



THE WASHINGTON STATE BOARD OF EDUCATION

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Data Update - Statewide Indicators of the Educational System

Shortly after the November Washington State Board of Education (SBE) meeting, SBE staff discovered errors in a data table (8th Grade Math) that fed other data elements in other meeting documents but did not in any way change the conclusions. This document was created for the purpose of reporting the corrected information.

022b Statewide Indicators Report Outline_102616, page 4 should be replaced with the correct table shown below. The impacted value is highlighted in the cell outlined in red.

Table 2 shows the status of each of the specified statewide indicators described in this report.

Indicator	Most Recent Year	Measure (%)	Target (%)	Meeting Targets?	Improving?
Kindergarten Readiness	2015-16	44.2	51.8	NO	YES
4 th Grade Reading	2015-16	57.0	(Reset in 2015-16)	New Baseline	YES
8 th Grade Math	2015-16	47.8	(Reset in 2015-16)	New Baseline	YES
High School Graduation	2014-15	78.1	81.9	NO	YES
Quality of High School Diploma	2012-13	73.3	75.5	TBD	YES
Post-Secondary Attainment* and Workforce	2014	42	TBD	TBD	TBD
<p>*Note: The Post-Secondary Attainment measure examines the graduating class of 2006 eight years later to measure the rate of attainment. TBD = To Be Determined, NA = Not Applicable</p>					



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022b Statewide Indicators Report Outline_102616, page 5 should be replaced with the correct table shown below. The impacted values are highlighted in the cells outlined in red.

Table 3: Shows the percentage point increase actually attained (Act) compared to the percentage point increase required to meet annual targets for the federally reported student groups.

Student Group	Kindergarten Readiness		4th Grade Reading		8th Grade Math		High School Graduation		Quality of High School Diploma	
	Annual Step		Annual Step		Annual Step		Annual Step		Annual Step	
	Act	Req	Act	Req	Act	Req	Act	Req	Act	Req
All Students	4.7%	4.4%	2.4%	3.2%	1.7	3.8	0.8%	1.7%	0.5%	1.9%
Black / African American	1.9%	4.4%	2.3%	4.5%	1.8	5.3	1.0%	2.3%	1.4%	2.6%
American Indian / Alaskan Native	0.8%	4.9%	3.4%	5.1%	1.1	5.9	2.7%	2.9%	3.9%	2.6%
Asian	8.3%	4.2%	2.3%	1.9%	2.7	1.9	1.2%	1.1%	0.7%	1.5%
Hispanic / Latino	6.0%	5.2%	2.7%	4.5%	1.1	5.1	2.3%	2.4%	1.3%	3.2%
Pacific Islander / Native Hawaiian	3.7%	5.0%	1.4%	4.6%	-1.5	5.2	2.4%	2.5%	-4.4%	2.4%
White	2.0%	3.7%	2.4%	2.6%	2.0	3.4	0.4%	1.4%	0.8%	1.7%
Two or More	2.9%	3.9%	2.4%	3.1%	0.7	3.7	2.4%	1.7%	-1.2%	1.9%
Students with a Disability	2.4%	5.9%	0.6%	5.4%	0.6	6.4	2.2%	3.0%	2.0%	4.0%
Limited English	6.8%	5.5%	3.2%	5.8%	-0.1	6.3	2.1%	3.3%	0.9%	4.6%
Low-Income	3.1%	4.9%	2.3%	4.4%	0.2	5.0	1.6%	2.3%	0.3%	2.9%

Notes: All values in the table represent the actual (Act) percentage point increase in the most recent year from the prior year and the required (Req) annual step increase in percentage points to meet attainment targets. The results for the Post-Secondary Attainment and Workforce indicator are not shown, as only one year of results have been supplied and reported by the Washington ERDC.

Green Cells show where the increased performance of a student group met or exceeded the annual required target. Gray cells show where a group's performance increased but not enough to meet the annual target. So for most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets. Red cells show where performance declined.



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Pages 6-7 of 022c_Statewide Indicators Data_ONLINE PACKET ONLY has been updated with the new table and text shown below.

8th Grade Math

The indicator is the percentage of 8th grade students meeting or exceeding standards on the 8th grade MSP Math Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 8th Grade Math Indicator be replaced with the 8th Grade High School Readiness Indicator. Because Washington transitioned to the SBA in the 2014-15 school year, the specified indicator should be referred to as the 8th Grade Math indicator as measured by the 8th Grade SBA in Math.

A reset baseline value for the All Students group of 47.0 percent was computed for the 2014-15 and 2015-16 assessment results which also resulted in a 3.8 percentage point annual step increase. The Asian student group is the highest performing and needs to improve by 1.9 percentage points per year to meet the long-term goal, while two other student groups must improve by more than 6.0 percentage points annually to meet their long-term goals. Student groups that are currently performing at lower levels must make large annual gains to meet the gap reduction targets.

Table A4: Performance on the 8th Grade Math Indicator by ESEA subgroup

	2014-15 SBA	2015-16 SBA	2-Year Baseline	2016-17 Target	Yearly Step*
All Students	46.1%	47.8%	47.0%	50.7%	3.8
Black / African American	25.2%	27.0%	26.1%	31.4%	5.3
American Indian / Alaskan Native	20.9%	22.0%	21.5%	27.1%	5.6
Asian	71.5%	74.2%	72.9%	74.8%	1.9
Hispanic / Latino	28.5%	29.6%	29.1%	34.1%	5.1
Native Hawaiian / Pacific Islander	27.9%	26.4%	27.2%	32.4%	5.2
White	51.6%	53.6%	52.6%	56.0%	3.4
Two or More	48.1%	48.8%	48.5%	52.1%	3.7
Students with a Disability	10.1%	10.7%	10.4%	16.8%	6.4
Limited English	11.7%	11.6%	11.7%	18.0%	6.3
Low-Income	30.2%	30.4%	30.3%	35.3%	5.0

*Note: Annual step increase is shown as percentage points.