



The Education Trust

The State of Opportunity and Achievement in Washington

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About The Education Trust

Who We Are

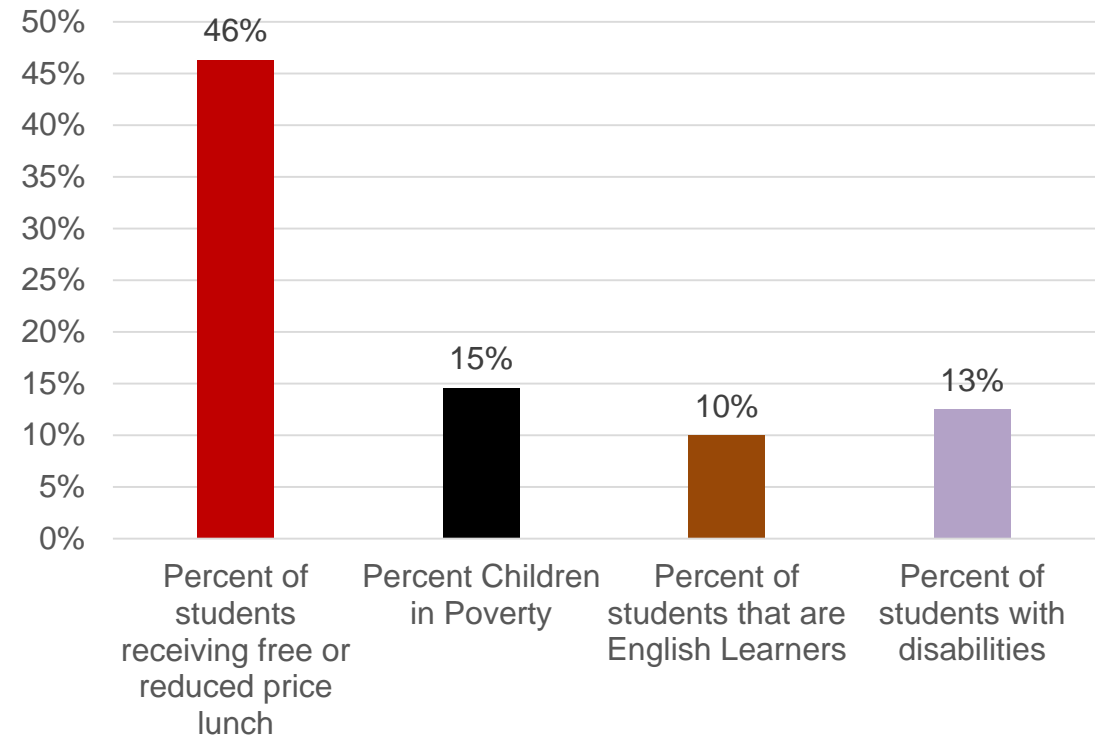
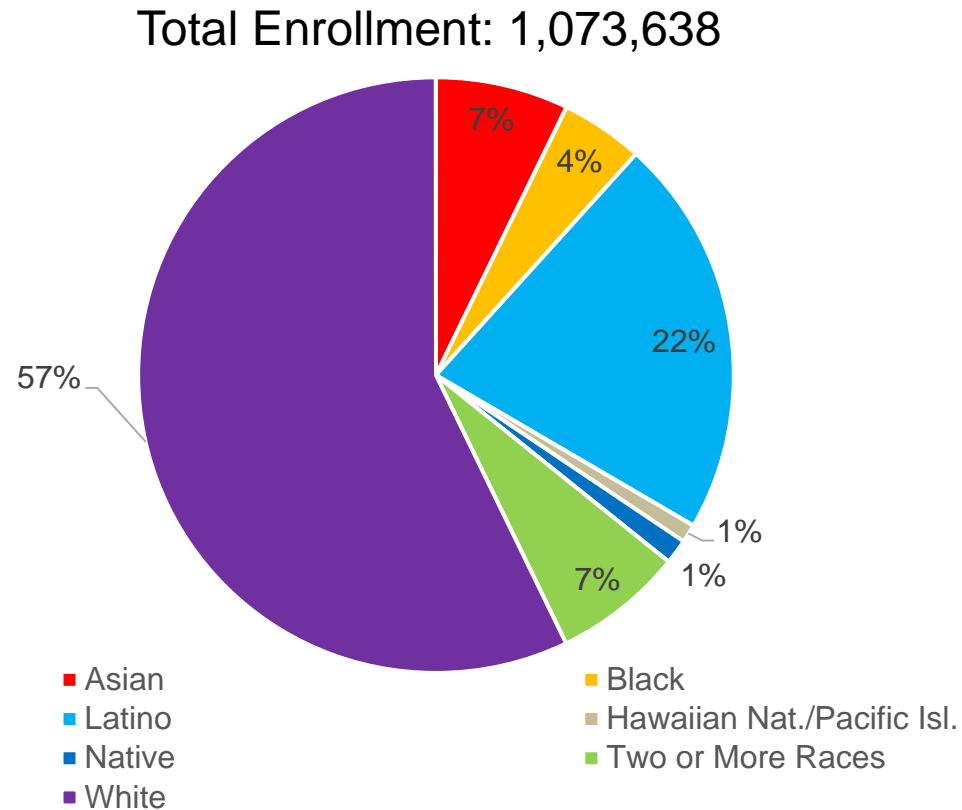
The Education Trust is a non-profit advocacy organization that promotes high academic achievement for all students at all levels, especially low-income children and children of color.

What We Do

- ❑ Research and policy analysis on patterns and practices that both cause and close gaps in opportunity and achievement.
- ❑ Advocacy to share that knowledge and push for policies and practices that help to close gaps.
- ❑ Technical assistance to districts, states, and community-based organizations.

Washington public schools educate
over a million students.

Nearly 1 in 5 students in Washington is Latino, and about half are from low-income families.

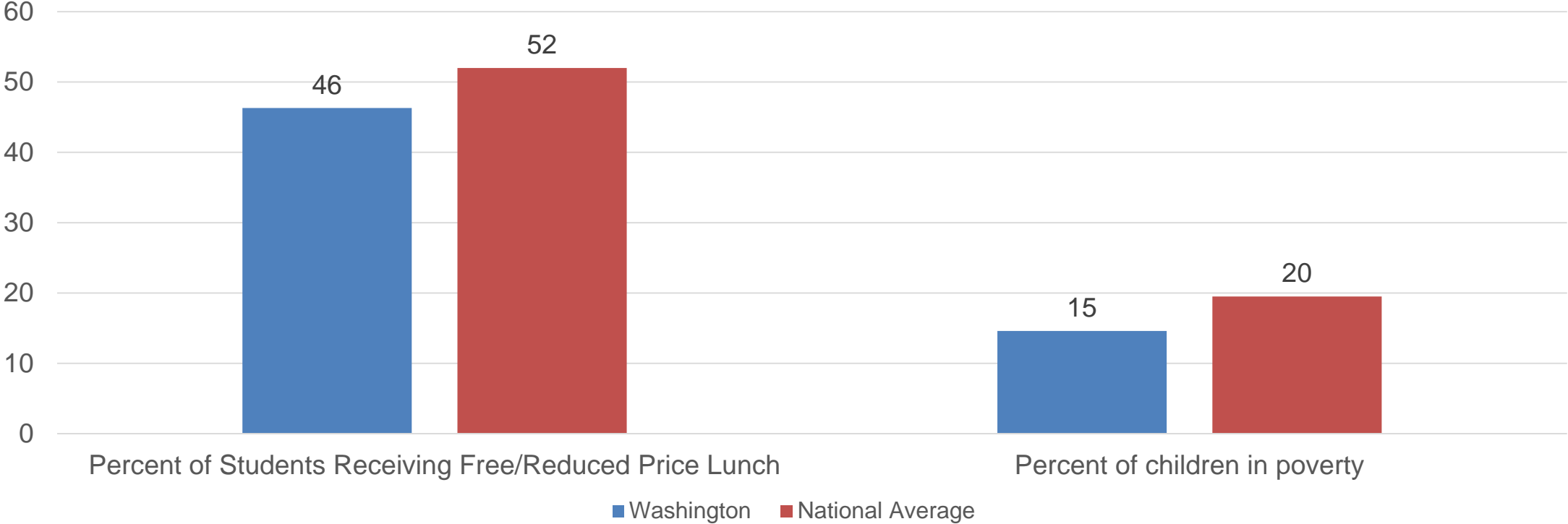


U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program, 2016

U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), 2014 -15.

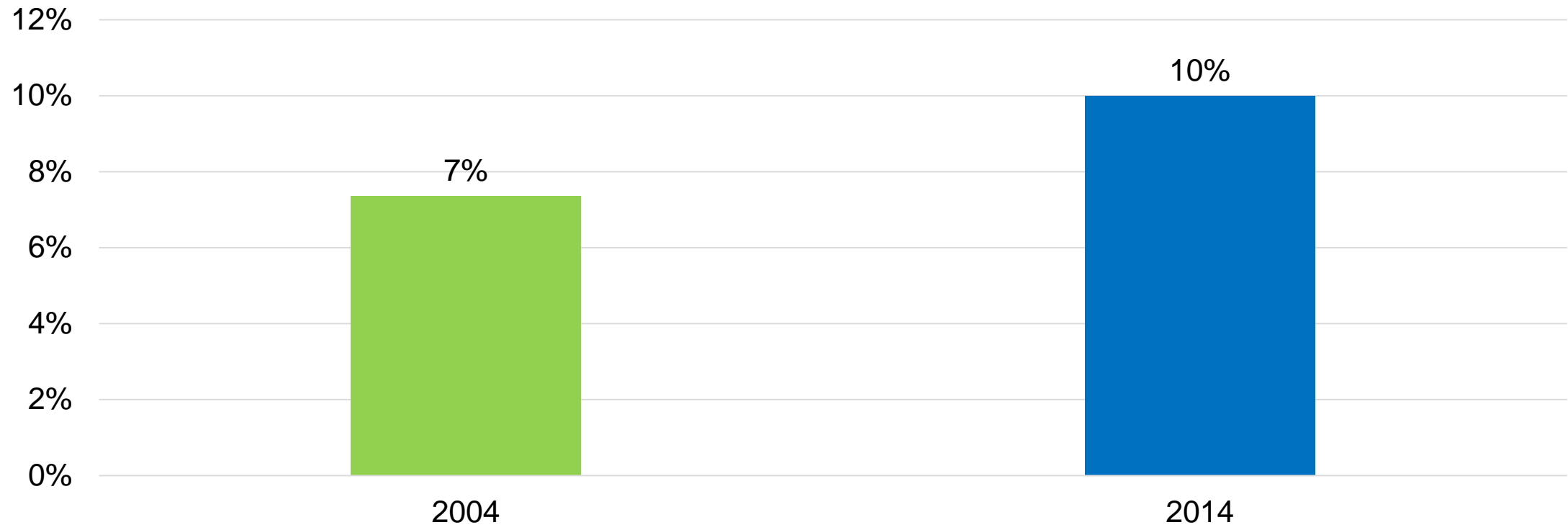
Compared to national averages, Washington has a lower percentage of students from low-income families and children living in poverty.

Comparing Washington State to National Averages: Percent of Students from Low-Income Families



Between 2004 and 2014, the percent of students who are English learners increased from 7% to 10% – slightly higher than the national average.

Percent of students who are English learners



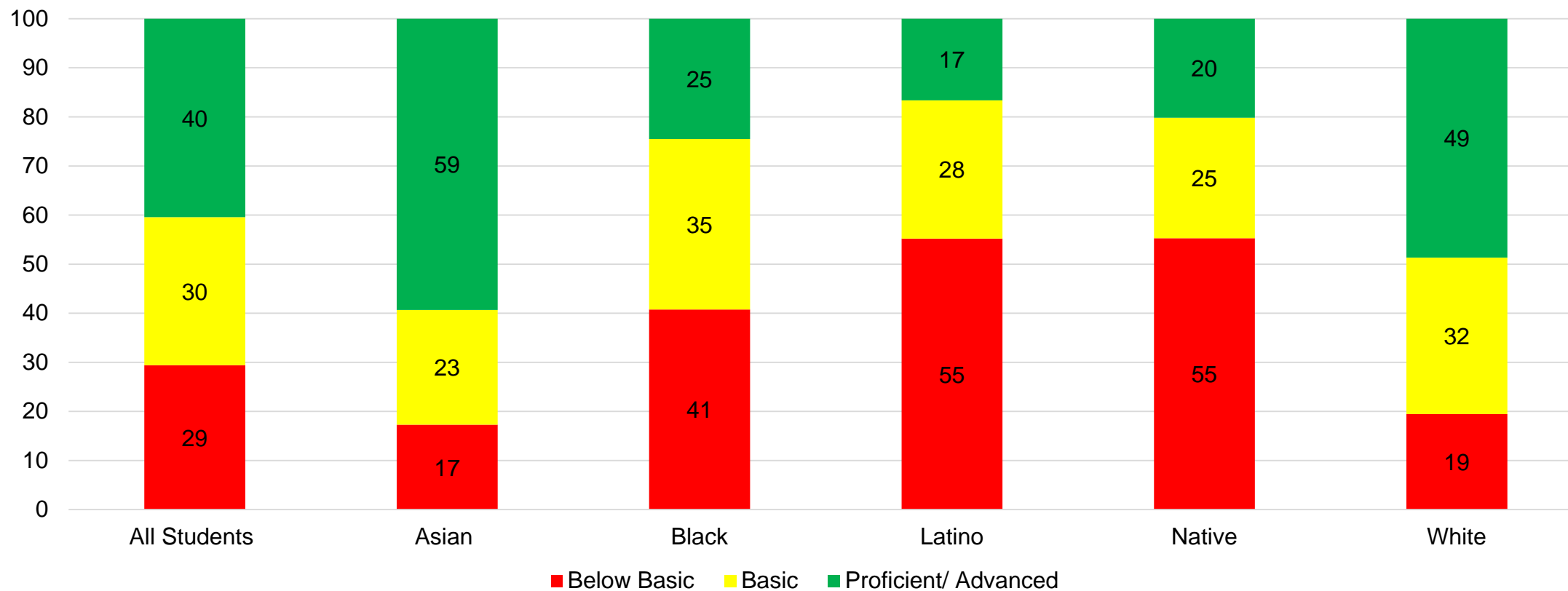
National Center for Education Statistics, Table 204.20, Number and percentage of public school students participating in English language learner programs, by state, selected years, fall 2004 through fall 2014.

How well are Washington's schools performing for students overall? For each student group?

The next few slides look at data from the National Assessment of Educational Progress, or NAEP. NAEP is a test that's given to a sample of students in each state once every two years. It's the only assessment that allows us to compare how 4th and 8th grade students in different states are doing.

40% of all Washington 4th graders scored proficient or higher in reading. But the state shows far lower results for African American and Latino students, only 25% and less than 20% of whom, respectively, were on grade level.

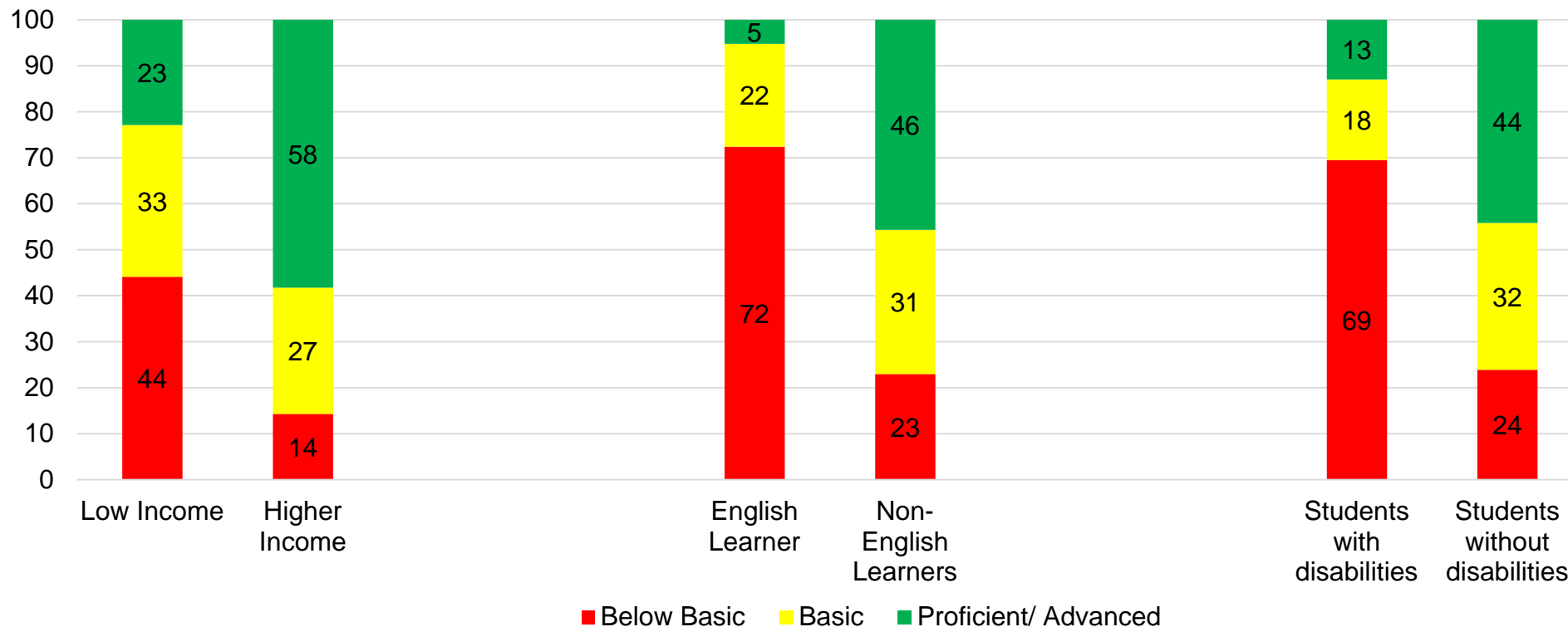
National Assessment of Education Progress (NAEP) Results - By All Students, and Race/Ethnicity



National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

Washington schools got nearly 60% of higher income 4th graders to grade level in reading – but demonstrated far lower results for low-income students, less than a quarter of whom were on grade level.

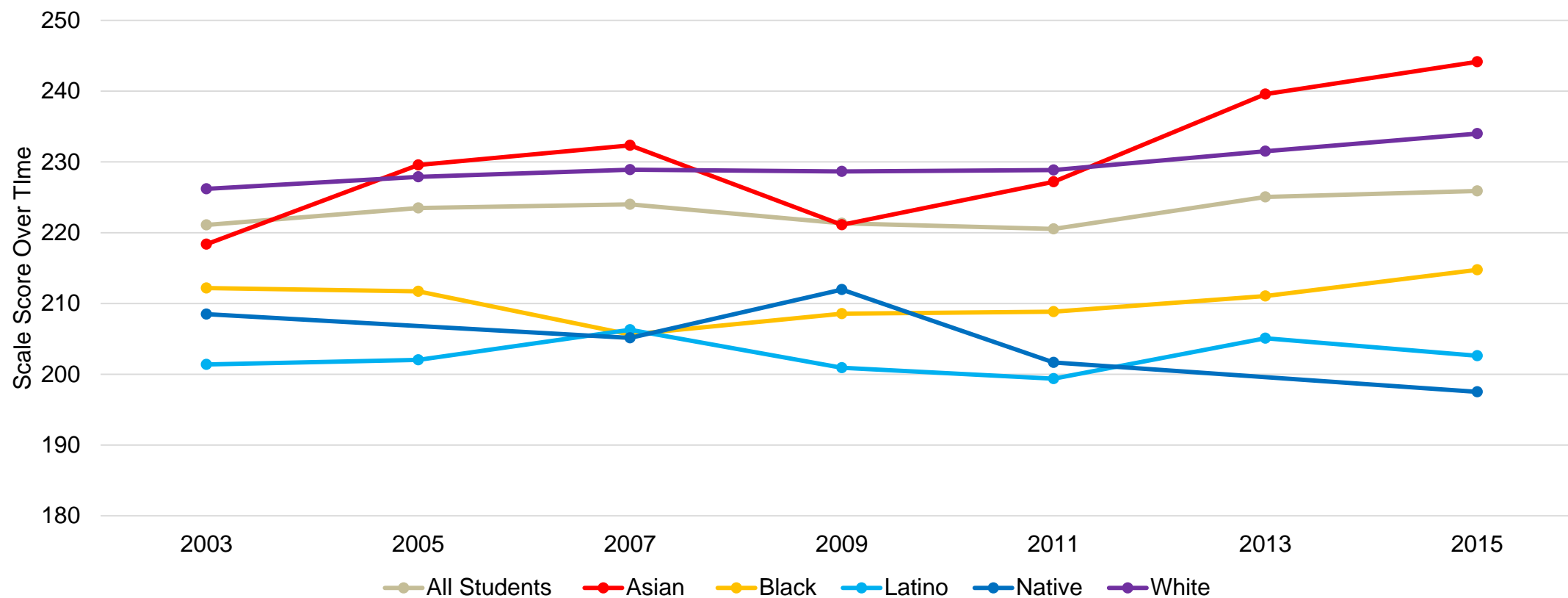
National Assessment of Education Progress (NAEP) Results – By Program Type



National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

Results for Black and Latino students have been flat over time and Washington's schools have large disparities in achievement between groups that are widening.

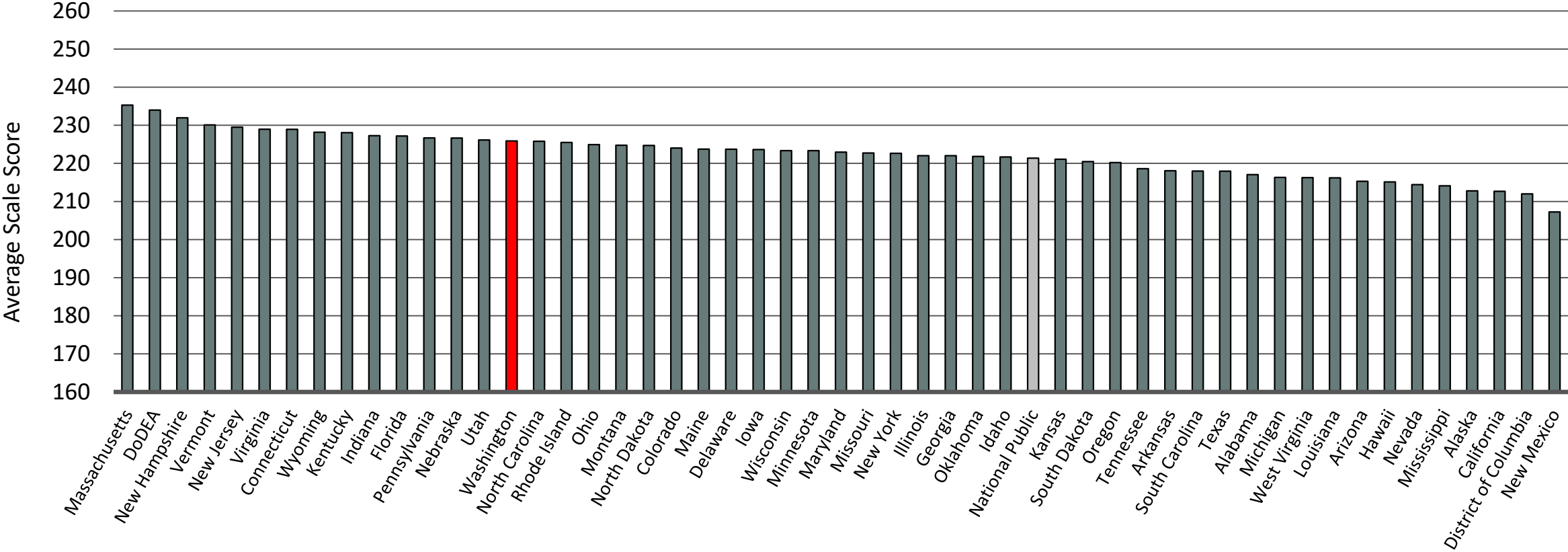
NAEP - Grade 4 Reading Over Time, by Race/Ethnicity



NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Washington's overall results in 4th grade reading are above the national average.

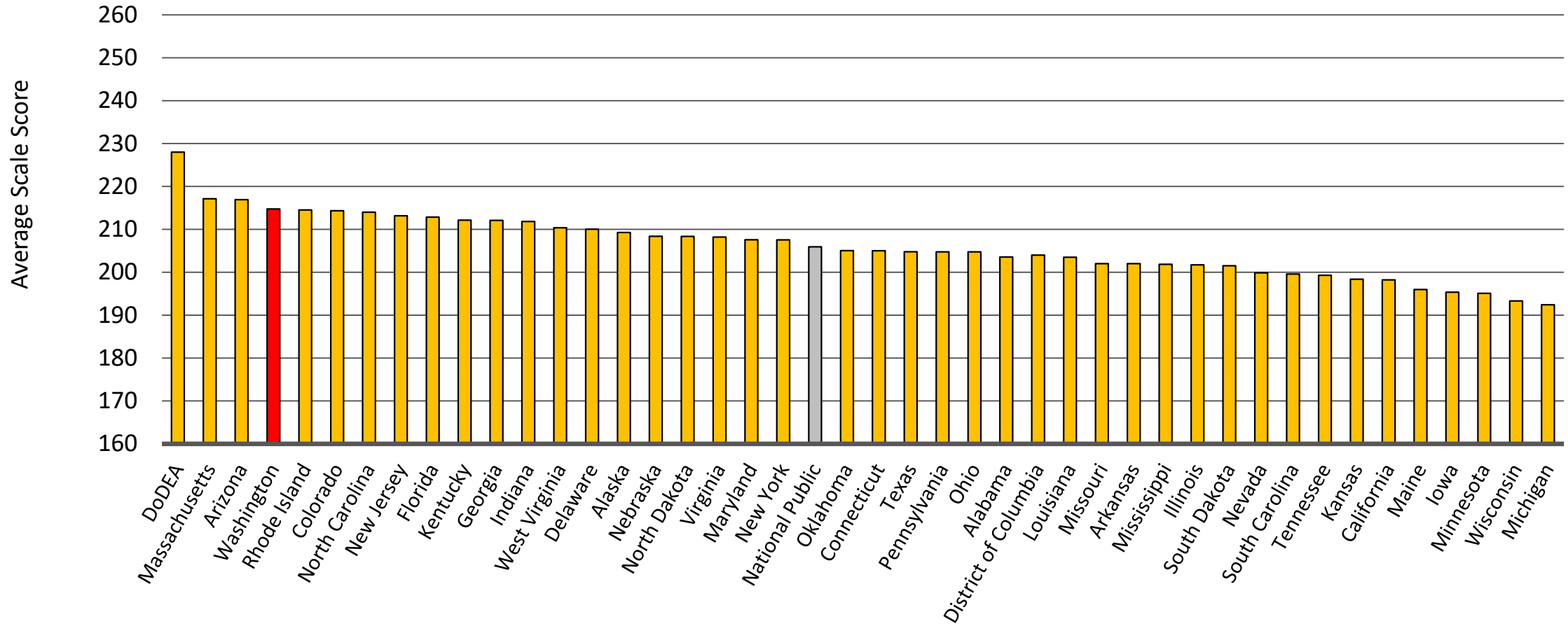
NAEP Scale Scores - All Students (2015)



NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Washington's results for Black students are also above average.

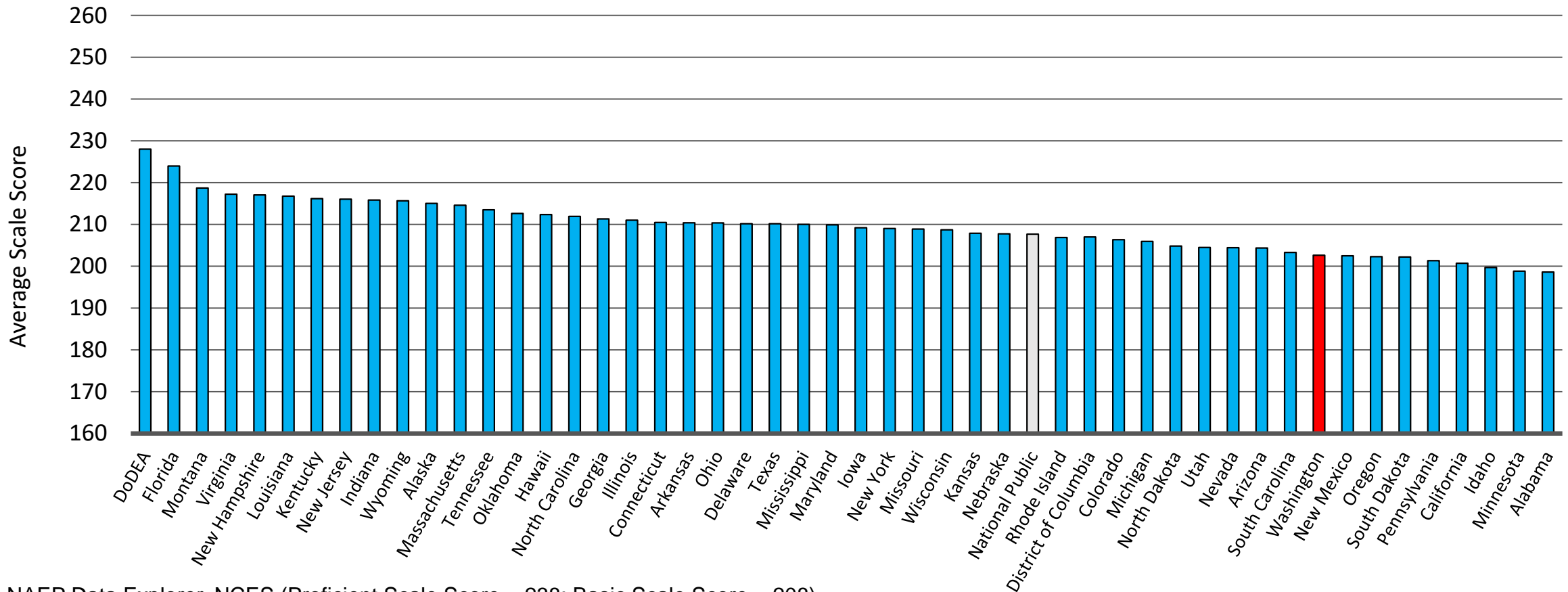
NAEP Scale Scores - Black Students (2015)



NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

But the state's results for Latino 4th graders are below the national average.

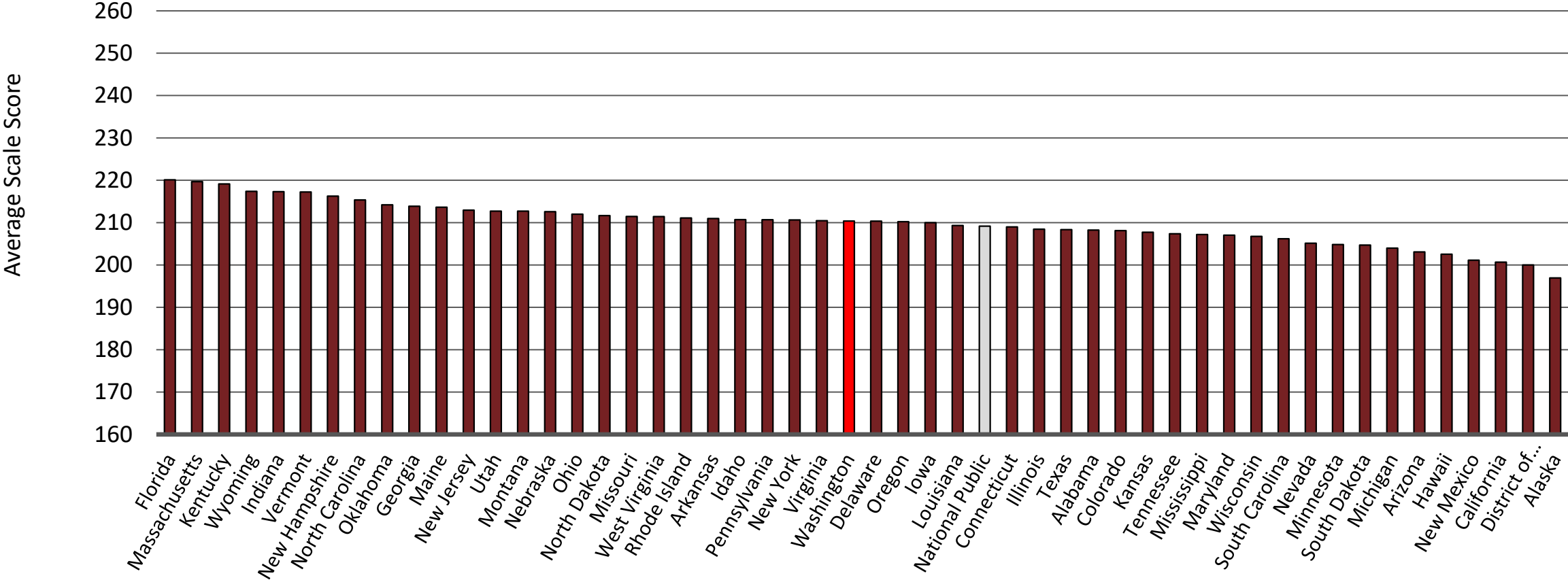
NAEP Scale Scores – Latino Students (2015)



NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

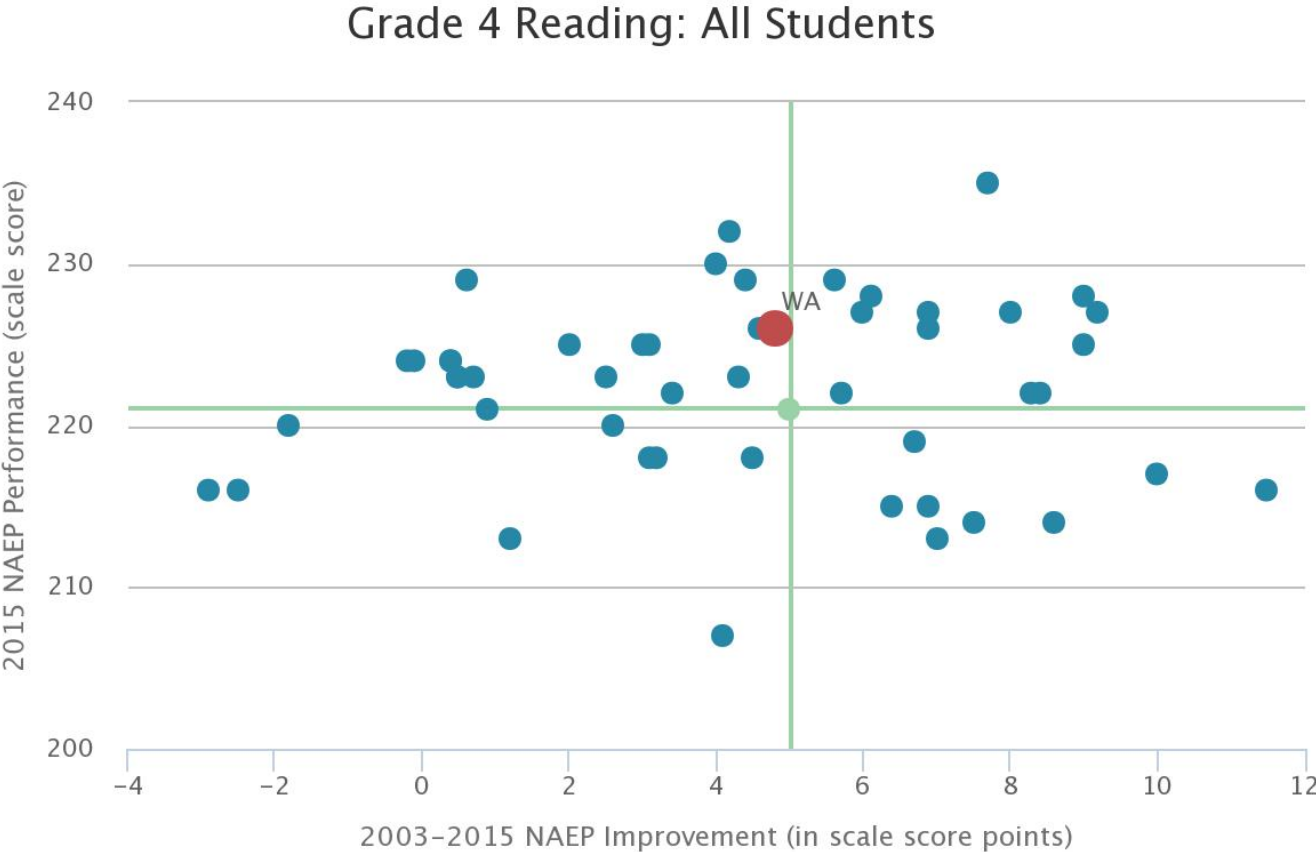
Results for low-income students are slightly below the national average.

NAEP Scale Scores – Low-income students (2015)



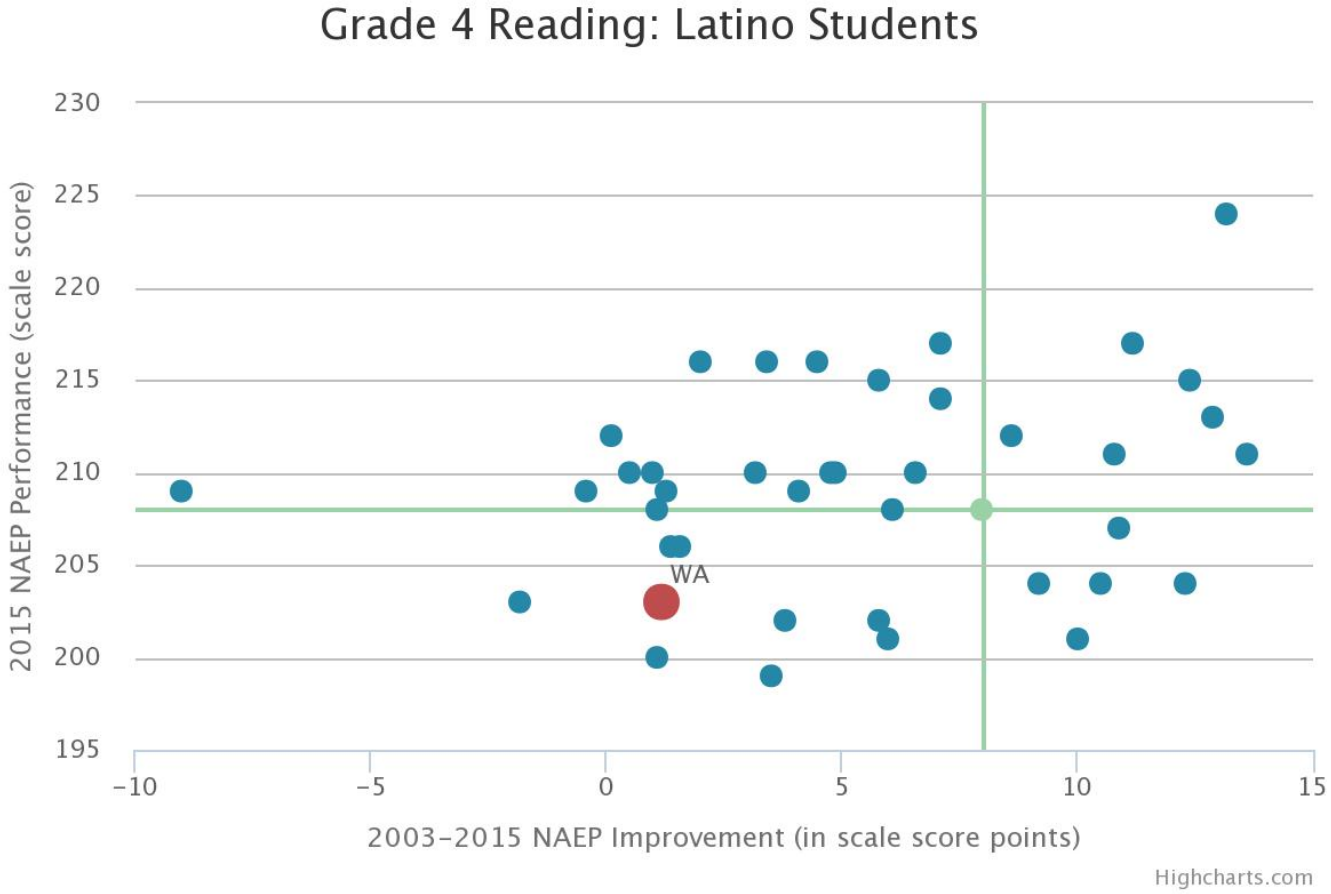
NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

In addition to above average performance, Washington has above average improvement on the NAEP reading assessment, compared to other states.



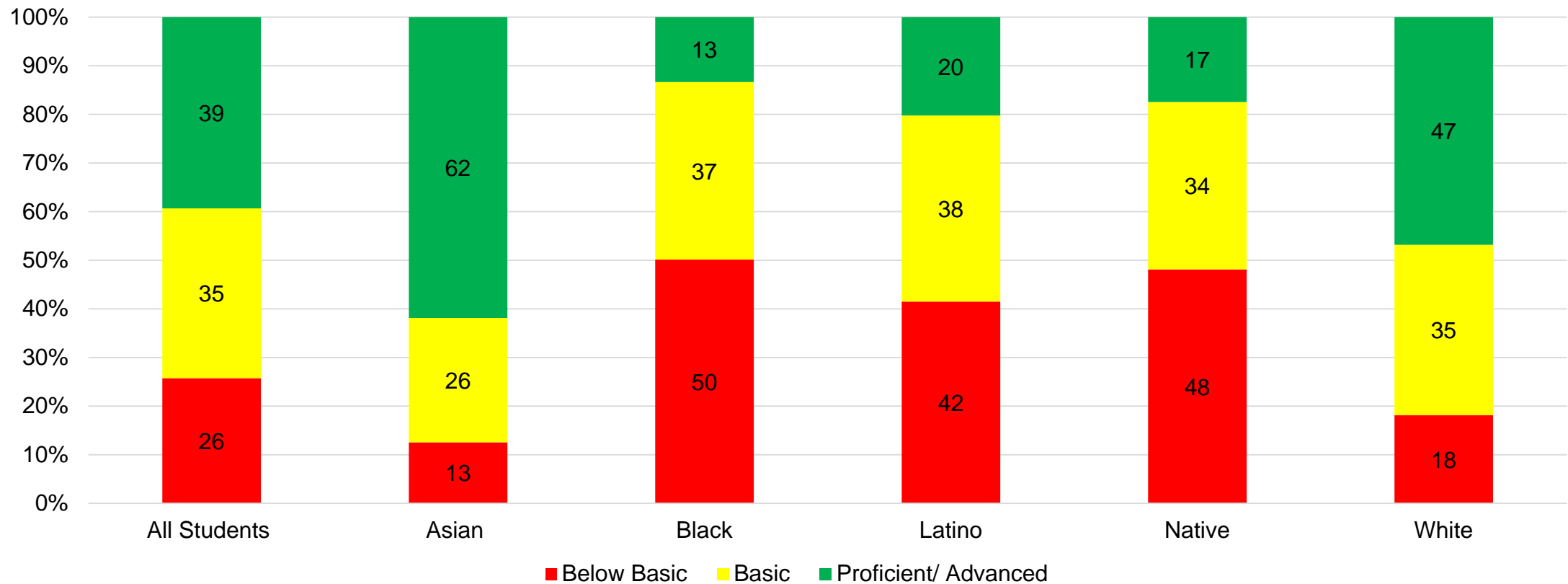
Highcharts.com

Washington's improvement on the NAEP reading assessment is also below average for Latino students.



About 4 in 10 of Washington 8th graders scored proficient or higher in math. But the state shows far lower results for African American and Latino students, about 1 in 10 and 2 in 10 of whom, respectively, were on grade level.

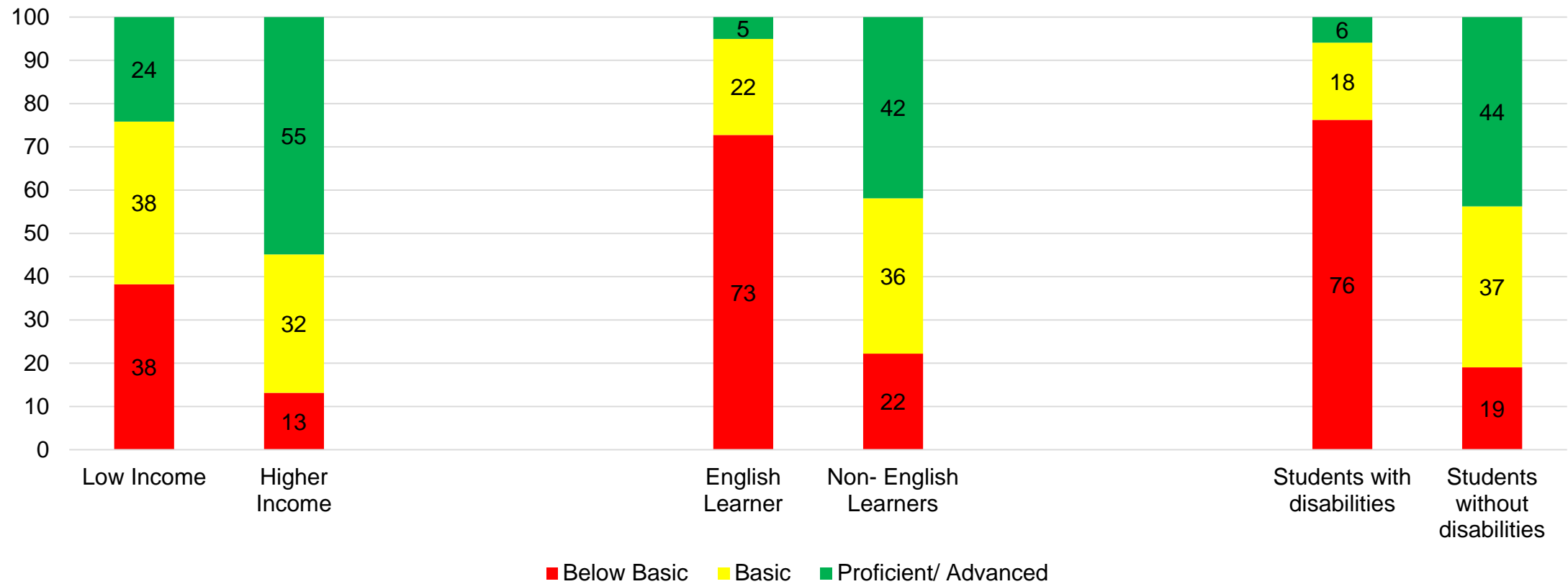
National Assessment of Education Progress (NAEP) Results - By All Students, and race/ethnicity



National Center for Education Statistics, NAEP Data Explorer,
<http://nces.ed.gov/nationsreportcard/nde/>

More than half of higher income students – but only a quarter of low-income students – scored proficient on the 8th grade math assessment.

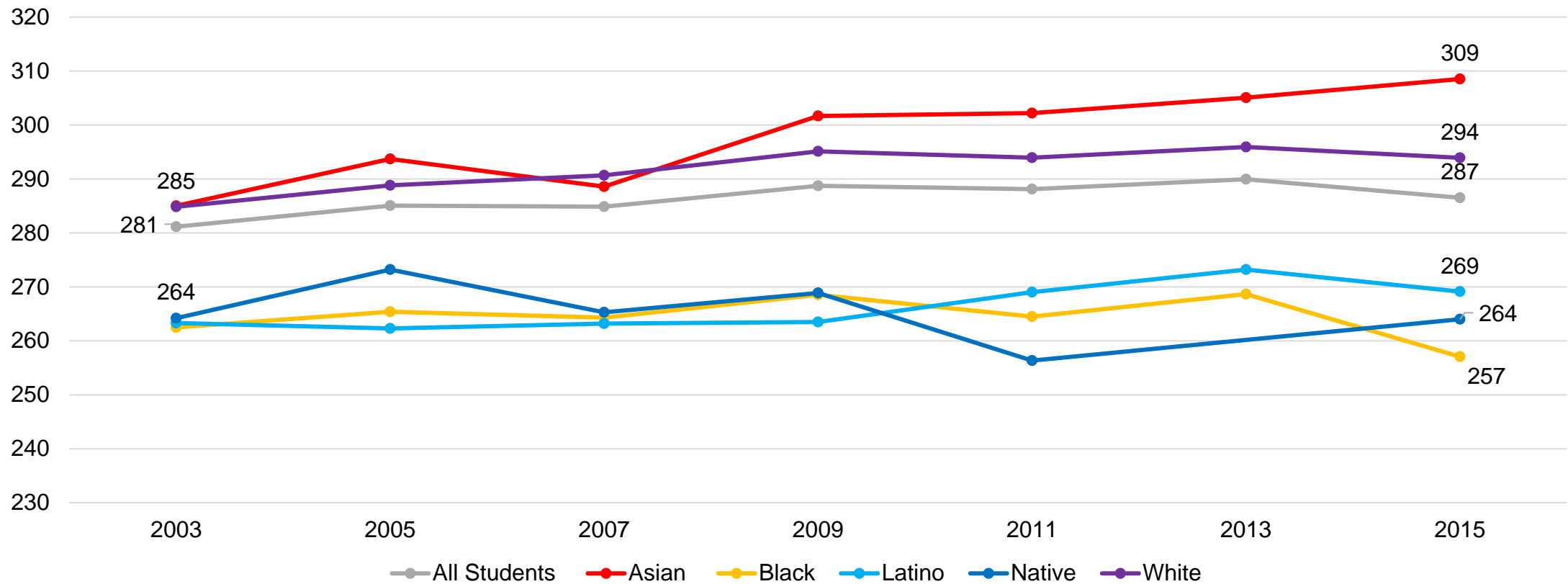
National Assessment of Education Progress (NAEP) Results - By program type



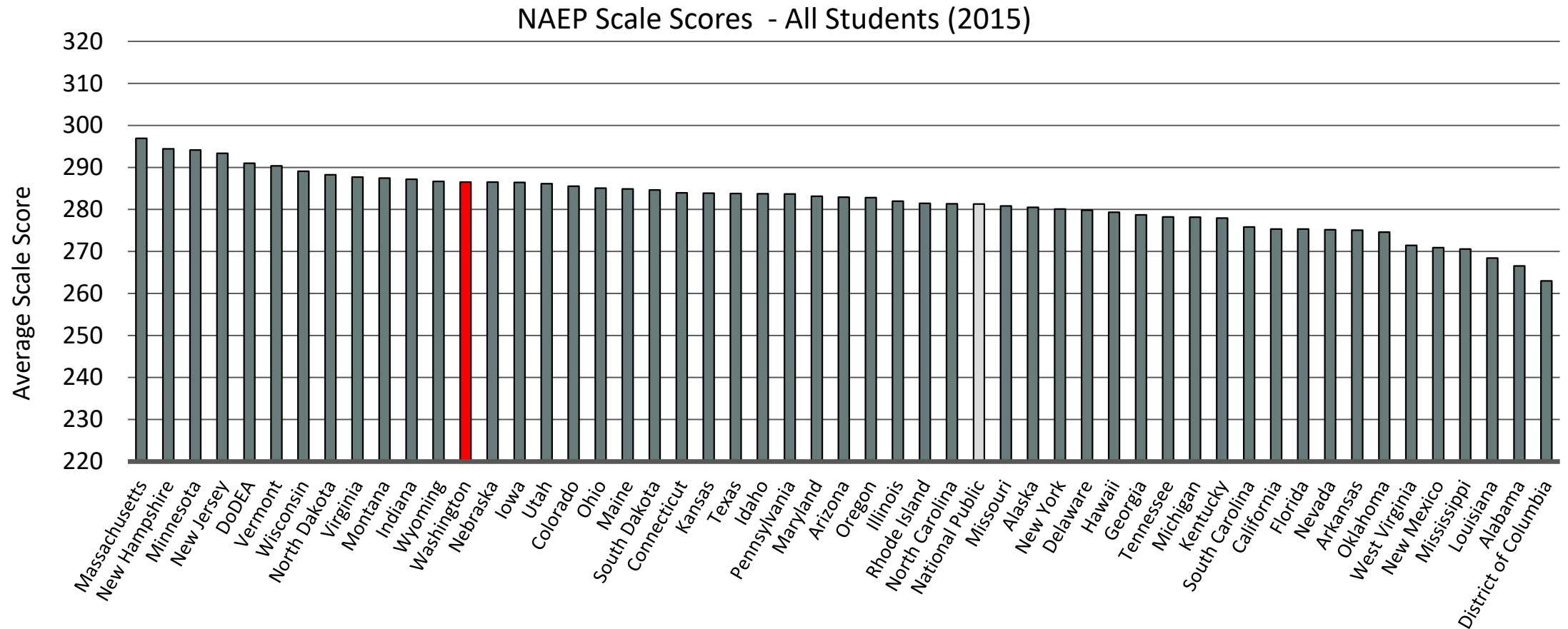
National Center for Education Statistics, NAEP Data Explorer,
<http://nces.ed.gov/nationsreportcard/nde/>

Results for most groups of students have been flat or decreasing over time and Washington's schools continue to show wide disparities in achievement between groups that are not narrowing.

NAEP - Grade 8 Math over time, by race/ethnicity



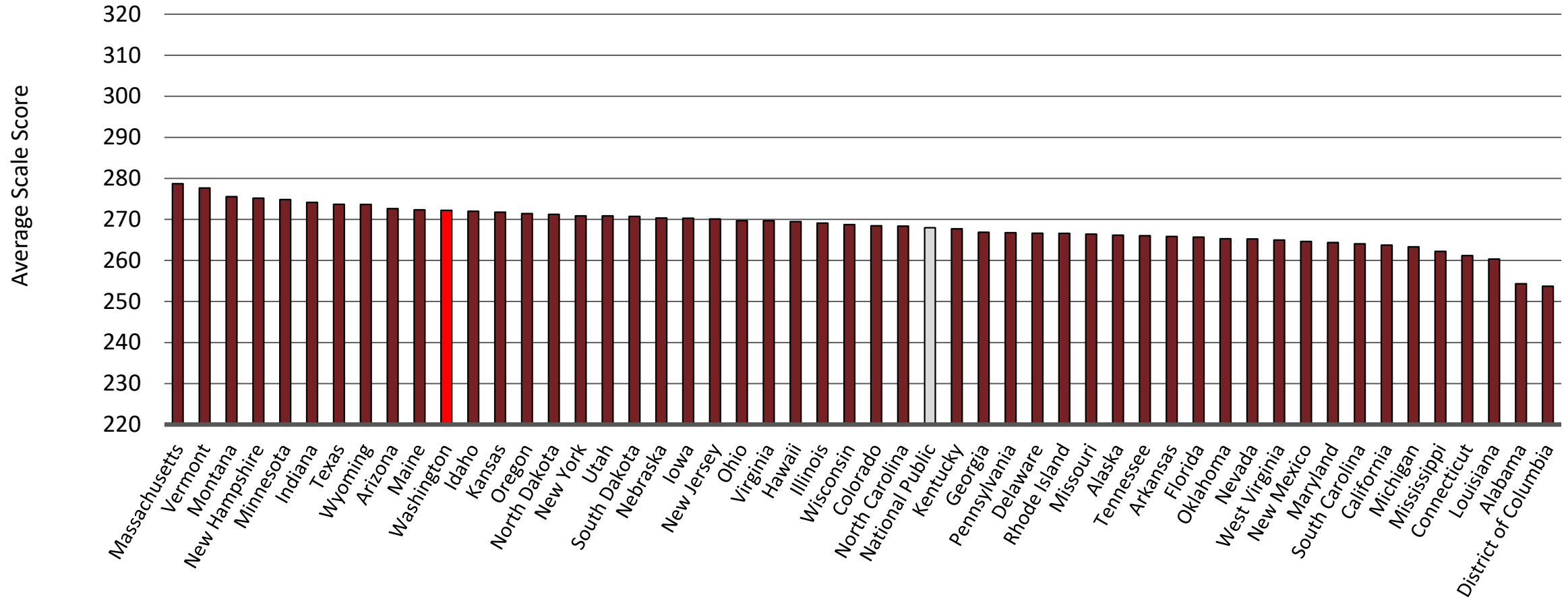
Washington's overall results in 8th grade math are above the national average.



NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Washington's results for low-income students are also above average in 8th grade math.

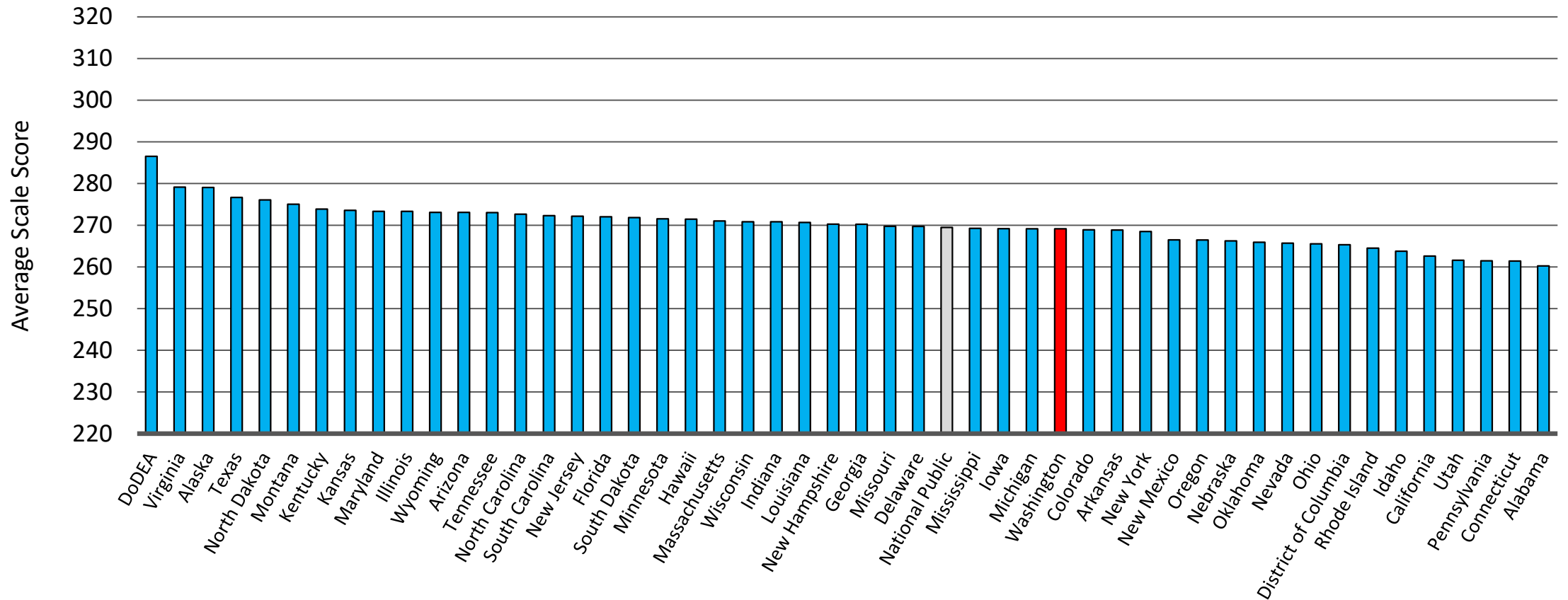
NAEP Scale Scores – Low-Income Students (2015)



NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

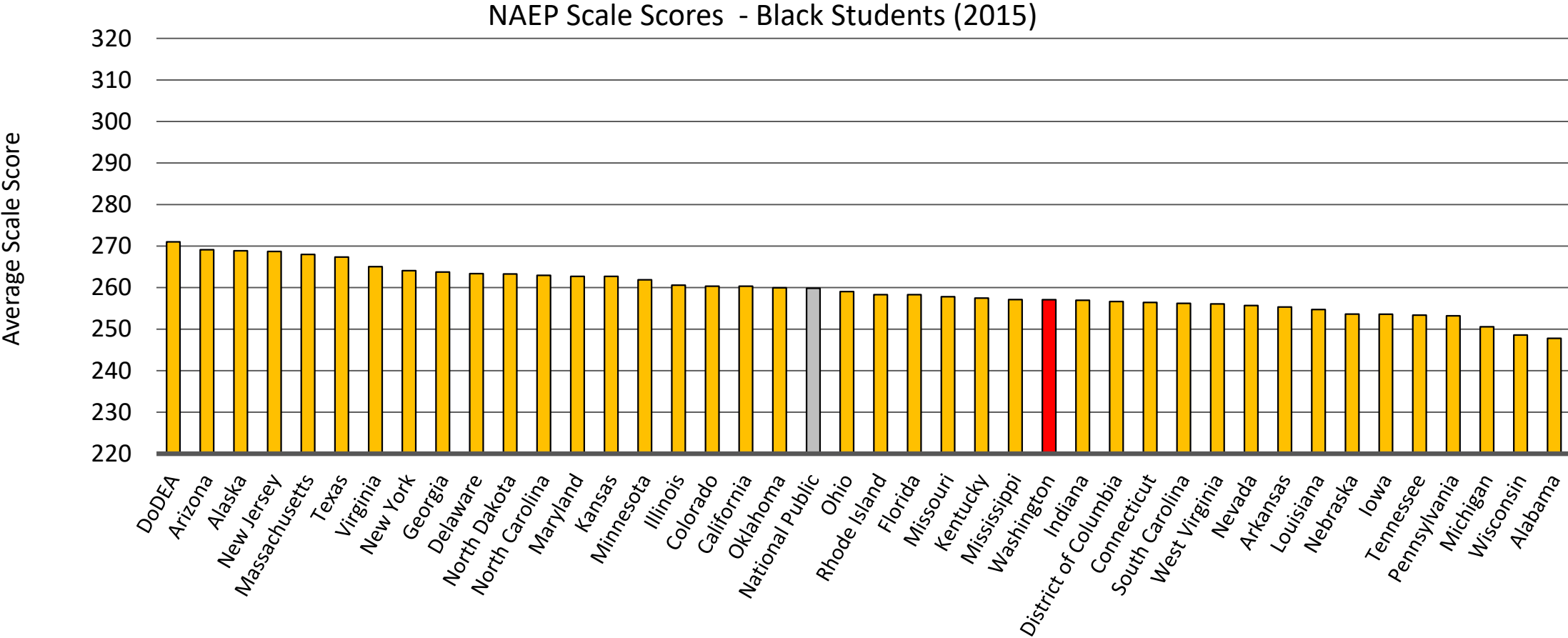
The state's results for Latino students in 8th grade math are average.

NAEP Scale Scores, 8th grade Math – Latino Students (2015)



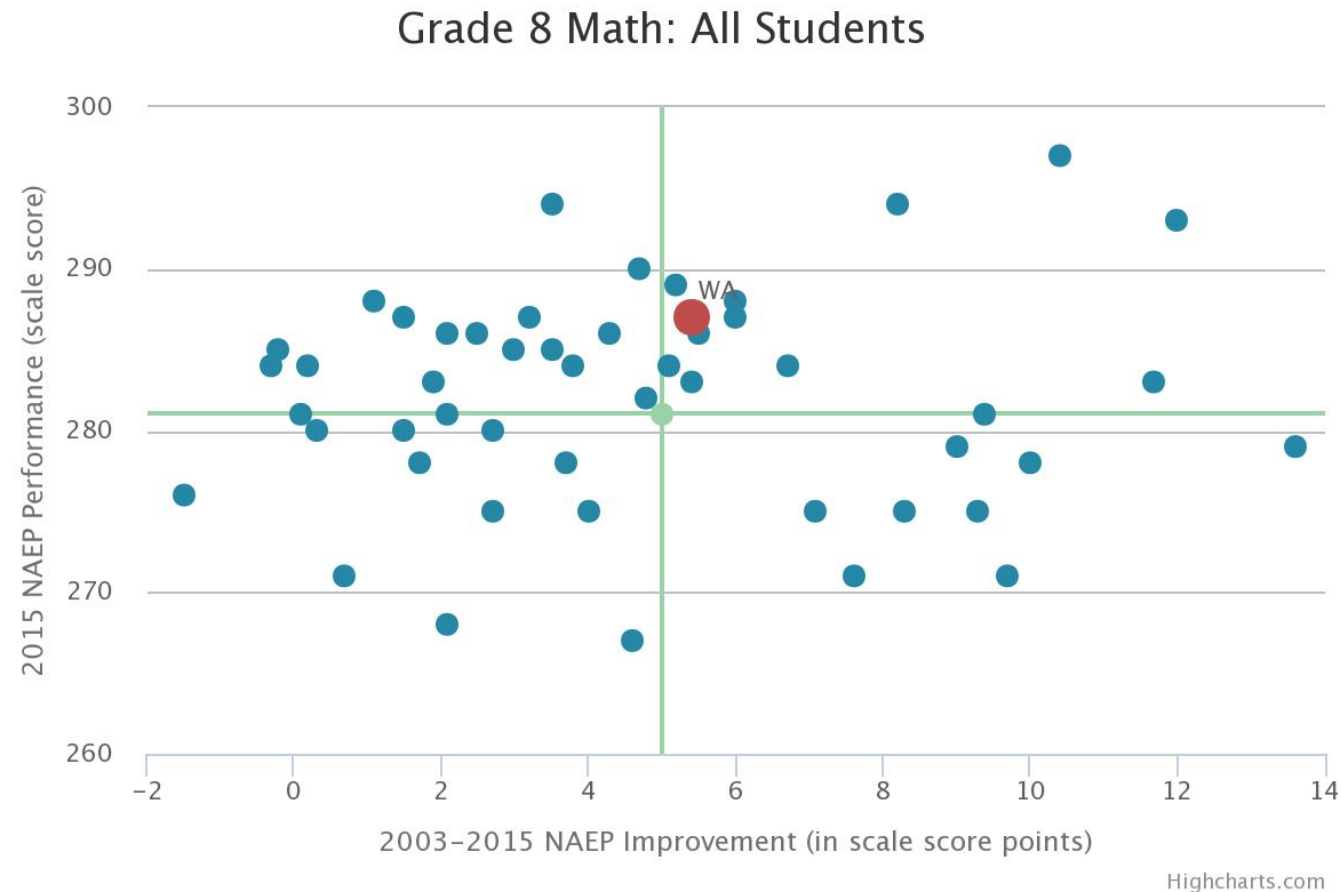
NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

And Washington's results for Black students in 8th grade math are below average.

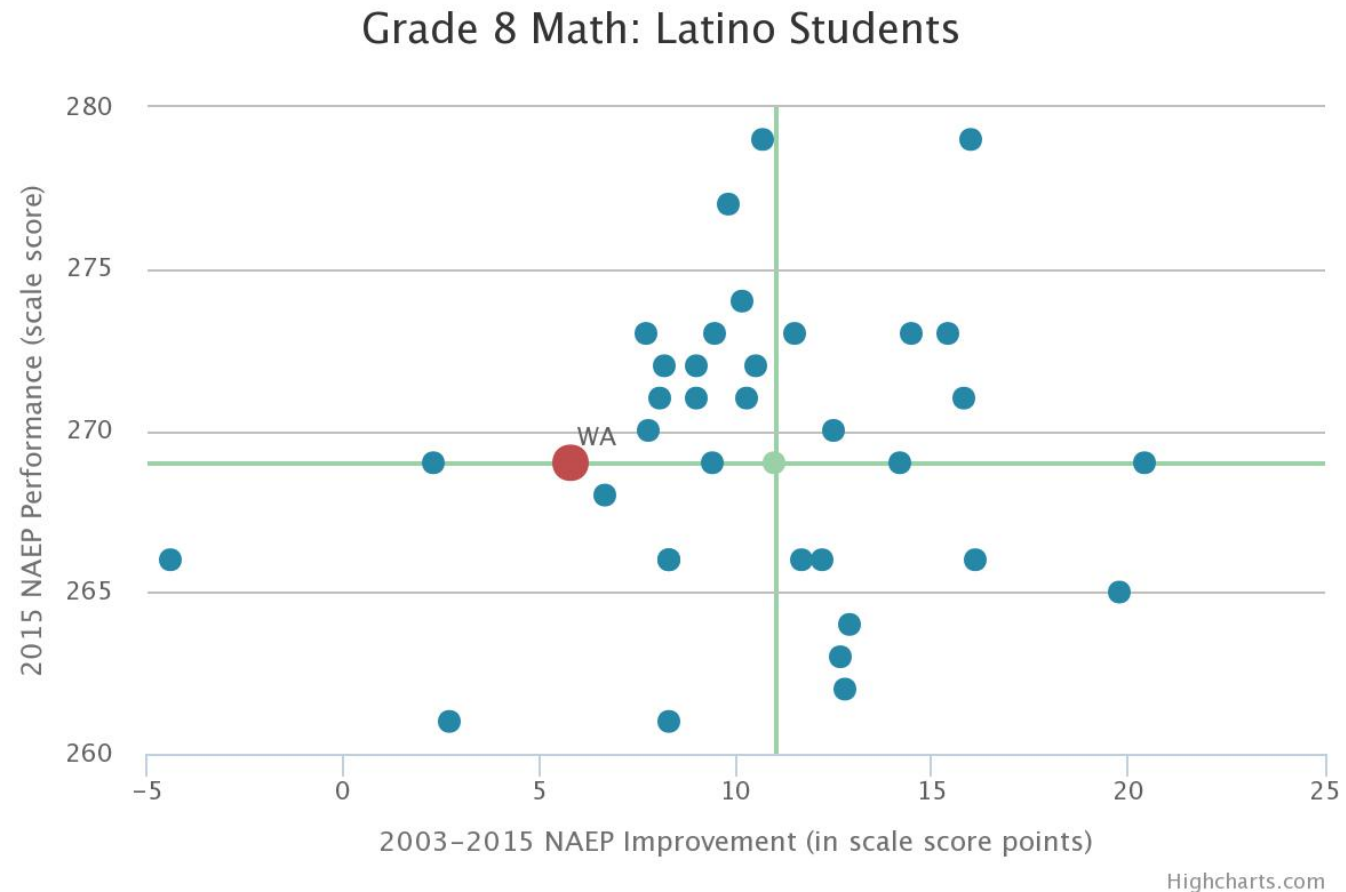


NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Washington has above average performance and average improvement on NAEP compared to other states.



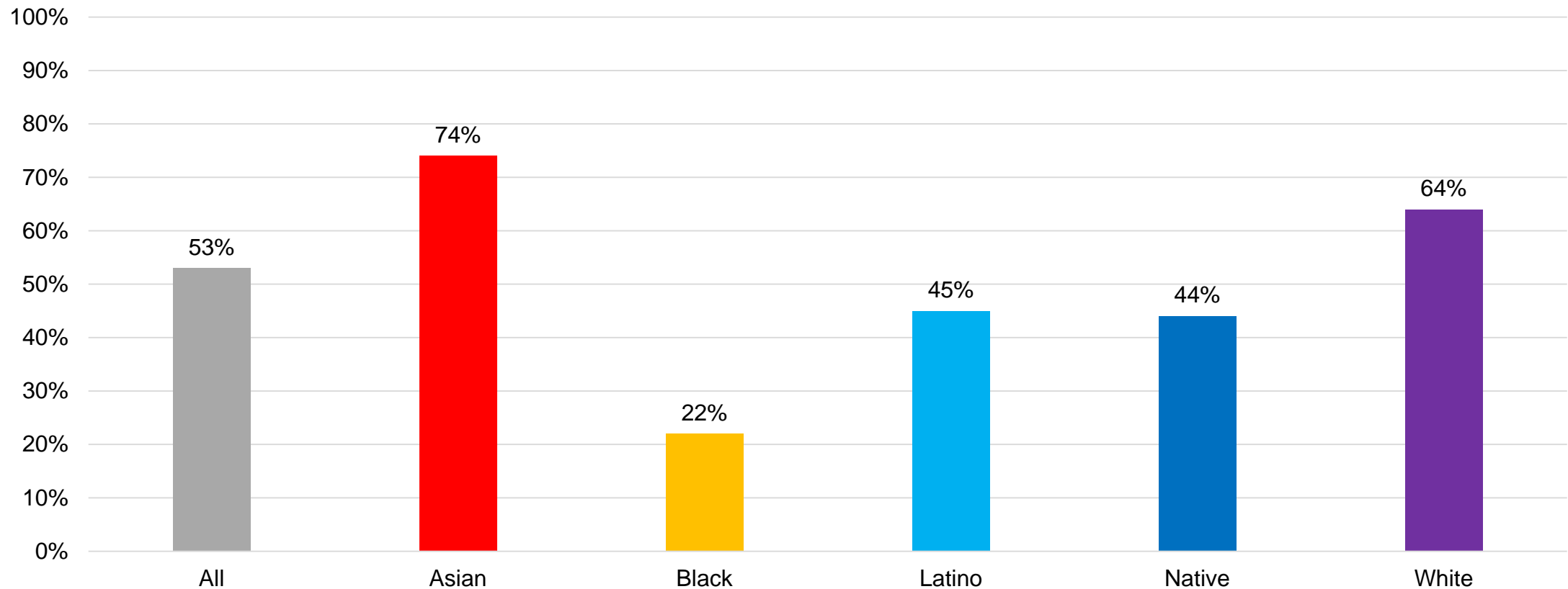
But the state is showing below average improvement in 8th grade math for Latino students.



SAT results show similar disparities in outcomes for different groups of students

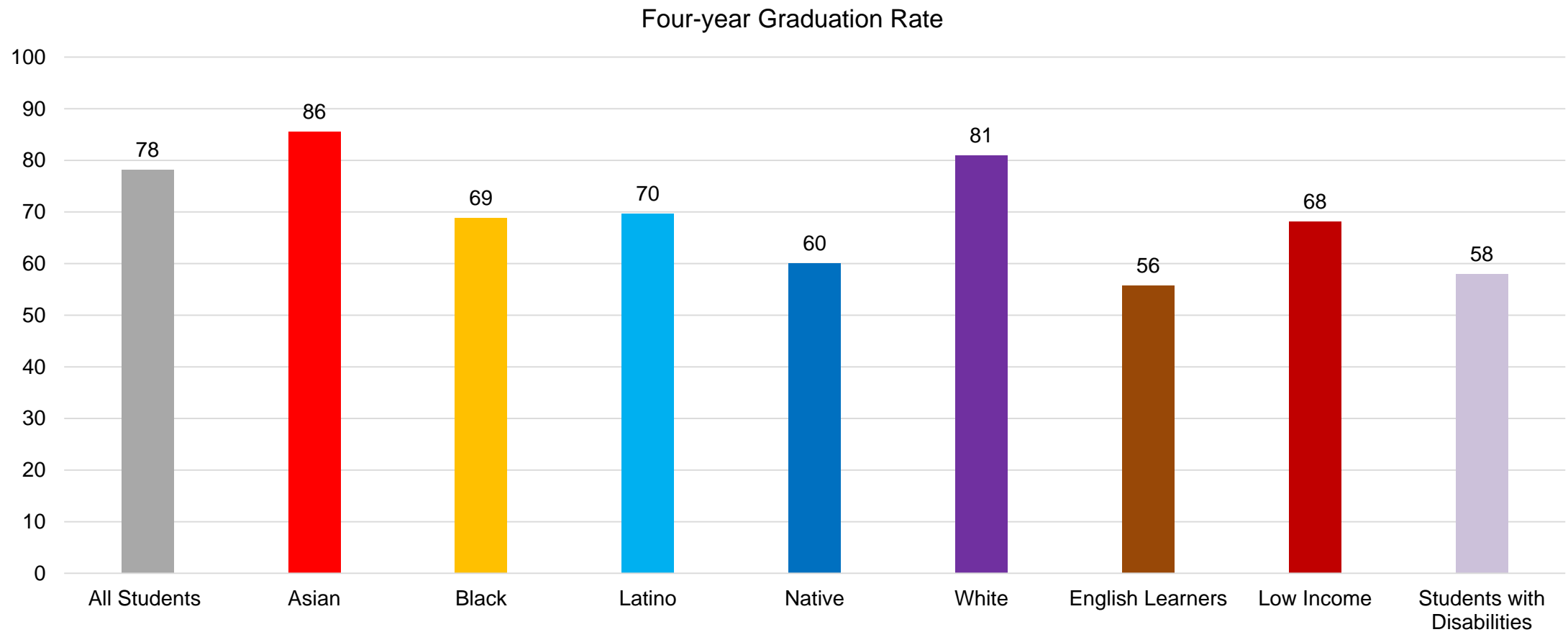
While half of Washington students meet college-ready benchmarks on the SAT, results for Black, Latino and Native students are lower.

Percent of Students Meeting SAT Math and Reading Benchmarks



Are students graduating from high school on time?

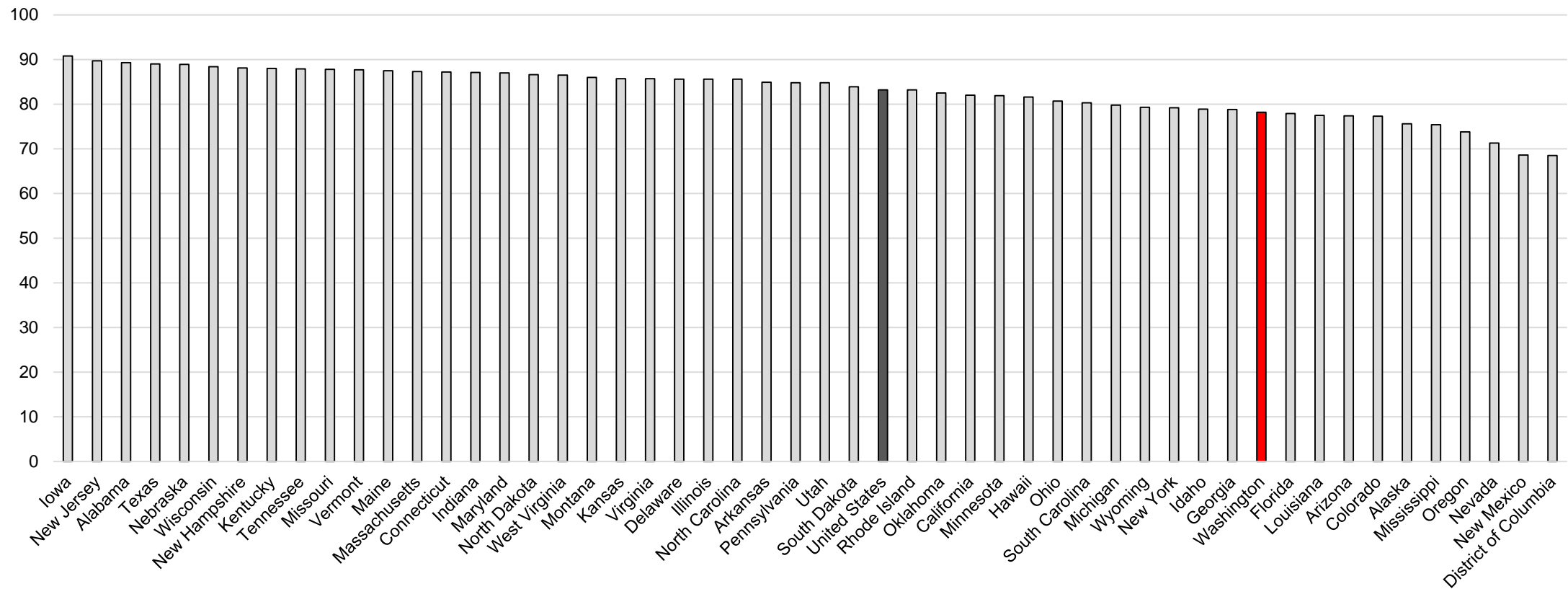
The state's overall graduation rate is 78%. For low income students, it's only 68%.



NCES, 2016, Table 1. Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2014–15

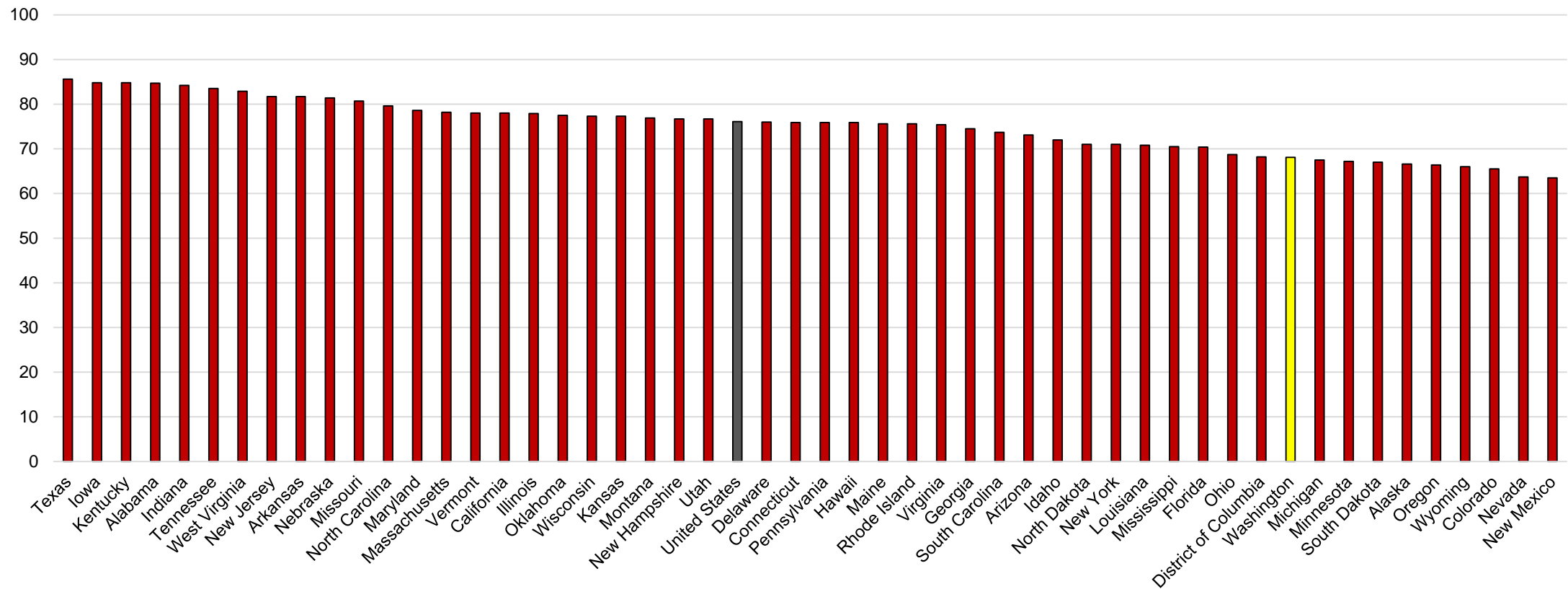
Washington has a graduation rate below the national average.

Four-year Graduation Rates by State



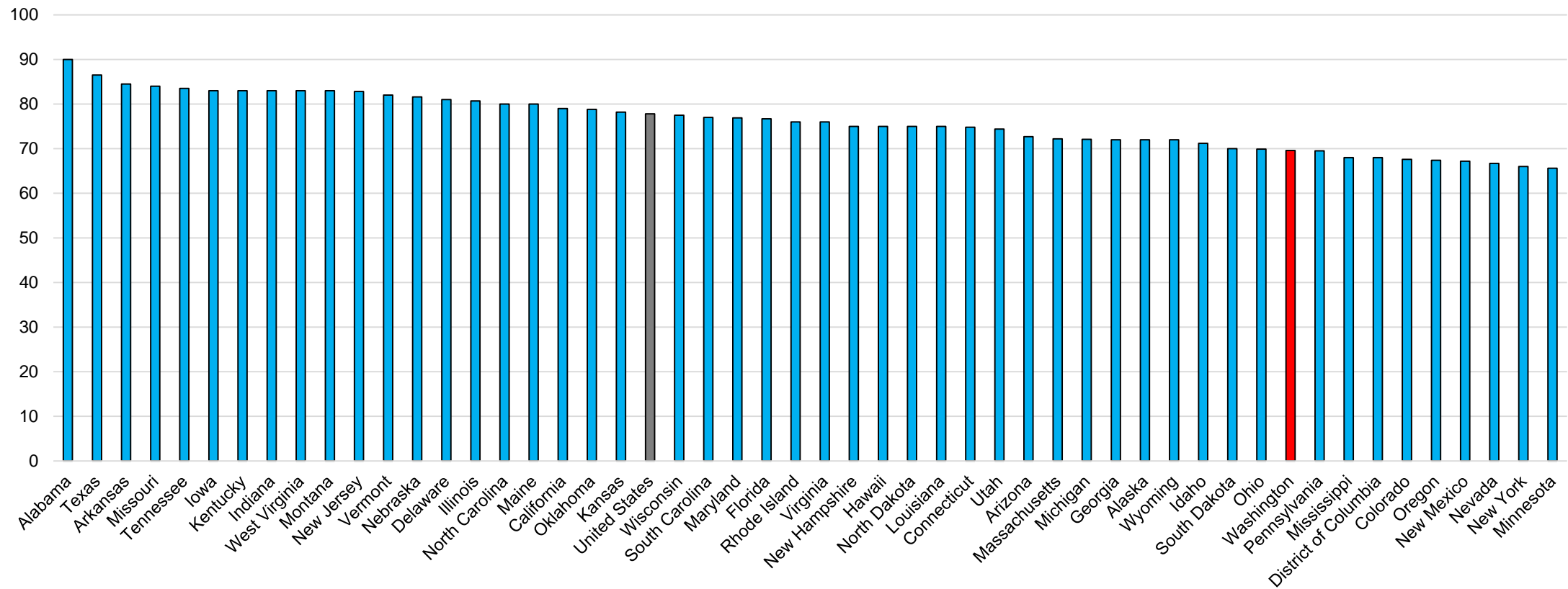
Washington's graduation rate for low-income students is also below the national average.

Four-year graduation rate for low-income students by state



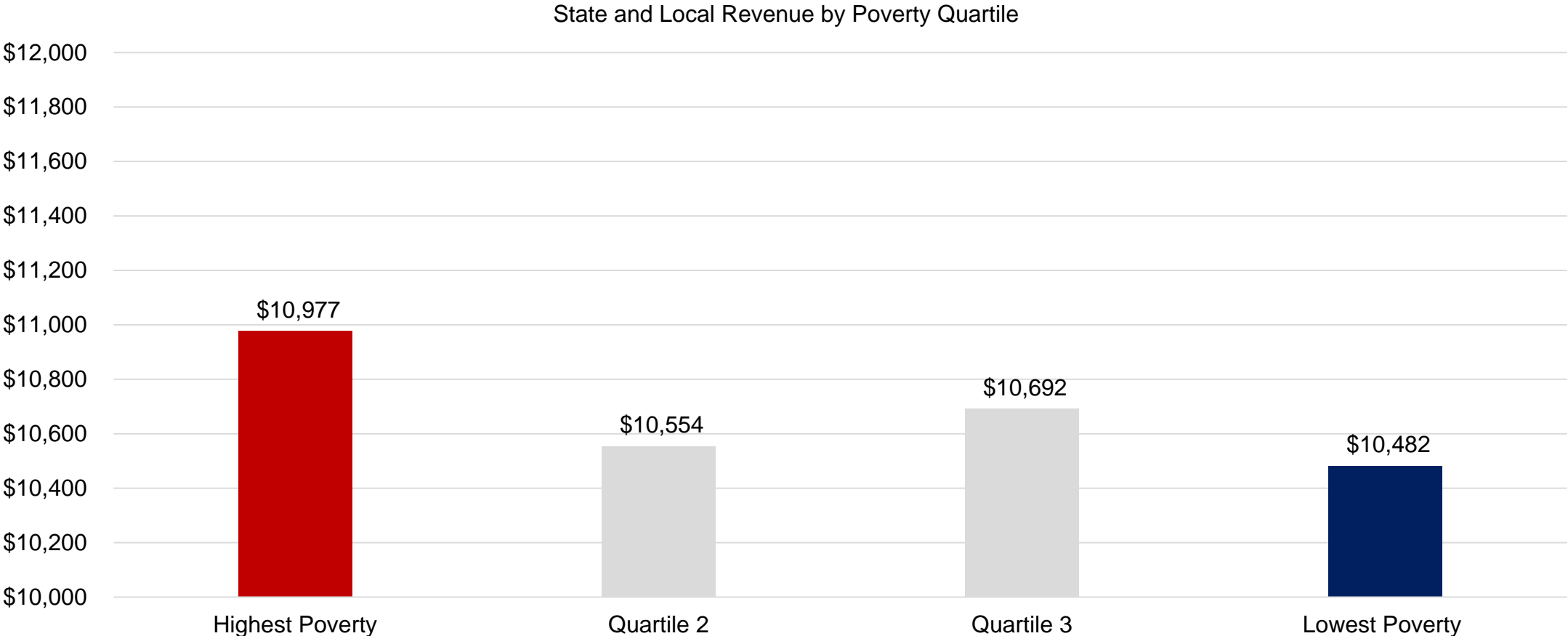
The same is true for Latino students.

Four-year graduation rate for Latino students by state



Disparities in achievement are a direct result of gaps in opportunity. What do we know about differences in opportunity to learn in Washington?

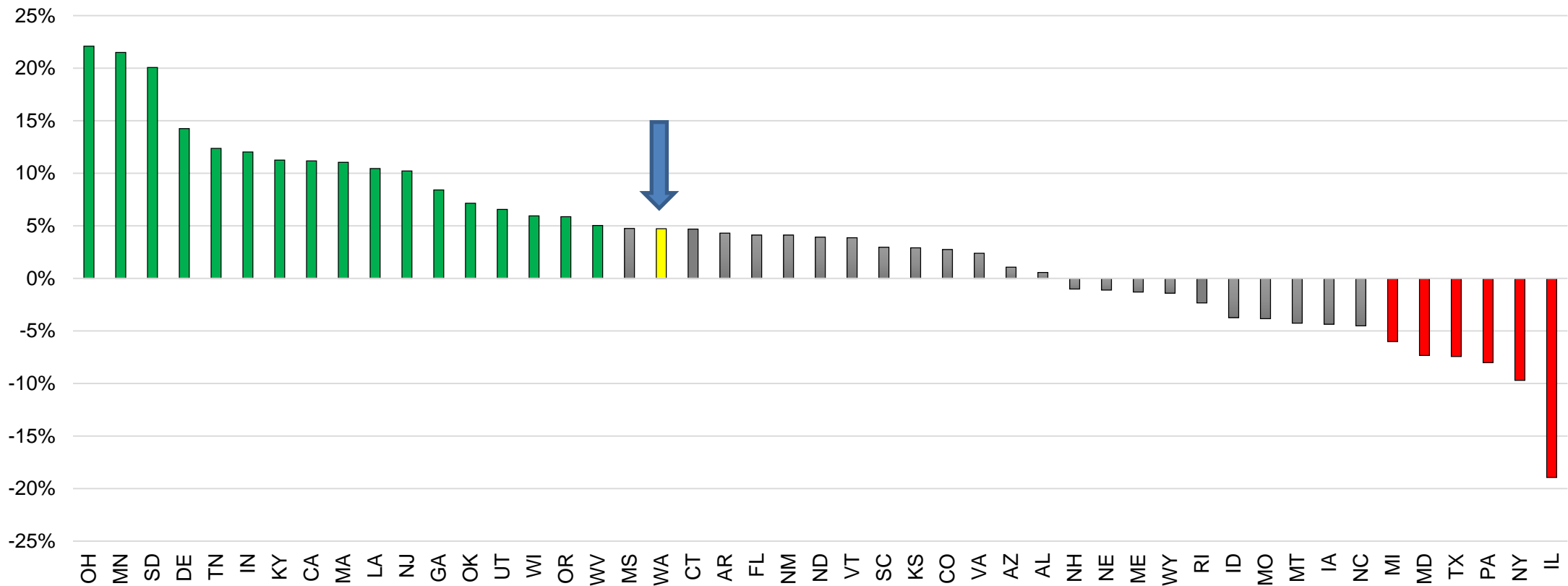
The highest poverty and lowest poverty districts in Washington receive similar amounts of state and local funding per student.



Note: High poverty = Group of districts with the highest percentages of 5-17 year olds in poverty. These districts serve 1/4 of the state's students.
Low poverty = Group of districts with the lowest percentages of 5-17 year olds in poverty. These districts serve 1/4 of the state's students.

Washington allocates funding less progressively than many other states.

Note: States that provide at least 5 percent more in state and local funding to their highest poverty districts than their lowest poverty districts are **green**. States that provide at least 5 percent less in state and local funding to their highest poverty districts than their lowest poverty districts are **red**.

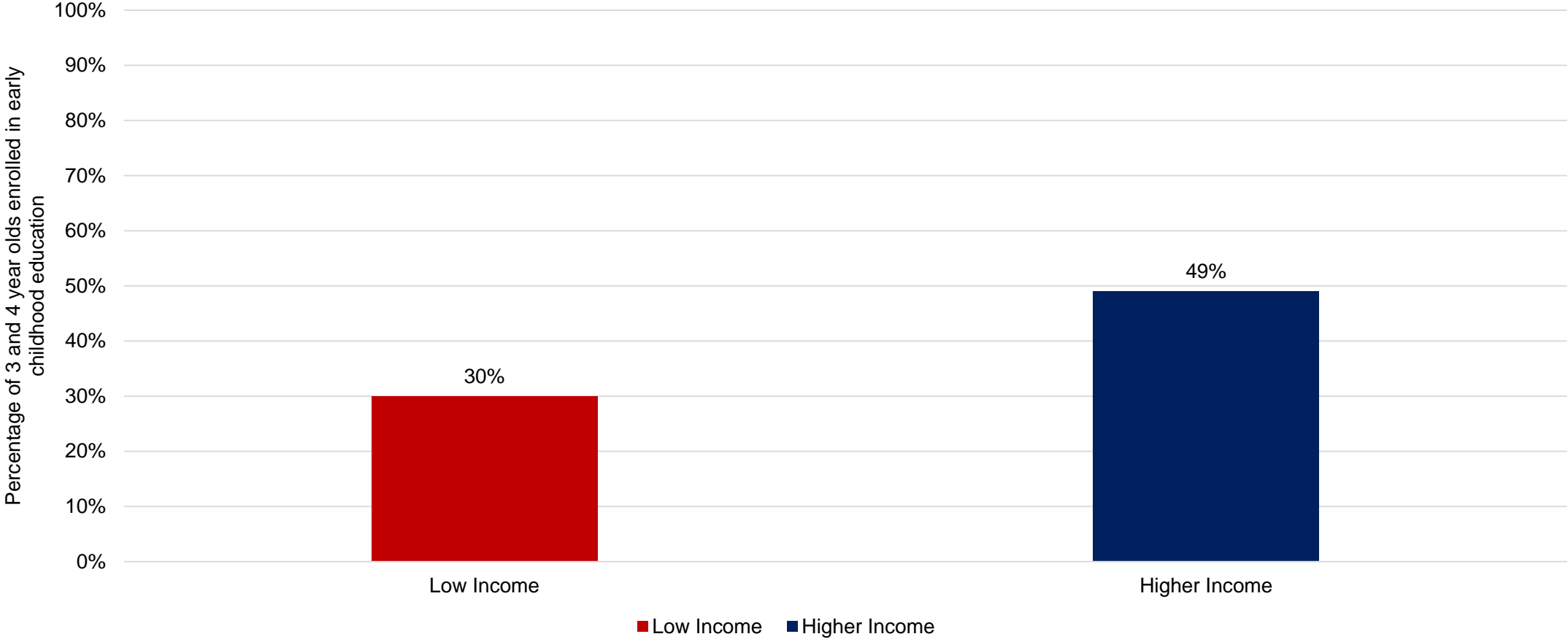


In addition to the fact that Washington funds schools less progressively than many other states, low-income students and students of color in the state also have less access to critical resources and learning opportunities than their White or higher income peers.

Less access to
early learning
opportunities



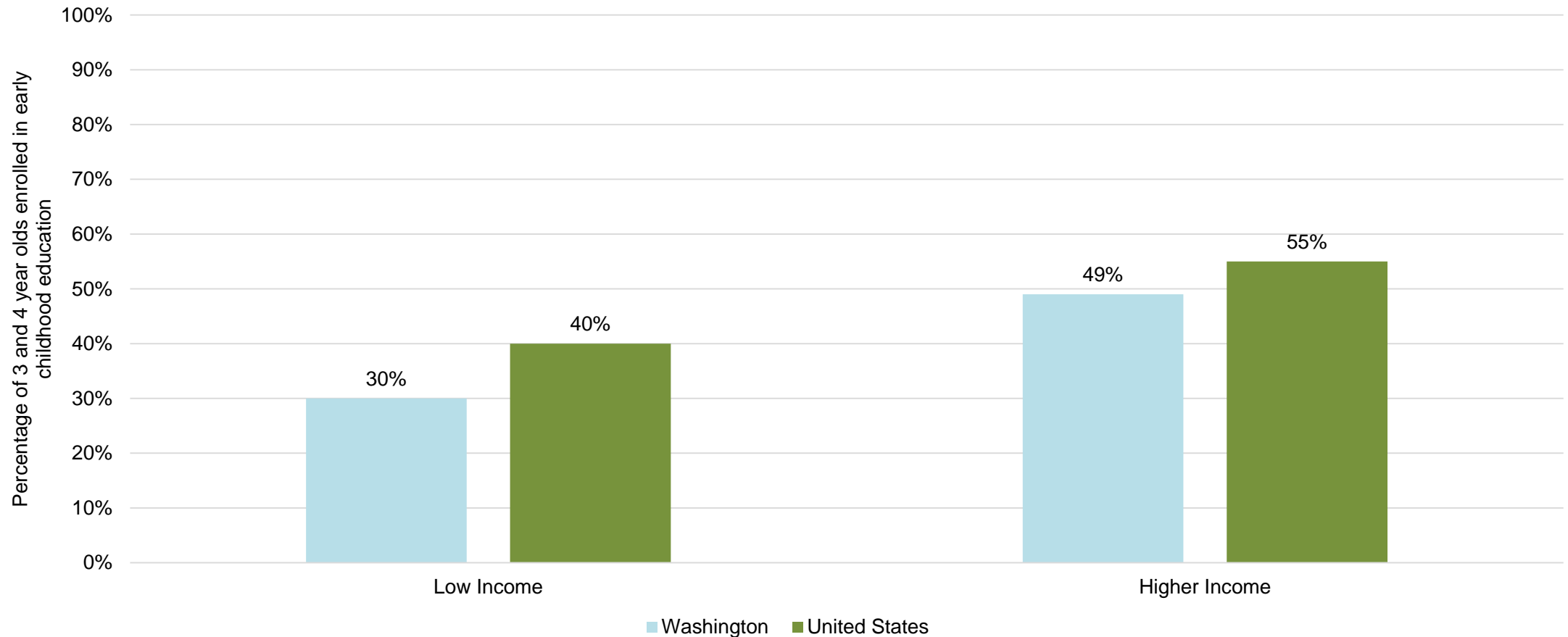
Children from low-income families in Washington are far less likely to be enrolled in preschool.



Note: "Low Income" is defined as children in families at or below 200% of the poverty level.

National Kids Count Data Center, [Young Children Not In School](#) 2011-2015

Early education enrollment rates for 3 and 4 year olds from both low-income and higher income families are below national averages.

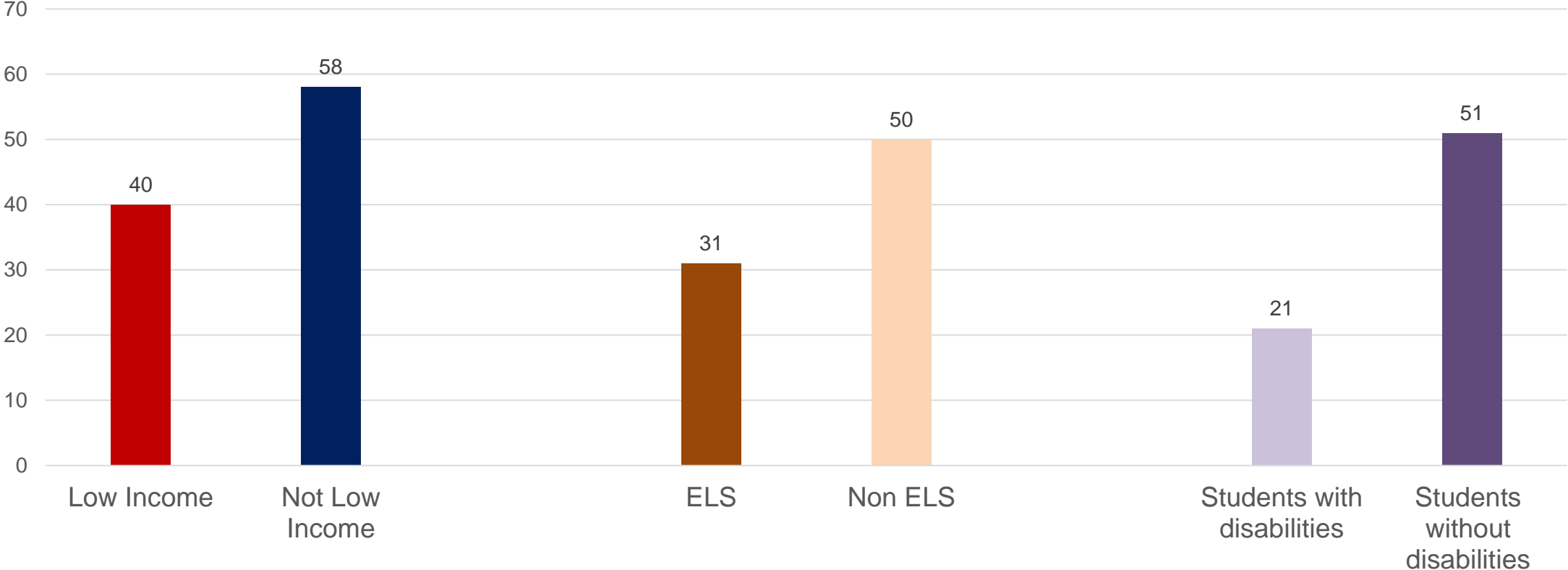


**Less access
to rigorous
courses**



Low-income students in Washington are far less likely to be enrolled in higher-level math in 8th grade than their higher income peers.

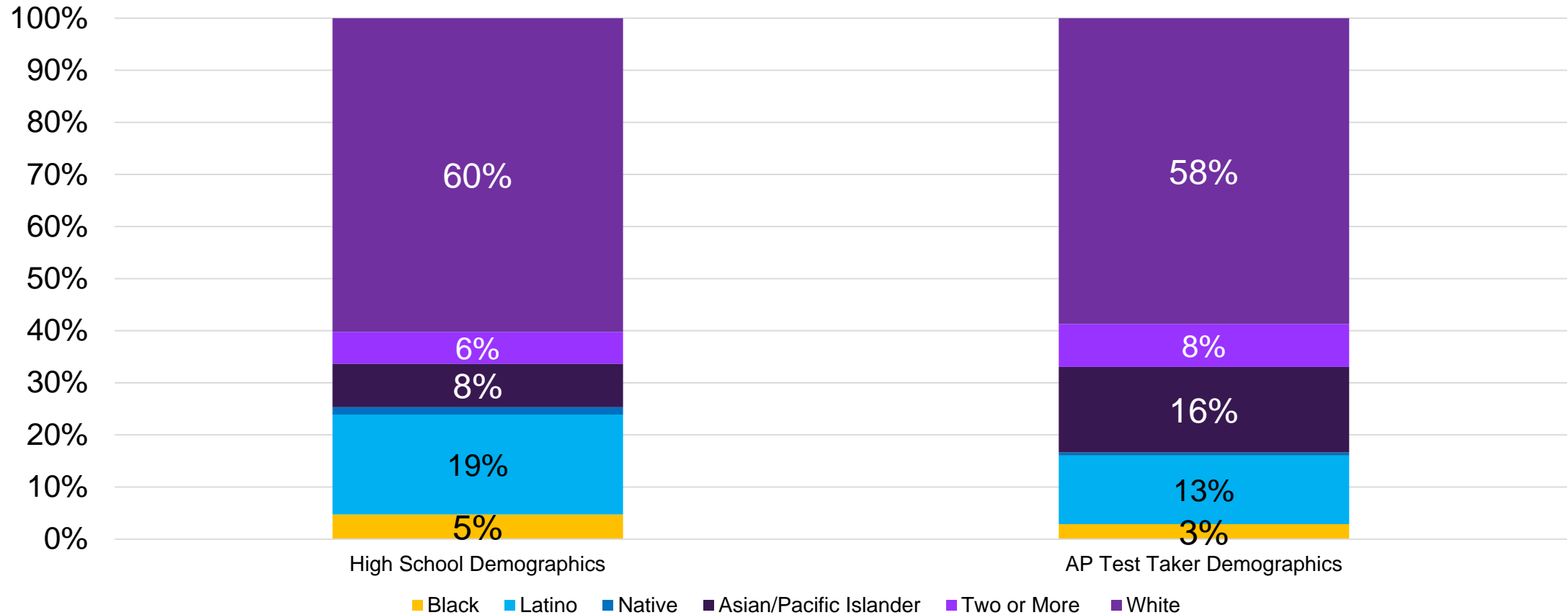
Percent of students taking Algebra or higher in 8th grade

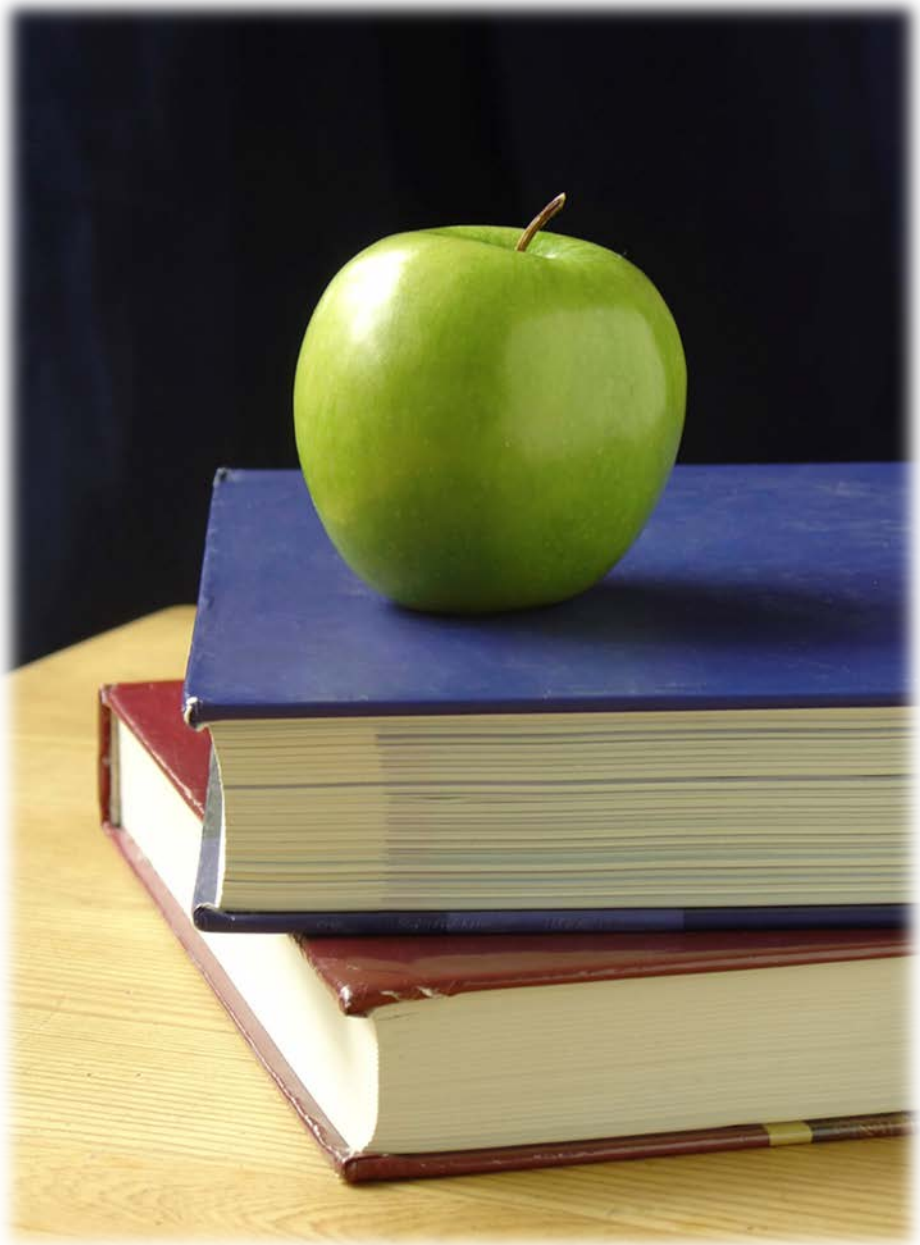


U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

Similarly, Black and Latino students are under-represented in the population of students taking Advanced Placement exams.

AP Demographics, by student group

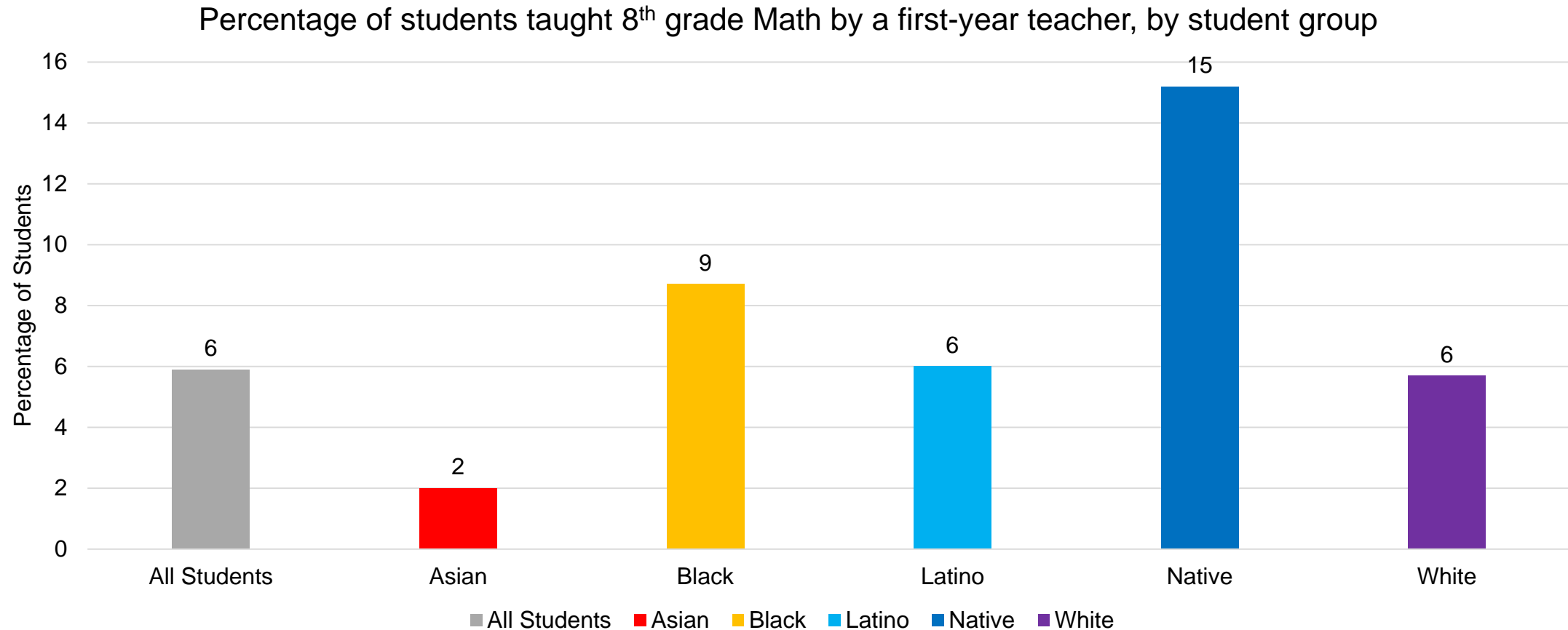




**Less access to the
strongest teachers,
and teachers who
look like them**

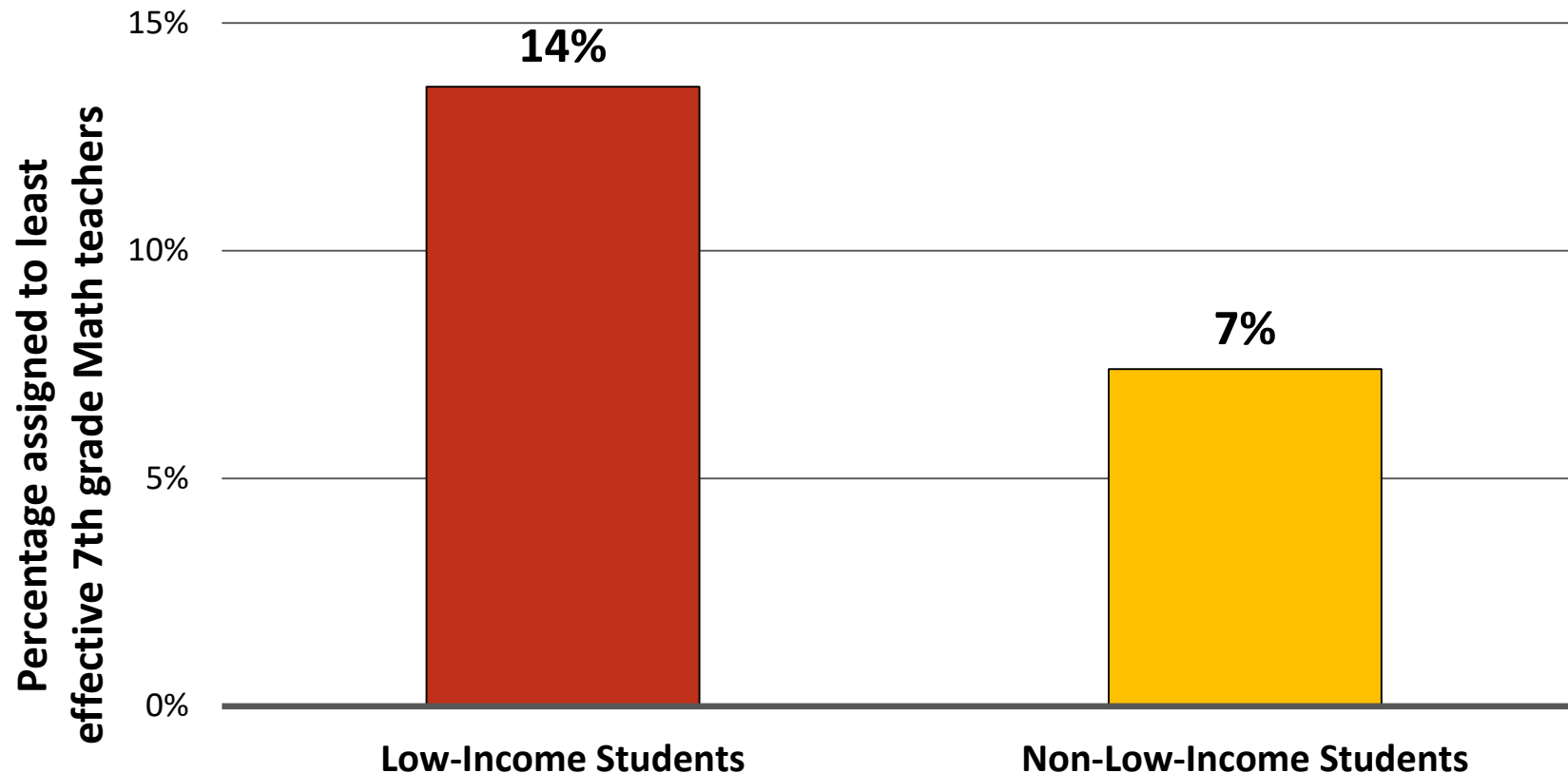
Teachers make a big difference for kids. There is no perfect way to measure excellent teaching. But no matter which indicator we look at, we see the same trend: students of color and low-income students are less likely to have access to a strong, diverse, and consistent teacher workforce than their more privileged peers.

In Washington, Black and Native students are more likely to be taught by an inexperienced teacher.



National Center for Education Statistics, "Certification Status and Experience of U.S. Public School Teachers" 2017, <https://nces.ed.gov/pubs2017/2017056.pdf>, based on 2015 data

Low-income students and students of color are more likely to be assigned to the least effective teachers.*



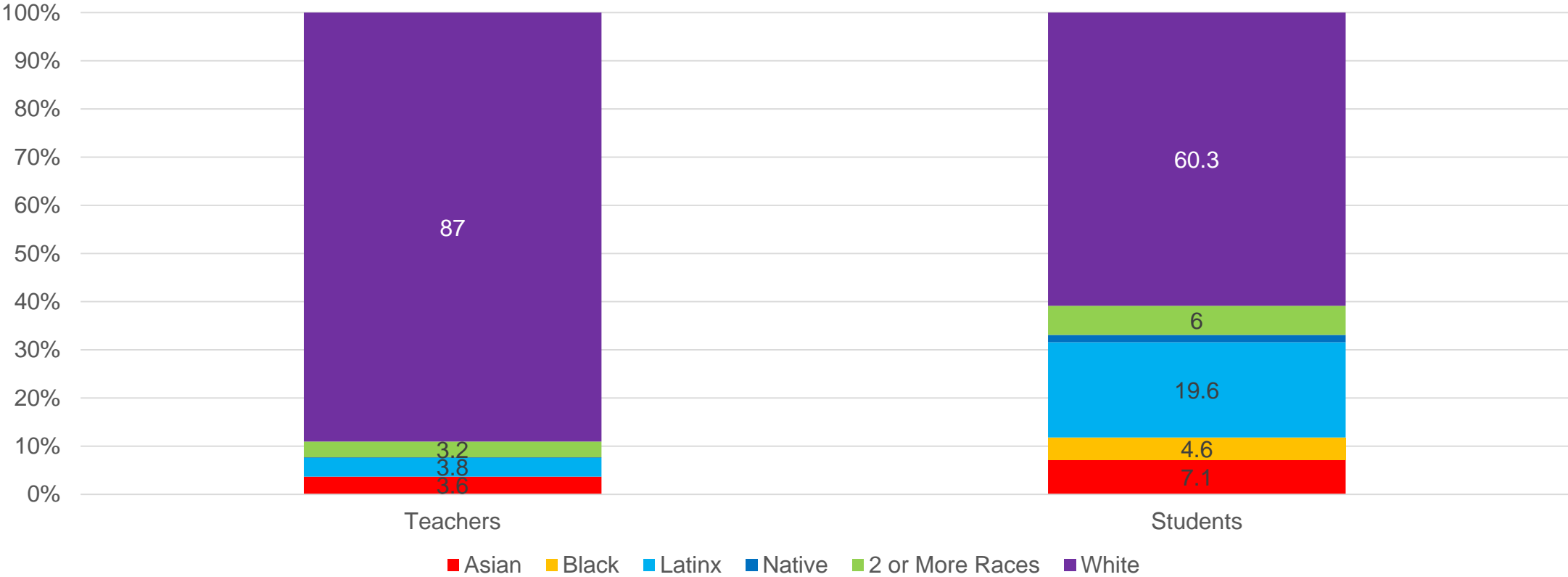
*If a teacher's prior value-added score was in the lowest decile, they were categorized as "least effective."

Note: Results were similar for race.

Goldhaber, Lavery, Theobald (2015). "Uneven Playing Field? Assessing the Teacher Quality Gap Between Advantaged and Disadvantaged Students." Based on 2011-12 data

And Washington's teacher workforce is much Whiter than the student body it serves.

Demographics of Teachers and Students, by race/ethnicity



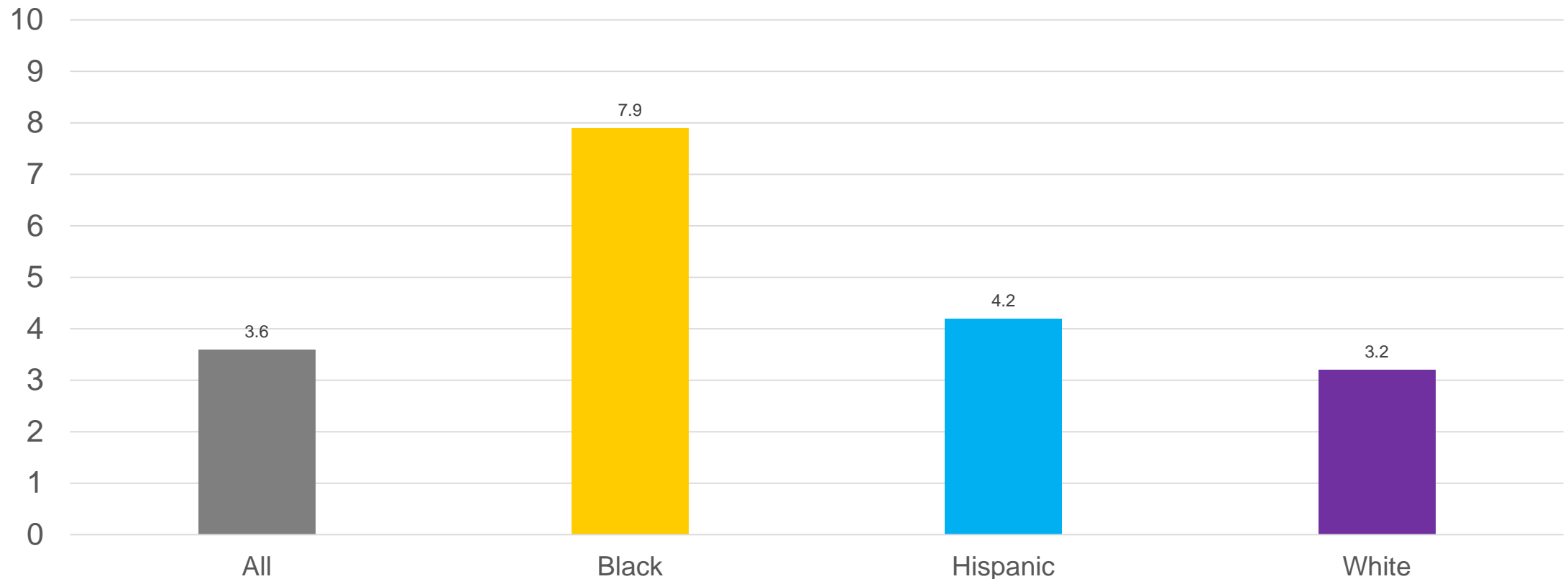
National Center for Education Statistics School and Staffing Survey and Common Core of Data, 2011-12 data



More “access”
to harsh,
exclusionary
discipline
practices

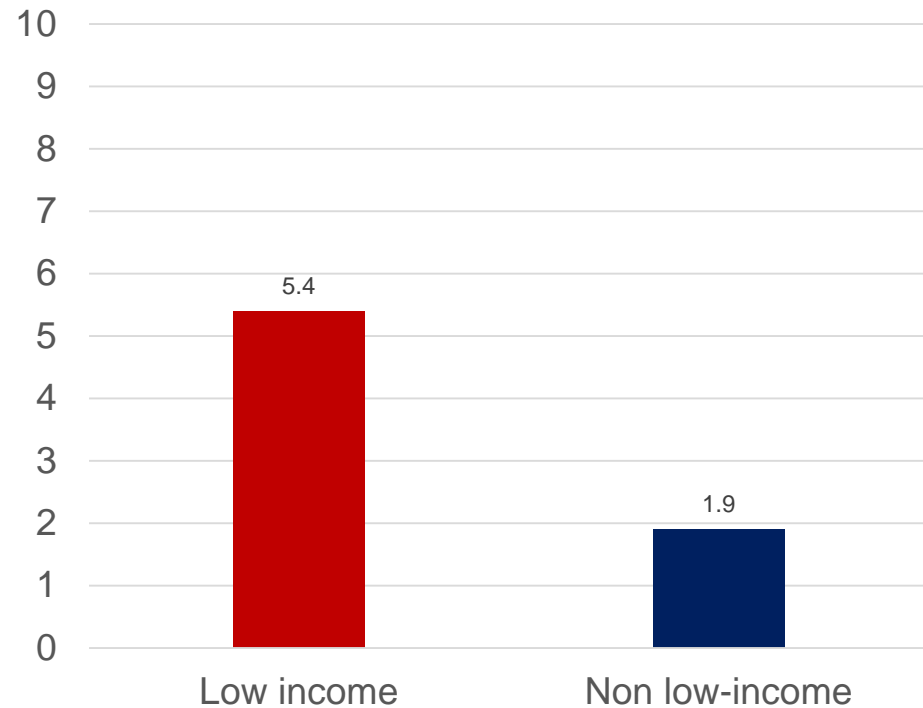
In Washington, students of color are more likely to be suspended or expelled than White students.

Percent of students disciplined, by race/ethnicity, 2016

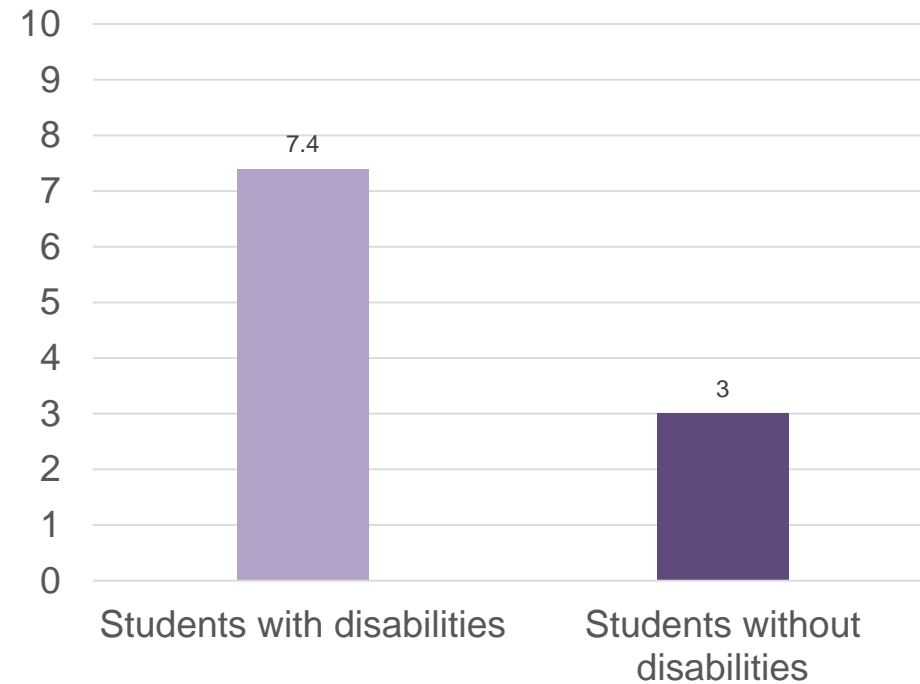


Low income students and students with disabilities are also disproportionately suspended or expelled.

Percent of students disciplined, by family income, 2016



Percent of students disciplined, by disability status, 2016



What can we do?

Key areas for action

- **Transparent information** – by student group – about access to resources, access to learning opportunities, and outcomes
- **High expectations** for all students and for each group of students – and immediate action when schools or districts don't meet those expectations
- **Additional resources** to the highest poverty districts and districts serving the most students of color
- **Expanded access to opportunities to learn and succeed**, especially for low-income children and children of color, including:
 - High-quality early learning
 - Rigorous courses that lead to readiness for college and career
 - Strong and diverse teacher workforce
 - Fair discipline policies

Questions?

Thank you

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