on the 2019 administration, Washington's scale score fell below the U.S. average for the first time. From the 2013 NAEP administration, Washington's scale score declined from a high of 246.3 to the 2019 score of 239.5. The 6.8 scale score point decline for Washington is among the three largest declines of all the states.

Figure 6.3: shows the estimated and average scale scores for the 4th grade NAEP in math for All Students for Washington, the peer states, and the U.S. for the previous nine NAEP administrations.

State	2003	2005	2007	2009	2011	2013	2015	2017	2019
California	227.5	230.4	230.0	231.7	234.2	233.7	231.5	232.3	234.7
Colorado	235.2	239.2	240.2	243.1	244.5	247.0	241.6	240.7	241.9
Connecticut	240.6	242.1	242.8	244.7	242.4	243.4	240.2	239.2	243.3
Delaware	235.9	239.7	241.8	239.5	240.4	243.1	238.7	236.1	239.3
Maryland	233.1	238.4	240.3	243.8	247.1	245.2	239.5	240.6	238.6
Massachusetts	241.7	247.3	252.4	252.3	253.4	253.0	250.6	249.1	247.3
New Jersey	238.8	244.0	248.6	246.5	248.0	246.9	245.4	247.9	245.9
Utah	234.8	238.8	239.4	240.3	242.5	242.8	242.6	242.5	243.8
Virginia	239.2	240.5	243.5	243.1	245.3	246.2	246.6	248.0	246.9
Washington	238.3	241.7	242.5	242.3	243.2	246.3	245.0	241.7	239.5
U.S. Average	234.0	237.1	239.1	239.1	240.1	241.2	239.9	239.7	240.0
Peer State Average	236.3	240.1	242.1	242.8	244.2	244.6	241.8	241.8	242.4

Figure 6.4: shows the average scaled scores over time for the All Students group for the national and peer state comparisons using the 4th grade NAEP math results.

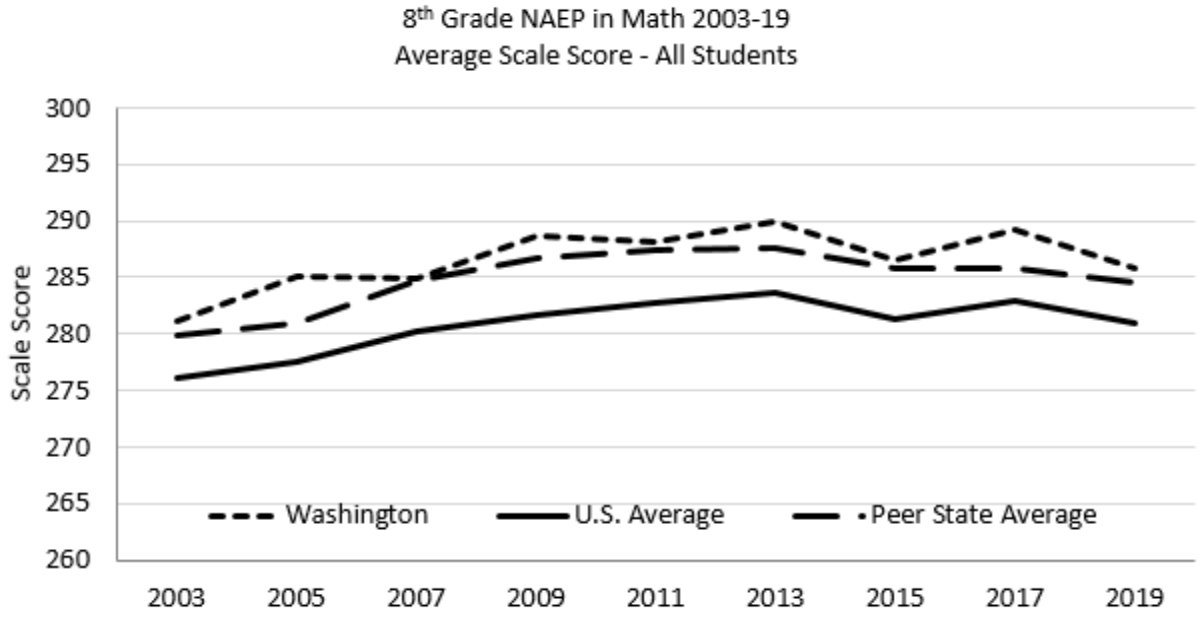


The Washington average scale score for the 8th grade NAEP in math of 285.8 was approximately 1.2 scale score points higher than the peer state average and approximately 4.8 scale score points higher than the U.S. average. In 2019, Washington's average scale score decreased 3.3 scale score points, while the peer state average decreased 1.1 points and the U.S. average decreased by approximately 1.8 scale score points (Figure 6.5).

Figure 6.5: shows the estimated and average scale scores for the 8th grade NAEP in math for All Students for Washington, the peer states, and the U.S. for the previous nine NAEP administrations.

State	2003	2005	2007	2009	2011	2013	2015	2017	2019
California		268.6	270.4	270.4	272.8	275.9	275.3	276.6	275.6
Colorado	283.4	280.8	286.2	287.4	291.7	289.7	285.5	286.2	284.7
Connecticut	283.7	281.1	282.5	288.6	287.0	285.2	284.0	284.1	286.2
Delaware	277.2	281.0	283.0	283.8	282.8	282.3	279.8	278.0	276.7
Maryland	277.7	277.9	285.7	288.3	288.0	286.6	283.1	280.9	280.1
Massachusetts	286.5	291.5	297.9	298.9	298.5	300.6	296.9	297.0	294.5
New Jersey	281.4	283.9	288.6	292.7	294.1	296.1	293.4	291.7	291.8
Utah	280.6	279.2	281.1	284.1	283.3	284.3	286.1	286.8	284.9
Virginia	281.7	284.4	287.6	286.1	289.3	288.1	287.7	290.1	287.1
Washington	281.2	285.1	284.9	288.7	288.1	290.0	286.5	289.1	285.8
U.S. Average	276.1	277.5	280.2	281.7	282.7	283.6	281.3	282.8	281.0
Peer State Average	279.9	280.9	284.8	286.7	287.5	287.7	285.8	285.7	284.6

Figure 6.6: Shows the average scaled scores for the national and peer state comparisons using the 8th grade NAEP math results.

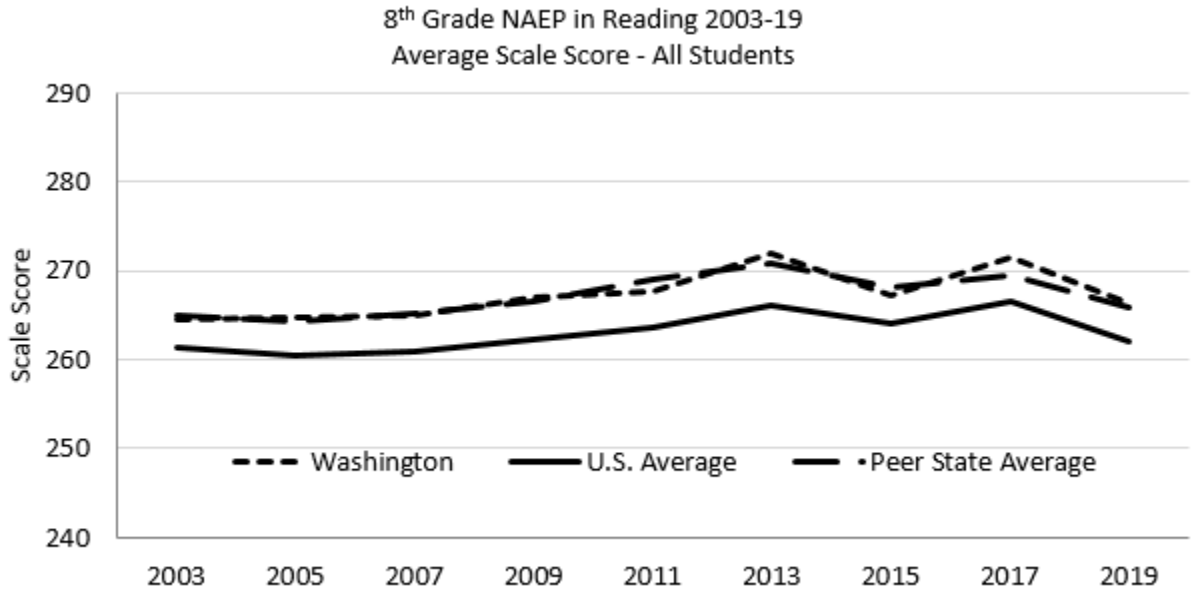


On the 8th grade NAEP in reading, the 2019 scale score for Washington (266.3) decreased 5.3 points from 2017, while the peer state average decreased 3.7 points and the U.S. average decreased 4.6 scale score points since the 2017 administration (Figure 6.7). Over the years, the Washington scale score has been very similar to the peer state average and followed the U. S. trend (Figure 6.8).

Figure 6.7: shows the estimated and average scale scores for the 8th grade NAEP in reading for All Students for Washington, the peer states, and the U.S. for the previous nine NAEP administrations.

State	2003	2005	2007	2009	2011	2013	2015	2017	2019
California	251.0	250.4	251.3	252.6	254.9	261.5	259.0	262.5	258.8
Colorado	267.6	264.8	266.4	265.5	270.6	271.0	268.1	270.3	267.3
Connecticut	267.2	264.0	267.1	271.8	274.7	274.5	273.0	272.5	269.7
Delaware	264.5	266.0	264.5	265.0	265.8	266.0	262.6	263.1	259.7
Maryland	261.6	260.8	265.2	267.3	271.2	273.8	267.9	267.3	264.4
Massachusetts	272.9	273.7	273.3	273.6	275.4	277.0	274.5	277.8	273.1
New Jersey	267.8	269.4	270.1	272.8	275.2	276.4	270.9	275.0	270.4
Utah	264.3	261.9	262.2	265.6	267.1	270.0	269.4	268.8	267.4
Virginia	268.0	267.8	266.9	265.6	267.3	267.6	266.8	267.7	261.8
Washington	264.5	264.7	264.9	266.9	267.6	272.0	267.3	271.6	266.3
U.S. Average	261.3	260.4	261.0	262.3	263.6	266.0	264.0	266.6	262.0
Peer State Average	265.0	264.3	265.2	266.7	269.1	270.9	268.0	269.5	265.8

Figure 6.8: Shows the average scaled scores for the national and peer state comparisons using the 8th grade NAEP reading results.



SUMMARY OF THE 2019 NAEP RESULTS

The National Assessment of Educational Progress (NAEP) is a nationally representative measure of trends in academic achievement of U.S. elementary and secondary students in various subjects. The NAEP is administered every two years to a representative sampling of students in all fifty sites, the District of Columbia, and U.S. territories. The NAEP is the only assessment that allows comparison of results from state to state or to nationwide results.

The NAEP is intentionally designed in a manner to produce statewide results based on a sampling of students from representative schools across all jurisdictions. The NAEP is a large-group assessment, which means that each student completes only a portion of the overall assessment, and the portions are combined in a manner to yield a quantifiable result or score. The sample of students from any given school may not necessarily be representative of that school, but when the student results are combined and aggregated to the state level, the results are considered reliable and valid estimates of what students know and can do in a particular content area.

The NAEP Governing Board seeks to ensure that NAEP is fully representative of students with a disability and English learners. Inclusion in NAEP of a student with a disability or English learner is encouraged if that student participated in the regular state academic assessment in the subject being tested, and if that student can participate in NAEP with the accommodations NAEP allows. Students with disabilities and English learners are allowed to use most of the testing accommodations that they receive for state or district tests.

Because students with a disability and English learners typically score lower than students not categorized as a student with a disability or an English learner, jurisdictions that are more inclusive (those assessing greater percentages of these students) may have lower average scores than if they had a less inclusive policy. The evaluation of the computed results for students with a disability and English learner should take into account the percentage of student who assessed without accommodations when the students would have been provided accommodations on their regular statewide assessments (Appendix C).

With few exceptions, the performance of Washington students on the 4th NAEP in reading and the 8th grade NAEP in math is similar to the performance of the peer states and to the national averages (Figure 6.9). Figures 6.10 and 6.11 show similar performance comparisons on the other NAEP reading and math assessments for 4th and 8th graders. The performance of Washington students is not in the top ten percent nationally for either of the NAEP assessments. The following facts are noteworthy:

- The estimated scale score on the Washington 4th grade NAEP reading for the All Students group is statistically lower than the scores for six peer states.

- The scale score for students identifying as Hispanic/ Latinx is among the lowest 10 percent nationally, and the score for English learners is among the lowest 10 percent of nationally and the lowest of the peer states.
- The estimated scale score on the 8th grade NAEP math for the All Students group is a little higher than the U.S. average, is in the top 25 percent nationally, and is similar to peer states.

Figure 6.9: summary of student group performance on the 2019 4th grade NAEP in reading and 8th grade NAEP in math.

2019 NAEP Assessments	Comparison U.S. Average 4th Grade Reading	Comparison Peer States 4th Grade Reading	Comparison U.S. Average 8th Grade Math	Comparison Peer States 8th Grade Math
All Students	**Similar**	**WA Lower**	**WA Higher**	**Similar**
American Indian / Alaskan Native	Similar	WA Higher	Similar	N.D.
Asian	Similar	Similar	Similar	Similar
Black / African American	Similar	Similar	Similar	Similar
Hispanic / Latinx	WA Lower	Similar	Similar	Similar
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.
White	Similar	Similar	Similar	Similar
Two or More Races	Similar	Similar	Similar	Similar
Limited English	WA Lower	WA Lower	Similar	Similar
Low-Income*	Similar	Similar	Similar	Similar
Students with a Disability*	Similar	Similar	Similar	Similar

*Note: U.S. and peer state comparisons are derived from the NAEP Data Explorer statistical test of significance (Appendix B). The peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. N.D. means no data. The students with a disability group excludes students identified and served under a Section 504 plan. The Low income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

Figure 6.10: summary of student group performance on the 2019 4th grade NAEP in reading and math.

4th Grade NAEP Assessments	Comparison U.S. Average Reading	Comparison Peer States Reading	Comparison U.S. Average Math	Comparison Peer States Math
All Students	**Similar**	**WA Lower**	**Similar**	**Similar**
American Indian / Alaskan Native	Similar	WA Higher	Similar	N.D.
Asian	Similar	Similar	Similar	Similar
Black / African American	Similar	Similar	Similar	Similar
Hispanic / Latinx	WA Lower	Similar	Similar	Similar
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.
White	Similar	Similar	Similar	WA Lower
Two or More Races	Similar	Similar	Similar	Similar
Limited English	WA Lower	WA Lower	WA Lower	Similar

Low-Income*	Similar	Similar	Similar	Similar
Students with a Disability*	Similar	Similar	Similar	Similar

*Note: U.S. and peer state comparisons are derived from the NAEP Data Explorer statistical test of significance (Appendix B). The peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. N.D. = No Data. The students with a disability group excludes students identified and served under a Section 504 plan. The Low income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

Figure 6.11: summary of student group performance on the 2019 8th grade NAEP in reading and math.

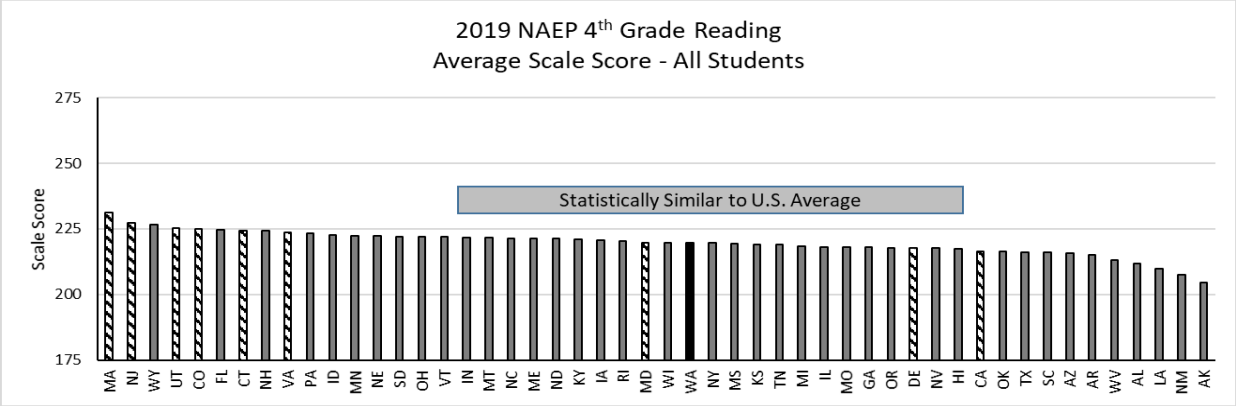
8th Grade NAEP Assessments	Comparison U.S. Average Reading	Comparison Peer States Reading	Comparison U.S. Average Math	Comparison Peer States Math
All Students	**Similar**	**Similar**	**WA Higher**	**Similar**
American Indian / Alaskan Native	Similar	N.D.	Similar	N.D.
Asian	Similar	Similar	Similar	Similar
Black / African American	Similar	Similar	Similar	Similar
Hispanic / Latinx	Similar	Similar	Similar	Similar
Native Hawaiian / Pacific Islander	N.D.	N.D.	N.D.	N.D.
White	WA Higher	Similar	Similar	Similar
Two or More Races	Similar	Similar	Similar	Similar
Limited English	WA Lower	Similar	Similar	Similar
Low-Income*	Similar	Similar	Similar	Similar
Students with a Disability*	Similar	Similar	Similar	Similar

*Note: U.S. and peer state comparisons are derived from the NAEP Data Explorer statistical test of significance (Appendix B). The peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. N.D. means no data. The students with a disability group excludes students identified and served under a Section 504 plan. The Low income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

WASHINGTON NAEP RESULTS – 4TH GRADE READING

For 4th grade students in Washington (All Students group), the average reading scale score of 219.7 is statistically similar to the U.S. average of 219.4. Washington's average scale score is statistically similar to the average scale scores of several peer states (Figure 6.12), and is statistically different and lower than six other peer states.

Figure 6.12: Shows the average scale score by state for the All Students group on the 2019 4th grade NAEP in reading and whether a state's performance was statistically higher, lower, or similar to the average scale score for the United States public schools.



The Washington groups' performance is mostly similar to the U.S. average and comparable to the peer states (Figure 6.13). The Hispanic student group in Washington performed lower than the comparable group for the peer states, and the English Learner (EL) student group performed lower than the U.S. average and the peer states. Other factors regarding the English learner performance is discussed in more detail in the context of accommodations (Appendix B).

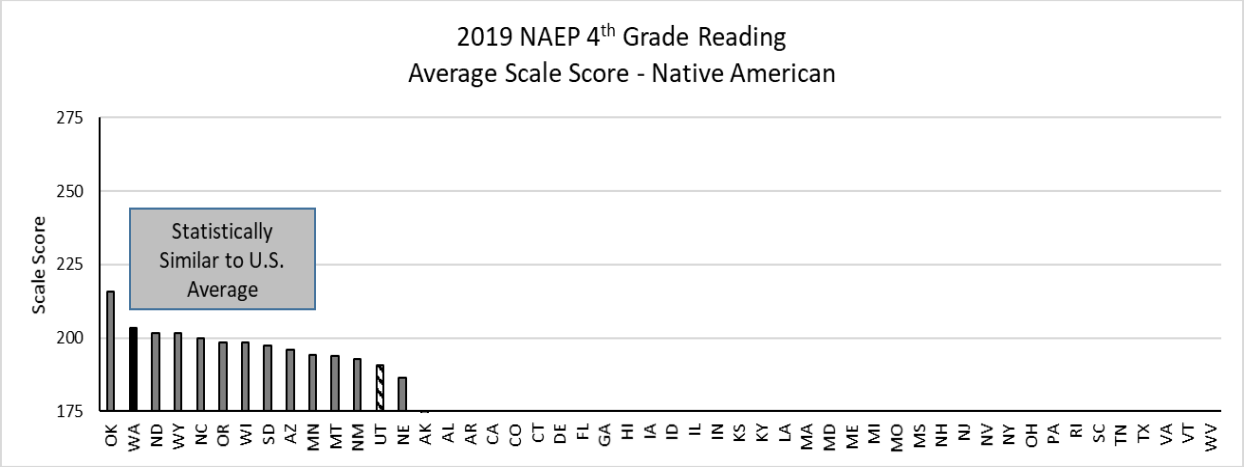
Figure 6.13: summary of student group performance on the 2019 4th grade NAEP in reading.

4th Grade NAEP in Reading	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
All Students	**219.7**	**219.4**	**Similar**	**WA Lower**
American Indian / Alaskan Native	203.5	203.9	Similar	WA Higher
Asian	234.5	239.1	Similar	Similar
Black / African American	209.2	203.0	Similar	Similar
Hispanic / Latinx	201.7	208.3	WA Lower	Similar
Native Hawaiian / Pacific Islander	N.D.	209.4	N.D.	N.D.
White	228.3	229.3	Similar	Similar
Two or More Races	227.0	225.2	Similar	Similar
Limited English	179.6	191.0	WA Lower	WA Lower
Low-Income*	206.5	206.9	Similar	Similar
Students with a Disability*	180.0	179.9	Similar	Similar

*Note: U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix C) and the peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. N.D. means no data. The students with a disability group excludes students identified and served under a Section 504 plan. The Low income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

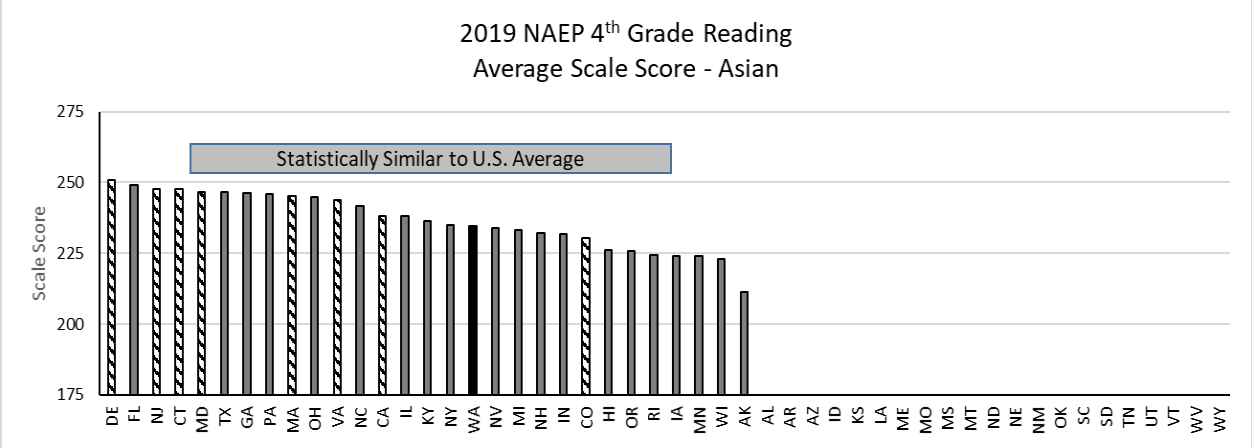
Washington is one of only 14 states for which an average scale score could be computed for the Native American/Alaska Native student group (Figure 6.14).

Figure 6.14: shows the rank ordering of the performance of the Native American or Alaskan Native student group on the 2019 4th grade NAEP in reading for each of the states for which a score could be computed.



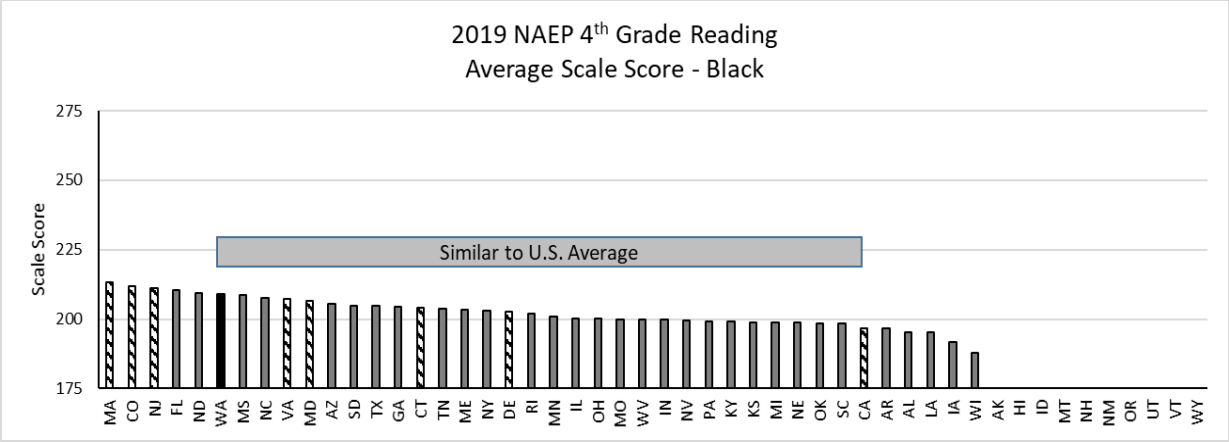
On the 2019 NAEP in reading, the Asian student group for Washington posted an average scale score of 234.5 which was statistically similar to the U.S. average of 239.1 and similar to five peer states (Figure 6.15).

Figure 6.15: shows the rank ordering of the performance of the Asian student group on the 2019 4th grade NAEP in reading for each of the states.



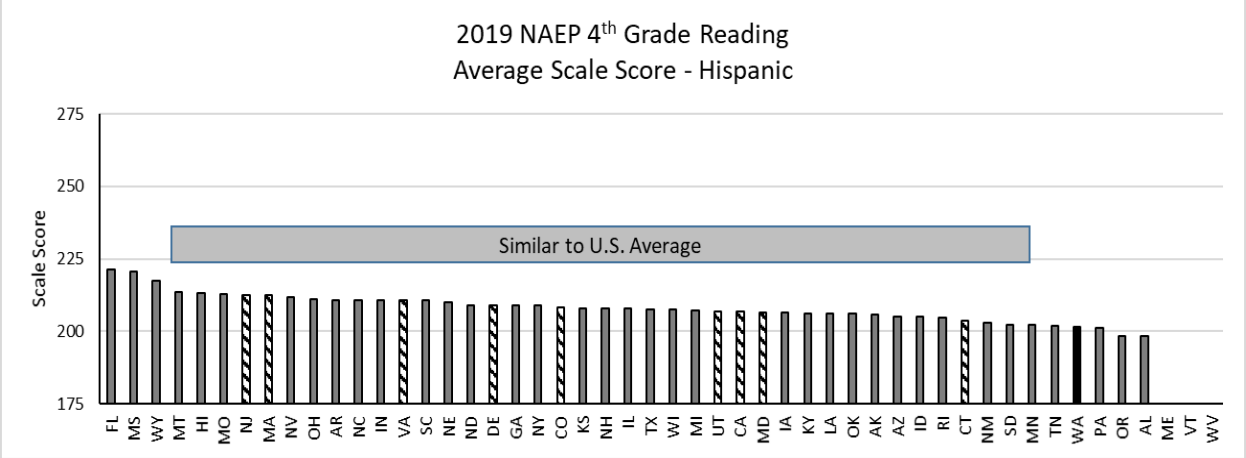
The Black or African American student group for Washington posted an average scale score of approximately 209.2 on the 2019 NAEP in reading, which was statistically similar to the U.S. average of 203.0 (Figure 6.16). The Washington score was statistically similar to the eight peer states for which a scale score was computed.

Figure 6.16: shows the rank ordering of the performance of the Black/African American student group on the 2019 4th grade NAEP in reading for each of the states.



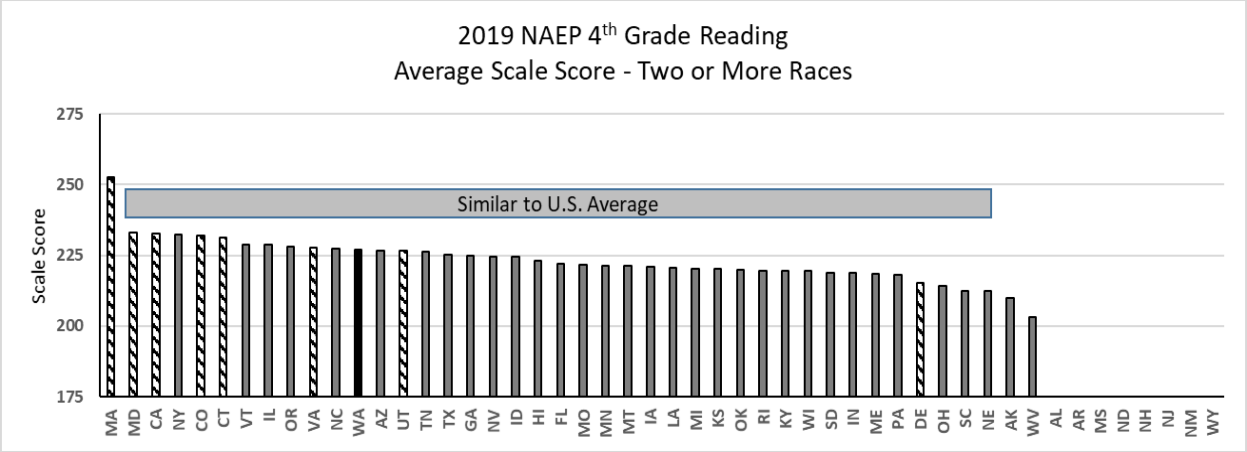
On the 2019 NAEP in reading, the Hispanic student group for Washington posted an average scale score of 201.7, which was statistically lower than the U.S. average of 208.3 (Figure 6.17). The Washington scale score is statistically similar to California, Connecticut, Maryland, and Utah, but is statistically lower than the other five peer states.

Figure 6.17: shows the rank ordering of the performance of the Hispanic student group on the 2019 4th grade NAEP in reading for each of the states.



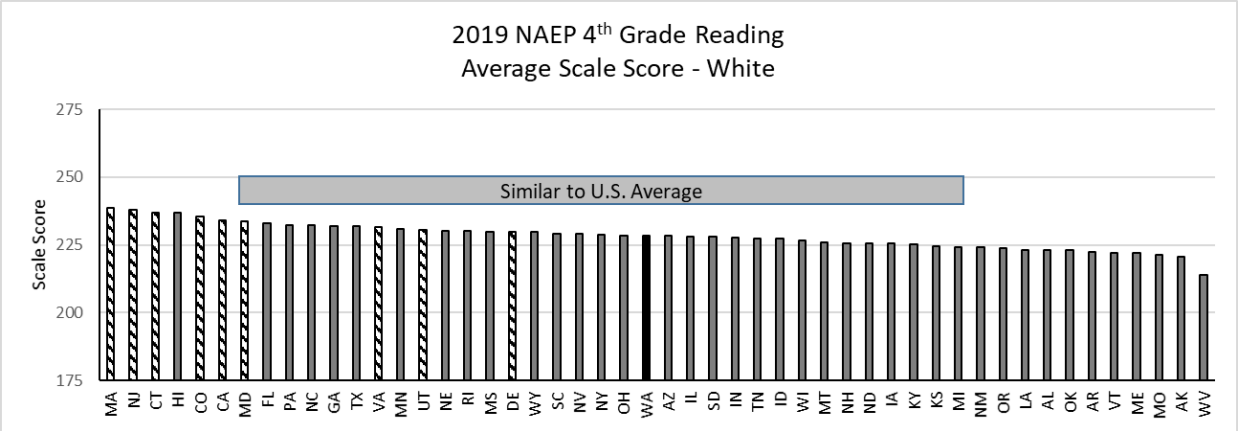
For students identifying with Two or More races, an average scale score of 227.0 was posted on the 2019 NAEP in reading for Washington. The scale scores for 35 of the 39 states were statistically similar to the U.S. average scale score of 225.2 (Figure 6.18). Massachusetts posted an average scale score statistically higher than the both the Washington score and the U.S. average score.

Figure 6.18: shows the rank ordering of the performance of the Two or More races student group on the 2019 4th grade NAEP in reading for each of the states.



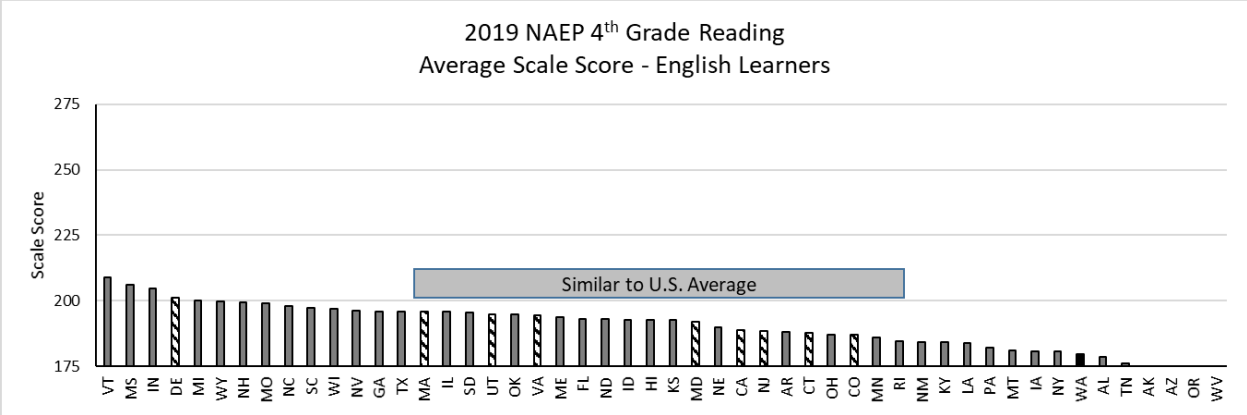
The White student group for Washington posted an average scale score of 228.3 on the 2019 NAEP in reading, which was similar to the U.S. average of 229.3 and statistically similar to five peer states (Figure 6.19). Four peer states (Connecticut, Colorado, Massachusetts, and New Jersey) posted average scale scores statistically higher than the Washington score and the U.S. average scale score.

Figure 6.19: shows the rank ordering of the performance of the White student group on the 2019 4th grade NAEP in reading for each of the states.



Washington students identified as English learners (EL) posted an average scale score of 179.6, which was statistically lower than the U.S. average of 191.0 (Figure 6.20). All of the peer states performed statistically similar to or better than the U.S. average. California, Delaware, Maryland, Massachusetts, Utah, and Virginia performed statistically different and higher than Washington.

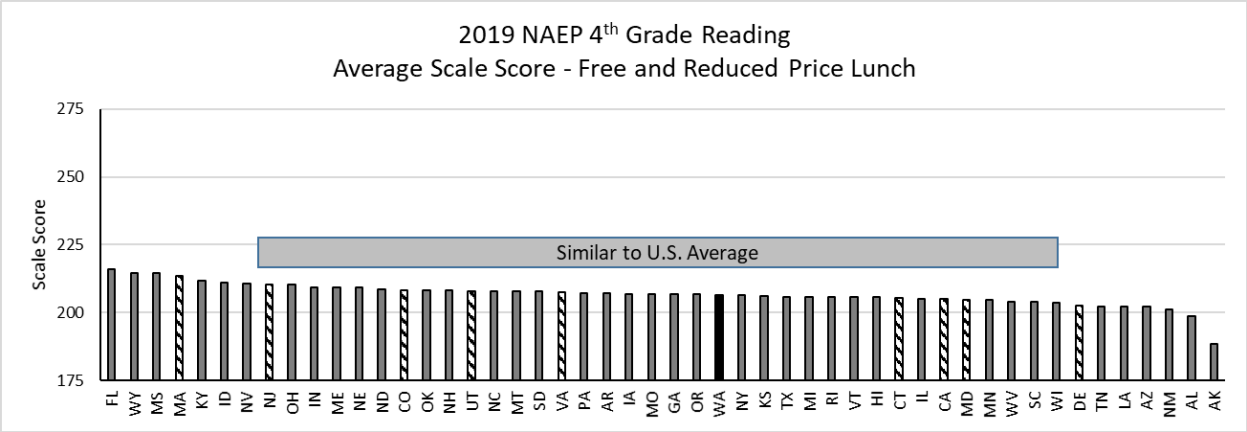
Figure 6.20: shows the rank ordering of the performance of the English learner student group on the 2019 4th grade NAEP in reading for each of the states.



The performance of English learner students on the NAEP is complicated by the fact that not all English learner students in all states are assessed with accommodations. The English learner students testing with accommodations might be expected to perform better than similar students not testing with accommodations, which means that the percentage of English learner students assessed with and without accommodations might have an impact on the group performance (Appendix B). Other factors that are known to influence testing outcomes for English learners are years in bilingual education, home language, years of formal education outside of the U.S., and others, so it might be inappropriate to conclude that the Washington English learners are underperforming.

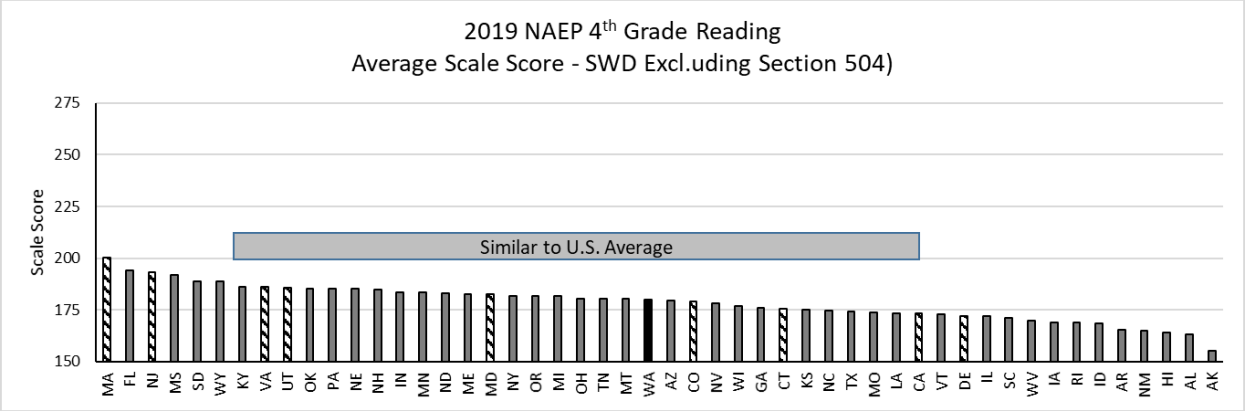
For students qualifying for the Free and Reduced Price program (FRL), the Washington 4th graders posted an average scale score of 206.5, which was statistically similar to the U.S. average of 206.9 (Figure 6.21). The Washington score was similar to six peer states, and Massachusetts was the only peer state to perform better than the U.S. average.

Figure 6.21: shows the rank ordering of the performance of the students qualifying for the FRL program student group on the 2019 4th grade NAEP in reading for each of the states.



For students with a disability (excluding those students served through a Section 504 plan), the Washington group posted an average scale score of 180.0, which was indistinguishable from the U.S average of 179.9 (Figure 6.22). Massachusetts and New Jersey were the only peer states to perform better than the U.S. average. All the peer states performed statistically similar to Washington.

Figure 6.22: shows the rank ordering of the performance of the Students with a Disability student group on the 2019 4th grade NAEP in reading for each of the states.

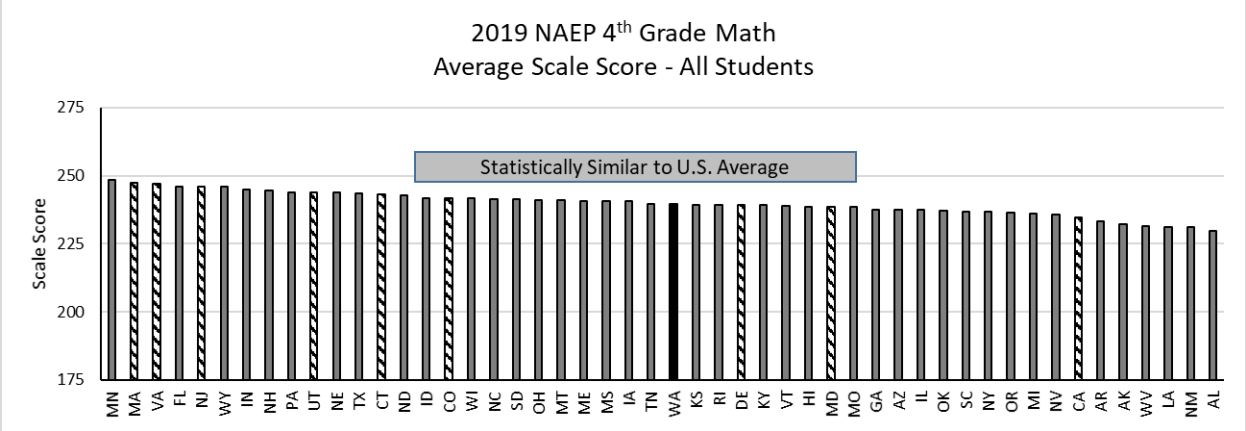


WASHINGTON NAEP RESULTS – 4TH GRADE MATH

For the All Students group, the Washington scale score of 239.5 was statistically similar to the U.S. average scale score of 240.0 (Figure 6.23) and was statistically similar to or higher than four

peer states (California, Colorado, Delaware, and Maryland). The Washington scale score was statistically different and lower than five peer states (Connecticut, Massachusetts, New Jersey, Utah, and Virginia).

Figure 6.23: Shows the average scale score by state for the All Students group on the 2019 4th grade NAEP in math and whether a state's performance was statistically higher, lower, or similar to the average scale score for the United States public schools.



On the 2019 4th grade NAEP in math, student groups from Washington posted scale scores mostly similar to the U.S average and similar to the peer states (Figure 6.24). Students identifying as White performed a little lower than the peer states, and English learners posted a scale score that was statistically lower than the U.S. average.

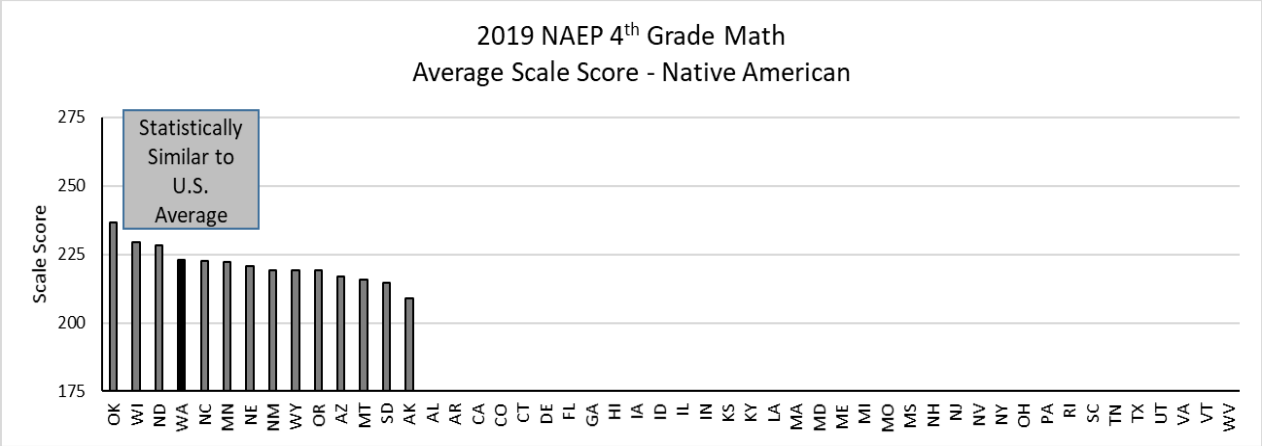
Figure 6.24: summary of student group performance on the 2019 4th grade NAEP in math.

4th Grade NAEP in Math	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
All Students	**239.5**	**240.0**	**Similar**	**Similar**
American Indian / Alaskan Native	223.0	227.7	Similar	N.D.
Asian	263.8	263.1	Similar	Similar
Black / African American	223.5	223.9	Similar	Similar
Hispanic / Latinx	227.0	230.6	Similar	Similar
Native Hawaiian / Pacific Islander	N.D.	209.4	N.D.	N.D.
White	245.8	248.6	Similar	WA Lower
Two or More Races	241.4	243.0	Similar	Similar
Limited English	212.1	219.4	WA Lower	Similar
Low-Income*	227.9	228.9	Similar	Similar
Students with a Disability*	211.5	211.0	Similar	Similar

*Note: U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix C) and the peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. The students with a disability group excludes students identified and served under a Section 504 plan. N.D. means no data. The Low income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

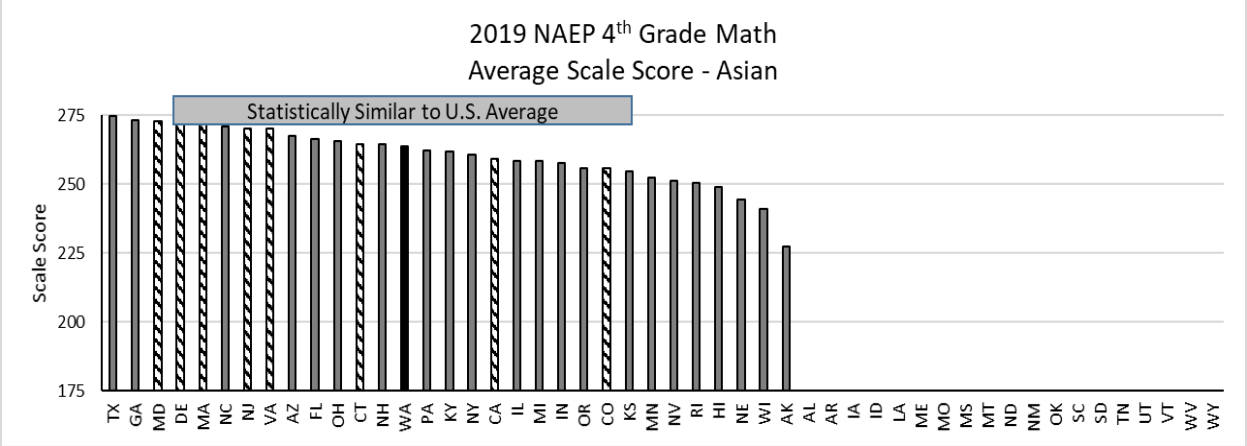
For students identifying as Native American or Alaskan Native, the Washington scale score of 223.0 was statistically similar to the U.S. average scale score of 227.7 (Figure 6.25). Average scale scores for the peer states were not computed by the NAEP team, due to the small sample sizes.

Figure 6.25: Shows the average scale score by state for the Native American or Alaskan Native student group on the 2019 4th grade NAEP in math.



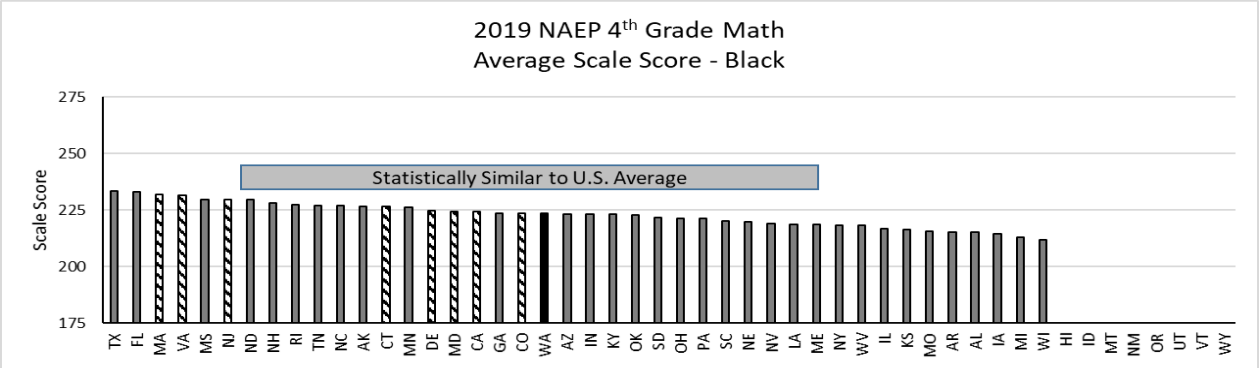
Washington 4th grade students identifying as Asian posted an average scale score of 263.8 which was statistically similar to the U.S. average scale score of 263.1 (Figure 6.26). The average scale scores for the eight peer states with a reportable score were statistically similar to the score for Washington students.

Figure 6.26: Shows the average scale score by state for the Asian student group on the 2019 4th grade NAEP in math.



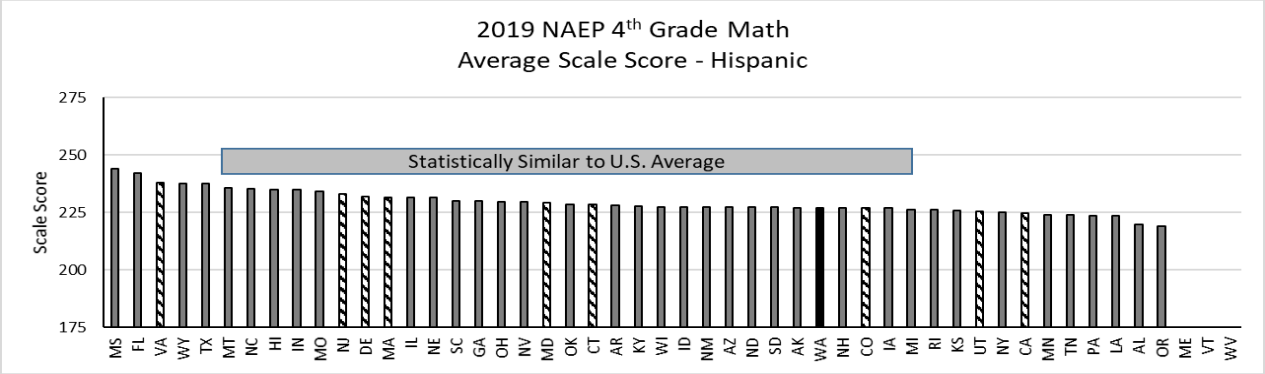
In Washington, the 4th graders identifying as Black or African American posted an average scale score of 223.5, which was statistically similar to the U.S. average scale score of 223.9 (Figure 6.27). The Washington scale score was statistically similar to the eight other peer states for which a score was computed.

Figure 6.27: Shows the average scale score by state for the Black or African American student group on the 2019 4th grade NAEP in math.



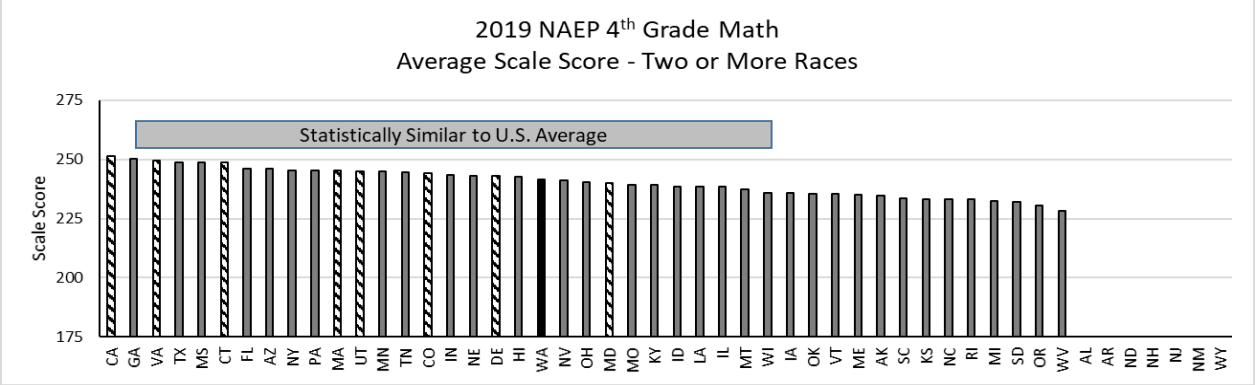
Students identifying as Hispanic in Washington posted an average scale score of 227.0 which was statistically similar to the U.S. average score of 230.6 (Figure 6.28). The Washington scale score is statistically lower than the Virginia score and statistically similar to the other peer states.

Figure 6.28: Shows the average scale score by state for the Hispanic or Latinx student group on the 2019 4th grade NAEP in math.



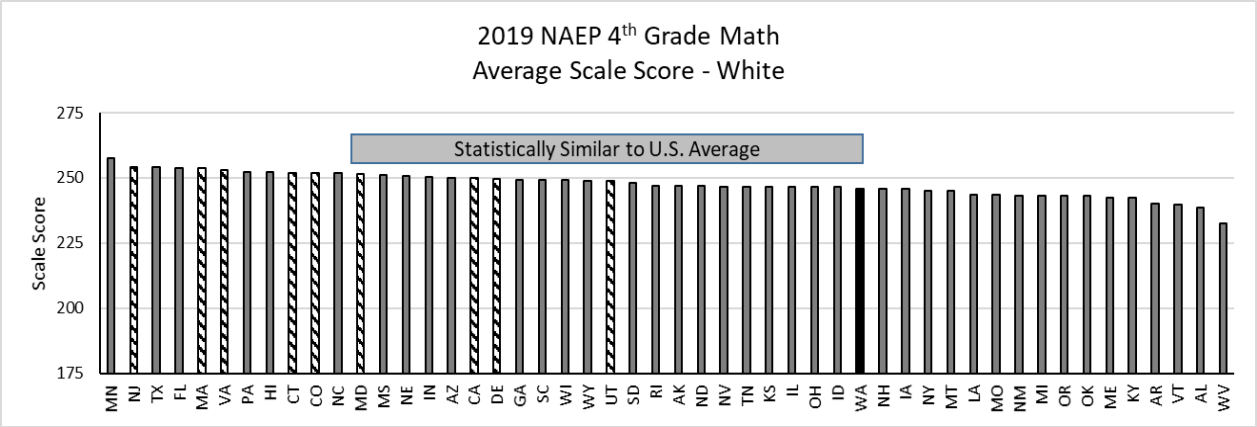
Students identifying with Two or More races in Washington posted an average scale score of 241.4 which is statistically similar to the U.S. average of 243.0 (Figure 6.29). The Washington scale score is statistically similar to the other eight states for which a score could be computed.

Figure 6.29: Shows the average scale score by state for the Two or More races student group on the 2019 4th grade NAEP in math.



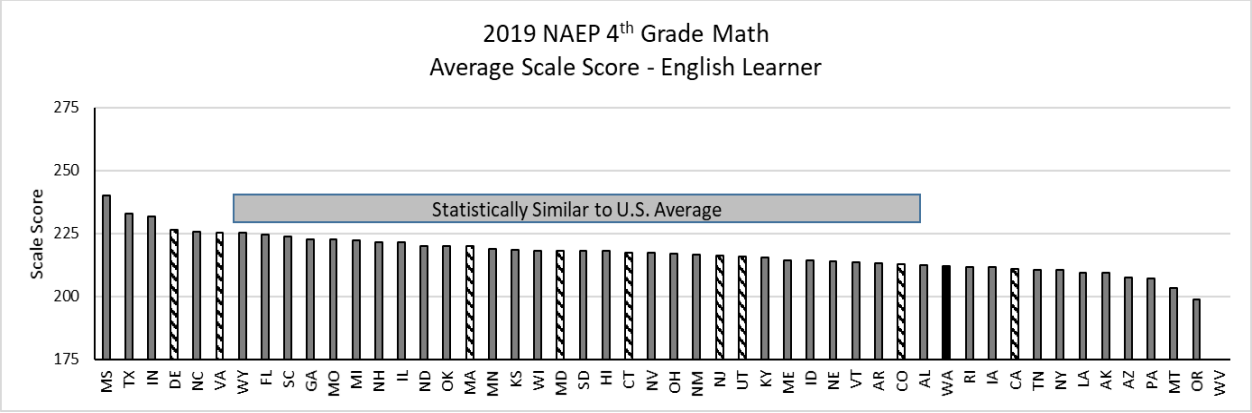
For students identifying as non-Hispanic White, an average scale score of 245.8 was computed, which is statistically similar to the U.S. average scale score of 248.6 (Figure 6.30). Seven of the peer states had a statistically different and higher average score than Washington, while California and Utah posted similar scale scores.

Figure 6.30: Shows the average scale score by state for the Non-Hispanic White student group on the 2019 4th grade NAEP in math.



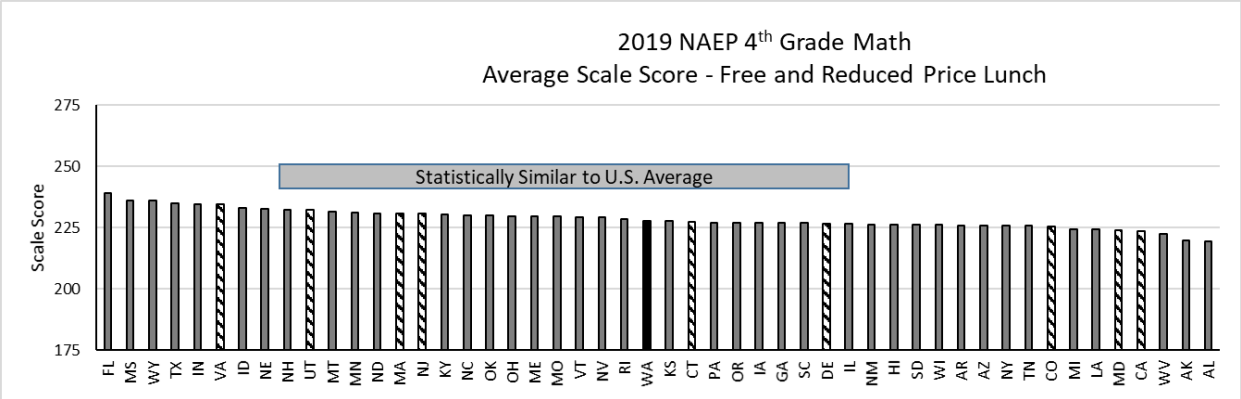
English learners in Washington posted an average scale score of 212.1, which is statistically lower than the U.S. average score of 219.4 (Figure 6.31). The scale score for Washington was similar to six peer states but statistically different and lower than the scores for Delaware, Massachusetts, and Virginia.

Figure 6.31: Shows the average scale score by state for the English learner student group on the 2019 4th grade NAEP in math.



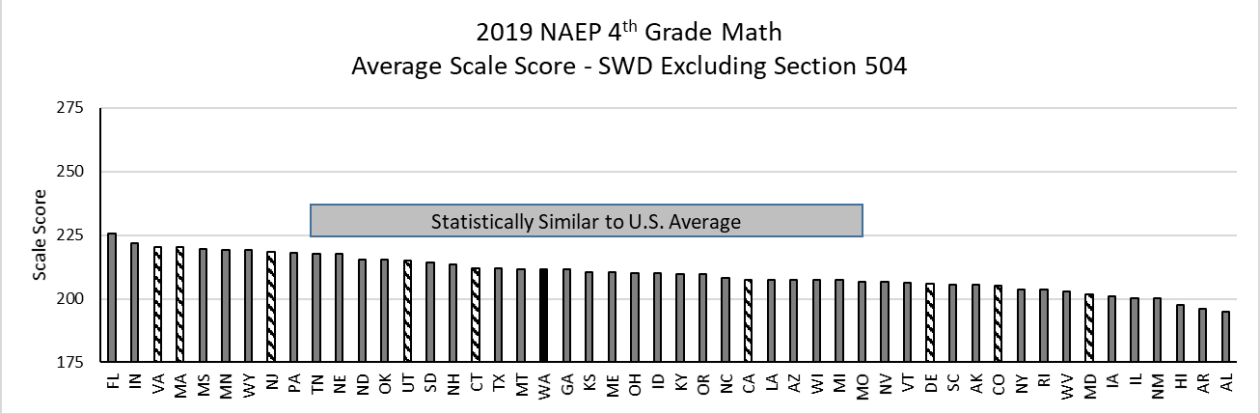
For the students qualifying for the Free and Reduced Price Lunch (FRL) program in Washington, the average scale score of 227.9 is statistically similar to the U.S. average of 228.9 (Figure 6.32). The score for Washington students is similar to or higher than seven peer states and is different and lower than the scores for Utah and Virginia.

Figure 6.32: Shows the average scale score by state for students qualifying for the Free and Reduced Price Lunch program (FRL) group on the 2019 4th grade NAEP in math.



The 4th grade students in Washington receiving special education services earned an average scale score of 211.5, which is statistically similar to the U.S. average of 211.0 (Figure 6.33). The score for Washington students is similar to or higher than seven peer states and is different and lower than the scores for Massachusetts and Virginia.

Figure 6.33: Shows the average scale score by state for the students with a disability group on the 2019 4th grade NAEP in math.



WASHINGTON NAEP RESULTS – 8TH GRADE MATH

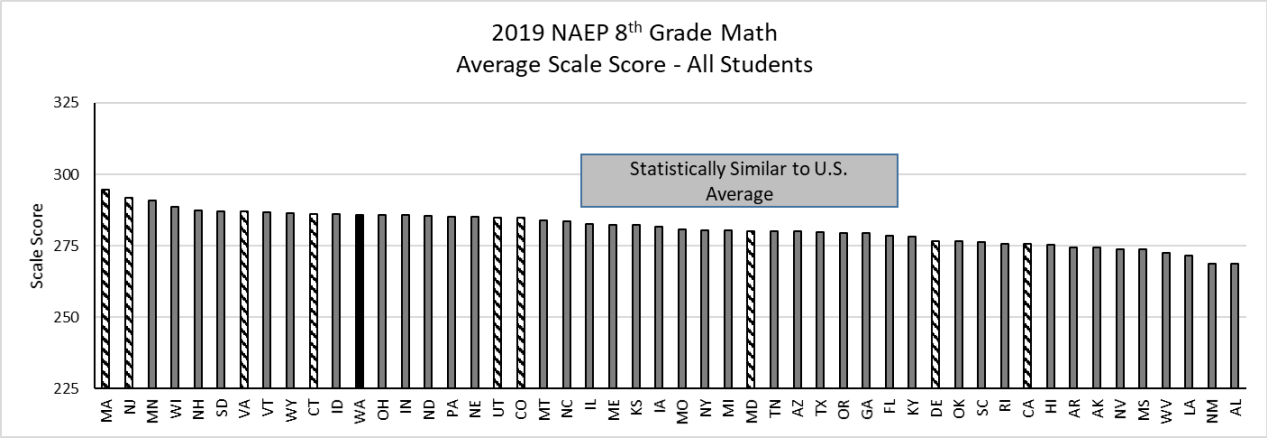
Figure 6.34: summary of student group performance on the 2019 8th grade NAEP in math.

8th Grade NAEP in Math	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
All Students	**285.8**	**281.0**	**WA Higher**	**Similar**
American Indian / Alaskan Native	259.3	262.8	Similar	N.D.
Asian	315.3	312.6	Similar	Similar
Black / African American	258.7	259.2	Similar	Similar
Hispanic / Latinx	267.4	268.0	Similar	Similar
Native Hawaiian / Pacific Islander	N.D.	274.3	N.D.	N.D.
White	291.8	291.5	Similar	Similar
Two or More Races	291.8	285.0	Similar	Similar
Limited English	243.1	242.8	Similar	Similar
Low-Income*	268.3	266.1	Similar	Similar
Students with a Disability	235.1	242.1	Similar	Similar

*Note: U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix C) and the peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. N.D. means no data. The Low income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

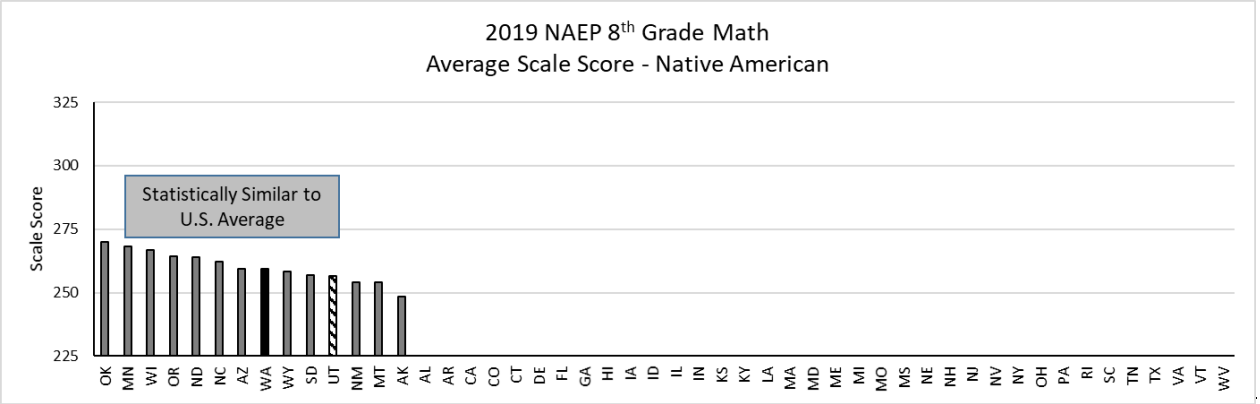
On the 2019 8th grade NAEP in math, the All Students group for Washington posted an average scale score of 285.8, which is statistically different and higher than the U.S. average of 281.0 (Figure 6.35). The Washington scale score was statistically higher than seven peer states, but was statistically lower than the computed scores for Massachusetts and New Jersey. An average scale score of 287.2 was necessary to be in the top 10 percent of states.

Figure 6.35: shows the rank ordering of the performance of the All Students group on the 2019 8th grade NAEP in math for each of the states.



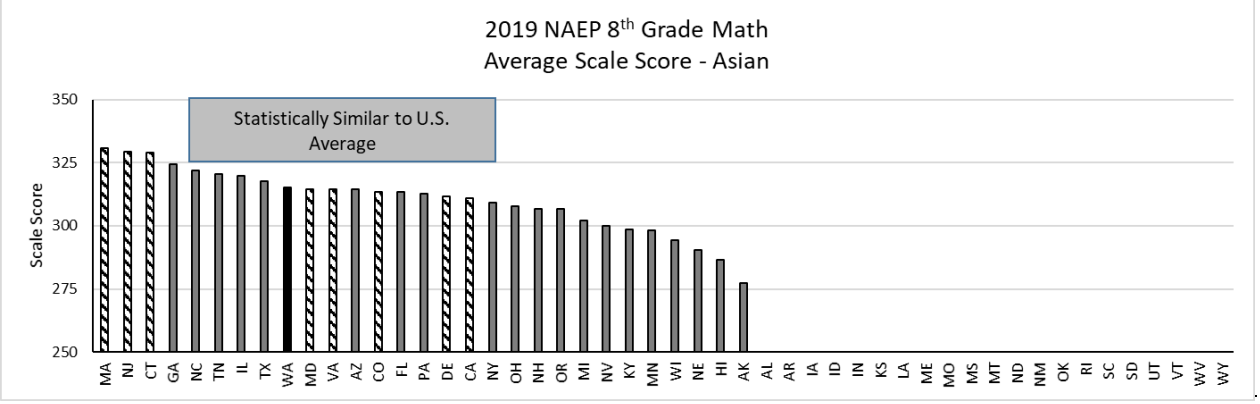
The Washington 8th graders identifying as Native American or Alaskan Native posted an average scale score of 259.3 is statistically similar to the U.S. average of 262.8 (Figure 6.36). Utah was the only peer state to have a reportable score for the student group. The Washington and Utah score are statistically similar.

Figure 6.36: shows the rank ordering of the performance of the Native American or Alaskan Native group on the 2019 8th grade NAEP in math for each of the states.



The Asian student group for Washington achieved a computed scale score of 315.3, which was similar to the U.S. average scale score of 312.6 and comparable to six of the peer states (Figure 6.37). New Jersey and Massachusetts posted statistically higher scale scores than that for Washington, but Washington performed statistically similar or higher than six peer states. A scale score of 328.9 was required for a state to be ranked in the top ten percent nationally on the measure.

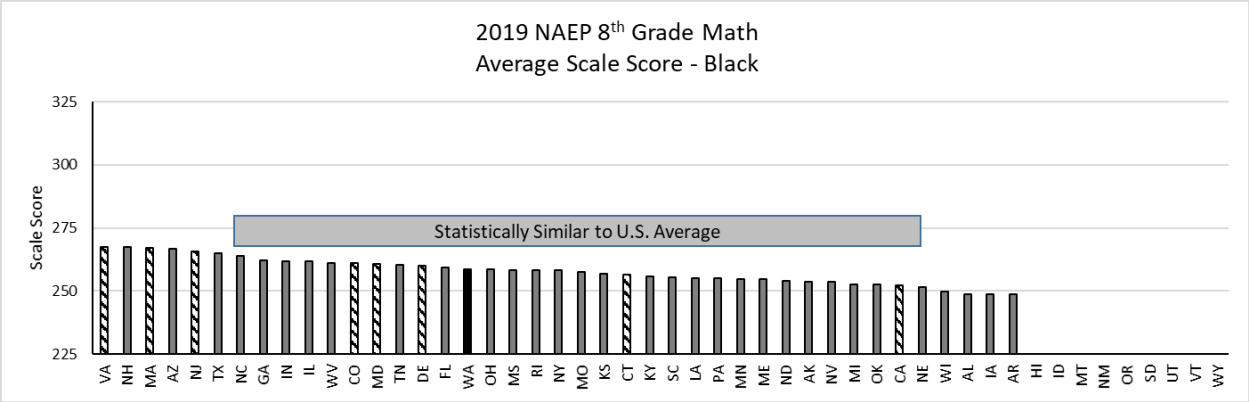
Figure 6.37: shows the rank ordering of the performance of the Asian student group on the 2019 8th grade NAEP in math for each of the states.



On the 2019 8th grade NAEP in math, the students identifying as Black or African American in Washington earned an estimated scale score of 258.7, which was statistically similar to the U.S. average scale score of 259.2 (Figure 6.38). The Washington African American student group performance was similar to the eight peer states for which a scale score could be computed. An

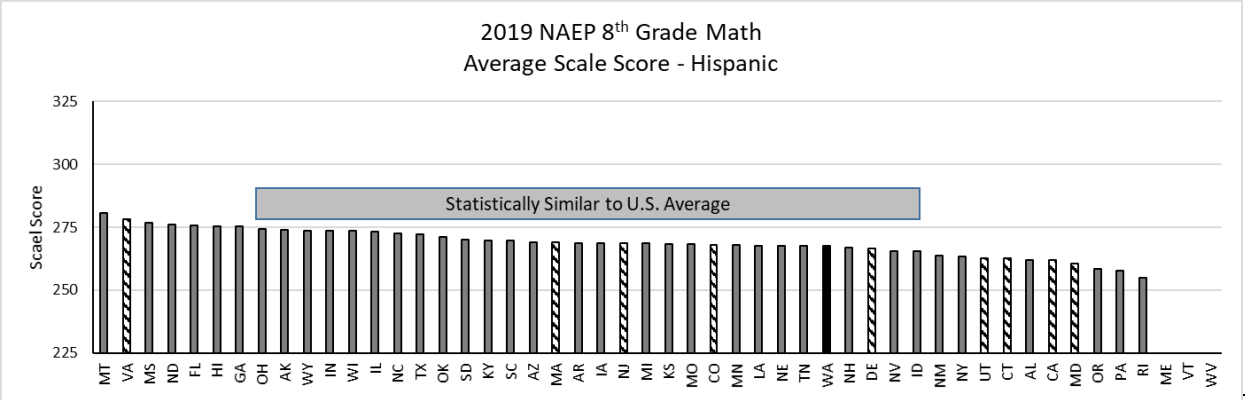
estimated scale score of 265.7 was required for a state to be ranked in the top ten percent nationally on the measure.

Figure 6.38: shows the rank ordering of the performance of the African American student group on the 2019 8th grade NAEP in math for each of the states.



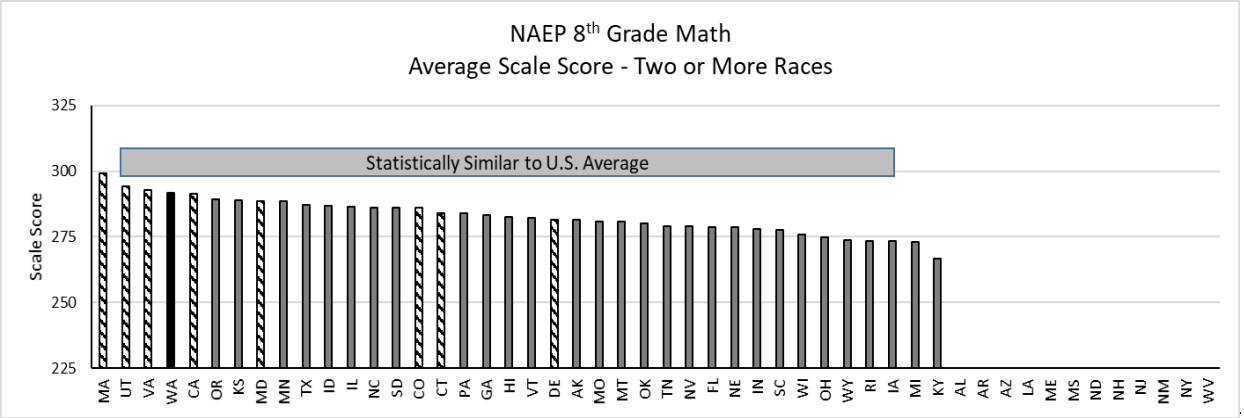
For the 8th grade students identifying as Hispanic/Latinx in Washington posted an estimated scale score of 267.4, which was statistically similar to the U.S. average of 268.0. The Washington Hispanic student group score was statistically similar to eight peer states, and Virginia was the only peer state to post a statistically different and higher scale score than Washington (Figure 6.39). A state needed to achieve an estimated scale score of 275.6 to be ranked in the top ten percent nationally.

Figure 6.39: shows the rank ordering of the performance of the Hispanic student group on the 2019 8th grade NAEP in math for each of the states.



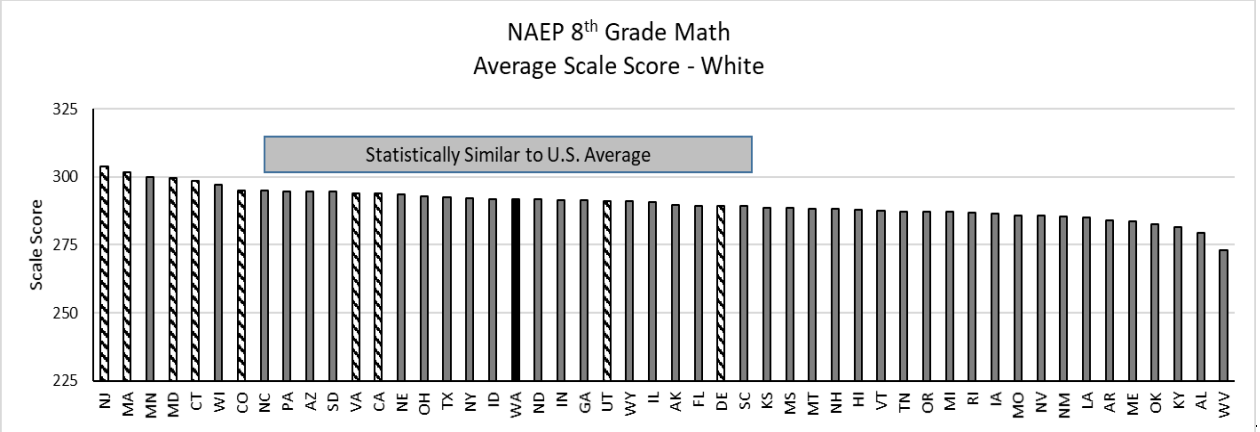
In Washington, the student group identifying with Two or More races achieved an estimated scale score of 291.8 on the 8th grade NAEP in math, which was the fourth highest in the nation (Figure 6.40). The performance of Washington on this measure was statistically similar to the U.S. average of 285.0, was statistically similar to or higher than seven peer states, and Massachusetts was the only state to post a statistically higher scale score than Washington. Washington's estimated scale score of 291.8 placed the state in the top ten percent nationally.

Figure 6.40: shows the rank ordering of the performance of the Two or More Races student group on the 2019 8th grade NAEP in math for each of the states.



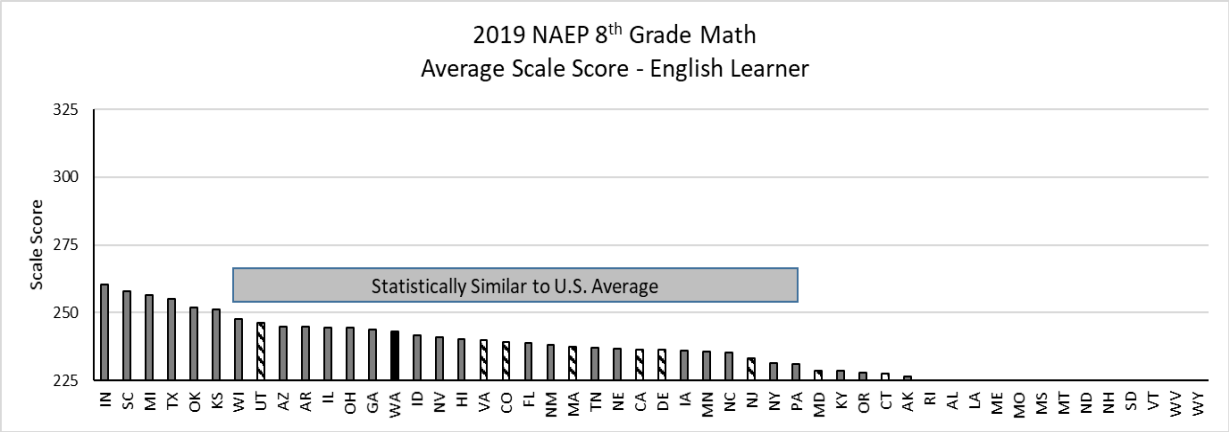
For Washington 8th grade students identifying as White, an estimated scale score of 291.8 was computed, which was statistically similar to the U.S. average of 291.5 (Figure 6.41). The Washington scale score was statistically similar to four peer states, but was statistically different and lower than five peer states (Colorado, Connecticut, Massachusetts, New Jersey, and Maryland). An estimated scale score of 298.5 or higher was required for a state to be ranked in the top ten percent nationally.

Figure 6.41: shows the rank ordering of the performance of the White student group on the 2019 8th grade NAEP in math for each of the states.



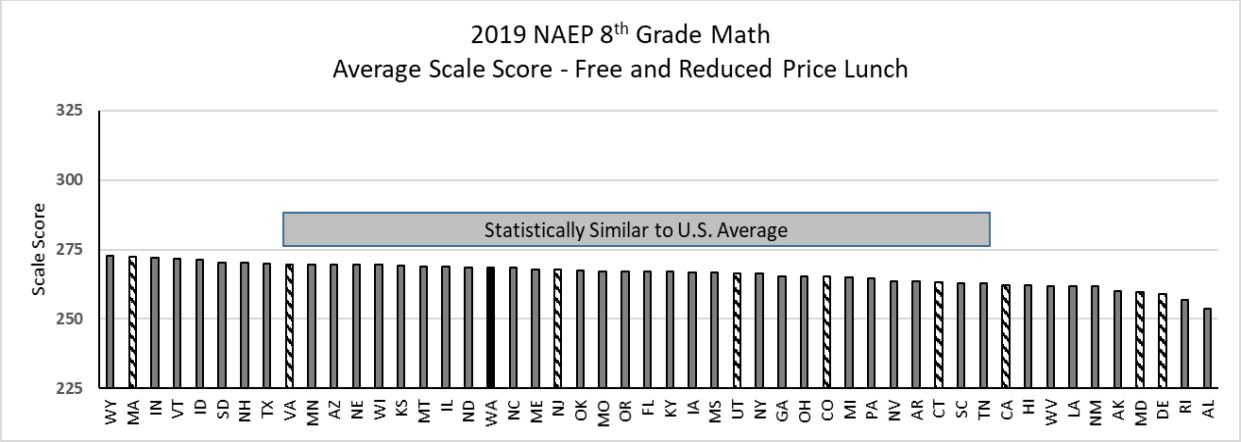
The Washington EL student group posted an estimated scale score of 243.1, which was statistically similar to the U.S average scale score of 242.8 (Figure 6.42). Washington's estimated scale score was statistically similar to seven peer states and statistically higher than two peer states. To be ranked in the top ten percent of states nationally, an estimated scale score of 251.8 or higher was required.

Figure 6.42: shows the rank ordering of the performance of the English learner (EL) student group on the 2019 8th grade NAEP in math for each of the states.



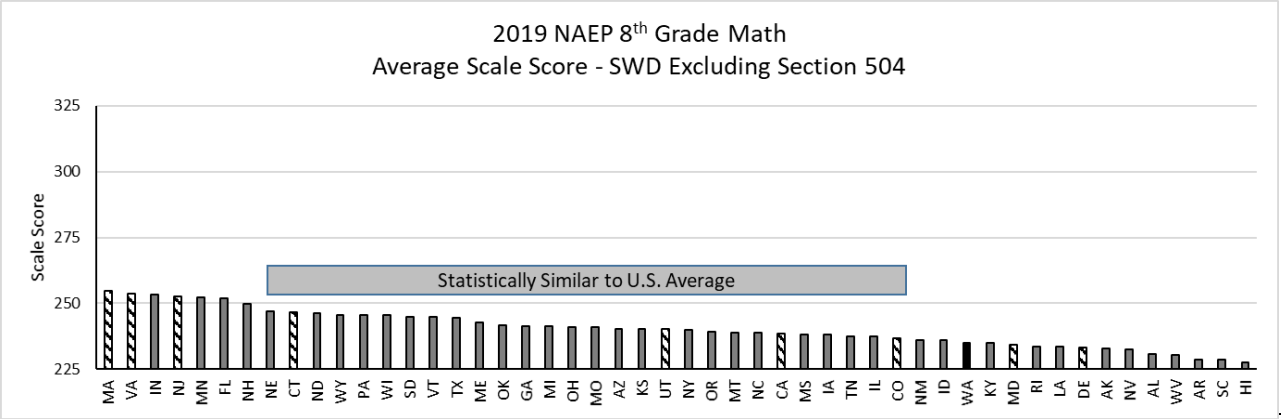
In Washington, students qualifying for the Free and Reduced Price Lunch (FRL) program on the 8th grade NAEP in math posted an estimate scale score of 268.3, which was statistically higher than the U.S. average of 266.1 (Figure 6.43). Washington's estimated scale score was statistically similar to seven peer states and statistically higher than two peer states... To be ranked in the top ten percent of states nationally, an estimated scale score of 271.4 or higher was required.

Figure 6.43: shows the rank ordering of the performance of the FRL student group on the 2019 8th grade NAEP in math for each of the states.



Washington students participating in special education posted an average scale score of 235.1, which was statistically similar to the U.S. average of 242.1 (Figure 6.44). The Washington scale score was statistically similar to peer states, and four peer states (Connecticut, Massachusetts, New Jersey, and Virginia) posted scale scores statistically higher than Washington. An estimated scale score of 252.4 was required to be in the top ten percent nationally.

Figure 6.44: shows the rank ordering of the performance of the Students with a Disability (SWD) student group on the 2019 8th grade NAEP in math for each of the states.



WASHINGTON NAEP RESULTS – 8TH GRADE READING

For the most part, the 8th grade students in Washington earn scale scores statistically similar to the peer states and similar to the U. average (Figure 6.45). However, The All Students group and the White student group posted scale scores just above the threshold cut identifying the higher performing states. The English learner group posted a scale score just below the threshold cut identifying the lower performing states.

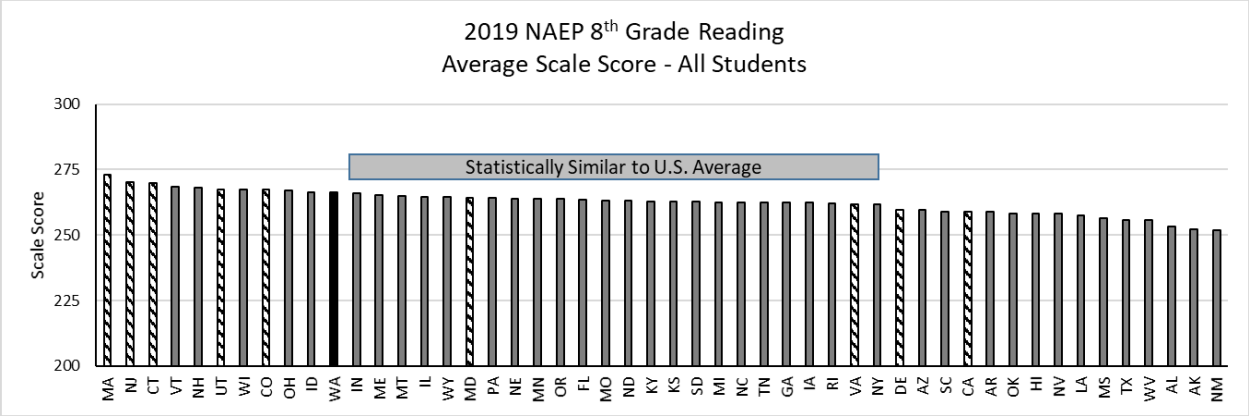
Figure 6.45: summary of student group performance on the 2019 8th grade NAEP in reading.

8th Grade NAEP in Reading	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
All Students	**266.3**	**262.0**	**WA Higher**	**Similar**
American Indian / Alaskan Native	237.0	249.2	Similar	N.D.
Asian	285.3	283.5	Similar	Similar
Black / African American	235.7	243.8	Similar	Similar
Hispanic / Latinx	248.2	251.1	Similar	Similar
Native Hawaiian / Pacific Islander	N.D.	251.6	N.D.	N.D.
White	274.7	271.2	WA Higher	Similar
Two or More Races	262.9	265.7	Similar	Similar
Limited English	210.6	220.5	WA Lower	Similar
Low Income*	268.3	249.4	Similar	Similar
Students with a Disability	221.8	223.7	Similar	Similar

*Note: U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix C) and the peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states. N.D. means no data. The Low Income group is better described as the students qualifying for the Free and Reduced Price Lunch (FRL) program.

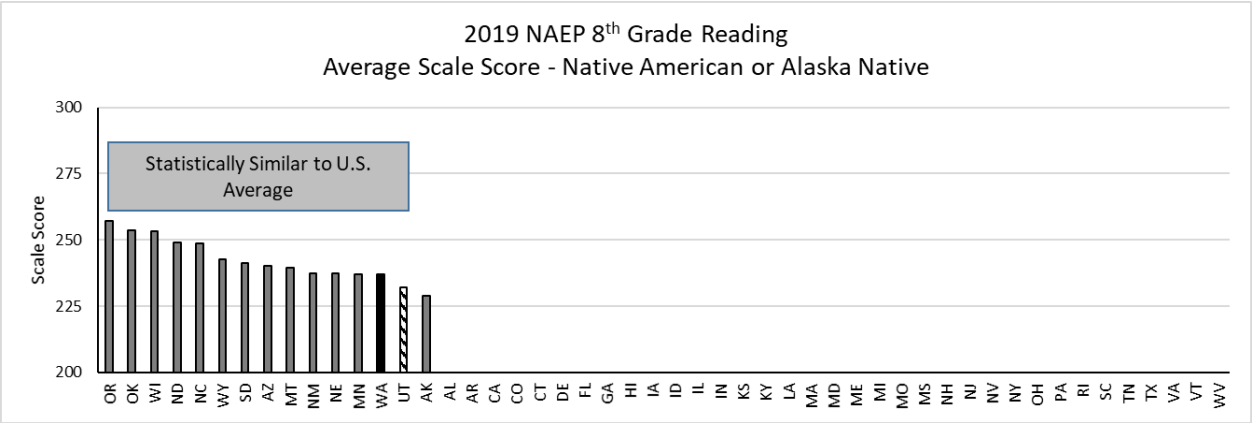
On the 8th grade NAEP in reading, the Washington students posted an average scale score of 266.3, which was statistically similar to the U.S. average score of 262.0 (Figure 6.46). The Washington scale score was statistically similar to or higher than seven peer states, but Massachusetts and New Jersey posted scale score statistically higher that Washington. A scale score of 268.0 was required to be in the top ten percent nationally.

Figure 6.46: shows the rank ordering of the performance of the All Students group on the 2019 8th grade NAEP in reading for each of the states.



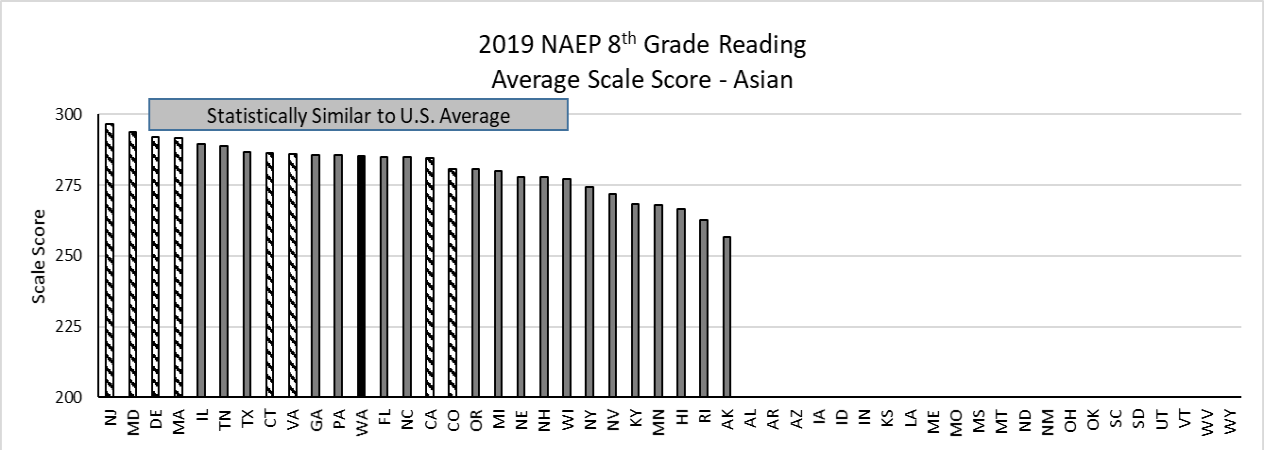
The 8th grade students identifying as Native American or Alaskan Native in Washington posted an average scale score of 237.0 which was statistically similar to the U.S. average of 249.2 (Figure 6.47). The Washington scale score was statistically similar to the Utah scale score, the only peer state with a calculated value.

Figure 6.47: shows the rank ordering of the performance of the Native American or Alaskan Native student group on the 2019 8th grade NAEP in reading for each of the states.



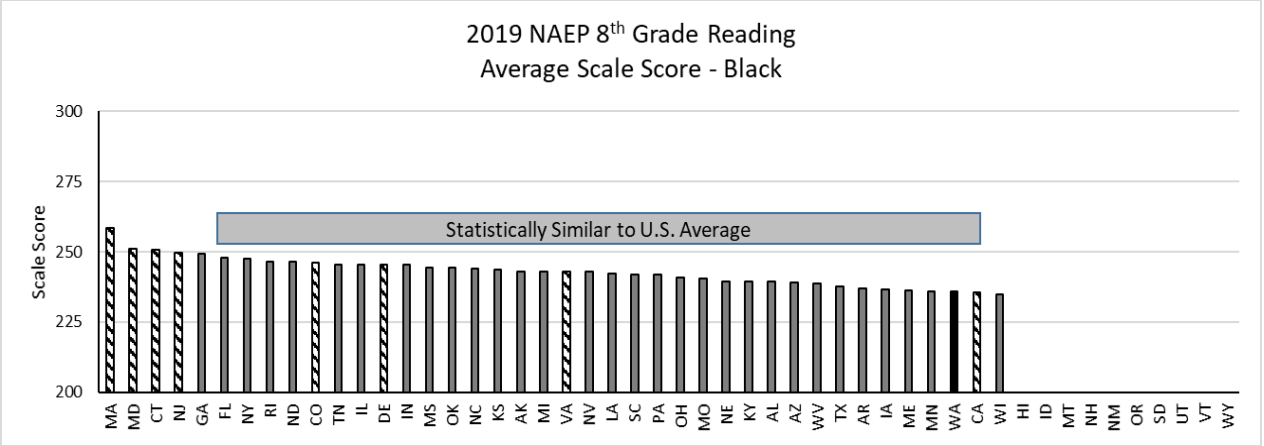
For students identifying as Asian, an average scale score of 285.3 was calculated for Washington which was statistically similar to the U.S. average score of 283.5 (Figure 6.48). The scale scores for the eight peer states with a computed score were statistically similar to the scores posted by the Washington Asian students. A score of 292.9 was required for a state to be in the top ten percent nationally.

Figure 6.48: shows the rank ordering of the performance of the Asian student group on the 2019 8th grade NAEP in reading for each of the states.



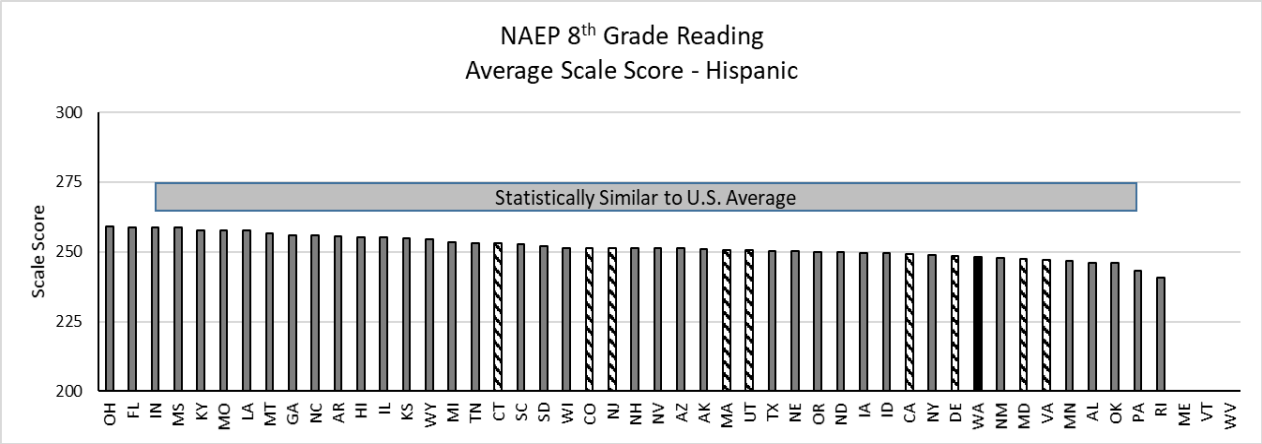
Students identifying as Black or African American in Washington posted an average scale score of 235.7 which was statistically similar to the U.S. average of 243.8 (Figure 6.49). Washington's scale score is statistically similar to seven peer states and Massachusetts is the only peer state with a statistically higher scale score. A scale score of 246.6 was required for a state to be placed in the top ten percent nationally.

Figure 6.49: shows the rank ordering of the performance of the Black or African American student group on the 2019 8th grade NAEP in reading for each of the states.



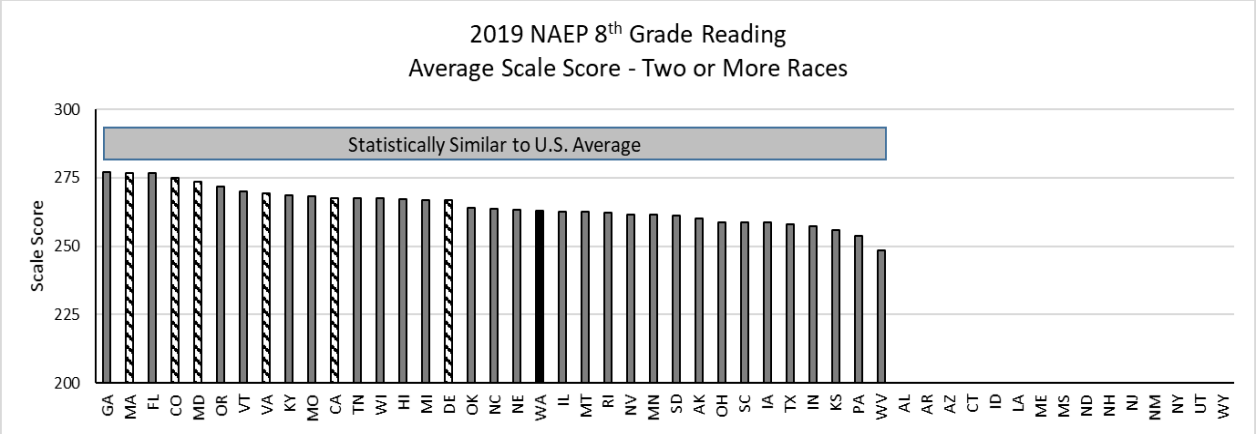
Students identifying as Hispanic or Latinx posted an average scale score of 248.2, which was statistically similar to the U.S. average of 251.1 (Figure 6.50). The Washington score was statistically similar to the computed scores for the nine other peer states. A score of 255.9 was required for a state to be placed in the top ten percent nationally.

Figure 6.50: shows the rank ordering of the performance of the Hispanic or Latinx student group on the 2019 8th grade NAEP in reading for each of the states.



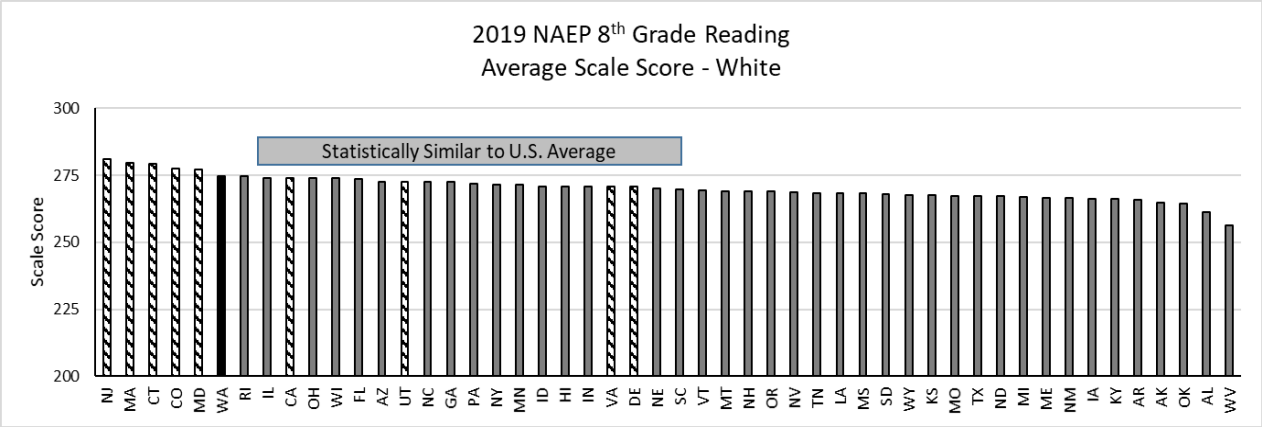
Students identifying with Two or More races posted an average scale score of 262.9, which was statistically similar to the U.S. average of 265.7 (Figure 6.51). The Washington score was statistically similar to the six peer states for which a score was computed. A score of 269.2 was required for a state to be placed in the top ten percent nationally.

Figure 6.51: shows the rank ordering of the performance of the Two or More races student group on the 2019 8th grade NAEP in reading for each of the states.



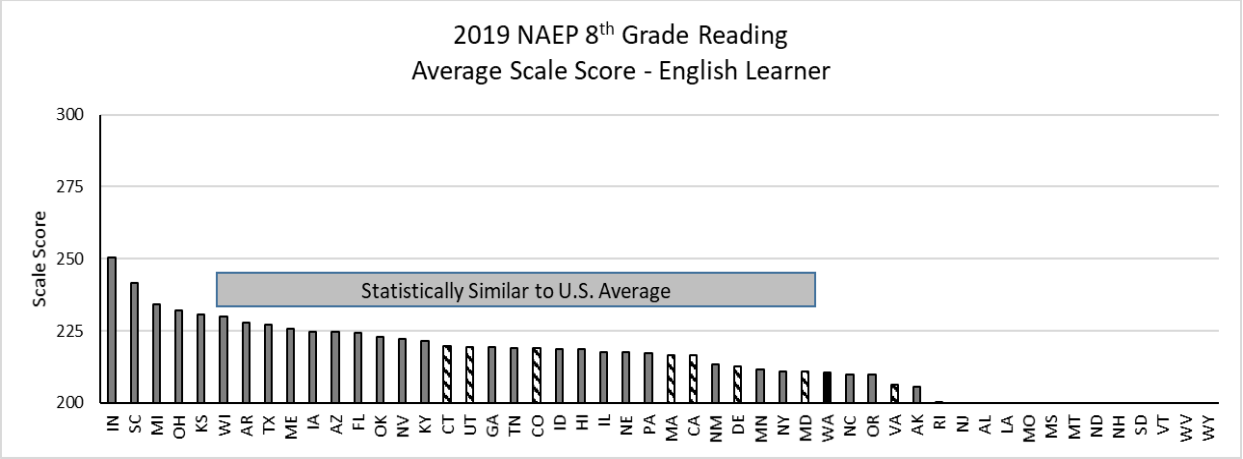
For Washington, students identifying as White posted an average scale score of 274.7 which was statistically higher than the U.S. average of 271.2 (Figure 6.52). The Washington scale score is statistically higher than or similar to the score for six peer states, but the scores for Connecticut, Massachusetts, and New Jersey are statistically different and higher than the Washington score. To be in the top ten percent nationally, an average scale score of 277.2 was required.

Figure 6.52: shows the rank ordering of the performance of the White student group on the 2019 8th grade NAEP in reading for each of the states.



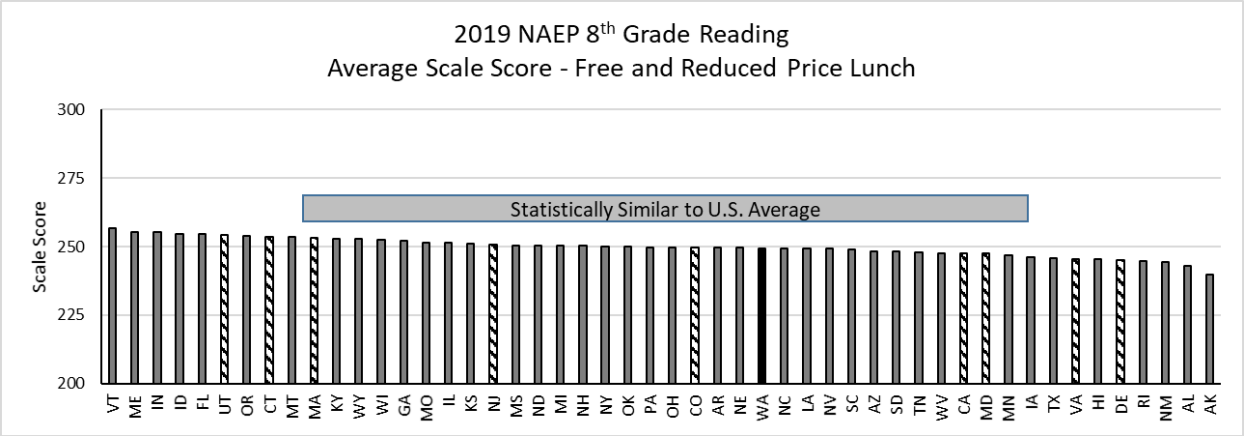
English learners participating in the 2019 NAEP in reading posted an average scale score of 210.6, which is statistically different and lower than the U.S. average scale score of 220.5 (Figure 6.53). The scale scores posted by all nine peer states are statistically similar to the Washington score. A scale score of 232.1 was required for a state to be placed in the top ten percent nationally.

Figure 6.53: shows the rank ordering of the performance of the English learner student group on the 2019 8th grade NAEP in reading for each of the states.



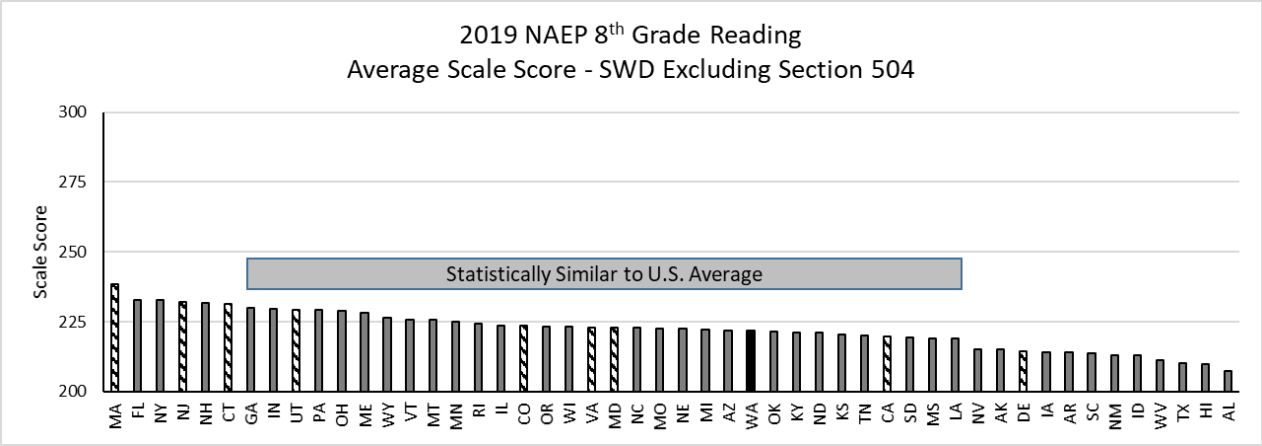
For the 8th grade students qualifying for the FRL program in Washington, a scale score of 249.3 was computed, which is statistically similar to the U.S. average of 249.4 (Figure 6.54). The scale scores posted by all nine peer states are statistically similar to the Washington score. A scale score of 254.6 was required for a state to be placed in the top ten percent nationally.

Figure 6.54: shows the rank ordering of the performance of the students qualifying for the FRL program on the 2019 8th grade NAEP in reading for each of the states.



For the 8th grade students in Washington receiving special education services, a scale score of 221.8, which is statistically similar to the U.S. average of 223.7 (Figure 6.55). The scale scores posted by eight peer states are statistically similar to the Washington score and Massachusetts is the only peer state to post a scale score statistically higher than the Washington score. To perform in the top ten percent of states nationally, a score of 231.7 was required.

Figure 6.55: shows the rank ordering of the performance of the students receiving special education services on the 2019 8th grade NAEP in reading for each of the states.



WASHINGTON NAEP RESULTS – BY GENDER

SUMMARY

On the 4th grade assessments, the average scale scores for Washington female and male students are statistically similar to the corresponding scale scores for the U.S. and are mostly statistically similar to the scale scores for the peer states (Figure 6.56). On the reading

assessment, female students perform a little higher than the male students, and on the math assessment, male students perform a little higher than the female students.

On the 8th grade math assessments, both female and male student groups performed higher than the U.S. average and similar to the peer states (Figure 6.56). On the reading assessment, Washington female students scored higher than the U.S. average and similar to peer states, while the male students performed statistically to the U.S. average and the peer states. In Washington, female students scored a little higher than males on the math assessment and substantially higher on the reading assessment.

Figure 6.56: summary of scale score performance by gender on the 2019 4th and 8th grade NAEP in reading and math.

4th Grade NAEP in Reading	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
Female	222.3	223.3	Similar	Similar
Male	217.2	215.8	Similar	Similar
Female-Male Score Gap*	5.0	7.5	Similar	Similar
4th Grade NAEP in Math	**WA Scale Score**	**U.S. Scale Score**	**U.S. Comparison***	**Peer State Comparison***
Female	236.8	238.4	Similar	Similar
Male	242.1	241.6	Similar	Similar
Female-Male Score Gap*	-5.3	-3.1	Similar	Similar
8th Grade NAEP in Math	**WA Scale Score**	**U.S. Scale Score**	**U.S. Comparison***	**Peer State Comparison***
Female	286.1	281.5	WA Higher	Similar
Male	285.6	280.5	WA Higher	Similar
Female-Male Score Gap*	0.5	1.0	Similar	Similar
8th Grade NAEP in Reading	**WA Scale Score**	**U.S. Scale Score**	**U.S. Comparison***	**Peer State Comparison***
Female	273.2	267.7	WA Higher	Similar
Male	259.8	256.5	Similar	Similar
Female-Male Score Gap*	13.4	12.8	Similar	Similar

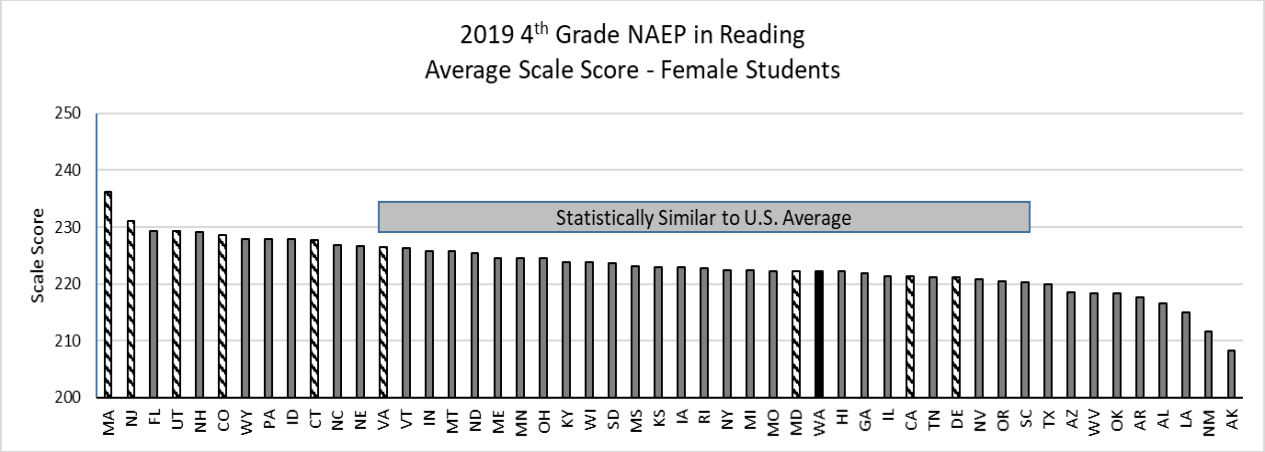
*Note: gap is computed as the female scale score minus the male scale score and is shown in scale score points. A positive value for the gap indicates that the score for the female students was higher than the score for the male students. The U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix B) and the peer state comparison is deemed similar if Washington's score is statistically similar to or better than four or more peer states

4TH GRADE NAEP IN READING

On the 4th grade NAEP in reading, female students in Washington posted an average scale score of 222.3 which was statistically similar to the U.S. average of 223.3 (Figure 6.57). The Washington

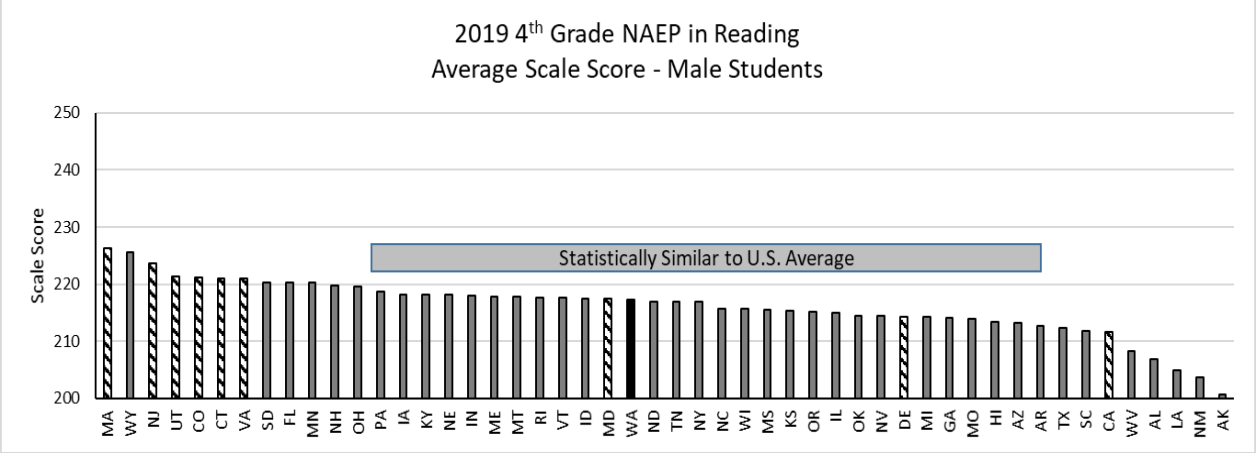
scale score is statistically similar to four peer states but is statistically lower than the scores for Colorado, Connecticut, Massachusetts, New Jersey, and Utah.

Figure 6.57: shows the rank ordering of the performance of female students on the 2019 4th grade NAEP in reading for each of the states.



A scale score of 217.2 was computed for Washington male students on the 4th grade NAEP in reading, which was statistically similar to the U.S. average of 215.8 (Figure 6.58). The Washington scale score was statistically similar to or higher than seven peer states and Massachusetts and New Jersey were the only peer states to score statistically higher than Washington.

Figure 6.58: shows the rank ordering of the performance of male students on the 2019 4th grade NAEP in reading for each of the states.



On the 4th grade NAEP in reading, female students scored 5.0 scale score points higher than male students, which was statistically similar to the U.S. average of 1.0 and all other states (Figure 6.59). For Washington, the average female-male scale score gap over the last five NAEP administrations was 8.1 scale score points (Figure 6.60), meaning that on average over the five most recent administrations, female students scored higher than male students.

Figure 6.59: shows the rank ordering of female-male scale score point gap on the 2019 4th grade NAEP in reading for each of the states.

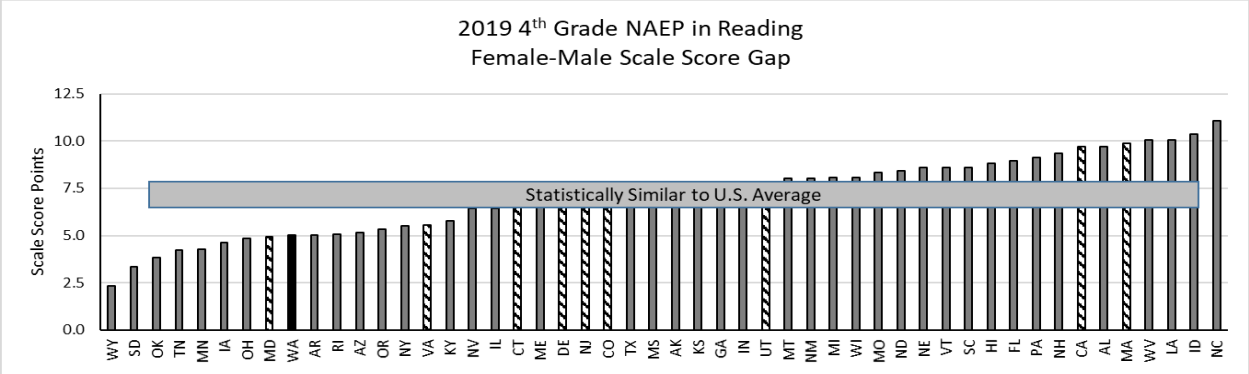
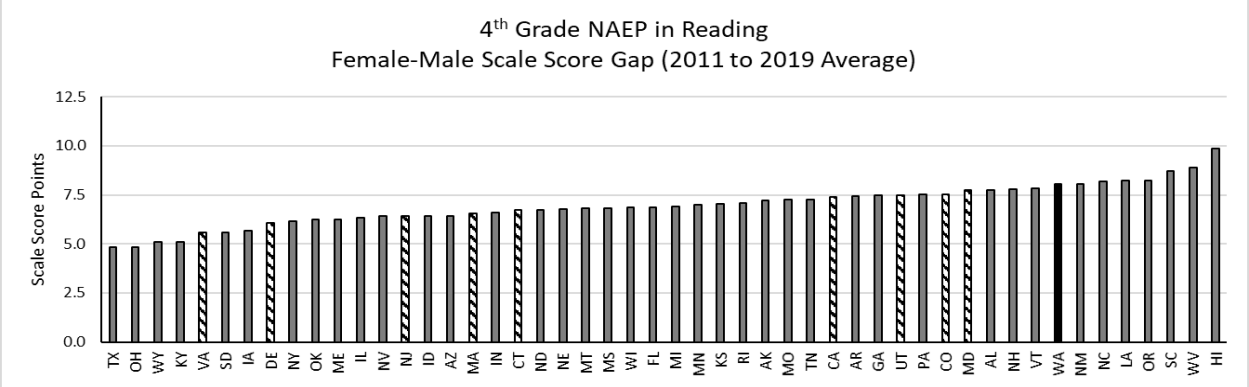


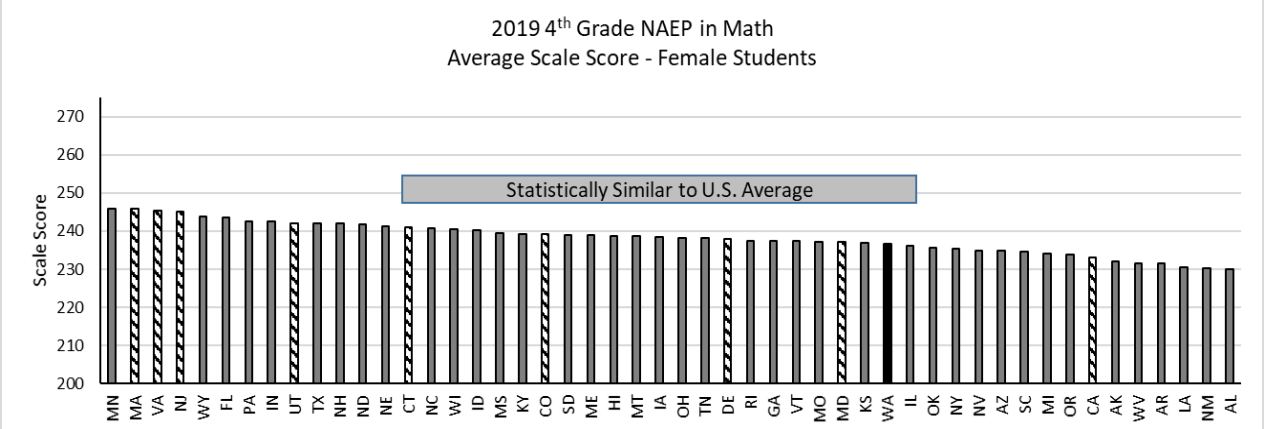
Figure 6.60: shows the rank ordering of the five-administration average of female-male scale score point gap on the 4th grade NAEP in reading for each of the states.



4TH GRADE NAEP IN MATH

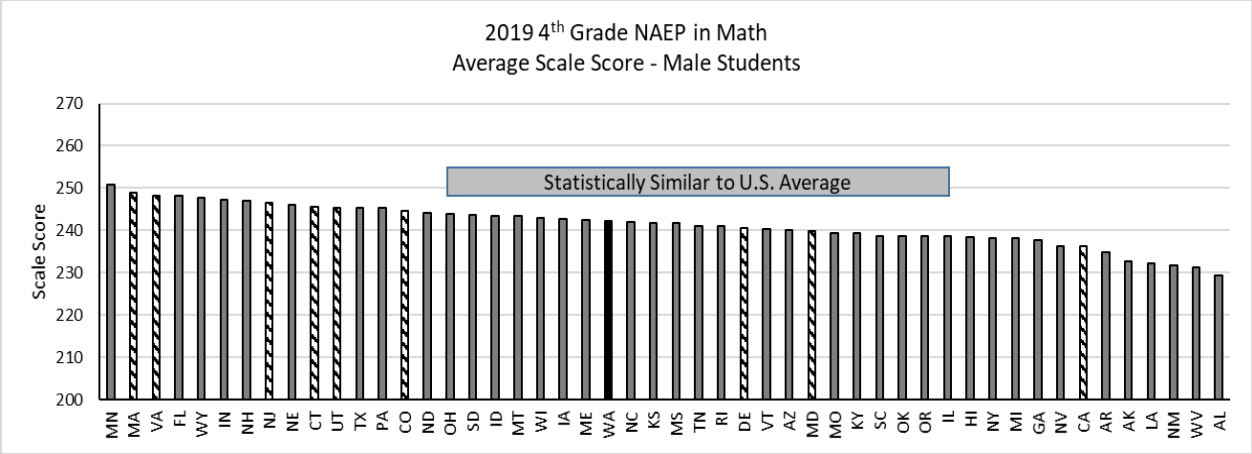
Female students in Washington earned a scale score of 236.8 on the 4th grade NAEP in math, which was statistically similar to the U.S. average scale score of 238.4 (Figure 6.61). The Washington score was statistically similar to or higher than four peer states.

Figure 6.61: shows the rank ordering of the performance of female students on the 2019 4th grade NAEP in math for each of the states.



The male students in Washington posted an average scale score of 242.1, which was statistically similar to the U.S. average of 241.6 (Figure 6.62). The Washington score was statistically similar to or higher than six peer states.

Figure 6.62: shows the rank ordering of the performance of male students on the 2019 4th grade NAEP in math for each of the states.



On the 4th grade NAEP in math, female students scored 5.3 scale score points lower than male students, which was statistically similar to the U.S. average of -3.1 and all other states (Figure 6.63) but was the third largest gap in the nation. For Washington, the average female-male scale score gap over the last five NAEP administrations was -2.5 scale score points (Figure 6.64), meaning that on average over the five most recent administrations, female students scored lower than male students.

Figure 6.63: shows the rank ordering of female-male scale score point gap on the 2019 4th grade NAEP in math for each of the states.

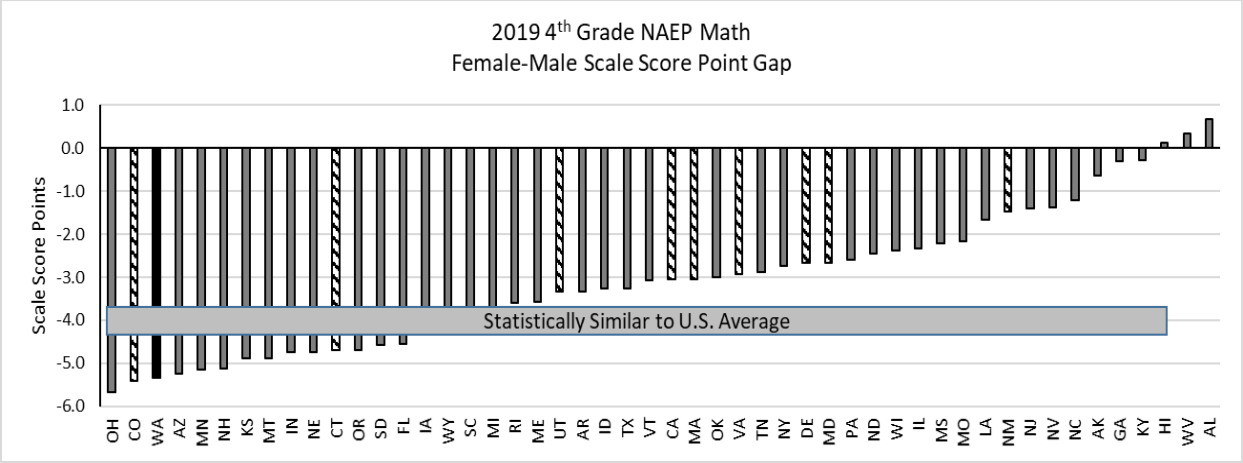
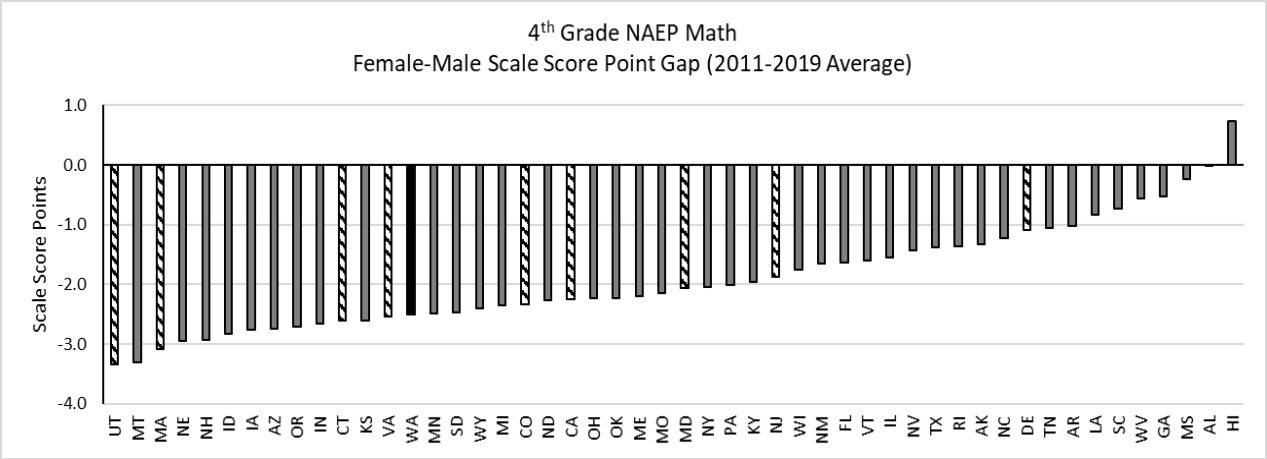


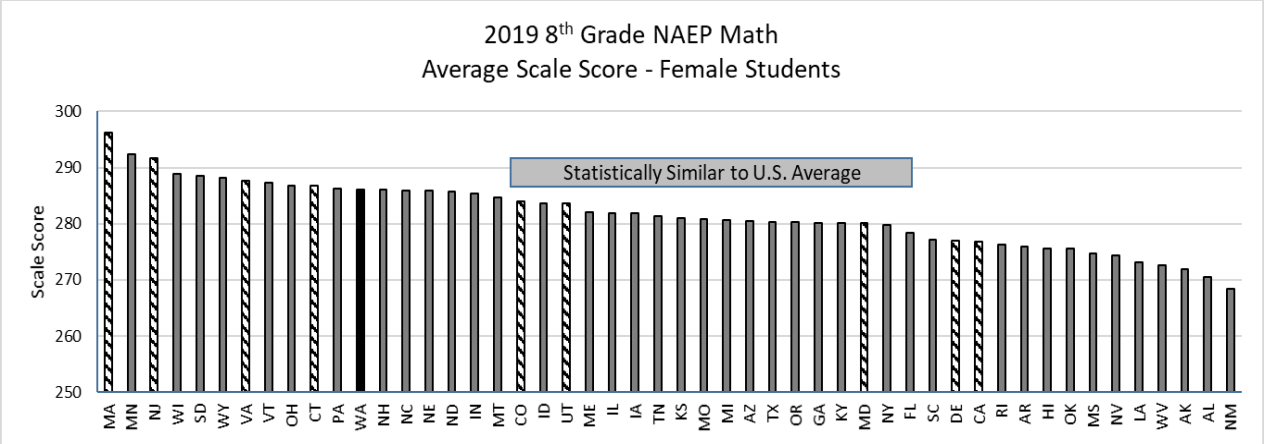
Figure 6.64: shows the rank ordering of the five-administration average of female-male scale score point gap on the 4th grade NAEP in math for each of the states.



8TH GRADE NAEP IN MATH

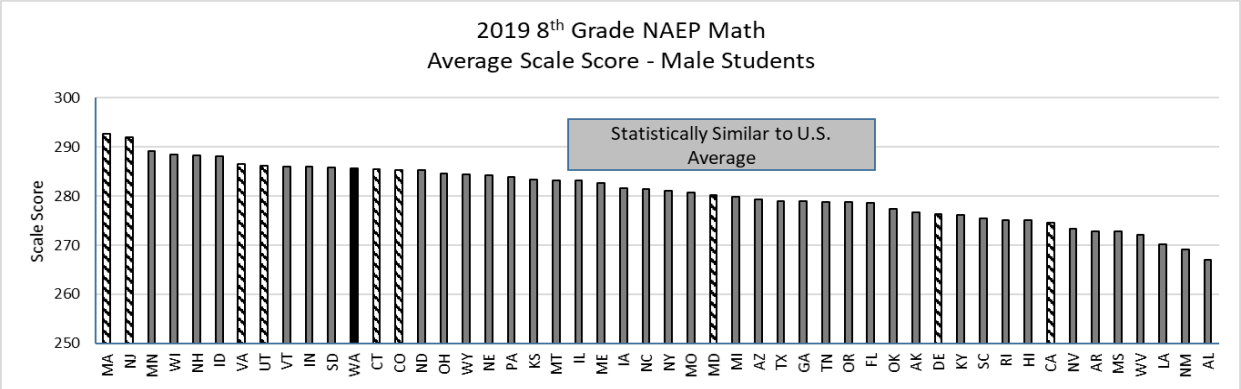
On the 8th grade NAEP in math, female students in Washington earned an average scale score of 286.1 which was statistically higher than the U.S. average of 281.5 (Figure 6.65). Washington female students' score was statistically similar to or higher than seven peer states but was statistically lower than the scores from Massachusetts and New Jersey.

Figure 6.65: shows the rank ordering of the performance of female students on the 2019 8th grade NAEP in math for each of the states.



Male students in Washington posted an average score of 285.6 on the 8th grade NAEP in math, which was statistically higher than the U. S average of 280.5 (Figure 6.66). Washington male students' score was statistically similar to or higher than seven peer states but was statistically lower than the scores from Massachusetts and New Jersey.

Figure 6.66: shows the rank ordering of the performance of male students on the 2019 8th grade NAEP in math for each of the states.



On the 8th grade NAEP in math, female students scored 0.5 scale score points higher than male students, which was statistically similar to the U.S. average of 1.0 and all other states (Figure 6.67). The average female-male scale score gap over the last five NAEP administrations was -1.0 scale score points (Figure 6.68).

Figure 6.67: shows the rank ordering of female-male scale score point gap on the 2019 8th grade NAEP in math for each of the states.

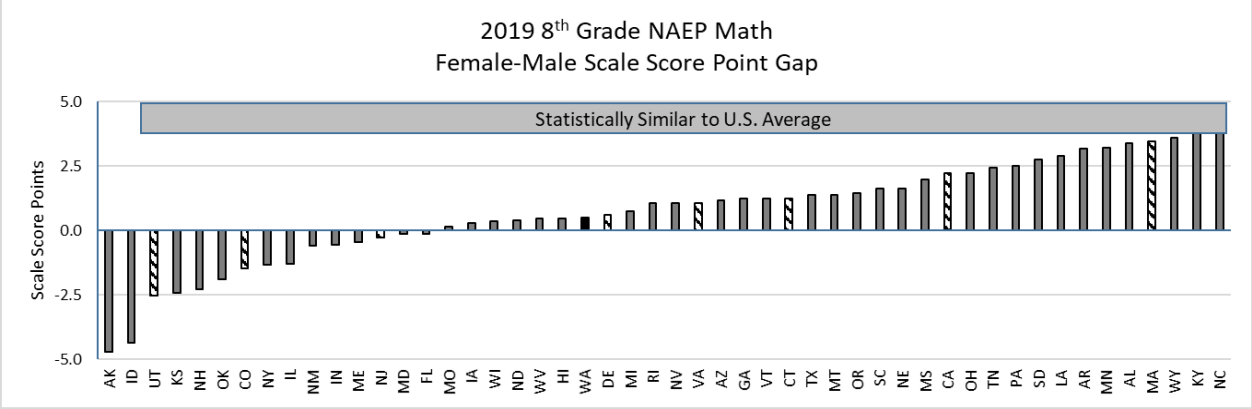
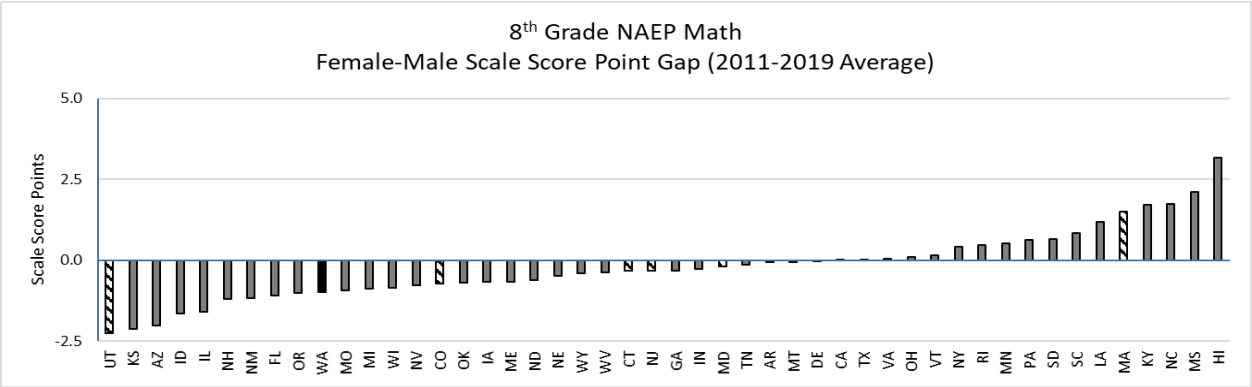


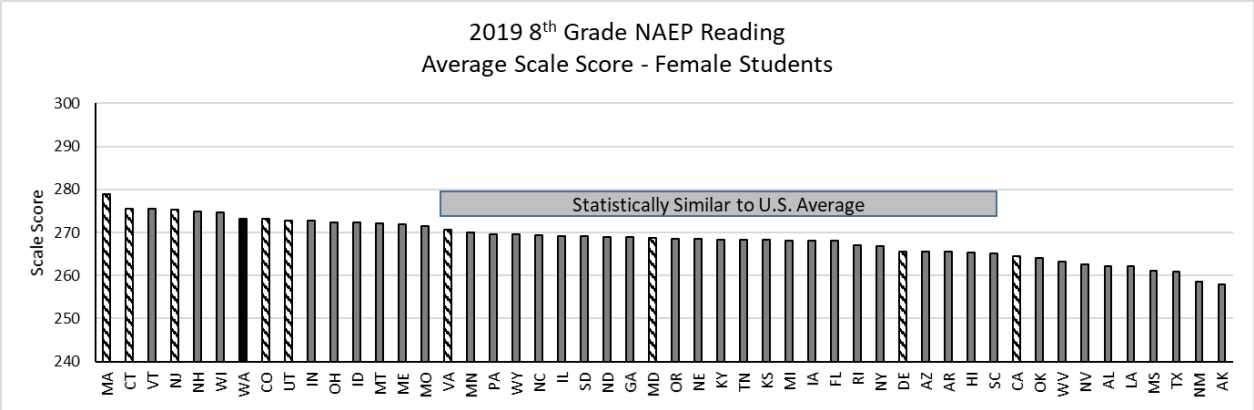
Figure 6.68: shows the rank ordering of the five-administration average of female-male scale score point gap on the 8th grade NAEP in math for each of the states.



8TH GRADE NAEP IN READING

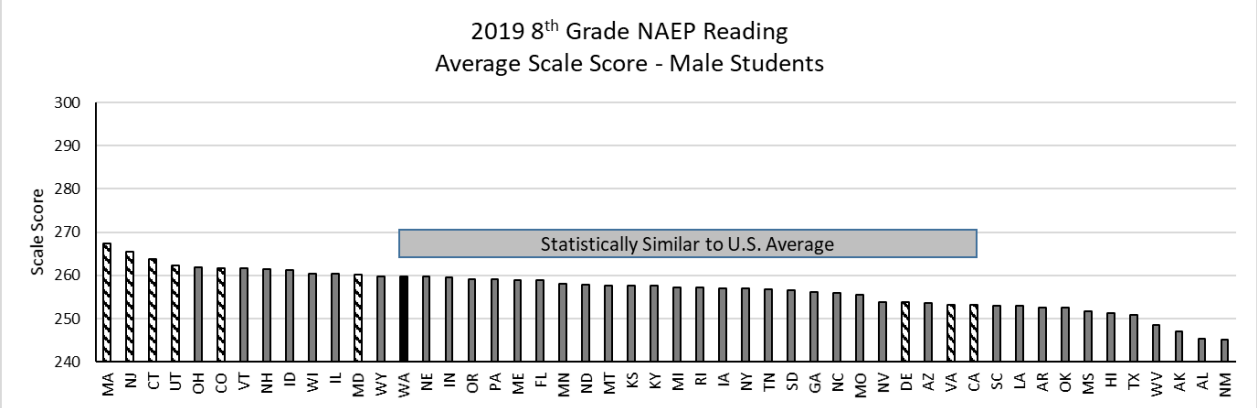
In Washington, female 8th graders posted an average scale score of 273.2 which was statistically higher than the U.S. average of 267.7 (Figure 6.69). Washington's scale score was statistically similar to or better than eight peer states, as Massachusetts was the only state to post a score statistically higher than the corresponding score for Washington.

Figure 6.69: shows the rank ordering of the performance of female students on the 2019 8th grade NAEP in reading for each of the states.



The male students in Washington posted a scale score (259.8) which was similar to the U.S. average of 256.5 (Figure 6.70). Washington's scale score was statistically similar to or better than seven peer states, as Massachusetts and New Jersey the only peer states to post a score statistically higher than the score for Washington.

Figure 6.70: shows the rank ordering of the performance of male students on the 2019 8th grade NAEP in reading for each of the states.



On the 2019 NAEP in reading, the female-male scale score gap was 13.4 scale points (meaning that female students scored substantially higher than male students) which was similar to the U.S. average and similar to or higher than all nine peer states (Figure 6.71). The average female-male scale score gap over the last five NAEP administrations was 11.7 scale score points (Figure 6.72), which is the largest average gap of the peer states.

Figure 6.71: shows the rank ordering of female-male scale score point gap on the 2019 8th grade NAEP in reading for each of the states.

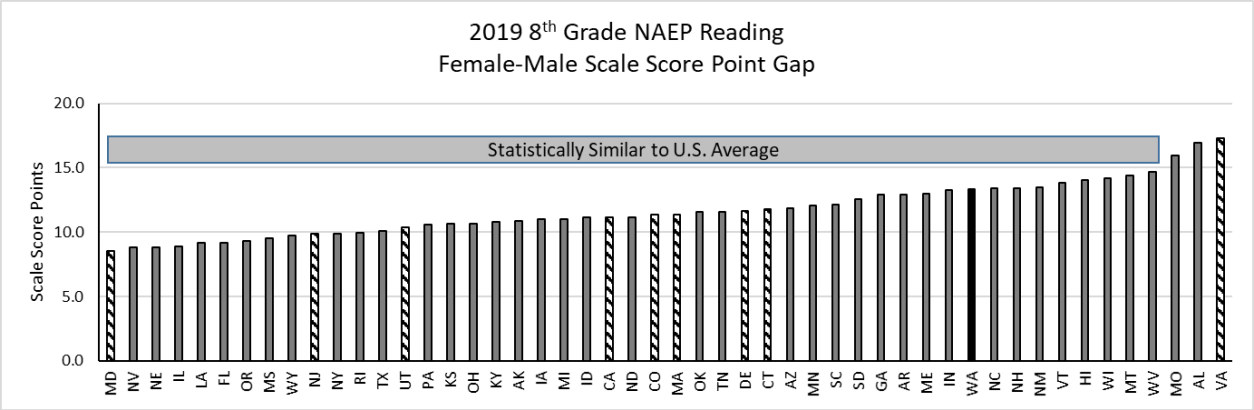
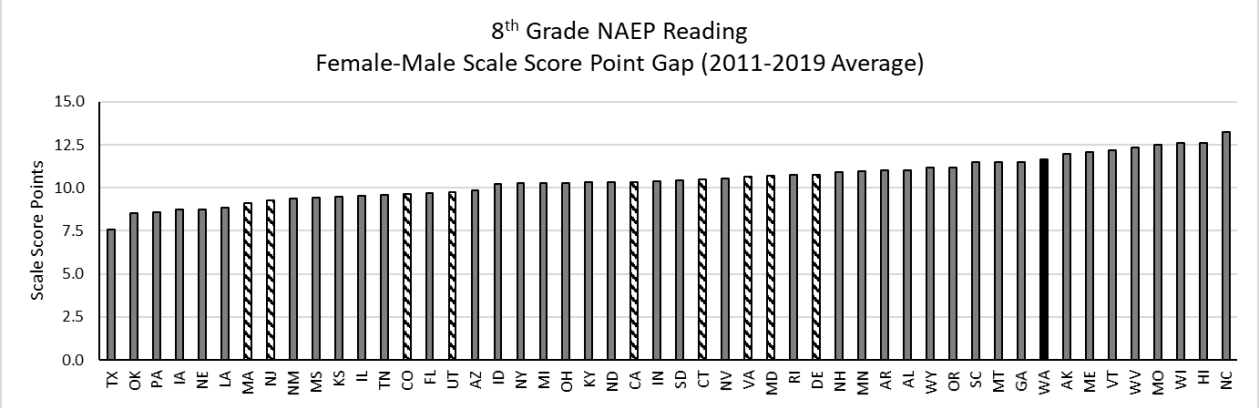


Figure 6.72: shows the rank ordering of the five-administration average of female-male scale score point gap on the 8th grade NAEP in reading for each of the states.



Section 7: Disparate Outcomes

SBE Equity Statement

The Washington State Board of Education equity statement is currently published on the SBE website as follows:

> The Washington State Board of Education uses equity as a guiding principle in carrying out its statutory charges, strategic planning, and policymaking.
>
> The Board believes that the state's school system exists to empower all students and assure they are ready to become productive, caring, and civically engaged community members.
>
> The Board is committed to successful academic attainment for all students. It will require narrowing opportunity and academic achievement gaps between the highest and lowest performing students, and eliminating predictability and disproportionality in student outcomes by race, ethnicity, and socioeconomic conditions.
>
> To accomplish this, the Board will work collaboratively and transparently with educational and community partners to:
>
> - Ensure that equity in education is understood as a process to identify and eliminate institutional policies, practices, and barriers that reinforce and contribute to predictably disparate educational outcomes;
> - Honor and actively engage Washington's underserved communities as partners in developing and advocating for equity-driven policies, practices, and resources that meet the needs of all students; and
> - Use equity as a lens to continuously assess and improve the collective process of policymaking to ensure our school system's commitment and ability to meet the needs of all students today and into the future.

The most common or traditional manner in which to report a disparate educational outcome based on race and ethnicity is to compare the performance of a non-White student group to the performance of the White student group (Appendix C). However, comparing the performance of a non-White student group to the performance of the White student asserts that the non-White group should be striving to achieve the standard of Whiteness, which is an element of the systemic racism in the K-12 educational system. In order to move beyond this traditional approach and toward a more anti-racist approach, I report on the disparity through the comparison of each student group to the highest performing group on the given measure. In this way, the analysis shifts to the idea that that the lower performing group should be striving to achieve the standard of the highest performing group, rather than the standard of "Whiteness".

KINDERGARTEN READINESS

The Kindergarten Readiness indicator is the percentage of students demonstrating the characteristics of kindergarteners on all six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). After four years of nearly 100 percent participation on the WaKIDS, the opportunity gaps are large, persistent, and there is little evidence indicating that the opportunity gaps are being reduced in any meaningful manner (Figure 7.1). The following statements can be made:

- The Native American-Asian, Black-Asian, Hispanic-Asian, Pacific Islander-Asian, White Asian, and Two or More Races-Asian, and SWD-Not SWD gaps increased by 0.4 to 4.4 percentage points,
- The FRL-Not FRL and EL-Not EL gaps decreased by 0.7 to 2.6 percentage points, and
- If only the two most administrations are considered, five of the six race and ethnicity student gaps increased by 0.3 to 3.8 percentage points.

Figure 7.1: shows the changes in gaps (in percentage points) over the most recent years for the Kindergarten Readiness indicator.

Kindergarten Readiness	2016-17	2017-18	2018-19	2019-20	Four-Year Trend
Native American-Asian Gap*	24.0	26.4	26.8	28.4	Gap Increased
Black-Asian Gap*	14.7	16.9	16.9	18.9	Gap Increased
Hispanic-Asian Gap*	25.3	26.0	27.3	27.6	Gap Increased
Pacific Islander-Asian Gap*	28.4	27.8	26.1	29.9	Gap Increased
White-Asian Gap*	3.3	4.2	5.5	5.5	Gap Increased
Two or More-Asian Gap*	5.5	6.2	6.2	7.0	Gap Increased
FRL-Not FRL Gap**	28.1	26.2	26.0	26.4	Gap Decreased
SWD-Not SWD Gap**	31.7	31.1	30.6	32.1	Gap Increased
EL-Not EL Gap**	21.9	20.0	19.4	19.3	Gap Decreased

*Note: Students identifying as Asian performed the highest on this measure and is the reference group, so no gap calculation is made. The gap is computed as the value for the Asian student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the Asian student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

4TH GRADE ELA

The 4th Grade Reading indicator is the percentage of students meeting standard on the Smarter Balanced 4th grade ELA assessment. Over the four most recent administrations, the opportunity gaps are large, persistent, and there is little evidence demonstrating that the opportunity gaps are being reduced in any meaningful manner (Figure 7.2). The following statements can be made:

- The Native American-Asian, Pacific Islander-Asian, and EL-Not EL gaps increased by 2.5 to 5.2 percentage points,
- The Black-Asian, Hispanic-Asian, Two or More Races, FRL-Not FRL, and SWD-Not SWD gaps decreased by 0.6 to 2.0 percentage points,
- The White-Asian Gap was virtually unchanged, and
- If only the two most administrations are considered, the gaps for:
    - The Native American-Asian, Pacific Islander-Asian, and EL-Not EL gaps increased by 0.3 to 1.3 percentage points, and
    - The Black-Asian, Hispanic-Asian, White-Asian, Two or More-Asian, FRL-Not FRL, and SWD-Not SWD gaps decreased by 0.5 to 3.8 percentage points.

Figure 7.2: shows the changes in gaps (in percentage points) over the most recent years for the 4th Grade Reading indicator.

4th Grade Reading	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Female-Male Gap	8.5	7.7	7.0	6.7	Gap Decreased
Native American-Asian Gap*	45.3	46.9	47.9	48.2	Gap Increased
Black-Asian Gap*	36.6	38.6	38.6	34.8	Gap Decreased
Hispanic-Asian Gap*	36.6	37.4	36.4	35.8	Gap Decreased
Pacific Islander-Asian Gap*	39.0	41.6	40.2	41.5	Gap Increased
White-Asian Gap*	10.4	11.3	11.0	10.5	Gap Unchanged
Two or More-Asian Gap*	17.0	15.3	16.2	15.4	Gap Decreased
FRL-Not FRL Gap**	32.0	32.4	32.0	31.4	Gap Decreased
SWD-Not SWD Gap**	40.0	40.0	39.2	38.0	Gap Decreased
EL-Not EL Gap**	42.1	45.6	46.4	47.3	Gap Increased

*Note: Students identifying as Asian performed the highest on this measure and is the reference group, so no gap calculation is made. The gap is computed as the value for the Asian student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the Asian student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

4TH GRADE NAEP IN READING

For most of the scale score gap measures, students in Washington perform statistically similar to the U.S average and similar to the peer states. However, the English learner (EL)-Not EL scale score gaps for Washington are statistically larger than the U.S. average but are similar to the peer states (Figure 7.3).

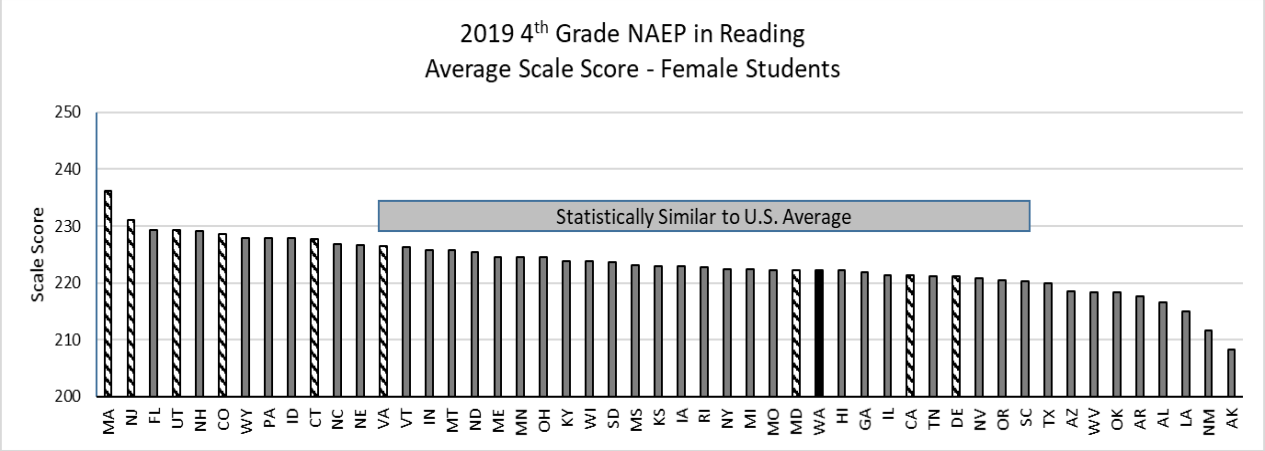
Figure 7.3: summarizes the scale score gaps in Washington as compared to the U.S. averages and the gaps for the peer states.

4th Grade NAEP in Reading	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
Female-Male Gap	5.0	7.5	Similar	Similar
FRL-Not FRL Gap	28.1	27.8	Similar	Similar
SWD-Not SWD Gap	45.2	45.2	Similar	Similar
EL-Not EL Gap	46.5	32.5	WA Gap Larger	Similar

GAP BASED ON GENDER

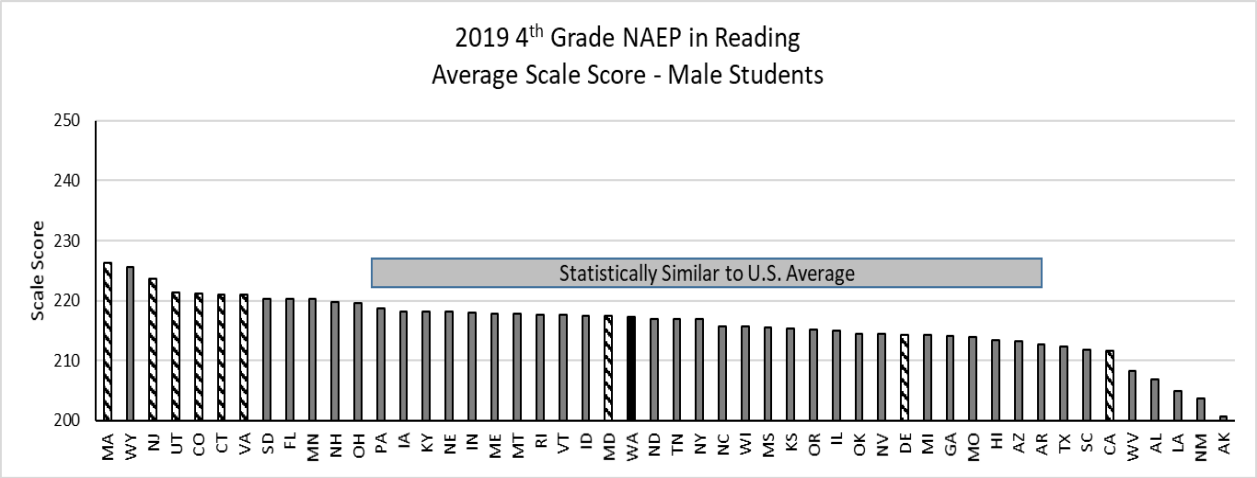
On the 4th grade NAEP in reading, female students in Washington posted an average scale score of 222.3 which was statistically similar to the U.S. average of 223.3 (Figure 7.4a). The Washington scale score is statistically similar to four peer states but is statistically lower than the scores for Colorado, Connecticut, Massachusetts, New Jersey, and Utah.

Figure 7.4a: shows the rank ordering of the performance of female students on the 2019 4th grade NAEP in reading for each of the states.



A scale score of 217.2 was computed for Washington male students on the 4th grade NAEP in reading, which was statistically similar to the U.S. average of 215.8 (Figure 7.4b). The Washington scale score was statistically similar to or higher than seven peer states and Massachusetts and New Jersey were the only peer states to score statistically higher than Washington.

Figure 7.4b: shows the rank ordering of the performance of male students on the 2019 4th grade NAEP in reading for each of the states.



On the 4th grade NAEP in reading, female students scored 5.0 scale score points higher than male students, which was statistically similar to the U.S. average of 1.0 and all other states (Figure 7.4c). For Washington, the average female-male scale score gap over the last five NAEP administrations was 8.1 scale score points (Figure 7.4d), meaning that on average over the five most recent administrations, female students scored higher than male students.

Figure 7.4c: shows the rank ordering of female-male scale score point gap on the 2019 4th grade NAEP in reading for each of the states.

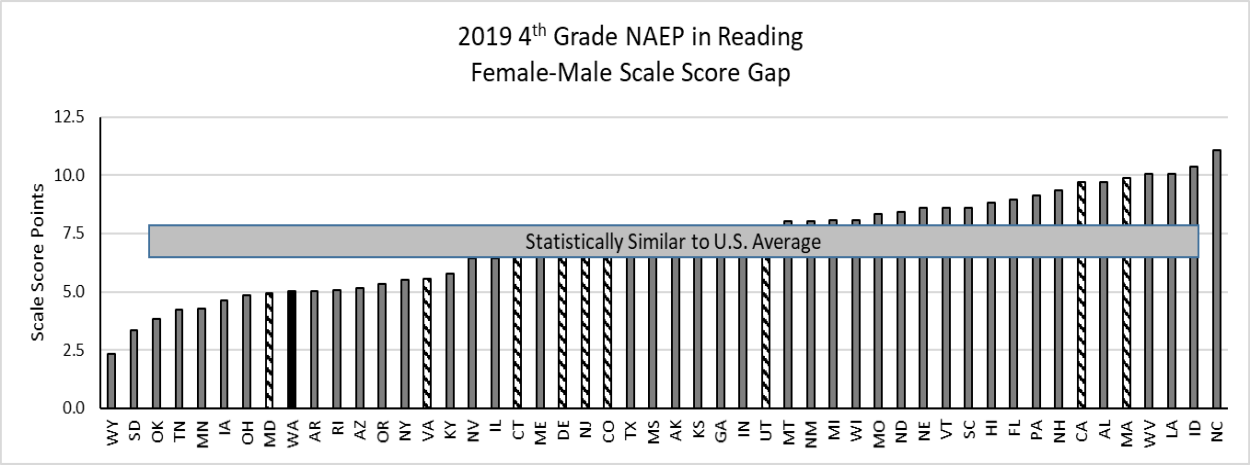
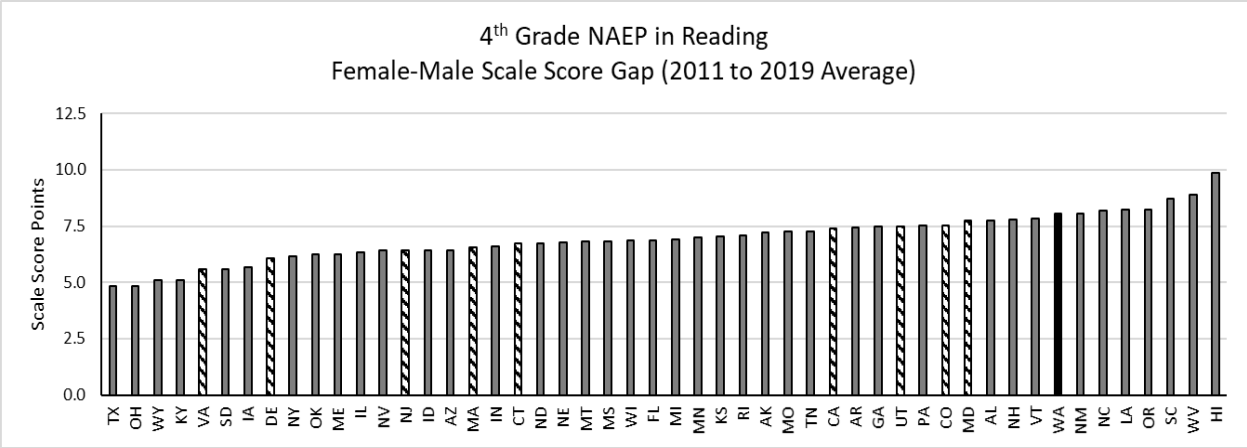


Figure 7.4d: shows the rank ordering of the five-administration average of female-male scale score point gap on the 4th grade NAEP in reading for each of the states.



Gap based on Poverty (FRL) Status

On the 4th grade NAEP in reading, students qualifying for the Free and Reduced Price Lunch (FRL) program posted an average scale score of 206.6, which was statistically similar to the U.S average of 206.9 (Figure 7.9a). Students not qualifying for FRL (Not FRL) posted an average scale score of 234.6, which was also statistically similar to the U.S. average of 234.7 (Figure 7.9b). The scale scores for the groups result in a FRL-Not FRL scale score gap of 28.1 points which is statistically similar to the U.S. average of 27.8 points. The gap for Washington students is statistically similar to the gap for eight peer states, with only Connecticut posting a statistically different and larger scale score point gap (Figure 7.9c).

Figure 7.9a: shows the rank ordering of states by average scale score for the FRL student group on the 2019 4th grade NAEP in reading.

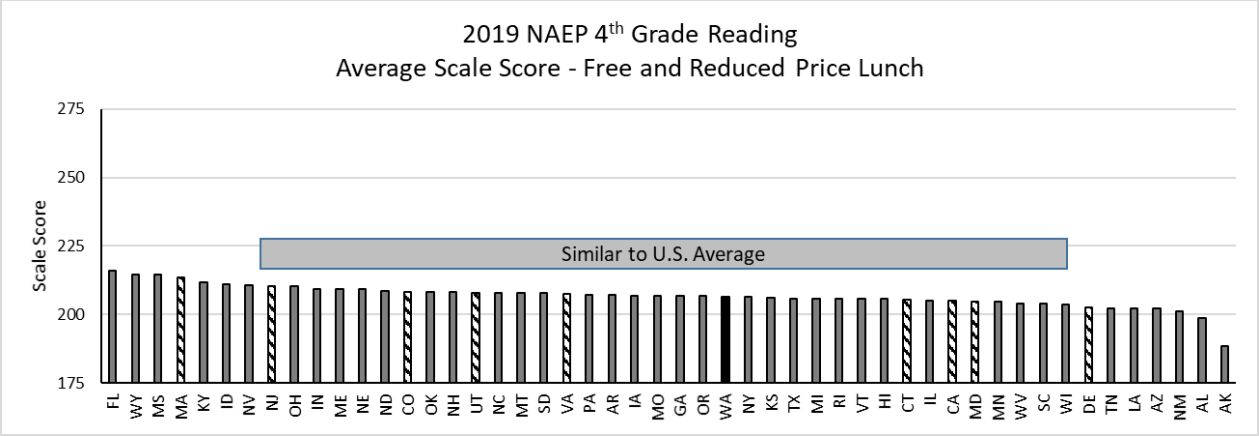


Figure 7.9b: shows the rank ordering of states by average scale score for the Not FRL student group on the 2019 4th grade NAEP in reading.

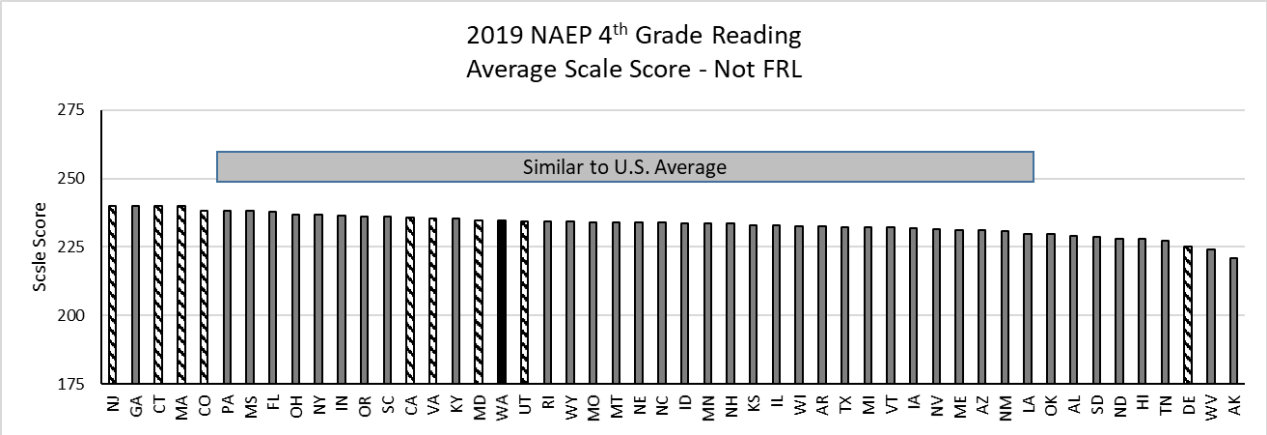
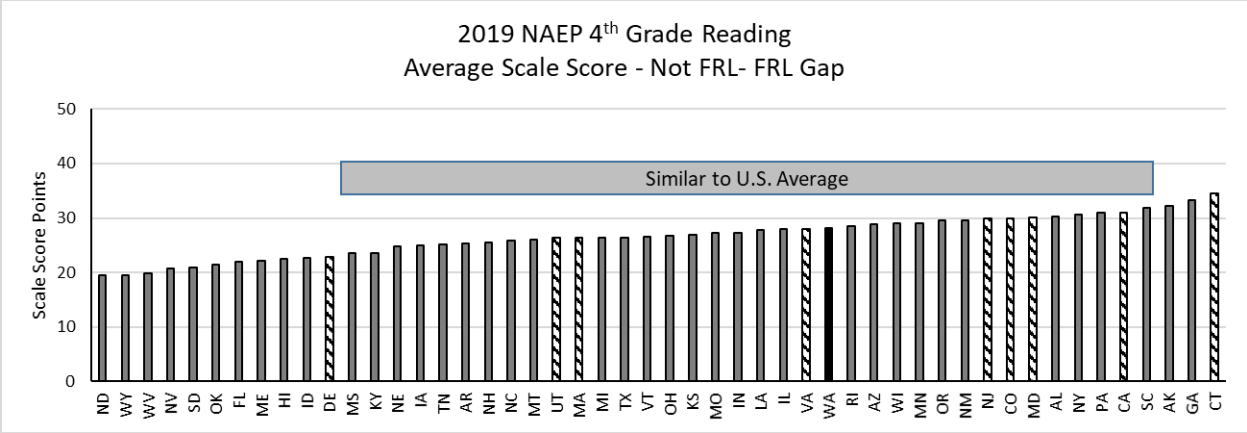


Figure 7.9c: shows the rank ordering of states by average scale score gap for the FRL-Not FRL student groups on the 2019 4th grade NAEP in reading.



GAP BASED ON SPECIAL EDUCATION (SWD) STATUS

On the 4th grade NAEP in reading, students receiving special education services (SWD) in Washington posted an average scale score of 180.0 which was statistically similar to the U.S. average of 179.9 (Figure 7.10a). Students not receiving special education services (not SWD) posted an average scale score of 225.2 which was nearly identical to the U.S average scale score of 225.1 (Figure 7.10b). The scale scores for the groups resulted in a scale score point gap of 45.2 points which was indistinguishable from the U.S. average of 45.2 points (Figure 7.10c). The gap for Washington students is statistically similar to the gap for eight peer states, with only Connecticut posting a statistically different and larger scale score point gap.

Figure 7.10a: shows the rank ordering of states by average scale score for the special education (SWD) student group on the 2019 4th grade NAEP in reading.

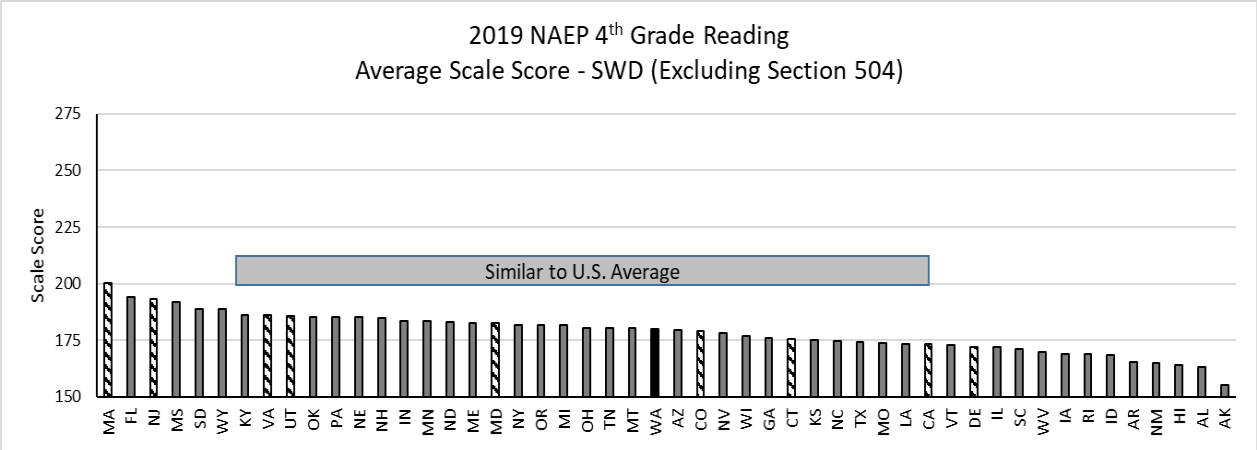


Figure 7.10b: shows the rank ordering of states by average scale score for the Not SWD student group on the 2019 4th grade NAEP in reading.

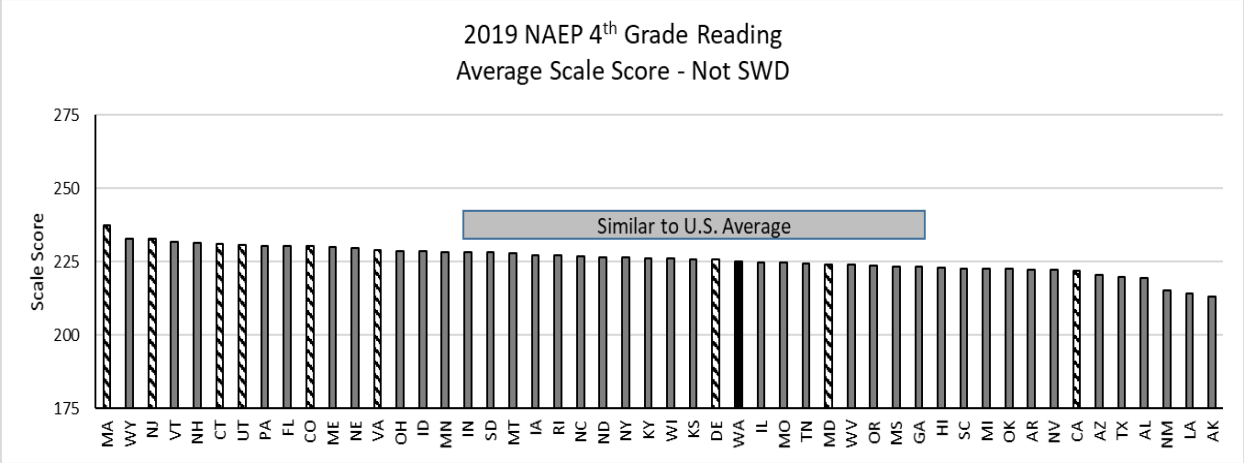
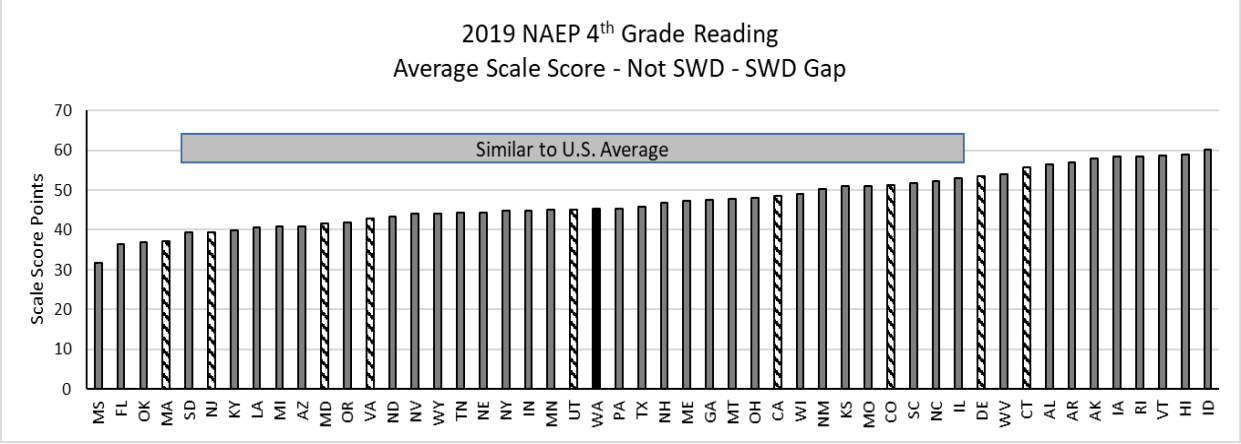


Figure 7.10c: shows the rank ordering of states by average scale score gap for the SWD-Not SWD student groups on the 2019 4th grade NAEP in reading.



GAP BASED ON ENGLISH LEARNER (EL) STATUS

On the 2019 4th grade NAEP in reading, the English learner (EL) student group in Washington posted an average scale score of 179.6, which was statistically lower than the U.S. average of 191.0 (Figure 7.11a). Students who are not English learners (Not EL), posted an average scale score of 226.1, which was statistically similar to the U.S. average of 223.5 (Figure 7.11b). The scores for the two groups resulted in a scale score gap of 46.5 points, which was statistically different and larger than the U.S. average of 32.5 points (Figure 7.11c). The Washington EL-Not EL gap is the fourth largest in the nation, the largest of the peer states, but is statistically similar to four peer states (Colorado, Connecticut, Massachusetts, and New Jersey).

Figure 7.11a: shows the rank ordering of states by average scale score for the English learner (EL) student group on the 2019 4th grade NAEP in reading.

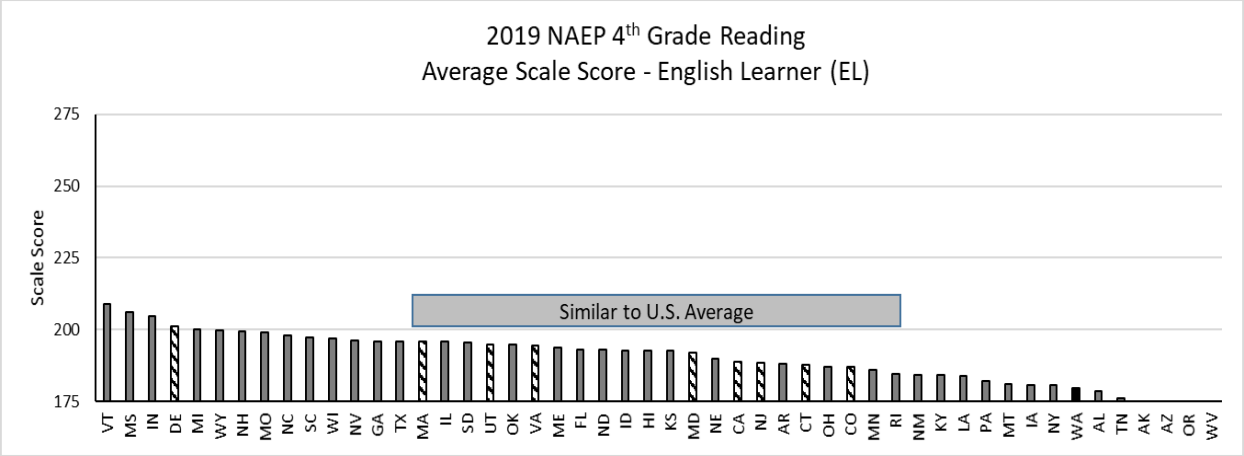


Figure 7.11b: shows the rank ordering of states by average scale score for the Not EL student group on the 2019 4th grade NAEP in reading.

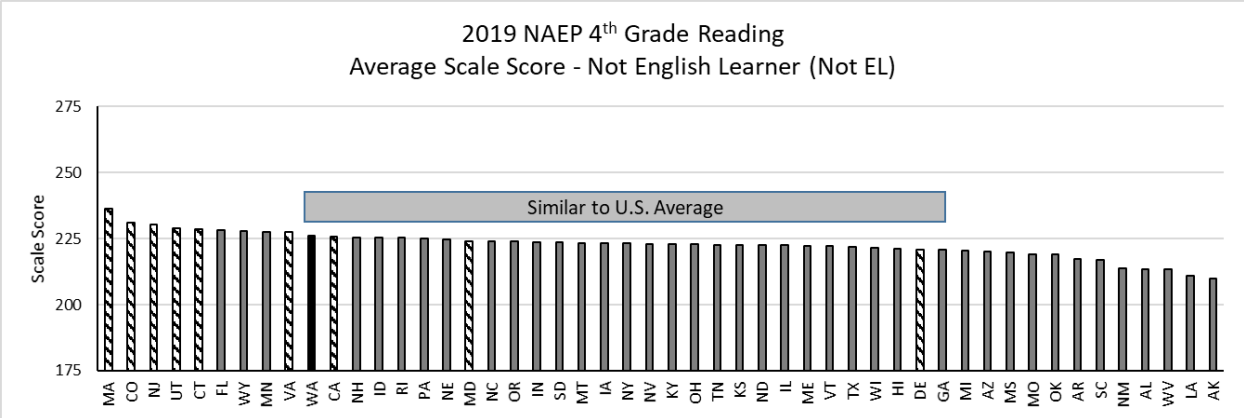
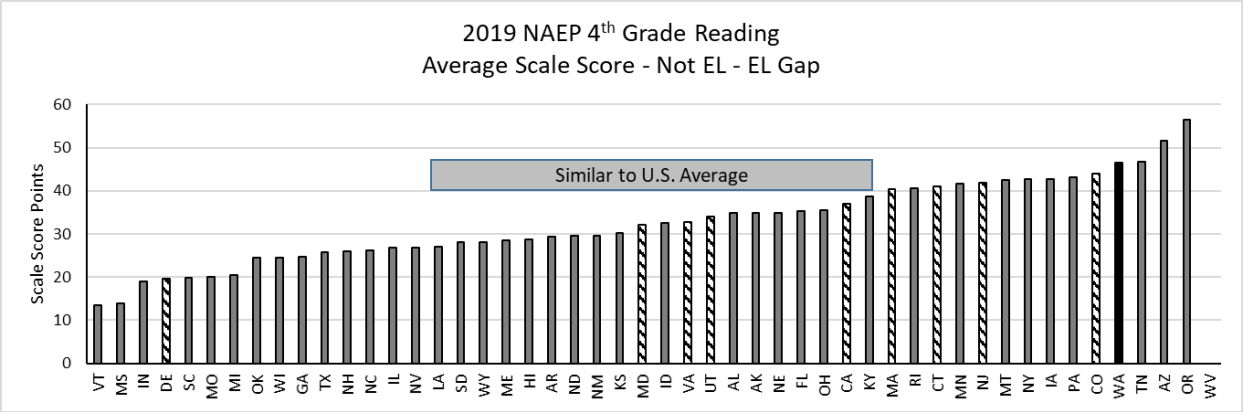


Figure 7.11c: shows the rank ordering of states by average scale score gap for the EL-Not EL student groups on the 2019 4th grade NAEP in reading.



8TH GRADE MATH

The 8th Grade Math indicator is the percentage of students meeting standard on the Smarter Balanced 8th grade math assessment. Over the four most recent administrations, the opportunity gaps are large, persistent, and there is little evidence demonstrating that the opportunity gaps are being reduced in any meaningful manner (Figure 7.12). The following statements can be made:

- The Native American-Asian, Black-Asian, Pacific Islander-Asian, Two or More Races-Asian, FRL-Not FRL, and EL-Not EL gaps increased by 1.1 to 3.9 percentage points,
- The White-Asian and SWD-Not SWD gap decreased by 0.2 and 2.5 percentage points respectively, and
- The Hispanic-Asian gap was virtually unchanged.
- If only the two most administrations are considered, the gaps for:
    - All of the race and ethnicity students increased 1.2 to 4.5 percentage points, and
    - The FRL-Not FRL gap increased 0.4 percentage points, while the SWD-Not SWC and the EL-Not EL gaps decreased by 2.5 and 0.8 percentage points respectively.

Figure 7.12: shows the changes in gaps (in percentage points) over the most recent years for the 8th Grade Math indicator.

8th Grade Math	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Female-Male Gap	3.6	3.1	4.1	3.0	Gap Decreased
Native American-Asian Gap*	52.1	49.9	51.9	54.9	Gap Increased
Black-Asian Gap*	47.1	47.1	47.6	49.3	Gap Increased
Hispanic-Asian Gap*	44.7	43.5	42.8	44.6	Gap Unchanged
Pacific Islander-Asian Gap*	47.6	51.1	47.0	51.5	Gap Increased

8th Grade Math	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
White-Asian Gap*	20.7	20.0	19.3	20.5	Gap Decreased
Two or More-Asian Gap*	25.6	25.5	24.0	26.9	Gap Increased
FRL-Not FRL Gap**	30.9	30.6	31.8	32.2	Gap Increased
SWD-Not SWD Gap**	44.2	43.9	44.2	41.7	Gap Decreased
EL-Not EL Gap**	38.8	39.9	40.5	39.7	Gap Increased

*Note: Students identifying as Asian performed the highest on this measure and is the reference group, so no gap calculation is made. The gap is computed as the value for the Asian student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the Asian student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

SUMMARY-8TH GRADE NAEP IN MATH

For most of the scale score gap measures, students in Washington perform statistically similar to the U.S average and similar to the peer states (Figure 7.13). However, the gap based on special education (SWD) status for Washington is statistically larger than the U.S. average but is similar to the peer states.

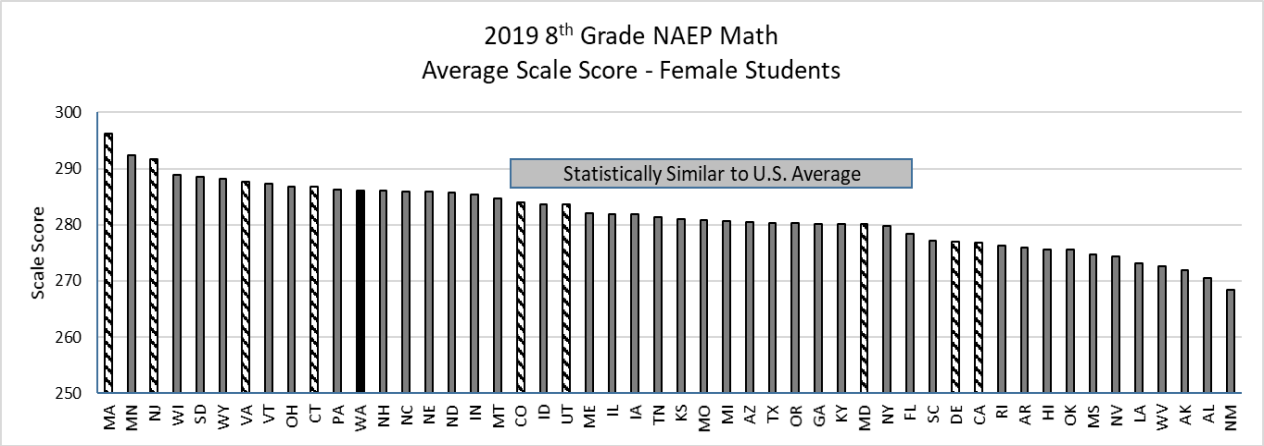
Figure 7.13: summarizes the scale score gaps in Washington as compared to the U.S. averages and the gaps for the peer states.

8th Grade NAEP in Math	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
Female-Male Gap	0.5	1.0	Similar	Similar
FRL-Not FRL Gap	34.0	29.9	Similar	Similar
SWD-Not SWD Gap	57.4	44.1	WA Gap Larger	Similar
EL-Not EL Gap	46.7	41.2	Similar	Similar

GAP BASED ON GENDER

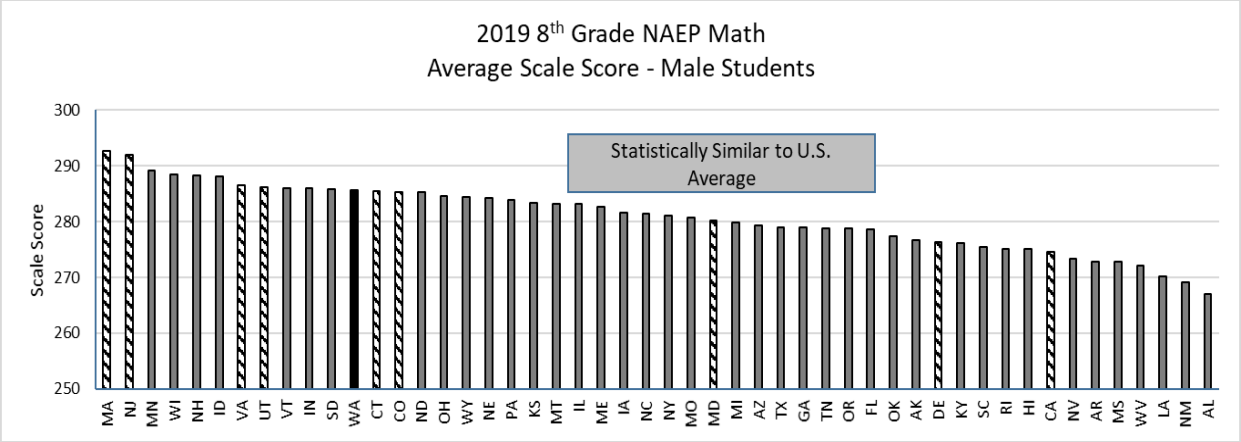
On the 8th grade NAEP in math, female students in Washington earned an average scale score of 286.1 which was statistically higher than the U.S. average of 281.5 (Figure 7.14a). Washington female students' score was statistically similar to or higher than seven peer states but was statistically lower than the scores from Massachusetts and New Jersey.

Figure 7.14a: shows the rank ordering of the performance of female students on the 2019 8th grade NAEP in math for each of the states.



Male students in Washington posted an average score of 285.6 on the 8th grade NAEP in math, which was statistically higher than the U. S average of 280.5 (Figure 7.14b. Washington male students' score was statistically similar to or higher than seven peer states but was statistically lower than the scores from Massachusetts and New Jersey.

Figure 7.14b: shows the rank ordering of the performance of male students on the 2019 8th grade NAEP in math for each of the states.



On the 8th grade NAEP in math, female students scored 0.5 scale score points higher than male students, which was statistically similar to the U.S. average of 1.0 and all other states (Figure 7.14c). The average female-male scale score gap over the last five NAEP administrations was -1.0 scale score points (Figure 7.14d), meaning that on average over the five most recent administrations, male students score just a little higher than female students.

Figure 7.14c: shows the rank ordering of female-male scale score point gap on the 2019 8th grade NAEP in math for each of the states.

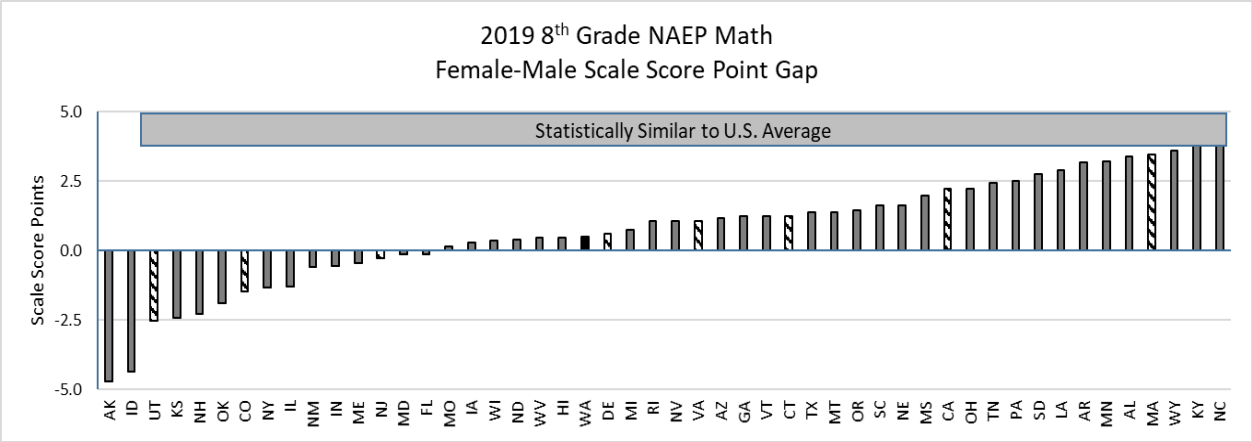
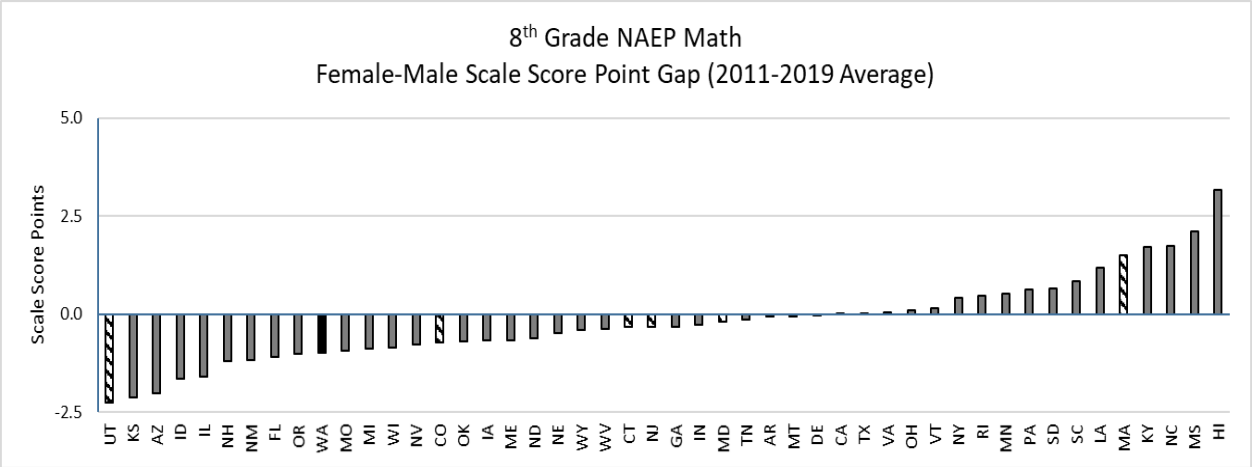


Figure 7.14d: shows the rank ordering of the five-administration average of female-male scale score point gap on the 8th grade NAEP in math for each of the states.



Gap based on Poverty (FRL) Status

On the 2019 8th grade NAEP in math, students qualifying for the free and Reduced Price Lunch (FRL) program in Washington posted an average scale score of 268.3, which was statistically similar to the U.S. average of 266.1 (Figure 7.19a). Students not qualifying for the free and Reduced Price Lunch (Not FRL) program in Washington posted an average scale score of 302.3, which was the fourth highest in the nation and statistically higher than the U.S. average of 296.0 (Figure 7.19b).

Figure 7.19a: shows the rank ordering of states by average scale score for the FRL student group on the 2019 8th grade NAEP in math.

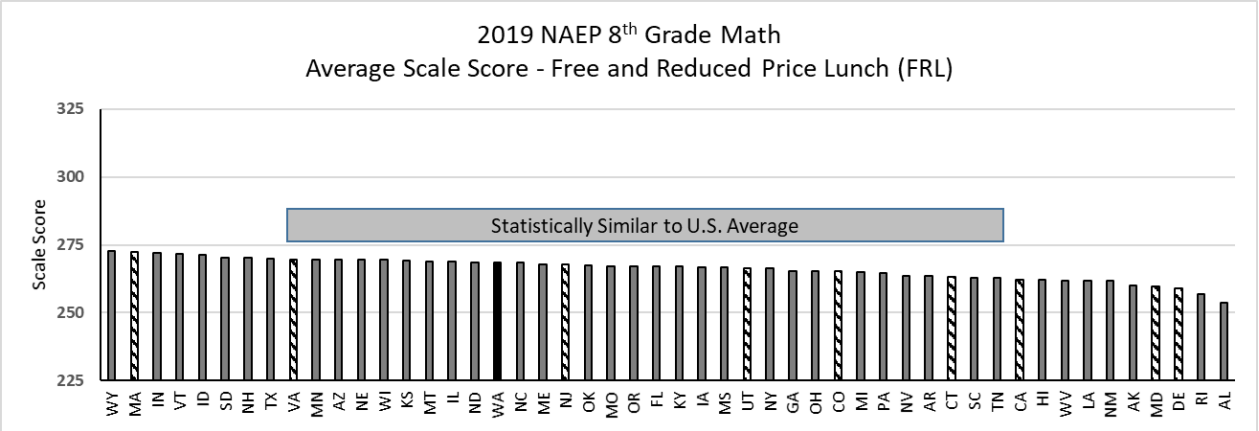
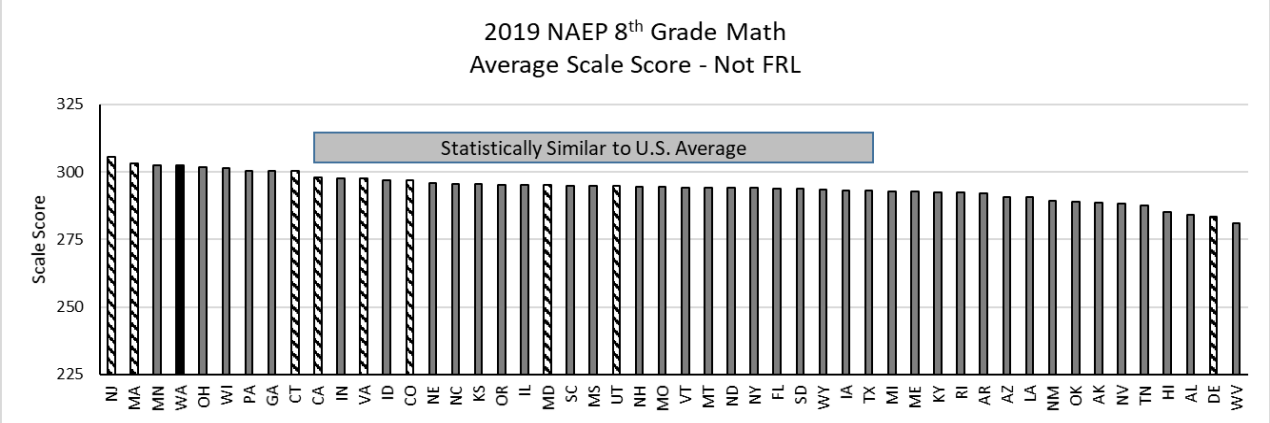
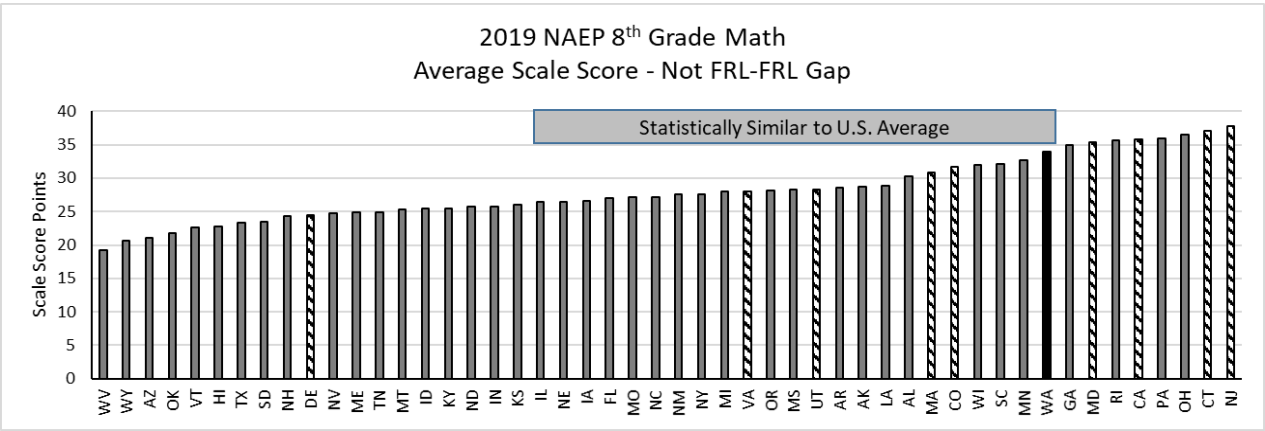


Figure 7.19b: shows the rank ordering of states by average scale score for the Not FRL student group on the 2019 8th grade NAEP in math.



The performance of the two student groups in Washington resulted in a scale score gap of 34.0 points, which was the ninth largest in the nation but statistically similar to the U.S. average of 29.9 points (Figure 7.19c).

Figure 7.19c: shows the rank ordering of states by average scale score gap for the Not FRL-FRL student groups on the 2019 8th grade NAEP in math.



GAP BASED ON SPECIAL EDUCATION (SWD) STATUS

Students receiving special education services (SWD) in Washington posted an average scale score of 235.1 which was statistically lower than the U.S. average of 242.1 (Figure 7.20a). Students not receiving special education services (not SWD) posted an average scale score of 292.5, which was statistically higher than the U.S average of 286.2 (Figure 7.20b).

Figure 7.20a: shows the rank ordering of states by average scale score for the special education (SWD) student group on the 2019 8th grade NAEP in math.

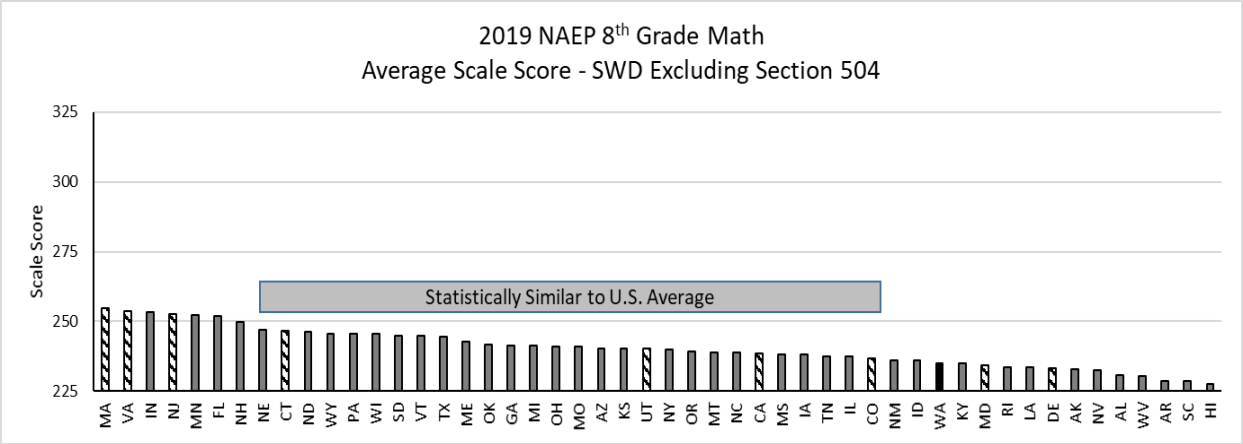
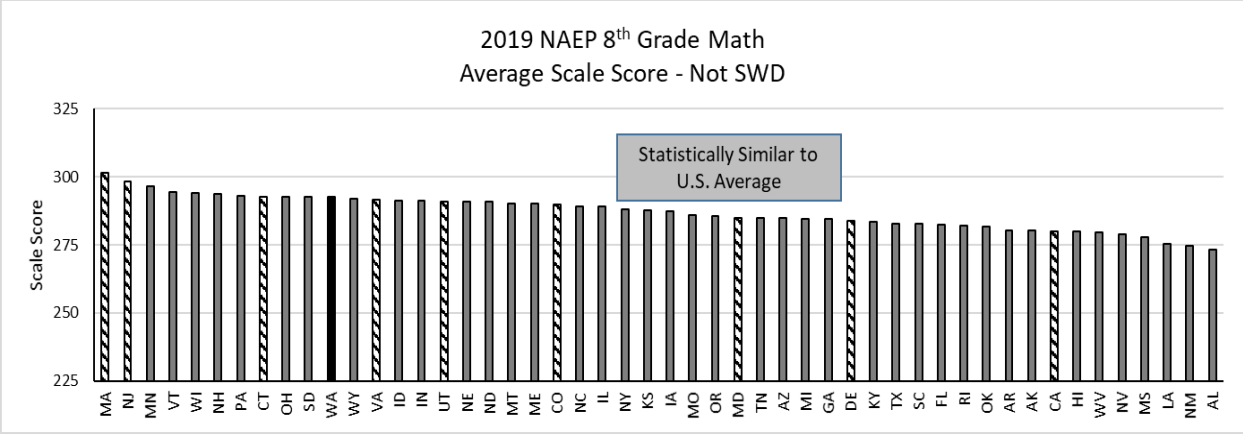
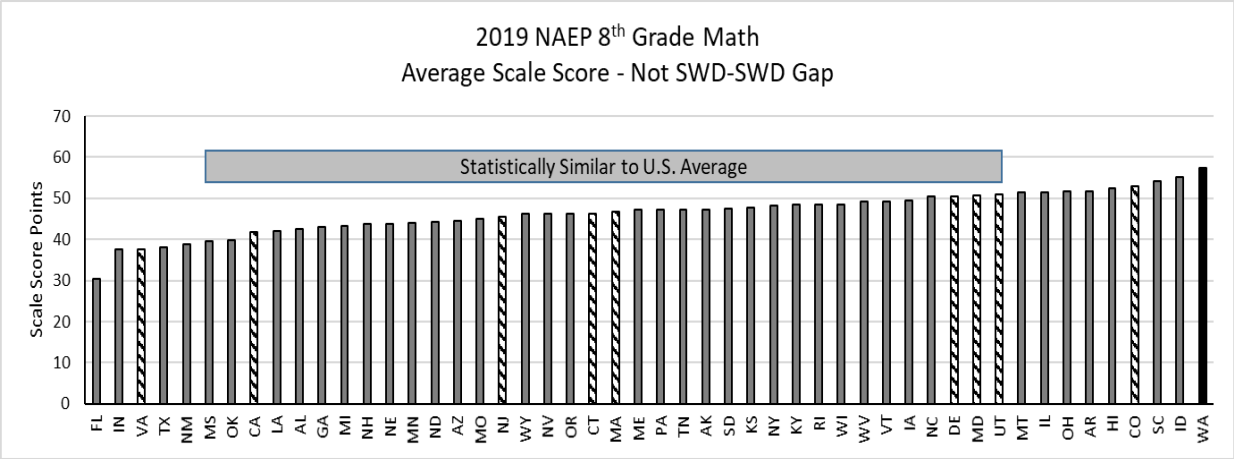


Figure 7.20b: shows the rank ordering of states by average scale score for the not special education (Not SWD) student group on the 2019 8th grade NAEP in math.



The performance of the SWD and Not SWD student groups in 2019 resulted in a scale score gap of 57.4 points, which was the largest gap in the nation and substantially larger than the U.S. average of 44.1 (Figure 7.20c). The Washington Not SWD-SWD scale score gap is statistically similar to four peer states (Colorado, Delaware, Maryland, and Utah).

Figure 7.20c: shows the rank ordering of states by average scale score gap for the SWD-Not SWD student groups on the 2019 8th grade NAEP in math.



Gaps based on English Learner (EL) Status

Students who are English learners (EL) in Washington posted an average scale score of 243.1, which was statistically similar to the U.S. average of 242.8 and statistically similar to or higher than all nine peer states (Figure 7.21a). Students who are not English learners (Not EL) posted an average scale score of 289.8 which was higher than the U.S average of 284.0 and statistically similar to or higher than seven peer states (Figure 7.21b).

Figure 7.21a: shows the rank ordering of states by average scale score for the English learner (EL) student group on the 2019 8th grade NAEP in math.

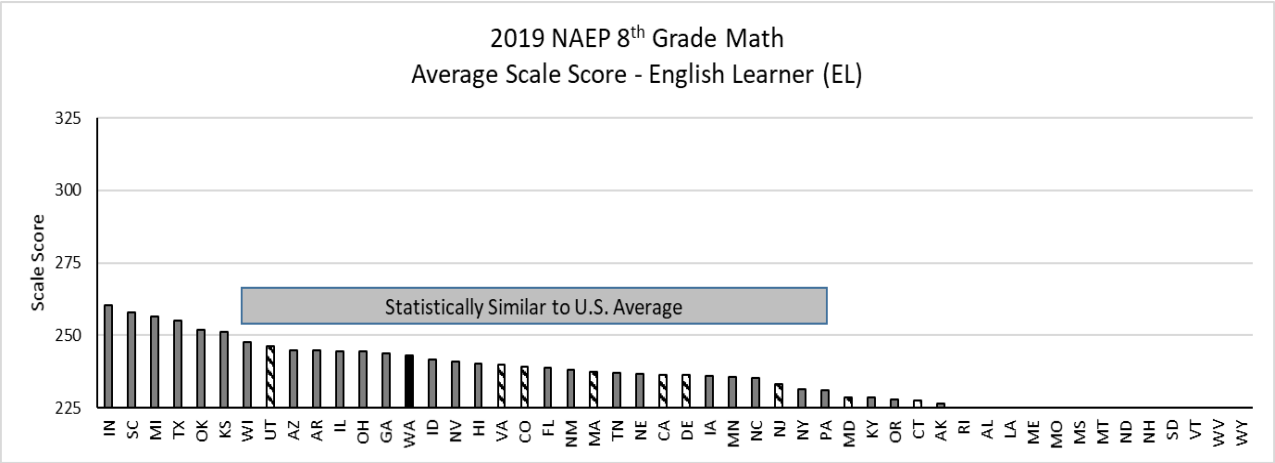
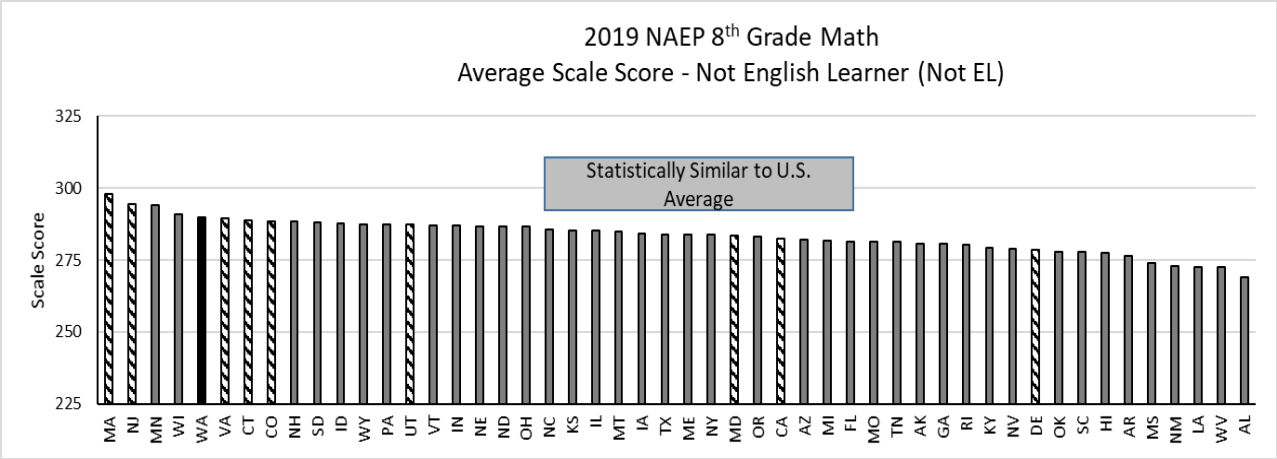
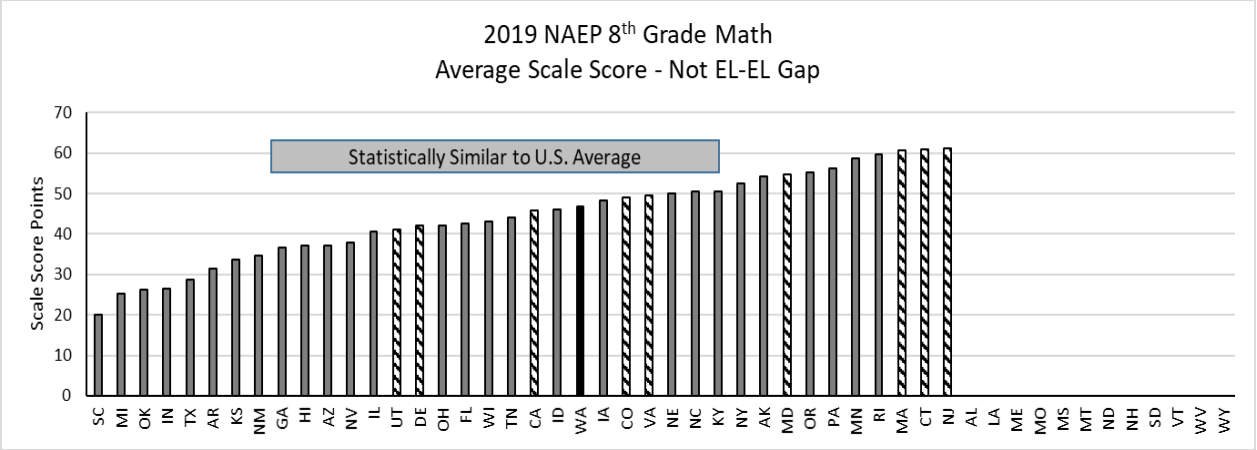


Figure 7.21b: shows the rank ordering of states by average scale score for the not English learner (Not EL) student group on the 2019 8th grade NAEP in math.



The performance of the student groups in Washington resulted in a Not EL-EL scale score gap of 46.7 points, which was statistically similar to the U.S. average of 41.2 points (Figure 7.21c). The gap for Washington students was statistically similar to or smaller than all nine peer states.

Figure 7.21c: shows the rank ordering of states by average scale score gap for the EL-Not EL student groups on the 2019 8th grade NAEP in math.



HIGH SCHOOL GRADUATION RATE

The indicator is the official 4-year graduation rate following the Adjusted Cohort methodology utilized by all of the United States. Even though the opportunity gaps are large and persistent, there is good evidence that the graduation gaps are being reduced (Figure 7.22).

- The Native American-Asian, Black-Asian, Hispanic-Asian, Pacific Islander-Asian, and Two or More-Asian gaps decreased by 0.6 to 5.8 percentage points over the most recent graduation classes, and
- The FRL-Not FRL, SWD-Not SWD, and EL-Note EL gaps decreased to 1.8 to 7.1 percentage points over the most recent graduation classes.

Figure 7.22: shows the changes in gaps (in percentage points) over the most recent years for the High School Graduation Rate indicator.

High School Graduation Rate Gap	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Five-Year Trend
Female-Male Gap	6.3	6.2	5.9	6.0	Gap Decreased
Native American-Asian Gap*	27.2	29.6	28.7	21.3	Gap Decreased
Black-Asian Gap*	16.0	15.6	16.8	14.8	Gap Decreased
Hispanic-Asian Gap*	14.8	14.8	14.7	13.4	Gap Decreased
Pacific Islander-Asian Gap*	19.4	16.0	16.0	13.8	Gap Decreased
White-Asian Gap*	5.6	7.1	7.6	6.4	Gap Increased
Two or More-Asian Gap*	7.8	9.3	9.2	7.2	Gap Decreased
FRL-Not FRL Gap**	19.5	17.9	17.8	16.0	Gap Decreased
SWD-Not SWD Gap**	22.8	21.8	21.5	21.0	Gap Decreased
EL-Not EL Gap**	23.0	18.1	20.0	15.9	Gap Decreased

*Note: Students identifying as Asian performed the highest on this measure and is the reference group, so no gap calculation is made. The gap is computed as the value for the Asian student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the Asian student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

APPENDIX A - Peer States for the Required Comparisons

The list of peer states is derived from the 2017 State New Economy Index produced every few years by the Information Technology and Innovation Foundation. The New Economy Index is designed to measure the degree to which states' economic structure matches the ideal structure of the innovation driven New (Global) Economy. The 2017 Index used 25 indicators divided into five broad categories (Knowledge Jobs, Globalization, Economic Dynamism, Digital Economy, and Innovation Capacity) to capture what is deemed important about the new global economy.

The list of the states to be utilized for the peer state comparisons and the states' current ranking on the New Economy Index are presented in Figure A1. Massachusetts has been the highest performing state on all the New Economy Indices since 1999. Washington has been in the top five performing states for all of the years since 1999. Seven of the ten peer states used in the 2018 report are the same as those used in earlier reports, with California, Utah, and Delaware being included in the report for the first time.

Figure A1: shows the list of peer states used in the required comparisons for the December 2018 report to the Education Committees of the Washington Legislature.

New Economy Rating (2017)	New Peer State for 2018	Peer States (2018 Report)	Peer States (2016 Report)
1	No	Massachusetts	Massachusetts
2	Yes	California*	
3	No	Washington	Washington
4	No	Virginia	Virginia
5	Yes	Delaware	
6	No	Maryland	Maryland
7	No	Colorado	Colorado
8	No	New Jersey	New Jersey
9	Yes	Utah	
10	No	Connecticut	Connecticut
			Minnesota
			North Carolina

*Note: California was not included in the peer state comparisons for previous reports because of being characterized as an 'outlier,' but after hearing comments from a variety of people from various organizations, the inclusion of California in the peer analysis was deemed to be most appropriate.

The state board is exploring the idea of developing a new list of peer states based on similar graduation requirements. This work is just now getting underway by SBE staff.

APPENDIX B – NAEP Technical Documentation

T TEST FOR INDEPENDENT GROUPS

In NAEP, a *t* test for independent samples is used to compare estimates from two populations unless both groups have some overlap in terms of sampled students. The goal of the *t* test is to determine the probability that average estimates from two samples come from a single population (with a single, common average.) If this probability is small, then the two sample average estimates are said to be significantly different.

Let A_i be the statistic in question (e.g., a mean for group *i*) and let S_{Ai} be the jackknife standard error of the statistic. The text in the reports identified the means or proportions for groups *i* and *j* as being different if:

$$\frac{|A_i - A_j|}{\sqrt{S^2(A_i) + S^2(A_j)}} \geq T_{\frac{\alpha}{2}}$$

where T_α is the (1 - α) percentile of the *t* distribution with *df* degrees of freedom. In some cases where more than two groups or jurisdictions are compared, multiple comparison procedures are applied. This adjustment is based on the Benjamini and Hochberg (1995) procedure of controlling the false discovery rate (FDR).

Many of the group comparisons explicitly discussed in the reports involved mutually exclusive sets of students. Examples include comparisons of the average scale score for male and female students, White and Hispanic students, students attending schools in central city and urban fringe or large-town locations, students who reported watching six or more hours of television each night, and students who reported watching less than one hour of television each night.

The current procedures used to complete most statistical tests for NAEP require the assumption that the data being compared are from independent samples. Because of the sampling design in which primary sampling units (PSUs), schools, and students within school are randomly sampled, the data from mutually exclusive sets of students may not be strictly independent. Therefore, the significance tests employed are, in many cases, only approximate. Another procedure, one that does not assume independence, could have been conducted. However, a more conservative stance is taken with the use of *t* tests for partly overlapping groups when dependencies in the sample must be addressed.

A comparison of the standard errors using the independence assumption and the correlated group assumption was made using NAEP data. The estimated standard error of the difference based on independence assumptions was approximately 10 percent larger than the more complicated estimate based on correlated groups. In almost every case, the correlation of NAEP data across groups was positive. Because, in NAEP, significance tests based on assumptions of independent samples are only somewhat conservative, the approximate (assuming independence) procedure was used for most comparisons.

Source: https://nces.ed.gov/nationsreportcard/tdw/analysis/infer_ttest_indep.aspx

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS

The NAEP Governing Board seeks to set policy to ensure that NAEP is fully representative of students with a disability (SWD) and English learners (EL). Inclusion in NAEP of an SWD or EL student is encouraged if that student participated in the regular state academic assessment in the subject being tested, and if that student can participate in NAEP with the accommodations NAEP allows. Even if the student did not participate in the regular state assessment, or if he/she needs accommodations NAEP does not allow, school staff are asked whether that student could participate in NAEP with the allowable accommodations.

Although every effort is made to include as many students as possible, different jurisdictions have different exclusion policies and not all students identified for NAEP participation actually participate in the administration. Because SWD and EL students typically score lower than students not categorized as SWD or EL, jurisdictions that are more inclusive (that is, jurisdictions that assess greater percentages of these students) may have lower average scores than if they had a less inclusive policy.

In all NAEP assessments accommodations are provided as necessary for students with disabilities and or English learners. Students with disabilities and English learners are allowed to use most of the testing accommodations that they receive for state or district tests. Accommodations are adaptations to standard testing procedures that remove barriers to participation in assessments without changing what is being tested. Examples of such accommodations are extended time and small-group or one-on-one administration. NAEP offers bilingual (English and Spanish) test booklets for the mathematics assessment but not the reading assessment. Extending testing over several days is not allowed for any of the NAEP assessments because NAEP administrators are in each school only one day.

Figure B1: shows the percentage of English Learners (ELs) identified and assessed on the 2019 4th grade NAEP in reading with and without accommodations.

4th Grade NAEP in Reading	Percentage of Identified ELs Excluded	Percentage of Identified ELs Assessed	Percentage of ELs Assessed without Accommodations	Percentage of ELs Assessed with Accommodations
California	1	24	19	5
Colorado	1	14	10	4
Connecticut	1	10	4	6
Delaware	1	15	10	5
Maryland	1	13	4	9
Massachusetts	1	13	8	4
New Jersey	1	7	1	6
Utah	<1	11	8	2
Virginia	1	11	7	5
Washington	1	14	9	5
US Public	1	12	7	5

Figure B2: shows the percentage of English Learners (ELs) identified and assessed on the 2019 4th grade NAEP in math with and without accommodations.

4th Grade NAEP in Math	Percentage of Identified ELs Excluded	Percentage of Identified ELs Assessed	Percentage of ELs Assessed without Accommodations	Percentage of ELs Assessed with Accommodations
California	1	24	19	4
Colorado	1	14	10	4
Connecticut	1	10	4	6
Delaware	1	15	10	6
Maryland	1	13	4	9
Massachusetts	1	13	7	5
New Jersey	1	8	1	7
Utah	1	10	8	2
Virginia	<1	11	6	5
Washington	1	14	9	5
US Public	1	12	7	6

Accommodations in the testing environment or administration procedures are available for SD and ELL students to support their participation in the assessment. Some accommodations are actually built-in features—or Universal Design Elements of the digitally based assessments that are available to all students. Other accommodations, such as additional test time, are available upon request. Every jurisdiction decides what accommodations the students in that jurisdiction are eligible to receive.

Some SD and ELL students can be assessed without accommodations. Some require accommodations to participate in NAEP, while others may not be able to participate even with accommodation. The percentage of SD and ELL students who are excluded from NAEP assessments varies across assessment subjects, from one jurisdiction to another, and within a jurisdiction over time

Figure B3: shows the percentage of English Learners (ELs) identified and assessed on the 2019 8th grade NAEP in math with and without accommodations.

8th Grade NAEP in Math	Percentage of Identified ELs Excluded	Percentage of Identified ELs Assessed	Percentage of ELs Assessed without Accommodations	Percentage of ELs Assessed with Accommodations
California	1	14	11	4
Colorado	<1	8	5	3
Connecticut	1	4	2	2
Delaware	<1	4	2	2
Maryland	1	6	1	5
Massachusetts	1	6	3	3
New Jersey	1	4	<1	4
Utah	<1	5	3	2
Virginia	1	5	2	3
Washington	1	8	6	3
US Public	1	7	4	3

Figure B4: shows the percentage of English Learners (ELs) identified and assessed on the 2019 8th grade NAEP in reading with and without accommodations.

8th Grade NAEP in Reading	Percentage of Identified ELs Excluded	Percentage of Identified ELs Assessed	Percentage of ELs Assessed without Accommodations	Percentage of ELs Assessed with Accommodations
California	1	14	11	3
Colorado	1	8	5	5
Connecticut	1	4	2	2
Delaware	<1	4	2	2
Maryland	1	5	1	4
Massachusetts	1	5	4	1
New Jersey	1	4	1	3
Utah	<1	6	3	2
Virginia	1	5	3	2
Washington	1	8	5	3
US Public	1	7	4	3

Sources:

https://www.nationsreportcard.gov/reading/supportive_files/2019_technical_appendix_reading.pdf

https://www.nationsreportcard.gov/mathematics/supportive_files/2019_technical_appendix_math.pdf

APPENDIX C – Traditional Disparate Outcome Measures

KINDERGARTEN READINESS

The Kindergarten Readiness indicator is the percentage of students demonstrating the characteristics of kindergarteners on all six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). After four years of nearly 100 percent participation on the WaKIDS, the opportunity gaps are large, persistent, and there is little evidence indicating that the opportunity gaps are being reduced in any meaningful manner (Figure 7.1). The following statements can be made:

- The Native American-White, Black-White, and SWD-Not SWD gaps increased by 0.4 to 2.2 percentage points,
- The Hispanic-White gap is virtually unchanged,
- The Pacific Islander-White, Two or More-White Gap, FRL-Not FRL, and EL-Not EL gaps decreased by 0.7 to 2.6 percentage points,
- The Asian-White gap widened by 2.2 percentage points, whereby the Asian student performed 3.3 percentage points higher than the White student group in 2017 and by 5.5 percentage points in 2020, and
- If only the two most administrations are considered,
    - Gaps for all of the race and ethnicity student groups (except Asian) increased by 0.3 to 3.8 percentage points, and
    - The EL-Not EL gap was virtually unchanged, while the FRL-Not FRL gap and SWD-Not SWD gaps increased 0.4 and 1.5 percentage points respectively.

Figure 7.1: shows the changes in gaps (in percentage points) over the most recent years for the Kindergarten Readiness indicator.

Kindergarten Readiness	2016-17	2017-18	2018-19	2019-20	Four-Year Trend
Native American-White Gap*	20.7	22.2	21.3	22.9	Gap Increased
Asian-White Gap*	-3.3	-4.2	-5.5	-5.5	Gap Increased
Black-White Gap*	11.4	12.7	11.4	13.4	Gap Increased
Hispanic-White Gap*	22.0	21.8	21.8	22.1	Gap Unchanged
Pacific Islander-White Gap*	25.1	23.6	20.6	24.4	Gap Decreased
Two or More-White Gap*	2.2	2.0	0.7	1.5	Gap Decreased
FRL-Not FRL Gap**	28.1	26.2	26.0	26.4	Gap Decreased
SWD-Not SWD Gap**	31.7	31.1	30.6	32.1	Gap Increased
EL-Not EL Gap**	21.9	20.0	19.4	19.3	Gap Decreased

*Note: No gap is computed for the White student group. The gap is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

4TH GRADE ELA

The 4th Grade Reading indicator is the percentage of students meeting standard on the Smarter Balanced 4th grade ELA assessment. Over the four most recent administrations, the opportunity gaps are large, persistent, and there is little evidence demonstrating that the opportunity gaps are being reduced in any meaningful manner (Figure 7.2). The following statements can be made:

- The Native American-White, Pacific Islander-White, and EL-Not EL gaps increased by 2.4 to 5.2 percentage points,
- The Black-White, Hispanic-White, Two or More-White, FRL-Not FRL, and SWD-Not SWD gaps decreased by 0.6 to 2.0 percentage points,
- The Asian-White gap was virtually unchanged, as the Asian student performed 10.5 percentage points higher than the White student group in 2020, and
- If only the two most administrations are considered, the gaps for:
    - The Native American-White, Pacific Islander-White, and EL-Not EL gaps increased by 0.8 to 1.8 percentage points,
    - The Black-White, Asian-White, FRL-Not FRL, and SWD-Not SWD gaps decreased by 0.3 to 3.3 percentage points, and
    - The Hispanic-White gap was virtually unchanged.

Figure 7.2: shows the changes in gaps (in percentage points) over the most recent years for the 4th Grade Reading indicator.

4th Grade Reading	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Female-Male Gap	8.5	7.7	7.0	6.7	Gap Decreased
Native American-White Gap*	34.9	35.6	36.9	37.7	Gap Increased
Asian-White Gap*	-10.4	-11.3	-11.0	-10.5	Gap Unchanged
Black-White Gap*	26.2	27.3	27.6	24.3	Gap Decreased
Hispanic-White Gap*	26.2	26.1	25.4	25.3	Gap Decreased
Pacific Islander-White Gap*	28.6	30.3	29.2	31.0	Gap Increased
Two or More-White Gap*	6.6	4.0	5.2	4.9	Gap Decreased
FRL-Not FRL Gap**	32.0	32.4	32.0	31.4	Gap Decreased
SWD-Not SWD Gap**	40.0	40.0	39.2	38.0	Gap Decreased
EL-Not EL Gap**	42.1	45.6	46.4	47.3	Gap Increased

*Note: No gap is computed for the White student group. The gap is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

4TH GRADE NAEP IN READING

For most of the scale score gap measures, students in Washington perform statistically similar to the U.S average and similar to the peer states. However, the Hispanic-White and the English

learner (EL)-Not EL scale score gaps for Washington are statistically larger than the U.S. average but are similar to the peer states (Figure 7.3).

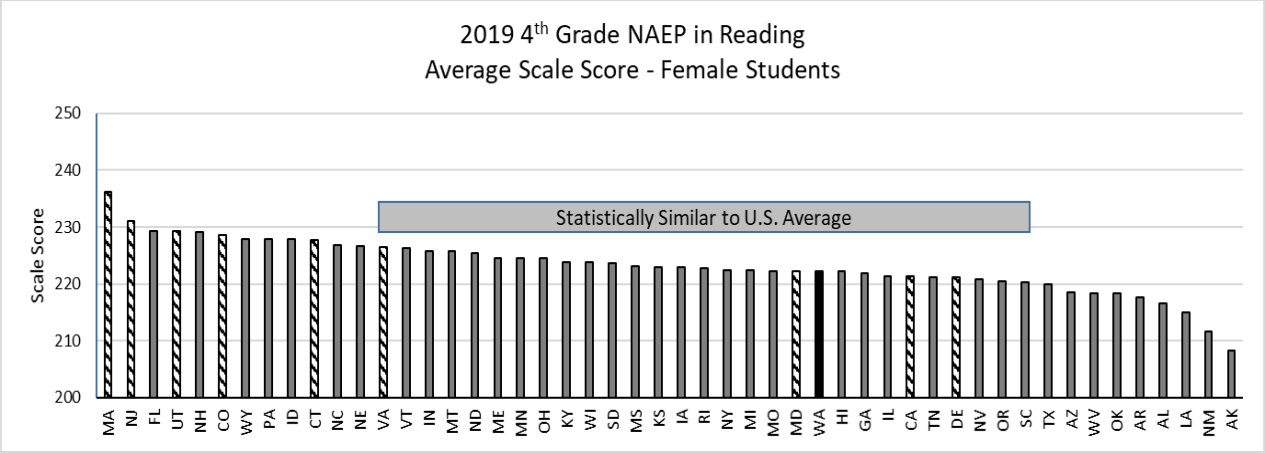
Figure 7.3: summarizes the scale score gaps in Washington as compared to the U.S. averages and the gaps for the peer states.

4th Grade NAEP in Reading	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
Female-Male Gap	5.0	7.5	Similar	Similar
Black-White Gap	19.2	26.4	Similar	Similar
Hispanic-White Gap	26.6	21.0	WA Gap Larger	Similar
FRL-Not FRL Gap	28.1	27.8	Similar	Similar
SWD-Not SWD Gap	45.2	45.2	Similar	Similar
EL-Not EL Gap	46.5	32.5	WA Gap Larger	Similar

GAP BASED ON GENDER

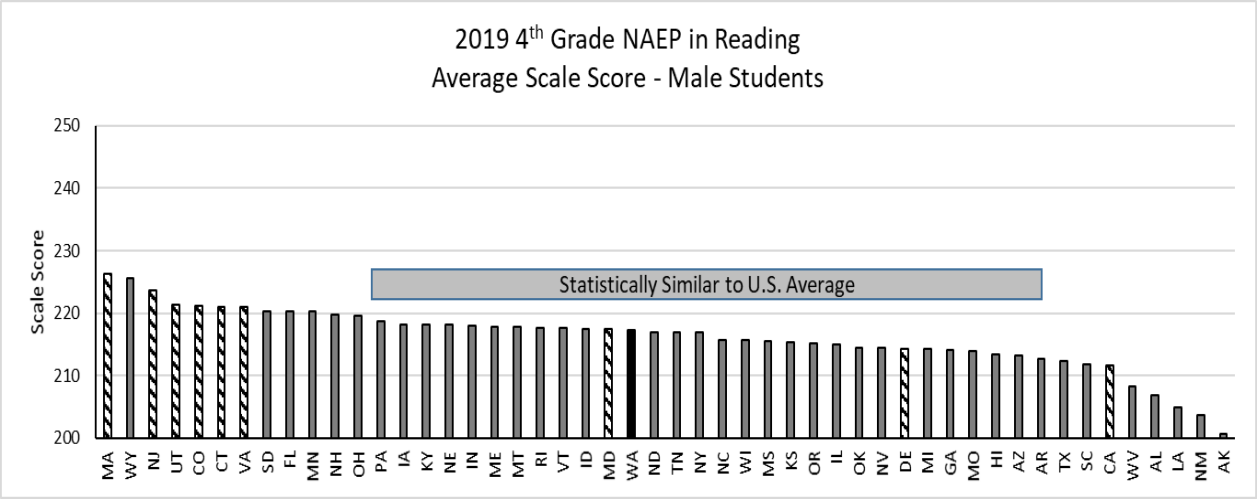
On the 4th grade NAEP in reading, female students in Washington posted an average scale score of 222.3 which was statistically similar to the U.S. average of 223.3 (Figure 7.4a). The Washington scale score is statistically similar to four peer states but is statistically lower than the scores for Colorado, Connecticut, Massachusetts, New Jersey, and Utah.

Figure 7.4a: shows the rank ordering of the performance of female students on the 2019 4th grade NAEP in reading for each of the states.



A scale score of 217.2 was computed for Washington male students on the 4th grade NAEP in reading, which was statistically similar to the U.S. average of 215.8 (Figure 7.4b). The Washington scale score was statistically similar to or higher than seven peer states and Massachusetts and New Jersey were the only peer states to score statistically higher than Washington.

Figure 7.4b: shows the rank ordering of the performance of male students on the 2019 4th grade NAEP in reading for each of the states.



On the 4th grade NAEP in reading, female students scored 5.0 scale score points higher than male students, which was statistically similar to the U.S. average of 1.0 and all other states (Figure 7.4c). For Washington, the average female-male scale score gap over the last five NAEP administrations was 8.1 scale score points (Figure 7.4d), meaning that on average over the five most recent administrations, female students scored higher than male students.

Figure 7.4c: shows the rank ordering of female-male scale score point gap on the 2019 4th grade NAEP in reading for each of the states.

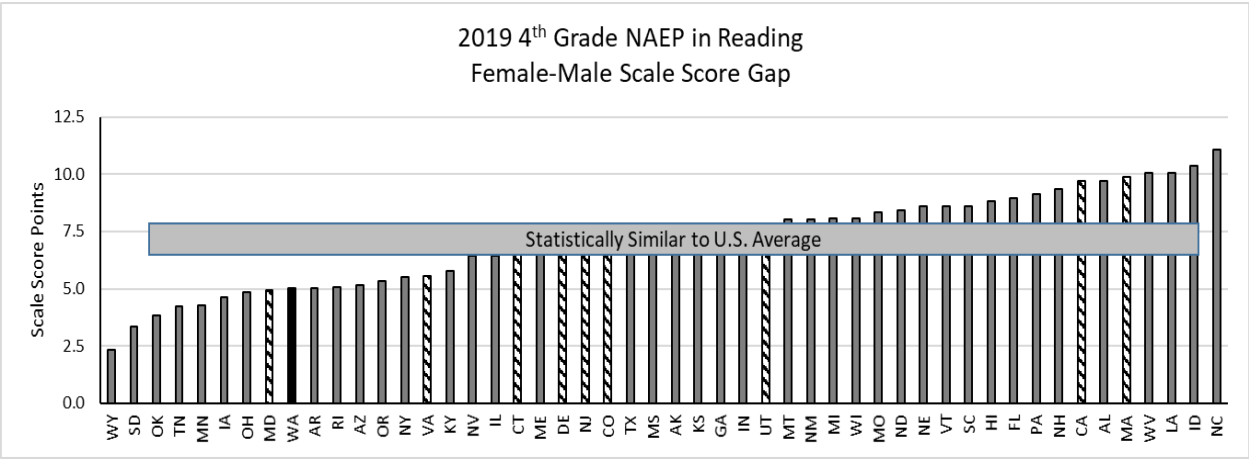
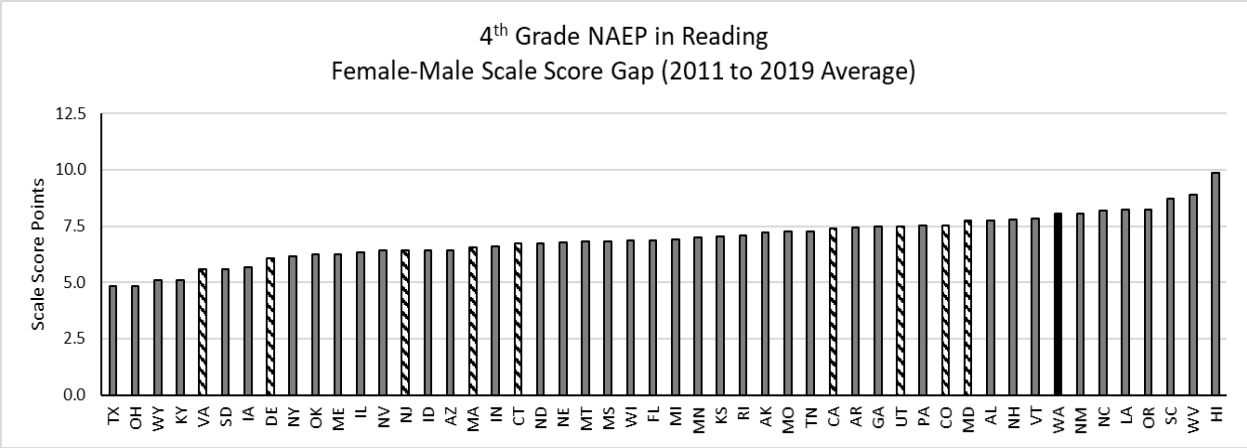


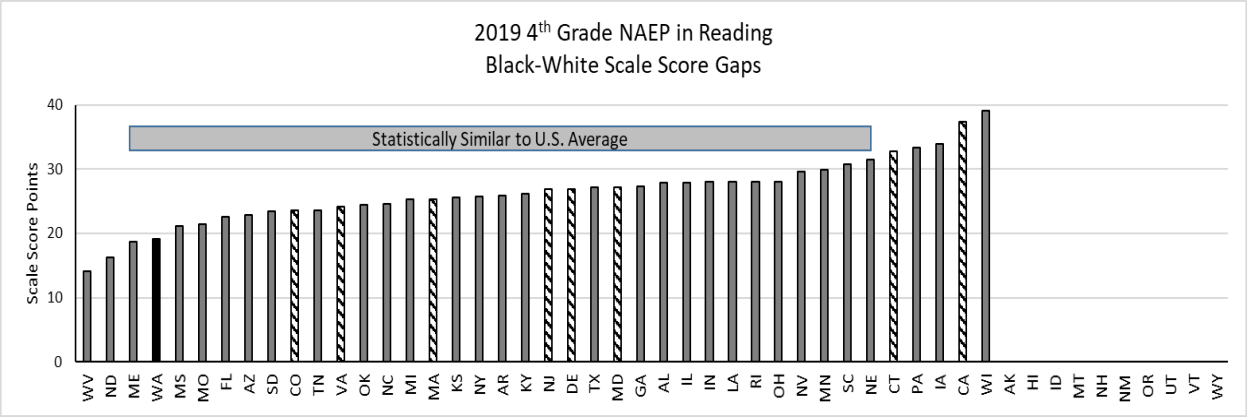
Figure 7.4d: shows the rank ordering of the five-administration average of female-male scale score point gap on the 4th grade NAEP in reading for each of the states.



Black-White Gap

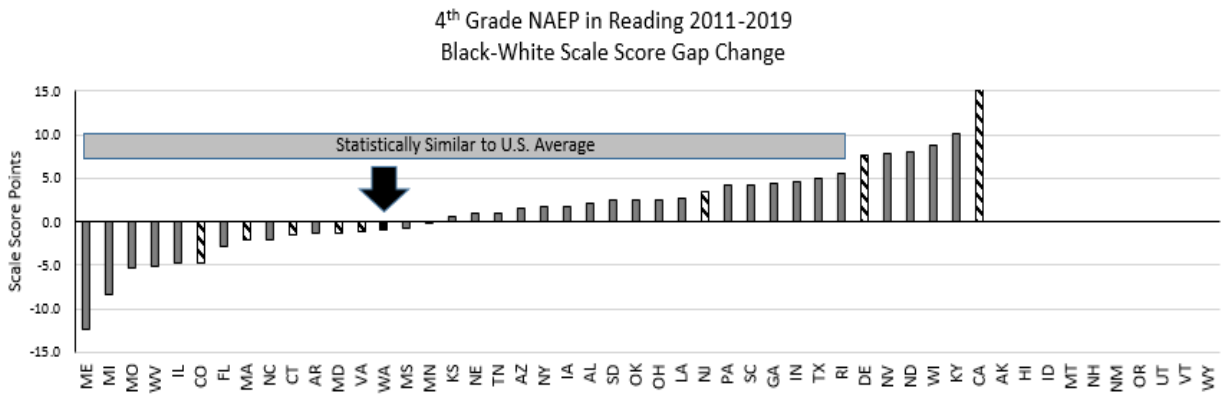
On the 2019 NAEP in reading, the scale score gap between Black and White student groups was 19.2 scale score points which was statistically similar to the U.S. average of 26.4 scale score points (Figure 7.5). The Washington Black-White gap is statistically similar to or lower than the peer states for which a gap could be computed. From the 2011 to the 2019 administration, the Black-White scale score gap is virtually unchanged, having declined by less than one (0.9) scale score point (Figure 7.6). The Washington gap change is similar to the U.S. average gap change and is statistically similar to six peer states and statistically better than two peer states (California and Delaware).

Figure 7.5: shows the rank ordering of the 2019 Black-White scale score gap for the states in which a scale score gap could be computed.



Note: the gap is computed as the scale score for the White group minus the scale score for the Black group. A positive value means the scale score for White group is greater than the score for the Black group.

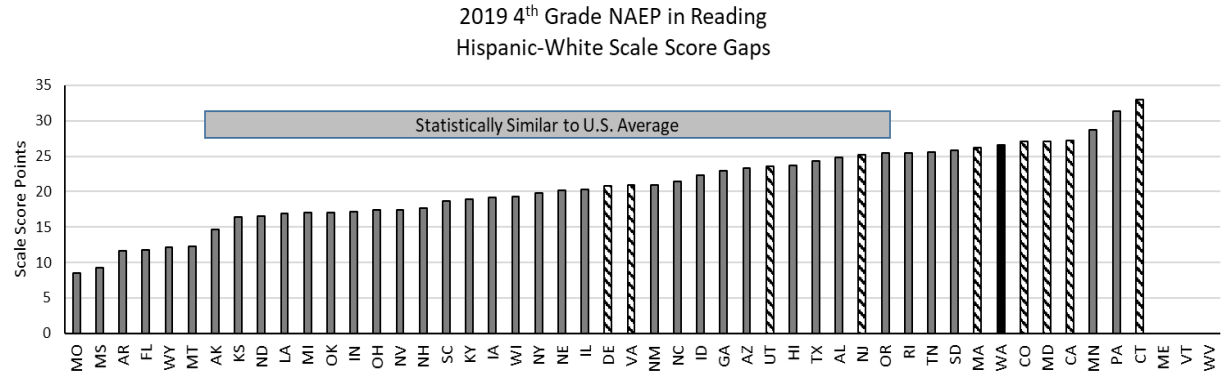
Figure 7.6: shows the rank ordering of the 2011 to 2019 Black-White scale score gap change for the states in which a scale score gap could be computed.



Hispanic-White Gap

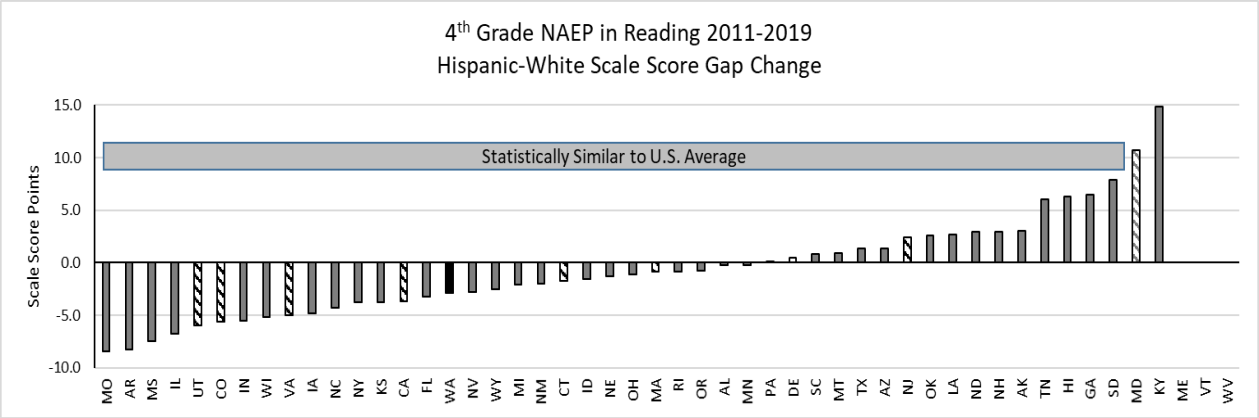
On the 2019 NAEP in reading, the scale score gap between Hispanic and White student groups was 26.6 points, which was statistically different and higher than the U.S. average of 21.0 scale score points (Figure 7.7). The Washington gap is statistically similar to all of the peer states. From the 2011 to the 2019 administrations, the Hispanic-White gap for Washington decreased by 2.9 scale score points, which was statistically similar to the U.S. average gap decline of 3.2 points and statistically similar to eight peer states (Figure 7.8).

Figure 7.7: shows the rank ordering of the 2019 Hispanic-White scale score gap for the states in which a scale score gap could be computed.



Note: the gap is computed as the scale score for the White group minus the scale score for the Hispanic group. A positive value means the scale score for White group is greater than the score for the Hispanic group.

Figure 7.8: shows the rank ordering of the 2011 to 2019 Hispanic-White scale score gap change for the states in which a scale score gap could be computed.



Gap based on Poverty (FRL) Status

On the 4th grade NAEP in reading, students qualifying for the Free and Reduced Price Lunch (FRL) program posted an average scale score of 206.6, which was statistically similar to the U.S average of 206.9 (Figure 7.9a). Students not qualifying for FRL (Not FRL) posted an average scale score of 234.6, which was also statistically similar to the U.S. average of 234.7 (Figure 7.9b). The scale scores for the groups result in a FRL-Not FRL scale score gap of 28.1 points which is statistically similar to the U.S. average of 27.8 points. The gap for Washington students is statistically similar to the gap for eight peer states, with only Connecticut posting a statistically different and larger scale score point gap (Figure 7.9c).

Figure 7.9a: shows the rank ordering of states by average scale score for the FRL student group on the 2019 4th grade NAEP in reading.

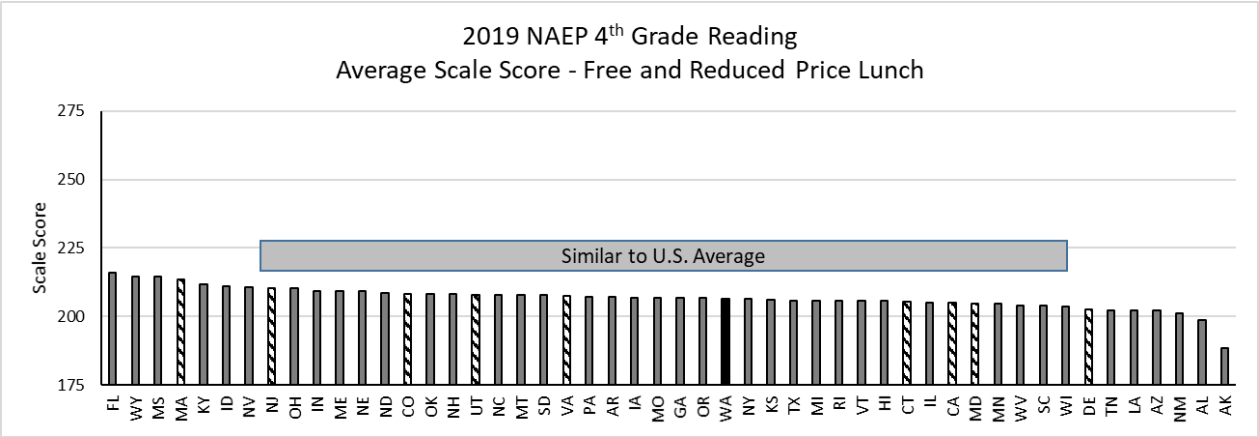


Figure 7.9b: shows the rank ordering of states by average scale score for the Not FRL student group on the 2019 4th grade NAEP in reading.

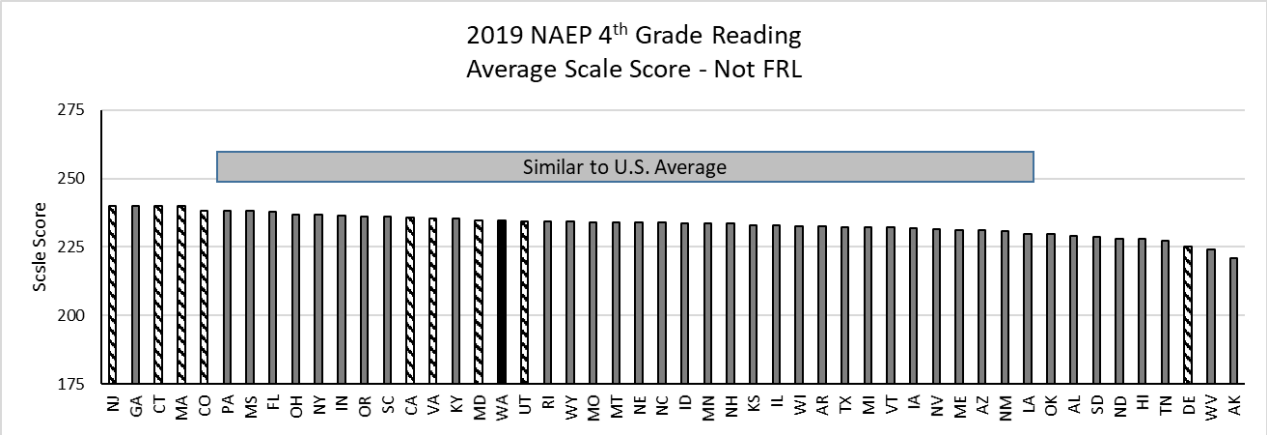
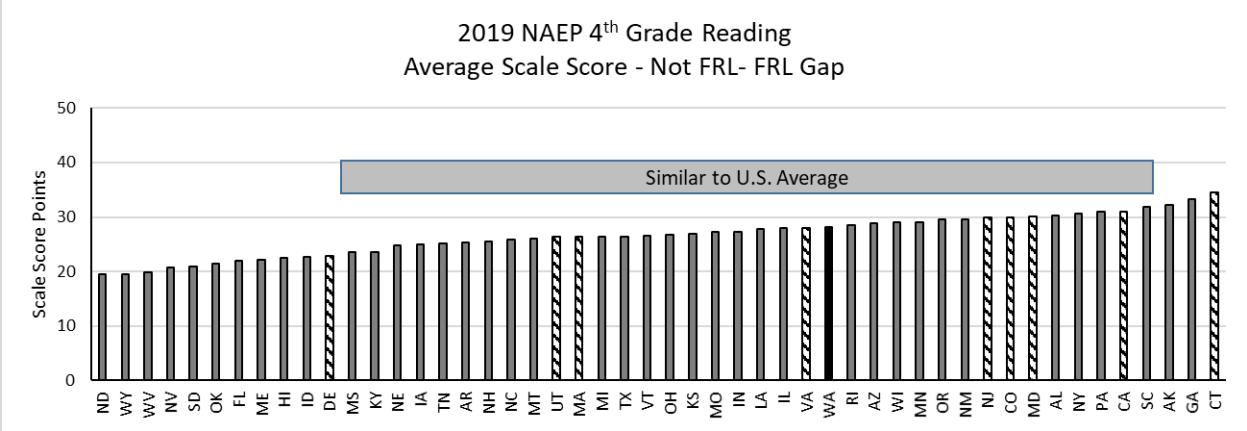


Figure 7.9c: shows the rank ordering of states by average scale score gap for the FRL-Not FRL student groups on the 2019 4th grade NAEP in reading.



GAP BASED ON SPECIAL EDUCATION (SWD) STATUS

On the 4th grade NAEP in reading, students receiving special education services (SWD) in Washington posted an average scale score of 180.0 which was statistically similar to the U.S. average of 179.9 (Figure 7.10a). Students not receiving special education services (not SWD) posted an average scale score of 225.2 which was nearly identical to the U.S average scale score of 225.1 (Figure 7.10b). The scale scores for the groups resulted in a scale score point gap of 45.2 points which was indistinguishable from the U.S. average of 45.2 points (Figure 7.10c). The gap for Washington students is statistically similar to the gap for eight peer states, with only Connecticut posting a statistically different and larger scale score point gap.

Figure 7.10a: shows the rank ordering of states by average scale score for the special education (SWD) student group on the 2019 4th grade NAEP in reading.

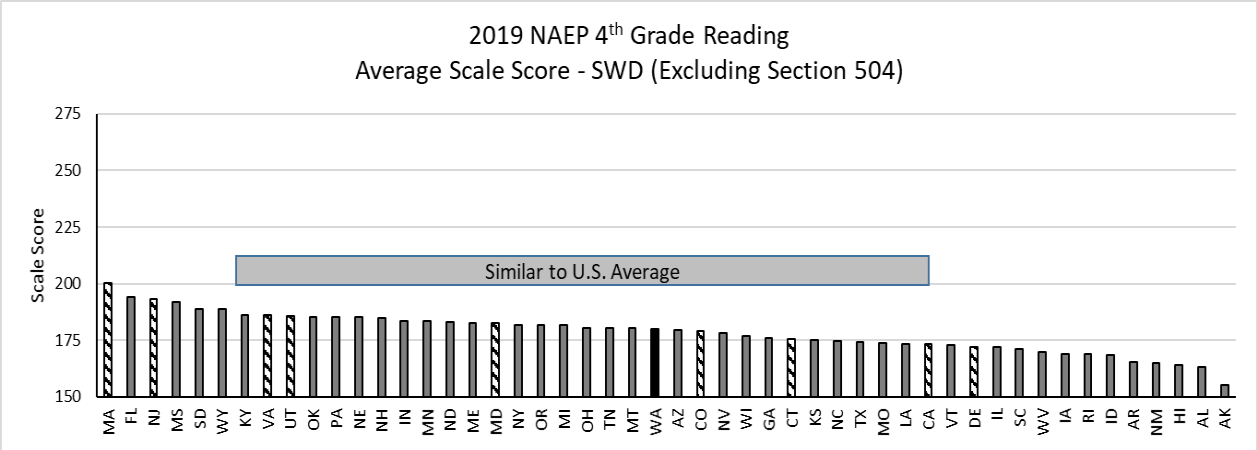


Figure 7.10b: shows the rank ordering of states by average scale score for the Not SWD student group on the 2019 4th grade NAEP in reading.

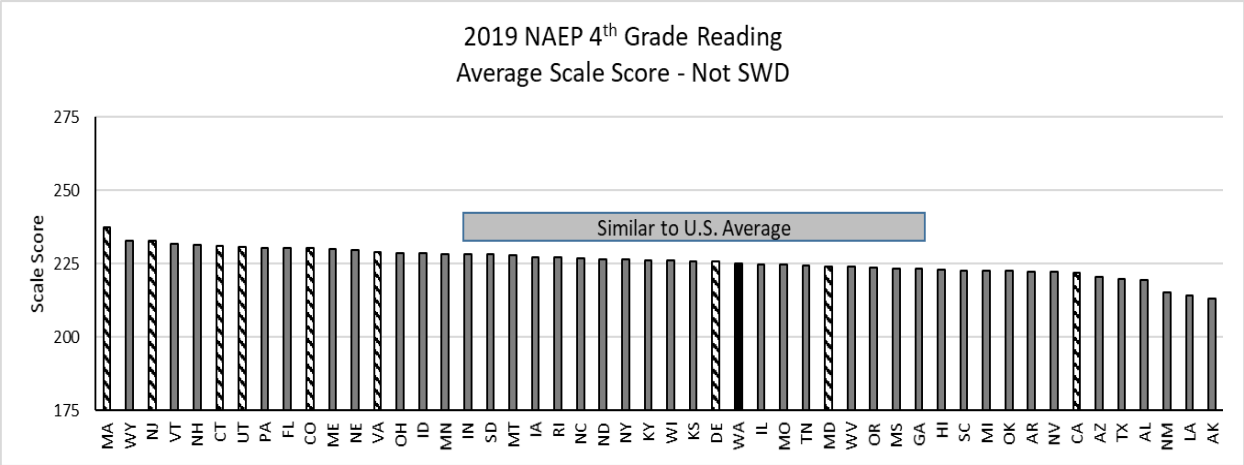
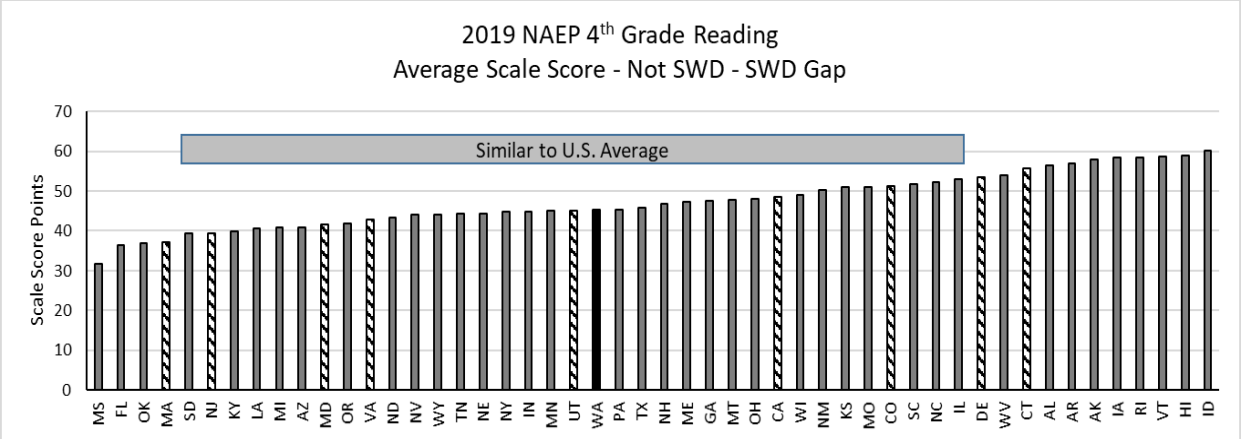


Figure 7.10c: shows the rank ordering of states by average scale score gap for the SWD-Not SWD student groups on the 2019 4th grade NAEP in reading.



GAP BASED ON ENGLISH LEARNER (EL) STATUS

On the 2019 4th grade NAEP in reading, the English learner (EL) student group in Washington posted an average scale score of 179.6, which was statistically lower than the U.S. average of 191.0 (Figure 7.11a). Students who are not English learners (Not EL), posted an average scale score of 226.1, which was statistically similar to the U.S. average of 223.5 (Figure 7.11b). The scores for the two groups resulted in a scale score gap of 46.5 points, which was statistically different and larger than the U.S. average of 32.5 points (Figure 7.11c). The Washington EL-Not EL gap is the fourth largest in the nation, the largest of the peer states, but is statistically similar to four peer states (Colorado, Connecticut, Massachusetts, and New Jersey).

Figure 7.11a: shows the rank ordering of states by average scale score for the English learner (EL) student group on the 2019 4th grade NAEP in reading.

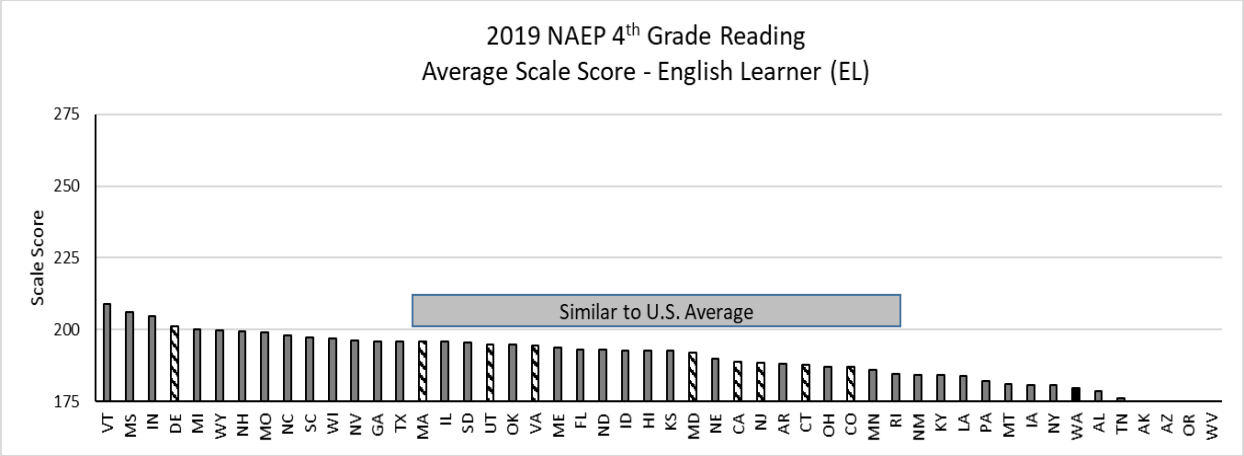


Figure 7.11b: shows the rank ordering of states by average scale score for the Not EL student group on the 2019 4th grade NAEP in reading.

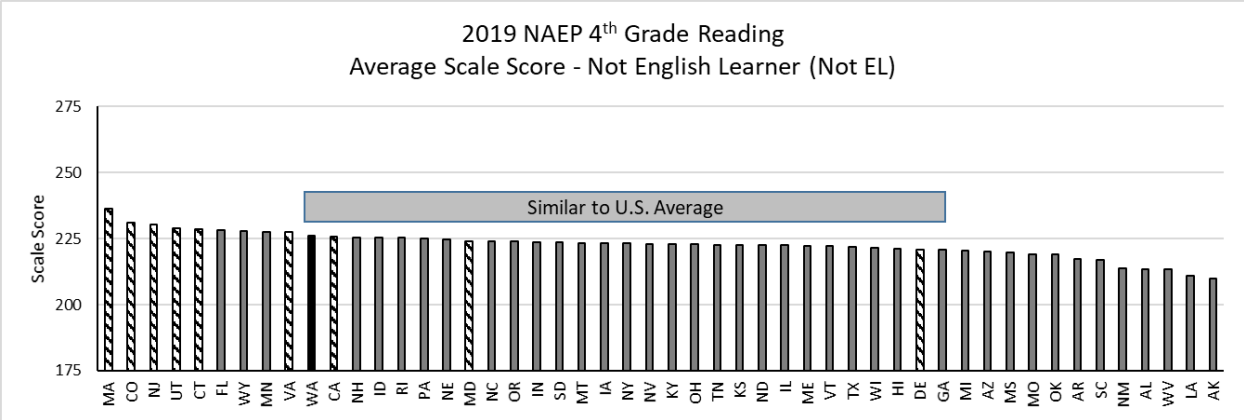
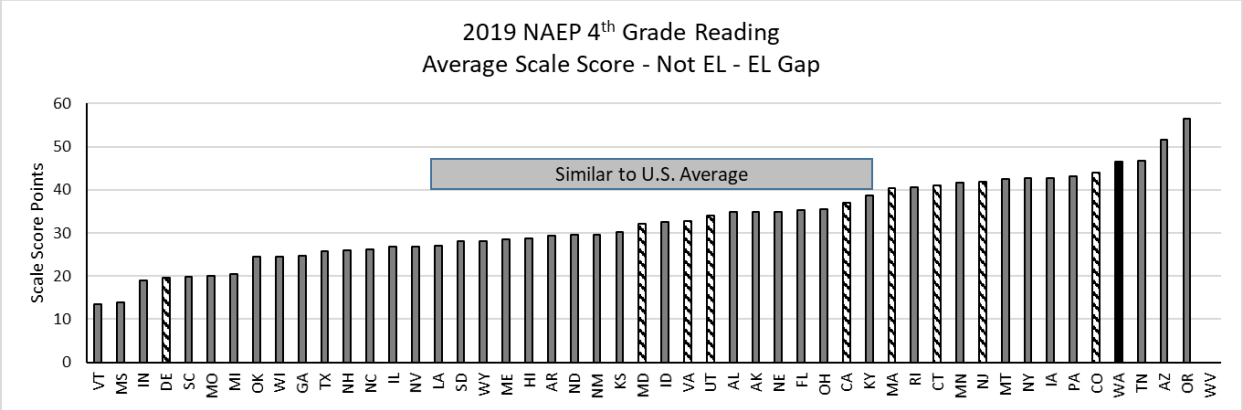


Figure 7.11c: shows the rank ordering of states by average scale score gap for the EL-Not EL student groups on the 2019 4th grade NAEP in reading.



8TH GRADE MATH

The 8th Grade Math indicator is the percentage of students meeting standard on the Smarter Balanced 8th grade math assessment. Over the four most recent administrations, the opportunity gaps are large, persistent, and there is little evidence demonstrating that the opportunity gaps are being reduced in any meaningful manner (Figure 7.12). The following statements can be made:

- The Native American-White, Black-White, Pacific Islander-White, Two or More-White, FRL-Not FRL, and EL-Not EL gaps increased by 0.9 to 4.1 percentage points,
- The SWD-Not SWD gap decreased by 2.5 percentage points, and
- The Asian-White and the Hispanic-White gaps were virtually unchanged.
- If only the two most administrations are considered, the gaps for:
    - The Native American-White, Asian-White, Black-White, Hispanic-White, Pacific Islander-White, and Two or More-White gaps increased by 0.5 to 3.3 percentage points.
    - The FRL-Not FRL gap increased 0.4 percentage points, while the EL-Not EL and the SWD-Not SWD gaps decreased 0.8 and 2.5 percentage points respectively.

Figure 7.12: shows the changes in gaps (in percentage points) over the most recent years for the 8th Grade Math indicator.

8th Grade Math	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
Female-Male Gap	3.6	3.1	4.1	3.0	Gap Decreased
Native American-White Gap*	31.4	29.9	32.6	34.4	Gap Increased
Asian-White Gap*	-20.7	-20.0	-19.3	-20.5	Gap Unchanged
Black-White Gap*	26.4	27.1	28.3	28.8	Gap Increased
Hispanic-White Gap*	24.0	23.5	23.5	24.1	Gap Unchanged
Pacific Islander-White Gap*	26.9	31.1	27.7	31.0	Gap Increased
Two or More-White Gap*	4.9	5.5	4.7	6.4	Gap Increased

8th Grade Math	2015-16	2016-17	2017-18	2018-19	Four-Year Trend
FRL-Not FRL Gap**	30.9	30.6	31.8	32.2	Gap Increased
SWD-Not SWD Gap**	44.2	43.9	44.2	41.7	Gap Decreased
EL-Not EL Gap**	38.8	39.9	40.5	39.7	Gap Increased

*Note: No gap is computed for the White student group. The gap is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.

SUMMARY-8TH GRADE NAEP IN MATH

For most of the scale score gap measures, students in Washington perform statistically similar to the U.S average and similar to the peer states (Figure 7.13). However, the gap based on special education (SWD) status for Washington is statistically larger than the U.S. average but is similar to the peer states.

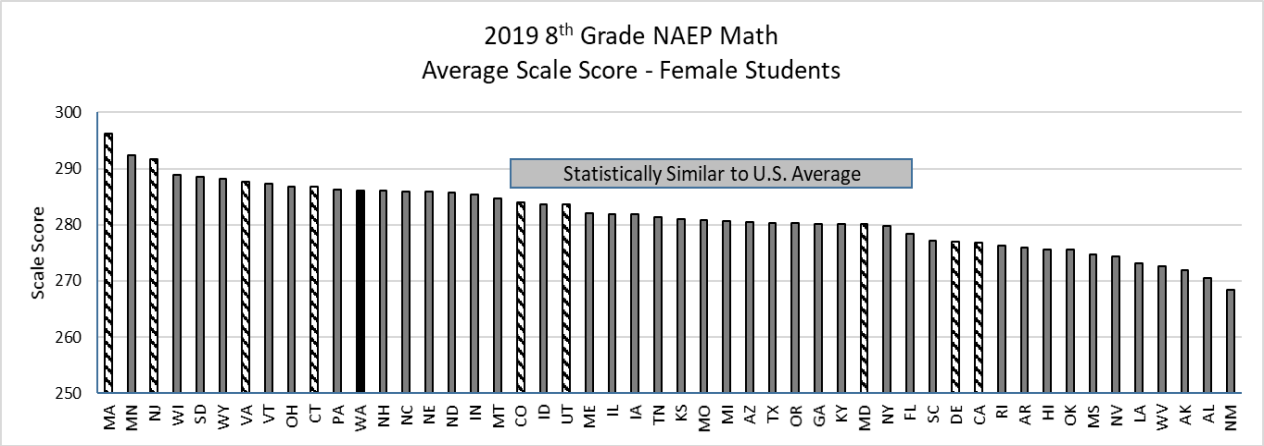
Figure 7.13: summarizes the scale score gaps in Washington as compared to the U.S. averages and the gaps for the peer states.

8th Grade NAEP in Math	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
Female-Male Gap	0.5	1.0	Similar	Similar
Black-White Gap	33.0	32.2	Similar	Similar
Hispanic-White Gap	24.4	23.5	Similar	Similar
FRL-Not FRL Gap	34.0	29.9	Similar	Similar
SWD-Not SWD Gap	57.4	44.1	WA Gap Larger	Similar
EL-Not EL Gap	46.7	41.2	Similar	Similar

GAP BASED ON GENDER

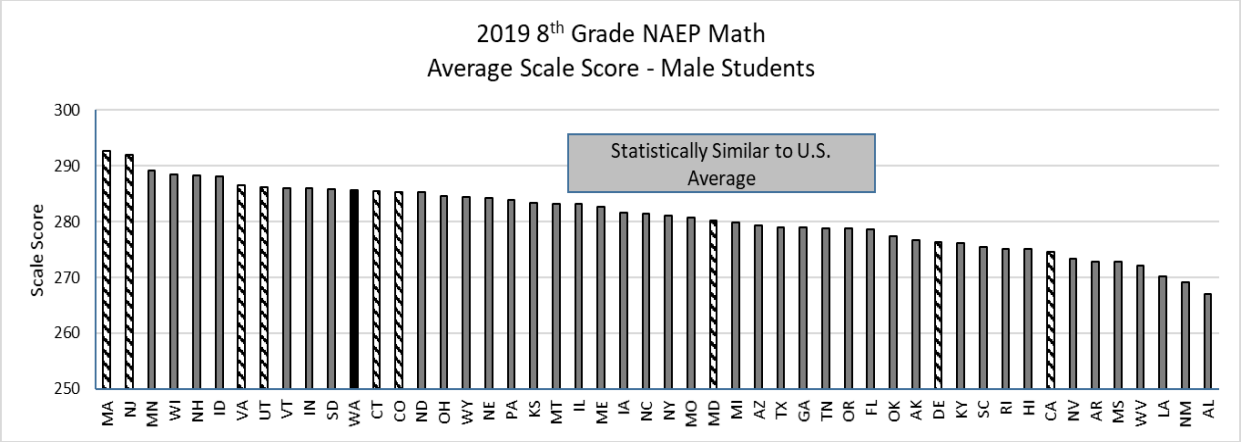
On the 8th grade NAEP in math, female students in Washington earned an average scale score of 286.1 which was statistically higher than the U.S. average of 281.5 (Figure 7.14a). Washington female students' score was statistically similar to or higher than seven peer states but was statistically lower than the scores from Massachusetts and New Jersey.

Figure 7.14a: shows the rank ordering of the performance of female students on the 2019 8th grade NAEP in math for each of the states.



Male students in Washington posted an average score of 285.6 on the 8th grade NAEP in math, which was statistically higher than the U. S average of 280.5 (Figure 7.14b. Washington male students' score was statistically similar to or higher than seven peer states but was statistically lower than the scores from Massachusetts and New Jersey.

Figure 7.14b: shows the rank ordering of the performance of male students on the 2019 8th grade NAEP in math for each of the states.



On the 8th grade NAEP in math, female students scored 0.5 scale score points higher than male students, which was statistically similar to the U.S. average of 1.0 and all other states (Figure 7.14c). The average female-male scale score gap over the last five NAEP administrations was -1.0 scale score points (Figure 7.14d), meaning that on average over the five most recent administrations, male students score just a little higher than female students.

Figure 7.14c: shows the rank ordering of female-male scale score point gap on the 2019 8th grade NAEP in math for each of the states.

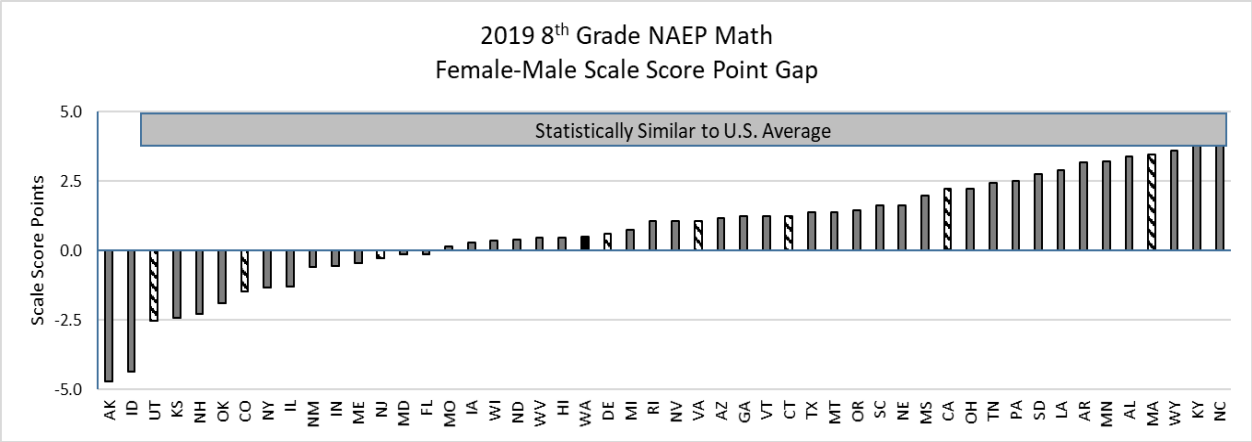
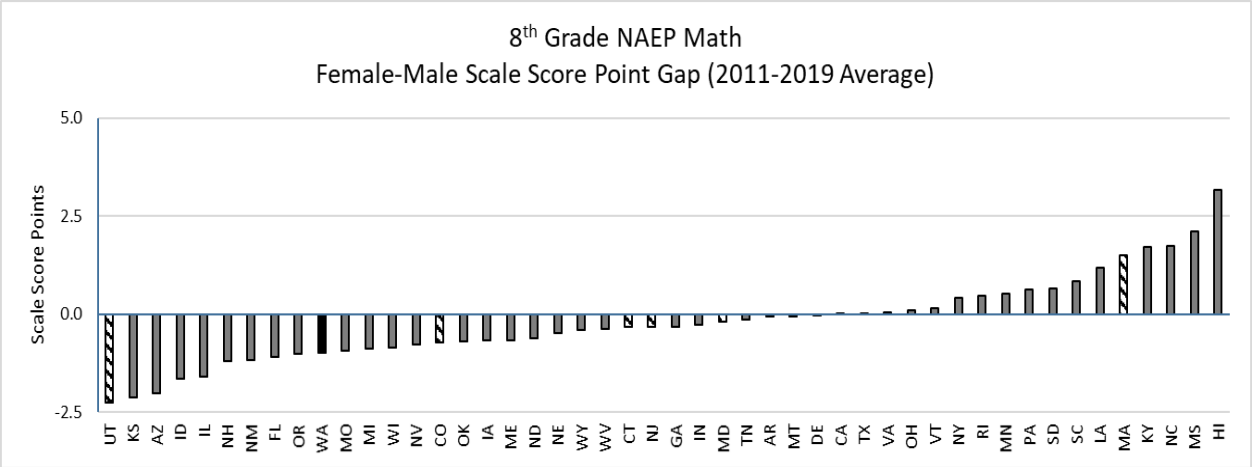


Figure 7.14d: shows the rank ordering of the five-administration average of female-male scale score point gap on the 8th grade NAEP in math for each of the states.



Black-White Gap

On the 2019 NAEP in math, the scale score gap between Black and White student groups was 33.0 scale score points, which was similar to the U.S. average of 32.2 points (Figure 7.15). The Washington Black-White gap was statistically similar to the eight peer states for which a gap could be computed. From the 2011 to 2019 administrations, the Black White gap increased by 3.6 scale score points (Figure 7.16), which was statistically similar to the U.S. average of 1.5 points and similar to all the peer states.

Figure 7.15: shows the rank ordering of the 2019 Black-White scale score gap for the states in which a scale score gap could be computed.

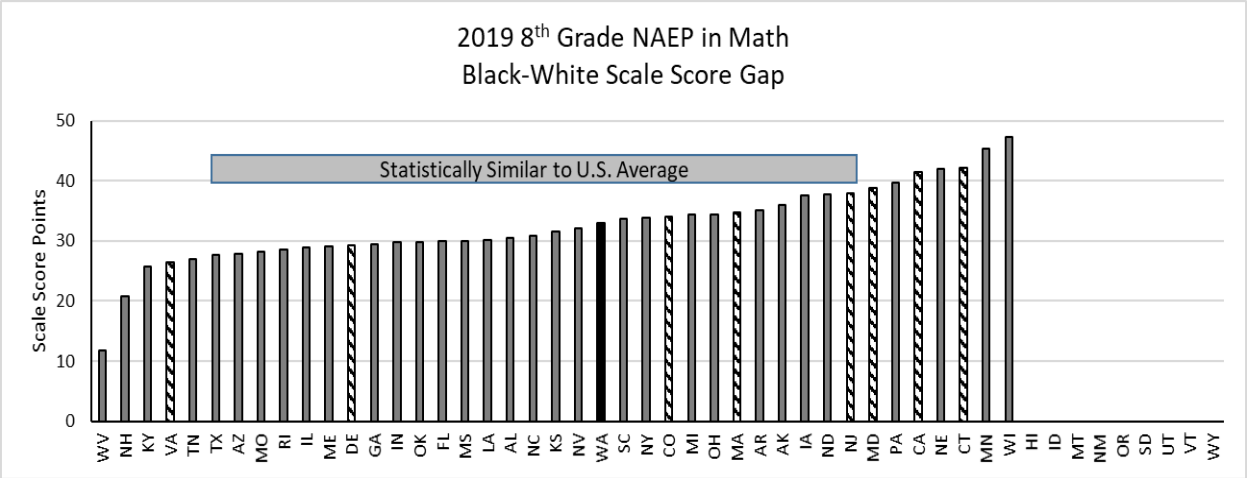
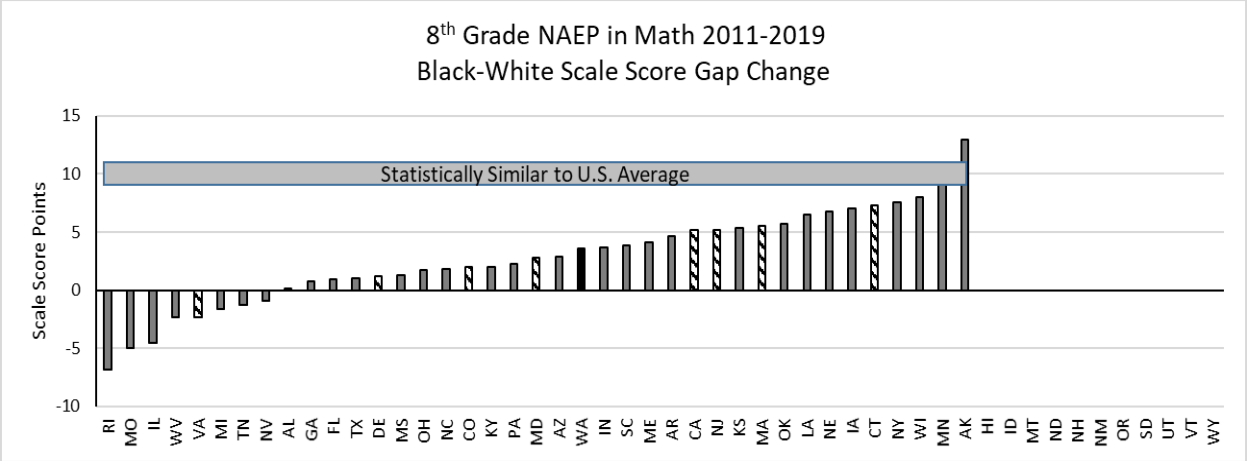


Figure 7.16: shows the rank ordering of the 2011 to 2019 Black-White scale score gap change for the states in which a scale score gap could be computed.



HISPANIC-WHITE GAP

On the 2019 NAEP in reading, the scale score gap between Hispanic and White student groups, a gap of 24.4 scale score points was computes, which is statistically similar to the U.S average of 23.5 points (Figure 7.17). The Hispanic-White gap for Washington was statistically similar to or lower than eight peer states and Virginia was the only peer state with a smaller gap. From the 2011 to the 2019 administrations, the Hispanic-White scale score point gap declined by less than one (0.6) scale score points, which was statistically similar to the U.S. average gain of 0.4 points (Figure 7.18). The Washington gap change was statistically similar to the nine peer states.

Figure 7.17: shows the rank ordering of the 2019 Hispanic-White scale score gap for the states in which a scale score gap could be computed.

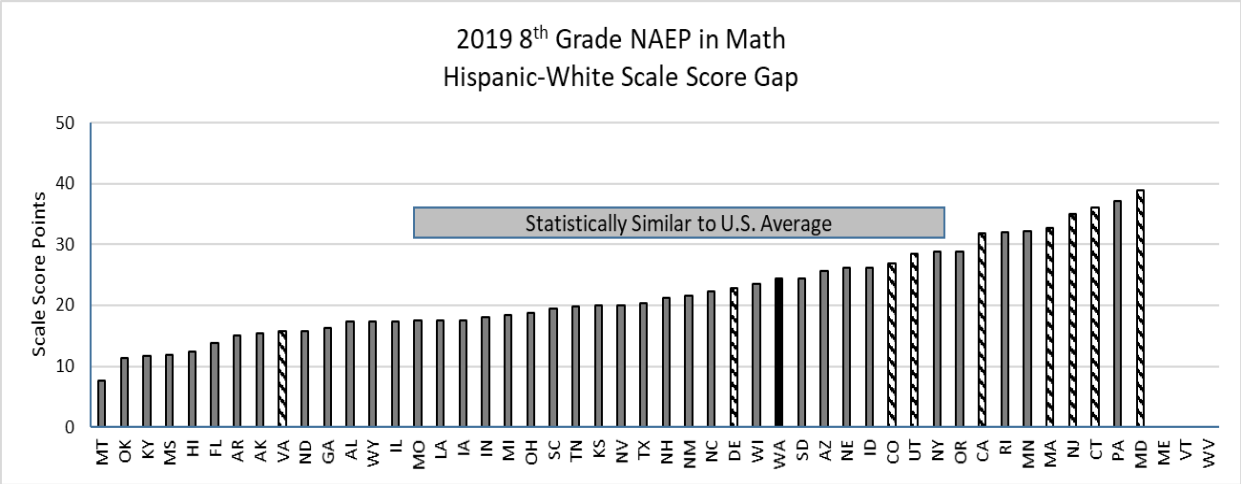
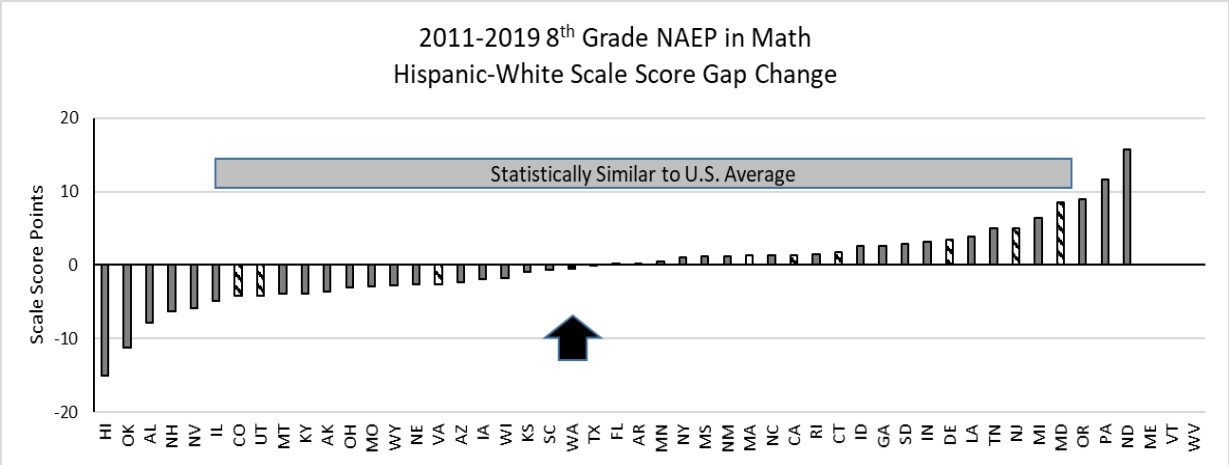


Figure 7.18: shows the rank ordering of the 2011 to 2019 Hispanic-White scale score gap change for the states in which a scale score gap could be computed.



GAP BASED ON POVERTY (FRL) STATUS

On the 2019 8th grade NAEP in math, students qualifying for the free and Reduced Price Lunch (FRL) program in Washington posted an average scale score of 268.3, which was statistically similar to the U.S. average of 266.1 (Figure 7.19a). Students not qualifying for the free and Reduced Price Lunch (Not FRL) program in Washington posted an average scale score of 302.3, which was the fourth highest in the nation and statistically higher than the U.S. average of 296.0 (Figure 7.19b).

Figure 7.19a: shows the rank ordering of states by average scale score for the FRL student group on the 2019 8th grade NAEP in math.

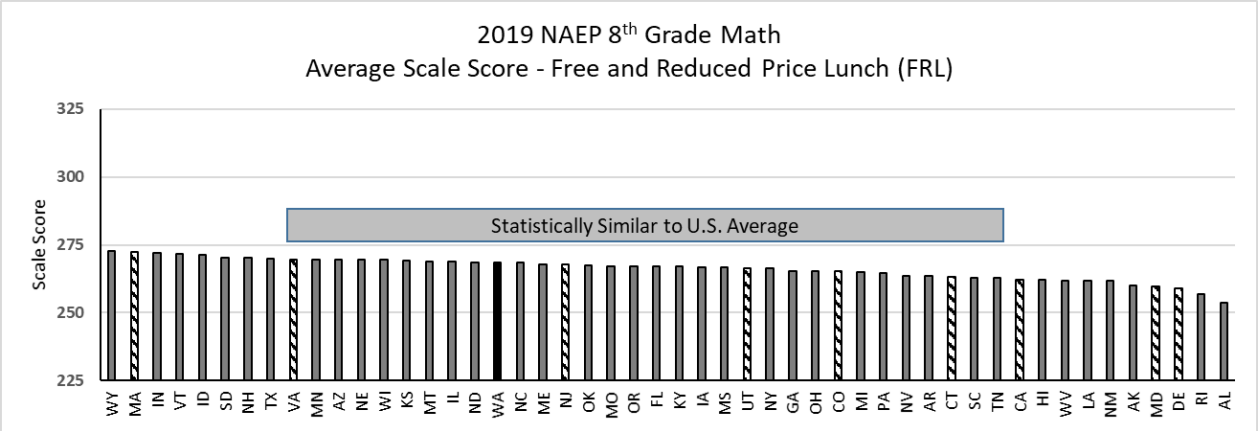
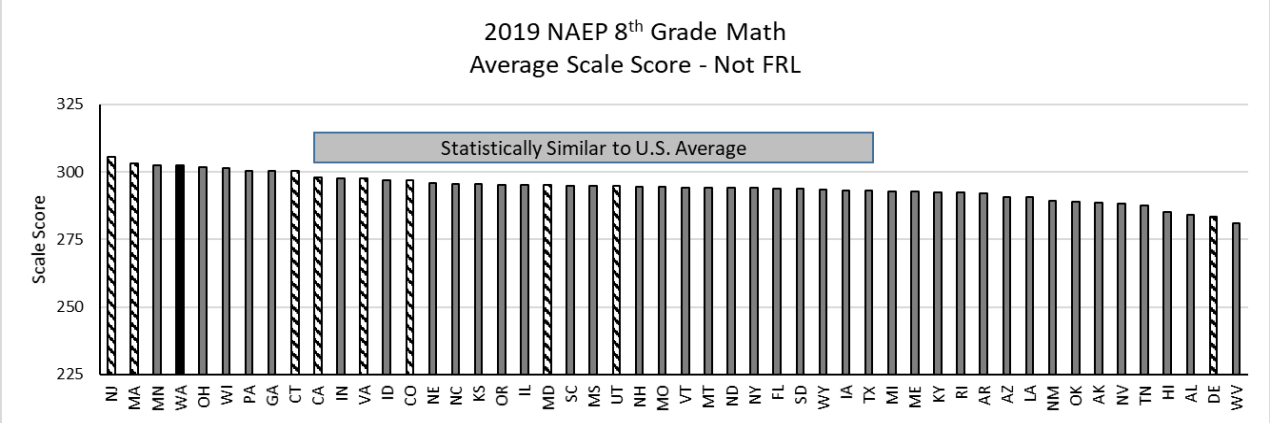
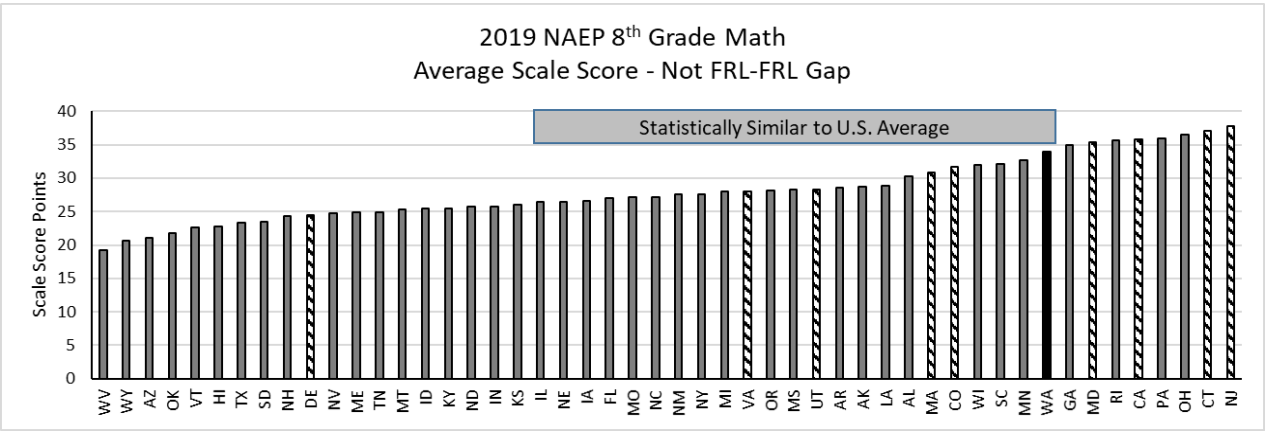


Figure 7.19b: shows the rank ordering of states by average scale score for the Not FRL student group on the 2019 8th grade NAEP in math.



The performance of the two student groups in Washington resulted in a scale score gap of 34.0 points, which was the ninth largest in the nation but statistically similar to the U.S. average of 29.9 points (Figure 7.19c).

Figure 7.19c: shows the rank ordering of states by average scale score gap for the Not FRL-FRL student groups on the 2019 8th grade NAEP in math.



GAP BASED ON SPECIAL EDUCATION (SWD) STATUS

Students receiving special education services (SWD) in Washington posted an average scale score of 235.1 which was statistically lower than the U.S. average of 242.1 (Figure 7.20a). Students not receiving special education services (not SWD) posted an average scale score of 292.5, which was statistically higher than the U.S average of 286.2 (Figure 7.20b).

Figure 7.20a: shows the rank ordering of states by average scale score for the special education (SWD) student group on the 2019 8th grade NAEP in math.

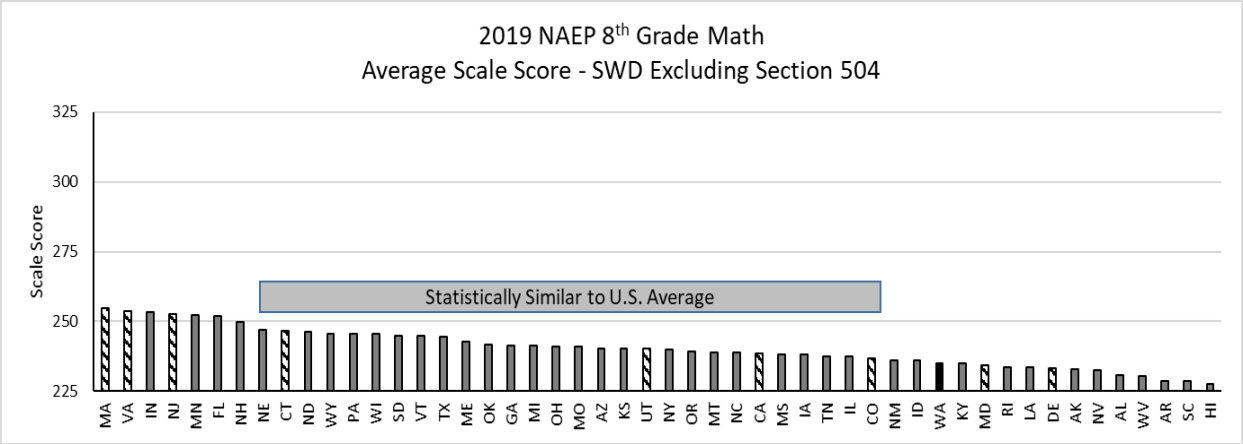
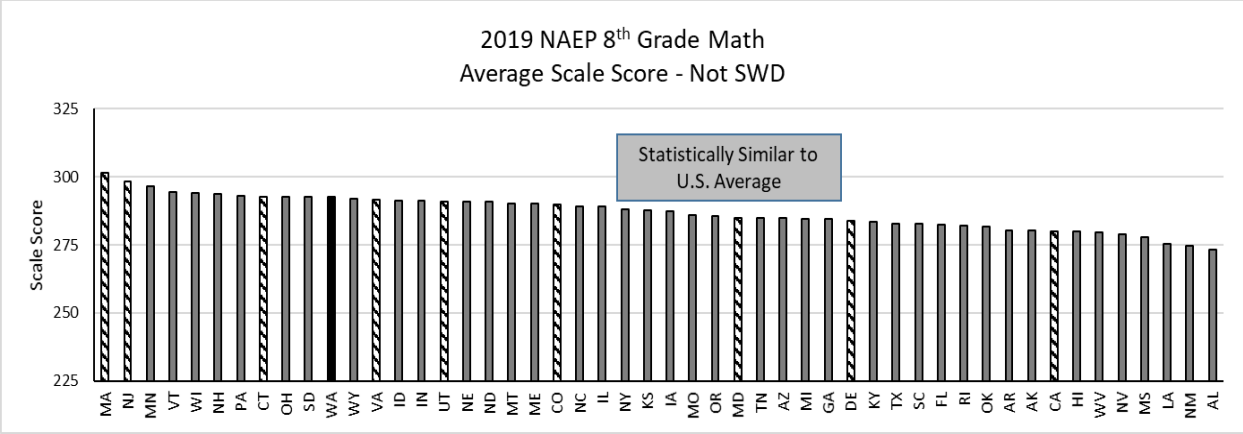
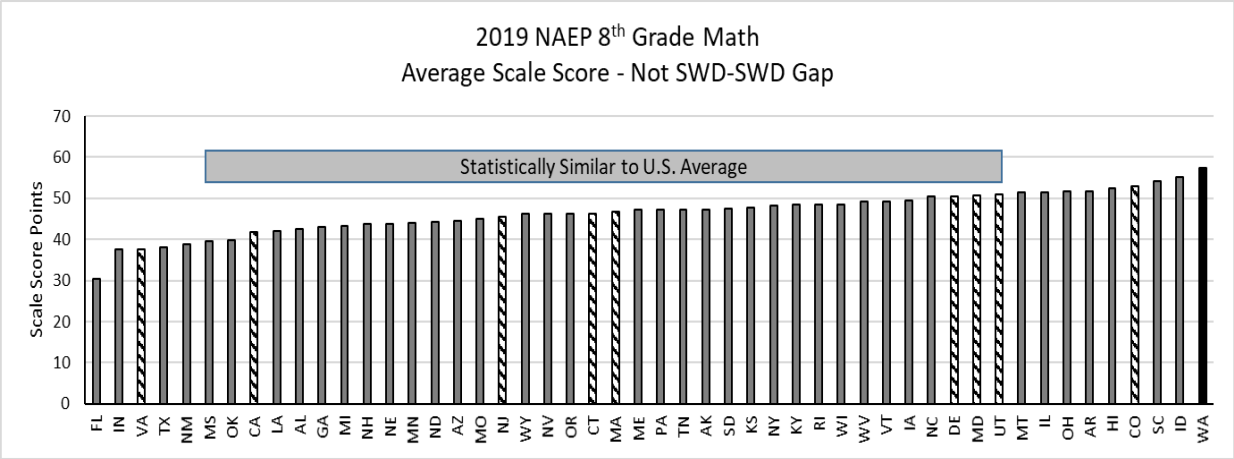


Figure 7.20b: shows the rank ordering of states by average scale score for the not special education (Not SWD) student group on the 2019 8th grade NAEP in math.



The performance of the SWD and Not SWD student groups in 2019 resulted in a scale score gap of 57.4 points, which was the largest gap in the nation and substantially larger than the U.S. average of 44.1 (Figure 7.20c). The Washington Not SWD-SWD scale score gap is statistically similar to four peer states (Colorado, Delaware, Maryland, and Utah).

Figure 7.20c: shows the rank ordering of states by average scale score gap for the SWD-Not SWD student groups on the 2019 8th grade NAEP in math.



Gaps based on English Learner (EL) Status

Students who are English learners (EL) in Washington posted an average scale score of 243.1, which was statistically similar to the U.S. average of 242.8 and statistically similar to or higher than all nine peer states (Figure 7.21a). Students who are not English learners (Not EL) posted an average scale score of 289.8 which was higher than the U.S average of 284.0 and statistically similar to or higher than seven peer states (Figure 7.21b).

Figure 7.21a: shows the rank ordering of states by average scale score for the English learner (EL) student group on the 2019 8th grade NAEP in math.

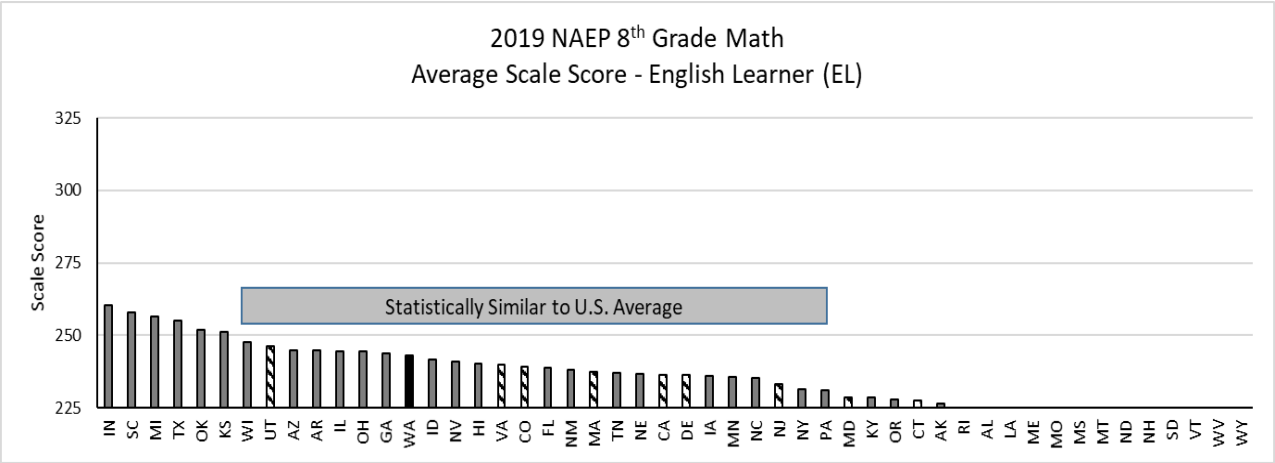
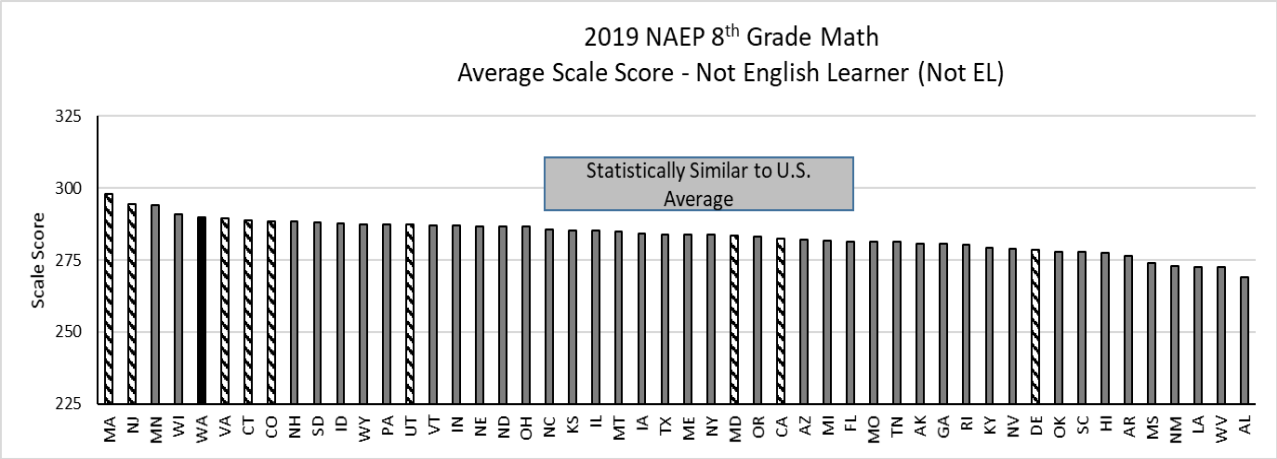
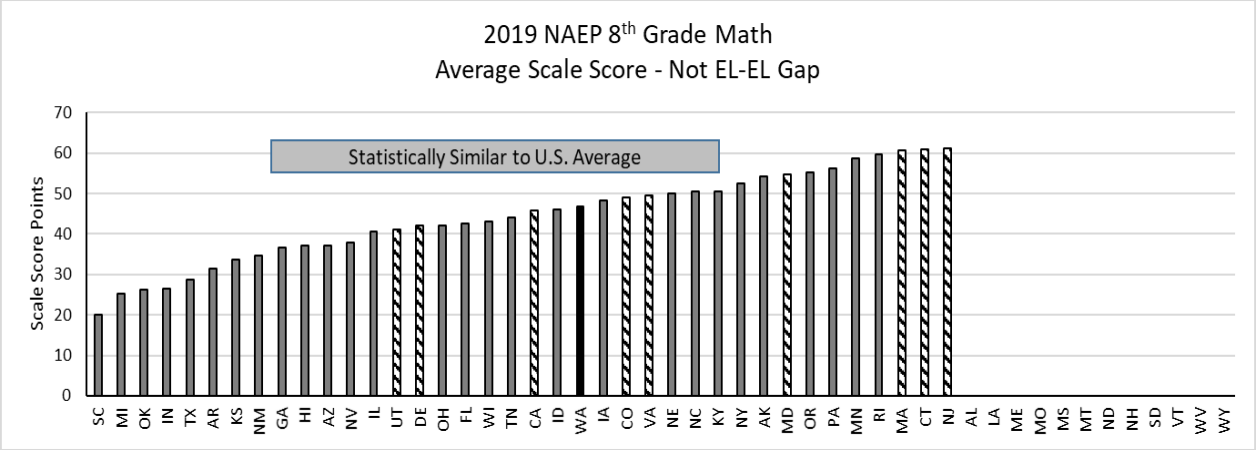


Figure 7.21b: shows the rank ordering of states by average scale score for the not English learner (Not EL) student group on the 2019 8th grade NAEP in math.



The performance of the student groups in Washington resulted in a Not EL-EL scale score gap of 46.7 points, which was statistically similar to the U.S. average of 41.2 points (Figure 7.21c). The gap for Washington students was statistically similar to or smaller than all nine peer states.

Figure 7.21c: shows the rank ordering of states by average scale score gap for the EL-Not EL student groups on the 2019 8th grade NAEP in math.



HIGH SCHOOL GRADUATION RATE

The indicator is the official 4-year graduation rate following the Adjusted Cohort methodology utilized by all of the United States. Even though the opportunity gaps are large and persistent, there is good evidence that the graduation gaps are being reduced (Figure 7.22).

- The Native American-White, Black-White, Hispanic-White, and Pacific Islander-White gaps decreased by 2.2 to 6.0 percentage points over the most recent graduation classes,
- The Asian-White gap increased by 0.8 percentage points. The Asian student group outperformed the White student group by 5.6 percentage points in 2017 and by 6.4 percentage points in 2020.

- The FRL-Not FRL, SWD-Not SWD, and EL-Note EL gaps decreased to 2.8 to 7.0 percentage points over the most recent graduation classes, and

Figure 7.22: shows the changes in gaps (in percentage points) over the most recent years for the High School Graduation Rate indicator.

High School Graduation Rate Gap	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Five-Year Trend
Female-Male Gap	6.3	6.2	5.9	6.0	Gap Decreased
Native American-White Gap*	21.6	22.5	21.1	14.9	Gap Decreased
Asian-White-Gap*	-5.6	-7.1	-7.6	-6.4	Gap Increased
Black-White Gap*	10.4	8.5	9.2	8.4	Gap Decreased
Hispanic-White Gap*	9.2	7.7	7.1	7.0	Gap Decreased
Pacific Islander-White Gap*	13.8	8.8	8.4	7.4	Gap Decreased
Two or More-White Gap*	2.2	2.2	1.6	0.8	Gap Decreased
FRL-Not FRL Gap**	19.5	17.9	17.8	16.0	Gap Decreased
SWD-Not SWD Gap**	22.8	21.8	21.5	21.0	Gap Decreased
EL-Not EL Gap**	23.0	18.1	20.0	15.9	Gap Decreased

*Note: No gap is computed for the White student group. The gap is computed as the value for the White student group minus the value for the xxx student group, resulting in a positive value and meaning that the value for the White student group is higher than the value for the comparison group. **Note: shows where the gap is computed as the value for the Not XXX group minus the value for the XXX group.