

Kent School District

Methodology for determining status: Percent of students scoring proficient or higher on the statewide assessment Measures of Student Progress

Methodology for determining growth: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017)

Performance on Summative Assessments: Science

Performance Measure	Subgroup	Goals							
		2011-12 actual	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
5th Grade Science MSP	Overall	58%	44%	49%	53%	58%	63%	67%	72%
	White	72%	54%	58%	62%	66%	69%	73%	77%
	Pacific Islander	45%	20%	27%	33%	40%	47%	53%	60%
	Hispanic	39%	30%	36%	42%	48%	53%	59%	65%
	Black	35%	21%	28%	34%	41%	47%	54%	61%
	Asian	68%	56%	60%	63%	67%	71%	74%	78%
	American Indian	67%	22%	29%	35%	42%	48%	55%	61%
	Low Income	43%	31%	37%	43%	48%	54%	60%	66%
	Special Education	13%	15%	22%	29%	36%	43%	50%	58%
Limited English	16%	8%	16%	23%	31%	39%	46%	54%	
8th Grade Science MSP	Overall	64%	59%	62%	66%	69%	73%	76%	80%
	White	74%	72%	74%	77%	79%	81%	84%	86%
	Pacific Islander	45%	42%	47%	52%	57%	61%	66%	71%
	Hispanic	45%	41%	46%	51%	56%	61%	66%	71%
	Black	33%	34%	40%	45%	51%	56%	62%	67%
	Asian	74%	67%	70%	73%	75%	78%	81%	84%
	American Indian	50%	59%	62%	66%	69%	73%	76%	80%
	Low Income	48%	43%	48%	53%	57%	62%	67%	72%
	Special Education	17%	10%	18%	25%	33%	40%	48%	55%
Limited English	9%	10%	18%	25%	33%	40%	48%	55%	

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Methodology for Determining Status: The gap is the number of percentage points between the subgroup (as defined in the grant notice) and the reference group for any given year. The reference group is the highest performing subgroup for the region as a whole on a given assessment during the baseline year of 2010-2011.

Methodology for determining goals: ESEA Flexibility AMOs (2011 baseline, 1/12 improvement to 100% per year to 2017). Meeting AMO goals for subgroups will close achievement gaps.

Notes: Goals are missing for groups of n < 10 in the baseline year. OSPI does not report Proficiency rates from groups less than ten. No goals are provided for reference groups or for district level subgroup with baseline performance exceeding that of the reference group.

Decreasing Achievement Gaps: Science

Performance Measure	Subgroup	Science Percent Met Standard 2010-2011	Reference Group	Baseline 2010-11	Goals				
					2012-13	2013-14	2014-15	2015-16	2016-17
5th Grade Science MSP	Overall	44	White	23	21.1	19.2	17.3	15.3	13.4
	White	54	White	13	11.9	10.8	9.8	8.7	7.6
	Pacific Islander	20	White	47	43.1	39.2	35.3	31.3	27.4
	Hispanic	30	White	37	33.9	30.8	27.8	24.7	21.6
	Black	21	White	46	42.2	38.3	34.5	30.7	26.8
	Asian	56	White	11	10.1	9.2	8.2	7.3	6.4
	American Indian	22	White	45	41.3	37.5	33.8	30.0	26.3
	Low Income	31	White	36	33.0	30.0	27.0	24.0	21.0
	Special Education	15	White	52	47.7	43.3	39.0	34.7	30.3
Limited English	8	White	59	54.1	49.2	44.3	39.3	34.4	
8th Grade Science MSP	Overall	59	Asian	12	11.0	10.0	9.0	8.0	7.0
	White	72	Asian	-1	NA	NA	NA	NA	NA
	Pacific Islander	42	Asian	29	26.6	24.2	21.8	19.3	16.9
	Hispanic	41	Asian	30	27.5	25.0	22.5	20.0	17.5
	Black	34	Asian	37	33.9	30.8	27.8	24.7	21.6
	Asian	67	Asian	4	3.7	3.3	3.0	2.7	2.3
	American Indian	59	Asian	12	11.0	10.0	9.0	8.0	7.0
	Low Income	43	Asian	28	25.7	23.3	21.0	18.7	16.3
	Special Education	10	Asian	61	55.9	50.8	45.8	40.7	35.6
Limited English	10	Asian	61	55.9	50.8	45.8	40.7	35.6	