



THE WASHINGTON STATE BOARD OF EDUCATION

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

STATEWIDE INDICATORS OF EDUCATION SYSTEM HEALTH: SUPPLEMENTAL DATA, FIGURES, AND OTHER INFORMATION - 2018

Prepared for the Education Committees of the Legislature, December 2018



Acknowledgements

The State Board of Education (SBE) would like to acknowledge and thank our partner agencies for their assistance with this work. The Board solicited feedback both verbally and in writing through meetings and documents as this report was developed. Representatives from each agency met in person to discuss the alignment of the work of their agencies with the statewide indicators and performance goals in this report, and to provide input on recommended reforms. The input the Board received greatly improved this report and promoted further alignment of strategic planning across educational agencies.

Office of the Superintendent of Public Instruction (OSPI)
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)
Professional Educator Standards Board (PESB)
Office of the Governor (GOV)

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.

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

Summary

This document is a data supplement to the fourth report on the Indicators of Educational System Health. The indicators were designed to create a common framework upon which to evaluate the success of the educational system. The 2013 legislation directs the State Board of Education and partner agencies to align their strategic plans and education reform efforts with the statewide indicators and performance goals established under the act.

The Board has two important responsibilities addressed in this report. First, to report on the state's progress in meeting the goals established for each indicator, and second, to recommend appropriate recommendations in the event that we are not on track to achieving the goals. This supplemental portion of the report provides detailed information addressing the former responsibility of reporting on the status of the indicators. A summary report addressing the latter can be found on the [Washington State Board of Education website](#).

This portion of the supplement provides an update on the status of the statutorily required indicators, the previously recommended indicators, and new indicators under consideration. Data is not yet collected or was unavailable for some of the indicators under consideration. Those indicators are discussed in Appendix B. The reader may wish to review [previous reports](#) to learn more of the changes in this work over time.

The major conclusion of this analysis is one of mixed results; incremental improvement but not enough improvement. While Washington is improving on many key performance indicators, the rate of improvement is not enough to achieve the ambitious goals aligned with the long-term goals established in Washington's Every Student Succeeds Act [State Accountability Plan](#).

Substantial gaps in performance remain a persistent problem. Performance gaps are present early in the kindergarten readiness data, and persist all the way through to the post-secondary degree attainment data. In some cases, gaps are widening, and in some cases, the performance gaps are noticeably wider than what is evident in other states. While it is appropriate to acknowledge the incremental successes we have experienced, it is more important to embrace the sense of urgency in improving educational outcomes while simultaneously reducing the size and scope of Washington's achievement and opportunity gaps, which present as early as age five, and persist in the data to age 25 and beyond.

Closing performance gaps for Washington's students requires a deep understanding of the gaps in opportunity that exist for traditionally underserved student populations. Educational policymakers and practitioners must commit their collective energy to addressing the causes of the disparate outcomes of students and emphasize the failures of the system. The educational system is responsible for creating inequitable opportunities for students, and is not the fault of the students themselves. We can and must do better.

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Introduction

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under [RCW 28A.150.550](#). Section (5)(a) allows for the recommendation of revised performance goals, 5(b) specifies that the report must recommend evidence-based reforms to improve the outcomes for indicators not on-track to meet the performance goals, and (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington.

Beginning in the fall 2016 SBE meetings and continuing through the fall 2018 SBE meetings, members offered ideas on the topics of aligning the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals, updating the list of peer states that currently reflect the characteristics of Washington, and for staff to engage with partner agencies earlier in the reporting year to ensure ample time is provided for input and to guide the development of the report. In response to member discussions, the following changes were implemented for the December 2018 report to the Education Committees of the Legislature.

- The SBE convened a Technical Advisory Committee (TAC) to advance the work on the Statewide Indicators of the Educational System Health report.
- Performance goals were revised and reset in a manner that aligns each with the ESSA.
- The annual targets and long-term goals for students with a disability were recalculated following guidance from the OSPI that eliminates the reporting of Level-2 Basic proficiency.
- The list of peer states better matching the characteristics and structure of Washington's economy are used for the required comparisons.

Statewide, we are seeing overall progress on the six required indicators of system health when the All Students group is considered. However, progress by student groups is mixed and the degree to which some indicators are improving is less than desired.

- The overall performance on Kindergarten Readiness is up 2.5 percentage points (pp) over three administrations, but the readiness of Native American and Pacific Islander children declined by approximately 4.7 and 4.8 percentage points respectively.
- On the 4th grade reading, the Students with a Disability group improved 3.5 percentage points (pp) from 2017, but the English Learner group's performance declined by 4.0 pp from 2016.
- On the 8th grade math indicator, the All Students' group performance increased by 0.9 percentage points from 2017, but the American Indian, Asian, and Black student groups' performance declined by 0.4 to 2.6 percentage points (pp) from 2017.
- The performance on the measure of High School Graduation for the class of 2017 is up fractionally for the All Students group, up for the Native American (3.9 pp), Black (2.7 pp), and Hispanic (3.1 pp) student groups, but is down for the Asian and Pacific Islander student groups.

The Washington educational system is improving but not to the degree where most student groups are meeting annual targets. In other words, many student groups are not on track to meet the long-term goals aligned with Washington's ESSA state plan.

Resetting Long-Term Goals and Updating the List of Peer States

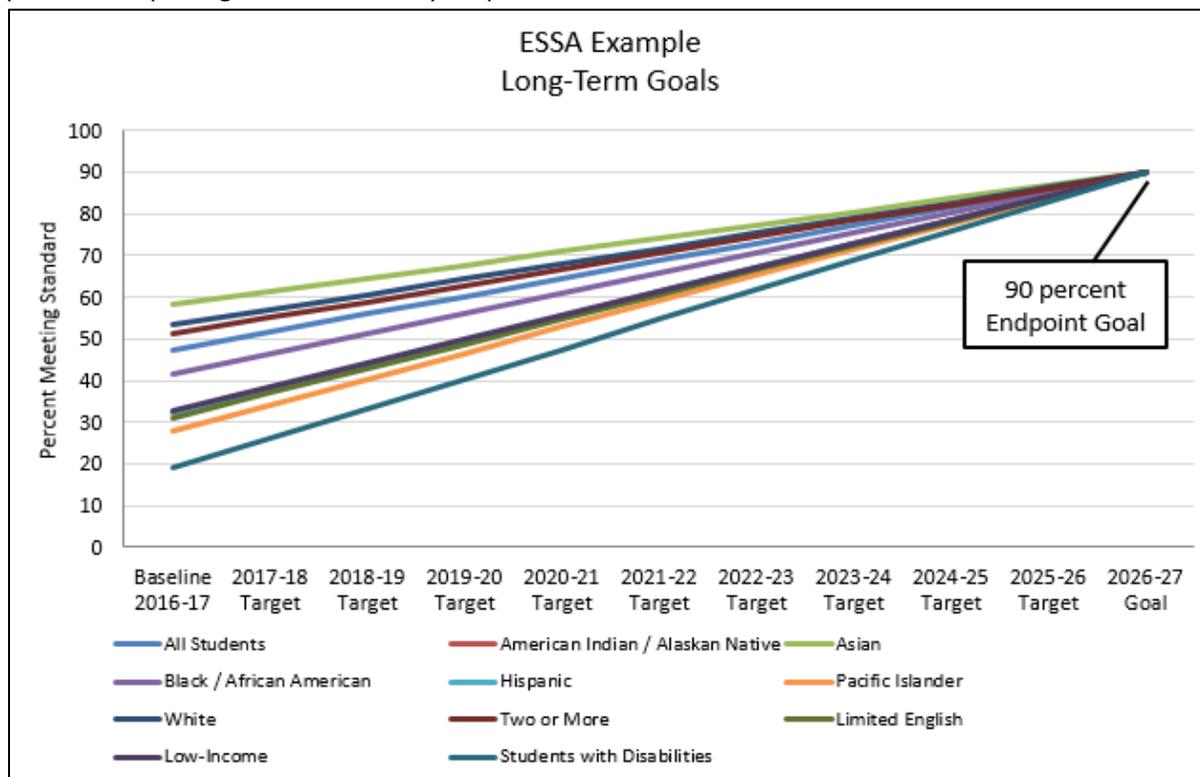
During discussions at the fall 2016 ESBE meetings, members articulated the importance of aligning the performance goals of the statewide indicators to the Every Student Succeeds Act (ESSA) long-term goals. At this time and during discussions at prior meetings, members also suggested that the peer states utilized in the reporting be updated periodically to reflect the changing characteristics of Washington. In response to member discussions and in consultation with partner agencies, the following changes were implemented for the December 2018 report to the Education Committees of the Legislature.

- Performance goals were revised and reset in a manner that aligns each with the ESSA goalsetting methodology.
- A list of peer states better matching the characteristics and structure of Washington’s economy are used for the required comparisons.

LONG-TERM GOALS AND GOALSETTING

The long-term goals described in [Washington’s ESSA Consolidated State Plan](#) emphasize closing subgroup performance gaps in proficiency on statewide assessments. The OSPI proposed and the U.S. Department of Education approved the establishment of a 90 percent minimum proficiency rate in English language arts (ELA) and math for each student group within 10 years. The baseline values were established using 2016-17 data (Figure 1). The annual increments are calculated by dividing the total achievement gap (goal of 90 percent - baseline performance) by 10 years. The result was used to determine the annual improvement targets for each year, beginning with the 2017-18 school year.

Figure 1: shows that every student group is expected to make annual increases in order to meet the 90 percent endpoint goal over the ten year period.



The baseline or starting point differs for each student group but the 90 percent goal is the same for all students. This means that the annual step increase for each group differs, and students currently performing the lowest on the measure must make the greatest gains each year to remain on track to meeting the endpoint goal.

CHANGES TO MEETING STANDARD FOR STUDENTS WITH A DISABILITY

In prior years, the OSPI published separate analyses for the percentage of Students with a Disability who meet standard by attaining an approved threshold score attributed to Achievement Level-2, what was referred to as “Level-2 Basic” or “L2 Basic.” The information in the paragraph below was provided to school districts and other stakeholder groups by the OSPI.

“The concept of L2 Basic is shifting to “CIA Cut Score,” which only applies to graduation requirements and does not apply to state or federal accountability. Therefore, as OSPI works to build an ESSA-compliant report card, the 2017-18 iteration of the state report card will report on ‘proficiency’ specifically being level 3 or level 4. This means that all students with a level 1 or level 2 will be shown as “Not meeting standard,” including those with IEPs documenting assessment graduation alternatives. When the ESSA-compliant report card goes live in December 2018, any assessment data in previous years will recode “L2-Basic (meets standard)” to aggregate into the “Level 2” and “Not Proficient” reporting categories.”

In order to ensure alignment between the ESSA long-term goals and to be consistent with the OSPI reporting on the Report Card, only students attaining Achievement Levels 3 or 4 are considered proficient for the statewide Indicators reporting. The goals for the 4th Grade ELA and 8th Grade Math indicators were aligned to reflect this change.

PEER STATES FOR THE REQUIRED COMPARISONS

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

The list of the states to be utilized for the peer state comparisons and the states’ current ranking on the New Economy Index are presented in Figure 2. Massachusetts has been the highest performing state on all the New Economy Indices since 1999. Washington has been in the top five performing states for all of the years since 1999. Seven of the ten peer states used in the 2018 report are the same as those used in earlier reports, with California, Utah, and Delaware being included in the report for the first time.

Figure 2: shows the list of peer states used in the required comparisons for the December 2018 report to the Education Committees of the Washington Legislature.

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

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

Technical Advisory Committee

The SBE convened a Technical Advisory Committee (TAC) to advance the work on the Statewide Indicators of the Educational System Health report. The TAC met once in June 2018 and once in July 2018 to discuss the indicators specified in statute, recommended for use in prior reports, and discussed the merits of monitoring additional indicators. In August 2018, the TAC members completed an online survey rating the importance of monitoring various measures and to provide comments and concerns about the framing questions for the 2018 report. The partner agencies participating and collaborating on TAC’s work include the following:

- Office of the Superintendent of Public Instruction (OSPI)
- 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)
- Professional Educators Standard Board (PESB)
- Office of the Governor (GOV)

PARTNER COLLABORATION

Based on discussions with the TAC the State Board staff developed a revised framework for the report centered on three questions:

1. Do students have access to quality schools and programs?
2. Are young children prepared to learn when they enter kindergarten?
3. Are students provided an opportunity to develop the skills and knowledge to be prepared for career, college, and civic engagement?

To respond to these questions, the TAC generally supported development of the following indicators to supplement the required indicators:

- Discipline Rate – overall exclusionary discipline rate
- 9th Grade On-Track – state level from the Washington School Improvement Framework
- Dual Credit Participation – state level from the Washington School Improvement Framework
- Career Awareness – opportunities to deep-dive into specific career options (a Career Connect Washington indicator is in development)
- Career Launch – meaningful on-the-job experience and aligned classroom learning (a Career Connect Washington indicator is in development)
- Seal of Biliteracy – as is included on high school diplomas and transcripts
- Educator Quality/Effectiveness - TDB
- School Climate/Engagement Surveys - TBD

The TAC has met twice and a third meeting is anticipated. The work of the TAC is summarized below.

- June 25, 2018 - Members were updated on the reporting requirements and their collaborative role.
- July 23, 2018 - Members discussed the suitability of recommended and other indicators for possible inclusion in the 2018 or subsequent reports and agreed to complete a related survey.
- August 13, 2018 - Survey results on the three framing questions and the suitability of certain indicators were analyzed by the SBE.
- October 26, 2018 - TAC members provided feedback to the SBE on early drafts of the supplemental report.
- October 31, 2018 - TAC members began to provide feedback to the SBE on summary and recommendations report.

SUMMARY RESULTS OF THE ONLINE SURVEY OF THE TAC

A total of eight responses were received from individuals representing each of the partner agencies, except the OSPI and the EOGOAC. One member of the EOGOAC completed the survey but opted to identify his organization affiliation as the Commission on Hispanic Affairs (CHA). Respondents were asked to rate the importance of measures required, recommended, or under consideration for the Statewide Indicators of the Educational System Health report. Respondents had the opportunity to provide comments or concerns about each of the measures, and were asked to comment on three framing questions discussed at the July 23 Statewide Indicators Technical Advisory Committee (TAC) meeting.

An average rating value was derived for all the measures in either of the two manners described below.

- For measures where the importance (Very Important = 5, Somewhat Important = 4, Neutral = 3, Not Very Important = 2, Not Important At All = 1) was assessed, an average was computed.
- For measures asking about reporting concerns (noted with an asterisk*), a yes or no answer was provided and is reported as follows:
 - 6/8* means that six of the eight respondents had no concerns about reporting on the measure.
 - 7/8* means that seven of the eight respondents had no concerns about reporting on the measure.
- A question asked about which graduation rates (5-Year, 6-Year, 7-Year, All, or None) should be reported upon in this work along with the 4-Year graduation rate. The respondents were nearly split on the question (All = 4, None = 3) and the rating is shown as “Mixed.”

The survey-derived importance of each indicator is shown on Figure 3, and all results from the survey are included in Appendix B.

Figure 3: Explanation and summary of the indicators included in the August 2018 online survey for the Statewide Indicators of the Educational System Technical Advisory Committee.

Status	Description
REQ	Required and Reported on in Earlier Reports
REC	Recommended and Reported on in Earlier Reports
DISC	Under Discussion for Possible Inclusion if and when Data Becomes Available

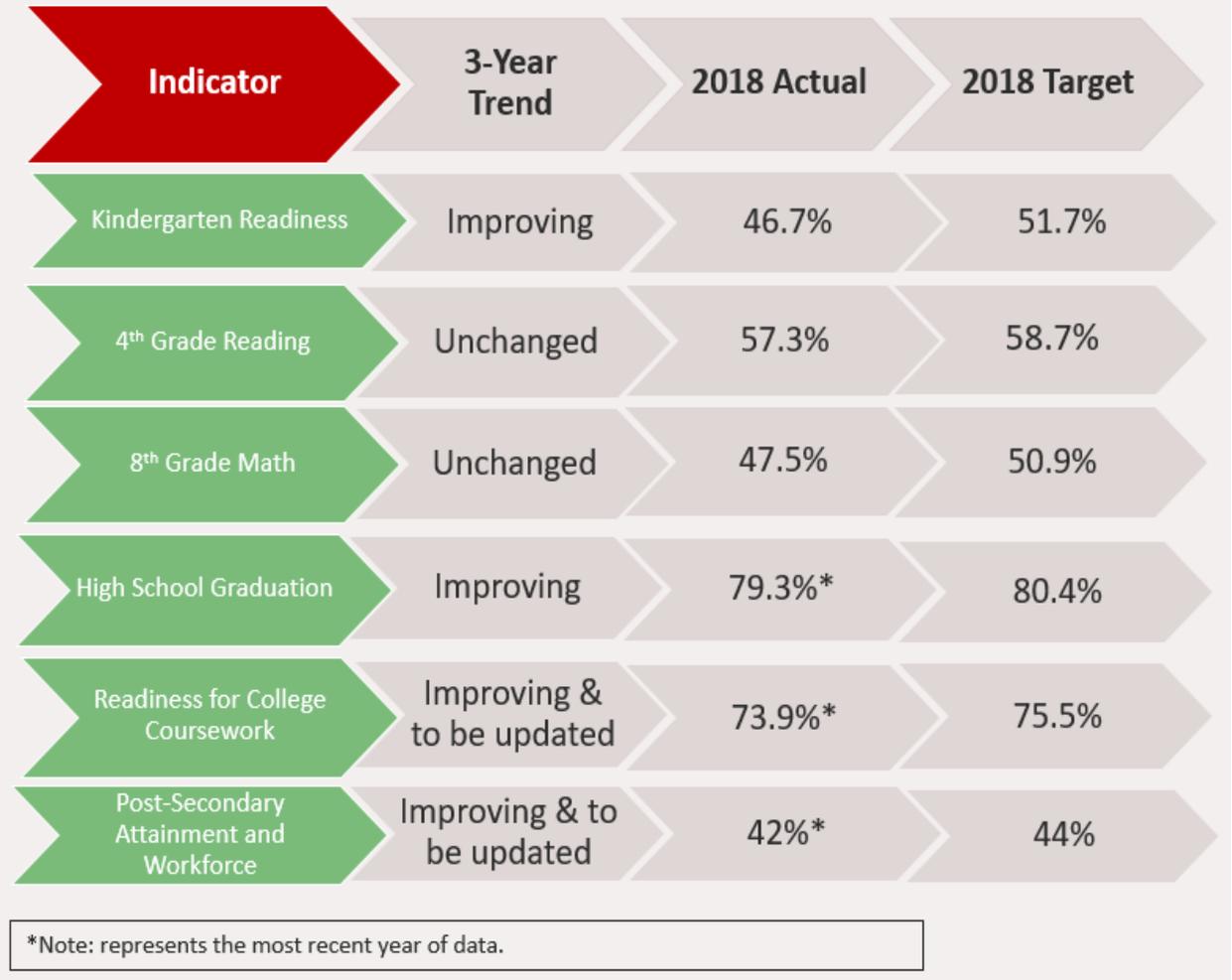
Status	Indicator	Average Rating	Number of Comments or Concerns
REQ	Kindergarten Readiness	6/8*	4
REC	ECE Enrollment	4.65/5	3
REQ	4 th Grade Reading	7/8*	1
REQ	8 th Grade Math	7/8*	2
REC	8 th Grade High School Readiness	3.63/5	2
REQ	4-Year High School Graduation Rate	8/8*	1
REC	5-Year High School Graduation Rate	Mixed	2
REQ	Quality of HS Diploma	7/8*	3
REC	Career and College Readiness (HS SBA)	3.75/5	4
REQ	Postsecondary Engagement	8/8*	1
REC	Discipline Disproportionality	3.88/5	1
DISC	Discipline Rate	3.75/5	1
DISC	9 th Grade On Track	3.50/5	3

Status	Indicator	Average Rating	Number of Comments or Concerns
DISC	Dual Credit Participation	4.13/5	2
DISC	Career Awareness	4.13/5	3
DISC	Career Launch	4.50/5	3
DISC	Biliteracy	3.75/5	1
DISC	Educator Quality	3.50/5	3
DISC	School Climate/Engagement Surveys	4.38/5	3

Status of the Statutorily Required Indicators

Statewide, we are seeing overall progress on the six required indicators of system health when the All Students group is considered (Figure 4). However, progress by some student groups is mixed and the degree to which some indicators are improving is less than desired.

Figure 4: summary of the most recent performance of the Statewide Indicators of the Education System Health.



More detail about the performance of Washington on the statewide indicators is presented in Figure 5. It is evident that the state did not meet the annual targets required to remain on-track to meeting the long-term goals. However, Washington performs comparably to the peer states and is among the highest performers in the nation on the 4th grade reading, the 9th grade math, and on the readiness for college coursework indicators.

Figure 5: shows the status of each of the six statutorily required indicators of the educational system health.

	Change over Three Years*	Met Annual Target	Comparable to Peer States**	Top 10 Percent Nationally**
Kindergarten Readiness	+ 2.5	✘	✘	✘
4 th Grade Reading	+ 0.3	✘	✓	✓
8 th Grade Math	- 0.3	✘	✓	✓
High School Graduation	+ 1.2	✘	✘	✘
Readiness for College Coursework	+ 1.1	✘	✓	✓
Postsecondary Attainment and Workforce	+ 0.5	✘	NA	NA

*Note: change shown as percentage points. **Note: the peer state and national comparisons utilize a combination of measures comprised of the recommended measures, nationwide administered assessments, and other publicly available information. The ✓ = yes, the ✘ = no, NA = not analyzed.

KINDERGARTEN READINESS

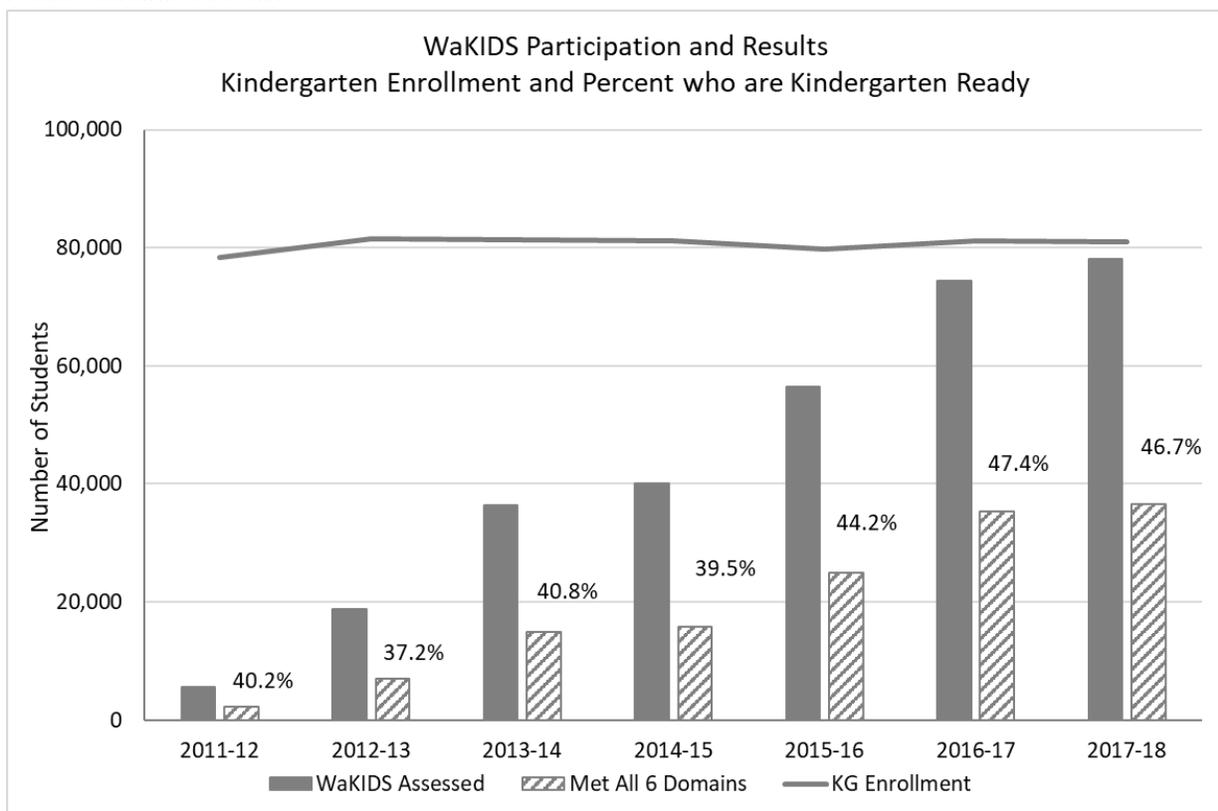
The Kindergarten Readiness indicator is measured through the [Washington Kindergarten Inventory of Developmental Skills](#) (WaKIDS), and is the percentage of children who are kindergarten-ready in the fall of a given year. In this case, kindergarten-ready means that the students meet the standards on all six WaKIDS kindergarten-ready domains (social-emotional, physical, cognitive, language, literacy, and mathematics). The long-term goals were reset to align with the ESSA State Plan approved by the U.S. Department of Education in January 2018. The reset goals apply a 90 percent endpoint goal to be met over a ten year time period based on 2016-17 baseline data.

The annual targets developed in the early stages of this work were derived only from the kindergarten students in state funded, full-day, kindergarten and in other schools and school districts voluntarily participating in the WaKIDS. As such, the participation rates on the WaKIDS was relatively low until the fall 2016, at which time approximately 92 percent of all kindergarteners were assessed on the WaKIDS. In the fall 2017, approximately 81,000 students were enrolled in public kindergarten classrooms and all but 440 were enrolled in full-day kindergarten. The participation rate on the 2017-18 WaKIDS was approximately 96.4 percent (Figure 6).

Because of the dramatic change in participation rate from less than 10 percent in fall 2011 to more than 95 percent in fall 2018, it is difficult to frame a discussion regarding the change in performance over time. The improvement over time (40 percent to 47 percent deemed kindergarten-ready) could be due to differing demographics of the assessed group from one year to the next or an actual difference in performance. Regardless, the reader should focus on the two most recent years of results where the participation rates are close to 95 percent.

The performance on the WaKIDS remained relatively constant between the fall 2011 to the fall 2014 (Figure 6), at which time approximately 37 to 41 percent of the students were deemed kindergarten ready by meeting all six domains. In the fall 2015, the percentage of students who were kindergarten ready increased to approximately 44 percent, and the percentage increased modestly to approximately 47 percent in the fall 2016 and remained at that level for the 2017 administration. In summary, the percentage of students deemed kindergarten ready increased from approximately 40 to 47 percent over the last seven school years.

Figure 6: shows the results and changes in the participation rate on the WaKIDS over the seven most recent administrations.



The most recent performance on the WaKIDS and the reset targets and annual step increase for each student group is summarized in Figure 7. Because the performance on the measure declined for nearly all student groups from the fall 2017 to the fall 2018, no student group met the group's annual target for the fall 2017. While less than one-half of all incoming kindergarteners are deemed kindergarten ready,

that number is considerably lower for young children of Native American, Black, Hispanic, and Pacific Islander race/ethnicities.

Figure 7: shows the recent performance, the most recent annual target, and the yearly step increase for the Kindergarten Readiness indicator by student group.

Kindergarten Readiness	Actual 2015-16	Actual 2016-17*	Actual 2017-18	2017-18 Target	Yearly Change & (Step)*
All Students	44.2	47.4	46.7	51.7	-0.7 (4.3)
American Indian / Alaskan Native	35.2	32.1	30.5	37.9	-1.6 (5.8)
Asian	51.5	58.1	56.9	61.3	-1.2 (3.2)
Black / African American	41.2	41.7	40.0	46.5	-1.7 (4.8)
Hispanic / Latino	31.1	32.3	30.9	38.1	-1.4 (5.8)
Native Hawaiian / Pacific Islander	33.9	28.0	29.1	34.2	1.1 (6.2)
White	50.5	53.3	52.7	57.0	-0.6 (3.7)
Two or More Races	49.4	51.1	50.7	55.0	-0.4 (3.9)
Limited English	27.8	31.1	30.7	37.0	-0.4 (5.9)
Low-Income	33.7	32.6	31.5	38.3	-1.1 (5.7)
Students with a Disability	19.8	19.1	18.5	26.2	-0.6 (7.1)

*Note: the results from the fall 2016 administration served as the baseline year from which to derive and develop the annual targets. The values for the yearly step increases are shown as percentage points, while the “Actual” and “Target” values are shown as the percentage of students.

While it is not possible to compare the WaKIDS on a national or peer state level analysis, national and peer state comparisons of enrollment in early childhood educational opportunities can be made. In 2014, the SBE resolved to include data from the American Community Survey on the percentage of three- and four-year old children enrolled in early childhood education as a sub-indicator of Kindergarten Readiness (Figure 8). This data has been compiled and is reported on the [KIDS COUNT Data Center](#) developed by the Annie E. Casey Foundation as a three-year rolling average. In the most recent reporting, Washington early childhood enrollment is approximately 42 percent (20th percentile of the fifty United States) which is approximately six percentage points lower than the U.S. average and 11 percentage points lower than the peer state average. Washington and Utah are the lowest performing of the peer states on this measure. A slightly different annual measure of early childhood education enrollment is reported by the National Center for Educational Statistics (NCES) through the Digest of Education Statistics. The NCES reports that approximately 41.9 percent of young children in Washington were enrolled in early childhood education in 2015 (Figure 9). The rate for Washington’s young children was the second lowest of the peer states.

On the Kindergarten Readiness indicator, no student groups met their annual target. On the early childhood education enrollment sub-indicator, Washington is not in the top ten percent nationally and does not perform comparably to peer states. However, Washington has been expanding the number of Early Childhood Education and Assistance Program (ECEAP) full day and part day slots annually and the high quality program was recognized nationally by the [Learning Policy Institute](#). As the ECEAP continues to expand and as program quality improves under solid funding in the coming years, substantial improvements in the Kindergarten Readiness outcomes would be expected.

Figure 8: shows the trend of early childhood education enrollment as reported by the Annie E. Casey Foundation.

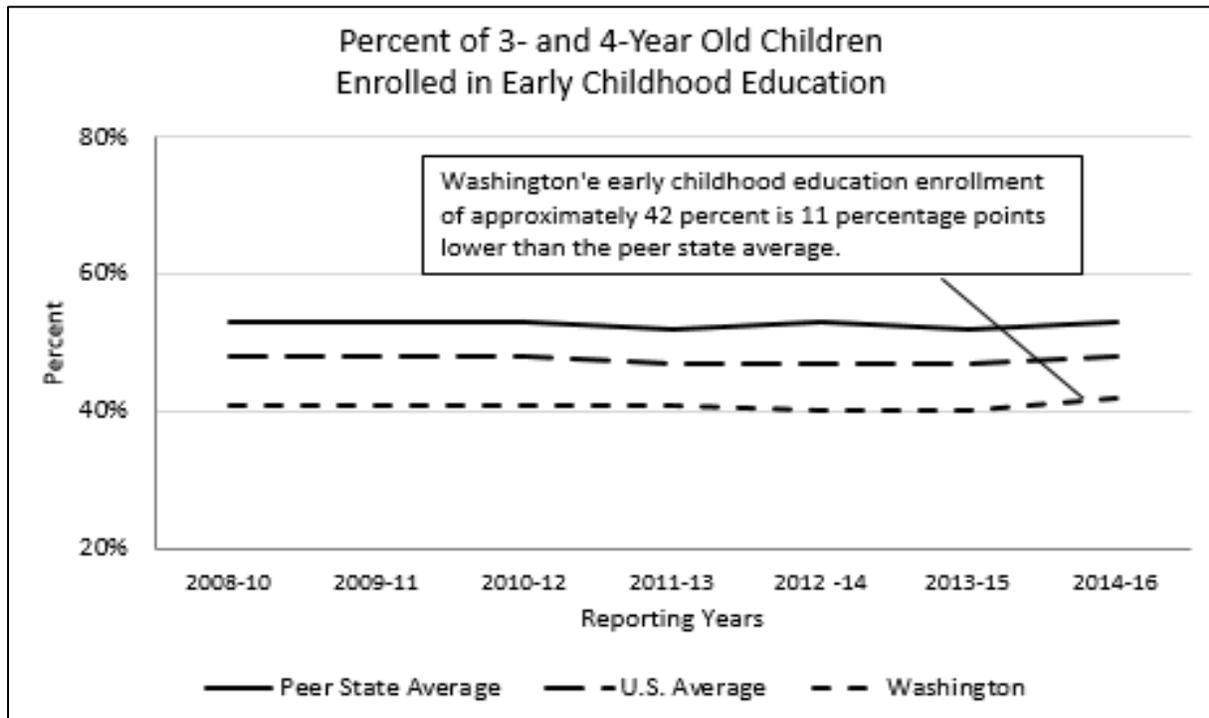
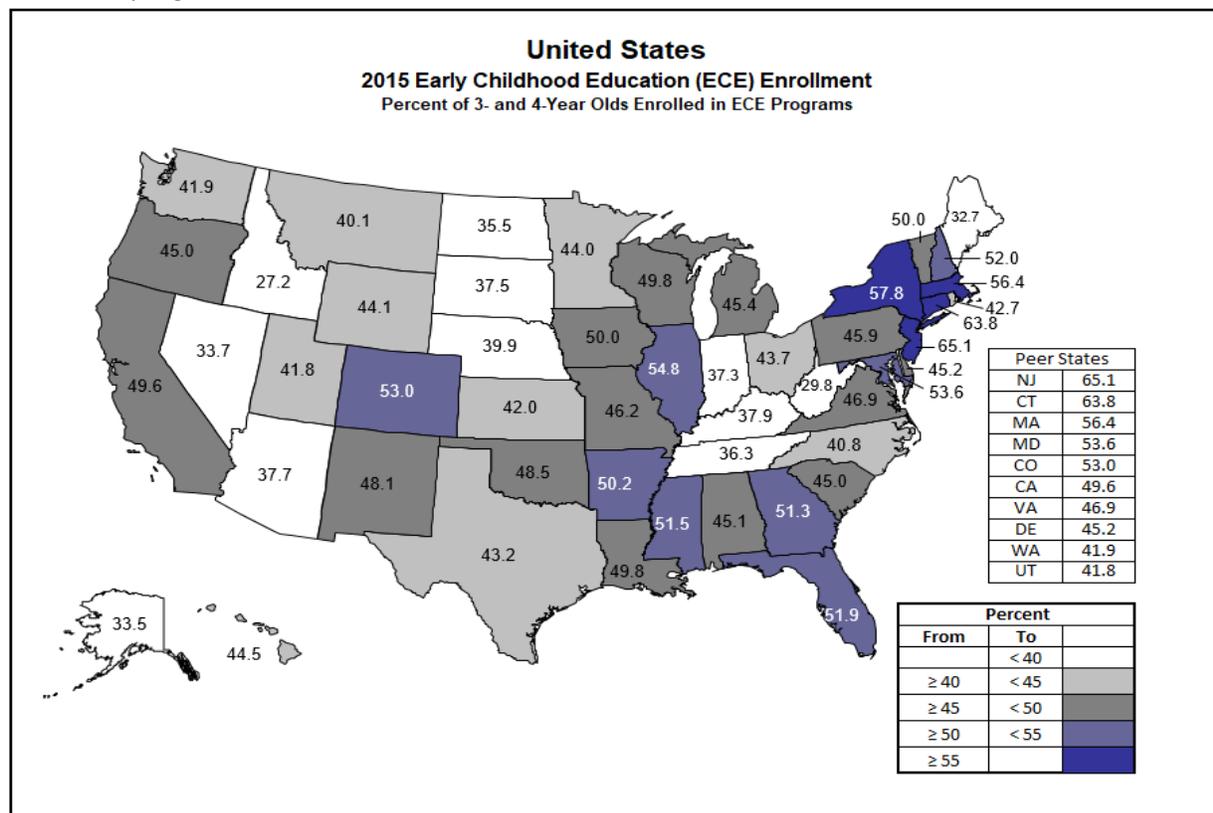


Figure 9: Shows the percent of three- and four-year old children who were enrolled in early childhood education programs in 2015.



4TH GRADE READING

The indicator specified in RCW 28A.150.550 is the percentage of 4th grade students meeting or exceeding standard on the 4th Grade English/language arts assessment developed by the Smarter Balanced Assessment Consortium (SBA). The long-term goals were reset to align with the ESSA, and for the All Students group, an annual step increase of approximately 3.5 percentage points was computed.

WASHINGTON STATEWIDE ASSESSMENT RESULTS – 4TH GRADE ELA

The performance of all reportable student groups increased in 2018 from 2017 (Figure 10). To remain on-track to meet the ESSA long-term goal, the All Students group was required to make a gain of approximately 3.5 percentage points from 2017 to 2018. The improvement in 2018 was 2.1 percentage points, which is approximately 1.4 percentage points below the target and means that Washington is not on-track to meet the long-term goal. The Asian student group met its annual step increase to remain on-track to meet the long term goal, but all other groups fell short of their annual step goal by 0.8 to 5.7 percentage points.

Figure 10: shows the performance on the 4th grade ELA Indicator by student group.

4 th Grade ELA	Actual 2015-16	Actual 2016-17	Actual 2017-18	2017-18 Target	Yearly Change & (Step)
All Students	57.0	55.2	57.3	58.7	2.1 (3.5)
American Indian / Alaskan Native	29.9	27.5	28.1	33.8	0.6 (6.3)
Asian	75.1	74.1	76.0	75.7	1.9 (1.6)
Black / African American	38.7	35.7	37.3	41.1	1.6 (5.4)
Hispanic / Latino	38.8	36.9	39.6	42.2	2.7 (5.3)
Native Hawaiian / Pacific Islander	36.1	32.5	35.9	38.3	3.4 (5.8)
White	65.0	63.1	65.0	65.8	1.9 (2.7)
Two or More Races	58.5	58.9	59.8	62.0	0.9 (3.1)
Limited English	20.6	15.5	16.6	23.0	1.1 (7.5)
Low-Income	40.2	37.9	41.2	43.1	3.3 (5.2)
Students with a Disability	21.8	20.1	23.6	20.1	3.5 (6.6)

*Note: values for the yearly change and step are shown as percentage points, while the “Actual” and “Target” values are shown as the percentage of students.

In the 2016-17 school year, approximately 55 percent of Washington fourth grade students demonstrated proficiency by earning a scale score on the statewide assessment assigned to achievement level three or four (Figure 10). Of the 10 other states using the SBA and for which reliable data could be obtained, Washington’s proficiency rate was second only to New Hampshire’s rate of approximately 56 percent. Considering the data available, Washington is among the highest performing in the nation on the 2016-17 4th grade SBA in ELA.

WASHINGTON NAEP RESULTS – 4TH GRADE READING

The 4th Grade National Assessment of Educational Progress (NAEP) in reading was used to make the national and peer state comparisons. The 2017 average scale score for Washington 4th grade students of 223.1 was approximately 3.2 scale score points lower than the peer state average and approximately 1.2 scale score points higher than the U.S. average (Figure 11). In 2017, Washington’s average scale score declined 2.8 scale score points from the 2015 administration, while both the peer state average and U.S. average each increased by approximately 0.5 scale score points from the 2015 NAEP administration.

Figure 11: Shows the average scaled scores for the All Students group for the national and peer state comparisons using the 4th grade NAEP reading results.

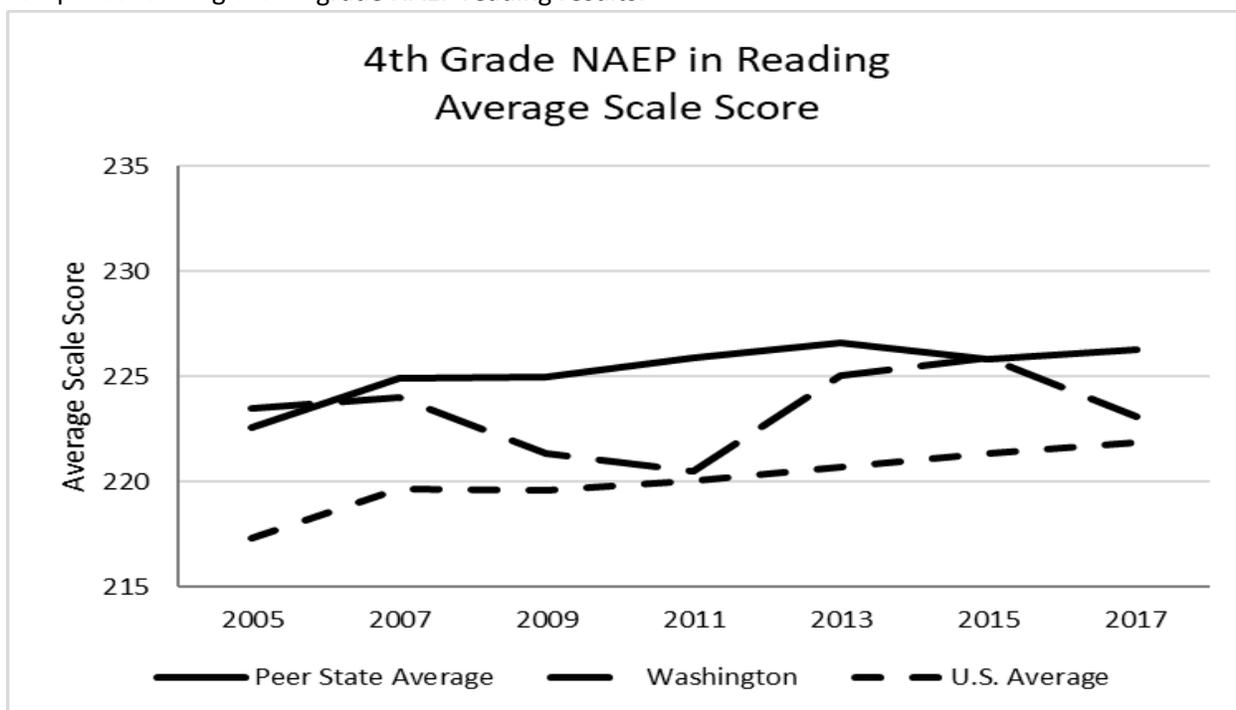


Figure 12 shows that Washington’s average scale score of 223.1 is statistically similar to the U.S. average of 221.9 and statistically similar to the average scale scores of Colorado (225), Delaware (221), Maryland (225), and Utah (225). Washington’s scale score is statistically higher than California (215), but is statistically different and lower than four of the peer states (Connecticut (228), Massachusetts (236), New Jersey (233), and Virginia (228)).

This 2018 report represents the first year the SBE is examining student group performance on the NAEP for Washington students and in comparison to the U.S. average and the peer state performance (Figure 13). Washington is not in the top ten percent nationally for any student group performance, but for the most part, the Washington groups’ performance is similar to the U.S. average and comparable to the peer states. However, the White student group in Washington performed a little lower than the comparable group for the peer states (Figure 13). The English Learner (EL) student group performed statistically lower than the U.S. average and the peer states, but additional factors to consider are included later in this section where the EL performance is discussed in more detail.

Figure 12: Shows the average scale score by state for the All Students group on the 2017 4th grade NAEP in reading and whether a state's performance was statistically higher, lower, or similar to the scale score for Washington students.

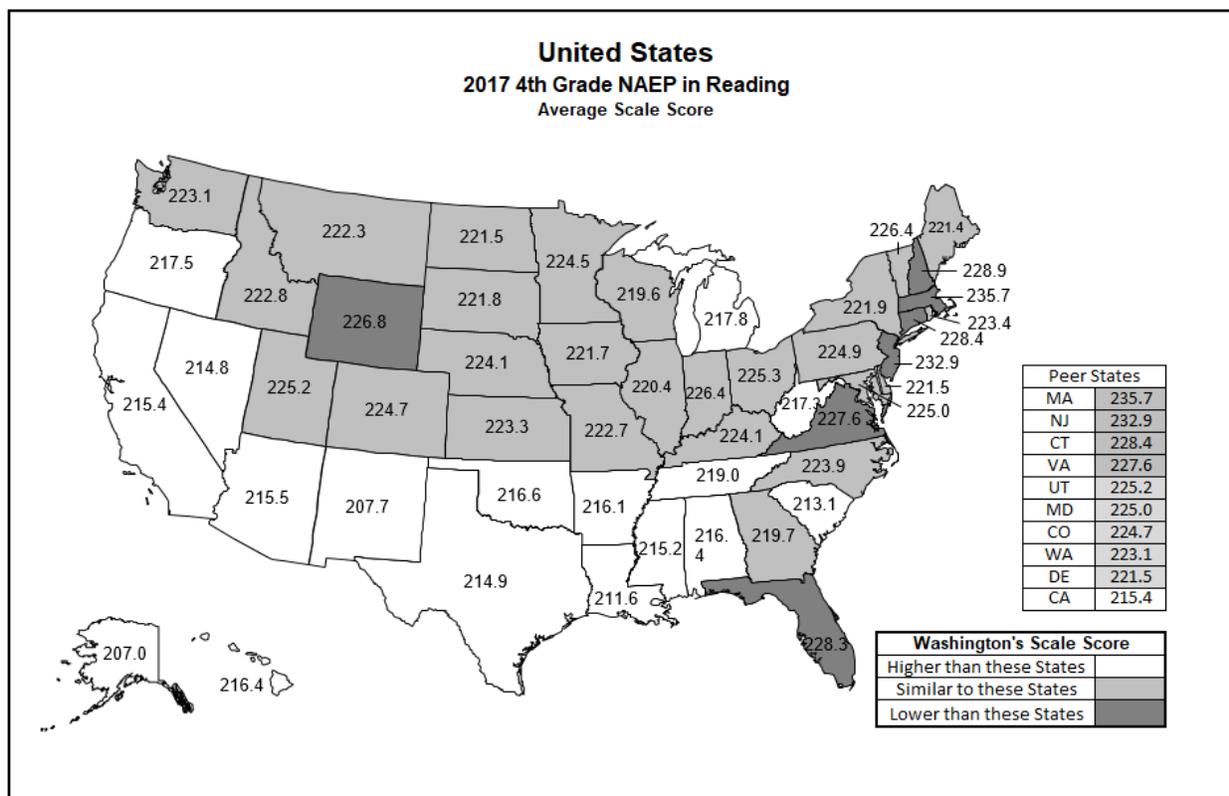


Figure 13: summary of student group performance on the 2017 4th grade NAEP in reading.

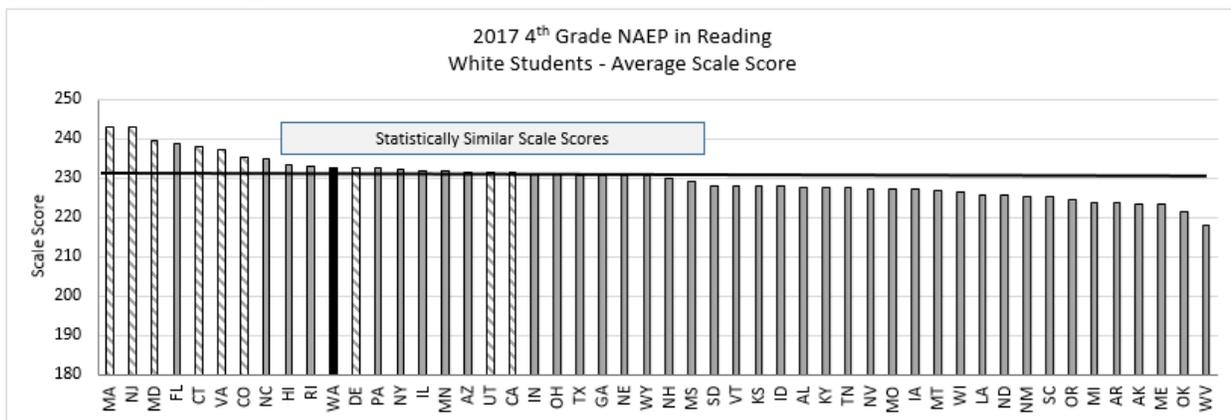
4 th Grade NAEP in Reading	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
All Students	223.1	221.9	Similar	Similar
American Indian / Alaskan Native	--	201.9	--	--
Asian	236.8	240.8	Similar	Similar
Black / African American	203.0	206.3	Similar	Similar
Hispanic / Latino	204.0	208.7	Similar	Similar
Native Hawaiian / Pacific Islander	--	211.9	--	--
White	232.6	231.8	Similar	Lower
Two or More Races	226.7	227.2	Similar	Similar
Limited English	181.5	188.5	Lower	Lower
Low-Income	205.4	208.2	Similar	Similar
Students with a Disability	179.8	183.5	Similar	Similar

*Note: U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix C) and the peer state comparison is deemed similar if Washington's score is similar to or better than four or more peer states. A "--" means no score reported, so a comparison is not possible.

The White student group for Washington posted an average scale score of 232.6 on the 2017 NAEP in reading, which was similar to the U.S. average of 231.8 and similar to three peer states (Figure 14).

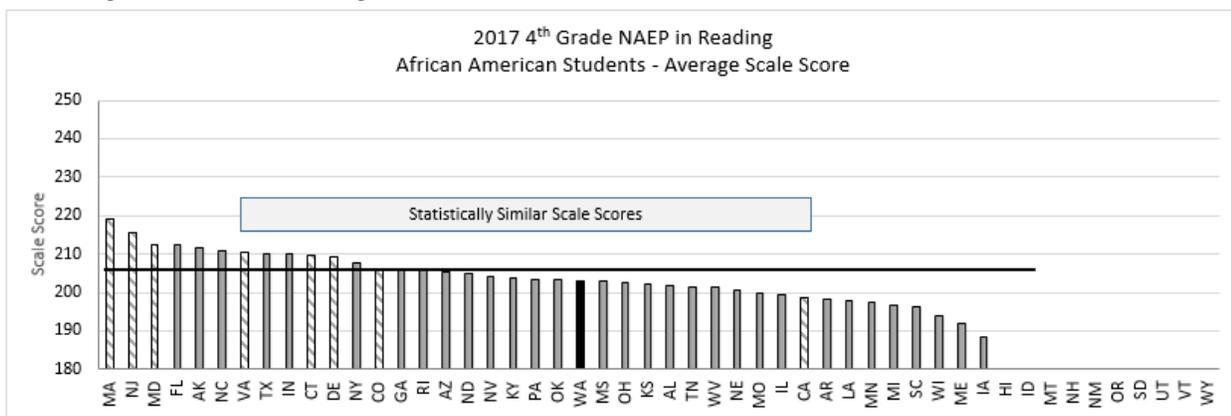
Washington’s average scale score was statistically similar to 18 other states and was statistically lower than six peer states. The state’s performance posted by the White student group is average for the U.S. and is comparable to the performance of the other peer states. A scale score of at least 237.8 was required for a state to be ranked in the top ten percent nationally.

Figure 14: shows the rank ordering of the performance of the White student group on the 2017 4th grade NAEP in reading for each of the states.



The African American student group for Washington posted an average scale score of approximately 203.0 on the 2017 NAEP in reading, which was similar to the U.S. average of 206.3 and similar to five peer states (Figure 15). Washington’s average scale score was statistically similar to 25 other states and was statistically lower than three peer states (Massachusetts, New Jersey, and Maryland). The state’s performance posted by the African American student group is close to the national average and is mostly comparable to the other peer states. A scale score of at least 212.3 was required for a state to be ranked in the top ten percent nationally.

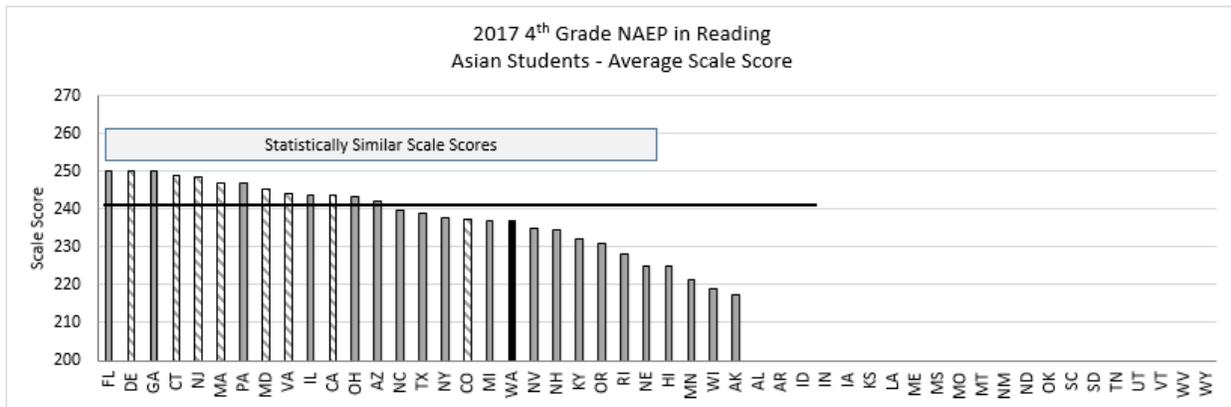
Figure 15: shows the rank ordering of the performance of the African American student group on the 2017 4th grade NAEP in reading for each of the states.



On the 2017 NAEP in reading, the Asian student group for Washington posted an average scale score of 236.8, which was similar to the U.S. average of 240.9 and similar to eight peer states (Figure 16). Washington’s average scale score was statistically similar to 26 other states and was statistically higher than four states. The state’s performance posted by the Asian student group is average and is

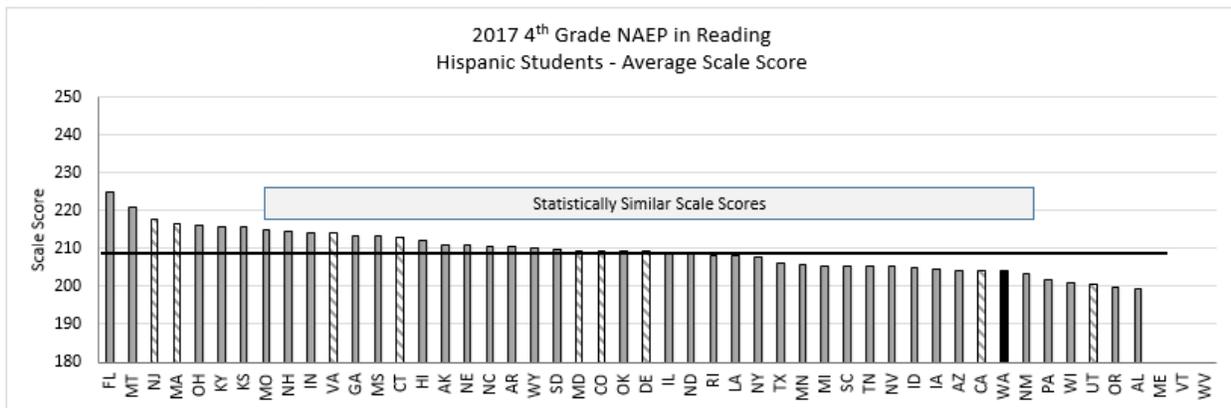
statistically comparable to the other peer states. A scale score of at least 248.8 was required for a state to be ranked in the top ten percent nationally.

Figure 16: shows the rank ordering of the performance of the Asian student group on the 2017 4th grade NAEP in reading for each of the states.



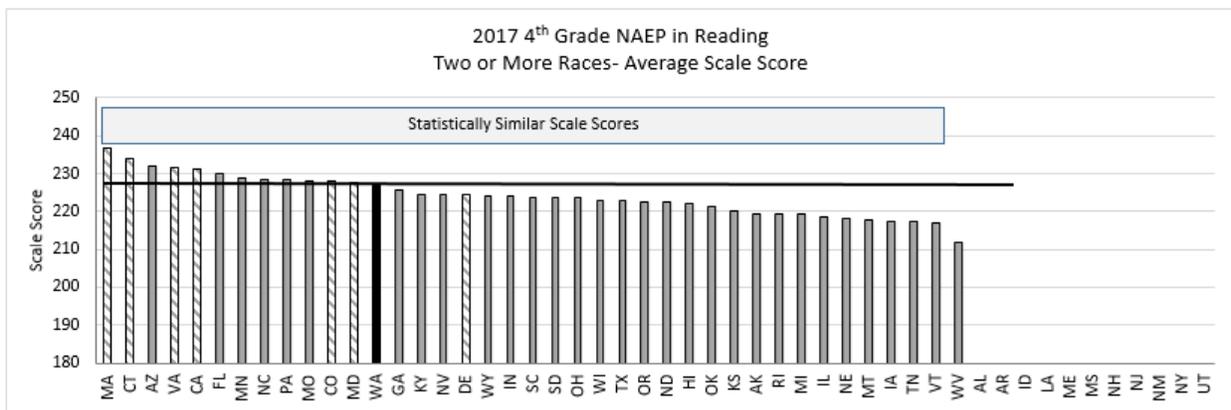
On the 2017 NAEP in reading, the Hispanic student group for Washington posted an average scale score of 204.0, which was statistically similar to the U.S. average of 208.7 and similar to six peer states (Figure 17). Washington's average scale score was statistically similar to 34 other states and was statistically higher than one peer state and four other states. The state's performance posted by the Hispanic student group is statistically average but on the lower side of average, and is statistically similar to the other peer states. A scale score of at least 216.0 was required for a state to be ranked in the top ten percent nationally.

Figure 17: shows the rank ordering of the performance of the Hispanic student group on the 2017 4th grade NAEP in reading for each of the states.



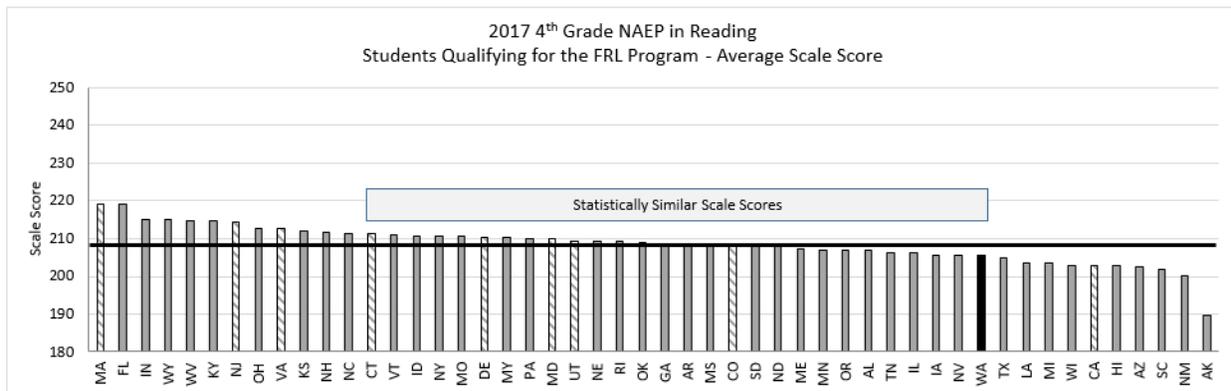
For students identifying with Two or More races, an average scale score of 226.7 was posted on the 2017 NAEP in reading. The scale scores for all the states (except one) were statistically similar and the Washington score was nearly identical to the U.S. average of 227.2 (Figure 18). The performance recorded for Washington approximates the U.S. average and is statistically similar to the other peer states. A scale score of at least 231.7 was required for a state to be ranked in the top ten percent nationally.

Figure 18: shows the rank ordering of the performance of the Two or More races student group on the 2017 4th grade NAEP in reading for each of the states.



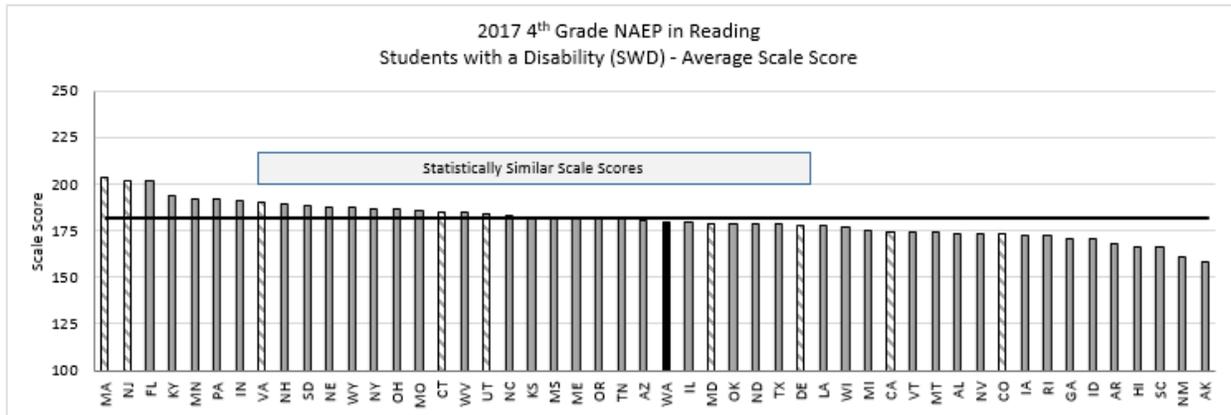
For students qualifying for the Free and Reduced Price program (FRL), the Washington group posted an average scale score of 205.4, which was statistically similar to the U.S. average of 208.2 (Figure 19). The Washington score was statistically similar to or better than six peer states and performed lower than three peer states (Massachusetts, New Jersey, and Virginia). A scale score of at least 214.8 was required for a state to be ranked in the top ten percent nationally.

Figure 19: shows the rank ordering of the performance of the students qualifying for the FRL program student group on the 2017 4th grade NAEP in reading for each of the states.



For students with a disability, the Washington group posted an average scale score of 179.8, which was statistically similar to the U.S. average of 183.5 (Figure 20). The scale score for Washington was statistically similar to or better than seven peer states and Massachusetts and New Jersey were the only peer states to perform better. A scale score of at least 192.0 was required for a state to be ranked in the top ten percent nationally.

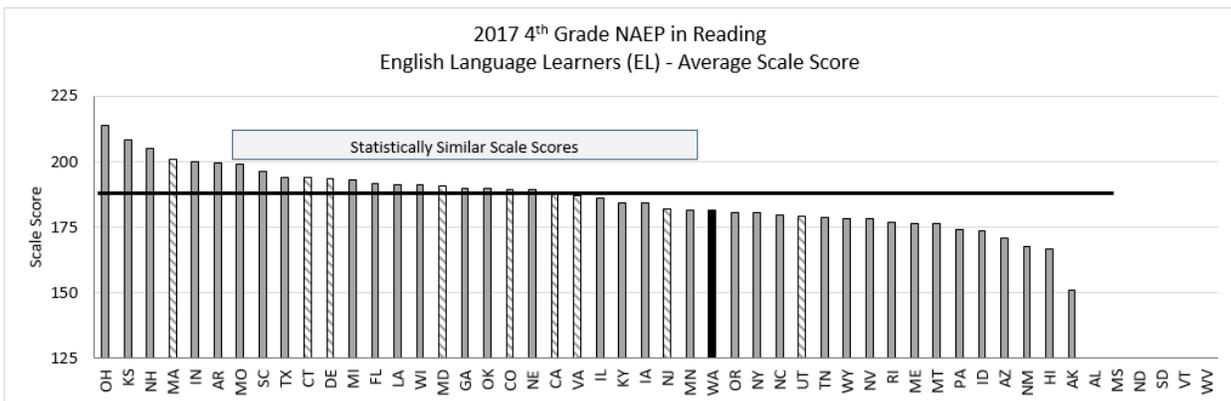
Figure 20: shows the rank ordering of the performance of the Students with a Disability student group on the 2017 4th grade NAEP in reading for each of the states.



Washington students who were identified as English learners posted an average scale score of 181.5, which was statistically lower than 30 states and lower than the U.S. average of 188.5 (Figure 21). All of the peer states (except one) performed statistically better than Washington. A scale score of at least 200.7 was required for a state to be ranked in the top ten percent nationally.

The performance of EL students on the NAEP is complicated by the fact that not all EL students in all states are assessed with accommodations. The EL students testing with accommodations might be expected to perform better than similar students not testing with accommodations, which means that the percentage of EL students assessed with accommodations might have an impact on the group performance. The NAEP 2017 Technical Appendix for Reading shows that approximately 59 percent of EL students who participated in the reading assessment nationally, did so without testing accommodations. Approximately 79 percent of the Washington 4th grade EL students who participated in the NAEP did so without accommodations. The differential use (or not) of testing accommodations may in part account for Washington’s lower performance, but would not account for higher performances from Massachusetts and California EL students where 84 and 85 percent (respectively) of EL students tested without accommodations. Other factors that are known to influence testing outcomes for EL students are years in bilingual education, home language, years of formal education outside of the U.S., and others, so it might be inappropriate to conclude that Washington EL students are underperforming.

Figure 21: shows the rank ordering of the performance of the English learner student group on the 2017 4th grade NAEP in reading for each of the states.



8TH GRADE MATH

WASHINGTON STATEWIDE ASSESSMENT RESULTS – 8TH GRADE MATH

The indicator is the percentage of 8th grade students meeting or exceeding standard on the 8th grade Smarter Balanced Assessment in math. The annual yearly step increases (annual targets) were reset based on the 2016-17 SBA assessment results reported in fall 2017.

The performance of many reportable student groups increased in 2018 from 2017. To remain on-track to meet the ESSA long-term goal, the All Students group was required to make a gain of approximately 4.3 percentage points from 2017 to 2018 (Figure 22). The improvement in 2018 was 0.9 percentage points, which is approximately 3.4 percentage points below the target and means that Washington is not on-track to meet the long-term goal. No student group met its annual step increase to remain on-track to meet the long-term goal, and the student groups fell short of their annual step goal by 2.3 to 9.2 percentage points.

Figure 22: Performance on the 8th grade math indicator by ESSA student group.

8th Grade SBA Math	Actual 2015-16	Actual 2016-17	Actual 2017-18	2017-18 Target	Yearly Change & (Step)*
All Students	47.8	46.6	47.5	50.9	0.9 (4.3)
American Indian / Alaskan Native	22.0	23.6	21.0	30.2	-2.6 (6.6)
Asian	74.2	73.5	72.9	75.2	-0.6 (1.7)
Black / African American	27.0	26.5	25.3	32.9	-1.2 (6.4)
Hispanic / Latino	29.6	30.0	30.1	36.0	0.1 (6.0)
Native Hawaiian / Pacific Islander	26.4	22.4	25.9	29.2	3.5 (6.8)
White	53.6	53.6	53.7	57.2	0.1 (3.6)
Two or More Races	48.8	48.1	48.9	52.3	0.8 (4.2)
Limited English	11.6	10.6	10.2	18.5	-0.4 (7.9)
Low-Income	30.4	29.8	30.3	35.8	0.5 (6.0)
Students with a Disability	8.4	8.6	8.6	16.7	0.0 (8.1)

*Note: values for the yearly change and step are shown as percentage points, while the “Actual” and “Target” values are shown as the percentage of students.

In 2016-17 approximately 48 percent of the 8th grade students demonstrated proficiency on the math assessment (Figure 22). Of the 10 other states using the SBA and for which reliable data could be obtained, Washington’s proficiency rate was the highest. Considering the data available, Washington is clearly among the highest performing in the nation on the 2016-17 8th grade SBA in math.

WASHINGTON NAEP RESULTS – 8TH GRADE MATH

The 8th grade NAEP in math was used for the national and peer state comparisons. The Washington average scale score for the NAEP in math of 289.1 was the sixth highest in the nation and fourth highest of the peer states. Figure 23 shows that the average scale score for Washington 8th grade students of 289.1 was approximately 3.4 scale score points higher than the peer state average and approximately 6.3 scale score points higher than the U.S. average. In 2017, Washington’s average scale score increased

2.6 scale score points, while the peer state average increased fractionally and the U.S. average increased by approximately 1.5 scale score points (Figure 24).

Figure 23: shows the average scale score on the 2017 8th grade NAEP in math for the peer state comparison and in relation to the U. S. average.

	2005	2007	2009	2011	2013	2015	2017
Peer State Average	280.9	284.8	286.7	287.5	287.7	285.8	285.7
Washington	285.1	284.9	288.7	288.1	290.0	286.5	289.1
U.S. Average	277.5	280.2	281.7	282.7	283.6	281.3	282.8
Difference (WA-U.S. Average)*	7.6	4.7	7.0	4.4	6.4	5.2	6.3
Difference (WA-Peer States Average)*	4.2	0.1	2.0	0.6	2.3	0.7	3.4

*Note: for the differences shown in the bottom two rows, a positive value means that Washington's outcome was higher than the U.S or peer state average and a negative value means that Washington's outcome was lower than the U.S or peer state average.

Figure 24: Shows the average scaled scores for the national and peer state comparisons using the 8th grade NAEP Math results.

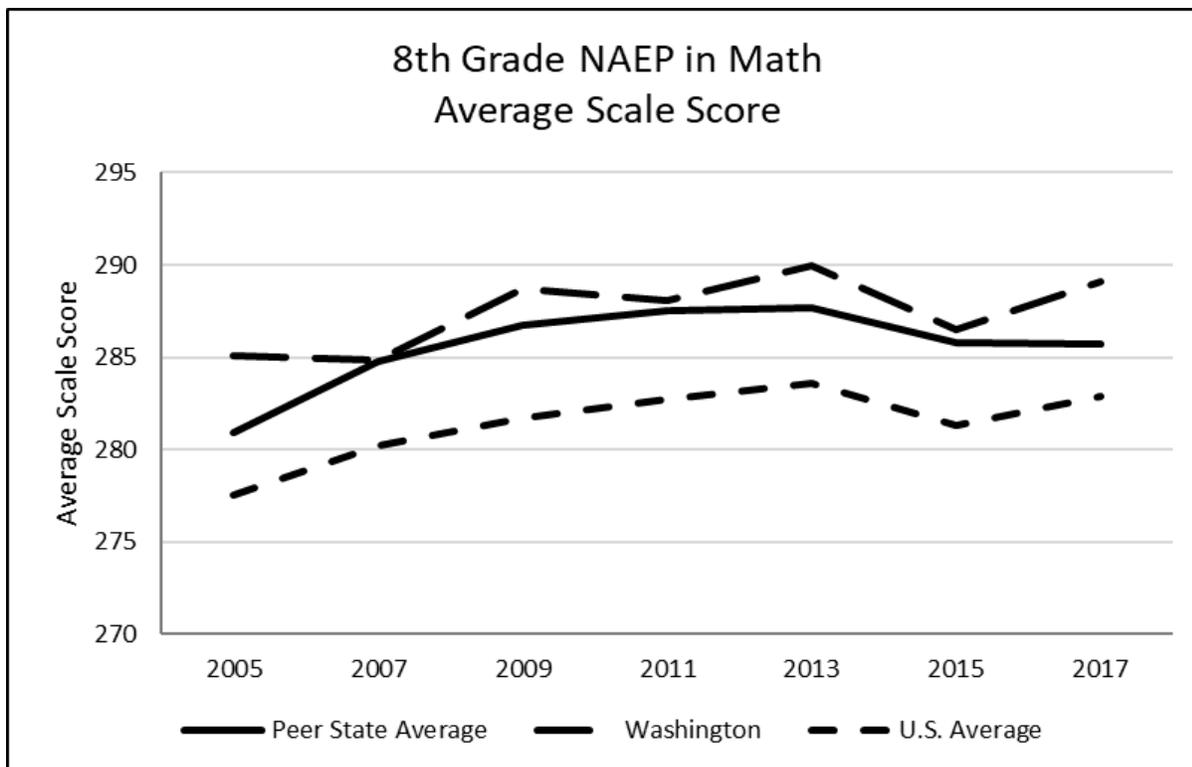
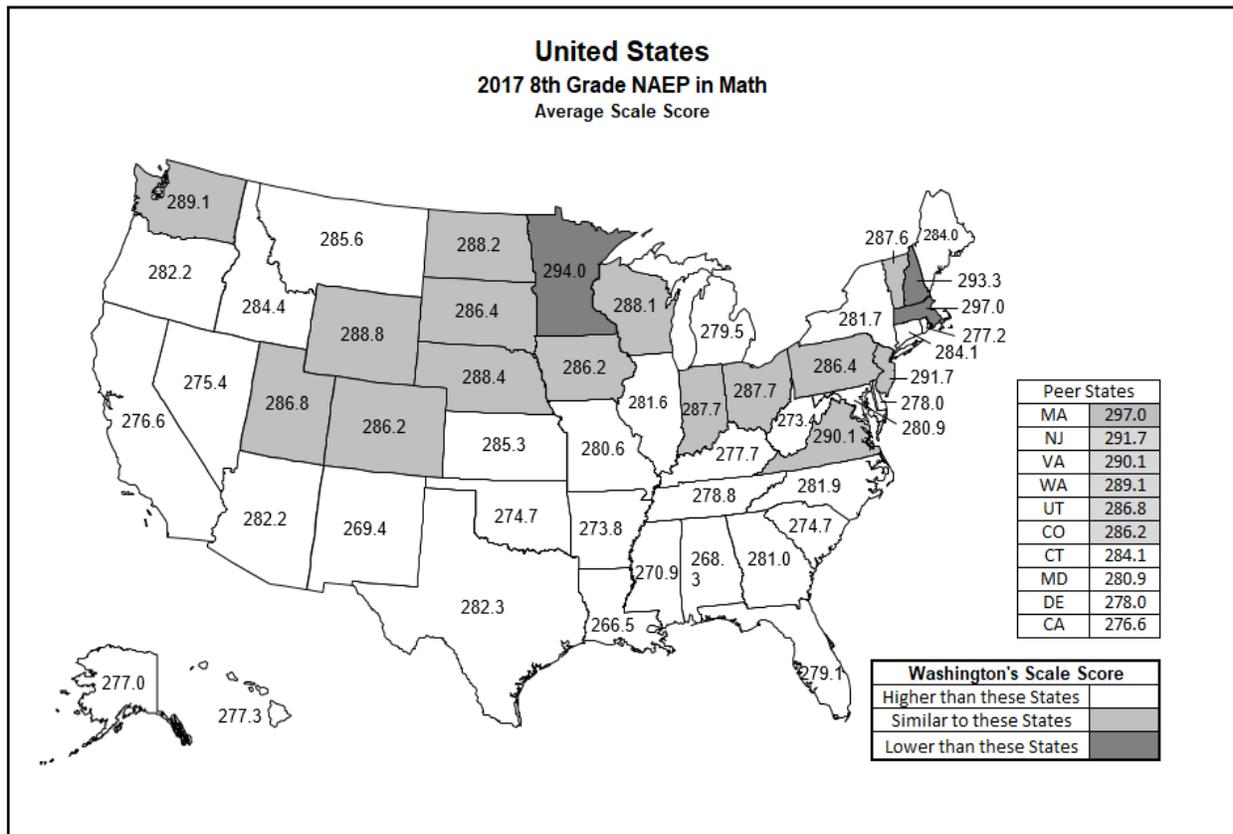


Figure 25 shows that Washington’s average scale score of 289.1 is statistically different and higher than the U.S. average of 282.8 and statistically higher than the average scale scores of California (277), Connecticut (284), Delaware (278), and Maryland (281). Washington’s scale score is statistically similar to than Colorado (286), Virginia (290), New Jersey (292), and Utah (287), but is statistically different and lower than Massachusetts (297).

Figure 25: Shows the average scale score by state for the All Students group on the 2017 8th grade NAEP in math and whether a state’s performance was statistically higher, lower, or similar to the scale score for Washington students.



Washington is not in the top ten percent nationally for any student group performance, but for the most part, the Washington groups’ performance is similar to the U.S. average and comparable to the peer states (Figure 26). On the 8th grade NAEP in math, the All Students group performance and the FRL student group performance is statistically higher than the U.S. average.

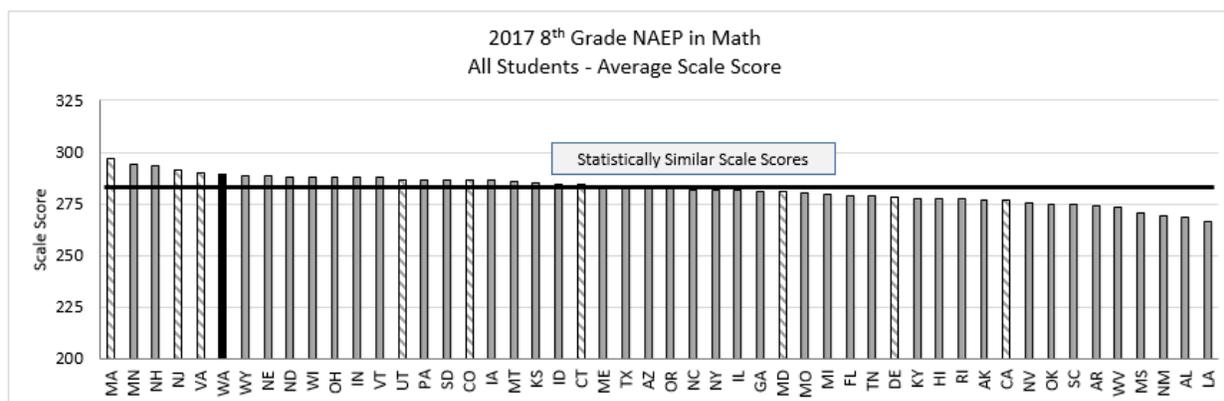
Figure 26: summary of student group performance on the 2017 8th grade NAEP in math.

8 th Grade NAEP in Math	WA Scale Score	U.S. Scale Score	U.S. Comparison*	Peer State Comparison*
All Students	289.1	282.8	WA Higher	Similar
American Indian / Alaskan Native	--	267.4	--	--
Asian	314.0	312.0	Similar	Similar
Black / African American	258.6	260.4	Similar	Similar
Hispanic / Latino	270.5	269.0	Similar	Similar
Native Hawaiian / Pacific Islander	--	274.3	--	--
White	295.2	292.6	Similar	Similar
Two or More Races	290.0	287.0	Similar	Similar
Limited English	244.7	245.1	Similar	Similar
Low-Income	271.8	267.0	WA Higher	WA Higher
Students with a Disability	244.4	245.1	Similar	Similar

*Note: U.S. comparison is derived from the NAEP Data Explorer statistical test of significance (Appendix C) and the peer state comparison is deemed similar if Washington’s score is similar to or better than four or more peer states. A “--” means no score reported, so a comparison is not possible.

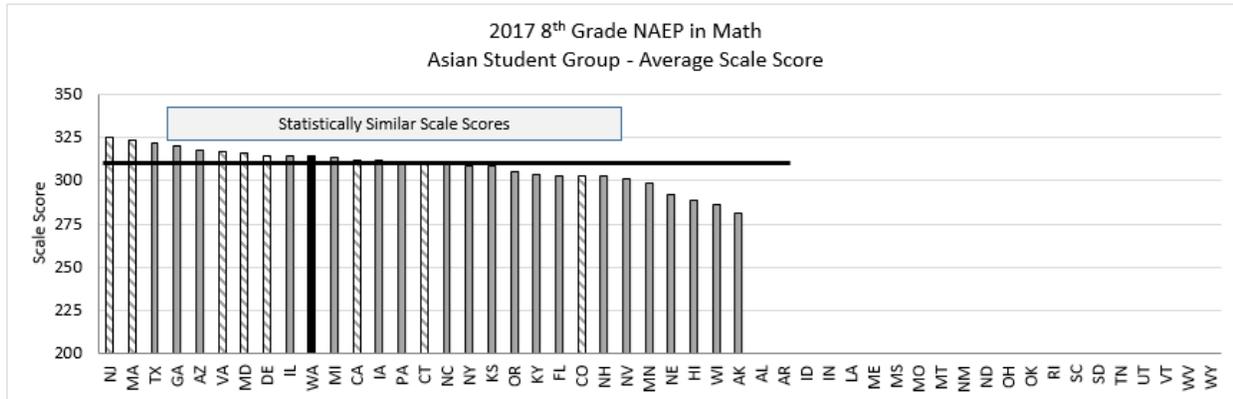
On the 2017 8th grade NAEP in math, the All Students group for Washington posted an average scale score of 289.1, which was the sixth highest in the U.S. (Figure 27). The Washington scale score was statistically higher than the U.S. average and statistically higher than four peer states.

Figure 27: shows the rank ordering of the performance of the All Students group on the 2017 8th grade NAEP in math for each of the states.



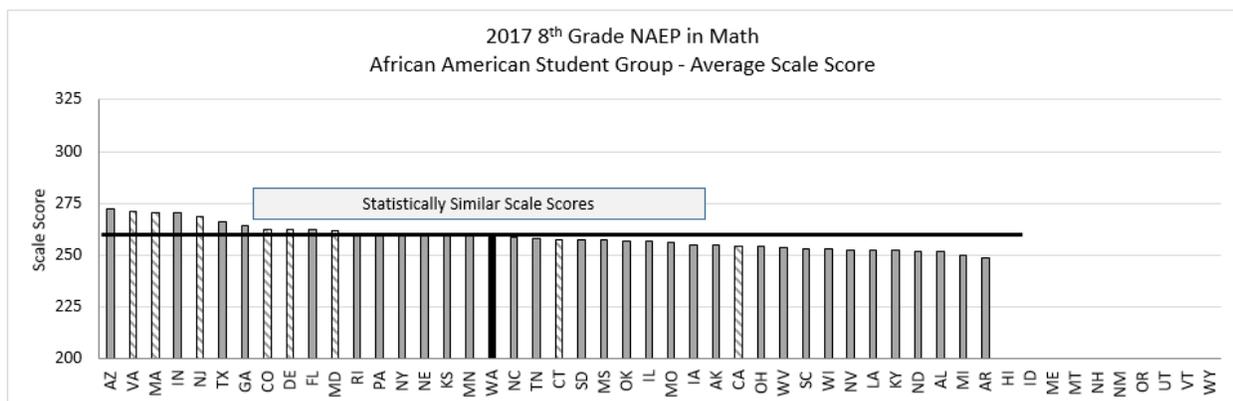
The Asian student group for Washington achieved an estimated scale score of 314.0, which was similar to the U.S. average scale score of 312.0 and comparable to six of the peer states (Figure 28). New Jersey and Massachusetts posted statistically higher scale scores than that for Washington. A scale score of 322 was required for a state to be ranked in the top ten percent nationally on the measure.

Figure 28: shows the rank ordering of the performance of the Asian student group on the 2017 8th grade NAEP in math for each of the states.



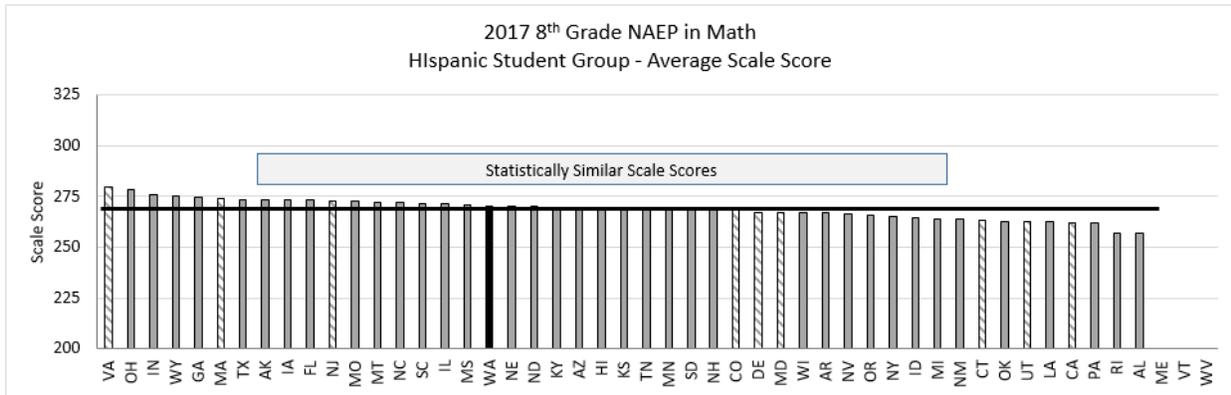
On the 2017 8th grade NAEP in math, the African American student group for Washington earned an estimated scale score of 258.6, which was statistically similar to the U.S. average scale score of 260.4 (Figure 29). The Washington African American student group performance was similar to or better than five peer states, but statistically lower than three peer states (Virginia, Massachusetts, and New Jersey). An estimated scale score of 270 was required for a state to be ranked in the top ten percent nationally on the measure.

Figure 29: shows the rank ordering of the performance of the African American student group on the 2017 8th grade NAEP in math for each of the states.



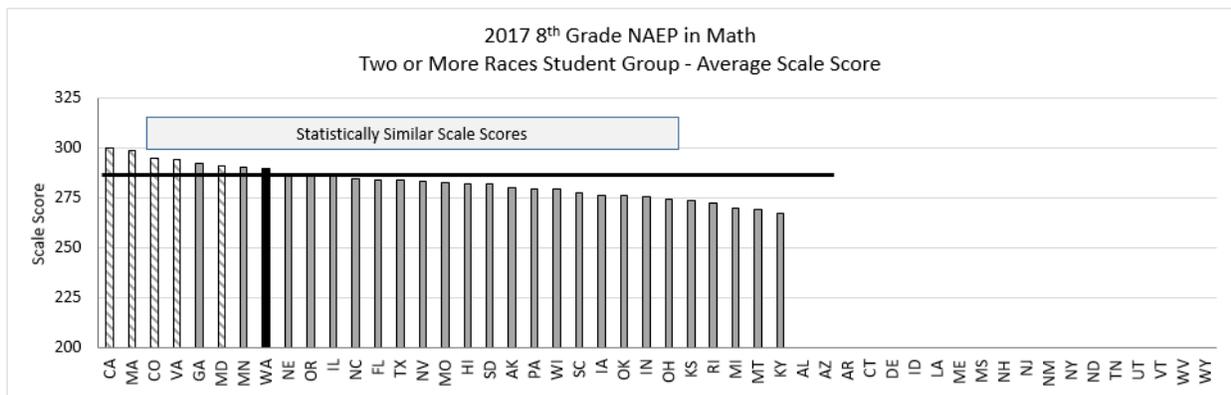
The Hispanic student group for Washington posted an estimated scale score of 270.5, which was statistically similar to the U.S. average of 269.0. The Washington Hispanic student group score was statistically similar to or better than seven peer states (Figure 30). Two peer states (Virginia and Massachusetts) achieved statistically higher scale scores than Washington. A state needed to achieve an estimated scale score of 274.6 to be ranked in the top ten percent nationally.

Figure 30: shows the rank ordering of the performance of the Hispanic student group on the 2017 8th grade NAEP in math for each of the states.



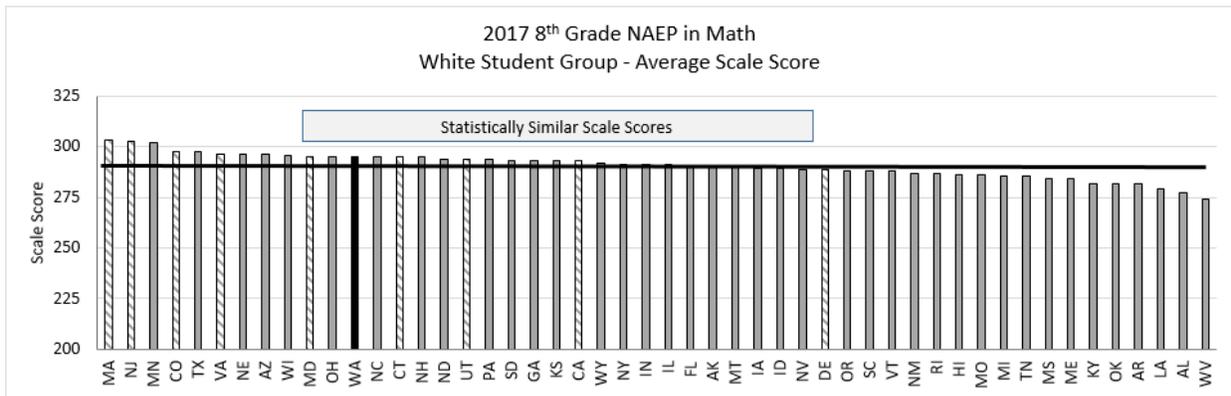
In Washington, the student group identifying with Two or More races achieved an estimated scale score of 290.0 on the 8th grade NAEP in math, which was the eighth highest in the nation (Figure 31). The performance of Washington on this measure was statistically similar to the U.S. average of 287.0 and statistically similar to three other peer states. Two peer states (California and Massachusetts) achieved scale scores statistically higher than the Washington scale score. An estimated scale score of 295 or higher was required for a state to be ranked in the top ten percent nationally.

Figure 31: shows the rank ordering of the performance of the Two or More Races student group on the 2017 8th grade NAEP in math for each of the states.



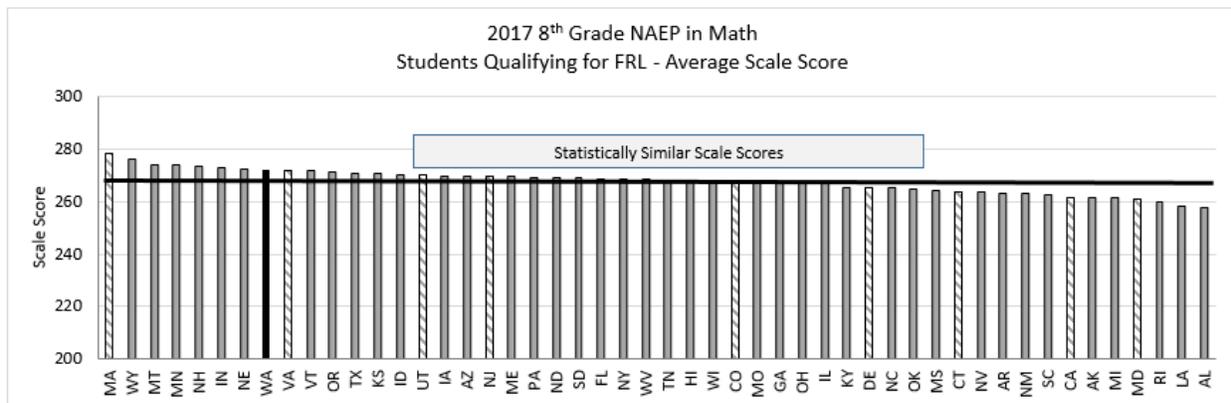
The White student group for Washington posted an estimated scale score of 295.3, which was statistically similar to the U.S. average of 292.6 (Figure 32). The Washington scale score was statistically similar to five peer states, but was statistically lower than four peer states (Massachusetts, New Jersey, Colorado, and Virginia). An estimated scale score of 297 or higher was required for a state to be ranked in the top ten percent nationally.

Figure 32: shows the rank ordering of the performance of the White student group on the 2017 8th grade NAEP in math for each of the states.



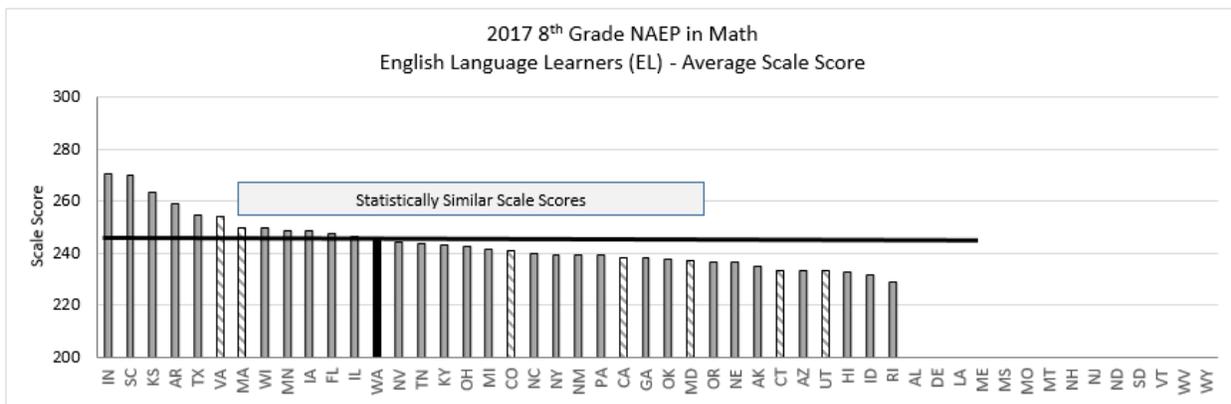
In Washington, students qualifying for the Free and Reduced Price Lunch (FRL) program and participation, in the 8th grade NAEP in math posted an estimate scale score of 271.8, which was statistically higher than the U.S. average of 267.0 (Figure 33). The Washington scale score was statistically higher than seven peer states, and Massachusetts was the only peer state to achieve a higher estimate scale score. To be ranked in the top ten percent of states nationally, an estimated scale score of 272.2 or higher was required.

Figure 33: shows the rank ordering of the performance of the FRL student group on the 2017 8th grade NAEP in math for each of the states.



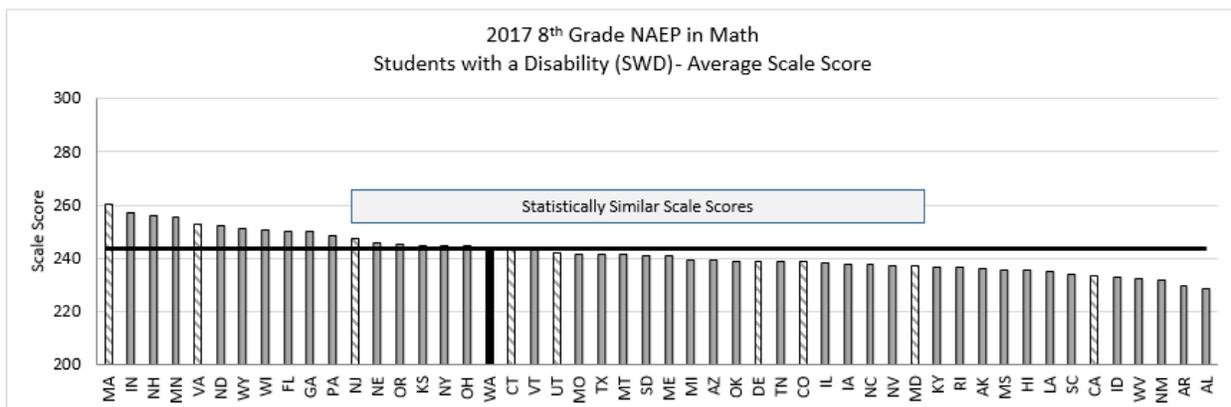
Of the Washington English learner (EL) students participating in the 2017 8th grade NAEP in math, approximately 58 percent did so without testing accommodations, which approximates the percentage on the measure for the U.S (Figure 34). The Washington EL student group posted an estimated scale score of 244.7, which was statistically similar to the U.S average scale score of 245.1. Washington’s estimated scale score was statistically similar to or better than the scale score for six peer states, and the only peer state to post a statistically higher scale score than Washington was Virginia (254.0). To be ranked in the top ten percent of states nationally, an estimated scale score of 259 or higher was required.

Figure 34: shows the rank ordering of the performance of the English learner (EL) student group on the 2017 8th grade NAEP in math for each of the states.



Washington students participating in special education posted an average scale score of 244.4, which was statistically similar to the U.S. average of 245.1 (Figure 35). The Washington average scale score was statistically similar to or higher than six peer states. Virginia, with a scale score of 254.0, was the only peer state to outperform Washington.

Figure 35: shows the rank ordering of the performance of the Students with a Disability (SWD) student group on the 2017 8th grade NAEP in math for each of the states.



HIGH SCHOOL GRADUATION RATE

The indicator is the official 4-year graduation rate following the Adjusted Cohort methodology utilized by all of the United States. The 2017 four-year adjusted cohort graduation rate (ACGR) for Washington was approximately 79.3 percent, which was a 0.2 percentage point gain from the class of 2016 and a 1.2 percentage point increase from the corresponding rate for the class of 2015 (Figure 36). The increases are noteworthy in that the changes are in a positive direction but are not sufficient to meet the annual step increases. The indicator is not on track to meet the long-term goal.

The class of 2017 ACGR for the Native American/Native Alaskan, Asian, and Native Hawaiian/Pacific Islander student groups declined a little (0.1 to 1.1 percentage points) from the prior year, while the

other four race-based student groups increased a little (0.4 to 1.9 percentage points) from the prior year. Over the three most recent graduating classes, the four-year ACGR for all of the race based student groups (except Asian) increased approximately two to four percentage points. The rate for the Asian student group was essentially unchanged and remains the highest of the student groups. The ACGRs for English learners, Students with a Disability, and students qualifying for the FRL program increased from the prior year and the three-year trend is also positive.

Table 36: Shows the Washington 4-Year Adjusted Cohort Graduation Rate by ESSA student group.

4-Yr Adjusted Cohort Graduation Rate	Class of 2014-15	Class of 2015-16	Class of 2016-17	Class of 2017-18 Target	Yearly Change & (Step)*
All Students	78.1	79.1	79.3	80.4	0.2 (1.1)
American Indian / Alaskan Native	56.4	60.6	60.3	63.3	-0.3 (3.0)
Asian	87.8	88.6	87.5	87.7	-1.1 (0.3)
Black / African American	68.8	70.7	71.5	73.4	0.8 (1.8)
Hispanic / Latino	69.6	72.3	72.7	74.4	0.4 (1.7)
Native Hawaiian / Pacific Islander	67.0	68.2	68.1	70.3	-0.1 (2.2)
White	80.9	81.5	81.9	82.7	0.4 (0.8)
Two or More Races	77.9	77.9	79.7	80.8	1.9 (1.0)
Limited English	55.8	57.6	57.8	61.0	0.3 (3.2)
Low-Income	68.0	69.4	70.0	72.0	0.5 (2.0)
Students with a Disability	57.9	58.1	59.4	62.4	1.2 (3.1)

*Note: values for the yearly change and step are shown as percentage points, while the “Class of 20xx” values are shown as the percentage of students.

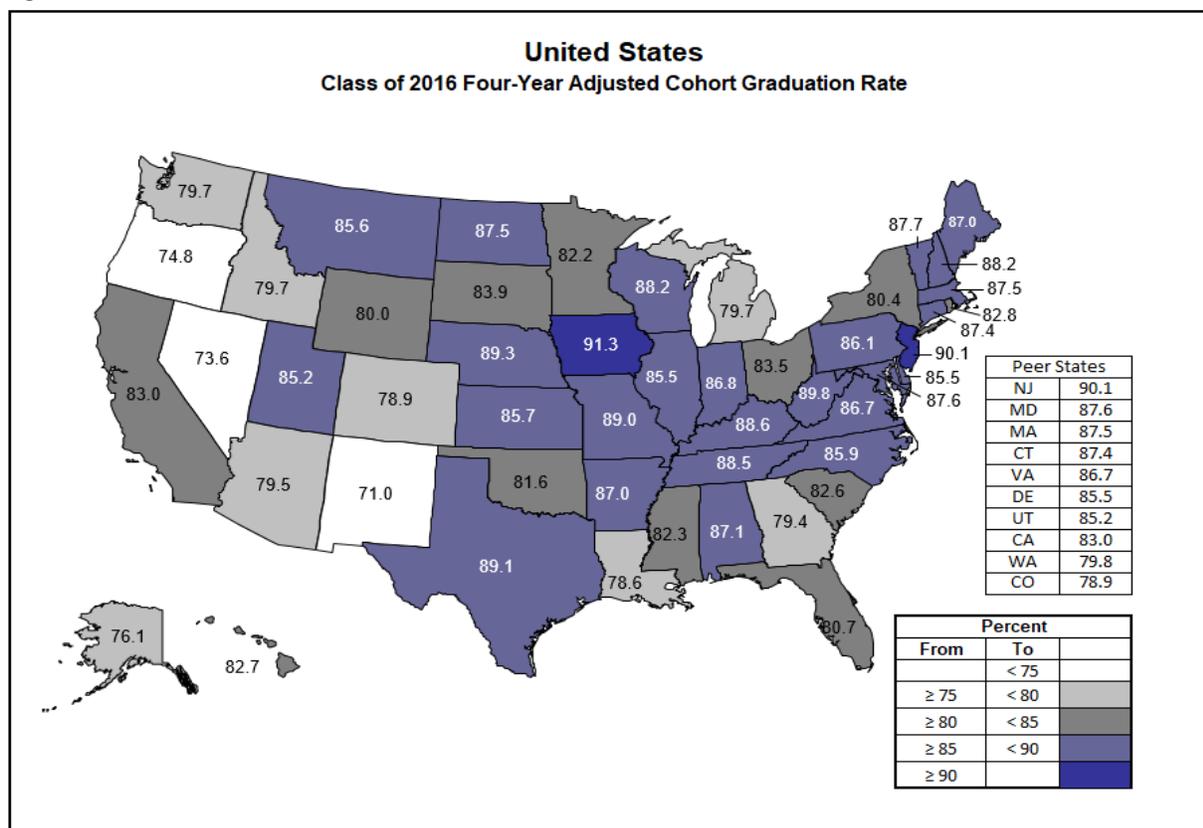
The methodology to compute the Adjusted Cohort Graduation Rate (ACGR) is uniform across the country, so it is possible to compare the ACGR for Washington to other states. These comparisons are made using data (Figure 37) from the [National Center for Education Statistics \(NCES\)](#) which differs a little from the ACGR computed by the OSPI. While the ACGR calculation is uniform between states, high school diploma requirements vary considerably between states. State high school diploma requirements differ on the basis of number of credits, end-of-course exams, proficiency testing, and other criteria. For students with equivalent courses and transcripts but in different states, it would be entirely possible for one student to earn a regular high school diploma and the other not. In the ACGR computation, a rigorous 24-credit diploma from one state is regarded exactly the same as a non-rigorous 19-credit diploma from another state.

The 2016 four-year ACGR for the U.S., peer states, and Washington by student group are presented in Figure 38. The ACGRs should be interpreted with an understanding of the differences in state graduation requirements. For the All Students group, Figure 38 shows that the graduation rate for Washington is the second lowest of the peer states, approximately 6.1 percentage points lower than the peer state average, and approximately 4.4 percentage points lower than the U.S. graduation rate. With respect to the graduation rate for student groups, Washington performs five to nine percentage points lower than the corresponding rate for the U.S. and five to 18 percentage points lower than the peer state average on the corresponding measure. Of the student group graduation rates, Washington’s rates are most like Colorado’s rates and are least like the rates for the New England peer states (Massachusetts, New Jersey, Maryland and Connecticut).

Figure 37: Shows the 2016 ACGR for the peer states by student group as reported by the NCES in the Digest of Education Statistics.

	CA	CO	CT	DE	MA	MD	NJ	UT	VA	Peer State Ave.	U.S. Ave.	WA
All Students	83.0	78.9	87.4	85.5	87.5	87.6	90.1	85.2	86.7	85.8	84.1	79.7
American Indian / Alaska Native	74.0	62.0	89.0		85.0	82.0	83.0	71.0		78.0	71.9	63.0
Asian	93.0	86.0	95.0	91.0	92.7	95.3	96.7	90.0	93.1	92.5		88.8
Black / African American	73.0	71.8	78.8	82.1	78.9	84.1	82.1	74.0	81.3	78.5	76.4	71.3
Hispanic / Latino	80.0	69.9	76.4	81.0	72.7	76.5	83.3	75.1	74.8	76.6	79.3	72.8
Native Hawaiian / Pacific Islander	91.7	74.0	84.0		89.0	89.0	94.0	85.0		86.7		68.0
White	88.0	84.4	92.5	88.4	91.9	92.4	94.2	87.9	90.7	90.0	88.3	82.2
Two or More Races	82.0	79.0	88.0	84.0	84.0	91.0	92.0	81.0		85.1		78.0
English Learner	72.0	61.4	67.0	73.0	64.1	48.0	74.7	66.0	45.4	63.5	66.9	57.8
Low-Income	79.0	67.8	76.7	76.0	78.4	79.2	82.7	75.6	78.1	77.1	77.6	70.2
Students with a Disability	66.0	57.2	65.2	67.0	71.8	66.9	78.8	70.2	53.9	66.3	65.5	58.7

Figure 38: Shows the 2016 ACGR for the 50 states from the National Center for Educational Statistics.



READINESS FOR COLLEGE COURSEWORK

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

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

For the All Students group and all other all student groups, the percentage of students bypassing non-credit bearing or developmental courses increased a little or was unchanged from the prior year, but only one student group exceeded the annual target change (Figure 39). The performance of the Students with a Disability student group increased approximately 5.5 percentage points, which was 1.5 percentage points better than the target.

Table 39: Shows the annual steps by student group and other data elements for the Readiness for College Coursework indicator.

Readiness for College Coursework	Class of 2012-13	Class of 2013-14	Class of 2014-15	Yearly Change & (Step)*
All Students	73.6	73.9	74.7	0.8 (1.6)
American Indian / Alaskan Native	65.0	64.0	64.3	0.3 (2.6)
Asian	79.8	81.8	82.4	0.6 (1.5)
Black / African American	63.8	62.5	64.5	2.0 (2.6)
Hispanic / Latino	56.2	55.8	56.8	1.0 (3.2)
Native Hawaiian / Pacific Islander	64.1	68.5	69.3	0.8 (2.4)
White	76.7	77.0	78.2	1.2 (1.7)
Two or More Races	72.7	75.2	75.2	0.0 (1.9)
Limited English	36.7	40.1	40.3	0.2 (4.6)
Low-Income	59.6	60.7	62.0	1.3 (2.9)
Students with a Disability	44.4	42.6	48.1	5.5 (4.0)

*Note: Yearly step increase is shown as percentage points and measures for the Class of 20xx represent a percentage of students.

POST-SECONDARY ATTAINMENT

The SBE-recommended measure for the Post-Secondary Attainment indicator is the percentage of high school graduates attaining a credential, certificate, or completing an apprenticeship prior to age 26. This metric for recent high school graduates aligns with the statewide goal established by the Student

Achievement Council that 70% of adults age 25-44 should attain a credential, certificate, or complete an apprenticeship. The ERDC conducted the initial analysis of this measure (Table 40) and has not yet committed to make this an element of the organization’s annual reporting portfolio. The [ERDC report](#) examined the post-secondary educational outcomes for the class of 2006 because these graduates would be turning 26 years old (18 years old at graduation plus seven years of time for post-secondary attainment) at the time this first analysis was made. The ERDC’s latest computation for this measure were not available for inclusion in this report.

Table 40: shows the percent of students completing a credential, certificate, or apprenticeship before age 26.

Percent of High School Graduates Earning a Credential or Certificate by Age 26	Class of 2006 Reported in Spring 2015
All Students	42%
American Indian / Alaskan Native	23%
Asian	55%
Black / African American	29%
Hispanic / Latino	24%
Native Hawaiian / Pacific Islander	25%
White	44%
Two or More Races	39%
Students with a Disability	11%
Limited English	25%
Low-Income	25%

The percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd quarter and the percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 4th quarter after graduation was identified as a secondary measure in the 2014 report to the legislature but is required in the authorizing legislation (Table 41 and Table 42). As with the other statewide indicators, the postsecondary engagement measure was reset and applies an endpoint goal of 90 percent to be attained in 10 years.

Table 41: shows the results of the Post-Secondary Engagement indicator by year for the 2nd quarter.

2nd Quarter Postsecondary Engagement	CO 2011 Actual	CO 2012 Actual	CO 2013 Actual	CO 2014 Actual	CO 2015 Actual	CO 2016 Target
All Students	76.7	73.7	76.3	75.7	76.5	77.8
American Indian / Alaskan Native	60.0	58.0	59.0	59.7	58.1	61.2
Asian	82.5	80.6	83.7	84.4	84.5	85.1
Black / African American	70.7	68.3	73.4	74.1	76.8	78.1
Hispanic / Latino	62.8	64.6	67.2	69.7	70.9	72.8
Native Hawaiian / Pacific Islander	57.5	57.5	64.6	56.0	67.7	69.9
White	77.6	75.8	78.1	76.7	77.2	78.5
Two or More Races		72.8	76.0	75.3	77.6	78.8
Students with a Disability	53.2	45.4	48.1	47.4	51.4	55.3
Limited English	59.1	52.9	56.1	57.7	62.7	65.4
Low-Income	66.1	64.7	67.1	67.8	70.8	72.7

Note: CO = High School graduation class of 20xx.

Table 42: shows the results of the Post-Secondary Engagement indicator by year for the 4th quarter.

4th Quarter Postsecondary Engagement	CO 2011 Actual	CO 2012 Actual	CO 2013 Actual	CO 2014 Actual	CO 2015 Actual	CO 2016 Target
All Students	75.9	75.8	76.9	76.6	76.4	77.8
American Indian / Alaskan Native	57.0	60.7	61.9	62.4	60.3	63.3
Asian	81.6	82.5	84.9	85.5	84.9	85.4
Black / African American	68.0	71.2	74.2	75.1	76.5	77.9
Hispanic / Latino	62.9	68.7	69.5	71.8	72.6	74.3
Native Hawaiian / Pacific Islander	58.0	63.4	62.8	61.1	65.3	67.8
White	76.8	77.4	78.3	77.3	76.8	78.1
Two or More Races		74.9	76.5	75.9	76.9	78.2
Students with a Disability	50.9	48.8	50.4	49.3	50.8	54.8
Limited English	60.4	60.9	60.1	60.5	66.1	68.5
Low-Income	65.2	68.0	68.7	69.7	71.2	73.1

Note: CO = High School graduation class of 20xx.

Status of the Recommended Indicators

3RD GRADE LITERACY

The recommended measure for the 3rd Grade Literacy indicator is the percentage of students meeting standard on the 3rd grade English/language arts (ELA) assessment developed by the Smarter Balanced Assessment (SBA) Consortium. The annual performance targets were reset after the assessment results of the 2016-17 school year were posted by the OSPI on the Washington Report Card. The reset goals

apply a 90 percent endpoint goal, to be met over a ten year time period and established the 2016-17 assessment results as the baseline.

The performance of all reportable student groups increased in 2018 from 2017. To remain on-track to meet the ESSA long-term goal, the All Students group was required to make a gain of approximately 3.7 percentage points from 2017 to 2018 (Figure 43). The improvement in 2018 was 2.9 percentage points, which is approximately 0.8 percentage points below the target and means that Washington is not on-track to meet the long-term goal. The Asian student group and the English learner student group met their respective annual step increases to remain on-track to meet long-term goals, but all other groups fell short of their annual step goal by 0.4 to 6.3 percentage points.

In the 2016-17 school year, approximately 53 percent of Washington 3rd grade students met standard by earning a scale score on the statewide assessment attributable to achievement level three or four, which is considered proficient (Figure 43). Of the 10 other states using the SBA and for which reliable data could be obtained, Washington’s proficiency rate was second only to New Hampshire’s rate of approximately 54 percent. Considering the data available, Washington All Students group is among the highest performing in the nation on the 2016-17 3rd grade SBA in ELA.

Figure 43: Performance on the 3rd grade literacy indicator by ESSA student group.

3rd Grade Literacy	Actual 2015-16	Actual 2016-17	Actual 2017-18	2017-18 Target	Yearly Change & (Step)*
All Students	54.3	52.6	55.5	56.3	2.9 (3.7)
Black / African American	37.0	35.3	40.4	40.8	5.1 (5.5)
American Indian / Alaskan Native	26.4	25.9	26.1	32.3	0.2 (6.4)
Asian	72.8	70.6	73.4	72.5	2.8 (1.9)
Hispanic / Latino	35.1	33.8	37.2	39.4	3.4 (5.6)
Native Hawaiian / Pacific Islander	32.5	30.8	33.5	36.7	2.7 (5.9)
White	62.4	60.7	63.2	63.6	2.5 (2.9)
Two or More Races	58.9	55.9	59.2	59.3	2.3 (3.4)
Limited English	20.6	16.9	25.2	24.2	8.3 (7.3)
Low-Income	37.7	35.6	39.2	41.0	3.6 (5.4)
Students with a Disability	19.9	21.8	22.3	28.6	0.5 (6.8)

*Note: values for the yearly change and step are shown as percentage points, while the “Actual” and “Target” values are shown as the percentage of students.

8TH GRADE HIGH SCHOOL READINESS

The indicator is the percentage of 8th grade students who meet or exceed standard on the 8th grade SBA in ELA and math and the statewide science assessment. The 2017-18 school year marked the first administration of the Washington Comprehensive Assessment of Science (WCAS). In order to maintain consistency with the ESSA goalsetting timelines, the annual targets were not reset (Figure 44).

Figure 44: Shows the annual steps by student group and other data elements for the 8th grade high school readiness indicator.

8 th Grade High School Readiness	Actual 2015-16	Actual 2016-17	Actual 2017-18	2017-18 Target	Yearly Change & (Step)*
All Students	39.0	39.4	40.2	44.4	0.8 (5.1)
American Indian / Alaskan Native	15.7	16.1	16.7	23.5	0.6 (7.4)
Asian	64.2	64.1	62.5	66.7	-1.6 (2.6)
Black / African American	19.5	19.4	18.5	26.5	-0.9 (7.1)
Hispanic / Latino	21.3	22.1	21.5	28.9	-0.6 (6.8)
Native Hawaiian / Pacific Islander	19.3	15.3	17.7	22.8	2.4 (7.5)
White	45.0	45.4	47.1	49.9	1.7 (4.5)
Two or More Races	40.5	40.3	43.1	45.3	2.8 (5.0)
Limited English	3.4	3.7	3.5	12.3	-0.2 (8.6)
Low-Income	22.1	22.1	22.6	28.9	0.5 (6.8)
Students with a Disability	4.8	8.1	8.8	16.3	0.7 (8.2)

*Note: values for the yearly step are shown as percentage points, while the “Actual” and “Target” values are shown as the percentage of students.

The percent meeting standard for the All Students group increased fractionally (0.8 percentage points) substantially lower than the 5.1 percentage point annual increase needed to remain on-track to meet the endpoint goal. Some groups were up a little and some down a little, but no groups met its 2017-18 target (Figure 44).

The 8th grade NAEP in reading (Figure 45) can be utilized for the national and peer state comparisons in combination with the 8th Grade NAEP in Math (Figure 46). The combined 8th Grade NAEP in reading and math is used for the peer state comparison for the 8th grade high school readiness indicator. The results are tabulated in Figure 46 and graphically shown in Figure 47.

Figure 45: Shows the Average Scaled Scores for the 8th grade NAEP reading results.

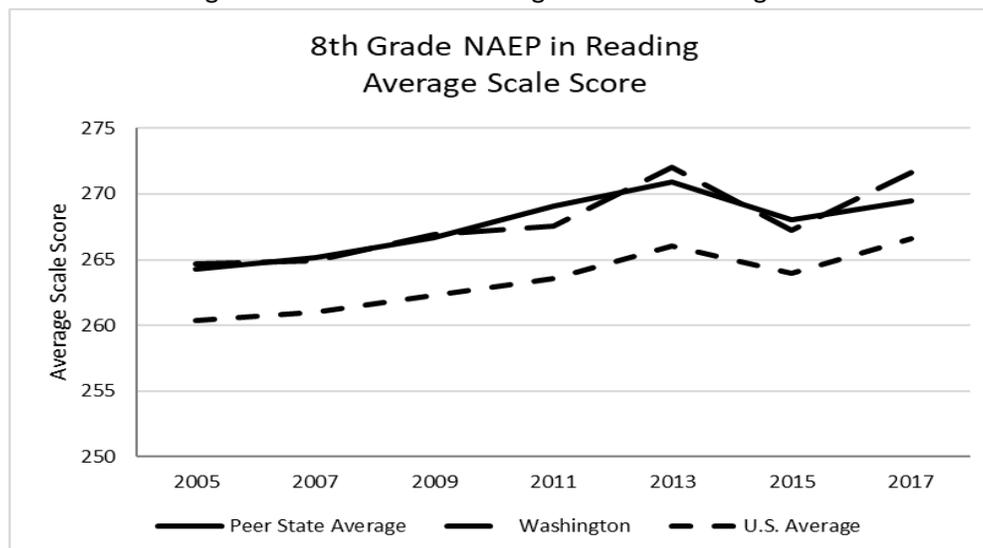
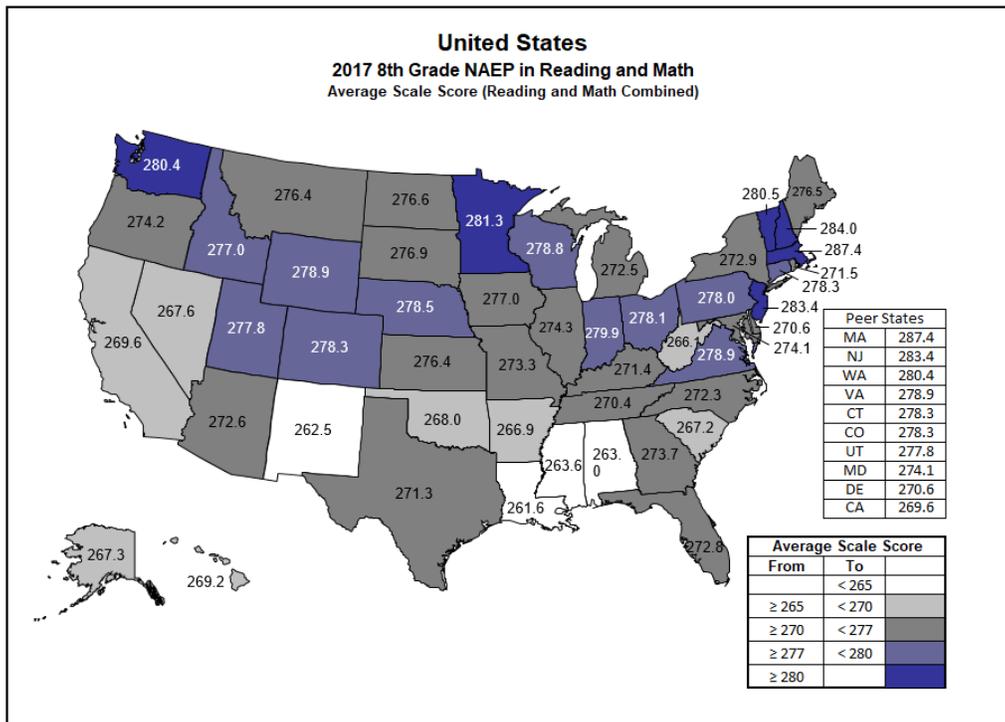


Figure 46: shows the 8th grade NAEP combined reading and math average scale score for the seven most recent administrations for the peer states.

	2005	2007	2009	2011	2013	2015	2017
California	259.5	260.8	261.5	263.9	268.7	267.2	269.6
Colorado	272.8	276.3	276.4	281.2	280.3	276.8	278.3
Connecticut	272.5	274.8	280.2	280.8	279.9	278.5	278.3
Delaware	273.5	273.8	274.4	274.3	274.2	271.2	270.6
Maryland	269.4	275.5	277.8	279.6	280.2	275.5	274.1
Massachusetts	282.6	285.6	286.2	286.9	288.8	285.7	287.4
New Jersey	276.7	279.4	282.7	284.7	286.2	282.1	283.4
Utah	270.5	271.7	274.8	275.2	277.2	277.8	277.8
Virginia	276.1	277.3	275.9	278.3	277.9	277.3	278.9
Washington	274.9	274.9	277.8	277.8	281.0	276.9	280.4
Peer State Average	272.6	275.0	276.7	278.3	279.3	276.9	277.6
U.S. Average	269.0	270.6	272.0	273.2	274.8	272.6	274.7
Difference (WA-U.S. Average)*	5.9	4.3	5.8	4.6	6.2	4.3	5.7
Difference (WA-Peer States Average)*	2.3	-0.1	1.1	-0.5	1.7	0	2.8

*Note: value is shown as percentage point difference, a positive value means that Washington's outcome was higher than the U.S or peer state average and a negative value means that Washington's outcome was lower than the U.S or peer state average.

Figure 47: Shows the average scaled score for the 2015 8th Grade NAEP in reading and math combined.



DISPROPORTIONALITY IN DISCIPLINE AND THE EXCLUSIONARY DISCIPLINE RATE

The OSPI discipline equity workgroup considered several measures for representing disproportionality and opted to use and report the [Disproportionality Composition Index \(CI\)](#). The Composition Index is a measure of whether students assigned to a student group are suspended at a rate proportionate to their representation in the total student population. The Disproportionality Composition Index (CI) is computed as follows.

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

A Composition Index greater than one indicates the group makes up more of the suspensions and expulsions than their representation in the population generally (Table 48). A Composition Index equal to less than 1.00 indicates the group makes up less of the suspensions and expulsions than their representation in the population generally. On this measure, a Disproportionality Composition Index of 1.00 for all student groups means that no student group is being subjected to suspensions and expulsions at a disproportionately high or low rate.

The long-term goals were reset to align, as closely as possible, with the ESSA State Plan approved by the U.S. Department of Education in January 2018. The reset goals apply a Disproportionality Composition Index endpoint goal of 1.00 to be met over a ten year time period based on 2016-17 baseline data. On account of the unique nature of the Composition Index, long term goals were not set for student groups with a Composition Index of 1.00 or less, as these groups have already attained or exceeded the endpoint goal of 1.00.

Table 48: Shows the Disproportionality Composition Index for student groups for the three most recent years.

Discipline Disproportionality Composite Index	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Target
All Students	1.00	1.00	1.00	1.00	1.00	NA
American Indian / Alaskan Native	1.76	2.27	2.18	1.86	2.10	1.99
Asian	0.35	0.35	0.31	0.30	0.28	NA
Black / African American	2.46	2.27	2.16	2.28	2.20	2.08
Hispanic / Latino	1.26	1.28	1.24	1.18	1.22	1.20
Native Hawaiian / Pacific Islander	1.45	1.51	1.60	1.70	1.25	1.23
White	0.82	0.80	0.82	0.84	0.83	NA
Two or More Races	1.09	1.10	1.19	1.15	1.20	1.18
Students with a Disability	1.84	1.89	1.89	1.90	1.87	1.78
Limited English	0.92	0.98	0.89	0.88	0.98	NA
Low-Income	1.40	1.47	1.46	1.49	1.50	1.45

*Note: NA = Not Analyzed, in cases where the Composition Index is less than or equal to 1.00.

The Statewide Indicators of the Educational System Technical Advisory Committee discussed the merits of adding the exclusionary discipline rate as a potential indicator. Data reported in Figure 49 is derived

from the Washington Report Card, which is undergoing revisions at the time of this writing. If the definitions were to remain as is, the potential indicator would require that the All Students group reduce the exclusionary discipline rate by approximately 0.35 percentage points per year to meet the goal.

Long-term goals were also reset for the exclusionary discipline rate measure, as the exclusionary discipline rate serves as a valid measure for student groups for which the CI targets are not computed. Because of the nature of the measure, the reset goals apply an endpoint goal of 100 percent to be met over a ten year time period based on 2016-17 baseline data.

The discipline rate is a measure of the percentage of students who had neither an out of school suspension nor an expulsion.

Figure 49: shows that the percentage of students who had neither an out of school suspension nor an expulsion is improving for all student groups.

Discipline Rate	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 Target
All Students	95.9%	96.3%	96.2%	96.4%	96.5%	96.9%
American Indian / Alaskan Native	93.1%	93.2%	92.5%	93.3%	93.1%	93.8%
Asian	98.4%	98.7%	98.8%	98.0%	99.0%	99.1%
Black / African American	89.8%	91.5%	91.6%	92.1%	92.6%	93.3%
Hispanic / Latino	95.0%	95.5%	95.6%	95.8%	95.9%	96.3%
Native Hawaiian / Pacific Islander	94.0%	94.6%	94.7%	95.0%	95.5%	96.0%
White	96.5%	96.8%	96.7%	96.8%	97.0%	97.3%
Two or More Races	95.4%	95.8%	95.4%	95.7%	95.8%	96.2%
Students with a Disability	92.2%	92.8%	92.3%	92.6%	92.9%	93.6%
Limited English	96.0%	96.4%	96.5%	96.7%	96.5%	96.9%
Low-Income	94.0%	94.5%	94.3%	94.6%	94.7%	95.2%

ACCESS TO QUALITY SCHOOLS

When the Washington Achievement Index was in use, this indicator was a measure of the percentage of students attending schools assigned to the Good, Very Good, or Exemplary tier. These three tier classifications represented approximately one-half of the schools earning a Composite Index rating. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report.

The SBE and the statewide indicators TAC articulated in meetings that quantifying the definition for a “quality school” is difficult at best. As part of the recommendations in the 2018 report, the SBE is proposing the collection of other data which would help define what a quality school is. Until then, a modification of the old measure is applied below so as to report on the indicator.

With the shift to the Washington School Improvement Framework (WaSIF), this indicator must be redefined and annual targets reset. This measure is now defined as the percentage of students attending an above average or better school (WaSIF rating \geq 5.700 for the All Students group, which is the median school rating). Using the winter 2018 WaSIF as the baseline performance, a long-term goal

of 90 percent and a ten year period was used to establish annual targets and the annual step increase (Figure 50).

Approximately 54 percent of the students in Washington attend a school with a WaSIF rating of 5.700 or greater. Approximately 69 percent of Asian students attend average or better schools, while approximately 59 percent of students identifying with Two or More races and 61 percent of White students attend average or better schools. Students identifying as Native American, Black, Hispanic, or Pacific Islander attend above average schools at substantially lower rates (22 to 43 percent). Approximately 36 percent of English learners and 41 percent of students qualifying for the Free and Reduced Price Lunch program attended average or better schools. Approximately one-half of the Students with a Disability attended an average or better school (Figure 50). In summary:

- Much higher percentages (60 to 70 percent) of Asian, White, and students identifying with Two or More races attend average or better schools than students identifying as Native Americans, Black, Hispanic, or Pacific Islanders (22 to 43 percent).
- Lower percentages (36 to 41 percent) of English learners and low-income students attend average or better schools.

Table 50: shows the percentage of students attending an average or better school by student group.

Percent of students attending an average or better school.	Actual 2015-17*	2016-18 Target*	Yearly Step*
All Students	54.4	58.0	3.6
American Indian / Alaskan Native	21.7	28.5	6.8
Asian	69.0	71.1	2.1
Black / African American	43.1	47.8	4.7
Hispanic / Latino	37.1	42.4	5.3
Native Hawaiian / Pacific Islander	32.9	38.6	5.7
White	60.8	63.8	2.9
Two or More Races	58.5	61.6	3.2
Students with a Disability	51.0	54.9	3.9
Limited English	36.2	41.6	5.4
Low-Income	40.5	45.4	5.0

*Note: the values for the columns labeled as “Actual” and “Target” represent a percentage of students, while the Yearly Step column represents the percentage point change necessary to remain on track to meeting the endpoint goal of 90 percent.

Status of Indicators under Consideration

10TH GRADE HIGH SCHOOL ASSESSMENTS

Beginning in the 2017-18 school year, Washington shifted the statewide high school assessment from the 11th grade to the 10th grade. Also in 2018, the SBE adopted the SBA consortia achievement level cut scores for Washington students after a recommendation from the OSPI. As the 10th grade high school assessment is a new assessment and a new measure, long-term goals were set following the methodology described earlier in this report. Goal setting performed for the Statewide Indicators of the

Educational System Health has, in the past, relied on multiple years of results to ensure the reasonableness of the goal setting baseline (2017-18) data. The reasonableness of the baseline data will be determined next year and adjusted as deemed necessary.

On the ELA assessment, approximately 70 percent of the All Students group were deemed proficient by achieving a scale score corresponding to achievement levels three or four (Figure 51). Proficiency rates by racial student groups ranged from a low of 43 percent to a high of 83 percent. A little more than one-half of students qualifying for the FRL program were deemed proficient. On the math assessment, approximately 40 percent of students were deemed proficient. Proficiency rates by racial student groups ranged from a low of 17 percent to a high of 68 percent. Less than one-fourth of students qualifying for FRL were proficient and less than 10 percent of students in special education or in bilingual education were deemed proficient.

Figure 51: shows the 2017-18 performance of 10th grade students on the statewide high school assessment, the 2018-19 target, and the yearly step increase by student group for ELA and math.

10th Grade High School Assessments ELA and Math	ELA Actual 2017-18	ELA 2018-19 Target	ELA Yearly Step*	Math Actual 2017-18	Math 2018-19 Target	Math Yearly Step*
All Students	69.5	71.6	2.1	40.6	45.5	4.9
American Indian / Alaskan Native	43.2	47.9	4.7	17.0	24.3	7.3
Asian	83.1	83.8	0.7	67.9	70.1	2.2
Black / African American	49.4	53.5	4.1	18.6	25.7	7.1
Hispanic / Latino	53.4	57.1	3.7	21.4	28.3	6.9
Native Hawaiian / Pacific Islander	47.6	51.8	4.2	18.1	25.3	7.2
White	76.2	77.6	1.4	46.8	51.1	4.3
Two or More Races	71.3	73.2	1.9	41.4	46.3	4.9
Limited English	16.4	23.8	7.4	7.7	15.9	8.2
Low-Income	53.6	57.2	3.6	22.5	29.3	6.8
Students with a Disability	21.0	27.9	6.9	5.3	13.8	8.5

*Note: the values for the columns labeled as “Actual” and “Target” represent a percentage of students, while the Yearly Step column represents the percentage point change necessary to remain on track to meeting the endpoint goal of 90 percent.

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES

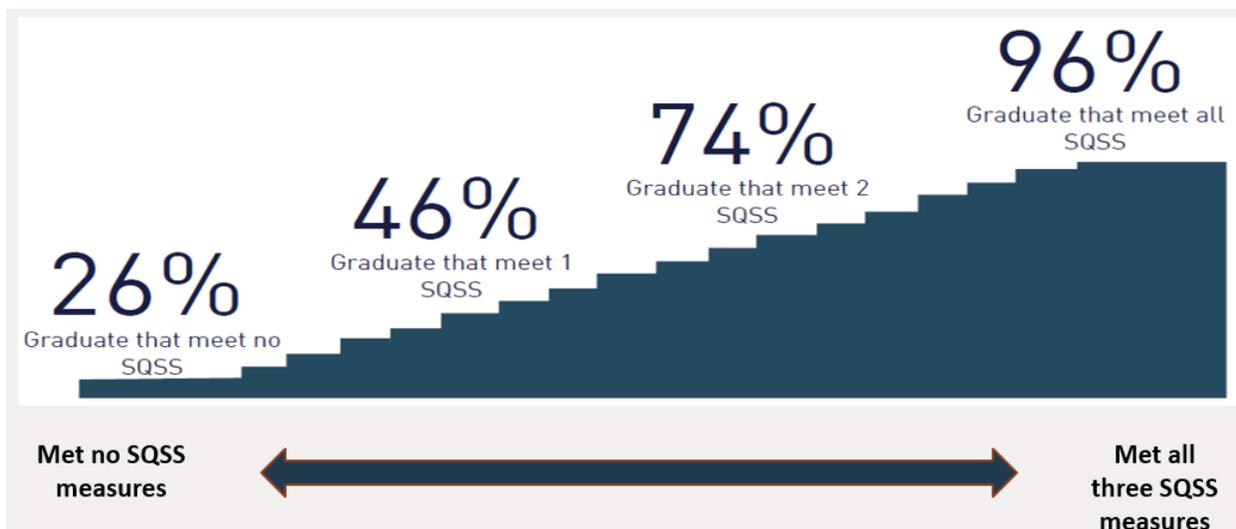
The Washington ESSA State Plan describes how school quality and student success (SQSS) measures will be included in the Washington School Improvement Framework (WaSIF). The plan states that the SQSS measures will include a measure of regular school attendance, a measure of 9th grade course taking success, and a measure of participation in dual credit courses. One reason for the selection of these measures is that the OSPI had been collecting these measure annually and reporting results as part of the agency’s performance management framework. The performance management indicators and the WaSIF measures are being brought into alignment.

In the spring 2018, the OSPI was well into the process of rebuilding the Washington Report Card and related reporting systems that include the performance management reporting platform. As part of this work, the OSPI will carefully align the performance management measures to the WaSIF measures in support of a seamless reporting system. The fully aligned performance management indicators are not

expected to be updated or reported upon until the new Report Card rolls out late in 2018 or early in 2019.

The OSPI has publicly reported compelling evidence as to the value in reporting on these measures. Figure 52 illustrates that the four-year high school graduation rate increases systematically as additional SQSS measures are met. The OSPI work shows that meeting any of the three SQSS has a positive impact on the likelihood of graduation.

Figure 52: shows how the four-year graduation rate changes when a different number of SQSS measures are met by students (OSPI, 2018).



REGULAR ATTENDANCE

Beginning with the winter 2018 version of the Washington School Improvement Framework (WaSIF), the percentage of students regularly attending school was included as a measure of school quality or student success (SQSS). As defined for the WaSIF, a student regularly attending school is a student who is not chronically absent. In other words, a student regularly attending school had fewer than 18 full day absences during the school year, which means that the student was absent less than 10 percent of the school year.

Using the winter 2018 WaSIF as the baseline performance, a long-term goal of 100 percent and a ten year period were used to establish annual targets and the annual step increase for the student groups (Figure 53). For the All Students group, approximately 85 percent of the students regularly attend school and that percentage must increase approximately 1.5 percentage points each year in order for the group to remain on-track to meet the endpoint goal of 100 percent of students regularly attending school.

Other findings are as follow:

- Slightly more than 92 percent of Asian students regularly attend school,
- The regular attendance rates for most of the other reportable student groups is approximately 78 to 86 percent, and
- Only two groups (Native Americans and Pacific Islanders) posted regular attendance rates below 75 percent.

Figure 53: shows the percentage of students who regularly attend school by student group.

Percent of students who regularly attend school.	Actual 2015-17*	2016-18 Target*	Yearly Step*
All Students	85.4	86.9	1.5
American Indian / Alaskan Native	66.7	70.1	3.3
Asian	92.1	92.9	0.8
Black / African American	81.8	83.6	1.8
Hispanic / Latino	83.0	84.7	1.7
Native Hawaiian / Pacific Islander	73.9	76.5	2.6
White	86.5	87.9	1.3
Two or More Races	84.5	86.1	1.5
Students with a Disability	78.4	80.5	2.2
Limited English	85.9	87.3	1.4
Low-Income	80.0	82.0	2.0

*Note: the values for the columns labeled as “Actual” and “Target” represent the percentage of students, while the Yearly Step column represents the percentage point change necessary to remain on track to meeting the endpoint goal of 100 percent.

9TH GRADE ON-TRACK

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

Using the winter 2018 WaSIF as the baseline performance, a long-term goal of 100 percent and a ten year period was used to establish annual targets and the annual step increase for each student group (Figure 54). More than one-fourth of all first-time 9th graders fail to earn credit for at least one course and this increases the likelihood of not graduating in four years. The findings are summarized as follows:

- Students identifying as Asian, White, or Two or More Races posted on track rates approximately equal to or better than the state average of 71.7 percent, and
- Students identifying as Native American, Black, Hispanic, or Pacific Islander posted on track rates of approximately 40 to 60 percent.

Figure 54 shows the percentage of first-time 9th grade students who earned full credit for all courses attempted by student group.

Percent of 9th Grade Students Who Earned All Credits Attempted	Actual 2015-17*	2016-18 Target*	Yearly Step*
All Students	71.7	74.5	2.8
American Indian / Alaskan Native	39.5	45.5	6.1
Asian	88.8	89.9	1.1
Black / African American	58.9	63.0	4.1
Hispanic / Latino	57.7	61.9	4.2
Native Hawaiian / Pacific Islander	54.4	58.9	4.6
White	76.6	78.9	2.3
Two or More Races	71.5	74.4	2.8
Students with a Disability	56.2	60.6	4.4
Limited English	48.4	53.6	5.2
Low-Income	57.4	61.7	4.3

*Note: the values for the columns labeled as “Actual” and “Target” represent the percentage of students, while the Yearly Step column represents the percentage point change necessary to remain on track to meeting the endpoint goal of 100 percent.

DUAL CREDIT PARTICIPATION

For several years, the OSPI has been reporting on dual credit participation as part of the agency’s performance management and the measure has been included in the most recent versions of the Washington Achievement Index. Beginning with the winter 2018 version of the Washington School Improvement Framework (WaSIF), the percentage of students (grades 9-12) who complete a dual credit course was included in the WaSIF as a measure of school quality or student success (SQSS).

Using the winter 2018 WaSIF as the baseline performance, a long-term goal of 100 percent and a ten year period was used to establish annual targets and the annual step increase (Figure 55).

Approximately 54.7 percent of all 9th to 12th grade students completed at least one dual credit course

Figure 55: shows the percentage of 9th to 12th grade students who completed a dual credit course by student group.

Percent of Students Participating in at Least One Dual Credit Course	Actual 2015-17*	2016-18 Target*	Yearly Step*
All Students	54.7	59.2	4.5
American Indian / Alaskan Native	37.6	43.8	6.2
Asian	70.7	73.7	2.9
Black / African American	56.1	60.5	4.4
Hispanic / Latino	48.2	53.3	5.2
Native Hawaiian / Pacific Islander	55.5	60.0	4.4
White	55.4	59.8	4.5
Two or More Races	56.9	61.2	4.3
Students with a Disability	33.7	40.3	6.6
Limited English	38.9	45.1	6.1
Low-Income	47.5	52.7	5.3

*Note: the values for the columns labeled as “Actual” and “Target” represent a percentage of students, while the Yearly Step column represents the percentage point change necessary to remain on track to meeting the endpoint goal of 100 percent.

ENGLISH LEARNER PROGRESS

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

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

In the Washington ESSA State Plan, an endpoint goal of 77 percent to be attained over a ten-year period was approved by the U.S. Department of Education. In the plan, the OSPI further stated that the goal will be re-evaluated and possibly re-established in the winter 2021 when more data will be available to inform target setting.

In the winter 2018 WaSIF version, approximately 67.1 percent of English learner students made progress toward English language proficiency. To remain on target to meet the 77 percent endpoint goal, the percentage of students making progress toward English language proficiency must increase approximately one percentage point per year (Figure 56).

Figure 56: shows the percentage of English learner students making progress toward English language proficiency.

Percent of EL Students Making Progress Toward English Language Proficiency	Actual 2015-17	2016-18 Target	Yearly Step*
All English Learner Students	67.1	68.1	1.0

*Note: the values for the columns labeled as “Actual” and “Target” represent a percentage of students, while the Yearly Step column represents the percentage point change necessary to remain on track to meeting the ESSA endpoint goal of 77 percent.

APPENDIX A – List of Abbreviations

ACGR – Adjusted Cohort Graduation Rate

CO – Class of 20xx for High School Graduation Measures

ECEAP – Early Childhood Education and Assistance Program

ECE – Early Childhood Education

EL – English Learner

ELA – English/Language Arts

ERDC – Educational Research and Data Center

ESSA – Every Student Succeeds Act

MSP – Measures of Student Progress

NAEP – National Assessment of Educational Progress

NCES – National Center for Educational Statistics

OSPI – Office of the Superintendent of Public Instruction

SBE – State Board of Education

SBA – Smarter Balanced Assessment Consortium

SQSS – School Quality and Student Success

WaKIDS – Washington Kindergarten Inventory of Developmental Skills

WaSIF – Washington School Improvement Framework

APPENDIX B – Results of the Online Survey of the TAC

A total of eight responses were received from individuals representing the Workforce Education and Training Board, Department of Children, Youth, and Families, Results Washington, Washington Student Achievement Council, Washington State Board of Community and Technical Colleges, Professional Educators Standards Board, Commission on Hispanic Affairs (and Educational Opportunity Gap Oversight and Accountability Committee member), and the Educational Research and Data Center. Respondents were asked to rate the importance of measures required, recommended, or under consideration for the Statewide Indicators of the Educational System Health report. Respondents had the opportunity to provide comments or concerns about each of the measures, and were asked to comment on three framing questions discussed at the July 23 Statewide Indicators Technical Advisory Committee (TAC) meeting.

An average rating was derived for all the measures in either of the two manners described below.

- For measures where the importance (Very Important = 5, Somewhat Important = 4, Neutral = 3, Not Very Important = 2, Not Important At All = 1) was assessed, an average was computed.
- For measures asking about reporting concerns (noted with an asterisk*), a yes or no answer was provided and is reported as follows:
 - 6/8* means that six of the eight respondents had no concerns about reporting on the measure.
 - 7/8* means that seven of the eight respondents had no concerns about reporting on the measure.
- A question asked about which graduation rates (5-Year, 6-Year, 7-Year, All, or None) should be reported upon in this work along with the 4-Year graduation rate. The respondents were nearly split on the question (All = 4, None = 3) and the rating is shown as “Mixed”.

Each of the survey questions are summarized in the following pages. The comments and concerns included here have been mildly edited to correct misspelled words and other minor grammar edits. However, the meaning of the comments is essentially unchanged.

Explanation and summary of the indicators included in the August 2018 online survey for the Statewide Indicators of the Educational System Technical Advisory Committee.

Status	Description
REQ	Required and Reported on in Earlier Reports
REC	Recommended and Reported on in Earlier Reports
DISC	Under Discussion for Possible Inclusion if and when Data Becomes Available

Status	Indicator	Average Rating	Number of Comments or Concerns
REQ	Kindergarten Readiness	6/8*	4
REC	ECE Enrollment	4.65/5	3
REQ	4 th Grade Reading	7/8*	1
REQ	8 th Grade Math	7/8*	2
REC	8 th Grade High School Readiness	3.63/5	2

Status	Indicator	Average Rating	Number of Comments or Concerns
REQ	4-Year High School Graduation Rate	8/8*	1
REC	5-Year High School Graduation Rate	Mixed	2
REQ	Quality of HS Diploma	7/8*	3
REC	Career and College Readiness (HS SBA)	3.75/5	4
REQ	Postsecondary Engagement	8/8*	1
REC	Discipline Disproportionality	3.88/5	1
DISC	Discipline Rate	3.75/5	1
DISC	9 th Grade On Track	3.50/5	3
DISC	Dual Credit Participation	4.13/5	2
DISC	Career Awareness	4.13/5	3
DISC	Career Launch	4.50/5	3
DISC	Biliteracy	3.75/5	1
DISC	Educator Quality	3.50/5	3
DISC	School Climate/Engagement Surveys	4.38/5	3

Framing Question #1: **"Do students have access to quality schools and programs?"** Please provide comments, concerns, or your thoughts.

Response	Comments
1	A valuable question. The qualitative nature of it will make it hard to collect accurately.
2	A good starting question. The more interesting questions involve the intentional disaggregation by racial/ethnic, family income, and geographic subgroups. Which child subgroups are in which category?
3	I appreciate this framing question. It may be beneficial to provide some insight and parameters around what "quality" means.
4	It will be nice to have the policy objective, the question, the measure, the description of the calculation of the measure, and data source in a matrix.
5	No comment, as I was absent from July 23 meeting.
6	The measure of quality should not be limited to just test scores but also include data pertaining to school climate and family engagement.
7	Depends on the school. Some schools do not have as many quality school programs due to the schools assessment scores. If the assessment scores are low then programs are in place to bring up the assessment scores of the low scoring students.
8	How can this be objectively measured? And, how can meaningful goals be set for any measure that is developed?

As a measure of access to safe and supportive schools, how important do you believe it is to measure the **disproportionate exclusionary discipline rates**?

Range of Importance	Average Score	Comments
Not Very Important to Very Important	3.875/5	If the SBE has little or no control or impact over discipline rates, this doesn't make sense as a measure.

As a measure of safe and supportive schools, how important do you believe it is to measure the **overall exclusionary discipline rates**?

Range of Importance	Average Score	Comments
Neutral to Very important	3.75/5	If the SBE has little or no control or impact over discipline rates, this doesn't make sense as a measure.

As another measure of safe and supportive schools, how important do you believe it is to measure **school climate through student, family, and educator surveys**?

Range of Importance	Average Score	Comments
Somewhat Important to Very important	4.375/5	<ul style="list-style-type: none"> • Surveys can be important performance improvement tools, so should be considered. But may be more relevant at the local level. • Families talk...the kids will tell their parents of what they think of the climate in a school. Students do not always share that type of information. • This makes more sense as a measure or set of measures since it would develop new data and information outside of administrative data.

How important do you believe it is to include a measure of **teacher quality** in the reporting of the statewide indicators?

Range of Importance	Average Score	Comments
Not Important at All to Very important	3.50/5	<ul style="list-style-type: none"> • What is meant by teacher "quality"? Teacher's degrees? Overall performance of their students? Years of teaching experience? More context would be helpful, but this is an important indicator. • It would be more important but the administrator is the person who would "measure quality" which is very subjective. • Measures of teacher quality are controversial and not well developed. What control or influence over teacher hiring does SBE have?

Framing Question #2: "Are young children prepared to learn when they enter kindergarten?" Please provide comments, concerns, or your thoughts.

Response	Comments
1	I'm not sure the state has any policy levers for this beyond improving access and quality of pre-school, so it should be the focus.
2	I'm not sure the question really should be about whether children are ready to learn or not. All (or vast majority) children are ready to learn, the question is whether they're ready to learn at the level of typical kindergartners.
3	Is "learn" the appropriate term? Or would "are young children prepared to be successful when entering kindergarten?" I know the WaKIDS measure covers several domains, but they all can essentially pertain to learning. I am okay with this language, but wondered if we wanted to consider a wider scope than just learn.
4	A matrix table that includes the policy objective, the question, the measure, the description of the calculation of the measure, and data source would be helpful.
5	No comment, as I was absent from July 23 meeting
6	Learning measures should include social and emotional learning and benchmarks that outline where a child may be in social and emotional development as well as an academic grasp of appropriate content at the time.
7	NO. Not in my town. Over 45% are migrant Spanish speaking with usually uneducated parents who are just trying to feed, clothe and house their children. There usually no books in the home.
8	While this may be of concern to SBE, what control does SBE have over early learning? Isn't this under the control of DCYF?

How important do you believe it is to measure the percentage of young children **accessing high-quality, early childhood education programs**?

Range of Importance	Average Score	Comments
Neutral to Very important	4.625/5	<ul style="list-style-type: none"> We measure this for the children in our programs at DCYF, we are attempting to measure at a population level. Do we have information/data on what qualifies a childhood education program as "high-quality" and how are we assessing "access"? The DCYF controls policy and spending in this area. While this may be of interest to SBE, not all children access state or federally funded early learning programs and those programs are not under the control of SBE.

Do you have concerns about the SBE’s reporting the percentage of young children who are **kindergarten-ready** as measured by the Washington Kindergarten Inventory of Developmental Skills (WaKIDS)?

Range of Importance	Average Score	Comments
6/8 No Concerns	7.50/10	<ul style="list-style-type: none"> • Because not all children are assessed on WaKIDS, it is important to convert the OSPI-reported rate to a population-based rate. Respondent is happy to share those methods. • This is an incredibly important measure. • The report should point out the demographics of the school district when reporting. • As a starting point for children entering K-12, this measure may be interesting. Can the SBE have any influence on the measure?

Framing Question #3: "**Are students provided an opportunity to develop the skills and knowledge to be prepared for career, college, and civic engagement?**" Please provide comments, concerns, and your thoughts.

Response	Comments
1	
2	Rather than framing these as yes/no questions, it is more interesting and potentially actionable in examining which subgroups or students are or are not....
3	Consider "post-secondary education" instead of college?
4	A matrix table that includes the policy objective, the question, the measure, the description of the calculation of the measure, and data source would be helpful.
5	No opinion/was absent from July 23 meeting
6	Students should be given agency to determine their own individual path and policies and programs should meet students where they are at and support their decisions going forward and avoid pre-determined notions of what is best for all students.
7	Depending upon the "assessment scores". If the scores are low then the school just tries to graduate their students.
8	This is overly broad or maybe it is a series of measures. However, relying on measure developed from administrative data is likely to be less informative than measures developed from surveys.

The SBE is required to report on the percentage of **4th grade** students demonstrating proficiency on the statewide **English/language arts** assessment. Do you have concerns about reporting on this measure?

Range of Importance	Average Score	Comments
7/8 No Concerns	8.75/10	<ul style="list-style-type: none"> • I might have concerns about how we're assessing/reporting English language learner students.

The SBE is required to report on the percentage of **8th grade** students demonstrating proficiency on the statewide **math** assessment. Do you have concerns about reporting on this measure as part of the statewide indicators?

Range of Importance	Average Score	Comments
7/8 No Concerns	8.75/10	<ul style="list-style-type: none"> I think this is a good indicator. Comment, it seems every school district's math department decides when their students will take certain math courses. They don't all have algebra in Jr High, etc.

In 2014, the SBE recommended and began to report on the more comprehensive measure of the percentage of **8th grade** students demonstrating proficiency on all of the statewide **English/language arts, math, and science** assessments. How important do you believe it is to replace the 8th grade math measure with this more comprehensive measure?

Range of Importance	Average Score	Comments
Not Important at All to Very Important	3.625/5	<ul style="list-style-type: none"> It depends on the granularity of data available. If the data point being reported is an aggregate point that can lose the value of understanding performance in each individual areas (ELA, Math, etc.) then I think that could be problematic if this data is meant to be used to inform decision making. If we can report this data point as an aggregate but provide a filter to assess performance in each area, then I think the more comprehensive measurement is very valuable.

How important do you believe it is to measure the percentage of **9th grade students passing all of their courses**?

Range of Importance	Average Score	Comments
Not Important at All to Very Important	3.50/5	<ul style="list-style-type: none"> Is this an evidence-based indicator of success throughout high school? If so, then yes, I think this is important to keep! My district tries not to flunk ANY student even if they don't take the tests, do not do the homework, or attend class. They pass them all. SBE might want to consider a measure related to grade progression from 8th grade on rather than this measure. This measure is a point-in-time measure while grade progression is more longitudinal in nature.

As a measure of readiness for college coursework, how important do you believe it is to measure the percentage of **10th grade** students passing the statewide **HS ELA and math** assessments?

Range of Importance	Average Score	Comments
Not Very Important to Very Important	3.75/5	<ul style="list-style-type: none"> • I think another indicator of readiness for college coursework is the extent to which high school graduates have completed the core courses required for entry into a public baccalaureate institution in the state. I did a study of this years ago in Yakima (before I was at DCYF). Locally we found it illuminating and actionable. • I don't know if this is an evidence-based indicator of overall success in high school. If it is, then it would be good to keep, if it as just a benchmark measure to see how a cohort is performing, I don't know if it is valuable for this purpose. • Our assessment scores do a good job of measuring the readiness of our students. Our scores are very low and a low percentage of our students do badly in college. • A measure that indicated highest math course taken in combination with an indicator of when the last math course taken would be more effective.

Career Exploration is described as opportunities that deep-dive into specific career options with the outcome of preparing students to make choices regarding career and education pathways. How important do you believe it is to measure the percentage of **high school graduates completing Career Exploration** programs or activities?

Range of Importance	Average Score	Comments
Neutral to Very Important	4.125/5	<ul style="list-style-type: none"> • Are these programs available in all school districts? If not, are there plans to expand it to more schools over time? Are they evidence-based that lead to desired outcomes? If yes, then I think we it would be important to measure. • This is a strong early indicator for the potential pipeline coming into the postsecondary education opportunities and making it more explicit by measuring it would be very beneficial. • Just measuring the percentage is not enough. There needs to be some measure or the quality of the opportunities.

Career Launch is defined as programs that combine meaningful on-the-job experience and aligned classroom learning that lead to the outcome of a competitive candidate with a valuable credential beyond high school. How important do you believe it is to measure the percentage of **high school graduates completing Career Launch**?

Range of Importance	Average Score	Comments
Neutral to Very Important	4.50/5	<ul style="list-style-type: none"> • Similar questions to the above question - but it sounds like this leads to potentially true successful for career connected learning post-graduation. If this program is shown to be successful, I think it should be measured both in number of students completing the program as well as how many schools provide it. • This is a strong early indicator for the potential pipeline coming into the postsecondary education opportunities and making it more explicit by measuring it would be very beneficial. • Again, percentage is good but this needs some kind of follow up measure to indicate how many graduates benefit from Career launch.

As a measure of **readiness for college coursework**, how important do you believe it is to measure the percentage of high school students completing a dual credit course?

Range of Importance	Average Score	Comments
Neutral to Very Important	4.125/5	<ul style="list-style-type: none"> • Most analysis show that Dual language students do better in college and life. • Depends on what the dual credit course is.

How important do you believe it is to measure the percentage of high school graduates earning **the Seal of Biliteracy**?

Range of Importance	Average Score	Comments
Not Very Important to Very Important	3.75/5	<ul style="list-style-type: none"> • This needs some research and analysis to show whether it means anything.

The SBE is required to report on the percentage of **students graduating in four years**. Which other graduation rates (if any) should be reported as a part of this work?

Range of Importance	Average Score	Comments
No Other Rates = 3 All Other Rates = 4 Six-Year Rate = 1	Mixed	<ul style="list-style-type: none"> • Four years is the standard and that should be the goal. • SBE should also report on re-engagement programs and how they affect graduation rates.

The SBE is required to report on the percentage of recent high school graduates who enroll in higher education and who are **not required to complete remedial coursework** in English or math. Do you have concerns about reporting on this measure as part of the statewide indicators?

Range of Importance	Average Score	Comments
7/8 No Concerns	8.750/10	<ul style="list-style-type: none"> • The science on remediation is moving fast, and because of that we should see fewer students taking remedial courses independent of their preparation. So while this might be a useful measure now, it may not be as useful in the future and trends in future could be misleading. • The standards for remedial coursework enrollment vary significantly across the institutions of higher education and the colleges have been actively working to implement multiple method assessments. This means the metric of remedial coursework may represent better preparedness for students coming out of K12, or it could represent placement policy changes at the higher ed institutions. • We need to know if our school course has the right amount of rigor

The SBE is required to report on the percentage of recent high school graduates who **enroll in higher education or are employed** during the year after leaving high school. Do you have concerns about reporting on this measure as part of the statewide indicators?

Range of Importance	Average Score	Comments
8/8 No Concerns	10/10	<ul style="list-style-type: none"> • I know this is something our office is specifically interested in continuing to measure.

APPENDIX C – NAEP Technical Documentation for Test of Significance

t Test for Independent Groups

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

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

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

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

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

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

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

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