STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH

2022 Summary Report and Recommendations

The Washington State
BOARD OF EDUCATION

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Our Vision and Mission

The Washington State Board of Education (SBE) envisions an education system in which students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

The SBE's mission is to provide transparent leadership in K-12 education policymaking, effective oversight of schools serving Washington K-12 students, and assertive advocacy for students' personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

Acknowledgements

The SBE is pleased to acknowledge and thank our partner agencies for their assistance with portions of this work. The input the Board received from other state agencies and organizations greatly improved this work and promoted further alignment of strategic planning across educational agencies.

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)

Department of Children, Youth, and Families (DCYF)

Education Research and Data Center (ERDC)

Community Center for Education Results (CCER)

Learning Policy Institute (LPI)

The Board also appreciates the technical assistance provided by the Assessment and Student Information department in the Office of Superintendent of Public Instruction and the Education Research Data Center in the Office of Financial Management in preparing the data analyzed in this report.

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STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH

2022 SUMMARY REPORT AND RECOMMENDATIONS

Executive Summary

The Washington State Board of Education (SBE) reports on the health of Washington's educational system every two years. Established in 2013 by the Washington State Legislature, the Indicators of Educational System Health create a common framework upon which to evaluate the overall health of the educational system, but the indicators do not go far enough in measuring the health of Washington's educational system.

The Board has two responsibilities in completing this report. First, to report on the state's progress in meeting the goals established for each indicator and second, to recommend appropriate reforms to bolster the outcomes of the indicators not on track to achieving the goals. In each case, we engage in this work collaboratively with our partner agencies, which helps ensure that all partners in the educational governance landscape are sharing common strategies and working toward common goals.

Approximately 1.2 million students attended one of the nearly 3000 public and private schools in the 2021-22 school year. This report focuses only on the 1.1 million students in the Washington PK-12 public school system, ranking the state near the top quartile of states based on public school enrollment. Approximately one-half of the students identify as Non-Hispanic White and approximately one of every four students identify as Hispanic. Of the PK-12 students in public schools, approximately one-half are students of color and nearly one-half are from low-income households.

Well before the COVID-19 pandemic, many students of color, students from low-income households, and students participating in other federal programs experienced and continue to experience disparities in educational opportunity, which contribute to disparate educational outcomes. During the COVID pandemic, these systemically marginalized students were more likely to lose a parent or caregiver to COVID than White students and more likely to have experienced a significant loss of income and resources than White students.

For the second half of the 2019-20 and the first half of the 2020-21 school years, the COVID pandemic severely impacted the educational system through the physical closure of school buildings, the abrupt shift to the delivery of hybrid instruction, and a vast reduction in students' face to face interactions with peers and educators. These circumstances negatively impacted all

students but impacted students of color and other systemically marginalized students to a greater degree than other students.

The negative educational impacts to students of color and the most systemically marginalized students are highlighted in a report recently released by the National Center for Education Statistics (NCES). The NCES conducted a special administration of the National Assessment of Education Progress (NAEP) long-term trend reading and mathematics assessments for 4th grade students. The objective was to examine student achievement during the COVID-19 pandemic. For the nation, average scale scores for all of the 4th grade students assessed in 2022 declined five points in reading and seven points in mathematics compared to 2020. This is the largest average scale score decline in reading since 1990, and the first ever score decline in mathematics. In addition, the average scale scores in reading and mathematics for the most systemically marginalized students declined 10 and 12 scale score points, respectively. Average scale scores decreased for the most systemically marginalized student groups, which caused achievement gaps to increase.

Washington students were not immune to the winter 2022 NAEP composite scale score declines, as the scale scores for all four NAEP assessments declined. The composite scale score for the 4th grade NAEP in reading declined approximately 3.0 scale score points, while the 4th grade NAEP in math declined approximately 4.6 scale score points. For the 8th grade NAEP assessments, the composite scale score for reading declined approximately 4.7 scale score points, while the math scores declined approximately 9.7 scale score points.

Upon returning to the classroom, educators here in Washington confirmed that student learning had not progressed at rates comparable to those of prior school years. The spring 2021 assessment results showed that all student groups performed lower on all content area assessments at all assessed grade levels. The spring 2022 statewide assessment results showed that student learning increased a small amount from the fall 2021 assessment administration, but remained approximately five to 15 percentage points lower than the pre-pandemic levels. In many cases and after chipping away at opportunity gaps, achievement gaps increased for many student groups on a number of educational outcome measures. After considering the longstanding pre-pandemic disparate educational opportunity and the additional pandemic-related impacts to systemically marginalized students, we do not find it inconsistent that learning progress was attenuated for Native American and Alaskan, Black African American, Hispanic and Latinx, and Hawaiian and Pacific Islander students, which increased educational opportunity gaps.

The COVID pandemic showed us the degree to which the statewide recognition and accountability system is dependent on traditional educational outcomes, like those the SBE is to report on here. In order to develop a clearer image of Washington's educational system health, the SBE engaged with the Learning Policy Institute (LPI) to expand the indicators of the

educational system health to include input and process measures that collectively define the "conditions for learning". The intent of this work is to include opportunity-to-learn measures, better supporting our state's accountability and recognition system of continuous improvement in K-12 education.

We seek to better align what the state measures in the accountability and recognition processes with both the ambitious educational goals the state has set for its education system and the best available evidence about how to achieve those goals effectively and equitably. This accountability system redesign represents an effort to provide tools that the SBE and our educational partners at every level of the system can use to inform policies and practices for achieving those goals as well as to monitor the state's progress toward meeting those goals. Rather than focusing only on the extent to which a limited set of student outcome goals are being met, as past systems have done, the new approach will provide cohesive information about the resources being provided, how students are experiencing learning, and students' progress toward more robust and meaningful measures at the school building, school district, and state levels. These measures will help educators assess how things are working and how well students are learning. In addition, these measures will help identify what actions are needed to ensure that students have sufficient learning opportunities and that the system is operating effectively and equitably.

Specifically, these practices will help the state support students in meeting the state's basic K-12 education goals articulated in RCW 28A.150.210, which are:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Our education system has not substantially changed for many decades, when it was designed to select and sort students, rather than to develop potential. The modern educational system manifests segregation (economic and racial), unequal school funding, institutionalized racism and classism. The focus of our educational system must shift to developing each student as a whole person, and spending time supporting each student's social, emotional, and mental

needs, in addition to their academic needs. When the educational system helps each student develop on a personal level, the skills and knowledge articulated in the K-12 educational goals will be met.

The practices and actions will ensure high expectations for all students and give all students the opportunity to achieve personal and academic success. In addition, these practices and actions will create a public school system that is increasingly able to evolve and adapt to better focus on strengthening the educational achievement of all students. This work focuses us on one key question, "What do we need to do to support each and every student in our system to prepare them for fulfilling and meaningful career pathways?" driving the current SBE strategic plan.

The SBE is statutorily tasked with three broad areas of work encompassing accountability, recognition, and the educational system health, and all rely almost entirely upon traditional educational outcome measures. The revised system the SBE is recommending pulls these three currently siloed tasks under the single umbrella of educational system health and embraces key elements collectively describe conditions for learning.

The 2022 report will differ from our previous reports on the educational system health in several important ways. First, our reform recommendation centers on embracing the elements and indicators characterizing the conditions for learning in the Washington K-12 education system. As a result, we will de-emphasize the status of the indicators because of the attenuation of learning progress attributable to the COVID pandemic. In addition, we will only touch on whether or not the annual goals for each indicator were achieved, as the ESSA-aligned long-term goals were "pushed back" two years for federal reporting, which may or may not be appropriate for this work.

Summary and Background Information

In consultation with staff from other state education agencies[1], the State Board of Education (SBE) reports on the statewide indicators of educational system health every two years. Legislation passed in the 2013 legislative session directs the SBE to recommend evidence-based reforms to improve the outcomes if one or more indicators are not performing to the desired level. The intent of the legislation was to help the legislature understand whether reform efforts and investments are supporting positive progress in the overall education of students and whether adjustments are necessary. However, we believe that the six indicators of educational outcomes codified in RCW 28A.150.550 are insufficient in measuring the educational system health.

The Statewide Indicators of the Educational System Health authorizing legislation reflects the work undertaken by the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC). The EOGOAC is a workgroup comprised of community leaders, ethnic commission's representatives, and state legislators committed to closing racial opportunity gaps in Washington's K-12 educational system. Our efforts here work in concert with the 2020 EOGOAC recommendations and approaches to closing opportunity gaps.

Prior to the 2013 legislative session, legislators were considering the potential impacts from the *McCleary* lawsuit on education. In particular, when funding increases were required to comply with the *McCleary* decision, legislators sought assurances that the additional funding was leading to an improving educational system. Additionally, monitoring the six specified indicators at regular intervals was viewed as an effective manner in which to evaluate the Washington educational system.

In the 2013 legislative session, the legislature passed and the Governor signed into law ESSB 5491, directing the SBE to undertake certain tasks regarding the six specified indicators. At the time, the SBE, legislature, and the Governor's office viewed the six indicators as sufficiently representing the milestones beginning in kindergarten and continuing through the engagement in post-secondary training, career, and education.

Through the spring 2019 English language arts (ELA) and mathematics assessment administration, most of the indicators improved over the prior two or three years, but the improvements were small. Unfortunately, large and persistent opportunity and achievement gaps based on race, poverty, and other characteristics occur throughout the educational system in Washington and across the nation. In Washington, some of the gaps are increasing.

The unit of analysis of this report is the Washington statewide educational system, not student groups or individual schools or school districts. That said, understanding system performance

[1] Office of the Superintendent of Public Instruction, Workforce Training and Education Coordinating Board, Education Opportunity Gap Oversight and Accountability Committee, Washington Student Achievement Council, Washington State Board of Community and Technical Colleges, Department of Children, Youth, and Families, Education Research and Data Center, Professional Educator Standards Board, and Office of the Governor.

requires analysis of how communities of students served by our schools are performing within the system. Therefore, the enabling legislation requires that we report on the performance of the seven student groups based on race/ethnicity and three program participation groups.

In reporting group performance, we are not implying any deficit, shortcoming, or merit of any particular student group. We report on the performance of student groups to identify and address the educational outcome disparities throughout the educational system, which the Board contends, results from systemic societal inequities. The purpose of this report is to identify systemic issues that lead to the persistent disparate educational outcomes we find in this analysis and to recommend research based policy changes to address those systemic issues and to move our educational system to meet long-term statewide goals.

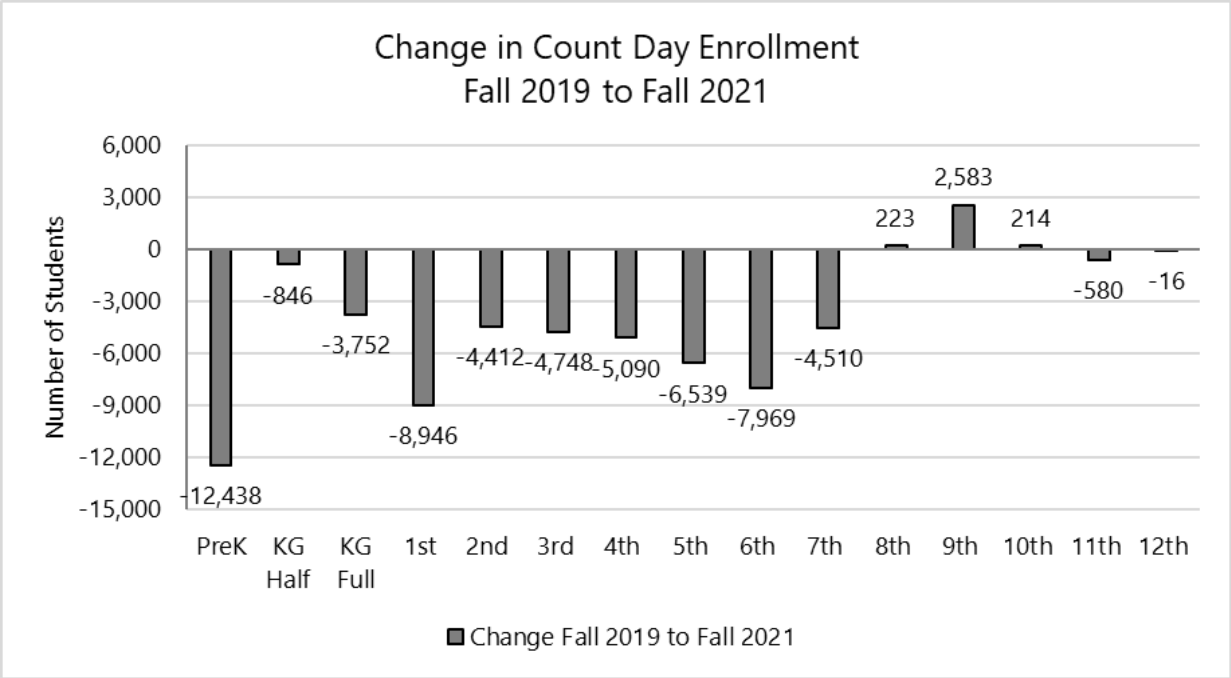
This is the sixth report on the Indicators of Educational System Health. As you read this report, be mindful that this process is not merely to report on the results of each indicator, but to make recommendations about appropriate reforms in the system. The Board intentionally aligned prior recommendations to the SBE's 2019-23 Strategic Plan. As noted, for this edition of the report the recommendations will be focused on aligning three currently siloed tasks regarding accountability, recognition, and the educational system health under the single umbrella of educational system health and embraces key elements collectively describe conditions for learning. This summary report assumes some prior knowledge of the previous educational system health reports to the legislature, the Washington educational system, and educational systems in general. You can find the previous reports and other important information about the educational system health on the SBE website.

IMPACTS OF COVID-19 AND THE PHYSICAL CLOSURE OF SCHOOL BUILDINGS

The COVID pandemic had a significant impact on public school PK-12 enrollment. Nearly 1.15 million students were enrolled on count day in Washington PK-12 public schools for the 2019-20 school year, prior to the COVID pandemic. The PK-12 public school enrollment declined by nearly 57,000 students on the fall 2021 count day two years later. The largest enrollment decline (approximately 12,400 students) occurred in prekindergarten, but all grades (kindergarten through 7th grade) showed declines of approximately 4,000 to 9,000 students per grade. The enrollment was, for the most part, little changed for the 8th through 12th grades. (Figure 1). In addition, the number of Native American or Alaskan students declined by 8.9 percent (1,222 students) and the number of Non-Hispanic White students declined by 10.3 percent (56,262 students). The number of Native Hawaiian or Pacific Islander students increased 6.9 percent (990 students).

From the fall 2019 to the fall 2021, the enrollment of students in private schools increased by approximately 14,500 students, mostly in prekindergarten through the 8th grade. In Washington, children are not required to attend school until they are eight years old, so some parents and caretakers may have delayed enrollment until the major effects of the COVID pandemic passed. We do not know for certain where all of the students went, but we do know some transferred to private schools, some moved out of state, the enrollment in public school schools was simply delayed for some, and some remained at home to be home-schooled.

Figure 1: shows the changes in PK-12 enrollment from the fall 2019 (pre-pandemic) count day to the fall 2021 (post-pandemic) count day.



Note: data are from the Washington State Report Card.

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 U.S. Department of Education (ED) approved the OSPI waiver request on March 27, 2020. Through a subsequent action, the Governor directed that both public and private school buildings remain physically closed through the remainder of the 2019-20 school year.

In late spring of 2021, ED approved an OSPI request 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 in fall 2021, and then sit for a second summative assessment in the spring 2022 corresponding to their current grade level (Table 1). In the 2021-22 school year, most students sat for two statewide assessments at different grade levels. Both the fall 2021[2] and the spring 2022 assessments align to a shortened blueprint in comparison to the regular SBA last administered in the spring 2019.

[2] For the purposes of this report, we are referring to the assessment based on when it was administered. The assessment administered in the fall of 2021 was offered to meet the U. S. Department of Education requirement for a spring 2021 assessment and was administered to students in the subsequent fall and thus was an "off grade level" assessment.

Table 1: shows the grade level assessments administered to students in the fall 2021 and spring 2022 statewide assessments.

Grade Level 2021-22 School Year	Fall 2021 Assessed Grade	Spring 2022 Assessed Grade
3rd Grade	None	3rd Grade
4th Grade	3rd Grade	4th Grade
5th Grade	4th Grade	5th Grade
6th Grade	5th Grade	6th Grade
7th Grade	6th Grade	7th Grade
8th Grade	7th Grade	8th Grade
9th Grade	8th Grade	None
10th Grade	None	HS Test (10th Grade)
11th Grade	HS Test (10th Grade)	HS Test (10th Grade)

We are compelled to highlight several factors or issues regarding the fall 2021 statewide assessment, which might lead one to question the veracity or comparability of the outcomes to those from prior administrations.

- Off-grade testing is typically appropriate for individual students on a case-by-case basis, but is not routinely done for a statewide student population. The meaningfulness of results from off-grade testing are suspect.
- Summer learning loss is a well-documented phenomenon, and we would expect the fall 2021 assessment results to be reflective of the 2020-21 attenuated learning level minus the summer learning loss, which is not the case for prior years.
- The assessments align to a shortened blueprint that do not contain the same elements as the previously administered Smarter Balanced Assessments. The Smarter Balanced Consortia is conducting psychometric analyses of the new blueprint.
- Participation rates for the fall 2021 assessments were significantly lower than previous administrations, which leads one to suspect the comparability of the results.

We acknowledge that the fall 2021 assessment results may not be entirely indicative of student achievement for the reasons cited above. In an effort to err on the side of caution, we report or address the spring 2022 results and provide minimal comments on the fall 2021 assessment results.

NEW REPORTING ON INDICATORS

The 2016 Washington legislature passed and the governor signed into law 4SHB 1541, which outlined strategies to close race-based opportunity gaps based on recommendations made by the EOGOAC. Among other things, the bill required the convening of the Race and Ethnicity Student Data Task Force and delineation of ethnic categories when collecting detailed race and ethnicity data. The implementation of the data collection is following a phased approach. Starting in school year 2018-19, student ethnic categories were added as optional data collection points to the Comprehensive Education Data and Research System (CEDARS). Starting with the 2022-23 school year, districts must report student data using the new disaggregated codes. Per the 2017 Race and Ethnicity Student Data Task Force Guidance (p. 30), the purposes of collecting and reporting on the detailed student race and ethnicity data are to:

- Promote racial equity,
- Create systems change,
- Advocate for racial and ethnic underserved populations, and
- To better serve all communities in Washington.

The analysis of the deeper disaggregated race and ethnicity data can be useful in better understanding the student populations, targeting interventions, and communicating with the community. In addition, this work aids in discovering and exposing hidden opportunity gaps and increases transparency across the system.

In addition to disaggregating to the ethnic levels, the 2016 legislation (4SHB 1541) specified that group results be reported when the count of student records is at least ten. The analyses presented here use a minimum count of ten student records and suppresses the result when student private information may be identifiable or attributable to a student.

The 2022 Statewide Indicators of the Educational System Health report includes the first public reporting of Washington educational outcome data disaggregated to the ethnic level. Because none of the detailed ethnicity data is available for the 2021-22 school year at the time of this writing, graduation rates by ethnicity are included for the class of 2021 high school graduation cohort only. The analyses (Appendix A) are included here to introduce legislators and the public to this emerging work and style of reporting. As a result there is not yet an agreed upon standardized approach to reporting and grouping detailed race and ethnicity data. The Board invites feedback on the approach taken for this reporting so we may improve the usefulness and relevance of this information.

PART 1: Conditions for Learning – School Climate

In order to develop a clearer image of Washington's educational system health, the SBE engaged with the Learning Policy Institute (LPI) to expand the indicators of the educational system to include input and process measures that collectively define the conditions for learning. The intent of this work is to refocus our attention to the goals of basic education and to include opportunity-to-learn measures (educational inputs), which better support our state's system of continuous improvement in K-12 education.

We strive to better align what the state measures in its accountability and recognition processes with both the ambitious educational goals the state has set for its education system and the best available evidence about how to achieve those goals effectively and equitably. The shift to establish the conditions for learning represents an effort to provide tools that the SBE and our educational partners at every level of the system can use to inform policies and practices for achieving those goals as well as to monitor the state's progress toward them. Rather than focusing only on the extent to which a limited set of traditional student outcome goals are being met, the new approach will provide cohesive information about the resources being provided, how students are experiencing learning, and students' progress toward more robust and meaningful outcome measures at the building, district, and state levels.

These measures will help educators assess how things are working and how well students are learning and will help identify what actions are needed to ensure that students have sufficient learning opportunities and that the system is operating effectively and equitably. Specifically, these practices will help the state support students to better meet the state's basic K-12 education goals specified in RCW 28A.150.210.

The recommended six key elements and 18 possible indicators will provide evidence as to the degree to which the K-12 system is supporting students in developing age-appropriate foundational skills, which prepare them for their next steps in life. This is particularly important for students graduating from high school and moving on to career, postsecondary education, or both. Through 2021, the SBE collaborated with partners and the public to develop the Washington Profile of a Graduate, which includes the following.

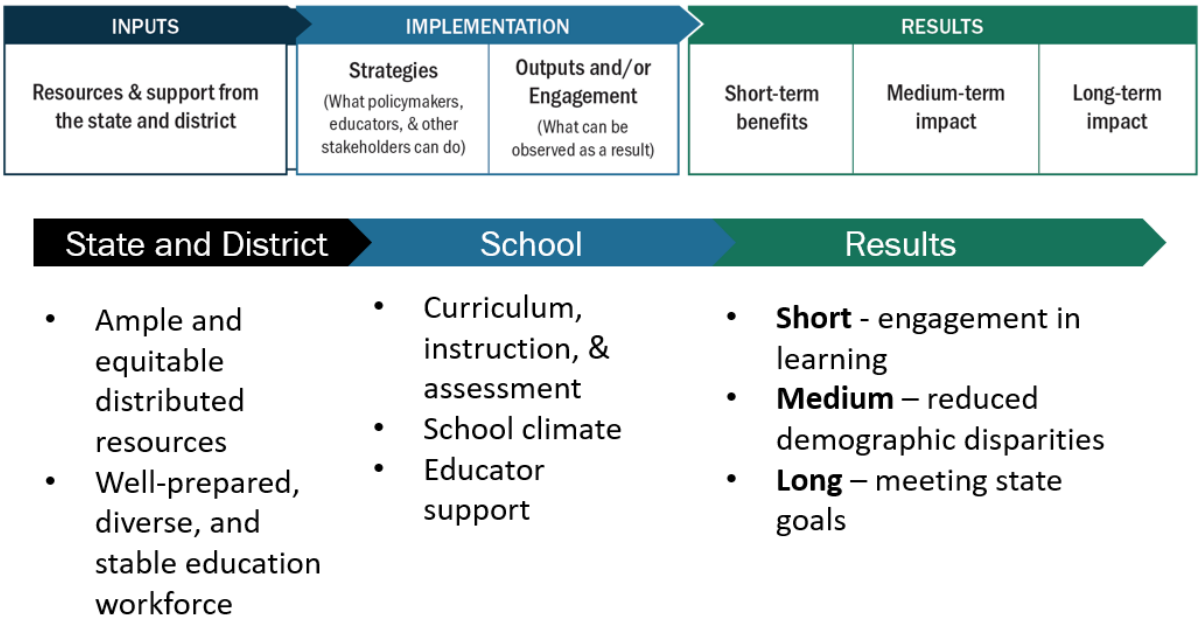
- Embraces Differences/Diversity: The graduate recognizes our differences as assets
- Sustains Wellness: The graduate honors their individual needs and is able to prioritize their physical, mental, and emotional health
- Communicates Effectively: The graduate communicates effectively about thoughts and ideas using oral, written, and nonverbal communication skills in many forms and contexts
- Solves Problems: The graduate generates original ideas, solutions, and products in imaginative ways, and extracts learning from failure to move ideas forward.
- Cultivates Personal Growth and Knowledge: The graduate understands their own skills, talents, strengths, and weaknesses (places to lean into the talent of others).
- Masters Life Skills/Self-Agency: The graduate has knowledge of core principles across content areas and understands how to apply this knowledge in appropriate contexts

The current system health indicators do little to help us understand how well Washington's educational system is preparing high school graduates for their postsecondary option of choice. The recommended key elements and indicators have the capacity to provide meaningful insight on what schools are providing and how well schools are supporting the development of the skills and abilities comprising the Washington Profile of a Graduate.

The proposed indicators are reportable at the state, district, and school levels, resulting in an integrated system connecting the SBE roles in accountability, school recognition, and educational system health. The new indicators of educational system health capture progress and areas in need of improvement at the building, district, and state levels.

The model centers on the concept of accountability reciprocity, which is the idea that each level of the educational system (state, school district, and school) has an important role and responsibility in the creation of an equitable and effective education system, which is particularly important in an educational environment described as 'local control' (Figure 2). The state has the responsibility of providing and equitably distributing resources and a supportive policy environment. School districts have the responsibility of providing a well-prepared, diverse, and stable workforce. Schools have the responsibility of providing the instruction in an educational environment conducive to learning. A healthy, equitable, and effective educational system exemplified by exceptional conditions for learning result when all three levels are working as intended. Short-, medium-, and long-term results are expected to improve.

Figure 2: illustrates the key components of the model and accountability reciprocity.



The revised model will not replace the federal accountability and reporting required under the ESSA that relies almost entirely on traditional educational outcomes, such as assessment results and high school graduation rates. Rather, those measures are incorporated into a more comprehensive model that preliminarily identifies six potential key elements and 18 potential indicators characterizing the conditions for learning for Washington students. In some cases, the state currently collects data that could suffice for the preliminary model, and in other cases, new collections will need to be developed. The recommended key elements and potential indicators are shown in Figure 3.

Figure 3: shows the six potential key elements and the 18 potential indicators characterizing the conditions for learning.

***For Consideration*: Potential Continuous Improvement Elements and Indicators Table**	
For Consideration: Potential Elements of the Education System	**For Consideration: Potential Indicators of the K-12 Education System**
Ample and equitably distributed resources	Ample funding to meet the needs of all students, including those furthest from opportunity Resources, staff, and programming to address learning barriers for students Appropriate materials, staff, and facilities for learning
Well-prepared, diverse, and stable education workforce	Well-prepared and supported educators Diverse, culturally responsive educators Stable, experienced educators
Opportunities for powerful and meaningful learning	A rich curriculum in a broad course of study (e.g., math, English language arts, science, civics and history, world languages, visual and performing arts, physical education etc.) Social, emotional, and academic learning in instruction and assessment Culturally affirming and linguistically responsive instruction
Positive, supportive, and enriching learning environments	Positive school culture and climate Integrated student supports Expanded and enriched learning time and opportunities
Active engagement	Student engagement, inclusion, and participation in learning Educator engagement Family, caregiver, and community partner engagement
College, career, and civic readiness	College, career, and civic readiness Extended-year graduation rates Post-secondary persistence into employment or education after high school

DATA ACCESS AND DATA COLLECTIONS

When the Washington ESSA Plan was being developed, the ESSA Accountability Workgroup recommended three additional measures (disproportionate discipline, educator quality, and school climate) for possible inclusion in the Washington School Improvement Framework. The discipline and educator measures were not included for a variety of reasons, while a school climate measure was not included largely because there was no statewide assessment of school climate.

The SBE and the Accountability Workgroup continue to seek out the best measures for each of the 18 indicators. In some cases, the OSPI or other state agencies (e.g., Professional Educator Standards Board (PESB) or the Educational Research and Data Center (ERDC)) collect and publicly report on data that could be used to measure one or more indicators. The SBE is collecting certain data and information that could be used in this work through the SBE Annual Basic Education Collection. In a few cases, data are not available to support certain indicators. In those cases, the SBE felt the best approach would be to critically analyze whether an appropriate means to collect the necessary data was feasible prior to rejecting an indicator or selecting a proxy.

As noted above school climate is a key indicator that lacked a reliable statewide data source. At the request of SBE staff in November 2021, the Learning Policy Institute (LPI) provided background materials on the use of school climate surveys in accountability systems and school improvement. This led SBE staff to begin dialogue with OSPI on a joint effort to gather more information on the statewide collection of school climate information.

The development and collection of statewide school climate information is an important element of the revised model. In spring 2022, The University of Washington (UW) Center for the Study of Health and Risk Behaviors (CDHRB) initiated the school climate work with support from the UW College of Education. On October 31, 2022, the UW CDHRB delivered a comprehensive report and recommendations for collecting statewide school climate information. The initial phase of this work was supported by federal Elementary and Secondary School Emergency Relief (ESSER) funds. The state has also provided SBE with funding to begin implementation of recommendations from this work.

The UW report and recommendations are informed by a review of current literature and consultations with experts in the field of school climate research. In addition, the findings are augmented with information derived from interviews with state-level stakeholders, school district administrators, and principals. Finally, the report incorporates feedback from a survey of district superintendents conducted by the UW researchers

Currently, the decision for a school district to conduct a school climate survey lies entirely with the school district. The SBE Annual Basic Education Collection shows that approximately 80 percent of school districts and LEAs responded that the district or LEA would administer a school climate survey during the 2022-23 school year. The collection shows that larger school districts in city and suburban settings are more likely to conduct school climate surveys than smaller school districts in small town and rural or remote settings. In many cases, the respondent reported that the school district did not have the staff resources to administer a school climate survey. Other school district respondents indicated that district leadership did not want to take time away from instruction to administer a school climate survey.

The 2022-23 Basic Education Collection shows that the school districts administering a school climate survey tended to be supported by an outside vendor or the school district designs and conducts the survey with in-house staff. In addition, a significant number of school districts use

a combination of school district staff and outside resources to administer the climate surveys. With so many school districts "doing its own thing", it is virtually impossible to develop any meaningful picture of statewide school climate.

The UW report shows that implementation of a statewide collection would help to ensure that a comprehensive and valid assessment of school climate is achieved regardless of the size or resources of a school district. The implementation of an ongoing statewide assessment of school climate would be of significant benefit to students and schools alike. The development of a school climate survey would provide local and state stakeholders with valuable information about schools that may need additional support, while also providing valuable insight into how students are doing, areas of strength, and areas for potential growth. The implementation of a statewide assessment of school climate has the potential to elevate student learning and school quality. The report cites evidence showing that properly measuring school climate can enhance learning and assist schools to meet the challenges of providing an equitable learning environment for students.

SCHOOL RECOGNITION

Per RCW 28A.657.110(3), the State Board of Education (SBE), in cooperation with the Office of the Superintendent of Public Instruction (OSPI), is to annually recognize schools for exemplary performance as measured on the Washington School Improvement Framework (WSIF). The statute further directs the SBE to have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the measures used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

The SBE, OSPI, and EOGOAC suspended school recognition for the 2016-17 school year in order for a workgroup to redesign the system to better align to the Every Student Succeeds Act (ESSA) accountability system and to make the school recognition system more equitable. In spring 2018, the three organizations initiated a three-year effort to revamp Washington's school recognition framework to be more equitable and highlight the successes across our K-12 educational system.

Through the winter of 2020, the SBE, EOGOAC, and OSPI collaborated on the redesign of the Washington system of school recognition. In mid-February, the OSPI publicly released the results of the winter 2020 Washington School Improvement Framework. At that time, the SBE identified Washington schools for recognition following the Phase 2 methodology (Figure 4) developed by the School Recognition Workgroup. The new approach to recognition identified schools through the continuum of support.

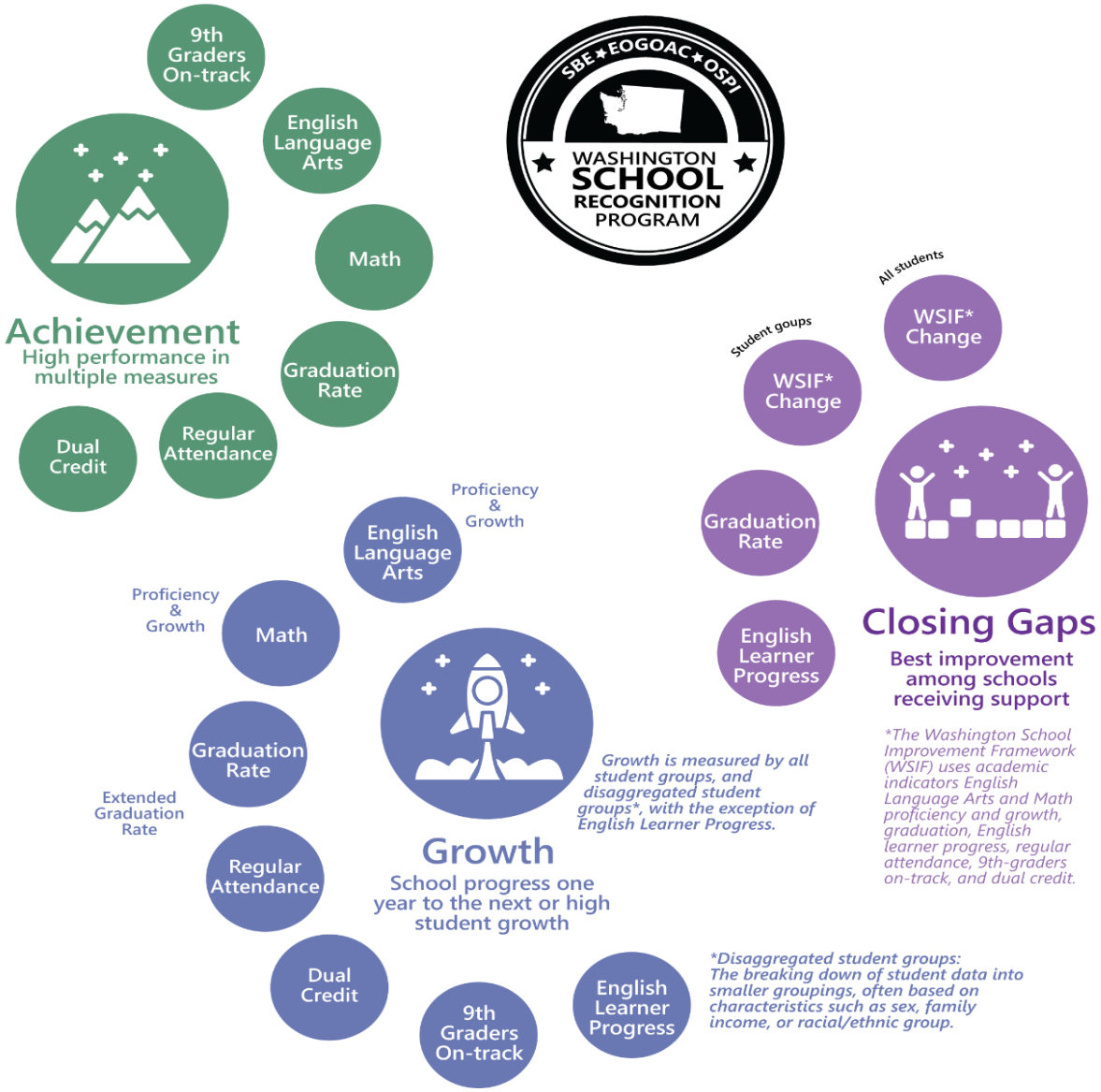
The SBE, OSPI, and EOGOAC work plan was designed to complete the revised school recognition framework by the end of the 2020-21 school year. Central to the proposed or planned recognition framework revisions was the following:

1. To include other measures (including local measures) in the recognition framework,
    a. School climate and student engagement,

b. Exclusionary discipline rates and disproportionate student discipline, and
c. Equitable student access to educators.

2. To include measures that are more qualitative in character,
3. To provide the opportunity for stakeholder input and review, and
4. To develop a platform to collect and share the 'best practices' of recognized schools.

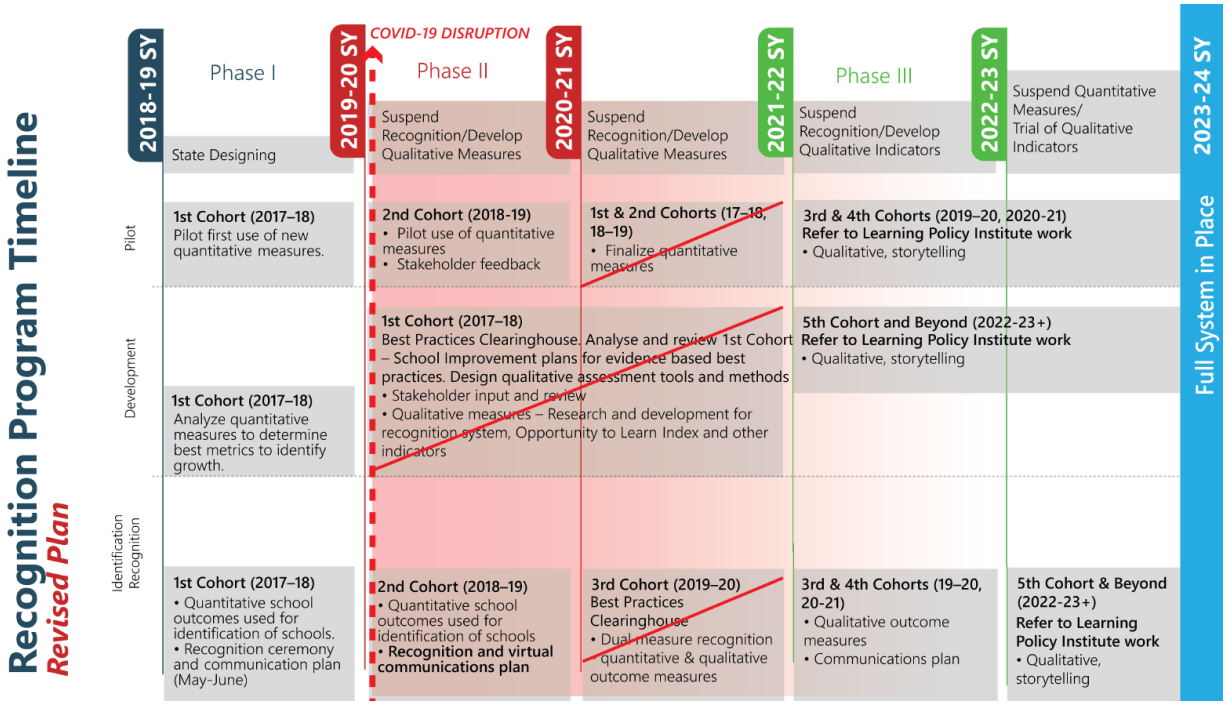
Figure 4: shows the measures utilized for each of the Phase 2 school recognition routes.



In the spring 2020, school buildings were physically closed and school instruction continued primarily in virtual settings. School and school district staff worked mostly from home, assessments were cancelled, and the ability to carry on with the work necessary to advance the school recognition redesign was greatly diminished. As a result, the SBE, EOGOAC, and SBE agreed to suspend school recognition and the related work plan tasks until a time in which the required metrics were available. Figure 5 shows that work scheduled for the 2019-20 and 2020-

21 school years was pushed out to the 2021-22 and 2022-23 school years. Full implementation of the revised school recognition framework is planned for the 2023-24 school year.

Figure 5: shows the work plan for the school recognition workgroup.



Through most of the 2021-22 school year, the SBE was working with the Learning Policy Institute to develop new measures defining the conditions for learning with the expectation that some the new measures would be used in the revised school recognition framework.

As a part on the school recognition workgroup, the SBE is already exploring the best manner in which to develop another route to school recognition. The fourth route would likely include measures or criteria from local sources, the SBE Annual Basic Education Collection, the anticipated school climate collection, and certain conditions for learning measures.

CONNECTING THE RECIPROCOL ACCOUNTABILITY AND RECOGNITION SYSTEM

As stated earlier, the revised indicators of the educational system health model centers on accountability reciprocity, in which each level of the educational system has an important role or responsibility in the creation of an equitable and effective education system (Table 2). The state has the responsibility of providing and equitably distributing resources. School districts have the responsibility of providing a well-prepared, diverse, and stable educator workforce. Schools have the responsibility of providing the instruction in an educational environment conducive to learning.

Table 2: shows the elements and some of the indicators for the revised integrated system connecting the SBE roles in accountability, school recognition, and educational system health.

Possible State-Level Accountability	**Possible District-Level Accountability**	**Possible School-Level Recognition and Accountability**

Conditions of Learning Measures
• 18 separate measures, three for each Key Element
  ○ Ample Resources
  ○ Educator Workforce
  ○ Powerful Learning
  ○ Learning Environment
  ○ Active Engagement
  ○ Career & College Readiness
	Subset of Conditions of Learning Measures
	• TBD separate measures for these Key Elements
	  ○ Educator Workforce
	  ○ Opportunity for Powerful Learning
		Subset of Conditions of Learning Measures
		• ***TBD separate measures for these Key Elements***
		  ○ ***Learning Environment***
		  ○ ***Active Engagement***
		  ○ ***Opportunity for Powerful Learning***

SQSS Measures • Regular Attendance • Dual Credit Completion • 9th Graders On-Track	SQSS Measures • Regular Attendance • Dual Credit Completion • 9th Graders On-Track	SQSS Measures • *Regular Attendance* • *Dual Credit Completion* • *9th Graders On-Track*
Traditional Outcome Measures • Assessments • Graduation Rates	Traditional Outcome Measures • Assessments • Graduation Rates	Traditional Outcome Measures • *Assessments* • *Growth Model SGPs* • *Graduation Rates*
Other Outcome Measures • Disproportionate Discipline and Discipline Rates • Credit Bearing Course Taking • Post-Secondary Engagement	Other Outcome Measures • Disproportionate Discipline and Discipline Rates	

Note: measures or indicators in bold italics are expected to be used for school recognition and those shown in italics for school accountability to meet federal requirements and for school recognition to a lesser degree.

PART 2: Status of the Statutorily Required Indicators

It is important to remember that the unit of analysis of this report is the statewide Washington educational system, not student groups. The authorizing legislation requires that we report on the performance of the indicators by the student groups used for federal reporting, but only at the state level. We are also taking the opportunity to introduce and report on the high school graduation class of 2021 graduation outcomes using a deeper disaggregation methodology slightly modified from a report and guidance created by the 2017 Race and Ethnicity Student Data Task Force. We report on and use the performance of student groups to quantify the degree to which educational outcome disparities permeate the educational system. In other words, the analysis here is about educational system success or failure to meet the needs of student groups in attaining the statewide goals. The disparate educational outcomes identified in this report and slow progress in reducing gaps represent a system failure that requires systemic changes.

Statewide and prior to the COVID pandemic, the educational system was showing some improvements on five of the six required indicators of system health for the All Students group (Table 3). However, educational outcome disparities based on race, ethnicity, and program participation are widespread, and even when indicators are improving they are rarely improving quickly enough to address gaps within a reasonable timeframe.

- The most recent statewide performance (fall of the 2021-22 school year) on Kindergarten Readiness as measured by the Washington Kindergarten Inventory of Developmental Skills (WaKIDS) whole-child assessment is up 4.1 percentage points since the 2017-18 administration. However, the percentage of Native American, Hispanic, and Pacific Islander children demonstrating the characteristics of kindergarteners was approximately 27 to 29 percentage points lower than the highest performing student group. The opportunity gap for every race and ethnicity student group increased in the 2021-22 school year as compared to the 2017-18 school year. The performance for the All Students group on the most recent administration was approximately 8.1 percentage points lower than the 2019-20 target. None of the other student groups met the group's annual target.
- On the spring 2022 4th grade reading indicator, the performance of all race and ethnicity student groups declined by 3.9 to 9.4 percentage points from the 2018-19 school year. The Native American or Alaskan, Hispanic, Black African American, and Hawaiian or Pacific Islander student groups scored approximately 37 to 49 percentage points lower than the highest performing student group. The performance for the All Students group on the most recent administration was approximately 16.7 percentage points lower than the 2019-20 target. None of the other student groups met the group's annual target.
- On the spring 2022 8th grade math indicator, the performance of all race and ethnicity student groups declined by 6.4 to 14.5 percentage points from 2019. The Native American or Alaskan, Hispanic, Black African American, and Hawaiian or Pacific Islander student groups scored approximately 45 to 52 percentage points lower than the highest student group. The performance for the All Students group on the most recent administration was approximately 27.5 percentage points lower than the 2019-20 target. None of the other student groups met the group's annual target.
- The performance on the High School Graduation measure for the class of 2021 is 0.4 percentage points lower than 2020 graduation rate for the All Students group. The rates for the Native American or Alaskan, Hawaiian or Pacific Islander, and Two or More races student groups declined by 2.0 to 2.7 percentage points. The four-year graduation rates for the Asian and Black African American student groups improved by 1.1 and 1.4 percentage points respectively. The Native American or Alaskan, Hispanic, Black African American, and Hawaiian or Pacific Islander student groups graduated high school at rates approximately 14 to 25 percentage points lower than the highest performing student group. The performance for the All Students group on the most recent administration was approximately 1.1 percentage points lower than the 2020-21 target

but equaled the 2019-20 target. Only the Asian student group met the group's 2020-21 target, but the Asian, Black African American, and Hawaiian or Pacific Islander student groups met the 2019-20 target.

- Since the class of 2016, the four-year graduation rates for all student groups increased 2.7 to 7.1 percentage points. Over the same time-period, the dropout rates declined for all student groups. This means fewer students are dropping out, more students are graduating, and more of the non-graduating seniors are continuing to a fifth year of high school.
- **Updated graduation information is included in Appendix C.**

Table 3: shows the status of each of the six statutorily required indicators of the educational system health for the All Students group.

Indicator	Most Recent School Year	Change from the 2018-19 SY*	Met the 2019-20 Target
Kindergarten Readiness	50.8	4.1	No
4th Grade Reading	46.5	-10.4	No
8th Grade Math	26.0	-19.8	No
High School Graduation	82.5	1.6	Yes
Readiness for College Coursework	85.9	2.1	Yes
Postsecondary Engagement and Workforce	80.1	-0.4	No

*Note: change shown as percentage points. The use of the 2019-20 target here coincides with the OSPI's approval to "roll-back" targets by two years in response to the COVID pandemic. The Readiness for College Coursework change and the Postsecondary Engagement and Workforce change is the change in percentage points from the previous year.

The authorizing legislation requires the SBE to compare the outcome measures for Washington students to the perfomance of students in peer states. The peer states (California, Colorado, Connecticut, Delaware, Maryland, Massachysetts, New Jersey, Utah and Virgina) are derived from the 2017 State New Economy Index produced every few years by the Information Technology and Innovation Foundation. Because of the COVID pandemic, physical closure of school (and early childhood learning centers) buildings, and cancellation of statewide (and national (NAEP)) testing, it is nearly impossible to make any meaningful peer state comparisons.

The National Center for Educational Statistics recently released results for the 2022 National Assessment of Educational Progress (NAEP), which are used for the required peer comparisons for the 4th grade reading and 8th grade math indicators. For both of the indicators, the composite scale score for Washington is comparable to the peer state average and comparable to the U.S. average composite scale scores (Tables 4 and Table 5)

Table 4: shows the composite scale scores for the NAEP 4th grade reading assessment over time.

4th Grade NAEP in Reading	2011	2013	2015	2017	2019	2022
Peer State Average	226	227	226	226	223	218
Washington	221	225	226	223	220	217
U.S. Average	220	221	221	222	219	216

Table 5: shows the composite scale scores for the NAEP 8th grade math assessment over time.

8th Grade NAEP in Math	2011	2013	2015	2017	2019	2022
Peer State Average	288	288	286	286	285	276
Washington	288	290	287	289	286	276
U.S. Average	283	284	281	283	281	273

All 50 states use the four-year, adjusted cohort, high school graduation rate. However, while the calculation method is comparable, the graduation requirements in each state differ significantly. The high school graduation rate for Washington is the second lowest of the peer states and is approximately five percentage points lower than the peer state average (Table 6). However, high school graduation requirements and diploma types differ from state to state making an otherwise simple comparison more difficult. Washington has among the highest credit requirements and is one of only a few states to require an assessment or other specific "pathway" requirements in addition to credits.

Table 6: shows the 4-year graduation rates (2020 and 2021) for Washington and the peer states.

Peer States	2020 High School Graduation Rate	2021 High School Graduation Rate	Change (Percentage Points)
California	84.2	83.6	-0.6
Colorado	81.9	81.7	-0.2
Connecticut	85.6	87.8	2.2
Delaware	87.7	87.0	-0.7
Maryland	86.8	87.2	0.4
Massachusetts	89.0	89.8	0.8
New Jersey	91.0	90.6	-0.4
Utah	88.2	88.1	-0.1
Virginia	92.3	93.0	0.7
Washington	82.9	82.5	-0.4
Peer State Average (excl. Washington)	87.4	87.6	0.2

Note: the change shown is percentage points computed by subtracting the class of 2020 value from the class of 2021 value. A negative change means the high school graduation rate declined.

Overall, Washington's educational system was improving up to the time of the COVID pandemic, but not to the degree where the outcomes for most student groups were meeting annual targets (Table 3 and Appendix B). In other words, the outcomes for many student groups are not on track to meet the long-term goals aligned with Washington's ESSA state plan.

The legislation provides a clear picture of the legislature's aspirational goals for Washington: an education system ranked in the top ten percent nationally and comparable to the education systems of other high performing states. The legislature and the Governor provide a clear message about what are the important measures for the educational system, and what milestones are important for students to meet. However, the SBE has the view that the six outcome measures specified in the authorizing legislation are not sufficient to develop a deep understanding of the Washington educational system health.

The SBE envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning. As directed in the authorizing legislation, the SBE aligned the current strategic plan and education reform efforts with the statewide indicators and will align the next strategic plan to the current and revised statewide indicators. The 2019-2023 Strategic Plan articulates six goals for the State Board of Education:

- All students feel safe at school, and have the supports necessary to thrive.
- All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.
- Students successfully transition into, through, and out of the PK–12 system.
- Students graduate from Washington State high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.
- Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

The six indicators specified in statute are not necessarily the best suited to address the three overarching questions about Washington's education system driving the current strategic plan.

- Are children prepared to learn as they transition into and through the K–12 system?
- Do students have access to quality schools and programs?
- Do students have the opportunity to develop the skills and knowledge to be prepared for civic engagement, careers, postsecondary education, and lifelong learning?

WHAT EVIDENCE DO WE HAVE SHOWING THAT CHILDREN ARE PREPARED TO LEARN AS THEY TRANSITION INTO AND THROUGH THE K-12 SYSTEM?

The legislature directed the SBE to monitor and report on the percentage of kindergarten students who meet the benchmarks on all six developmental domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). Slightly more than one-half of all incoming kindergarten students demonstrate the age-appropriate characteristics of kindergarten aged children as measured by the fall 2021 WaKIDS administration.

In the fall 2021, approximately 63 percent of kindergarteners identifying with the highest performing student group demonstrated the age-appropriate characteristics of kindergarteners on all six domains of the WaKIDS but only 34 percent of the lowest performing group met the benchmarks, a difference of 29 percentage points at the time they are entering K-12 education system.

The OSPI reported key findings on how a cohort of students performed on the WaKIDS and then later fared on the 3rd grade Smarter Balanced assessments (SBA) in ELA and math.

- For math, the percentage of kindergartners meeting the WaKIDS math domain characteristics was similar to the percentage of 3rd graders meeting standard on the 3rd grade SBA in math for most student groups. The performance on the WaKIDS math domain is a good predictor of performance on the 3rd grade SBA in math.
- However, on the ELA, the percentage of kindergartners meeting the WaKIDS literacy/ELA domain characteristics was systematically higher than the percentage of 3rd graders meeting standard on the 3rd grade SBA ELA for all student groups. The literacy/ELA domain is correlated to but is not a good predictor of performance on the 3rd grade SBA ELA.
- Overall, fewer students met SBA standards than were kindergarten-ready in the same subject. A key finding of the study is that systemically marginalized student groups are more at risk for falling behind even if they were kindergarten-ready.

The percentage of young children who meet the benchmarks on all six developmental domains of the WaKIDS is substantially lower for Native American or Alaskan (36 percent), Black African American (46 percent), Hispanic or Latinx (35 percent), and Hawaiian or Pacific Islander (34 percent) young children. Because of societal inequities, these young children are less likely to enroll in a private early childhood education and must compete for limited state funded ECEAP slots. The percentage of young children meeting the WaKIDS benchmarks should increase as Washington's ECEAP continues to expand and as program quality improves under solid funding in the future.

The SBE is beginning to track the percentage of 5th graders meeting standard on all three statewide assessments for 5th grades, the SBA in ELA, math, and the statewide science assessment. The transition from elementary school to middle school is crucial, as middle school course work is more rigorous and the school structures require a higher degree of self-regulation and social emotional development. At this time, assessment results are all

we have readily available to assess student readiness for middle school course work. On the spring 2022 statewide assessment administration, approximately 31 percent of 5th graders met the benchmark of meeting standard on all three content area assessments. Approximately 57 percent of the highest performing student group met the benchmark, while 9.7 percent of the lowest performing group met the benchmark, resulting in a between group difference of an estimated 47 percentage points.

Another important transition in the K-12 progression is the transition from middle school to high school, at which point course work becomes more rigorous. The SBE has been tracking the percentage of 8th graders meeting standard on all three statewide assessments for 8th grades, the SBA in ELA, math, and the statewide science assessment. While we do not support over-reliance on assessment outcomes as a proxy for ability or readiness, we do believe that meeting standards on all three assessments is one of several indicators of readiness for rigorous high school course work. On the spring 2022 assessment administration, only 25 percent of 8th graders met this benchmark. Approximately 51 percent of the highest performing student group met the benchmark, while 6.5 percent of the lowest performing group met the benchmark, resulting in a between group difference of 44 percentage points.

Evidence from statewide assessments indicate that many children may not be well prepared to transition from one level of schooling to the next higher level of schooling (e.g., from middle school to high school). However, assessment results should not be viewed as the principal determinant for grade promotion. Students not meeting standard on assessments can overcome the academic challenges of greater course rigor if they are provided with ample resources, well-prepared and effective educators, and opportunities for meaningful learning, in a positive, supportive and enriching learning environment. Rather than reporting on the educational outcomes only, the SBE recommends that the indicators of the educational system health include indicators of the six key elements of a revised accountability system described earlier in this report.

DO WASHINGTON STUDENTS HAVE ACCESS TO QUALITY SCHOOLS AND PROGRAMS?

The statutorily required indicators are not at all well suited to address a qualitative question such as this. It would be consistent with research to describe a "quality school" as one in which students and parents feel safe, valued, and listened to, and are provided the opportunity to take control of their learning. A quality school would also provide every student with access to a well prepared and effective teacher or role model at the school that each student can relate to or connect with, and opportunities for powerful and meaningful learning.

The SBE monitors some measures that shed light on the question. In particular, the SBE conducts the Annual Basic Education Collection to ensure that all school districts and LEAs are providing at least the minimum requirements of basic education. 55 school districts and LEAs self-reported that the district was not providing all required elements of basic education at the start of the 2022-23 school year, but would be in full compliance by remedying the shortfall later in the 2022-23 school year. At the start of the school year, 20 school districts did not provide

activities for Temperance and Good Citizenship day, 19 school districts did not provide activities to celebrate Disability History Month (October), and 16 school districts had not adopted SEL policy or had SEL procedures in place. In addition, 90 school districts had not updated policy or procedures to award at least one credit by content area for passage of the corresponding GED content area. Currently, we can report on the presence of the program of basic education but not the quality of the program.

We can also turn to the Healthy Youth Survey, administered every two years, to learn more about the changing views of education of Washington K-12 students. The Healthy Youth Survey (HYS) is a collaboration between OSPI, the State Department of Health, Health Care Authority, and the Liquor and Cannabis Board. The HYS asks students their thoughts, feelings, and behaviors pertaining to a variety of health and safety topics, including a limited number of prompts addressing attitudes toward learning and school climate. The 2021 HYS results for the state show some alarming trends in students' feelings and perceptions of their schooling. Results from the HYS include the following.

- Approximately 57 percent of students have a low commitment to school, which is approximately 18 percentage points higher than the 2018 result.
- More than one-fourth of students (28 percent) report that school work is not meaningful, which is approximately five percentage points higher than the 2018 result.
- One of every three students (33 percent) report that learning is not important to their future, which is approximately eight percentage points higher than the 2018 result.
- Approximately 17 percent of students reported not feeling safe at school, which is a little lower than the 2018 result.
- Finally, one of every five students (17 percent) reported being bullied at school, which is a little lower than the 2018 result.

Although the results are deemed valid and reliable at the state level, results are less meaningful, as the HYS is voluntary and available only to 6th, 8th, 10th, and 12th grade students. In order to learn more about student perceptions of their schooling, approximately 80 percent of school districts and local education agencies (LEAs) in Washington will administer a school climate survey in the 2022-23 school year. Approximately one-half of those school districts and LEAs are supported in its survey administration by either of two private sector vendors operating in Washington, while the other half uses its own district-developed survey or some another survey. However, the local school climate data and results are not provided to the state in any form.

Analyses continue to show that positive school climate/culture has a positive impact on student well-being, student educational outcomes, and teacher and parent/guardian satisfaction. Notwithstanding the demonstrable benefits, Washington has yet to implement a statewide school climate/culture survey to measure and improve climate and culture in school buildings and to help quantify school quality across the state. As mentioned earlier, UW Center for the

Study of Health and Risk Behaviors recently completed a study on the statewide collection of school climate information with support from the UW College of Education.

The report asserts that properly measuring school climate would be of significant benefit to students, could enhance student learning, and assist schools to meet the challenges of providing an equitable learning environment for every student. Citing the complex nature of creating and delivering a statewide school climate survey, the researchers propose that the next step should consist of a pilot effort where the state develops and implements an online survey for students and generates report templates. The following phased approach to the pilot effort is described in detail in the report and is summarized below.

- Phase1 should focus on the creation of survey content and the development of a website, including the following.
    - Development of a core item bank of measures and items to be administered to all participants, identification and development of supplemental measures and items for participating districts.
    - Design the procedural flow and technical specifications for the website that allows for both data collection and administrative processing and reporting.
    - Development of implementation procedures, such as timeline for survey administration (e.g., winter or spring), administration frequency (e.g., annual or biennial), recruitment for the pilot effort, public engagement and outreach, and trainings for school and school district administrators.
    - A decision on whether to incentivize or require participation will also be necessary.

- Phase 2 should focus on the programming and actual development of the website (including administrative/reporting dashboard and climate survey).
    - Contract with a developer to build a website and administrative dashboard for onboarding districts and schools per specifications and technical notes.
    - Conduct internal and external testing, debug issues, and use focus groups to collect feedback from users to provide input to increase accessibility and usability of the website.

- Phase 3 will focus on conducting the pilot study and analyzing participation in the pilot.
    - This involves piloting the survey with students from different grades and different districts across the state, analyzing the results, and initiating psychometric work of the survey instruments.
    - Draft reports should be developed using feedback obtained via focus groups and rapid interviews with intended report recipients to ensure the reports reflect the identified needs of districts and schools.

DO STUDENTS HAVE THE OPPORTUNITY TO DEVELOP THE SKILLS AND KNOWLEDGE TO BE PREPARED FOR CIVIC ENGAGEMENT, CAREERS, POSTSECONDARY EDUCATION, AND LIFELONG LEARNING?

Like many educational systems across the country, Washington's educational system is not particularly effective for students of color, students from low-income households, students with

a disability, and students whose home language is not English. In fact, Washington's educational system is only marginally effective for the "typical" students, as the percentage of students meeting standard on many assessments hovers around 50 percent. Even the higher performing student groups post success rates in the 60 to 70 percent range, far from the statewide long-term goal. The disparities of the educational system are evident from the educational outcome measures included in the statewide indicators.

- On the WaKIDS whole-student assessment of kindergartener characteristics, 36 percent of children from low-income households demonstrate the age-appropriate characteristics of kindergarten aged children and 58 percent of children not from low-income households demonstrate the characteristics of kindergarteners, a between group difference of approximately 22 percentage points.
- On the 4th grade reading assessment, approximately 71 percent of the highest performing student group meet the proficiency benchmark but only 31 percent of Hispanic or Latinx students meet the benchmark, a between group difference of approximately 40 percentage points.
- On the 8th grade math assessment, approximately 62 percent of the students in the highest performing student group meet the proficiency benchmark but only 14 percent of Black students met the benchmark, a between group difference of approximately 48 percentage points.
- On the high school graduation measure, approximately 92 percent of the highest performing student group graduate in four years but only 67 percent of Native American students graduate from high school in four years, a between group difference of approximately 25 percentage points.
- Of the high school graduates enrolling in higher education, 92 percent of the highest performing student group enrolled directly into credit bearing college coursework but only 78 percent of Hispanic or Latinx students meet the benchmark, a between group difference of approximately 14 percentage points.

In 2016, the Washington State Legislature created the Washington Integrated Student Supports Protocol (WISSP) when it passed 4SHB 1541. Integrated student supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and nonacademic barriers to achievement. Integrated student supports are also known as full-service community schools, school community partnerships, community schools, school-based services, school-linked services, or full-service schools. On the 2022-23 Basic Education Collection, respondents were ask to characterize the degree to which the school district utilizes the Washington Integrated Student Supports Protocol.

- 142 school districts and LEAs (45 percent) responded that the WISSP is relied upon extensively or often.

- 96 school districts and LEAs (30 percent) responded that they were aware of the protocol but rarely or never used it.
- 79 school districts and LEAs (25 percent) responded that they were unaware of the protocol.

In this case, the Center for the Improvement of Student Learning (CISL) and OSPI developed tools and a protocol for schools districts in providing systemically marginalized students supports to dismantle the barriers to achievement. However, one of every four school districts and LEAs were unaware of the protocol. In highlighting elements of the WISSP as a possible measure for one or more indicators, school districts will learn more about how to use the protocol to the benefit of the students. By maintaining the accountability, recognition, and system health tasks in siloes, school districts are more likely to be unaware of supports to the detriment of students most in need. In bringing together these three SBE tasks as recommended here, we seek to help school districts and LEAs in building positive, supportive, and enriching learning environments.

Conclusion

Despite some improvements, Washington has failed to meet the annual targets for the statewide indicators of the educational system health. More concerning, gaps continue to persist and the state has so far failed to eliminate the predictability and disproportionality in student outcomes by race, ethnicity, and socioeconomic status. Clearly, more work needs to be done, and the overarching recommendation in this report will help.

The SBE and partners are not at all convinced that monitoring and reporting on only the six specified indicators sufficiently characterizes the educational system health. We understand why it is important to know whether the desired outcomes are attained, but we believe it is equally, if not more, important to determine whether the educational system is equitably providing each and every student with the opportunity to learn. In embracing the work of the EOGOAC, we believe the opportunity gaps experienced by many students identifying with systemically marginalized groups based on race and other characteristics cause the large and persistent achievement gaps or disparate educational outcomes.

The SBE convened an accountability workgroup to explore the merits of and recommend additional indicators reflective of the current educational environment and our evolving and deeper thinking on measuring students' opportunity to learn. The Technical Advisory Committee (TAC) members generally concurred that the six key elements encompass cover the broader aspect of the conditions for learning. Further, the TAC broadly, but not unanimously, agreed that the 18 potential indicators will be effective in quantifying the conditions for learning, but added that specific measures will need to be developed and new collections initiated.

The OSPI, PESB, and the ERDC currently collect some data that could be used for some of the indicators. In addition, the SBE's Annual Basic Education Collection provides data that addresses various aspects of some of the indicators. The anticipated statewide school climate collection is

expected to provide yet more information on aspects of the six key elements recommended as part of the revised accountability system. Finally, schools and school districts create and update annual improvement plans, which might serve as a source of information for some of the recommended indicators. We recommend that the Statewide Indicators of the Educational System Health reporting shift emphasis from reporting on the six traditional educational outcome measures to reporting on the six key elements collectively defining the conditions for learning.

Supplemental data tables, previous reports to the legislature, and other information about the educational system health are on the SBE website. The SBE adopted the strategic plan for 2019-23, which provides a more complete set of recommended system reforms.

Appendix A: Reporting of Graduation Data by Ethnicity

BACKGROUND INFORMATION

The 2016 Washington legislature passed and the governor signed into law 4SHB 1541, which outlined strategies to close opportunity gaps based on recommendations made by the Educational Opportunity Gap Oversight Accountability Committee (EOGOAC). Among other requirements, the bill required the convening of the Race and Ethnicity Student Data Task Force and implementation of detailed racial and ethnic categories when collecting race and ethnicity data. The implementation of the data collection is following a phased approach. Starting in school year 2018-19, student detailed racial and ethnic categories were added as optional data collection points to the Comprehensive Education Data and Research System (CEDARS). Through the 2021-22 school year, the collection and reporting of the detailed race and ethnicity information was voluntary, but starting with the 2022-23 school year, districts are required to report student race and ethnicity details using the new disaggregated codes.

Because this work reports on the outcomes for the class of 2021 adjusted graduation cohort and as noted above, not all school districts were collecting and reporting the detailed race and ethnicities. In cases where the detailed race and ethnicity is not provided, the researcher uses the term "unspecified" as a detailed category. For example, the detailed race and ethnicity file might identify a student simply as "Asian" without any other additional information. In this case, the student's outcome is attributed to the "Unspecified Asian" student group. This methodology assures that every student's result is accounted for at each level of disaggregation.

This research relies on ethnicity data provided by students and parents (or guardians) based on how they identify with race and ethnicity. The identifications are mostly self-reported. In addition, it is not unusual for a student to identify with more than one group (e.g. Chinese and Vietnamese). In this example, a single student would be counted in both the Chinese student group and the Vietnamese student group. In some instances, neither the parent/caregiver nor the student provides race and ethnic information. I these cases, the Race and Ethnicity Student Data Task Force provides guidance as to the most appropriate manner in which a school staff (observer) should make the identification. In places, the following discussion refers to "self-identification", but in fact, some of the race and ethnicity coding is derived through observer identification. School districts flag these cases, but these flags are not included in the database provides to the SBE.

In addition to disaggregating to the ethnicity level, the 2016 legislation (4SHB 1541) specified that group results be reported when the count of student records is at least ten. The research presented here uses a minimum count of ten student records and suppresses the result or student counts when student private information may be identifiable or attributable to a student.

In developing the Washington State Board of Education 2019-23 Strategic Plan, members and staff expressed interest in the deeper disaggregation of the strategic plan performance

indicators. Over the past year, the SBE staff has been collecting the student-level detailed ethnicity and educational outcome data to report at the ethnicity level.

This work reports on the class of 2021 graduation outcomes following the deeper disaggregation model described in the 2017 Race and Ethnicity Student Data Task Force Guidance (Task Force Guidance) with some modifications. The goal of this research is to document the within group differences for the class of 2021 graduation rates.

OVERVIEW

Graduation outcomes were tabulated for approximately 240 distinct student groups based on data files identifying student ethnicity. However, graduation rates are reported for many fewer student groups after suppressing results when the minimum count of students was less than ten.

For the reporting of educational outcomes, the OSPI follows the federal requirements to report on student outcomes by seven student groups, which places each student into one and only one race and ethnicity category. The federally-required methodology for race and ethnicity attribution for federal reporting first places students identifying as any Hispanic ethnicity into a single group, thereby over-riding any racial identification. This means that Hispanic students who are White are not grouped with other White students, Hispanic students who are Native American are not grouped with other Native American students, and so on. The current practice of conducting between group comparisons of any of the five federally defined racial categories to one ethnicity is common but not entirely appropriate. This work focuses on reporting of ethnicities within the Native American, Black, Asian, Hawaiian or Pacific Islander, and White racial student groups.

As mentioned earlier in the text, it is possible for a student to identify with more than one ethnicity and, in this case, the student's result is attributable to all identified ethnicities, which results in duplicated student counts. In addition, this research and reporting disaggregates the seven broad categories into smaller regional and ethnic groups to identify where the lower performance of some student groups is masked by the higher performance of other groups.

Consumers of this information should pay close attention to the number of students in the cohort for each student group reported upon. A group of 1,000 students yields a more meaningful result than a group of 10 students, especially when reporting the within group differences.

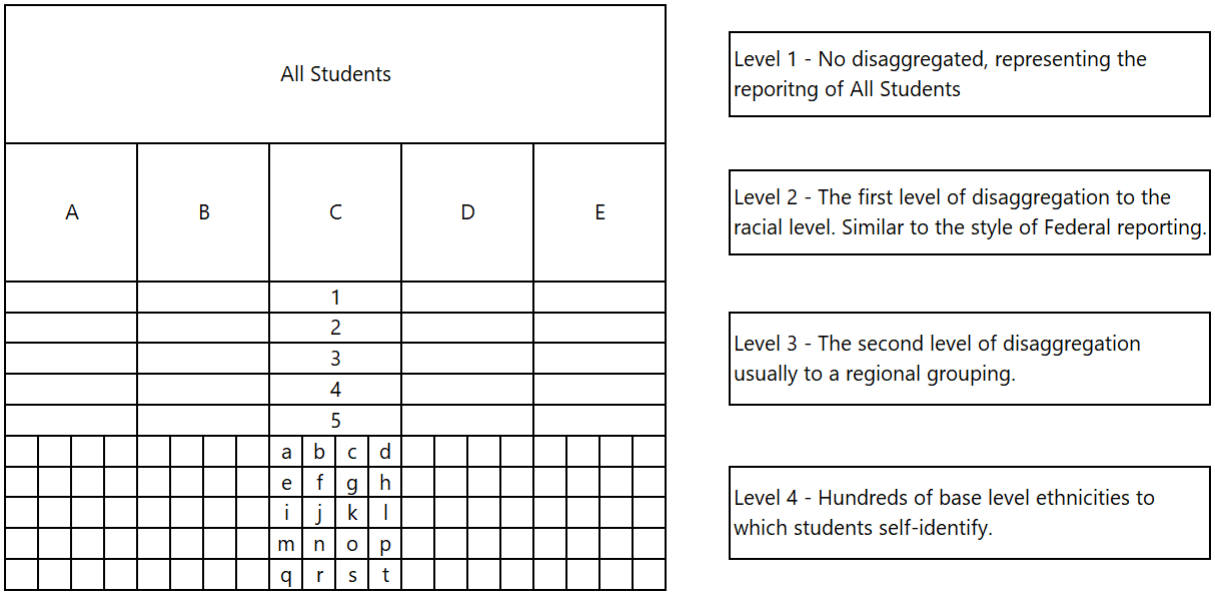
INFORMATION ABOUT REGIONAL GROUPINGS

To examine within group differences of performance, we disaggregate or break down the student population into smaller groups based on race, and then those groups are further broken down into smaller groups to a base level ethnicity. Disaggregating to the base level ethnicity sometimes results in a group with too few members to report on, which defeats the purpose of this work. In such cases, we aggregate or combine ethnicities on some characteristic to form groups large enough to report on but not so large to mask the performance of one group or another.

In some cases, the Task Force Guidance recommends the aggregation of ethnicities from the base level into a group based on geographic association (e.g., East African or Caribbean). A good example of this is the recommendation to create and report on a distinctive group of students comprised of Middle Eastern and North African (MENA) ethnicities. Some of the ethnicities within the MENA aggregation are described in terms of a nationality (e.g., Egyptian and Iranian), while others are devoid of any particular nationality (e.g., Bedouin and Druze). Of the 26 ethnicities comprising the MENA group, only three are comprised of ten or more students, thereby precluding any reporting of performance of most of the individual ethnicities. To generate a reportable performance, we aggregate the base level ethnicities to two groups (North African and Middle Eastern) each of which are reportable and then combine those into the recommended MENA group. Through the process of disaggregation and aggregation, we are able to examine within group differences. The goal is to aggregate to different levels to create a scenario in which the performance of every student is reported upon in the greatest detail and in the most meaningful manner (Figure A1).

Figure A1: shows how the deeper levels of disaggregation provide more information about more student groups.

Schematic Illustration of the Deeper Disaggregation



An example of how the granularity of information changes with each level of disaggregation follows.

- Level 1 represents the state graduation rate of 82.5 percent for the class of 2021. An analyst might compare this result to the class of 2020 graduation rate, which is best described as a between cohort difference.
- Level 2 (Group C) represents the graduation rate for all Non-Hispanic students identifying as Black, which posted a graduation rate of 77.7 percent. It is most common

for an analyst to compare this result to the state rate or the rate of another race, which is best described as a between group difference.

- Level 3 (Groups 1 and 2) represent the graduation rates for all Non-Hispanic students identifying as Black with an East African ethnicity (Group1) with a graduation rate of 83.6 percent and those with a Latin American ethnicity (Group 2) posting a graduation rate of 68.4 percent. This example yields a within group difference of approximately 15.2 percentage points.
- Level 4 (Groups a and b) represent the graduation rates for all Non-Hispanic students identifying as Black and Eritrean (Group a) East African with an 71.4 percent graduation rate and Kenyan (Group b) East African with a 94.1 percent graduation rate. This example yields a within group difference of approximately 22.7 percentage points.

Prior to this work, data consumers were limited to between group analyses and innocuous findings such as, "The graduation rate for XX students is lower (or higher) than the state average" and "The graduation rate for XX students is lower (or higher) than the XY student group." This new level of disaggregation allows us to conduct within group comparisons that provide much more granularity regarding group performance on a given measure, high school graduation in this case.

Many but not all of the disaggregation groups are described in the following pages. Therefore, the bulleted list below provides additional information about the regional (Level 3) groupings. As noted elsewhere in this report and after working extensively with the datasets, the researcher created and slightly modified groupings described in the Task Force Guidance. As work proceeds with the 2021-22 and future datasets, the Level 3 groupings are likely to be updated to enhance the meaningfulness of the findings.

- **Caribbean Ethnicities**: Anguillan, Antiguan, Bahamian, Barbadian, British Virgin Islanders, Cayman Islanders, Cuban, Cuban Dominican, Dominican, Dutch Antillean, Grenadian, Guadeloupian, Haitian, Jamaican, Martinique, Montserratian, Puerto Rican, Saint Barthelemois, and Caribbean,
- **Central American Ethnicities**: Belizean, Costa Rican, Guatemalan, Honduran, Panamanian, Salvadoran, and Central American.
- **Latin American Ethnicities**: Argentine, Belizean, Bolivian, Brazilian, Chilean, Colombian, Costa Rican, Ecuadoran, Falkland Islander, French Guianese, Guyanese, Paraguayan, Peruvian, South Georgia and South Sandwich Islander, Surinamese, Uruguayan, Venezuelan, El Salvadoran, Guatemalan, Honduran, Mexican, Nicaraguan, and Panamanian, and Latin American. The Task force Guidance recommends this grouping for Black students only. This work opted to include these ethnicities in South American, Central American, and Mexican American regional groups.
- **Mexican American Ethnicities**: Chicano, Mexican American, and Mexican.

- **Middle Eastern and North African Ethnicities**: Algerian, Amazigh, Berber, Arabic, Assyrian, Bahraini, Bedouin, Chaldean, Copt, Druze, Egyptian, Emirati, Iranian, Iraqi, Israeli, Jordanian, Kurdish, Kuwaiti, Lebanese, Libyan, Moroccan, Omani, Palestinian, Qatari, Saudi Arabian, Syrian, Tunisian, Yemeni, Middle Eastern, and North African.
- **South American Ethnicities**: Argentine, Bolivian, Brazilian, Chilean, Columbian, Ecuadorian, Falkland Islander, French Guyanese, Guyanese, Paraguayan, Peruvian, Surinamese, Trinidadian-Tobagonian, Uruguayan, Venezuelan, and South American.
- **Unspecified Hispanic or Latinx Ethnicities**: Hispanic, More than One Hispanic Ethnicity, and Other Hispanic or Latino.

GRADUATION OUTCOMES BY RACE AND ETHNICITY

Native American or Alaskan Native Student Group

For federal race and ethnicity reporting purposes, Native American or Alaskan Native students form a single group, provided the students do not identify as Hispanic. The Task Force Guidance specifies that these students have origins in any of the original peoples of North America, South America, and Central America who maintains tribal affiliation or community attachment, and who do not identify as Hispanic. The class of 2021 four-year graduation rate for the Native American or Alaskan Native student group used for federal reporting was 67.1 percent (Table A1).

Table A1: shows the graduation outcomes for the Native American and Alaskan Native student group used for federal reporting.

Native Americans and Alaskan Natives	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Federal Reporting Code = 1	208	195	821	1224*	67.1%

*Note: total represents an unduplicated student count.

An unduplicated count of 2,045 students identify as both Native American and Hispanic or Latinx. As a group, these students posted a class of 2021 high school graduation rate of 76.1% (Table A2). The graduation rates range from a low of 52.3 percent for Native American students identifying with a Central American Hispanic ethnicity to a high of 90.5 percent for Native American students identifying with a South American Hispanic ethnicity. This difference represents a within group difference of approximately 38 percentage points

Table A2: shows the graduation outcomes for Native American students identifying with a Hispanic ethnicity by region.

Hispanic Native American	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Caribbean Region	N.R.	N.R.	29	38	76.3%
Central American Region	22	40	68	130	52.3%
Latin American Region	N.R.	N.R.	41	58	70.7%
Mexican Region	105	124	822	1,051	78.2%
South American Region	N.R.	N.R.	N.R.	N.R.	>90.0%
Spaniard	N.R.	N.R.	N.R.	N.R.	>70.0%
Unspecified Region	68	89	549	706	77.8%
Any Hispanic Native American*	**207**	**282**	**1,556**	**2,045**	**76.1%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

The Task Force Guidance specifies that the Native American category to be disaggregated into two separate student groups to respect the unique sovereignty and treaty rights of Washington tribes (Federally Recognized Washington Tribes and Federally Non-Recognized Washington Tribes). Students belonging to tribes outside of Washington identify tribal affinity on the collection tool by writing in the name of their tribal affiliation. In total, the Task Force Guidance specifies four groups within this federal reporting student group:

- Federally recognized tribes in Washington,
- Non-Federally recognized tribes in Washington,
- Other tribes outside of Washington, and
- Alaska Natives.

An unduplicated count of 3,153 students in the 2021 adjusted graduation cohort identified as Native American but only approximately 850 of these students identified their tribal affiliation(s). The graduation rate for students identifying with a Federally Recognized Washington Tribe was 66.9 percent, which is significantly lower than the corresponding rate for students identifying as Other Native American (Table A3). This represents a within group difference of 7.9 percentage points.

Table A3: shows the four-year graduation rates for different groups of students identifying as Native American or Alaskan.

Native Americans and Alaskan Natives	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Federally Recognized Washington Tribes	131	148	565	844	66.9%
Non-Federally Recognized Washington Tribes	N.R.	N.R.	N.R.	N.R.	N.R.
Other Native American	251	305	1646	2202	74.8%
Native Alaskan	21	35	106	162	65.4%
Two or More – Native American or Alaskan Native	120	172	878	1170	75.0%
Unspecified Native American or Alaskan Native	153	195	1014	1362	74.4%

N.R. indicates data not reportable because of student counts of less than 10.

It is also meaningful to look at the within group differences for the Federally Recognized Washington Tribes (Table A4). Students identifying as Makah posted a graduation rate of nearly 95 percent, while students identifying with several other tribes posted graduation rates of approximately 50 percent. This results in a within group difference of 45 to 50 percentage points.

Table A4: shows the four-year graduation rates for the Federally Recognized Washington Tribes.

Federally Recognized Washington Tribe	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Chehalis	N.R.	N.R.	N.R.	N.R.	N.R.
Colville	15	27	82	124	66.1%
Cowlitz	N.R.	N.R.	14	21	66.7%
Hoh	N.R.	N.R.	N.R.	N.R.	N.R.
Jamestown	N.R.	N.R.	N.R.	N.R.	N.R.
Kalispel	N.R.	N.R.	N.R.	12	66.7%
Lower Elwha	N.R.	N.R.	N.R.	N.R.	N.R.
Lummi	N.R.	N.R.	43	63	68.3%
Makah	N.R.	N.R.	36	38	94.7%
Muckleshoot	N.R.	N.R.	29	41	70.7%
Nisqually	N.R.	N.R.	N.R.	12	75.0%
Nooksack	N.R.	N.R.	16	22	72.7%
Port Gamble S'Klallam	N.R.	N.R.	N.R.	N.R.	N.R.
Puyallup	N.R.	N.R.	40	55	72.7%
Quileute	N.R.	N.R.	11	13	84.6%
Quinault	N.R.	N.R.	21	30	70.0%

Federally Recognized Washington Tribe	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Samish	N.R.	N.R.	N.R.	N.R.	N.R.
Sauk Suiattle	N.R.	N.R.	N.R.	N.R.	N.R.
Shoalwater	N.R.	N.R.	N.R.	N.R.	N.R.
Skokomish	N.R.	N.R.	N.R.	11	45.5%
Snoqualmie	N.R.	N.R.	N.R.	N.R.	N.R.
Spokane	N.R.	N.R.	36	44	81.8%
Squaxin Island	N.R.	N.R.	13	17	76.5%
Stillaguamish	N.R.	N.R.	N.R.	N.R.	N.R.
Suquamish	N.R.	N.R.	N.R.	N.R.	50.0%
Swinomish	N.R.	N.R.	16	22	72.7%
Tulalip	N.R.	N.R.	41	68	60.3%
Upper Skagit	N.R.	N.R.	N.R.	N.R.	N.R.
Yakama	47	32	94	173	54.3%
Total	**118**	**141**	**521**	**780**	**66.9%**

N.R. indicates data not reportable because of student counts of less than 10.

Asian Student Group

The Task Force Guidance specifies that Asian students have origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. A graduation rate of 92.2 percent for the Asian federal race/ethnicity is reported for the class of 2021 (Table A5).

Table A5: shows the graduation outcomes for the Asian student group.

Asians	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Federal Reporting Code = 2	292	258	6,461	7,011*	92.2%

*Note: total represents an unduplicated student count.

Approximately 600 students identifying as Asian also identify as Hispanic or Latinx. As a group, these students posted a class of 2021 high school graduation rate of 78.3% (Table A6). The graduation rates range from a low of 72.7 percent for Asian students identifying with a Caribbean Hispanic ethnicity to a high of 87.0 percent for Asian students identifying with a Mexican Hispanic ethnicity. This difference represents a within group difference of approximately 14 percentage points.

Table A6: shows the graduation outcomes for Asian students identifying with a Hispanic ethnicity by region.

Hispanic Asian	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Caribbean Region	N.R.	N.R.	38	46	82.6%
Caribbean Region	N.R.	N.R.	N.R.	N.R.	>70.0%
Central American Region	N.R.	N.R.	N.R.	N.R.	N.R.
Latin American Region	22	27	184	233	79.0%
Mexican Region	N.R.	N.R.	20	23	87.0%
South American Region	N.R.	N.R.	41	51	80.4%
Spaniard	29	19	141	189	74.6%
Any Hispanic Asian*	**60**	**65**	**452**	**577**	**78.3%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

The Task Force Guidance stated that the Asian race and ethnicity category be should be disaggregated but did not specify or recommend regional groups, as the Taskforce recommended for other races. Because of this, the researcher created four regional groups for the Asian federal race/ethnicity rollup (Table A7).

Table A7: groupings utilized for the Asian student group.

Southeast Asia	East Asia (Far East)	Indian Subcontinent	Unspecified Asia
Burmese/Myanmar	Chinese	Asian Indian	Asian
Cham	Japanese	Bangladeshi	Other Asian
Malaysian	Korean	Bhutanese	More than One Asian Race
Cambodian	Mien	Nepali	
Cambodian/Khmer	Mongolian	Pakistani	
Filipino	Okinawan	Punjabi	
Hmong	Taiwanese	Sri Lankan	
Indonesian		Tibetan	
Laotian			
Singaporean			
Solomon Islander			
Thai			
Vietnamese			

The class of 2021 graduation rates for Asian students from each of the Asian regions range from a low of 88.7 percent (for Southeast Asian students) to a high of 93.2 percent for students identifying with ethnicities from the Indian subcontinent (Table A8 and A9), a within group difference of only 4.5 percentage points. Graduation rates for the regional groups are summarized below:

- Southeast Asian: the Filipino and Vietnamese ethnic groups are the largest in the region and posted graduation rates of 88.5 and 92.2 percent, respectively.
- East Asian (Far East): Taiwanese students posted the highest graduation rate of 94.7 percent. Korean and Chinese student groups were the largest, and both posted graduation rates of 92.8 percent and 93 percent, respectively.
- Indian Subcontinent: Asian Indian students were the largest group and posted a 93.5 percent graduation rate.
- Unspecified Asian Region: Approximately 2,200 students identify as Asian, but did not provide detailed ethnic data. The graduation rate for these students is approximately 91.1 percent.

Table A8: shows the class of 2020 graduation outcomes by region of Asia.

Region of Asia	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Southeast Asian	168	134	2,367	2,669	88.7%
East Asian (Far East)	59	68	1,679	1,806	93.0%
Indian Subcontinent	37	33	959	1,029	93.2%
Unspecified Asian	99	95	1,975	2,169	91.1%
Two or More Races-Asian*	159	132	2,342	2,633	88.9%
ANY ASIAN*	**509**	**450**	**9,224**	**10,183**	**90.6%**

*Note: values are for students assigned to the Two or More Races student group used for federal reporting, of which, Asian is one of the races.

Table A9: shows the graduation outcomes for Asian ethnicities.

Ethnicity	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Asian Indian	32	28	867	927	93.5
Pakistani	N.R.	N.R.	65	75	86.7
Punjabi	N.R.	N.R.	N.R.	N.R.	>95.0
Sri Lankan	N.R.	N.R.	N.R.	N.R.	N.R.
Tibetan	N.R.	N.R.	N.R.	N.R.	N.R.
Bangladeshi	N.R.	N.R.	N.R.	N.R.	N.R.
Bhutanese	N.R.	N.R.	N.R.	N.R.	N.R.
Nepali	N.R.	N.R.	N.R.	N.R.	N.R.
Indian Subcontinent	**37**	**33**	**959**	**1,029**	**93.2%**
Chinese	32	39	941	1,012	93.0
Japanese	N.R.	N.R.	196	214	91.6
Korean	18	18	462	498	92.8
Taiwanese	N.R.	N.R.	90	95	94.7
Mien	N.R.	N.R.	N.R.	N.R.	N.R.
Mongolian	N.R.	N.R.	N.R.	N.R.	N.R.
Okinawan	N.R.	N.R.	N.R.	N.R.	N.R.
East Asian (Far East)	**59**	**68**	**1,679**	**1,806**	**93.0%**
Burmese Myanmar	N.R.	N.R.	N.R.	10	80.0
Cambodian	21	21	153	195	78.5
Cambodian Khmer	N.R.	N.R.	30	41	73.2
Filipino	76	57	1020	1,153	88.5
Hmong	N.R.	N.R.	36	40	90.0
Indonesian	N.R.	N.R.	49	53	92.5
Laotian	N.R.	12	89	107	83.2
Malaysian	N.R.	N.R.	10	11	90.9
Thai	N.R.	N.R.	70	83	84.3
Vietnamese	46	31	905	982	92.2
Cham	N.R.	N.R.	N.R.	N.R.	N.R.
Singaporean	N.R.	N.R.	N.R.	N.R.	N.R.
Southeast Asian	**168**	**134**	**2,367**	**2,669**	**88.7%**

N.R. indicates data not reportable because of student counts of less than 10.

Black/African American Student Group

The Task Force Guidance specifies that Black students have origins in any of the Black racial groups of Africa. A class of 2021 graduation rate of 77.7 percent for the Black/African American federal race/ethnicity is reported (Table A10).

Table A10: shows the class of 2021 graduation outcomes for the Black African American student group.

Black African Americans	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Federal Reporting Code = 3	412	438	2,968	3,818*	77.7%

*Note: total represents an unduplicated student count.

Nearly 800 students identifying as Black African American also identify as Hispanic or Latinx. As a group, these students posted a class of 2021 high school graduation rate of 70.9% (Table A11). The graduation rates range from a low of 46.7 percent for Black African American students identifying with a Latin American Hispanic ethnicity to a high of 81.6 percent for Black African American students identifying with a Spaniard Hispanic ethnicity, which represents a within group difference of approximately 24 percentage points.

Table A11: shows the graduation outcomes for Black African American students identifying with a Hispanic ethnicity by region.

Hispanic Black African American	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Caribbean Region	19	17	91	127	71.7%
Central American Region	N.R.	N.R.	28	36	77.8%
Latin American Region	N.R.	N.R.	N.R.	N.R.	<50.0%
Mexican Region	41	49	208	298	69.8%
South American Region	N.R.	N.R.	N.R.	N.R.	>65.0%
Spaniard	N.R.	N.R.	31	38	81.6%
Unspecified Region	37	31	183	251	72.9%
Any Hispanic Black*	**106**	**126**	**564**	**796**	**70.9%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

The Task Force Guidance specifies that the race and ethnicity category be disaggregated into eight student groups that include Caribbean Black, Latin American Black, Central African Black, East African Black, South African Black, West African Black, African American, and African Canadian (Table A12).

The graduation rates for Black students from each of the regions range from a low of 68.4 percent for Latin American Black students to a high of 90 percent for the Central African Black student group (Table A13). This represents a within group difference of approximately 22 percentage points. For students identifying with any Black race/ethnicity, the graduation rate was 76.2 percent. Graduation rates for each of the detailed race/ethnicity groups for Black students are summarized below:

- A little more than 100 students identified with a specific African ethnicity. More than one-half of those were East African Somali, who posted an 82.5percent graduation rate.

- Although a small group of less than 20 students, identified Latin American Black students posted a graduation rate of 68.4 percent.

Students identifying as Black and having a North American origin (excluding Mexico) posted a 75.7 percent graduation rate.

Table A12: shows the eight regional student groups identified by the Task Force Guidance.

Federal Reporting Group	Region	Detailed Race or Place of Origin
Black African American Student Group	African American	United States
	African Canadian	Canada
	Caribbean	Anguilla, Antigua, Bahamas, Barbados, British Virgin Islands, Cayman Islands, Cuba Dominica, Dominican Republic, Grenada, Guadeloupe, Haiti, Jamaica, Martinique, Montserrat, Netherlands Antilles, Puerto Rico, and Saint Barthelemy
	Latin American	Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands, French Guiana, Guyana, Paraguay, Peru, South Georgia and South Sandwich Islands, Suriname, Uruguay, Venezuela, Belize, Cost Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, and Panama
	Central African	Angola, Cameroon, Central African Republic, Congo, Democratic Republic of the Congo, Equatorial Guinea, Gabon, Sao Tome, and Principe
	East African	Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Mayotte, Mozambique, Reunion, Rwanda, Seychelles, Somalia, South Sudan, Sudan, Uganda, United Republic of Tanzania, Zambia, and Zimbabwe
	South African	Botswana, Lesotho, Namibia, South Africa, and Swaziland
	West African	Benin, Burkina Faso, Cabo Verde, Cote d'Ivoire, Gambia, Ghana, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Saint Helena, Senegal, Sierra Leone, and Togo

Table A13: shows the class of 2021 graduation outcomes by region for the Black student group.

Region	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Caribbean Black	N.R.	N.R.	N.R.	N.R.	<85.0%
Latin American Black	N.R.	N.R.	N.R.	N.R.	<70.0%
Central African Black	N.R.	N.R.	N.R.	N.R.	90.0%
East African Black	N.R.	N.R.	102	122	83.6%
South African Black	N.R.	N.R.	N.R.	N.R.	N.R.
West African Black	N.R.	N.R.	N.R.	N.R.	N.R.
Subtotal African	N.R.	N.R.	111	136	81.6%
African Canadian	N.R.	N.R.	N.R.	N.R.	N.R.
African American	35	36	172	243	70.8%
Black African American	477	514	3,133	4,124	76.0%
Subtotal North American	512	550	3,306	4,368	75.7%
More than One Black Race	12	14.	132	158	83.5%
Two or More Races-Black	229	292	1,520	2,041	74.5%
Subtotal Unspecified	241	306	1,652	2,199	75.1%
Any Black African American*	740	831	5,035	6,606	76.2%

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

Native Hawaiian or Other Pacific Islander

Students identifying as Native Hawaiian or Other Pacific Islander are those having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. The Task Force Guidance specifies that the race and ethnicity category be disaggregated by islands or peoples of origin. Students assigned to the Native Hawaiian or Other Pacific Islander for federal reporting posted a class of 2021 graduation rate of 75.3 percent (Table A14).

Table A14: shows the graduation outcomes for the Native Hawaiian or Other Pacific Islander student group.

Native Hawaiian or Pacific Islanders	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Federal Reporting Code = 6	105	146	766	1017*	75.3%

*Note: total represents an unduplicated student count.

Approximately 260 students identifying as Hawaiian or Other Pacific Islander also identify as Hispanic or Latinx. As a group, these students posted a class of 2021 high school graduation rate of 69.2% (Table A15). The graduation rates range from a low of 58.8 percent for Hawaiian or Other Pacific Islander students identifying with a Caribbean Hispanic ethnicity to a high of 73.0 percent for Hawaiian or Other Pacific Islander students identifying with a Mexican Hispanic ethnicity.

Table A15: shows the graduation outcomes for Hawaiian or Other Pacific Islander students identifying with a Hispanic ethnicity.

Hispanic Hawaiian or Pacific Islander	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Caribbean Region	N.R.	N.R.	20	34	58.8%
Central American Region	N.R.	N.R.	N.R.	N.R.	N.R.
Latin American Region	N.R.	N.R.	N.R.	N.R.	N.R.
Mexican Region	N.R.	N.R.	65	89	73.0%
South American Region	N.R.	N.R.	N.R.	N.R.	N.R.
Spaniard	N.R.	N.R.	N.R.	N.R.	<70.0%
Unspecified Region	14	16	74	104	71.2%
Any Hispanic Hawaiian or Other Pacific Islander*	**33**	**48**	**182**	**263**	**69.2%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

There are many more Pacific Islander students in the graduation cohort than the number of Hawaiian students. Students identifying with at least one Pacific Islander ethnicity posted a graduation rate of 74.6 percent, while the graduation rate for Native Hawaiians was 73.6 percent (Table A16). Graduation rates for each of the detailed Hawaiian and Pacific Islander regional ethnic groups are tabulated in Table A17.

Table A16: shows the class of 2021 graduation outcomes by island region for the Native Hawaiian or Pacific Islander student group.

Ethnicity	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Specified Pacific Islanders	68	119	548	735	74.6%
Unspecified Pacific Islanders	50	64	303	417	72.7%
Pacific Islander Subtotal	**118**	**183**	**851**	**1,152**	**73.9%**
Native Hawaiian	**N.R.**	**N.R.**	**81**	**110**	**73.6%**
Native Hawaiian or Other Pacific Islander	N.R	N.R	N.R.	N.R.	>70.0%
Two or more Races-Hawaiian or Pacific Islander	37	55	443	535	82.8%
Any Hawaiian or Pacific Islander*	**175**	**248**	**1,392**	**1,815**	**76.7%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

Table A17: shows the graduation outcomes for students with Pacific Island ethnicities.

Pacific Islander Ethnicity	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Carolinian	N.R.	N.R.	N.R.	N.R.	N.R.
Chamorro	N.R.	N.R.	24	33	72.7%
Chuukese	N.R.	N.R.	N.R.	N.R.	N.R.
Fijian	N.R.	N.R.	27	38	71.1%
Guamanian-Chamorro	11	20	100	131	76.3%
Kiribati	N.R.	N.R.	N.R.	N.R.	N.R.
Kosraean	N.R.	N.R.	N.R.	N.R.	N.R.
Mariana Islander	N.R.	N.R.	N.R.	N.R.	>95.0%
Marshallese	N.R.	N.R.	34	49	69.4%
Melanesian	N.R.	N.R.	N.R.	N.R.	N.R.
Micronesian	12	36	72	120	60.0%
Palauan	N.R.	N.R.	N.R.	N.R.	N.R.
Pohpeian	N.R.	N.R.	N.R.	N.R.	N.R.
Samoan	28	37	239	304	78.6%
Tahitian	N.R.	N.R.	N.R.	N.R.	N.R.
Tongan	N.R.	N.R.	28	34	82.4%
Yapese	N.R.	N.R.	N.R.	N.R.	N.R.

* N.R. indicates data not reportable because of student counts of less than 10.

WHITE

The Task Force Guidance explains that the White student group be comprised of people having origins in Europe, the Middle East, or North Africa. In addition, students who identify with a Hispanic ethnicity and who are White are not included with the White student group used for federal reporting. White Non-Hispanic students in the class of 2021 posted a graduation rate of 84.2 percent (Table A18).

Table A18: shows the graduation outcomes for the White (Non-Hispanic) student group.

White	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Federal Reporting Code = 5	3,167	4,099	38,754	46,029*	84.2%

*Note: total represents an unduplicated student count.

More than 16,000 students identifying as White also identify as Hispanic or Latinx. As a group, these students posted a class of 2021 high school graduation rate of 78.0% (Table A19). The graduation rates range from a low of 55.9 percent for White students identifying with a Central American Hispanic ethnicity to a high of 84.5 percent for White students identifying with a Spaniard Hispanic ethnicity, which results in a within group difference of approximately 29 percentage points

Table A19: shows the graduation outcomes for White students identifying with a Hispanic ethnicity by region.

Hispanic White	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Caribbean Region	26	31	242	299	80.9%
Central American Region	82	170	320	572	55.9%
Latin American Region	34	35	232	301	77.1%
Mexican Region	920	1,102	7,578	9,600	78.9%
South American Region	30	51	409	490	83.5%
Spaniard	11	21	175	207	84.5%
Unspecified Region	575	487	3,734	4,796	77.9%
Any Hispanic White*	**1,661**	**1,872**	**12,523**	**16,056**	**78.0%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

The Task Force Guidance recommended that the White student group be disaggregated into a separate Middle Eastern and North African student group and an Eastern European student group. The class of 2021 graduation rates for the two groups and the aggregated group are summarized below (Table A20).

- Students identifying with Middle Eastern origins posted a graduation rate of 80.3 percent.
- Students identifying as North African posted a class of 2021 graduation rate of 92.3 percent.

Table A20: shows the graduation outcomes for the Middle Eastern and North African student group.

Region	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Middle East Subtotal	N.R.	N.R.	57	71	80.3%
North Africa Subtotal	N.R.	N.R.	12	13	92.3%
Any Middle East or North African*	**N.R.**	**N.R.**	**67**	**81**	**82.7%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

The Task Force Guidance recommends that detailed race and ethnicity data for the White student group be disaggregated into an Eastern European student group comprised of those identifying with the original peoples from Poland, Romania, Russia, Ukraine, Bosnia, and Herzegovina. Students identifying as Russian posted a graduation rate of 73.0 percent, while students identifying as Ukrainian posted a graduation rate of 53.3 percent. The class of 2021 graduation rates for the Eastern European group is tabulated in Table A21.

Table A21: shows the graduation outcomes for the Middle Eastern and North African student group.

Ethnicity	Continuing Students	Dropouts	Graduates	Students in Adjusted Cohort	Class of 2021 Graduation Rate
Bosnian	N.R.	N.R.	N.R.	N.R.	N.R.
Herzegovinian	N.R.	N.R.	N.R.	N.R.	N.R.
Polish	N.R.	N.R.	N.R.	N.R.	>80.0%
Romanian	N.R.	N.R.	N.R.	N.R.	N.R.
Russian	N.R.	N.R.	27	37	73.0%
Ukrainian	N.R.	N.R.	16	30	53.3%
Eastern European Specified	**N.R.**	**N.R.**	**59**	**86**	**68.6%**
Eastern European Unspecified	**N.R.**	**N.R.**	**36**	**41**	**87.8%**
Eastern European Total*	**11**	**23**	**95**	**127**	**74.8%**

*Note: total represents an unduplicated student count. N.R. indicates data not reportable because of student counts of less than 10.

Appendix B: Status of the Statewide Indicators

Summary Tables for Indicators of the Educational System Health – 2022 Report

Kindergartener Characteristics Demonstrating All Six WaKIDS Domains	2017-18	2018-19	2019-20	2020-21	2021-22
All Students	**46.7**	**45.7**	**51.5**	**N.D.**	**50.8**
American Indian / Alaskan Native	30.5	30.1	34.6	N.D.	35.9
Asian	56.9	56.9	63.0	N.D.	63.2
Black / African American	40.0	40.0	44.1	N.D.	45.8
Hispanic / Latinx	30.9	29.6	35.4	N.D.	35.4
Pacific Islander	29.1	30.8	33.1	N.D.	34.1
White	52.7	51.4	57.5	N.D.	57.3
Two or More Races	50.7	50.7	56.0	N.D.	53.8
Limited English	30.7	30.0	35.8	N.D.	34.3
Low-Income*	31.5	30.5	35.4	N.D.	35.7
Students with Disabilities	18.5	18.0	22.4	N.D.	22.5
Female	51.4	50.4	56.3	N.D.	55.2
Male	42.2	41.4	47.1	N.D.	46.8
Gender X	N.D.	N.D.	50.8	N.D.	41.0
Homeless	26.8	24.7	30.3	N.D.	30.8
Migrant	21.2	8.9	21.6	N.D.	N.D.

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. The 2020-21 WaKIDS administration was cancelled due to the COVID pandemic.

4th Grade SBA ELA	Actual 2017-18	Actual 2018-19	Actual 2020-21*	Actual 2021-22
All Students	**57.3**	**56.9**	**46.5**	**48.9**
American Indian / Alaskan Native	28.2	26.9	19.7	22.5
Asian	76.1	75.1	67.5	71.2
Black / African American	37.5	40.3	30.4	34.1
Hispanic or Latinx	39.7	39.3	29.4	31.4
Native Hawaiian or Pacific Islander	35.9	33.6	21.6	24.2
White	65.1	64.6	53.8	55.7
Two or More Races	59.9	59.7	50.1	52.8
Limited English	16.7	15.5	7.3	13.8
Low-Income*	41.3	40.8	29.2	31.6
Students with a Disability	23.7	24.4	16.8	21.1
Female	60.9	60.3	49.1	52.0
Male	53.9	53.6	42.5	45.9
Gender X	N.D.	27.3	58.3	53.6
Homeless	31.9	30.5	19.8	22.5
Migrant	28.2	25.1	16.1	19.7

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. The 2020-21 assessment was administered in the fall 2021 but per OSPI, is considered part of the 2020–21 testing year.

8th Grade SBA Math	Actual 2017-18	Actual 2018-19	Actual Fall 2021*	Actual 2021-22
All Students	**47.5**	**45.8**	**26.0**	**32.1**
American Indian / Alaskan Native	21.1	18.0	8.5	11.6
Asian	73.0	72.9	54.4	61.5
Black / African American	25.4	23.6	10.2	14.1
Hispanic / Latino	30.2	28.3	11.7	16.7
Native Hawaiian / Pacific Islander	26.0	21.4	6.9	9.8
White	53.7	52.4	30.9	37.9
Two or More	49.0	46.0	27.0	32.4
Limited English	10.3	9.6	3.2	5.0
Low-Income	30.4	28.2	11.8	16.5
Special Education	8.7	9.3	3.9	6.2
Female	49.6	47.3	31.0	31.0
Male	45.5	44.3	35.4	33.2
Gender X	N.D.	18.2	32.4	31.3
Homeless	19.9	17.1	9.6	9.0
Migrant	22.3	21.1	11.4	11.0

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. The 2020-21 assessment was administered in the fall 2021 but per OSPI, is considered part of the 2020–21 testing year.

4-Year Adjusted Cohort Graduation Rate	Class of 2018-19	Class of 2019-20	Class of 2020-21	2020-21 Target	Difference*
All Students	**80.9**	**82.9**	**82.5**	**83.6**	**-1.1**
American Indian / Alaskan Native	61.7	69.8	67.1	72.2	-51
Asian	90.4	91.1	92.2	88.5	3.7
Black / African American	73.6	76.3	77.7	78.9	-1.2
Hispanic / Latinx	75.7	77.7	77.6	79.6	-2.0
Native Hawaiian / Pacific Islander	74.4	77.3	75.3	76.9	-1.6
White	82.8	84.7	84.2	85.2	-1.0
Two or More Races	81.2	83.9	81.8	83.8	-2.0
Limited English	62.4	68.4	68.9	70.7	-1.8
Low-Income*	72.1	75.1	73.9	78.0	-4.1
Students with a Disability	62.1	64.5	63.9	71.6	-7.7
Female	84.0	86.0	85.8	85.6	0.2
Male	78.1	80.0	79.7	81.8	-2.1
Gender X	70.8	67.5	48.2	N.D.	N.D.
Homeless	55.8	59.4	59.2	68.3	-9.1
Migrant	73.6	75.5	74.4	76.9	-2.5

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. The Difference in percentage points is the actual value (rate) minus the Target value. A negative difference means the actual performance is lower than the Target. A positive difference means the actual performance exceeded the Target. Numbers may not add up as shown because of rounding.

Readiness for College Course Taking	2016-17 Graduates	2017-18 Graduates	2018-19 Graduates	2019-20 Target	Difference*
All Students	81.9	83.8	85.9	84.8	1.1
American Indian / Alaskan Native	71.7	76.3	78.9	82.4	-3.5
Asian	88.8	90.6	91.7	87.8	3.9
Black / African American	74.1	76.6	78.4	81.1	-2.7
Hispanic / Latinx	68.7	70.4	78.3	78.2	0.1
Hawaiian or Pacific Islander	80.1	78.7	79.6	83.7	-4.1
White	84.7	86.7	88.6	85.9	2.6
Two or More	84.5	84.6	85.7	85.4	0.3
Limited English	54.8	55.9	61.6	73.6	-12.0
Low-Income	72.5	74.4	77.5	80.3	-2.7
Students with Disabilities	58.9	64.9	66.8	74.5	-7.8
Female	81.9	83.6	85.6	84.5	1.1
Male	81.9	84.0	86.2	85.2	1.0

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. The Difference in percentage points is the performance (rate) of the graduates minus the Target value. A negative difference means the performance is lower than the Target. A positive difference means the performance exceeded the Target.

2nd Quarter Postsecondary Engagement	2014-15 Graduates	2015-16 Graduates	2016-17 Graduates	2016-17 Target	Difference*
All Students	**80.2**	**80.5**	**80.1**	**82.2**	**-2.1**
American Indian / Alaskan Native	63.3	65.0	66.5	68.6	-2.1
Asian	86.1	85.4	86.6	86.9	-0.3
Black / African American	79.6	80.0	81.3	81.7	-0.4
Hispanic / Latinx	76.4	76.5	76.3	79.1	-2.8
Native Hawaiian / Pacific Islander	73.8	66.7	72.9	77.0	-4.1
White	80.8	81.4	80.7	82.7	-2.0
Two or More Races	81.0	81.5	79.7	82.8	-3.1
Limited English	69.9	65.4	66.7	73.9	-7.2
Low-Income*	75.5	74.7	74.0	78.4	-4.4
Students with a Disability	59.7	58.9	58.3	65.7	-7.4
Female	82.6	82.7	83.0	84.1	-1.1
Male	77.7	78.3	77.2	80.2	-3.0

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. The Difference in percentage points is the actual value (rate) minus the Target value. A negative difference means the actual performance is lower than the Target.

Appendix C: Updated Information on the Class of 2022 High School Graduation

This update is provided, as the class of 2022 graduation data was publicly released after submission of the December 2022 System Health report.

Since the 2019-20 school year, the graduation rate for the All Students group declined 0.4 percentage points in the 2020-21 school year and declines by another 0.2 percentage points in the 2021-22 school year. Over the three most recent school years, the following is noteworthy.

- The Black African American student group graduation rate increased 5.0 percentage points.
- The Asian, Hispanic, Native Hawaiian/Pacific Islander, and Two or more Races groups increased less than 1.0 percentage points over the three most recent cohorts.
- The graduate rates for the English learner, low-income, and special education student groups increased less than 1.0 percentage points over the three most recent cohorts.
- The American Indian/Alaskan Native graduation rate declined 2.0 percentage points from the 2019-20 school year.

Table C1: shows the four-year, adjusted cohort, graduation rate for student groups for the three most recent school years.

4-Year Adjusted Cohort Graduation Rate	Class of 2019-20	Class of 2020-21	Class of 2021-22	2021-22 Target	Difference*
All Students	**82.9**	**82.5**	**82.3**	**84.7**	**-2.4**
American Indian / Alaskan Native	69.8	67.1	67.8	75.2	-7.4
Asian	91.1	92.2	92.0	88.7	3.3
Black / African American	76.3	77.7	81.3	80.8	0.6
Hispanic / Latinx	77.7	77.6	78.5	81.3	-2.8
Native Hawaiian / Pacific Islander	77.3	75.3	77.9	79.1	-1.1
White	84.7	84.2	82.8	86.0	-3.2
Two or More Races	83.9	81.8	83.8	84.9	-1.1
Limited English	68.4	68.9	69.8	73.9	-4.1
Low-Income*	75.1	73.9	75.3	80.0	-4.7
Students with a Disability	64.5	63.9	65.3	74.7	-9.4
Female	86.0	85.8	85.1	86.3	-1.2
Male	80.0	79.7	79.9	83.2	-2.1
Gender X	67.5	48.2	57.7	N.D.	N.D.
Homeless	59.4	59.2	60.9	72.0	-11.1
Migrant	75.5	74.4	77.2	79.1	-1.8

*Notes: refers to the students qualifying for the Free and Reduced Price Lunch program. N.D. indicates no data. The Difference in percentage points is the actual value (rate) minus the Target value. A negative difference means the actual performance is lower than the Target. A positive difference means the actual performance exceeded the Target. Numbers may not add up as shown because of rounding.