

Performance Gaps Any Groups Left Behind?



ANDREW J. PARR, SENIOR POLICY ANALYST
WASHINGTON STATE BOARD OF EDUCATION

SEPTEMBER 9, 2014



Presentation Roadmap



- **Changing Landscape of Education**
 - ✦ Enrollment and demographic changes
- **Examining performance gaps**
 - ✦ Through the lens of the Achievement Index
 - ✦ Through the lens of MSP proficiency data
 - ✦ Through the lens of the SGP Growth Model
 - ✦ Preschool through High School Graduation

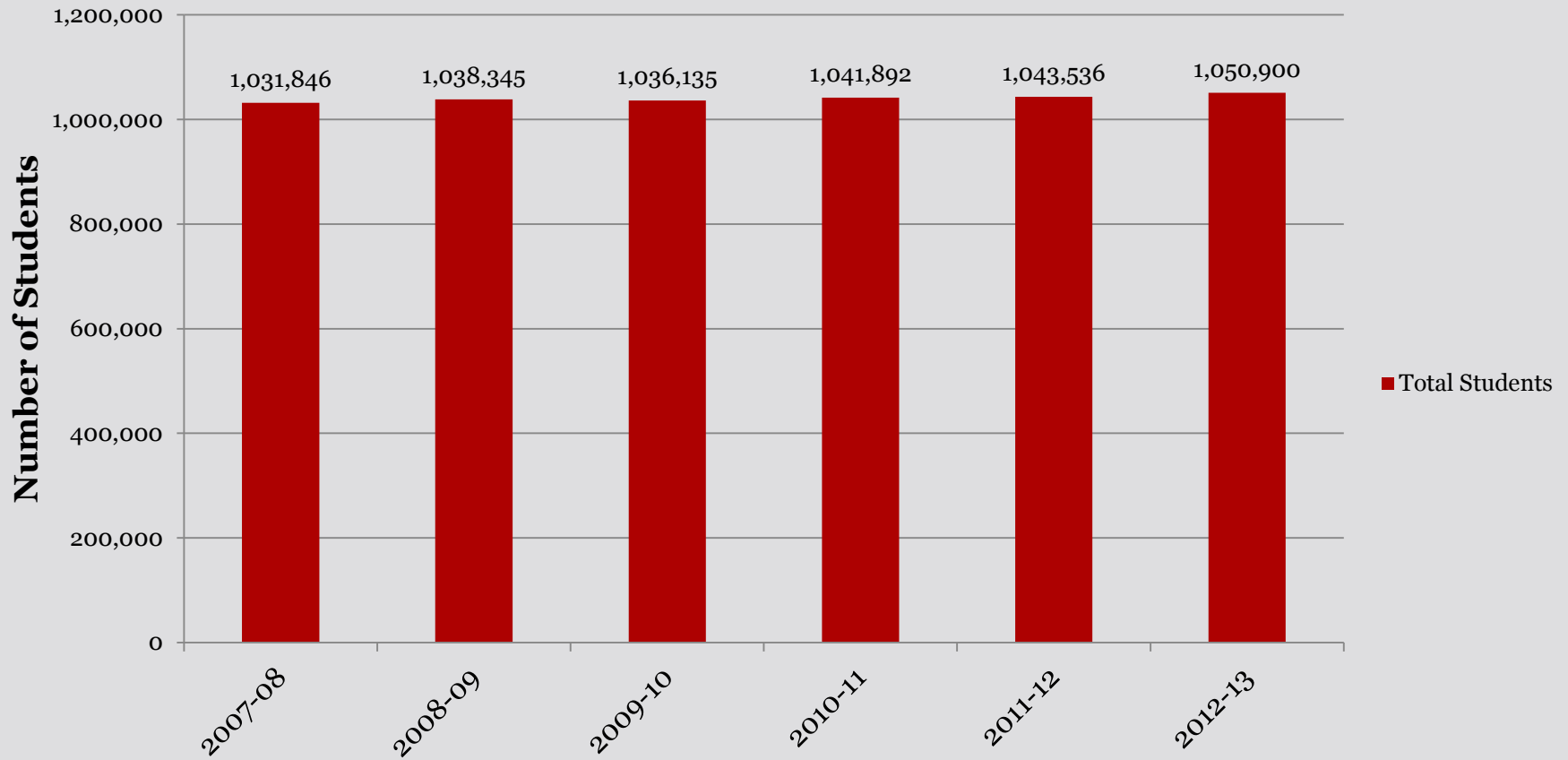
How you do prefer to view performance gaps? What gap do we report?



School Enrollment Increases



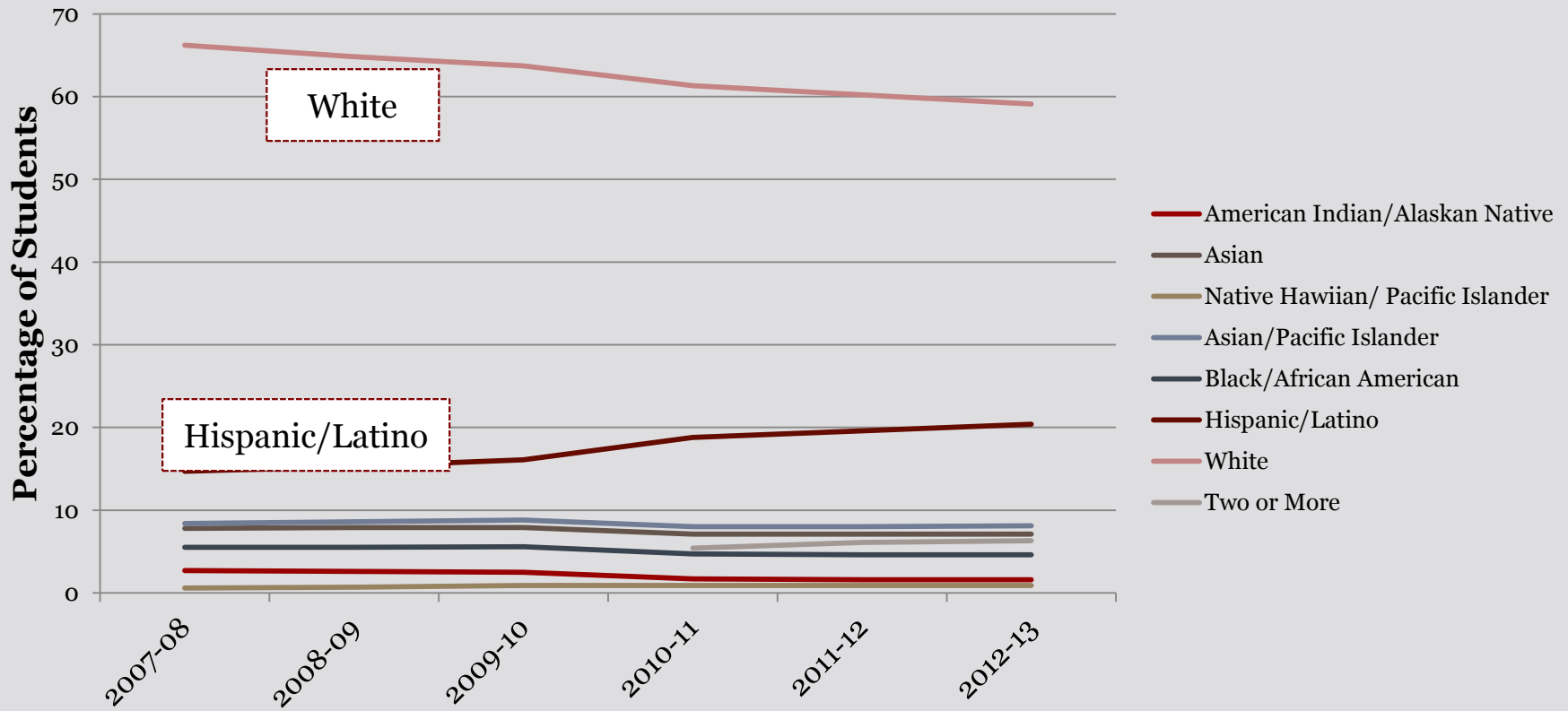
Public School Enrollment



Demographics Are Changing



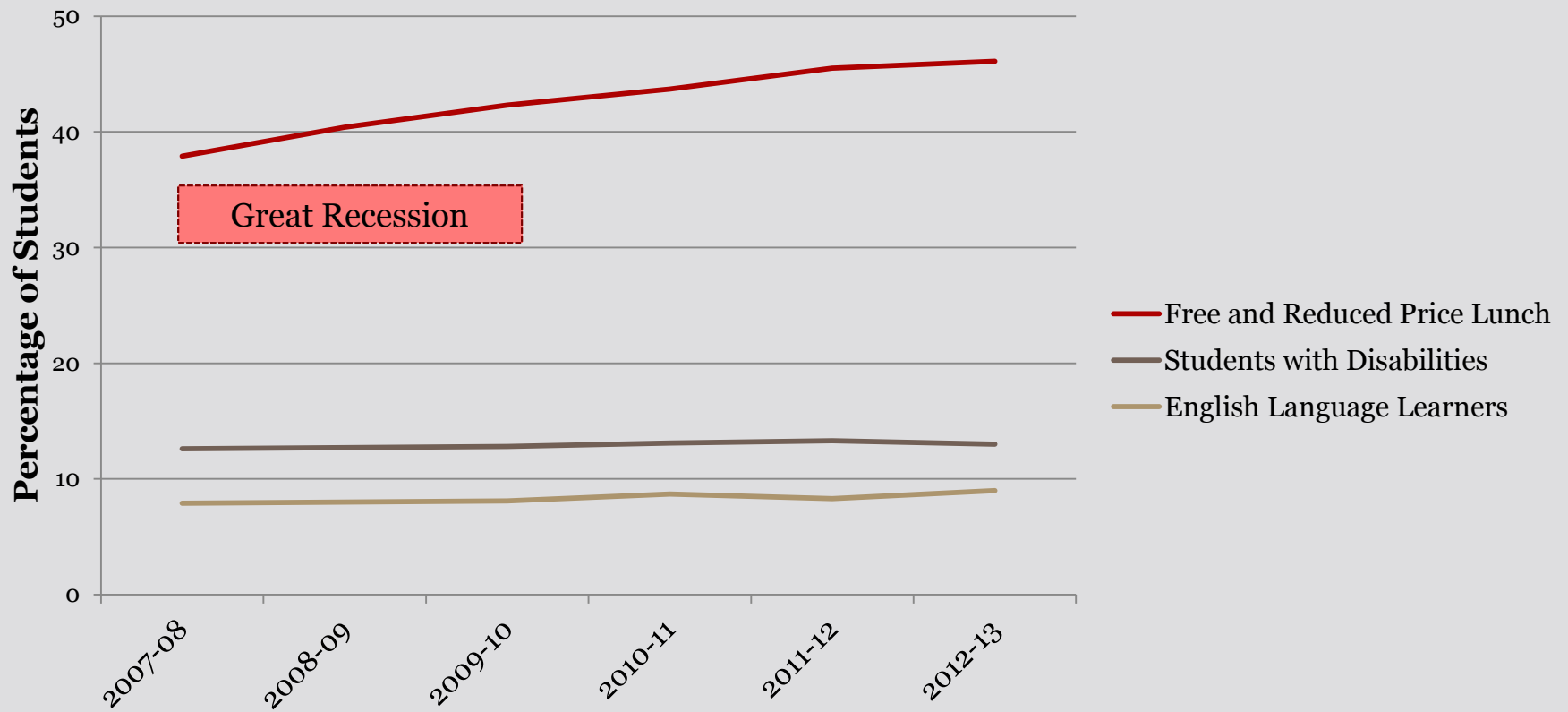
Changing Demographics Race and Ethnicity



More Low Income Students



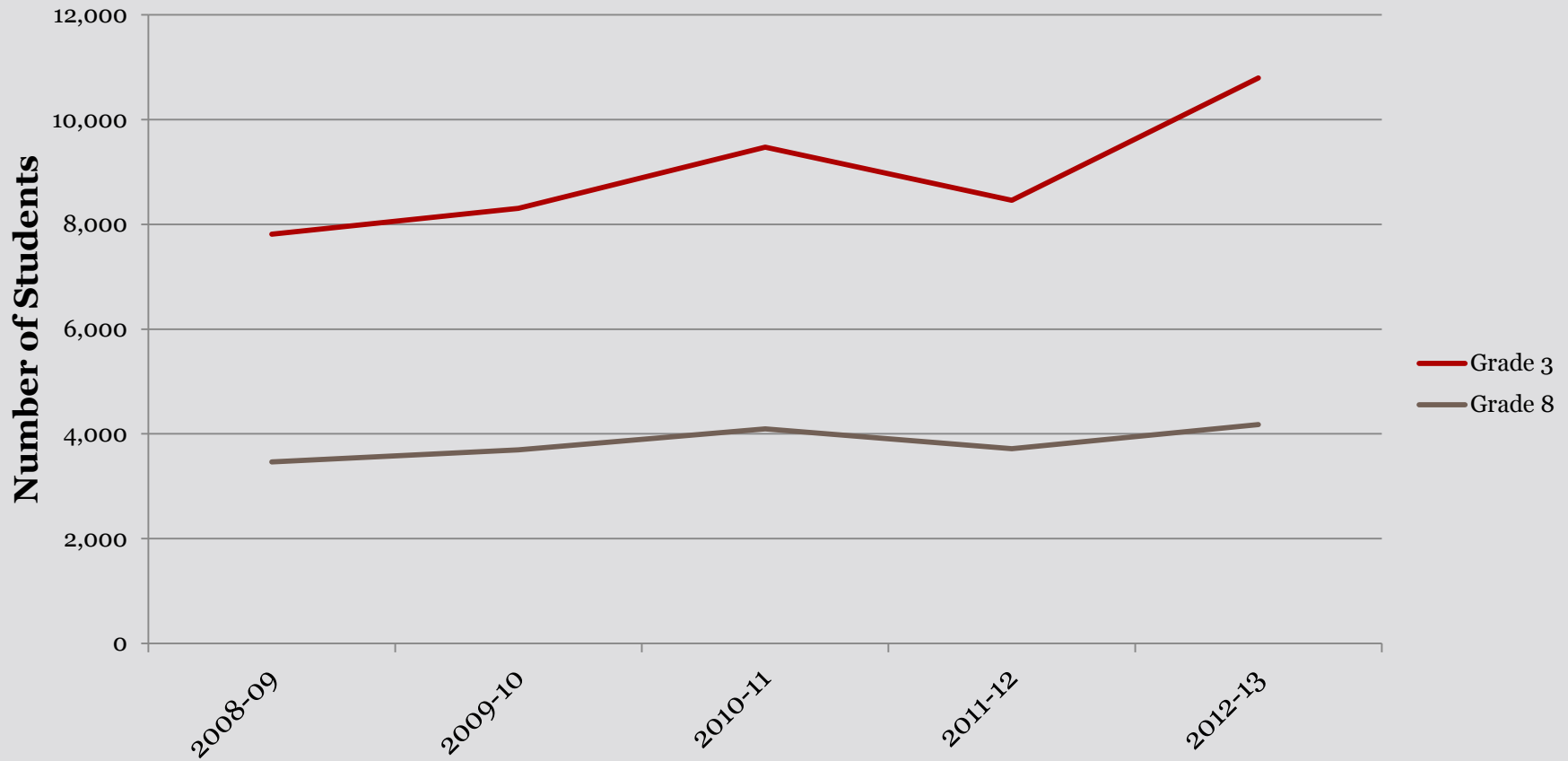
Changing Demographics Other ESEA Subgroups



More Bilingual Students



WELPA Enrollment

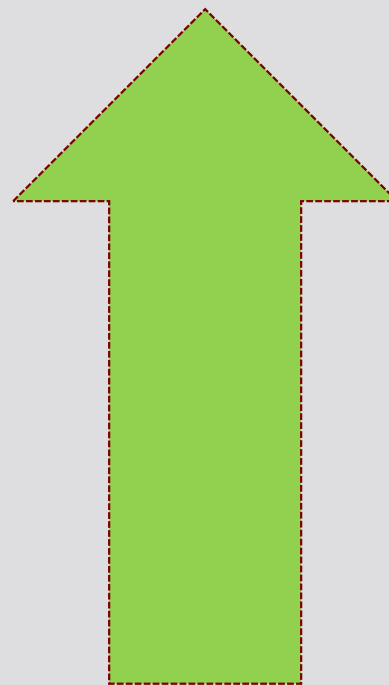


Do you think the educational system has changed in a manner that supports our evolving population?

- Hispanic and Latino Students
- Students qualifying for Free and Reduced Price Lunch
- Bilingual Students

As the state's student demographics change, you might expect that student outcomes also change.

All groups increasing



One Way to View Gaps

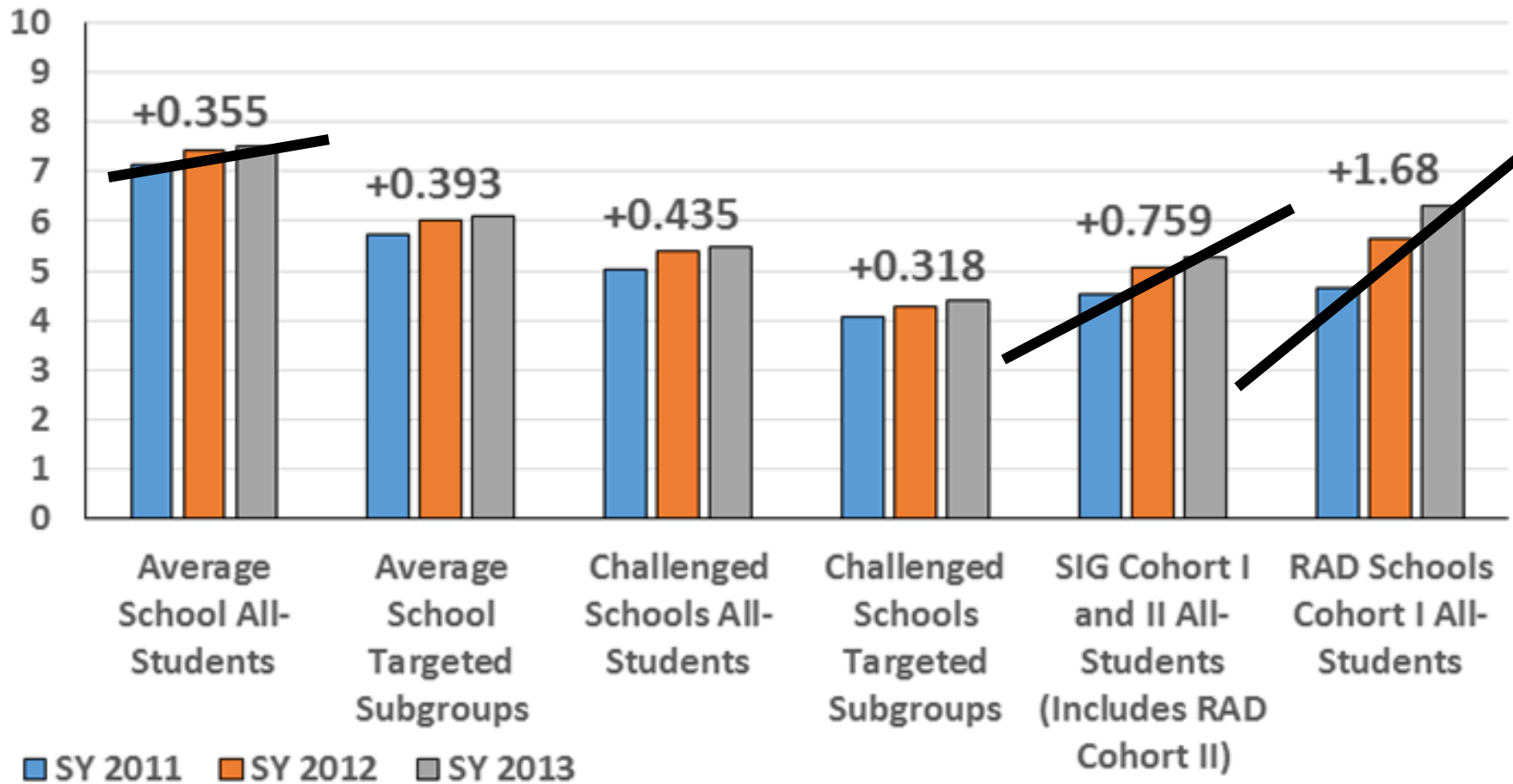


MEASURING GAPS THROUGH THE ACHIEVEMENT INDEX



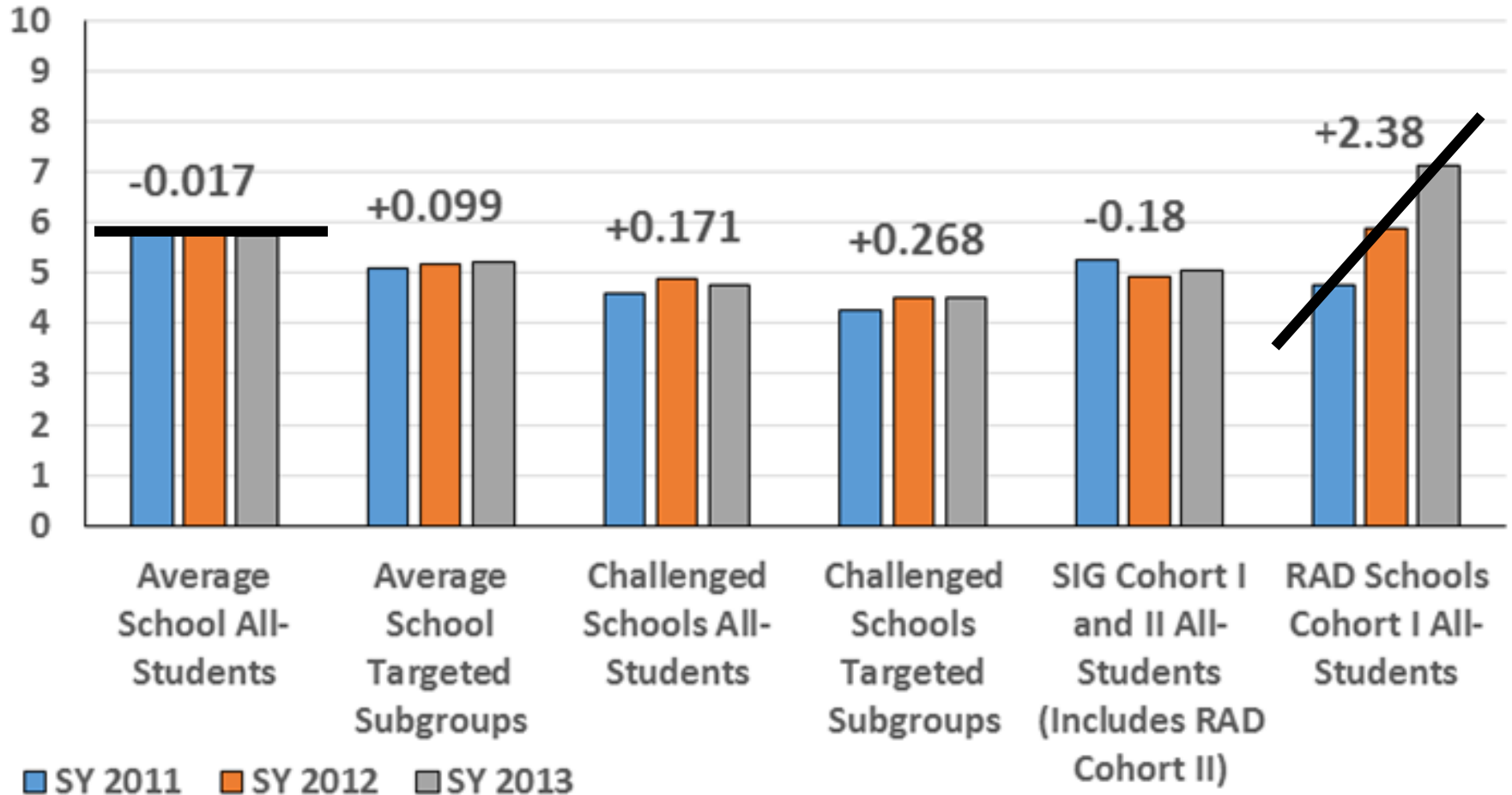
Progress of the Accountability System

Combined Proficiency Index Rating

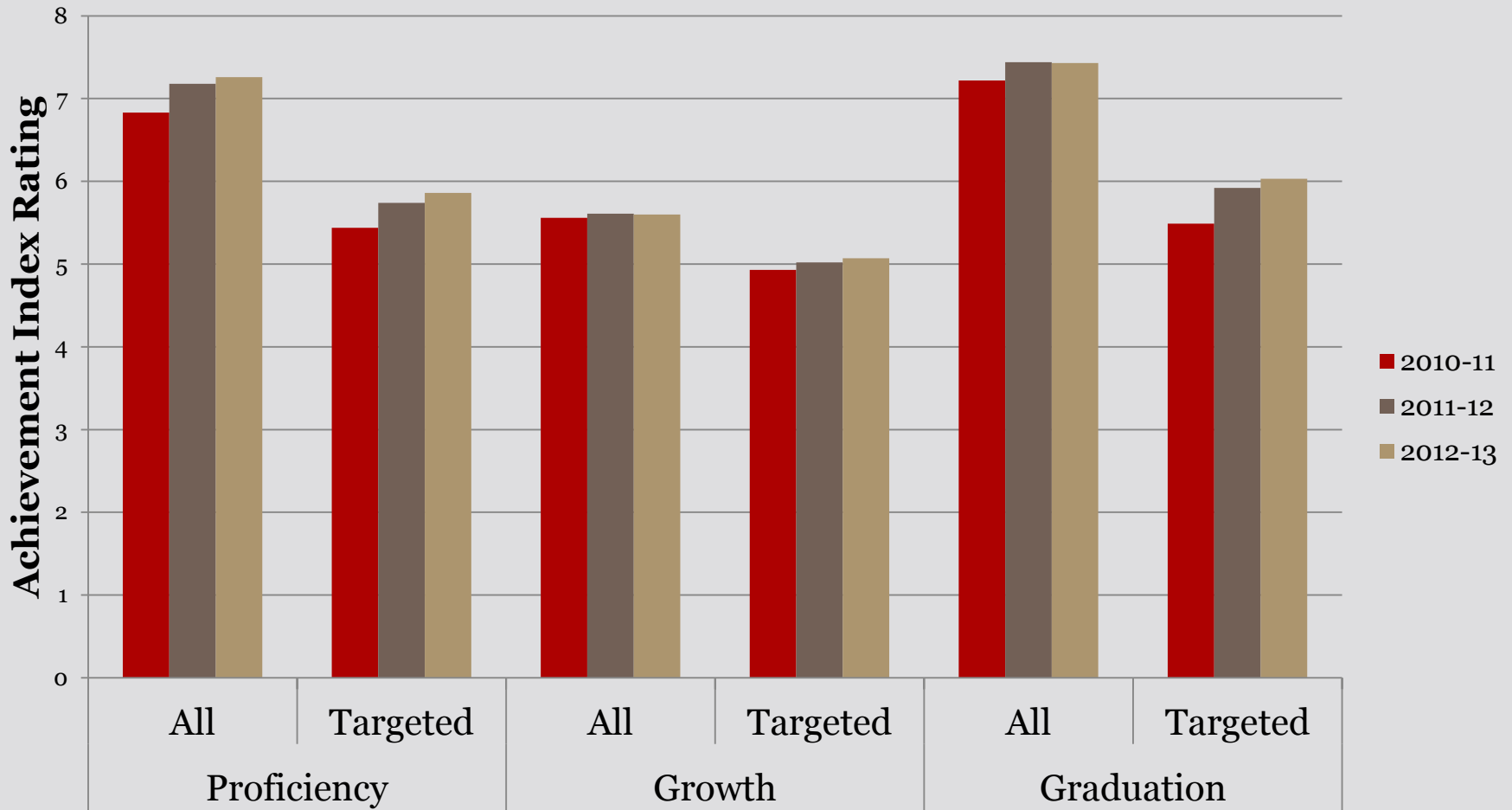


Progress of the Accountability System

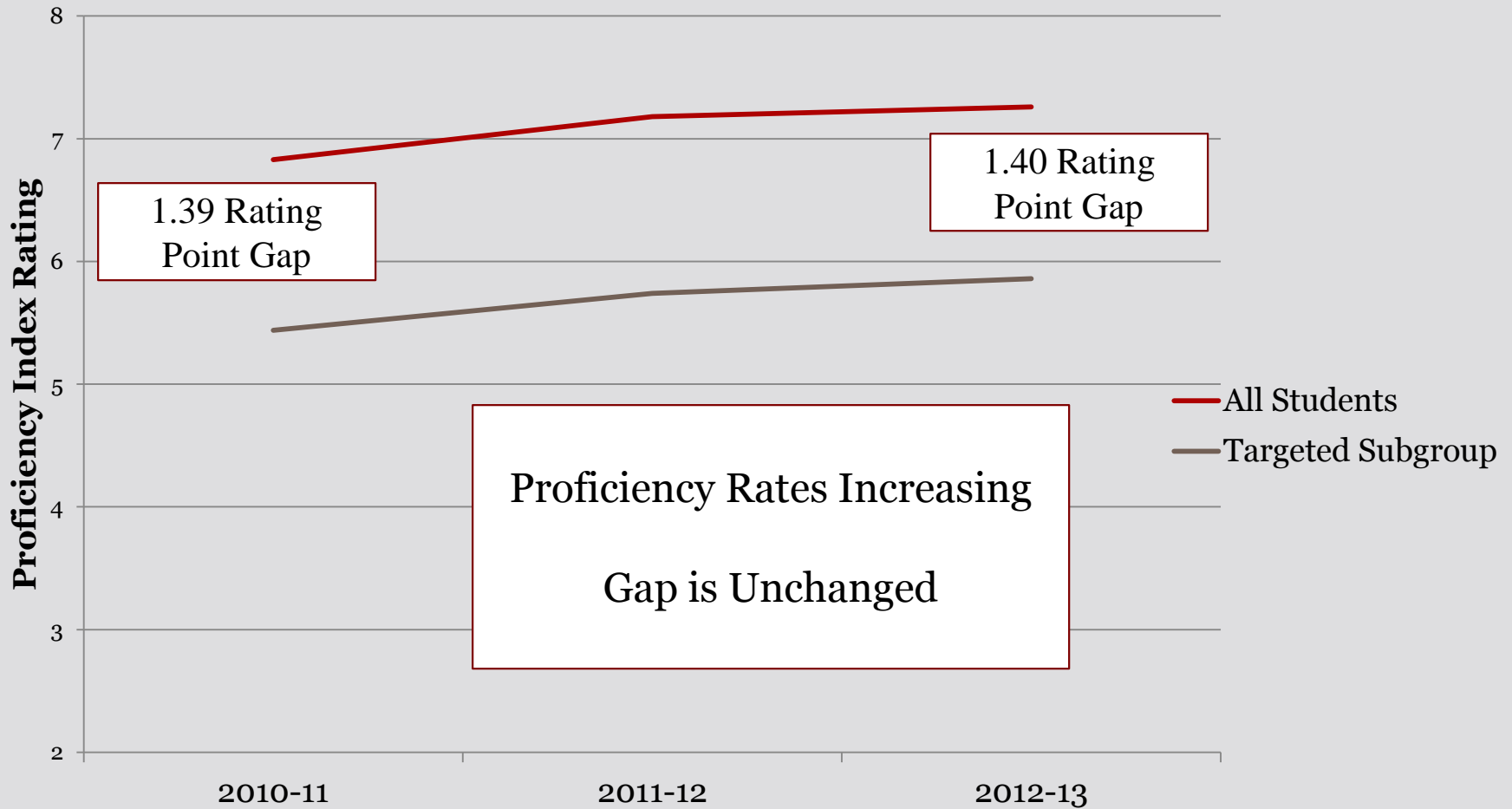
Combined Growth Index Rating



Index Rating Gaps

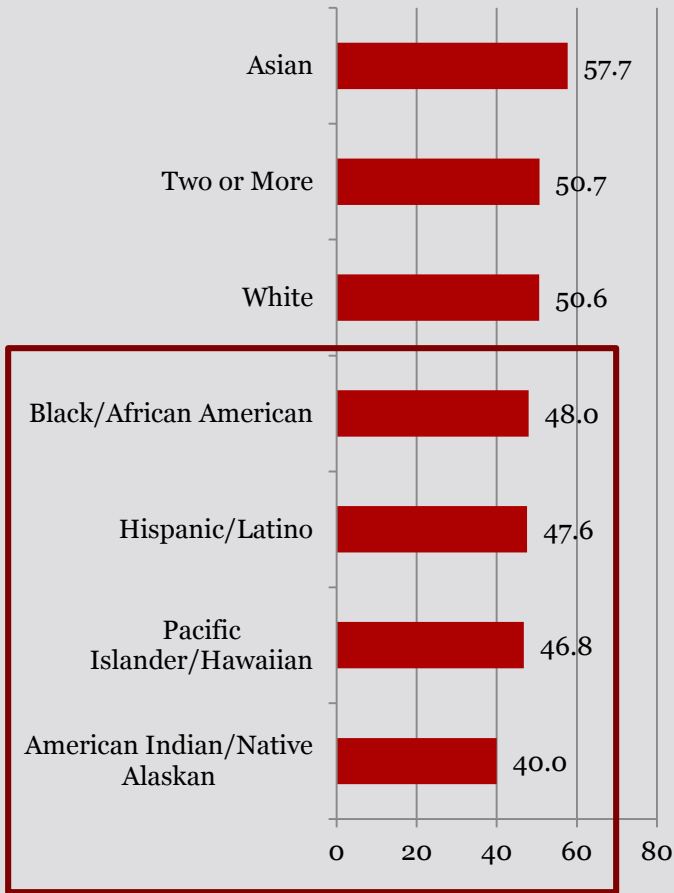


Proficiency Index Rating Gap

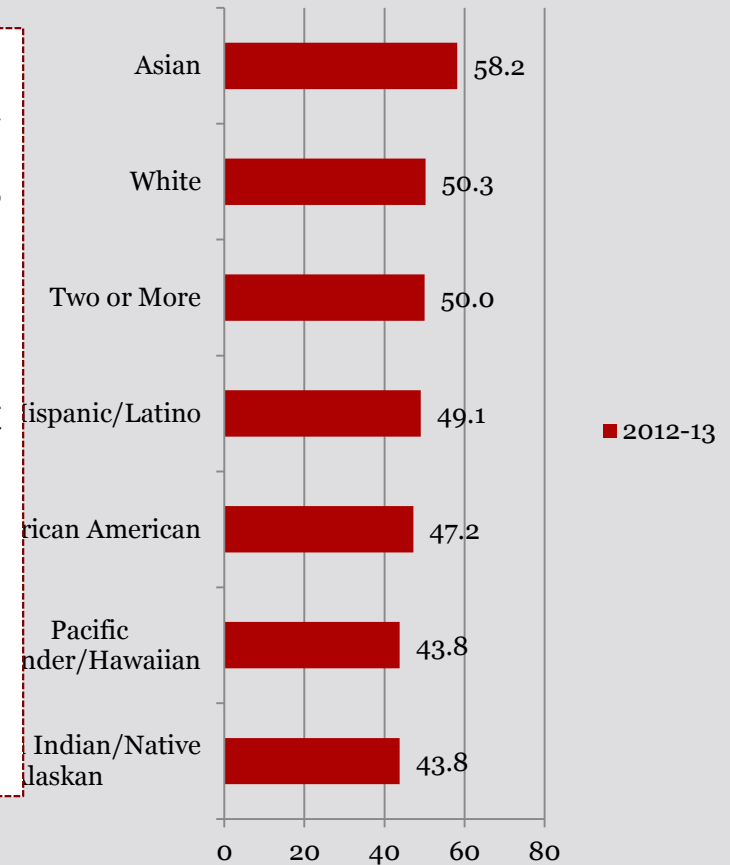


Growth Model (SGPs) by Race/Ethnicity

2012-13 Reading SGP



2012-13 Math SGP



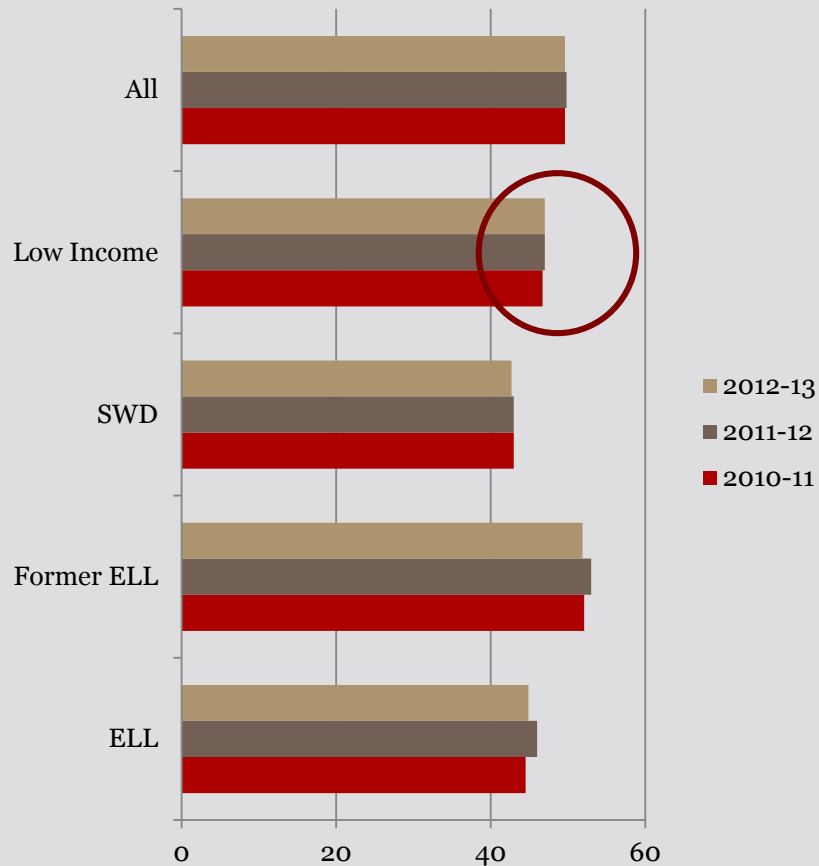
For proficiency gaps to narrow, the growth rates for the Targeted Subgroup must exceed the growth rates for the Not Targeted Subgroup.



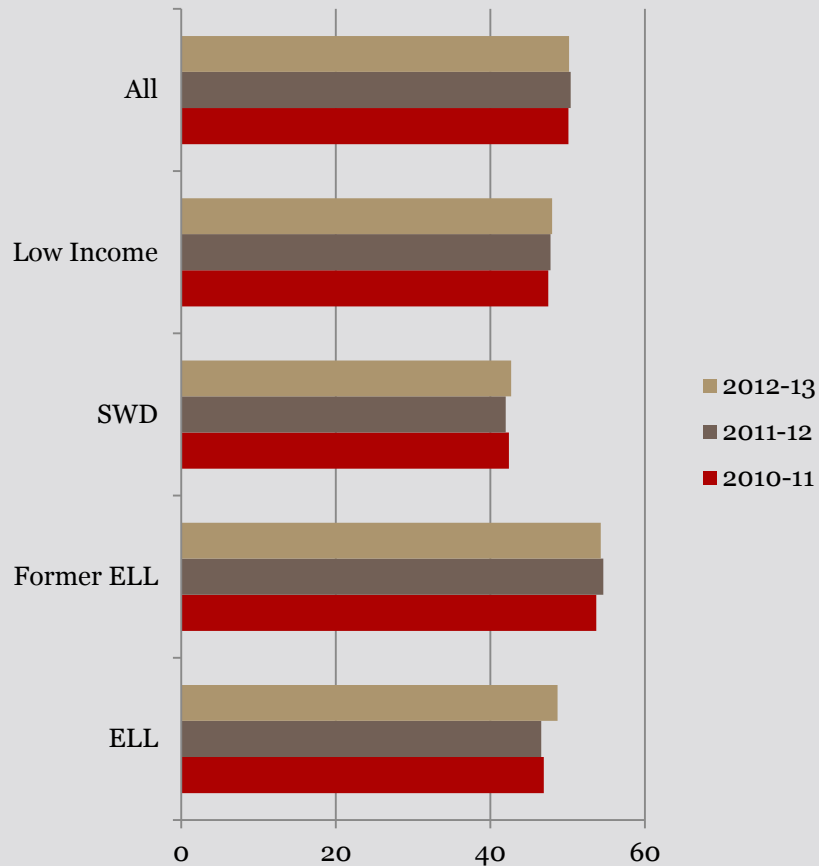
SGPs Over Time

Median SGPs do not change much from year to year, especially for large groups.

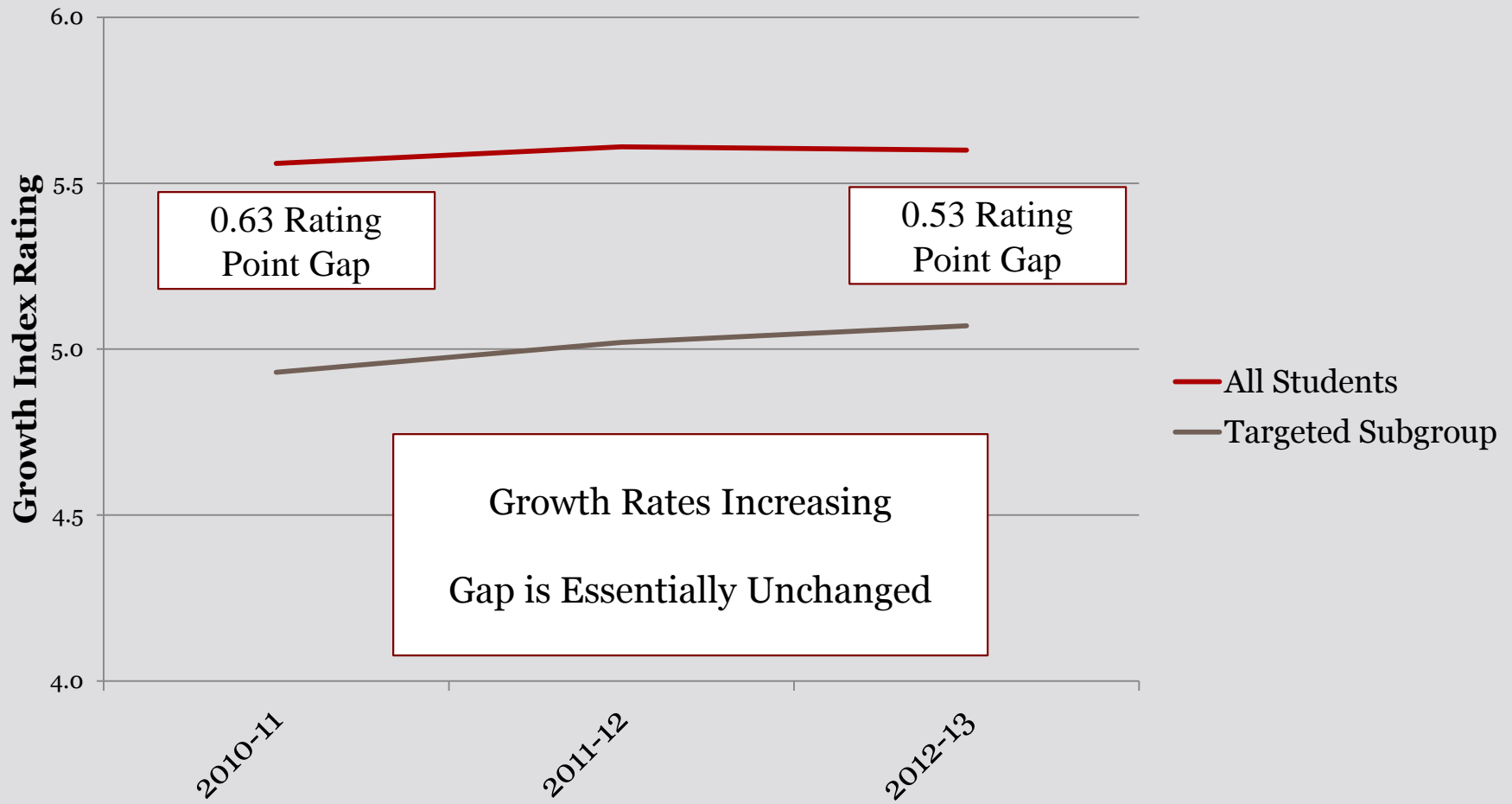
Reading SGP by Subgroup



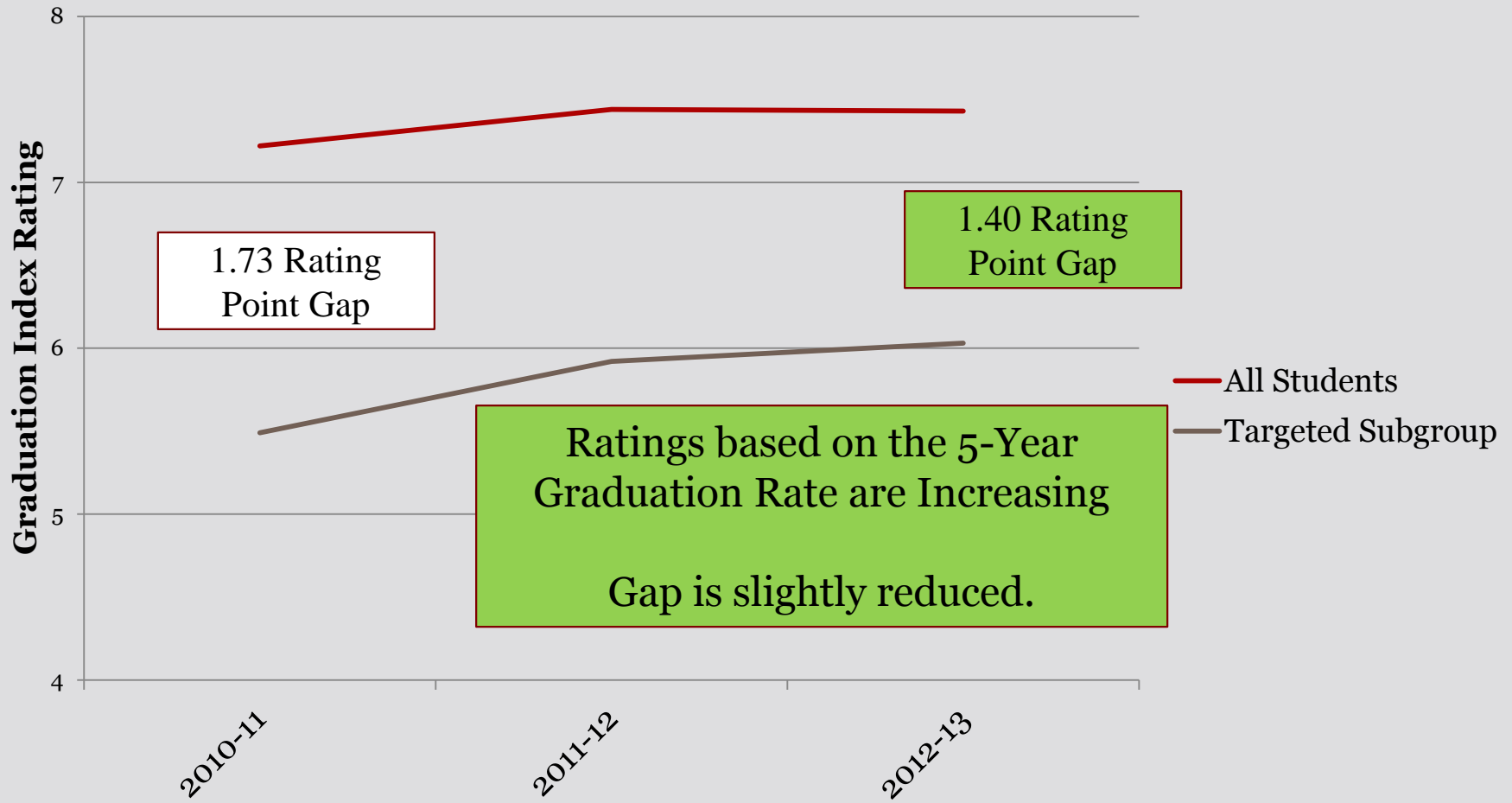
Math SGP by Subgroup



Growth Index Rating Gap



Graduation Index Rating Gap



Stop and Think



- At current rates and based on this Index data, it will take at least 15 to 20 years or more to really make a dent in the performance gaps.
- The current plan is total elimination of gaps and 100 percent goal attainment by 2027 – just 13 years down the road.

How would you respond to a constituent claiming that the 2027 goal attainment is unrealistic?



The Beginning of Gaps



EARLY CHILDHOOD EDUCATION



Opportunity Gaps



- **Family Structure**
 - ✦ Parent(s) Education
 - ✦ Parent(s) Employment
 - ✦ Housing
- **Poverty**
- **Health**
- **Language**
- **Mobility**



Stop and Think



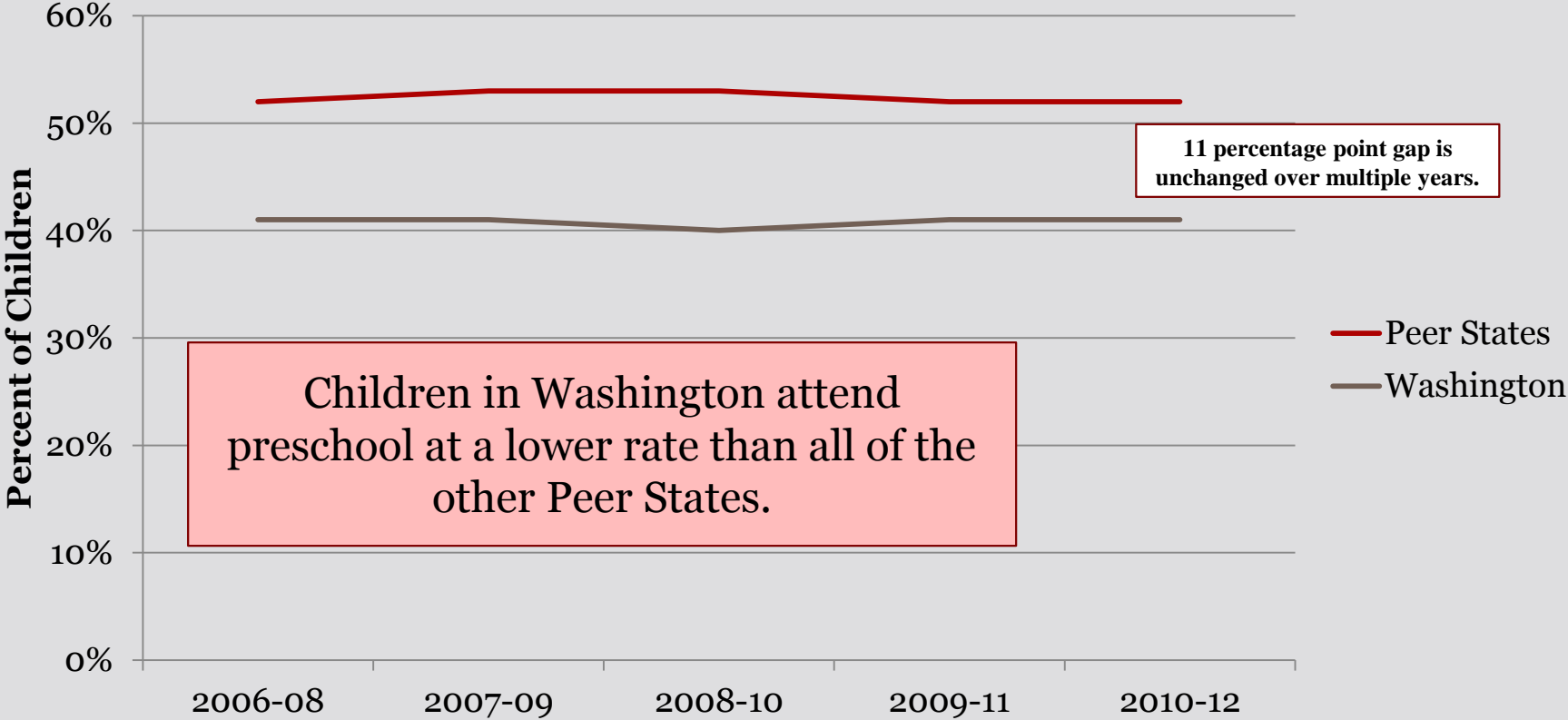
At which school level (Pre-K, elementary, middle, high school, or beyond) do you believe performance gaps to be the greatest? And the smallest?



Early Childhood Education - Participation



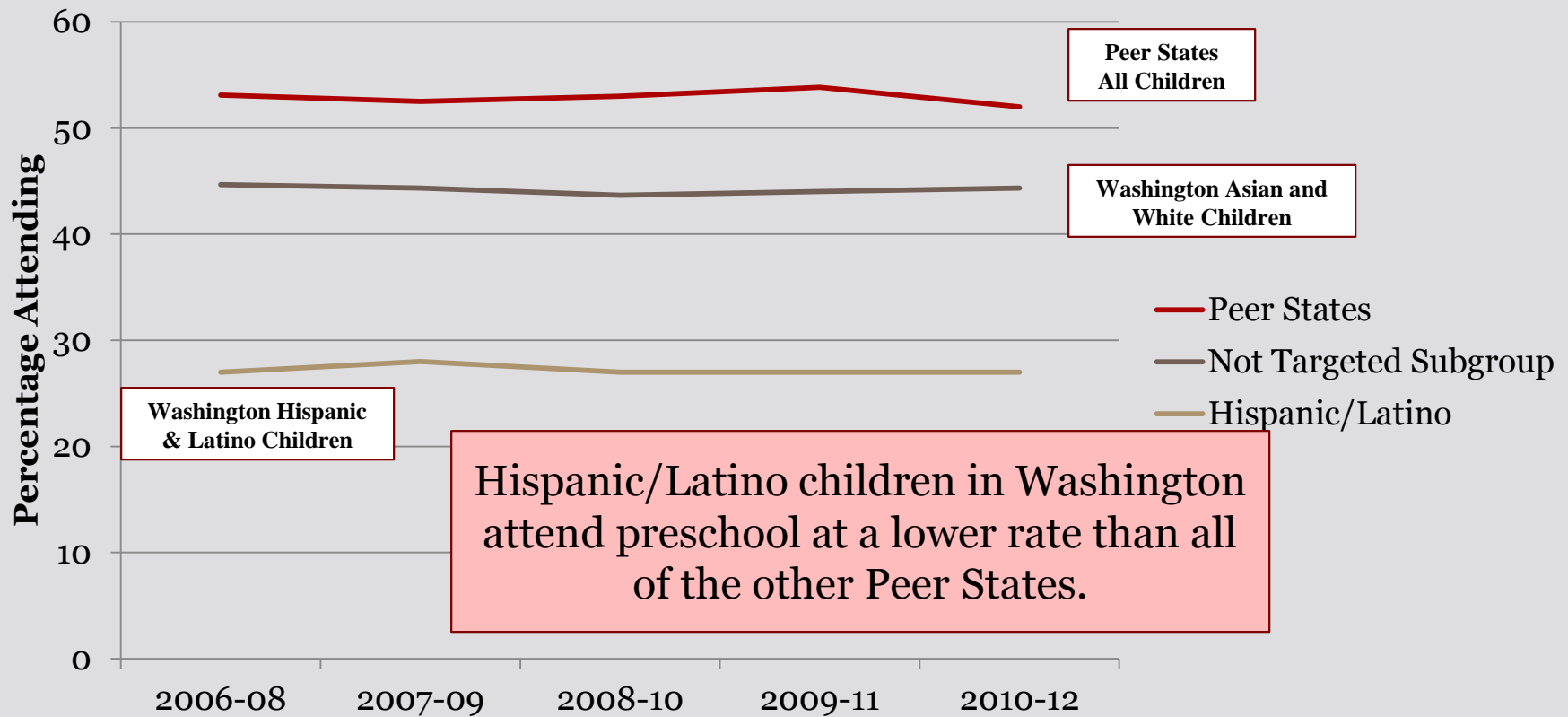
Children Attending Preschool All 3 & 4 Year-Olds



Preschool – Opportunity to Learn



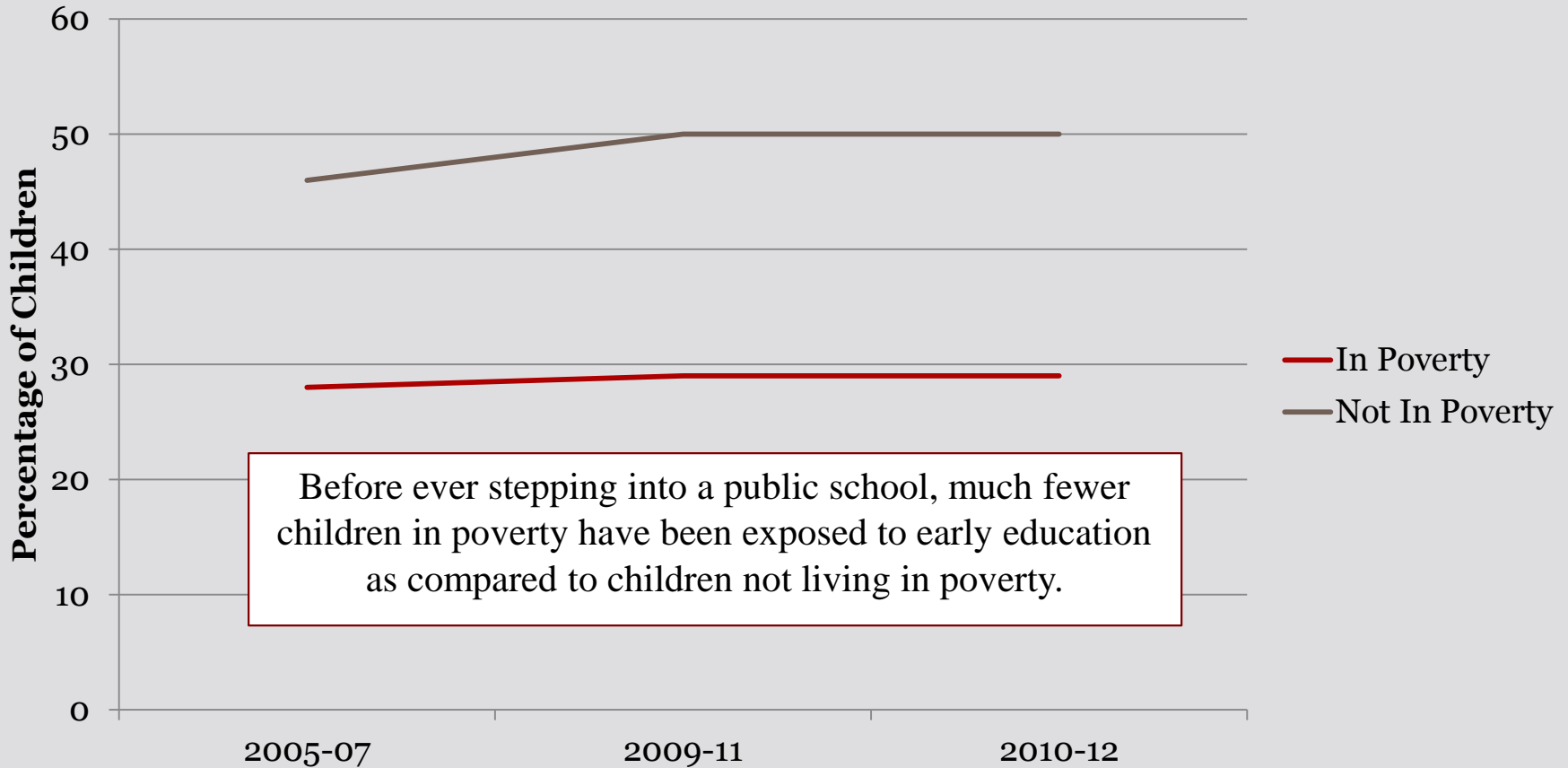
Children Attending Preschool 3 & 4 Year-Olds by Race Ethnicity



Preschool Access by Poverty



Washington 3 & 4 Year-Olds Attending Preschool



Early Childhood Education - Synopsis



- In Washington
 - ✦ Children attend preschool at a lower rate than all the other Peer States
 - ✦ Hispanic/Latino children attend preschool at a far lower rate than Asians, Whites, or Two or More Races
 - ✦ Children in poverty attend preschool at a lower rate than all the other Peer States
 - ✦ Children in poverty attend preschool at a far lower rate than children not in poverty and this gap is widening
- For some... Opportunity to Learn is Limited



Early Childhood Education



Stop and Think

- For all those children living in poverty who do not have access to high quality early childhood education,
 - ✦ Do you think the lack of Opportunity to Learn will have an impact on kindergarten readiness?
 - ✦ Do you think our system is really supporting the needs of this expanding group?

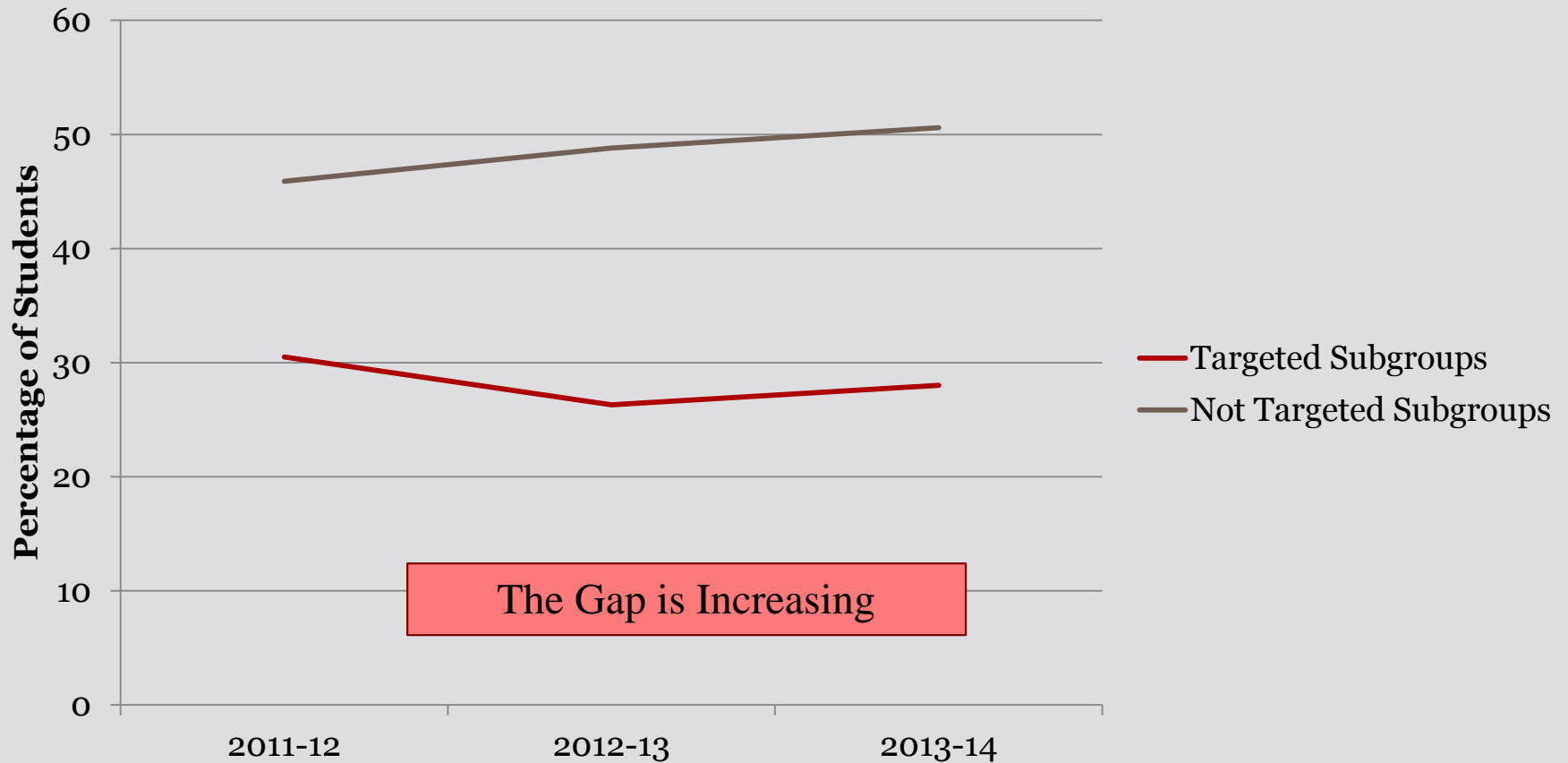
Who do you think will be kindergarten ready?



Kindergarten Readiness Gap



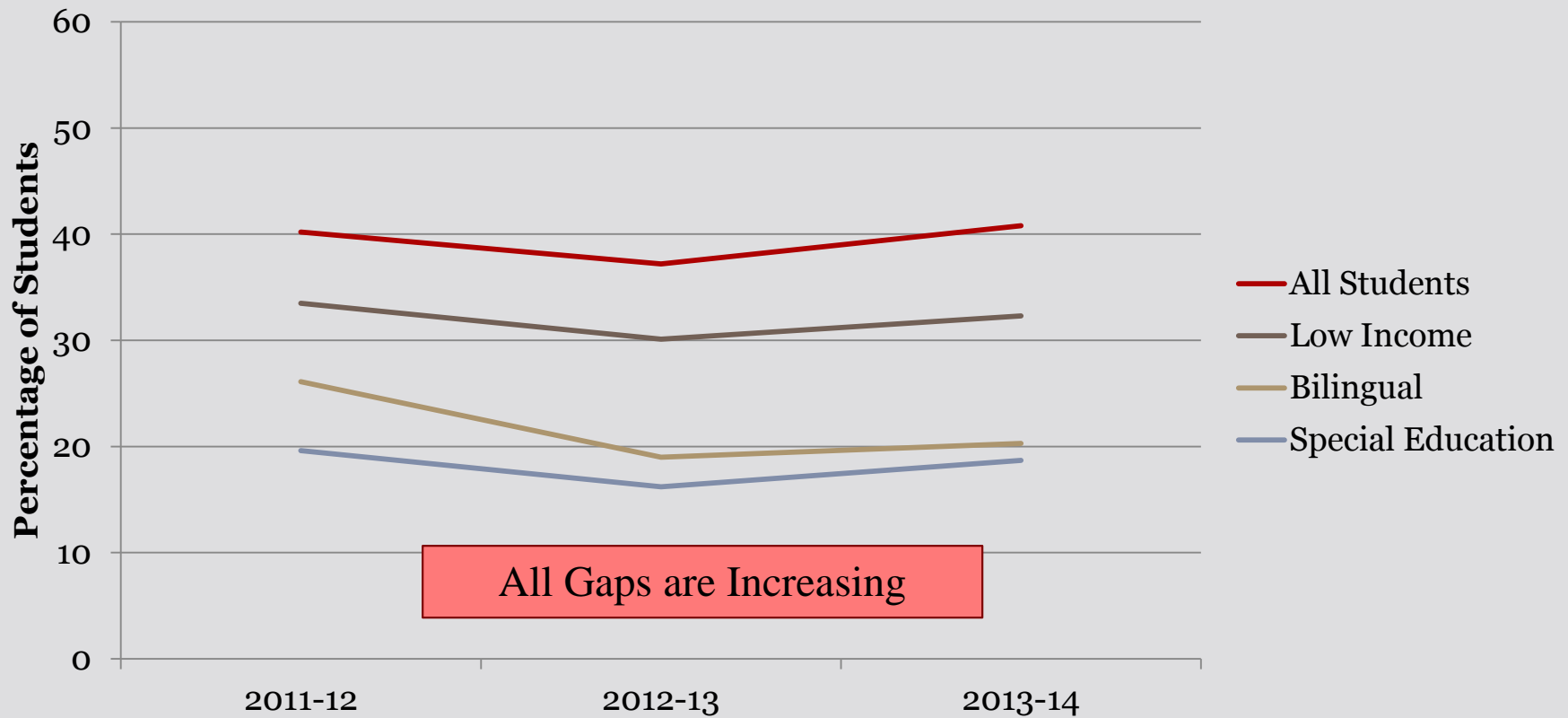
WaKIDS Targeted Subgroup Gap



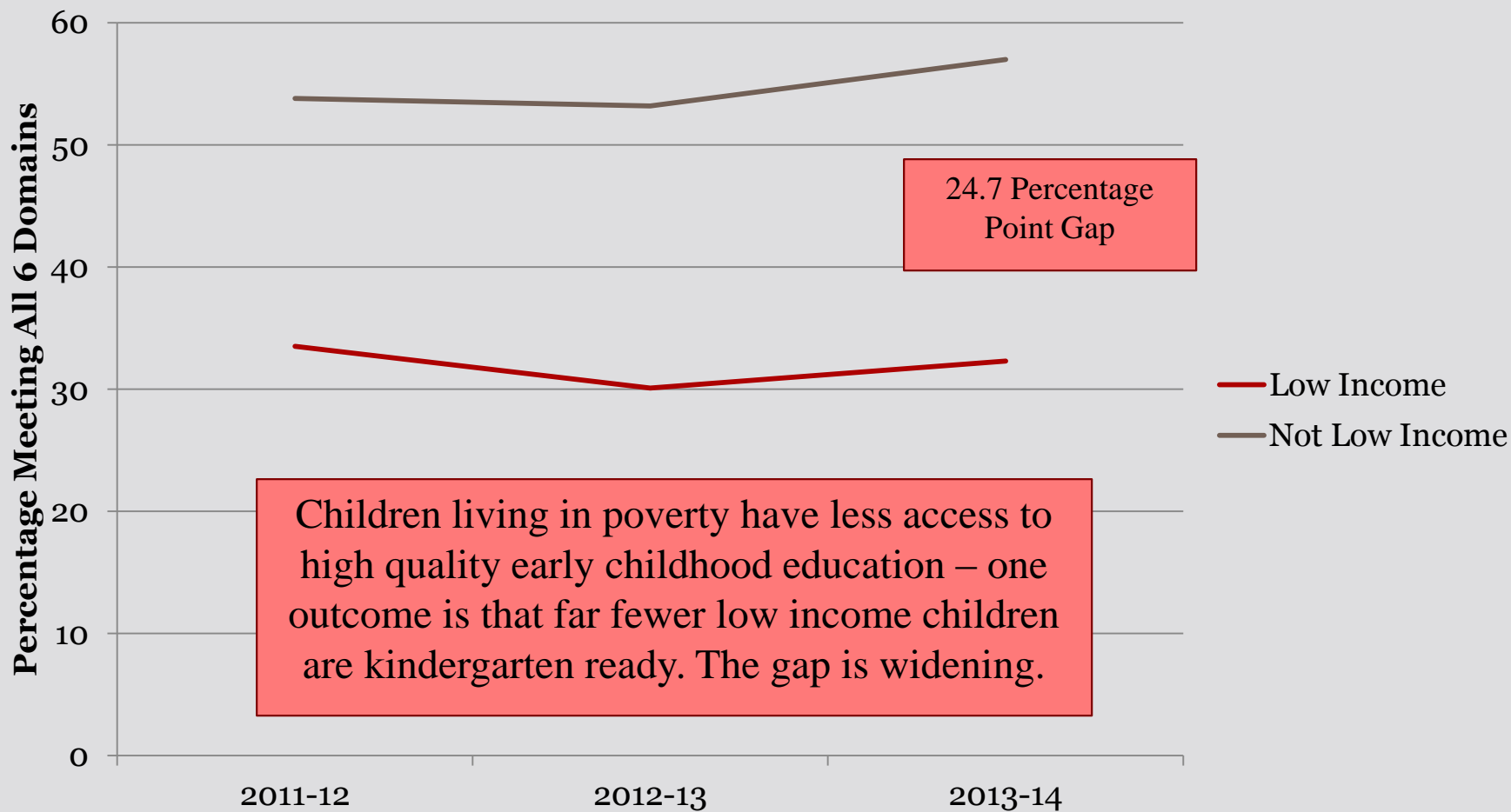
Kindergarten Readiness



Students by Subgroup Meeting All Six Domains on the WaKIDS Instrument



WaKIDS - Opportunity Gap



WaKIDS - Synopsis



- Two levels of performance are evident based on Targeted Subgroup membership
- Substantially lower performance is evident for Low Income, Bilingual, and Special Education students
- Performance is increasing but Gaps are widening
- Poverty Gap is larger than the Race/Ethnicity Gap



Stop and Think



- We saw that children in poverty often have limited Opportunity to Learn through early childhood education and are not typically kindergarten ready, but...

By the end of the 3rd grade, do you think the gaps will be larger or smaller?



Proficiency Gaps and Growth Gaps



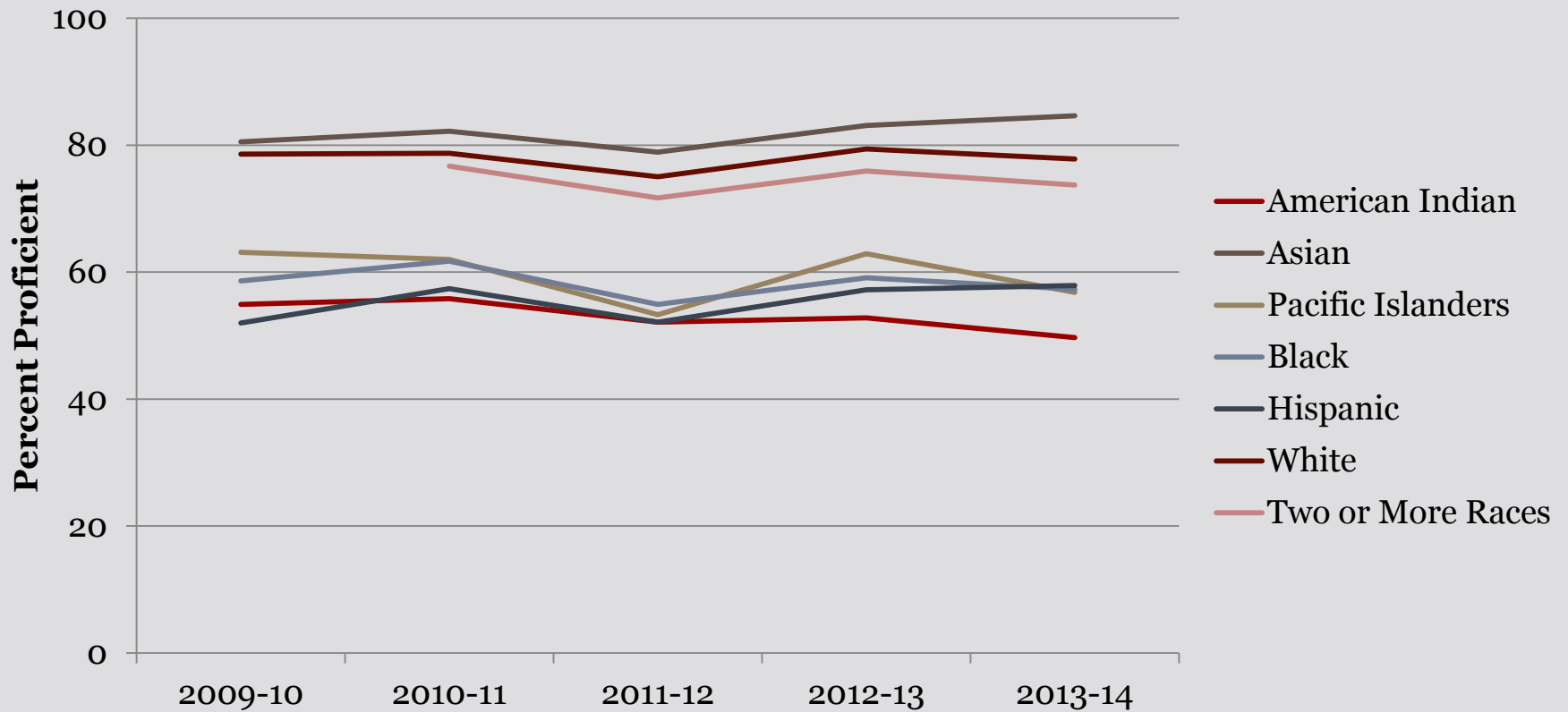
ELEMENTARY AND MIDDLE GRADES



3rd Grade Literacy – Performance Gap



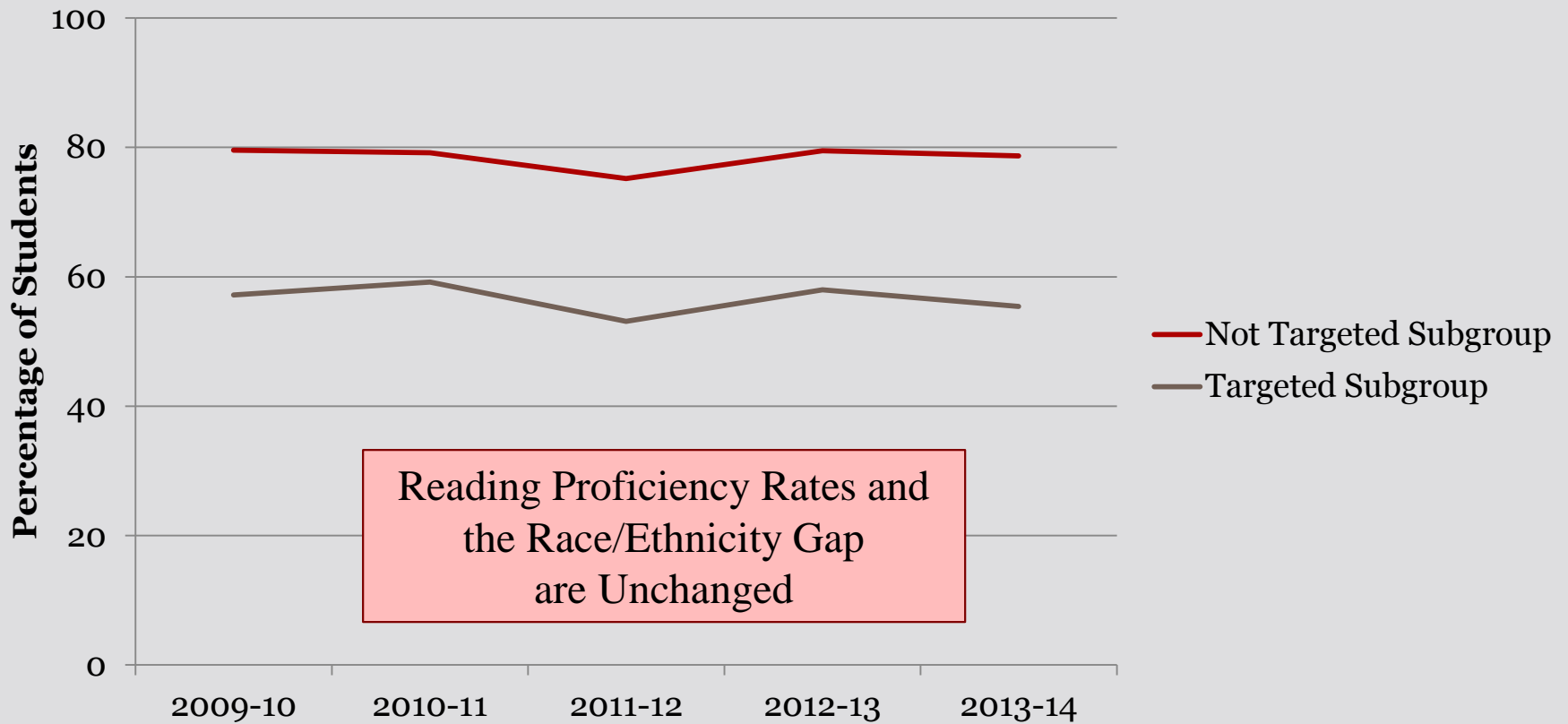
3rd Grade Literacy by Race/Ethnicity



3rd Grade Literacy – Race/Ethnicity Gap



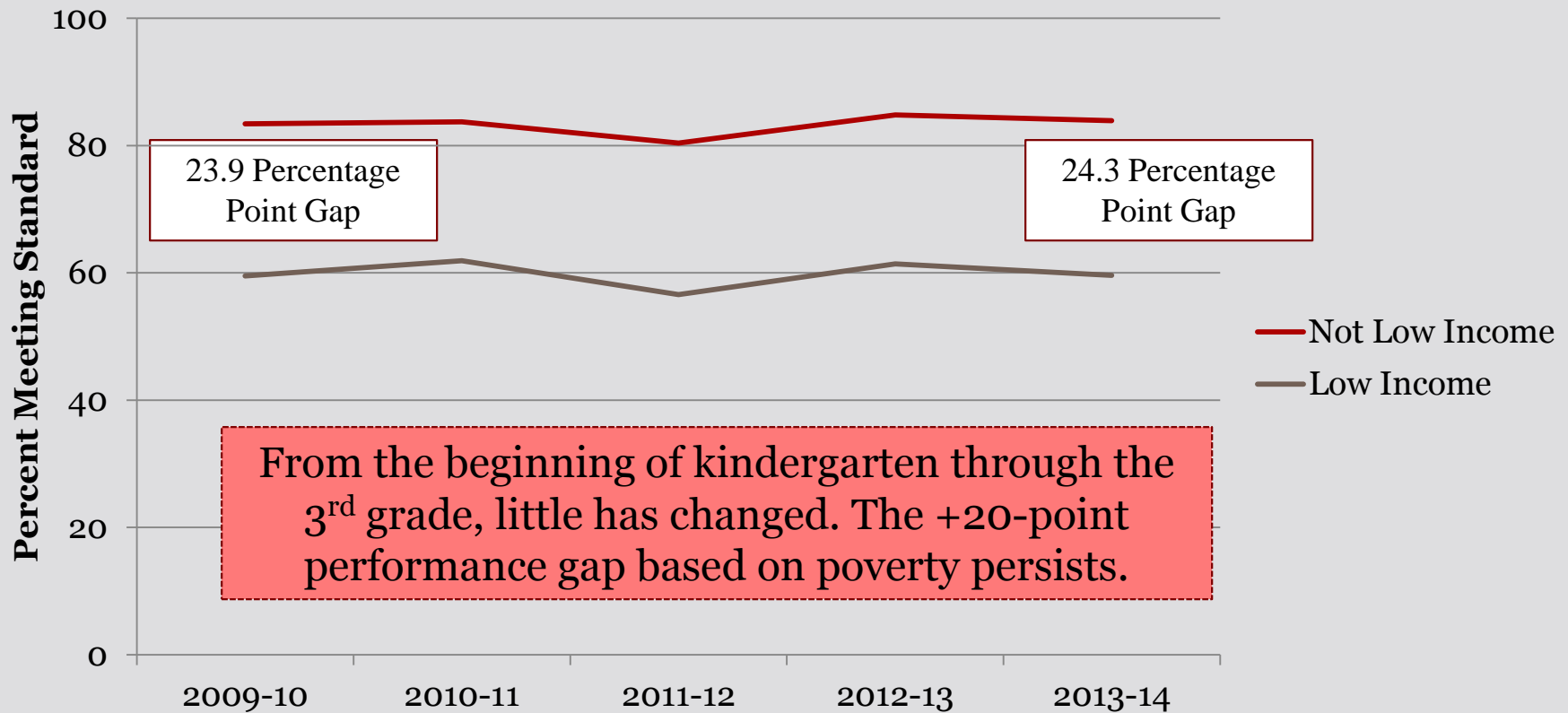
Targeted Subgroup Race/Ethnicity Gap



3rd Grade Literacy – Poverty Gap



3rd Grade Literacy Poverty Gap



3rd Grade Literacy - Synopsis



- Two performance levels are clearly delineated
 - ✦ Not Targeted Subgroup (80 percent Meet/Exceed Standards)
 - ✦ Targeted Subgroup (60 percent Meet/Exceed Standards)
- The performance levels of Not Low Income and Low Income groups mimic the subgroups based on Race and Ethnicity
- **The Gaps based on Race/Ethnicity and Poverty are substantial and unchanged over the previous 5 years.**



Stop and Think



- These first data shots seem to show a connection between poverty status and achievement.
 - ✦ But after four years in public schools, wouldn't you expect that most of these children in poverty would be catching up with those not in poverty?
- Beginning in the 4th grade, we can see how many children in poverty are actually catching up. We can monitor the gaps every year between the 3rd and 8th grade.

How do you think the gaps will change by the end of the 8th grade?



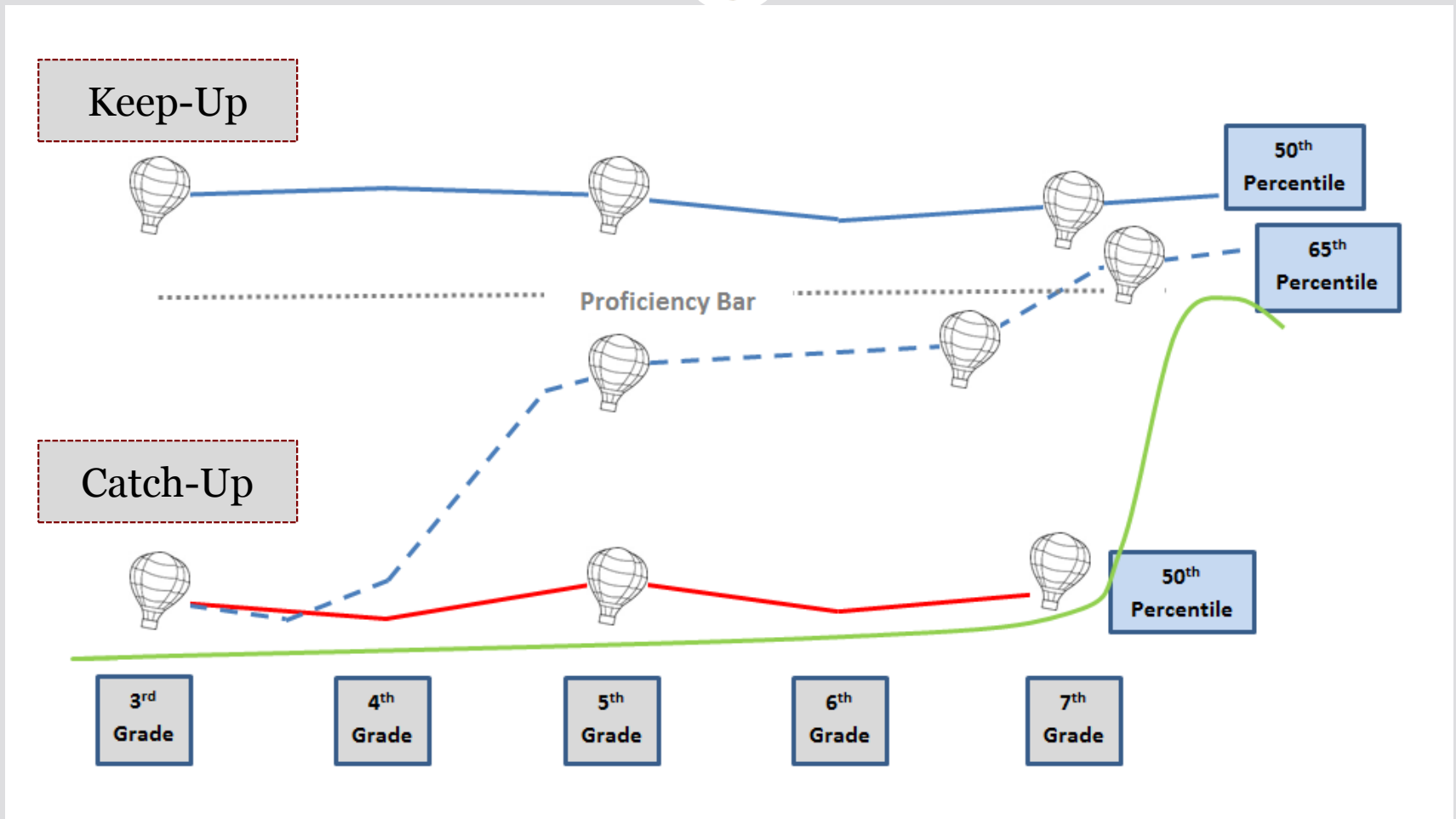
Adequate Growth Percentiles (AGP) and Starting Points



- **Keep-Up**
 - ✦ Students at Achievement Level 3
 - ✦ AGP required to remain proficient in two years
- **Catch-Up**
 - ✦ Students at Achievement Level 1 or 2
 - ✦ AGP required to become proficient within two years
- **Shown as KU and CU on the following slides**

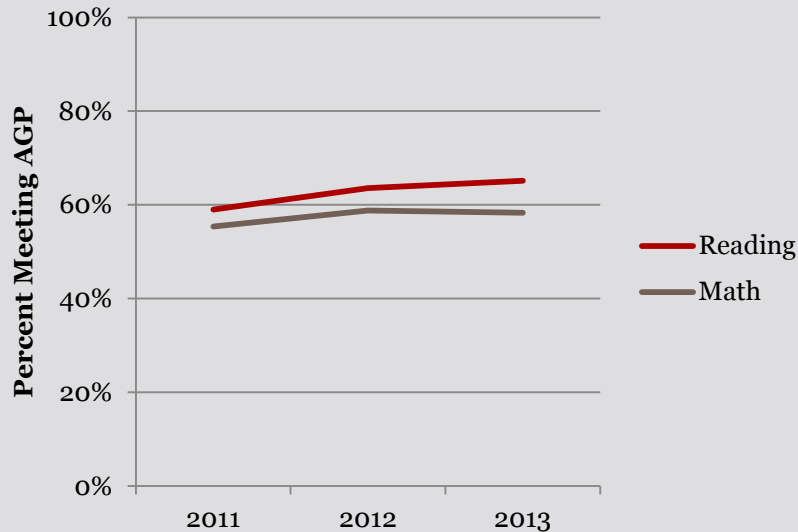


Adequate Growth - Schematic



Adequate Growth (AGPs)

4th Grade Adequate Growth



- What percentage of 4th grade students met their Adequate Growth Percentile (AGP)?
- What percentage is “on-track” to be proficient within two years?
 - ✦ About 65 percent are “on-track” for reading
 - ✦ About 58 percent are “on-track” for math

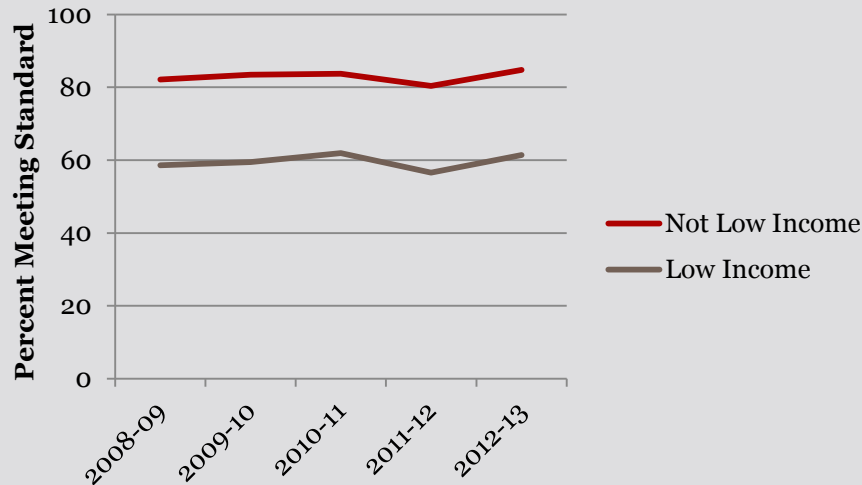


First a Quick Look at Proficiency

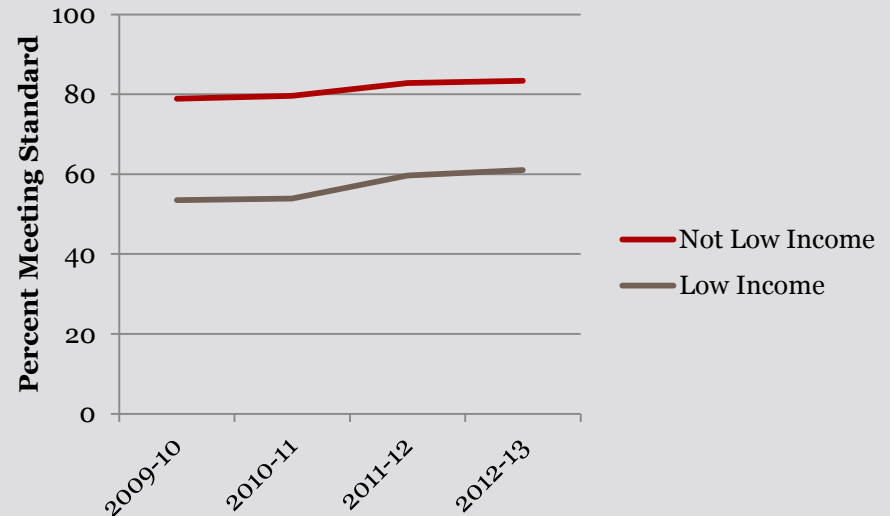
- **2012** Poverty Gap is 23.8 percentage points.

- **2013** Poverty Gap is 22.4 percentage points.

3rd Grade Literacy Poverty Gap



4th Grade Literacy Poverty Gap

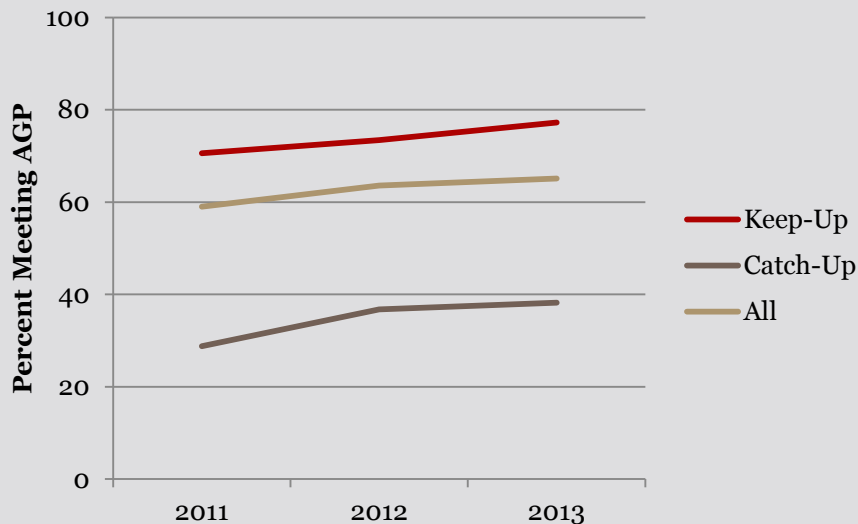


Catch-Up and Keep-Up Complexity

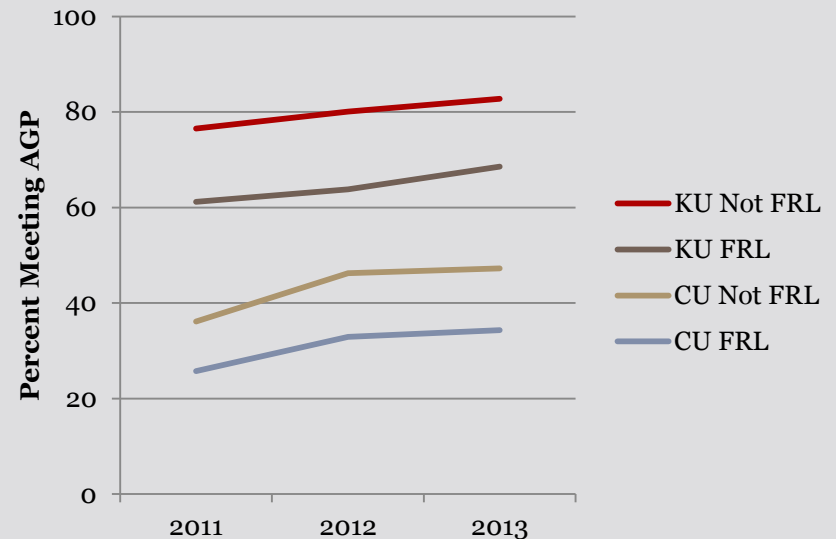
- Keep-Up students are more likely to meet AGP
- Low Income students are more likely to be in Catch-Up group

- ✦ Low Income students are less likely to meet AGP regardless of KU/CU group

4th Grade Reading Adequate Growth



4th Grade Reading AGP by FRL Status

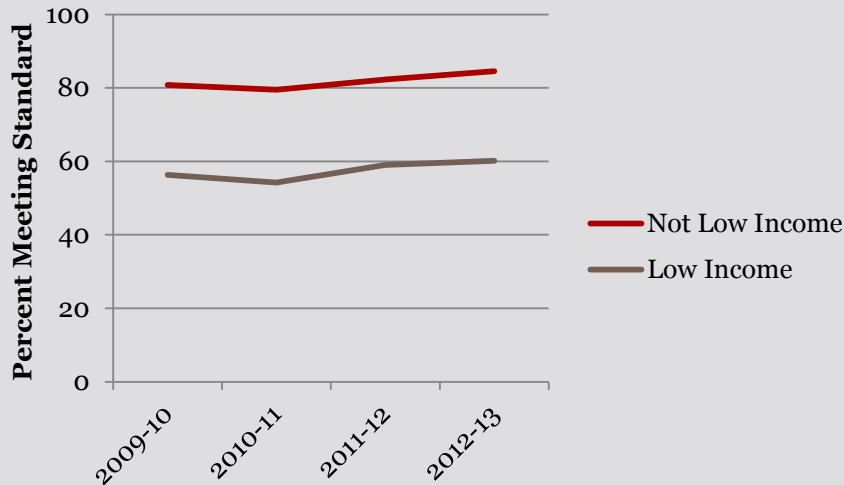


5th and 6th Grade Proficiency

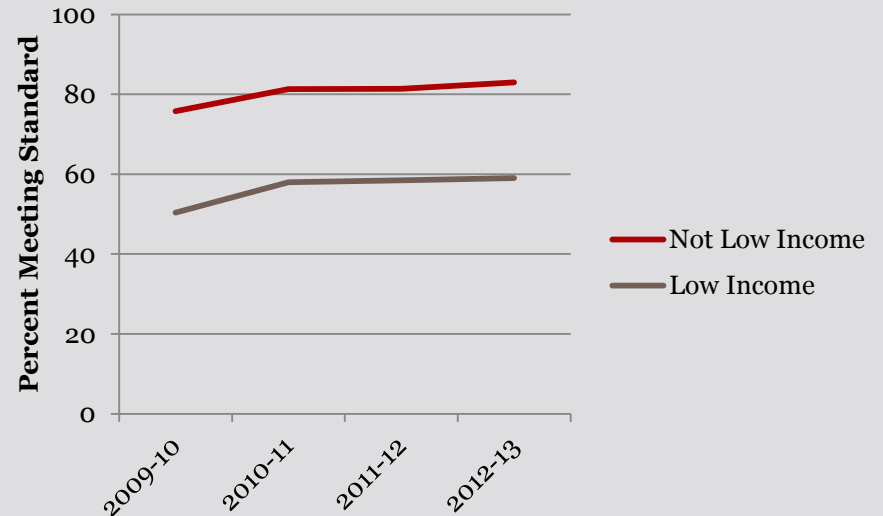
- **2012** Poverty Gap is 23.3 percentage points

- **2013** Poverty Gap is 24.0 percentage points.

5th Grade Literacy Poverty Gap



6th Grade Literacy Poverty Gap

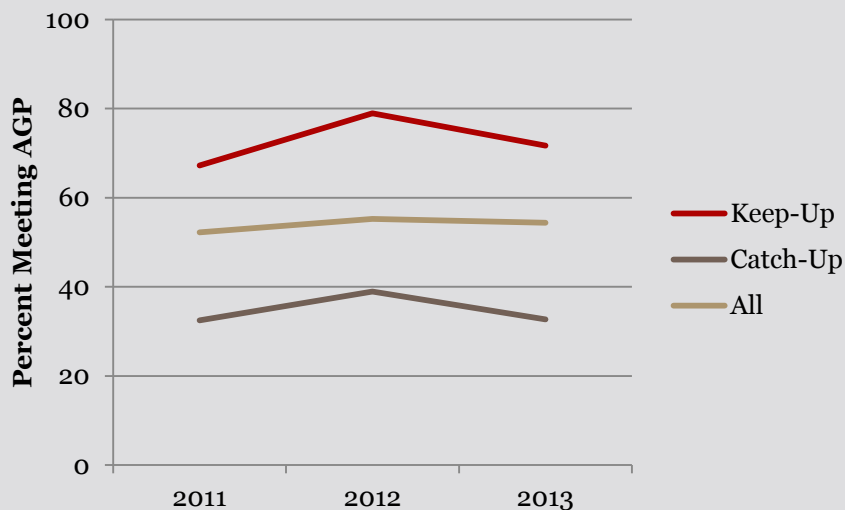


6th grade Reading AGPs

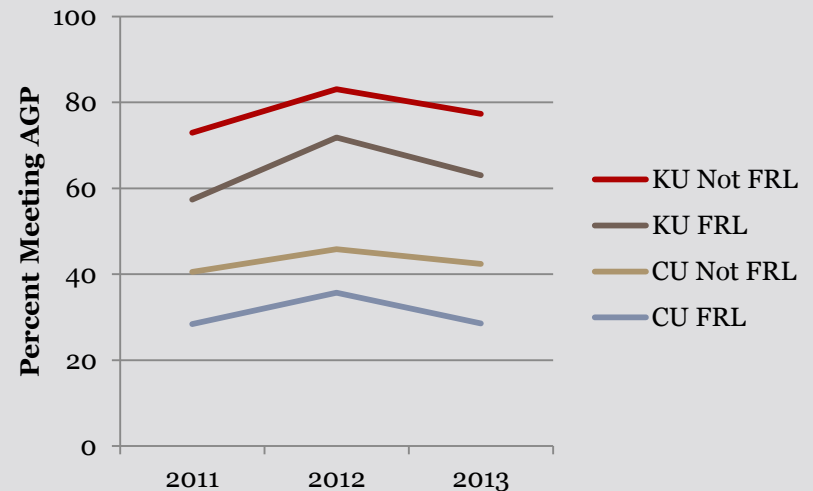
- Keep-Up students are more likely to meet AGP
- Low Income students are more likely to be in Catch-Up group

- Low Income students are less likely to meet AGP regardless of KU/CU group

6th Grade Reading Adequate Growth



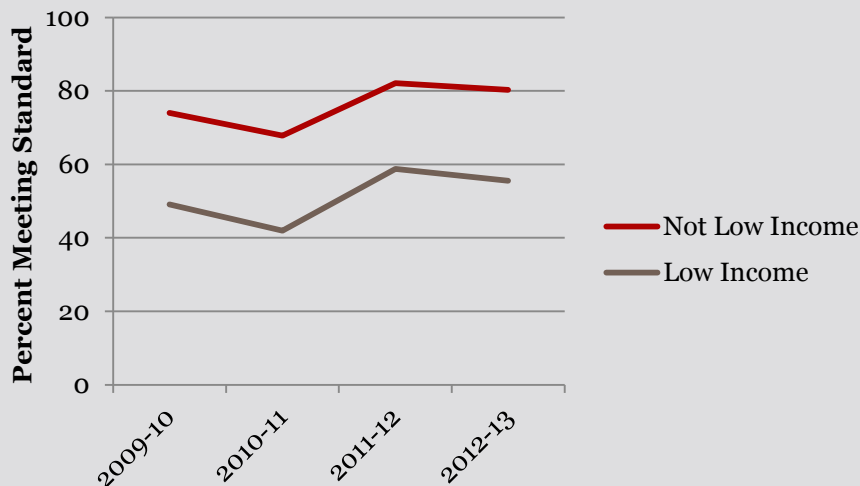
6th Grade Reading AGP by FRL Status



7th and 8th Grade Reading Proficiency

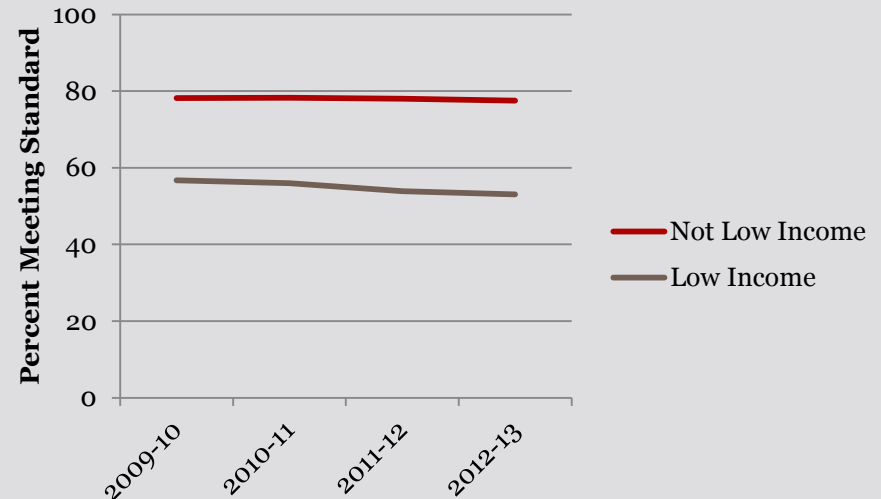
- 2013 Poverty Gap is 24.8 percentage points.
- Poverty Gap is unchanged over four testing cycles.

7th Grade Literacy Poverty Gap



- 2013 Poverty Gap is 24.4 percentage points (pp).
- Poverty Gap increased 2.9 pp over four testing cycles.

8th Grade Literacy Poverty Gap



Stop and Think



- If you think about the previous few slides, remember that the Poverty Gap for Reading Literacy in each assessment cycle was approximately 22 to 24 percentage points.
- Are you kind of surprised how persistent and consistent the Poverty Gap is?
- Let's take another quick look in a couple of different charts.

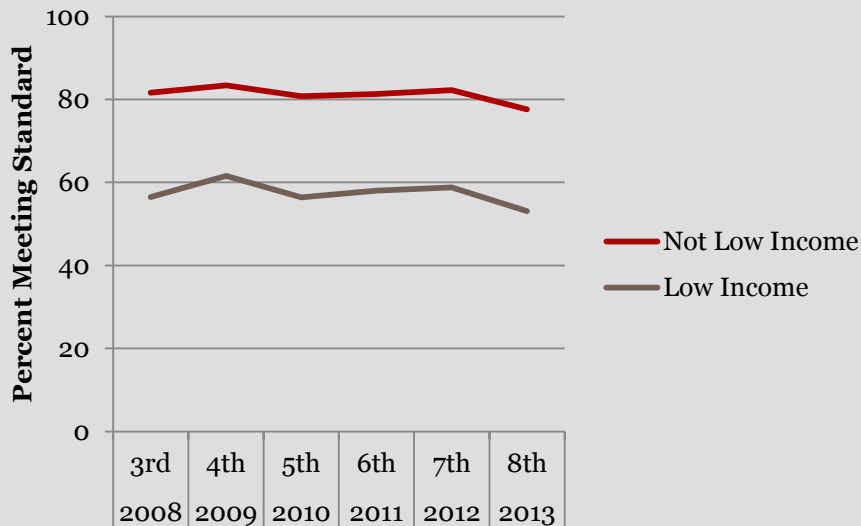


Reading Literacy Poverty Gap Cohort View

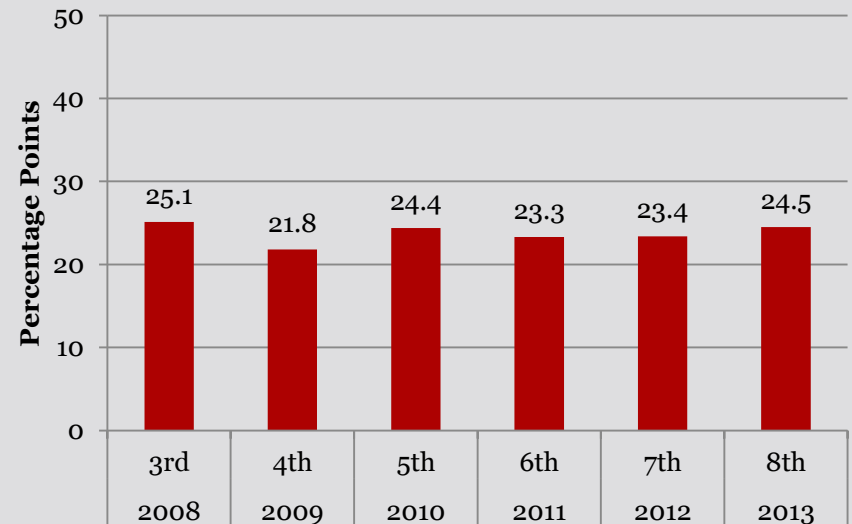
- See how the proficiency rate declines a little at the end of middle school.

- The 22 to 25 percentage point Poverty Gap is persistent for this pseudo-cohort of students.

Cohort Literacy Rate Poverty Gap



Cohort Literacy Rate Poverty Gap

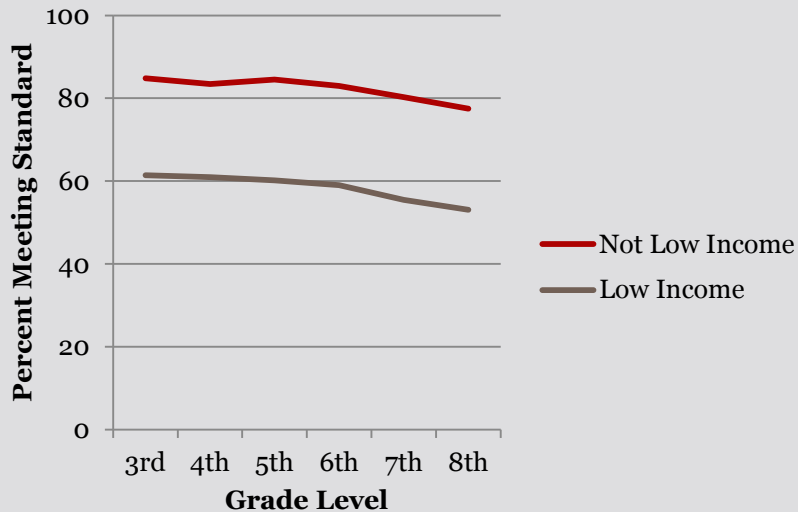


Poverty Gap by Grade Level 2013 Snapshot

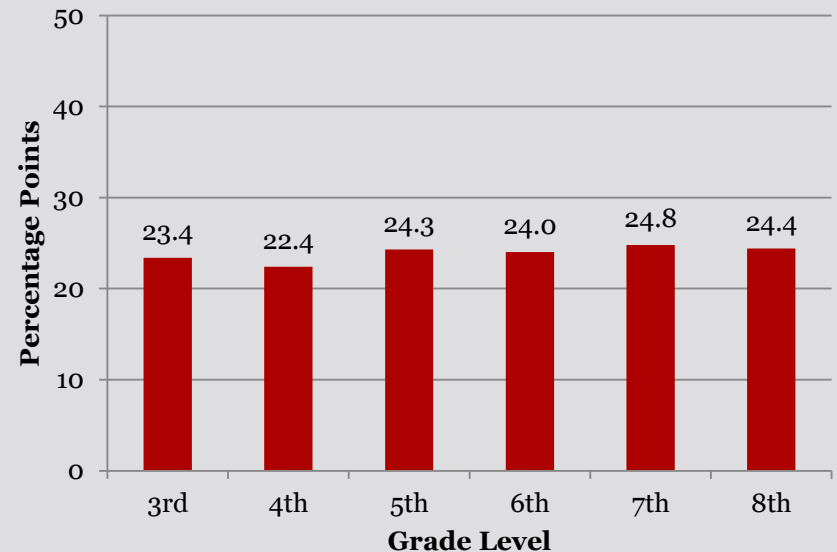
- Literacy rates decline in upper grade levels.

- A Poverty Gap of about 24 percentage points persists through middle school.

2013 Grade Level Literacy by Poverty Status



2013 Literacy Poverty Gap



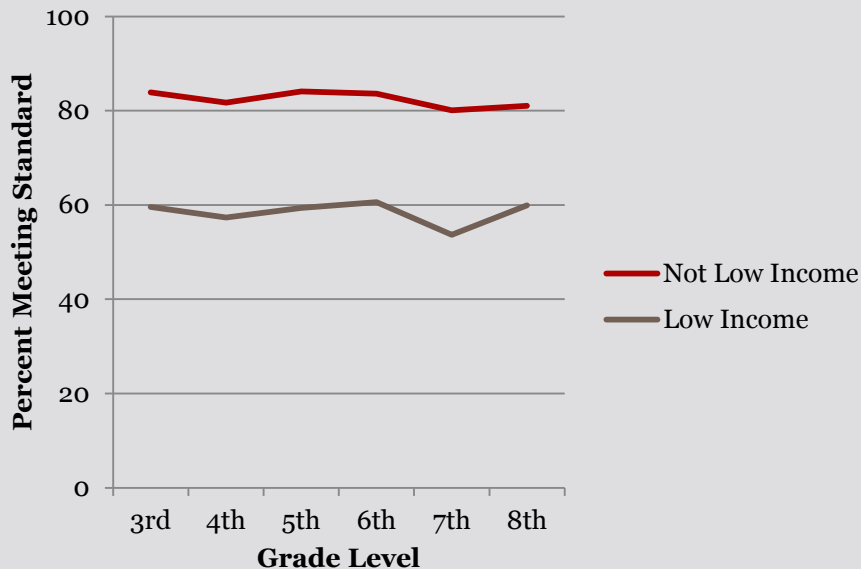
Poverty Gap by Grade Level

2014 Snapshot

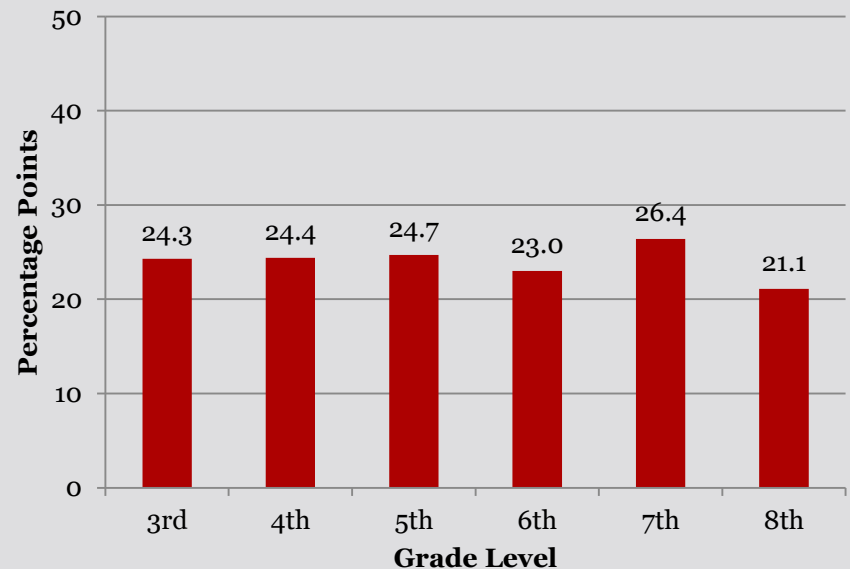
- Grade level rates may be impacted by the SBAC Field Test.

- A Poverty Gap of about 24 percentage points persists through middle school.

2014 Grade Level Literacy by Poverty Status



2014 Literacy Poverty Gap



Stop and Think



- 40 percent of students in poverty do not meet grade-level standards in reading.
- The 23-24 percentage point Poverty Gap is persistent across grade levels.
- There is little evidence supporting the idea that children in poverty are growing at a rate fast enough to meet standards in the near future.

Are you surprised by the persistent Poverty Gap?



Gaps at the Beginning and End of High School



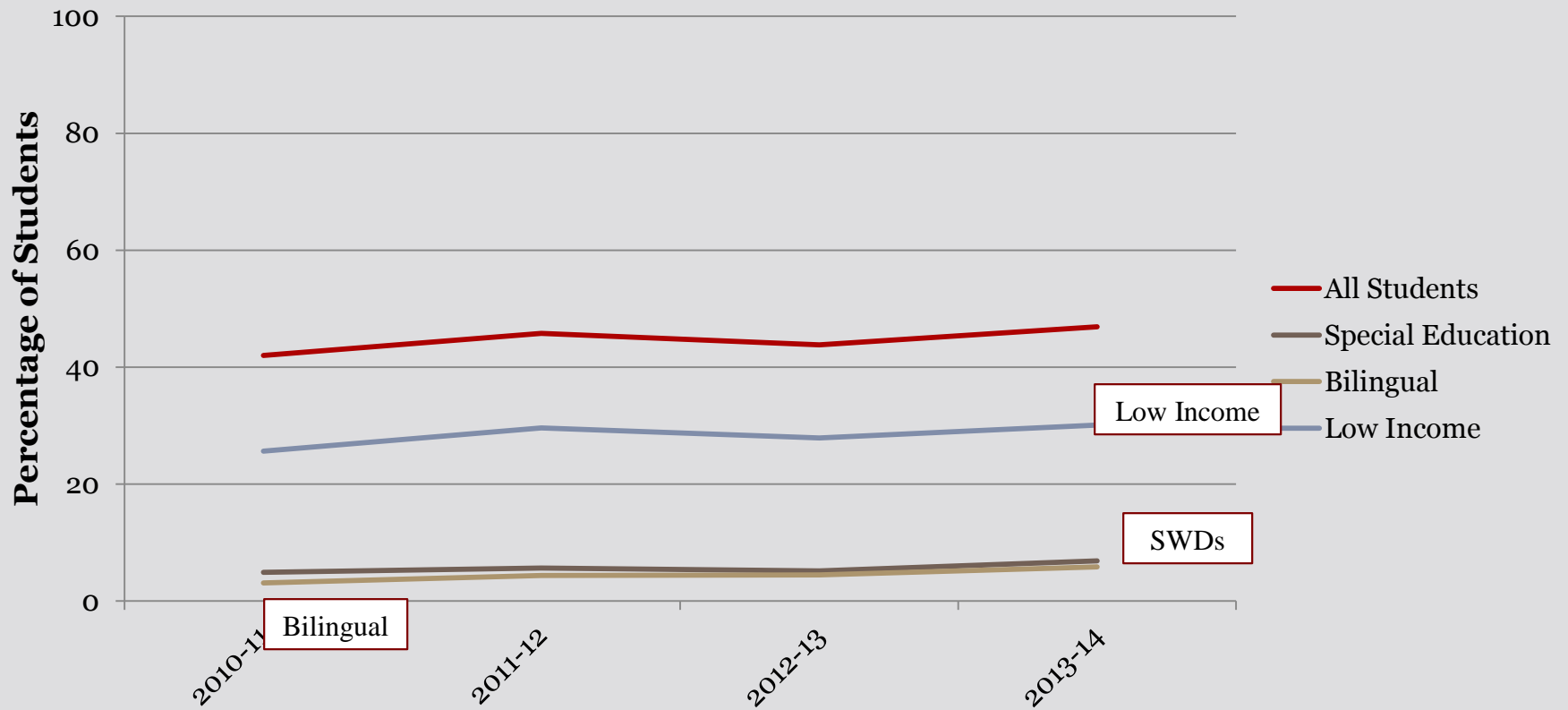
SECONDARY EDUCATION



High School Readiness



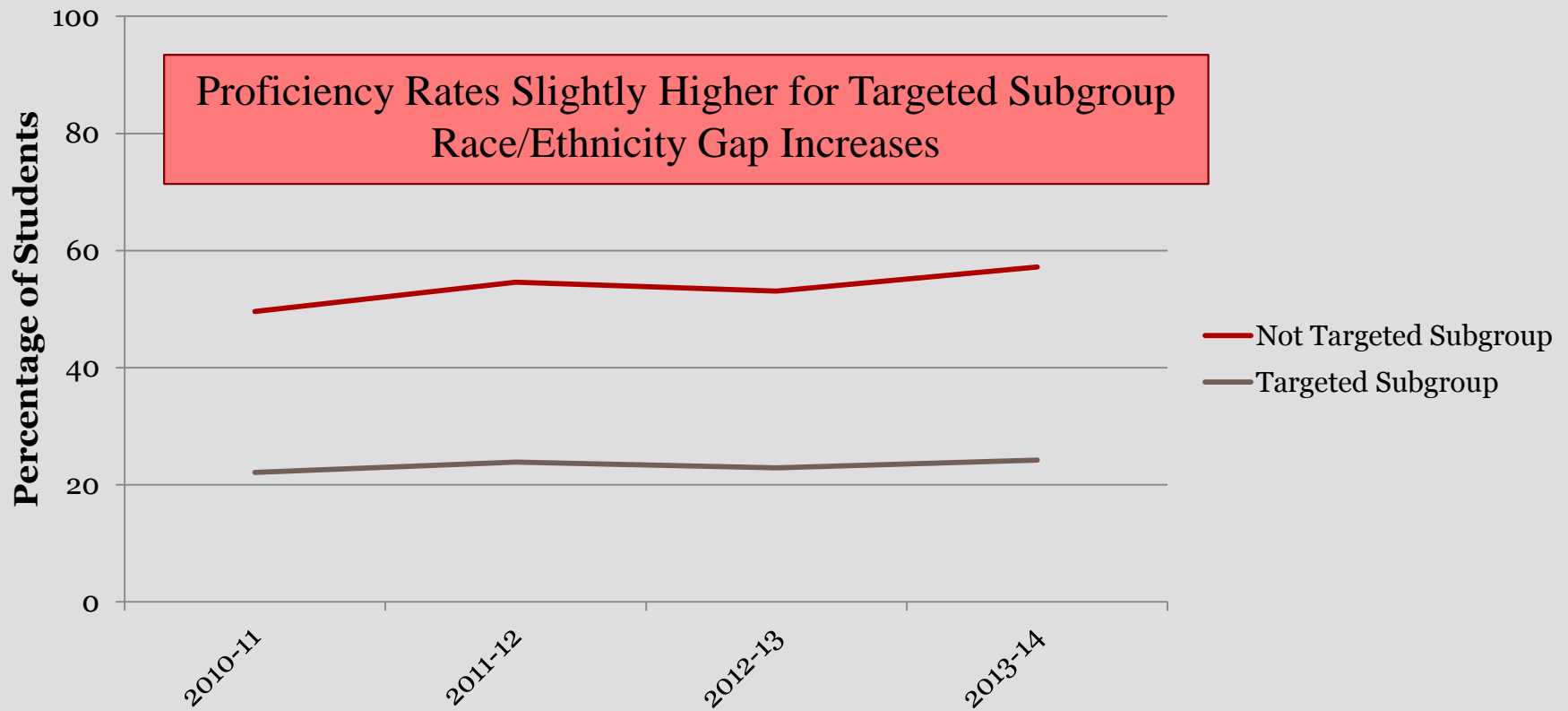
High School Readiness by Special ESEA Subgroup



High School Readiness



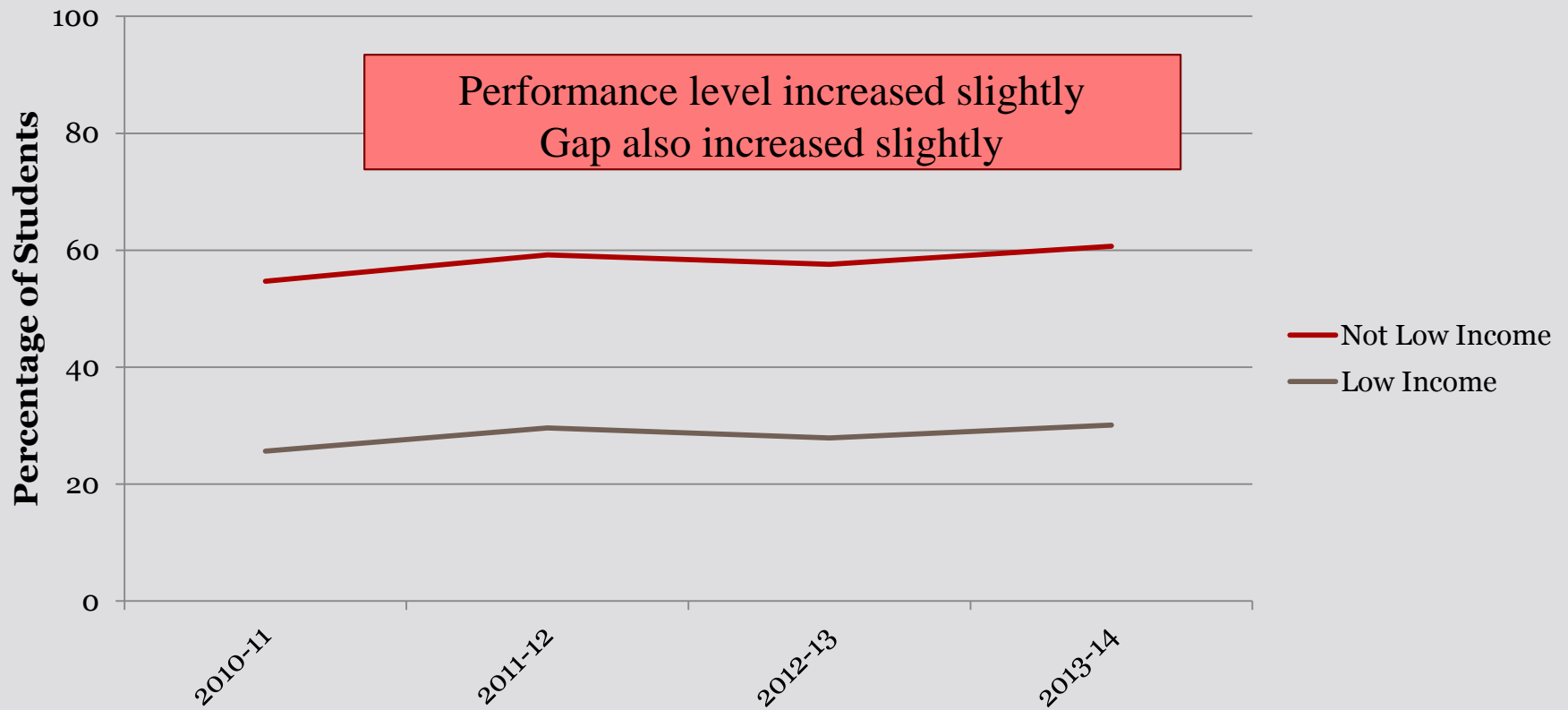
High School Readiness Race/Ethnicity Gap



High School Readiness – Poverty Gap



High School Readiness Poverty Gap



High School Readiness - Synopsis



- A rigorous indicator as only about 44 percent of all students meet this benchmark
- Two performance levels based on Targeted Subgroup membership are evident
- Both the Poverty and Race/Ethnicity Gaps increased slightly

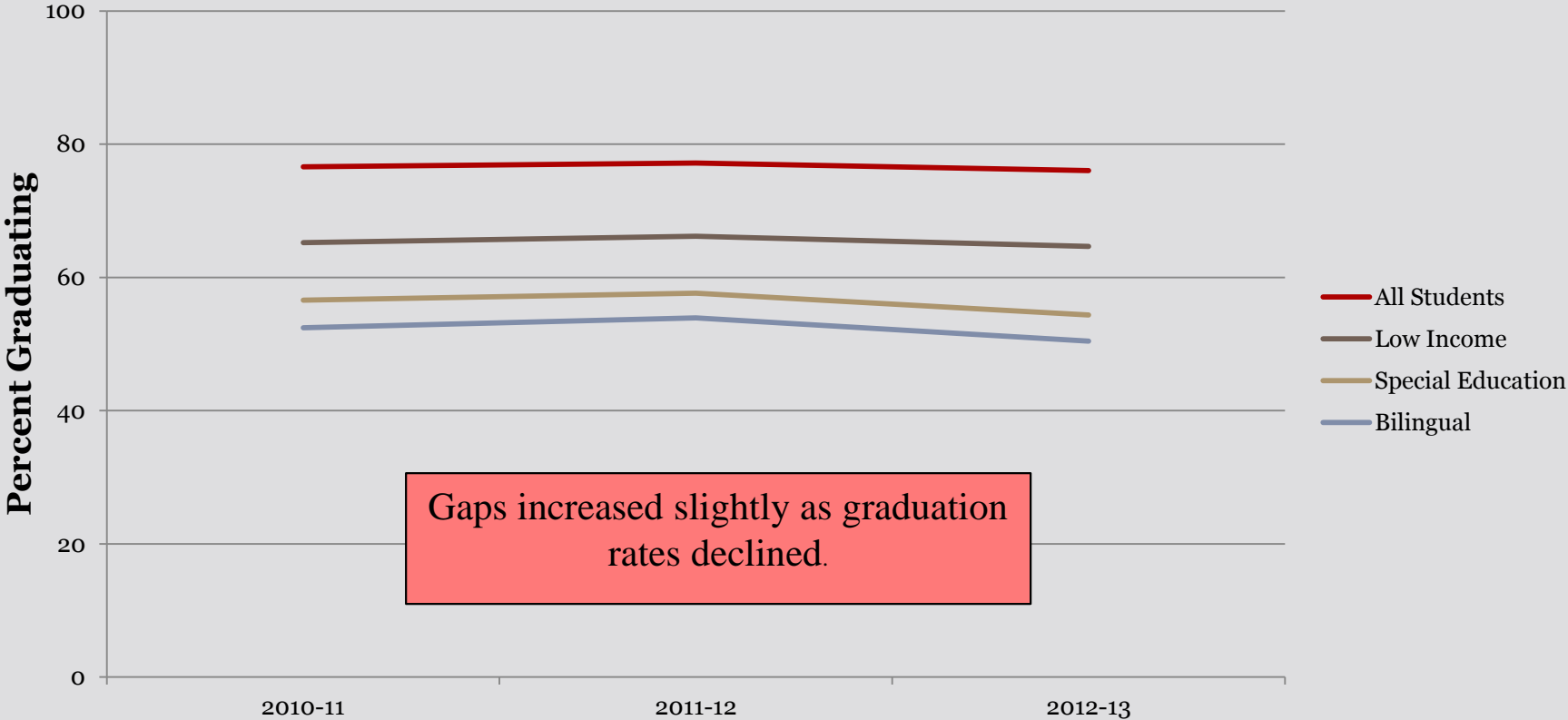
How do you think the performance gaps will change by the end of high school?



4-Year Graduation Rates - Subgroups



4-Year Graduation Rates by Special Subgroup



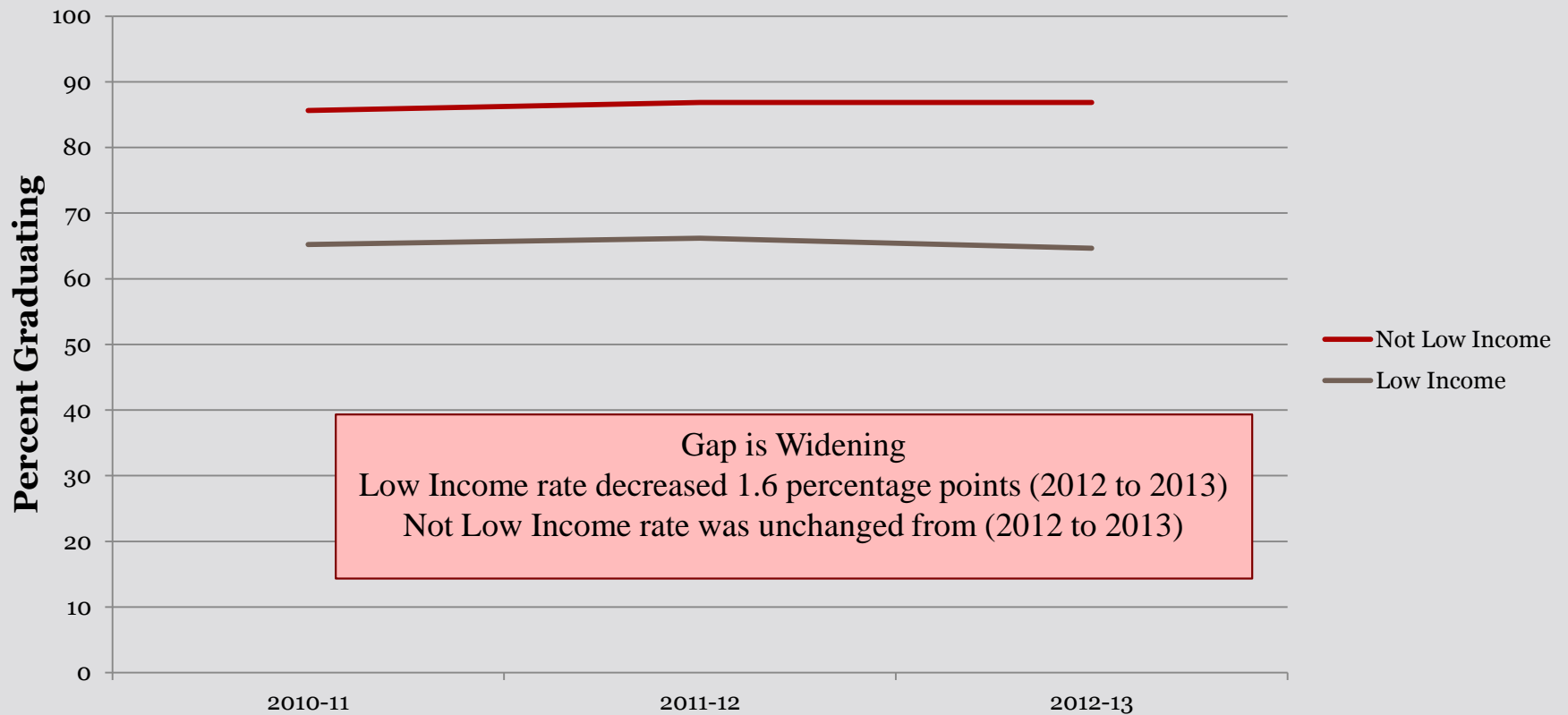
Gaps increased slightly as graduation rates declined.



4-Year Graduation Rate – FRL Status



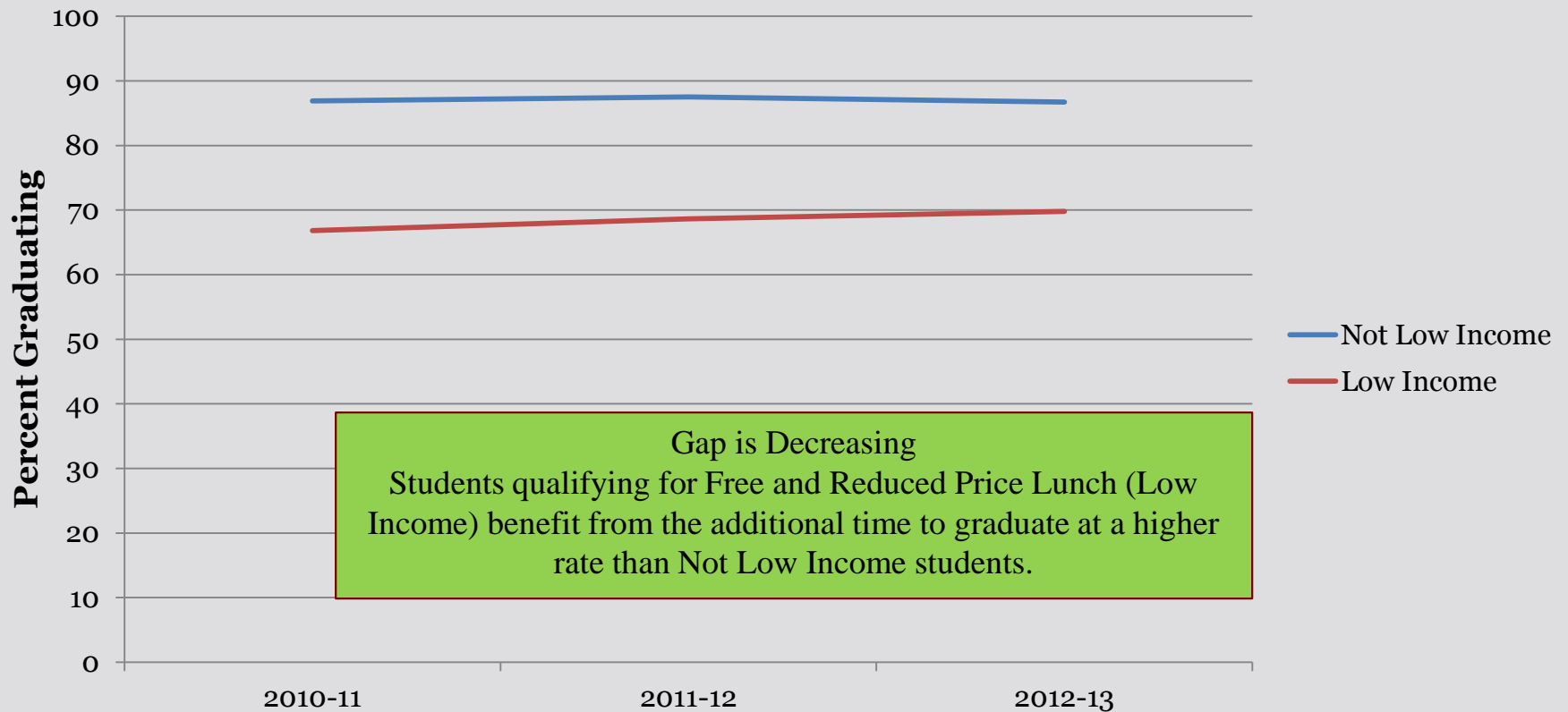
4-Year Graduation Rate by Poverty Status



5-Year Graduation Rate



5-Year Graduation Rate by Poverty Status



4-Year Graduation Rate - Synopsis



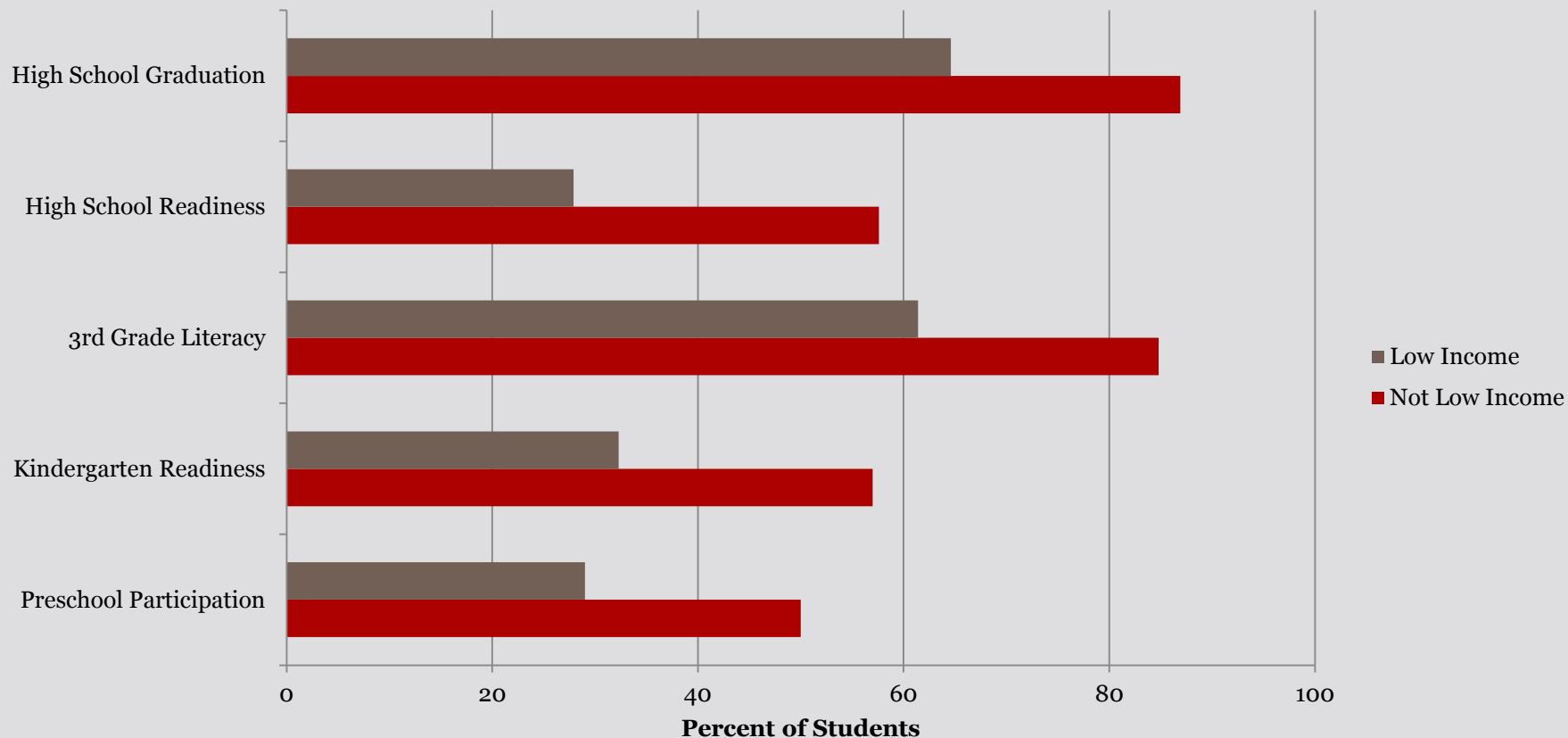
- The 4-Year Graduation dropped 1.2 percentage points in 2013 as compared to 2012.
- A wide range of performance levels based on subgroup membership are evident.
- The Graduation Gap based on Poverty increased 1.8 percentage points over the same three-year period.



Substantial Gaps Throughout the System



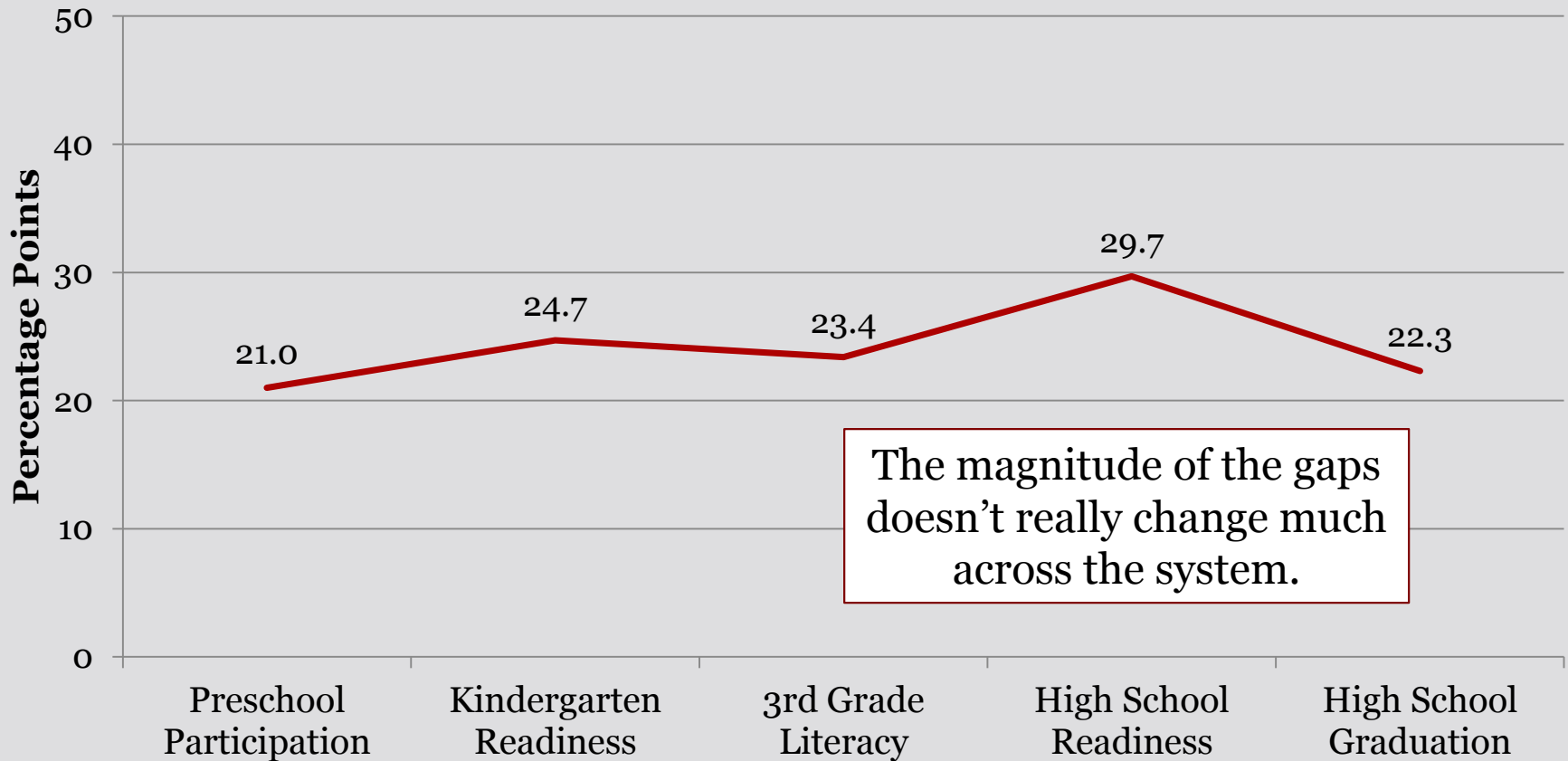
Poverty Gap by Indicator



Persistence of Gaps (2013)



Poverty Gap by Indicator



One Last Question



What surprised you the most about the nature of the performance gaps?



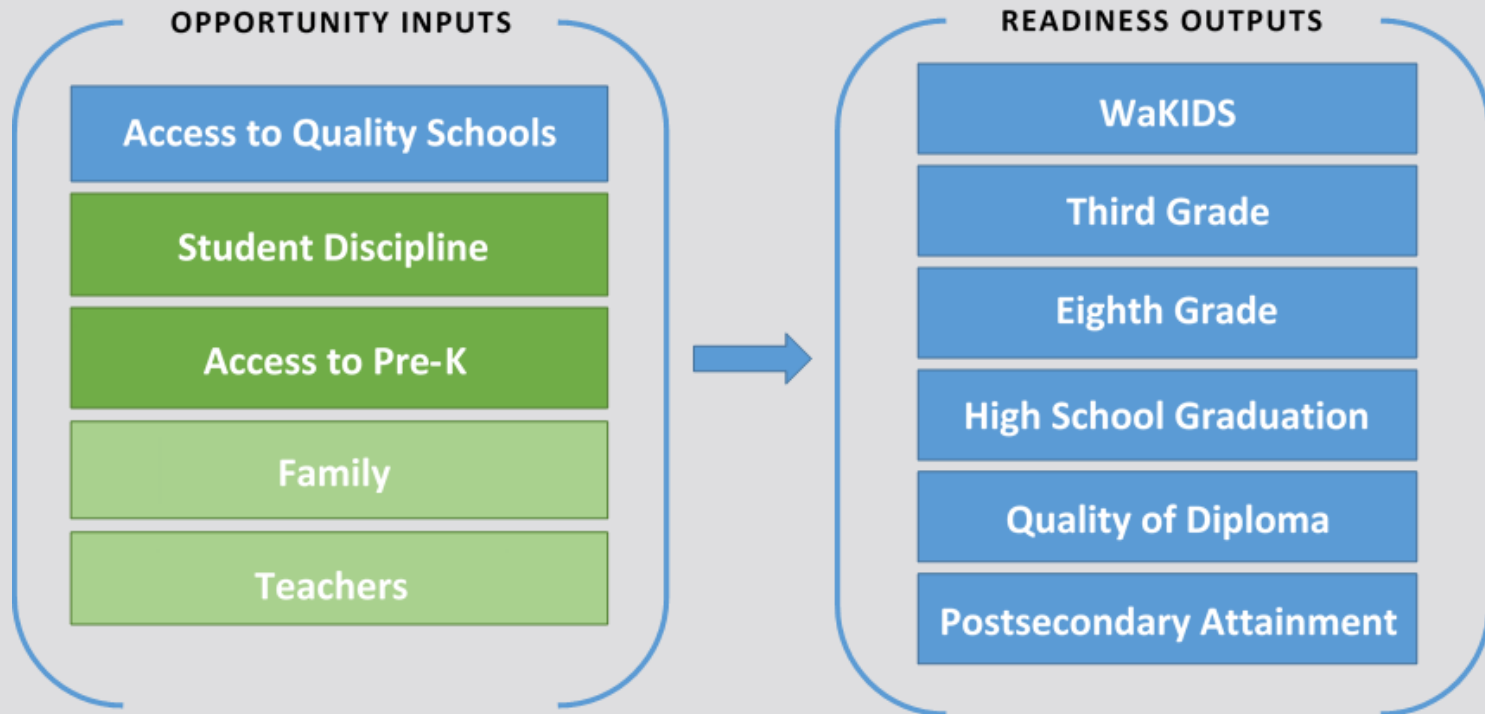
Educational System Health



**JULIA SULIMAN, POLICY ANALYST
WASHINGTON STATE BOARD OF EDUCATION**



Educational System Inputs and Outputs



- 2013 Proposed Indicators
- Proposed Additional (*data available*)
- Proposed Additional (*data TBD*)



Gaps, Equity, and the Strategic Plan



- Gaps are evident throughout the education system
 - ✦ An inequitable system is not a healthy system
 - ✦ Additional indicators that look at opportunity inputs may help the Board better understand the health of the system
- The Board has an important role to play in addressing those gaps
 - ✦ Equity issues will be addressed in the three major strategic focus areas:
 - Closing the achievement gap
 - Ensuring career and college readiness for all students
 - Accountability, recognition, and supports for students and schools
 - ✦ Strategic plan will impact decisions on any additional indicators and suggested reforms to close the gaps under 5491

