

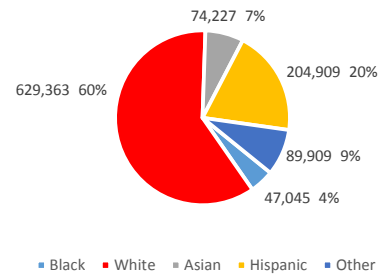
K-12 OVERVIEW

In Washington there are:

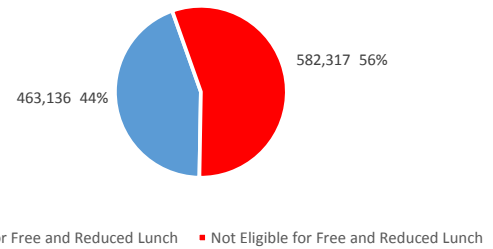
- 1,045,453 public school students
- \$9,697 average total per pupil expenditure
- 2,377 public schools
- 295 school districts

Free and reduced lunch (FRL) is a common way to identify students who are low-income, as it is only available to families with an income of up to 185 percent of the Federal Poverty Line.

K-12 Race and Ethnicity, 2012

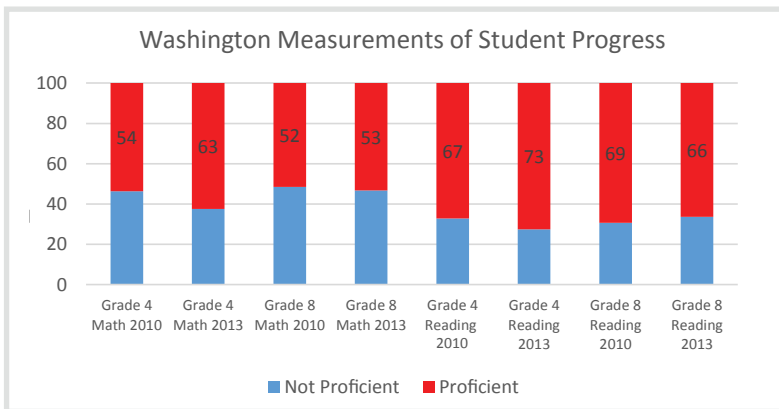


K-12 Level of Family Income, 2012



ELEMENTARY AND MIDDLE SCHOOL ACHIEVEMENT

Achievement Trends



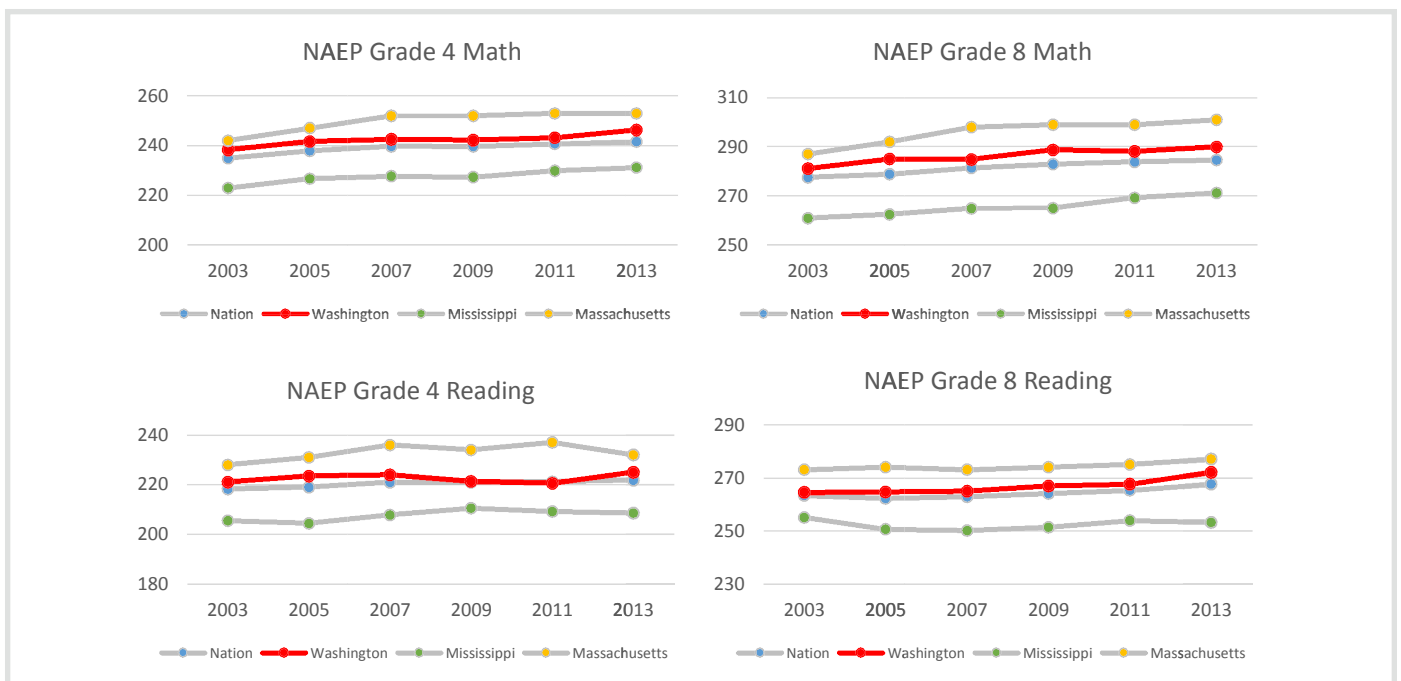
State Assessments – Washington Measurements of Student Progress

Washington administers the Washington Measurements of Student Progress (MSP) to students in third through eighth grades in core subjects, with math and reading tested each year. MSP replaced the Washington Assessment of Student Learning (WASL) in 2010. In 2015, Washington will begin using Smarter Balanced Assessments.

- Changes in proficiency levels varied by grade and subject on MSP tests, but generally students made modest gains.
- Proficiency rates on fourth-grade math tests increased by nine percent, while eighth-grade reading proficiency rates decreased three percent over the same period of time.
- Math proficiency rates tend to be lower than reading proficiency rates within the same grade level.

National Assessments – National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America’s students know and can do in various subject areas, serving as the “Nation’s Report Card.” Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Beginning in 2014, students in fourth and eighth grades will also be tested in technology and engineering literacy. Nationally, students have been making consistent, modest gains on NAEP tests. **Washington students have scored near the national average for NAEP reading and math in fourth and eighth grades over the past 10 years.** Scores from Mississippi and Massachusetts are provided to highlight Washington’s performance in relation to consistently low and high performing states.



Results Gaps

NAEP assessments are administered uniformly using the same sets of test booklets across the nation, allowing NAEP results to serve as a common metric of student achievement for all states. NAEP proficiency standards are viewed as representative of college and career ready expectations and can provide a benchmark for states that may have historically set proficiency standards too low. As proficiency standards are set for new assessments, NAEP results can help states gauge current levels of student achievement in relation to what levels of student achievement may look like when new standards and assessments are fully implemented. **Washington's proficiency rates on the 2013 NAEP are lower than on the 2013 Washington MSP, with differences in proficiency rates ranging as high as 33 percent.**



73 percent of Washington fourth-graders scored proficient or above on MSP reading



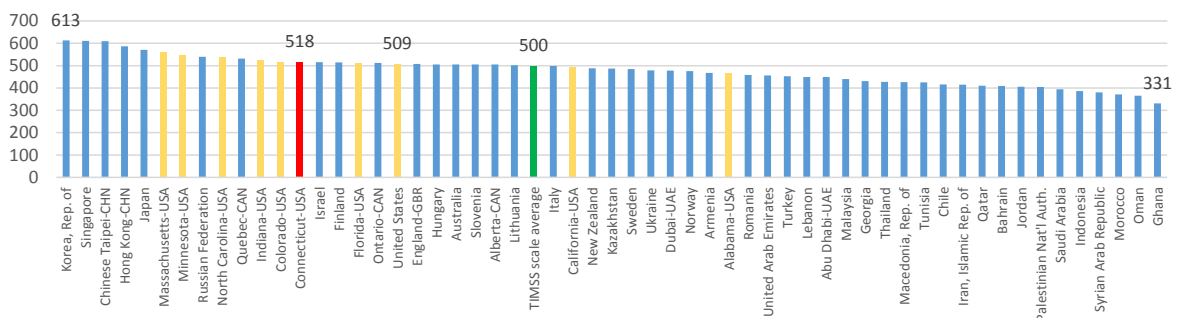
40 percent of Washington fourth-graders scored proficient or above on NAEP reading

Percent Proficient				
	Math, Grade 4	Math, Grade 8	Reading, Grade 4	Reading, Grade 8
Washington Measurements of Student Progress	63	53	73	66
Washington NAEP	48	42	40	42
Results Gap	15	11	33	24

International Assessments — Trends in International Mathematics and Science Study

The Trends in International Mathematics and Science Study (TIMSS) is conducted every four years in fourth and eighth grade; more than 60 nations participate. TIMSS compares student achievement in math and science across countries.

2011 TIMSS Mathematic Scores, Grade 8

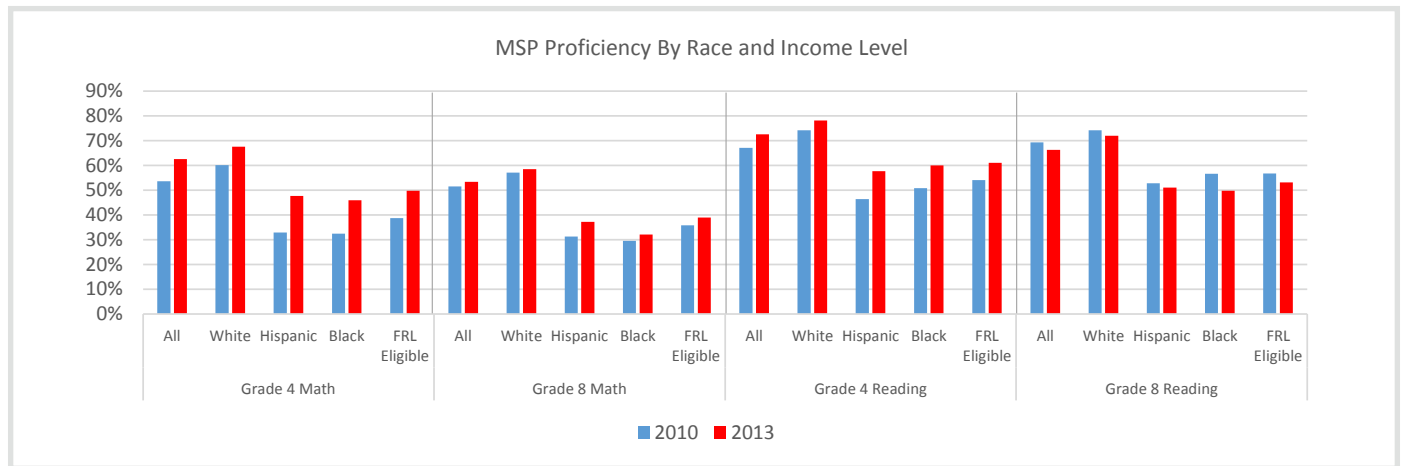


- Nine U.S. states were benchmarking participants for the 2011 TIMSS; Washington was not one of them.
- Connecticut did participate in TIMSS, and both it and Washington scored similarly on NAEP. Therefore, some comparison can be drawn between the two.
- Connecticut's eighth-grade math score is 18 points above the TIMSS scale average, nine points above the U.S. average, and **95 points below Korea**, the top scoring country.
- Of the nine states, Connecticut (518) scored better than Alabama (466), California (493), and Florida (513), but trailed Indiana (522), North Carolina (537), Minnesota (545), and Massachusetts (561). Connecticut and Colorado (518) had the same score.

Achievement Gaps

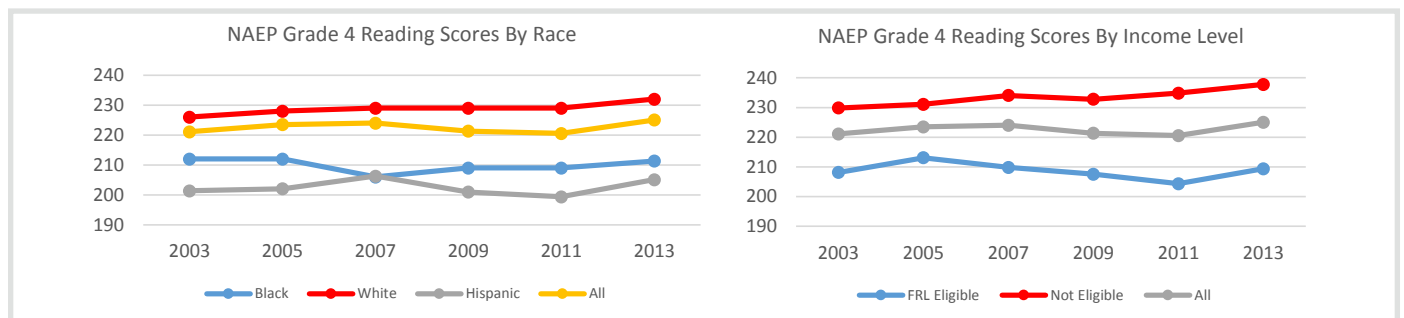
Average scores (“All” in chart below) can mask variations in performance among subgroups. When proficiency rates are disaggregated by race and economic status, alarming disparities in achievement can be seen.

State Assessments – Washington Measurements of Student Progress



- Students of color made greater gains on fourth-grade math and reading assessments than on eighth-grade assessments.
- For MSP fourth-grade math, the white-Hispanic achievement gap closed eight percent, and the white-black achievement gap closed by seven percent.
- The white-black achievement gap for eighth-grade reading tests widened by five percent.
- Low-income students (FRL Eligible) had 11 percent gains for proficiency rates on MSP fourth-grade math assessments from 2010 to 2013.

National Assessments – National Assessment of Educational Progress



- On NAEP fourth-grade reading tests, average scores for students of color have fluctuated since 2003. The average score for black students is currently one point below the 2003 score, and the average score for Hispanic students is four points above the 2003 score.
- Since 2003, the white-Hispanic and white-black achievement gaps have widened.
- **The achievement gap between low-income students and their more affluent peers has increased by seven points over the past 10 years.**

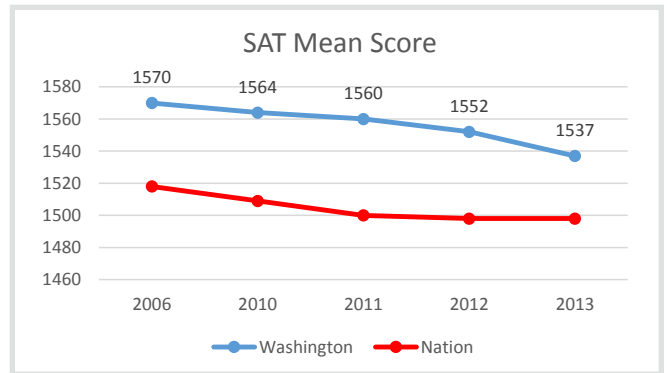
HIGH SCHOOL ACHIEVEMENT

Achievement Trends

SAT Scores

Since the spring of 2005, the SAT has been composed of three sections—reading, writing, and math. Each section is worth 800 points, for a combined 2400 maximum score. The SAT benchmark score of 1550 is associated with a 65 percent probability of obtaining a first-year GPA of B- or higher, which in turn is associated with a high likelihood of college success—including higher rates of retention and degree completion.

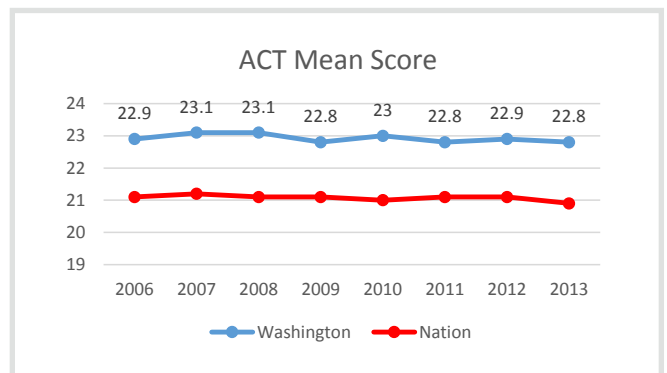
- Washington’s average SAT score in 2013 was 1537, 39 points above the national average.
- Currently, 60 percent of Washington students take the SAT compared to 50 percent of students nationwide. **The SAT is Washington’s most popular college admission test.**



ACT Scores

The ACT has benchmark scores for each subject—English, math, reading, and science—which represent the level of achievement required for students to have a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in typical first-year college courses in those subjects. When averaged, the benchmark scores result in a 21.3 composite benchmark score.

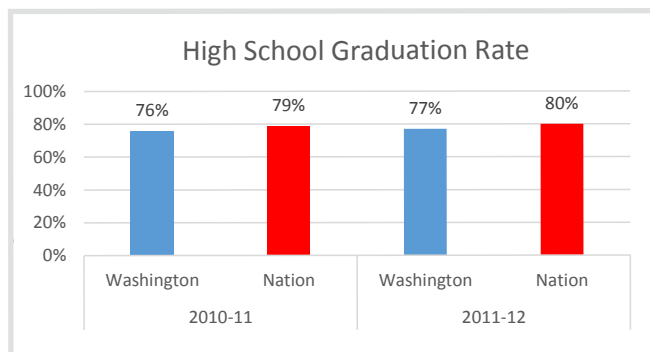
- **Similar to national trends, Washington’s average ACT score has fluctuated very little since 2006 and remains nearly two points above the national average.**
- Twenty-one percent of Washington students participated in the 2013 ACT, up from 15 percent in 2006. Nationally, 54 percent of students took the ACT in 2013.



Graduation Rates

- The average graduation rate is at an all-time high for Washington and the nation.
- The graduation rate was calculated using the Adjusted Cohort Graduation Rate (ACGR) method. For example, the 2011-12 graduation rate is calculated by the following formula:

$$\frac{(\# \text{ of students graduating in 2012})}{(\# \text{ of 9}^{\text{th}}\text{-graders in 2007-08 SY}) + (\text{new students}) - (\text{students who transferred or died})}$$

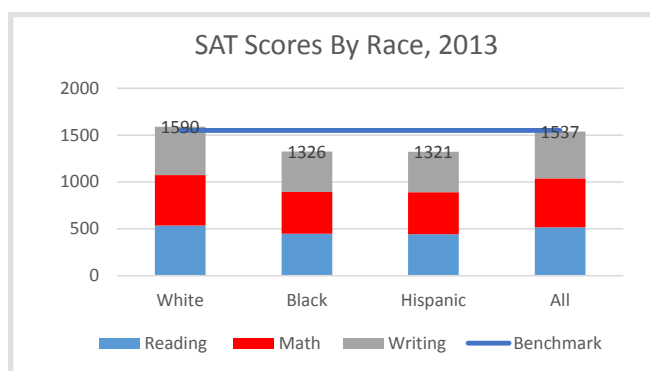


Achievement Gaps

SAT Scores

Students of color are less likely to score at or above the benchmark score, indicating a lower probability of being “successful” in college.

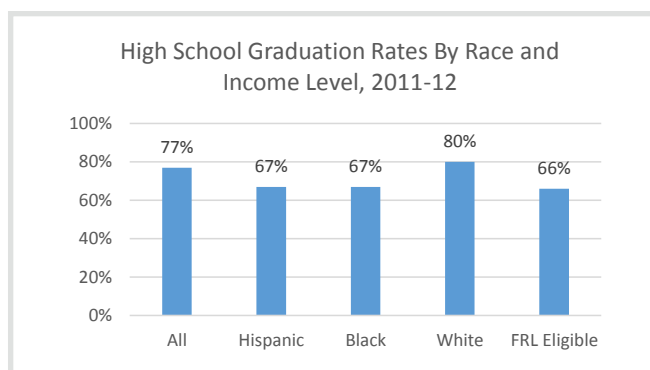
- White students score an average of nearly 90 points better on each section of the SAT than students of color.
- The white-black achievement gap is the largest in the math section of the SAT.
- The white-Hispanic achievement gap is the largest on the reading section of the SAT.
- Black and Hispanic students combined scores are more than 200 points below the SAT benchmark score of 1550.



Graduation Rates

Students of color and low-income students are less likely to graduate compared to the state average, using ACGR.

- The graduation rate for white students is 13 percent more than for students of color.
- **One-third of Hispanic, black, and low-income students don’t graduate from high school within four years.**

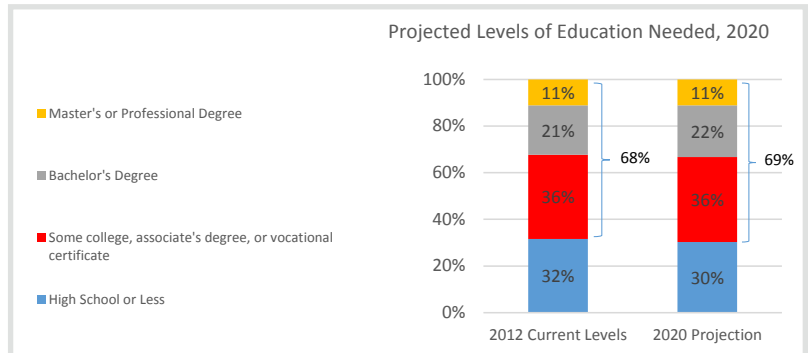


COLLEGE AND CAREER

Achievement Trends

The Center on Education and the Workforce at Georgetown University created a report that looks forward to the year 2020 and predicts the state of the American economy. The Georgetown projections provide information regarding the education requirements needed to gain employment in 2020. **Current national levels of postsecondary education will need to increase by four percent to meet the 2020 projection of 65 percent.**

- As of 2012, 68 percent of Washington’s adults have more than a high school degree. This is one percent less than the Georgetown prediction of **69 percent—more than 2.4 million—of Washington jobs that will require postsecondary education in 2020.**
- Based on these projections, Washington needs to increase the percentage of adults with bachelor’s degrees to meet the job market demands of 2020.

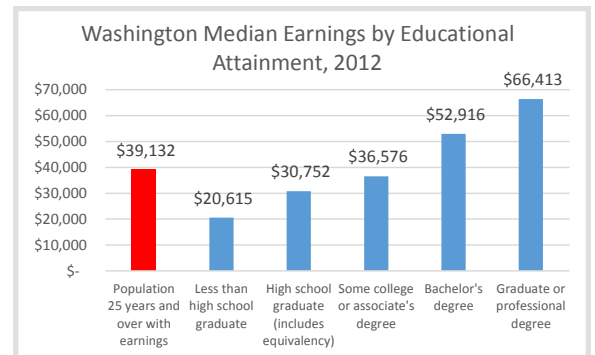


- In Washington, yearly median earnings are \$23,000 more for people with a bachelor’s degree than those with only a high school degree.

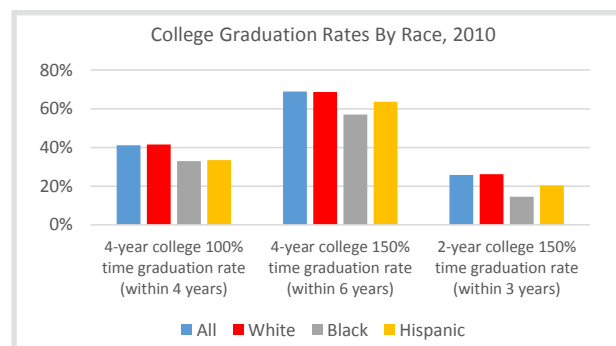
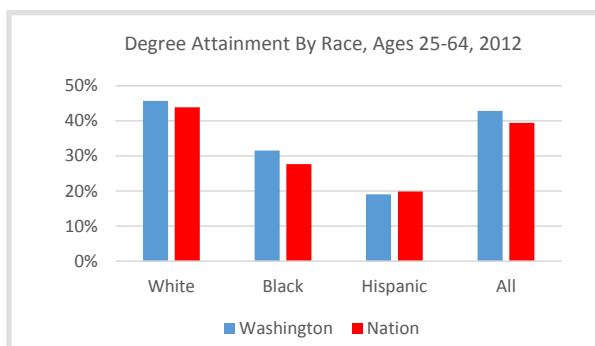
Achievement Gaps

Efforts to increase the average level of educational attainment will need to focus on specific populations that have low rates of degree attainment and college completion. Within the current adult population, communities of color are less likely to have college degrees. This trend seems likely to continue as current students of color have lower college graduation rates.

- Washington’s total percentage of adults with a college degree is higher than the national average by three percent. A slightly smaller percentage of Hispanics in Washington have a college degree than Hispanics across the nation.



- White adults are more than twice as likely as Hispanic adults to have a college degree.**
- The percentage of Washington four-year college students who graduate within six years is the third highest in the country.



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