

Seattle Public Schools

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	72%	64%	67%	70%	73%	76%	79%	82%
	White	89%	82%	84%	85%	87%	88%	90%	91%
	Pacific Islander	61%	16%	23%	30%	37%	44%	51%	58%
	Hispanic	53%	45%	49%	54%	59%	63%	68%	72%
	Black	39%	30%	35%	41%	47%	53%	59%	65%
	Asian	73%	67%	70%	73%	75%	78%	81%	84%
	American Indian	51%	45%	49%	54%	59%	63%	68%	72%
	Low Income	49%	39%	44%	49%	54%	59%	64%	69%
	Special Education	49%	39%	44%	49%	54%	59%	64%	69%
Limited English	26%	19%	25%	32%	39%	46%	53%	59%	
8th Grade Science MSP	Overall	75%	70%	72%	75%	77%	80%	82%	85%
	White	90%	86%	87%	89%	90%	91%	92%	93%
	Pacific Islander	55%	48%	52%	57%	61%	65%	70%	74%
	Hispanic	62%	51%	55%	59%	63%	67%	71%	76%
	Black	48%	44%	48%	53%	58%	62%	67%	72%
	Asian	80%	76%	78%	80%	82%	84%	86%	88%
	American Indian	52%	67%	69%	72%	75%	78%	81%	83%
	Low Income	58%	53%	56%	60%	64%	68%	72%	76%
	Special Education	50%	39%	44%	49%	54%	59%	64%	69%
Limited English	32%	25%	31%	37%	44%	50%	56%	62%	

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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

Subgroup	Science Percent Met Standard 2010-2011	Reference Group	Baseline 2010-11	Goals				
				2012-13	2013-14	2014-15	2015-16	2016-17
Overall	64	White	3	3.0	2.8	2.5	2.2	1.9
White	82	White	-15	NA	NA	NA	NA	NA
Pacific Islander	16	White	51	46.9	42.7	38.4	34.1	29.9
Hispanic	45	White	22	20.4	18.5	16.7	14.8	13.0
Black	30	White	37	34.3	31.2	28.1	24.9	21.8
Asian	67	White	0	-0.1	-0.1	-0.1	-0.1	-0.1
American Indian	45	White	22	20.3	18.4	16.6	14.7	12.9
Low Income	39	White	28	25.9	23.6	21.2	18.9	16.5
Special Education	39	White	28	25.8	23.4	21.1	18.7	16.4
Limited English	19	White	48	44.3	40.3	36.2	32.2	28.2
Overall	70	Asian	1	1.2	1.1	1.0	0.9	0.8
White	86	Asian	-15	NA	NA	NA	NA	NA
Pacific Islander	48	Asian	23	21.0	19.1	17.2	15.3	13.4
Hispanic	51	Asian	20	18.3	16.7	15.0	13.3	11.7
Black	44	Asian	28	25.2	22.9	20.6	18.3	16.0
Asian	76	Asian	-5	NA	NA	NA	NA	NA
American Indian	67	Asian	4	3.9	3.6	3.2	2.9	2.5
Low Income	53	Asian	19	17.0	15.4	13.9	12.3	10.8
Special Education	39	Asian	32	29.7	27.0	24.3	21.6	18.9
Limited English	25	Asian	46	42.4	38.5	34.7	30.8	27.0