



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE DEPUTY SECRETARY

September 20, 2013

Superintendent John P. Welch
Puget Sound Educational Service District
800 Oakesdale Ave, South
West Renton, WA 98057

Dear Superintendent Welch:

I am writing in response to Puget Sound Educational Service District's (PSESD) Race to the Top - District amendment request. Between April 8 and September 16, 2013, the grantee submitted amendment requests to the U.S. Department of Education (Department). On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantee Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied during the Race to the Top- District scope of work review process. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District *Principles*, which are also included in that document.

I approve the following amendments:

- In the Program Evaluation project, shift the start date for the evaluation contract from Year 1 to Year 2 due to early implementation delays. PSESD reports that it will still have an outcome report in Year 1, provided by its partner organization. This change does not have any budget implications.
- In Project 2: Develop a Regional Data Portal and Data Sharing Agreement, shift activities related to expanding technical capabilities of centrally-hosted data warehouse and creating dashboards in each district to Year 2. PSESD and its consortium members determined that in order to successfully implement this project, it first needed to conduct an inventory of the data warehouse and data capabilities of each consortium district to establish baseline technical capacities, policies, and practices for stakeholders. The inventory, at a minimum, will document technical systems capabilities, staff technical capacities, standards for data quality and security, related business practices and workflows, data sharing

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agreements, data use governance policies, data transfer and conversion capabilities, and dashboard and reporting capabilities.

- In Project 3A: Establish a high-functioning pre-kindergarten-3rd grade system region-wide: 1) Shift the end date for completion of the data portal system from August 2013 to October 2014 due to dependencies in Project 2, described above. PSESD reports that it will rely on the data portal to establish consistent data reporting mechanisms across the region. Prior to its completion, PSESD will use school readiness data from the State Department of Education to inform the project and reports that there will be no implications to the project as a result the delay; 2) Contract with a vendor for members of the consortium to support planning and implementation efforts for their investment fund proposals. The purpose of the contract will be to share best practices with local district and community stakeholders, establish new or expanded partnerships with early learning and community-based organizations, and support the grant writing process. In total, PSESD will use \$35,000 in cost savings from Year 1 support this contract; and 3) Contract with Auburn School District to support staff time to share promising practices from its work in pre-kindergarten-3rd grade students, including successful efforts highlighted in PSESD's approved application. Auburn School District staff will also provide professional development, technical assistance, and tailored consulting based on the needs of consortium members in Year 2. In total, PSESD will use \$15,000 in cost savings from Year 1 to support this contract.
- In Project 4: Expand the Use of Digital STEM Tools to Personalize Instruction, hire seven Blended STEM Tool Coaches to provide job-embedded professional development on the digital STEM tools. PSESD will provide ongoing professional development and support to the coaches. The positions will be supported by cost savings due to revised cost estimates for computers in consortium districts and STEM tool licenses, as described in the Department's June 2013 amendment approval letter. In total, PSESD will use \$848,081 in Years 2-4 for personnel and fringe costs to support these positions.
- In Project 6: Create an Integrated System of Middle and High School Advising: 1) Increase the amount of counselor assistants participating in the training from 30 to 75 per year, resulting in a budget increase of \$182,623.00, to allow for more school staff to participate in professional development to ensure outcomes and systems change in schools. The increase is covered by the reduction in supplies for counselor assistants, described in the June 2013 amendment approval; and 2) Add a Dream Project Counselor Assistant Program Director in Years 2-4 to hire, train, and manage Counselor Assistants, resulting in a budget increase of \$389,490.00. Since the Race to the Top – District project is new work for the Dream Project, additional capacity is required to oversee the new employees, including providing technical assistance, fiscal oversight, hiring, training, ongoing supervision of Counselor Assistants, and communication with schools

to ensure there is a strong partnership between school staff and the employees. The increase is also covered by the reduction in supplies for counselor assistants, described in the June 2013 amendment approval.

- In Project 7: Adopt the College Board College and Career Readiness Pathway: 1) Provide stipends for assessment coordinators during SY 2013-2014 and SY 2014-2015 to support assessment administration costs. The implementation of the College Readiness Pathway is modeled after the work that is underway in Federal Way Public Schools, one of the consortium members. Federal Way leaders strongly recommended that there be staff working in the individual district to ensure that assessments are administered according to the guidelines provided by the College Board. PSESD will use \$319,693 in cost savings from Project 6 to support the stipends; 2) One member of the consortium will phase in implementation of the College Readiness Pathway assessments to ensure successful and sustainable implementation of the program, rather than fully implementing the assessments with all students in SY 2013-2014. Under its implementation plan, the district will fully implement the program in SY 2014-2015; and 3) Add a contract with Federal Way Public Schools so the district can provide training and best practices for effective implementation of the College Readiness Pathway in other consortium districts. Federal Way Public Schools is uniquely qualified to provide this training because it served as the model for the program outlined in the grant application. PSESD will use \$25,818 in cost savings from Project 6, as described in the Department's June 2013 amendment approval letter.
- In Project 8: College and Career Ready Investment Fund, shift the baseline analyses of high school courses in each district from Year 1 to Year 2. As a result, this information will not be available to inform the development of the Year 1 investment fund applications. The information will be used to inform investment fund applications and funding decisions beginning in Year 2.
- In the Deep Dive 3: Investment Fund to Develop Additional Community-School Partnerships project, include all high-need schools rather than all high-need elementary schools in the eligibility criteria for consortium applications. It is the Department's understanding that this change will not impact the level of services offered to high-need elementary schools.
- In the Commitment 1: Summer Reading Plans project: 1) Scale up implementation of the Summer Reading program beginning with students in grades kindergarten-second grade in summer 2014. Since the performance measures for this project are related to 3rd summer reading scores, PSESD believes the scaled in approach will better position it to achieve its goals. In the summer 2015, students in district-based pre-kindergarten programs will be included, in addition to Title I Schools, as indicated in the approved application. In summer 2016, students in community-based pre-kindergarten, as well as students in grades 3-5 will be included in the program. In its original application,

students in grades 3-5 would be included in summer 2017; and 2) Increase access to existing online reading tools, rather than develop new online tools as outlined in its original application. PSESD reports that there are more online tools already available than the grantee initially realized. PSESD will also create a robust set of resources that will be centralized in a single location for students and parents.

- In the Commitment 5: Full Integration of the High School and Beyond Plan project, only students in high-need middle schools that have Counselor Assistants under Project 6: Create an Integrated System of Middle and High School Advising will create High School and Beyond Plans in 2014. In its original application, PSESD stated that all students in high-need middle schools would complete the High School and Beyond Plan in 2014. However, the grantee would like to use 2014 as a pilot since the Counselor Assistants will be providing more support to implement the plans before implementing with all students in high-need middle schools in 2015.
- In the (A)(4) and (E)(3) performance measures, add grade and subgroup targets that were either missing from the application or not aligned with Washington's approved Elementary and Secondary Education (ESEA) Flexibility Plan in accordance with definitions the Department provided in the Race to the Top - District application and include baseline and target information when it was not available at the time of the application. See Appendices for updated (A)(4) and (E)(3) performance measures.

It is our understanding that this amendment will not substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendment.

If you need any assistance or have any questions regarding Race to the Top-District, please do not hesitate to contact PSESD's Race to the Top-District Program Officer, Melissa Siry, at (202) 260-0926 or Melissa.siry@ed.gov.

Sincerely,

//s//

Ann Whalen
Director, Policy and Program Implementation
Implementation and Support Unit

cc: Jessica De Barros

Appendix A: (A)(4)(a) Performance and Targets on Summative Assessments

* Indicates n-size of less than 10 students

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
10th Grade Reading (Region)	Overall	79%	77%	83%	84%	86%	88%	90%
	White	91%	90%	92%	93%	94%	95%	95%
	Pacific Islander	62%	58%	68%	72%	75%	78%	81%
	Hispanic	71%	70%	75%	78%	80%	83%	85%
	Black	66%	63%	72%	75%	77%	80%	83%
	Asian	83%	80%	86%	87%	89%	90%	92%
	American Indian	81%	60%	84%	86%	87%	89%	90%
	Low Income	71%	68%	76%	78%	81%	83%	86%
	Special Education	46%	42%	55%	59%	64%	68%	73%
Limited English	25%	18%	37%	44%	50%	56%	62%	
10th Grade Reading (Auburn)	Overall	79%	81%	82%	84%	86%	88%	89%
	White	85%	88%	88%	89%	90%	91%	93%
	Pacific Islander	52%	31%	60%	64%	68%	72%	76%
	Hispanic	64%	63%	70%	73%	76%	79%	82%
	Black	57%	75%	64%	68%	71%	75%	79%
	Asian	84%	89%	86%	88%	89%	90%	92%
	American Indian	70%	50%	75%	78%	80%	83%	85%
	Low Income	67%	68%	72%	75%	78%	81%	83%
	Special Education	36%	36%	47%	52%	57%	63%	68%
Limited English	18%	12%	31%	38%	45%	52%	59%	
10th Grade Reading (Federal Way)	Overall	81%	77%	84%	86%	87%	89%	90%
	White	88%	87%	90%	91%	92%	93%	94%
	Pacific Islander	55%	58%	62%	66%	70%	74%	77%
	Hispanic	70%	66%	75%	77%	80%	82%	85%
	Black	71%	64%	76%	78%	81%	83%	85%
	Asian	87%	85%	90%	91%	92%	93%	94%
	American Indian	79%	75%	82%	84%	86%	88%	89%
	Low Income	74%	67%	78%	80%	82%	85%	87%
	Special Education	41%	36%	51%	56%	61%	66%	71%
Limited English	26%	17%	39%	45%	51%	57%	63%	

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
10th Grade Reading (Highline)	Overall	76%	72%	80%	82%	84%	86%	88%
	White	88%	87%	90%	91%	92%	93%	94%
	Pacific Islander	62%	52%	68%	71%	74%	78%	81%
	Hispanic	66%	64%	72%	75%	77%	80%	83%
	Black	57%	52%	64%	68%	71%	75%	79%
	Asian	80%	78%	83%	85%	87%	88%	90%
	American Indian	77%	NA	81%	83%	85%	87%	88%
	Low Income	68%	66%	73%	76%	79%	81%	84%
	Special Education	36%	35%	47%	52%	57%	63%	68%
	Limited English	28%	22%	40%	46%	52%	58%	64%
10th Grade Reading (Kent)	Overall	83%	79%	86%	88%	89%	90%	92%
	White	89%	86%	91%	92%	93%	94%	95%
	Pacific Islander	66%	71%	72%	74%	77%	80%	83%
	Hispanic	72%	72%	77%	79%	81%	84%	86%
	Black	66%	67%	72%	75%	77%	80%	83%
	Asian	85%	76%	87%	89%	90%	91%	92%
	American Indian	90%	74%	91%	92%	93%	94%	95%
	Low Income	73%	68%	78%	80%	82%	84%	87%
	Special Education	43%	28%	52%	57%	62%	67%	71%
	Limited English	29%	16%	41%	47%	53%	59%	65%
10th Grade Reading (Renton)	Overall	76%	78%	80%	82%	84%	86%	88%
	White	87%	88%	89%	90%	91%	92%	93%
	Pacific Islander	*	*	*	*	*	*	*
	Hispanic	64%	62%	70%	73%	76%	79%	82%
	Black	61%	70%	68%	71%	74%	77%	81%
	Asian	80%	84%	83%	85%	87%	88%	90%
	American Indian	75%	NA	79%	81%	83%	85%	88%
	Low Income	65%	68%	71%	73%	76%	79%	82%
	Special Education	39%	44%	49%	54%	59%	64%	69%
	Limited English	13%	21%	27%	35%	42%	49%	56%
10th Grade Reading (Seattle)	Overall	80%	78%	84%	85%	87%	89%	90%
	White	93%	92%	95%	95%	96%	96%	97%
	Pacific Islander	59%	48%	66%	69%	73%	76%	80%

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Hispanic	69%	72%	74%	77%	79%	82%	85%
	Black	64%	57%	70%	73%	76%	79%	82%
	Asian	81%	81%	84%	86%	87%	89%	91%
	American Indian	75%	53%	79%	81%	83%	85%	87%
	Low Income	68%	65%	74%	76%	79%	82%	84%
	Special Education	55%	52%	63%	66%	70%	74%	78%
	Limited English	26%	21%	38%	44%	51%	57%	63%
10th Grade Reading (Tukwila)	Overall	59%	54%	66%	69%	72%	76%	79%
	White	68%	78%	74%	76%	79%	82%	84%
	Pacific Islander	64%	NA	70%	73%	76%	79%	82%
	Hispanic	60%	65%	67%	70%	74%	77%	80%
	Black	48%	45%	57%	61%	65%	70%	74%
	Asian	56%	40%	63%	67%	71%	74%	78%
	American Indian	*	*	*	*	*	*	*
	Low Income	49%	46%	58%	62%	66%	70%	75%
	Special Education	25%	13%	38%	44%	50%	56%	63%
	Limited English	18%	4%	32%	38%	45%	52%	59%
10th Grade Mathematics (Region)	Overall	64%	72%	70%	73%	76%	79%	82%
	White	76%	83%	80%	82%	84%	86%	88%
	Pacific Islander	37%	50%	42%	47%	53%	58%	63%
	Hispanic	43%	55%	52%	57%	62%	67%	71%
	Black	38%	50%	49%	54%	59%	64%	69%
	Asian	75%	83%	80%	82%	84%	86%	88%
	American Indian	54%	53%	58%	61%	65%	69%	73%
	Two or More Races	65%	71%	68%	71%	73%	76%	79%
	Low Income	50%	59%	58%	62%	66%	71%	75%
	Special Education	18%	24%	31%	38%	45%	52%	59%
	Limited English	30%	35%	41%	47%	53%	59%	65%
10th Grade Mathematics (Auburn)	Overall	63.9%	75.2%	69.9%	72.9%	75.9%	78.9%	81.9%
	White	70.8%	81.9%	75.6%	78.1%	80.5%	82.9%	85.4%
	Pacific Islander	27.2%	45.5%	39.4%	45.4%	51.5%	57.6%	63.6%
	Hispanic	46.3%	54.3%	55.3%	59.7%	64.2%	68.7%	73.2%
	Black	33.8%	54.3%	44.8%	50.3%	55.9%	61.4%	66.9%
	Asian	76.1%	88.0%	80.1%	82.1%	84.1%	86.1%	88.1%
	American Indian	*	*	*	*	*	*	*

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Two or More Races	72.0%	73.2%	76.6%	79.0%	81.3%	83.6%	86.0%
	Low Income	50.0%	59.3%	58.4%	62.5%	66.7%	70.9%	75.0%
	Special Education	9.5%	20.0%	24.5%	32.1%	39.6%	47.2%	54.7%
	Limited English	8.7%	13.5%	23.9%	31.5%	39.1%	46.7%	54.3%
10th Grade Mathematics (Federal Way)	Overall	63.5%	68.3%	69.5%	72.6%	75.6%	78.7%	81.7%
	White	73.3%	79.3%	77.7%	80.0%	82.2%	84.4%	86.6%
	Pacific Islander	39.0%	43.6%	49.2%	54.3%	59.3%	64.4%	69.5%
	Hispanic	42.4%	51.1%	52.0%	56.8%	61.6%	66.4%	71.2%
	Black	41.3%	47.9%	51.1%	56.0%	60.9%	65.8%	70.7%
	Asian	80.0%	84.5%	83.4%	85.0%	86.7%	88.4%	90.0%
	American Indian	*	*	*	*	*	*	*
	Two or More Races	64.4%	58.8%	70.4%	73.3%	76.3%	79.3%	82.2%
	Low Income	52.0%	55.7%	60.0%	64.0%	68.0%	72.0%	76.0%
	Special Education	17.2%	15.7%	31.0%	37.9%	44.8%	51.7%	58.6%
Limited English	36.1%	29.7%	46.7%	52.1%	57.4%	62.7%	68.0%	
10th Grade Mathematics (Highline)	Overall	51.2%	64.7%	59.4%	63.4%	67.5%	71.6%	75.6%
	White	68.8%	74.6%	74.0%	76.6%	79.2%	81.8%	84.4%
	Pacific Islander	26.1%	57.9%	38.5%	44.6%	50.8%	56.9%	63.1%
	Hispanic	34.2%	50.7%	45.2%	50.7%	56.1%	61.6%	67.1%
	Black	32.5%	54.4%	43.7%	49.4%	55.0%	60.6%	66.2%
	Asian	67.2%	79.7%	72.6%	75.4%	78.1%	80.8%	83.6%
	American Indian	*	*	*	*	*	*	*
	Two or More Races	51.1%	71.2%	59.3%	63.3%	67.4%	71.5%	75.6%
	Low Income	40.9%	56.6%	50.7%	55.7%	60.6%	65.5%	70.4%
	Special Education	17.3%	25.7%	31.1%	38.0%	44.9%	51.8%	58.7%
Limited English	25.8%	31.9%	38.2%	44.4%	50.5%	56.7%	62.9%	
10th Grade Mathematics (Kent)	Overall	70.7%	74.4%	75.5%	78.0%	80.4%	82.9%	85.3%
	White	77.6%	82.0%	81.4%	83.2%	85.1%	87.0%	88.8%
	Pacific Islander	45.0%	62.5%	54.2%	58.8%	63.3%	67.9%	72.5%
	Hispanic	51.6%	53.6%	59.6%	63.7%	67.7%	71.7%	75.8%
	Black	45.2%	56.8%	54.4%	58.9%	63.5%	68.1%	72.6%
	Asian	79.8%	80.8%	83.2%	84.9%	86.5%	88.2%	89.9%
	American Indian	*	*	*	*	*	*	*
	Two or More Races	72.4%	75.2%	77.0%	79.3%	81.6%	83.9%	86.2%
	Low Income	56.5%	60.8%	63.7%	67.4%	71.0%	74.6%	78.2%
	Special Education	21.1%	23.2%	34.3%	40.8%	47.4%	54.0%	60.6%
Limited English	30.6%	32.1%	42.2%	48.0%	53.7%	59.5%	65.3%	

Goal Area	Subgroup	Baseline SY 2010-11	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
10th Grade Mathematics (Renton)	Overall	64.3%	78.4%	70.3%	73.2%	76.2%	79.2%	82.2%
	White	77.9%	91.0%	81.5%	83.4%	85.2%	87.1%	88.9%
	Pacific Islander	*	*	*	*	*	*	*
	Hispanic	41.4%	61.4%	51.2%	56.1%	60.9%	65.8%	70.7%
	Black	33.6%	57.8%	44.6%	50.2%	55.7%	61.2%	66.8%
	Asian	76.9%	86.6%	80.7%	82.7%	84.6%	86.5%	88.4%
	American Indian	*	*	*	*	*	*	*
	Two or More Races	*	*	*	*	*	*	*
	Low Income	50.4%	69.4%	58.6%	62.8%	66.9%	71.0%	75.2%
	Special Education	11.6%	19.4%	26.4%	33.7%	41.1%	48.5%	55.8%
Limited English	26.6%	52.7%	38.8%	44.9%	51.1%	57.2%	63.3%	
10th Grade Mathematics (Seattle)	Overall	66.1%	74.9%	71.7%	74.6%	77.4%	80.2%	83.0%
	White	82.2%	86.6%	85.2%	86.7%	88.1%	89.6%	91.1%
	Pacific Islander	43.7%	35.3%	53.1%	57.8%	62.5%	67.2%	71.9%
	Hispanic	45.2%	64.5%	54.4%	58.9%	63.5%	68.1%	72.6%
	Black	37.5%	45.3%	47.9%	53.1%	58.3%	63.5%	68.7%
	Asian	72.9%	85.1%	77.5%	79.7%	82.0%	84.2%	86.5%
	American Indian	53.6%	52.9%	61.4%	65.2%	69.1%	73.0%	76.8%
	Two or More Races	65.6%	78.4%	71.4%	74.2%	77.1%	80.0%	82.8%
	Low Income	48.2%	58.4%	56.8%	61.1%	65.5%	69.8%	74.1%
	Special Education	18.4%	31.2%	32.0%	38.8%	45.6%	52.4%	59.2%
10th Grade Mathematics (Tukwila)	Overall	57.1%	58.1%	64.3%	67.8%	71.4%	75.0%	78.6%
	White	56.9%	71.4%	64.1%	67.7%	71.3%	74.9%	78.5%
	Pacific Islander	*	*	*	*	*	*	*
	Hispanic	48.2%	60.5%	56.8%	61.1%	65.5%	69.8%	74.1%
	Black	35.9%	45.5%	46.5%	51.9%	57.2%	62.6%	67.9%
	Asian	78.9%	59.4%	82.5%	84.2%	86.0%	87.7%	89.5%
	American Indian	*	*	*	*	*	*	*
	Two or More Races	*	*	*	*	*	*	*
	Low Income	49.3%	52.8%	57.7%	62.0%	66.2%	70.4%	74.6%
Special Education	22.2%	0.0%	35.2%	41.7%	48.1%	54.6%	61.1%	

Appendix B: (A)(4)(b) Achievement Gap Baseline and Targets

* Indicates n-size of less than 10 students

Goal Area	Subgroup	Baseline SY 2010-11	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
10th Grade Reading using White as comparison group (Region)	Overall	9.2	7.7	6.9	6.1	5.4	4.6
	White	N/A	N/A	N/A	N/A	N/A	N/A
	Pacific Islander	28.6	23.8	21.4	19.0	16.7	14.3
	Hispanic	20.2	16.9	15.2	13.5	11.8	10.1
	Black	24.7	20.6	18.5	16.5	14.4	12.4
	Asian	7.6	6.3	5.7	5.1	4.4	3.8
	American Indian	10.0	8.3	7.5	6.6	5.8	5.0
	Low Income	19.7	16.4	14.8	13.1	11.5	9.8
	Special Education	44.8	37.3	33.6	29.9	26.1	22.4
	Limited English	0.1	0.1	0.1	0.1	0.1	0.1
10th Grade Reading using White as comparison group (Auburn)	Overall	12.1	10.1	9.1	8.1	7.1	6.1
	White	5.4	4.5	4.1	3.6	3.2	2.7
	Pacific Islander	38.3	31.9	28.8	25.6	22.4	19.2
	Hispanic	26.3	21.9	19.8	17.6	15.4	13.2
	Black	33.6	28.0	25.2	22.4	19.6	16.8
	Asian	7.0	5.9	5.3	4.7	4.1	3.5
	American Indian	20.7	17.3	15.6	13.8	12.1	10.4
	Low Income	23.8	19.9	17.9	15.9	13.9	11.9
	Special Education	54.6	45.5	41.0	36.4	31.9	27.3
	Limited English	73.1	60.9	54.9	48.8	42.7	36.6
10th Grade Reading using White as comparison group (Federal Way)	Overall	9.8	8.2	7.4	6.6	5.7	4.9
	White	2.9	2.4	2.2	2.0	1.7	1.5
	Pacific Islander	35.8	29.9	26.9	23.9	20.9	17.9
	Hispanic	20.9	17.4	15.7	14.0	12.2	10.5
	Black	19.8	16.5	14.9	13.2	11.6	9.9
	Asian	3.3	2.8	2.5	2.2	1.9	1.7
	American Indian	12.1	10.1	9.1	8.1	7.1	6.1
	Low Income	17.2	14.4	12.9	11.5	10.1	8.6
	Special Education	49.6	41.4	37.2	33.1	29.0	24.8
	Limited English	64.3	53.6	48.3	42.9	37.5	32.2
10th Grade Reading using White as comparison group (Highline)	Overall	14.9	12.4	11.2	10.0	8.7	7.5

Goal Area	Subgroup	Baseline SY 2010-11	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	2.5	2.1	1.9	1.7	1.5	1.3
	Pacific Islander	29.2	24.4	21.9	19.5	17.1	14.6
	Hispanic	24.7	20.6	18.6	16.5	14.4	12.4
	Black	33.7	28.1	25.3	22.5	19.7	16.9
	Asian	10.9	9.1	8.2	7.3	6.4	5.5
	American Indian	13.8	11.5	10.4	9.2	8.1	6.9
	Low Income	22.6	18.9	17.0	15.1	13.2	11.3
	Special Education	54.9	45.8	41.2	36.6	32.0	27.5
	Limited English	62.8	52.4	47.1	41.9	36.7	31.4
10th Grade Reading using White as comparison group (Kent)	Overall	7.3	6.1	5.5	4.9	4.3	3.7
	White	1.4	1.2	1.1	1.0	0.8	0.7
	Pacific Islander	24.8	20.7	18.6	16.6	14.5	12.4
	Hispanic	18.6	15.5	14.0	12.4	10.9	9.3
	Black	24.5	20.4	18.4	16.4	14.3	12.3
	Asian	5.9	4.9	4.5	4.0	3.5	3.0
	American Indian	1.2	1.0	0.9	0.8	0.7	0.6
	Low Income	17.4	14.5	13.1	11.6	10.2	8.7
	Special Education	48.0	40.0	36.0	32.0	28.0	24.0
Limited English	61.6	51.4	46.2	41.1	36.0	30.8	
10th Grade Reading using White as comparison group (Renton)	Overall	15.2	12.7	11.4	10.2	8.9	7.6
	White	4.1	3.4	3.1	2.8	2.4	2.1
	Pacific Islander						
	Hispanic	26.9	22.4	20.2	18.0	15.7	13.5
	Black	29.3	24.4	22.0	19.6	17.1	14.7
	Asian	10.7	8.9	8.1	7.2	6.3	5.4
	American Indian	15.7	13.1	11.8	10.5	9.2	7.9
	Low Income	26.1	21.8	19.6	17.4	15.2	13.1
	Special Education	52.2	43.5	39.2	34.8	30.5	26.1
Limited English	78.0	65.0	58.5	52.0	45.5	39.0	
10th Grade Reading using White as comparison group (Seattle)	Overall	10.4	8.7	7.8	7.0	6.1	5.2
	White	N/A	N/A	N/A	N/A	N/A	N/A
	Pacific Islander	31.6	26.4	23.7	21.1	18.5	15.8
	Hispanic	21.6	18.0	16.2	14.4	12.6	10.8
	Black	26.8	22.4	20.1	17.9	15.7	13.4
	Asian	9.7	8.1	7.3	6.5	5.7	4.9

Goal Area	Subgroup	Baseline SY 2010-11	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	American Indian	16.2	13.5	12.2	10.8	9.5	8.1
	Low Income	22.4	18.7	16.8	15.0	13.1	11.2
	Special Education	35.4	29.5	26.6	23.6	20.7	17.7
	Limited English	64.9	54.1	48.7	43.3	37.9	32.5
10th Grade Reading using White as comparison group (Tukwila)	Overall	32.0	26.7	24.0	21.4	18.7	16.0
	White	22.3	18.6	16.8	14.9	13.0	11.2
	Pacific Islander	26.4	22.0	19.8	17.6	15.4	13.2
	Hispanic	30.4	25.4	22.8	20.3	17.8	15.2
	Black	42.9	35.8	32.2	28.6	25.0	21.5
	Asian	34.6	28.9	26.0	23.1	20.2	17.3
	American Indian	*	*	*	*	*	*
	Low Income	41.3	34.4	31.0	27.6	24.1	20.7
	Special Education	65.7	54.8	49.3	43.8	38.3	32.9
Limited English	72.9	60.8	54.7	48.6	42.5	36.5	

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
10th Grade Mathematics using White as comparison group (Region)	All	17%	15%	14%	12%	11%	9%
	White	5%	5%	4%	4%	3%	3%
	Pacific Islander	42%	38%	34%	30%	27%	23%
	Hispanic	36%	33%	30%	26%	23%	20%
	Black	40%	37%	33%	29%	26%	22%
	Asian	6%	6%	5%	5%	4%	3%
	American Indian	26%	24%	21%	19%	17%	14%
	Two or More Races	16%	15%	13%	12%	10%	9%
	Low Income	30%	27%	25%	22%	19%	16%
	Special Education	59%	54%	48%	43%	38%	32%
10th Grade Mathematics using White as comparison group (Auburn)	All	17%	15%	14%	12%	11%	9%
	White	11%	10%	9%	8%	7%	6%
	Pacific Islander	50%	46%	41%	37%	32%	27%
	Hispanic	33%	30%	27%	24%	21%	18%
	Black	44%	40%	36%	32%	28%	24%
	Asian	6%	5%	5%	4%	4%	3%
	American Indian	NA	NA	NA	NA	NA	NA

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Two or More Races	9%	9%	8%	7%	6%	5%
	Low Income	30%	27%	24%	21%	19%	16%
	Special Education	67%	61%	55%	49%	42%	36%
10th Grade Mathematics using White as comparison group (Federal Way)	All	17%	16%	14%	13%	11%	9%
	White	8%	7%	7%	6%	5%	4%
	Pacific Islander	40%	36%	32%	29%	25%	22%
	Hispanic	37%	33%	30%	27%	23%	20%
	Black	38%	34%	31%	27%	24%	20%
	Asian	2%	2%	2%	1%	1%	1%
	American Indian	NA	NA	NA	NA	NA	NA
	Two or More Races	16%	15%	13%	12%	10%	9%
	Low Income	28%	25%	23%	20%	18%	15%
	Special Education	60%	54%	49%	43%	38%	33%
10th Grade Mathematics using White as comparison group (Highline)	All	28%	26%	23%	21%	18%	15%
	White	12%	11%	10%	9%	8%	7%
	Pacific Islander	51%	47%	42%	37%	33%	28%
	Hispanic	44%	40%	36%	32%	28%	24%
	Black	46%	41%	37%	33%	29%	25%
	Asian	14%	13%	11%	10%	9%	8%
	American Indian	NA	NA	NA	NA	NA	NA
	Two or More Races	29%	26%	23%	21%	18%	16%
	Low Income	38%	34%	31%	28%	24%	21%
	Special Education	60%	54%	49%	43%	38%	32%
10th Grade Mathematics using White as comparison group (Kent)	All	11%	10%	9%	8%	7%	6%
	White	4%	4%	3%	3%	3%	2%
	Pacific Islander	34%	31%	28%	25%	22%	19%
	Hispanic	28%	26%	23%	20%	18%	15%
	Black	34%	31%	28%	25%	22%	18%
	Asian	2%	2%	2%	2%	1%	1%
	American Indian	NA	NA	NA	NA	NA	NA
	Two or More Races	9%	8%	7%	7%	6%	5%
	Low Income	24%	21%	19%	17%	15%	13%
	Special Education	56%	51%	46%	41%	36%	31%
10th Grade Mathematics using White as comparison group (Renton)	All	16%	15%	13%	12%	10%	9%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	White	4%	4%	3%	3%	3%	2%
	Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	37%	34%	31%	27%	24%	20%
	Black	45%	41%	36%	32%	28%	24%
	Asian	5%	4%	4%	4%	3%	3%
	American Indian	NA	NA	NA	NA	NA	NA
	Two or More Races	NA	NA	NA	NA	NA	NA
	Low Income	29%	27%	24%	21%	19%	16%
Special Education	65%	59%	53%	47%	41%	35%	
10th Grade Mathematics using White as comparison group (Seattle)	All	15%	13%	12%	11%	9%	8%
	White	0%	0%	0%	0%	0%	0%
	Pacific Islander	35%	32%	29%	26%	22%	19%
	Hispanic	34%	31%	28%	25%	22%	18%
	Black	41%	37%	34%	30%	26%	22%
	Asian	9%	8%	7%	6%	5%	5%
	American Indian	26%	24%	21%	19%	17%	14%
	Two or More Races	15%	14%	12%	11%	10%	8%
Low Income	31%	28%	26%	23%	20%	17%	
Special Education	59%	53%	48%	43%	37%	32%	
10th Grade Mathematics using White as comparison group (Tukwila)	All	23%	21%	19%	17%	15%	13%
	White	23%	21%	19%	17%	15%	13%
	Pacific Islander	NA	NA	NA	NA	NA	NA
	Hispanic	31%	28%	26%	23%	20%	17%
	Black	43%	39%	35%	31%	27%	23%
	Asian	3%	3%	2%	2%	2%	2%
	American Indian	NA	NA	NA	NA	NA	NA
	Two or More Races	NA	NA	NA	NA	NA	NA
Low Income	30%	27%	25%	22%	19%	16%	
Special Education	55%	50%	45%	40%	35%	30%	

Appendix C: (A)(4)(d) College Enrollment Baseline and Targets

Goal Area	Subgroup	Baseline SY 2009-10	Baseline SY 2010-11	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College Enrollment (Region)	Overall	61%	60%	67%	69%	69%	70%	71%
	American Indian	56%	42%	64%	66%	68%	69%	70%
	Asian	65%	68%	69%	70%	71%	71%	72%
	Pacific Islander	N/A	N/A	64%	66%	68%	69%	70%
	Black	58%	60%	65%	67%	68%	69%	70%
	Hispanic	42%	38%	55%	60%	62%	64%	66%
	White	64%	62%	68%	70%	70%	71%	71%
	Low Income	54%	NA	62%	65%	67%	68%	69%
	Special Education	N/A	N/A	55%	60%	62%	64%	66%
Limited English	N/A	N/A	55%	60%	62%	64%	66%	
College Enrollment (Auburn)	Overall	57%	56%	64%	67%	68%	69%	70%
	American Indian	44%	25%	56%	61%	63%	65%	67%
	Asian	62%	59%	67%	69%	69%	70%	71%
	Pacific Islander	N/A	N/A	56%	61%	63%	65%	67%
	Black	60%	62%	66%	68%	69%	70%	70%
	Hispanic	47%	31%	58%	63%	64%	66%	68%
	White	57%	60%	64%	67%	68%	69%	70%
	Low Income	47%	NA	58%	62%	64%	66%	67%
	Special Education	N/A	N/A	56%	61%	63%	65%	67%
Limited English	N/A	N/A	56%	61%	63%	65%	67%	
College Enrollment (Federal Way)	Overall	57%	59%	64%	67%	68%	69%	70%
	American Indian	42%	56%	65%	68%	69%	69%	70%
	Asian	59%	65%	65%	68%	69%	69%	70%
	Pacific Islander	NA	NA	65%	68%	69%	69%	70%
	Black	64%	62%	68%	70%	70%	71%	71%
	Hispanic	33%	40%	49%	55%	58%	61%	64%
	White	59%	60%	66%	68%	69%	69%	70%
	Low Income	46%	NA	58%	62%	64%	66%	67%
	Special Education	NA	NA	49%	55%	58%	61%	64%
Limited English	NA	NA	49%	55%	58%	61%	64%	
College Enrollment (Highline)	Overall	52%	51%	61%	65%	66%	67%	69%
	American Indian	60%	48%	66%	68%	69%	70%	70%
	Asian	60%	67%	66%	68%	69%	70%	71%
	Pacific Islander	N/A	N/A	66%	68%	69%	70%	70%

Goal Area	Subgroup	Baseline SY 2009-10	Baseline SY 2010-11	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Black	55%	59%	63%	66%	67%	68%	69%
	Hispanic	32%	31%	48%	55%	57%	60%	63%
	White	51%	50%	61%	64%	66%	67%	69%
	Low Income	48%	N/A	59%	63%	64%	66%	68%
	Special Education	N/A	N/A	48%	55%	57%	60%	63%
	Limited English	N/A	N/A	48%	55%	57%	60%	63%
College Enrollment (Kent)	Overall	68%	64%	71%	71%	72%	72%	72%
	American Indian	NA	38%	52%	58%	60%	62%	65%
	Asian	70%	71%	72%	72%	72%	72%	72%
	Pacific Islander	N/A	N/A	52%	58%	60%	62%	65%
	Black	57%	63%	64%	67%	68%	69%	70%
	Hispanic	43%	39%	56%	61%	63%	65%	67%
	White	71%	65%	72%	72%	72%	73%	73%
	Low Income	58%	NA	65%	67%	68%	69%	70%
	Special Education	N/A	N/A	52%	58%	60%	62%	65%
Limited English	N/A	N/A	52%	58%	60%	62%	65%	
College Enrollment (Renton)	Overall	61%	55%	66%	68%	69%	70%	71%
	American Indian	NA	36%	51%	57%	60%	62%	65%
	Asian	74%	65%	74%	73%	73%	73%	73%
	Pacific Islander	N/A	N/A	51%	57%	60%	62%	65%
	Black	52%	48%	61%	65%	66%	67%	69%
	Hispanic	33%	30%	49%	55%	58%	61%	64%
	White	62%	60%	67%	69%	69%	70%	71%
	Low Income	52%	NA	61%	65%	66%	67%	69%
	Special Education	N/A	N/A	49%	55%	58%	61%	64%
Limited English	N/A	N/A	49%	55%	58%	61%	64%	
College Enrollment (Seattle)	Overall	65%	65%	69%	70%	71%	71%	72%
	American Indian	71%	46%	72%	72%	72%	73%	73%
	Asian	66%	69%	69%	70%	71%	71%	72%
	Pacific Islander	NA	NA	72%	72%	72%	73%	73%
	Black	60%	62%	66%	68%	69%	70%	70%
	Hispanic	52%	47%	61%	65%	66%	67%	69%
	White	70%	67%	72%	72%	72%	72%	72%
	Low Income	59%	N/A	65%	68%	68%	69%	70%
	Special Education	N/A	N/A	61%	65%	66%	67%	69%
Limited English	N/A	N/A	61%	65%	66%	67%	69%	
College Enrollment (Tukwila)	Overall	54%	69%	63%	66%	67%	68%	69%
	American Indian	N/A	N/A	52%	58%	60%	62%	65%

Goal Area	Subgroup	Baseline SY 2009-10	Baseline SY 2010-11	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Asian	53%	78%	62%	65%	67%	68%	69%
	Pacific Islander	N/A	N/A	52%	58%	60%	62%	65%
	Black	55%	69%	63%	66%	67%	68%	69%
	Hispanic	38%	55%	52%	58%	60%	62%	65%
	White	58%	67%	65%	67%	68%	69%	70%
	Low Income	59%	N/A	65%	68%	68%	69%	70%
	Special Education	N/A	N/A	52%	58%	60%	62%	65%
	Limited English	N/A	N/A	52%	58%	60%	62%	65%

Appendix D: (A)(4)(e) Postsecondary Degree Attainment

* Indicates n-size of less than 10 students

Goal Area	Subgroup	Baseline SY 2009- 10	Baseline SY 2010- 11	SY 2012- 13	SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016-17 (Post- Grant)
Postsecondary Degree Attainment (Region)	Overall	34%	34%	38%	40%	41%	43%	44%
	American Indian/Alaskan Native	23%	25%	29%	31%	34%	36%	39%
	Asian	38%	37%	41%	43%	44%	45%	46%
	Black	17%	18%	24%	26%	29%	33%	36%
	Hispanic	22%	18%	28%	30%	33%	36%	39%
	White	38%	40%	41%	42%	44%	45%	46%
Postsecondary Degree Attainment (Auburn)	Overall	31%	32%	36%	38%	39%	41%	43%
	American Indian/Alaskan Native	15%	12%	21%	24%	27%	31%	35%
	Asian	44%	33%	46%	46%	47%	48%	48%
	Black	14%	20%	20%	23%	26%	30%	34%
	Hispanic	18%	11%	25%	27%	30%	33%	37%
	White	32%	35%	37%	38%	40%	42%	44%
Postsecondary Degree Attainment (Federal Way)	Overall	35%	36%	39%	40%	42%	43%	45%
	American Indian/Alaskan Native	*	*	*	*	*	*	*
	Asian	38%	42%	41%	43%	44%	45%	46%
	Black	27%	20%	33%	35%	37%	39%	42%
	Hispanic	19%	12%	26%	28%	31%	34%	37%
	White	37%	40%	40%	41%	43%	44%	45%
Postsecondary Degree Attainment (Highline)	Overall	30%	31%	35%	36%	38%	40%	43%
	American Indian/Alaskan Native	*	*	*	*	*	*	*
	Asian	32%	31%	36%	38%	40%	42%	44%
	Black	15%	23%	21%	24%	27%	30%	34%
	Hispanic	14%	16%	20%	23%	26%	30%	34%
	White	35%	35%	39%	40%	42%	43%	45%
Postsecondary Degree Attainment (Kent)	Overall	36%	37%	40%	41%	43%	44%	45%
	American Indian/Alaskan Native	*	*	*	*	*	*	*
	Asian	45%	38%	47%	47%	47%	48%	48%
	Black	20%	18%	26%	29%	31%	34%	38%

Goal Area	Subgroup	Baseline SY 2009- 10	Baseline SY 2010- 11	SY 2012- 13	SY 2013- 14	SY 2014- 15	SY 2015- 16	SY 2016-17 (Post- Grant)
	Hispanic	22%	23%	28%	31%	33%	36%	39%
	White	38%	40%	41%	42%	43%	45%	46%
Postsecondary Degree Attainment (Renton)	Overall	32%	30%	36%	38%	40%	42%	43%
	American Indian/Alaskan Native	*	*	*	*	*	*	*
	Asian	42%	41%	44%	45%	46%	47%	47%
	Black	15%	15%	21%	24%	27%	30%	34%
	Hispanic	17%	4%	24%	26%	29%	33%	36%
	White	34%	34%	38%	40%	41%	43%	45%
	Overall	36%	36%	39%	41%	42%	44%	45%
Postsecondary Degree Attainment (Seattle)	American Indian/Alaskan Native	31%	30%	35%	37%	39%	41%	43%
	Asian	37%	36%	40%	41%	43%	44%	45%
	Black	17%	17%	23%	26%	29%	32%	36%
	Hispanic	27%	24%	32%	34%	36%	39%	41%
	White	46%	47%	47%	48%	48%	48%	49%
	Overall	24%	23%	30%	32%	35%	37%	40%
	American Indian/Alaskan Native	*	*	*	*	*	*	*
Postsecondary Degree Attainment (Tukwila)	Asian	36%	9%	39%	41%	42%	44%	45%
	Black	17%	26%	23%	26%	29%	32%	36%
	Hispanic	29%	13%	34%	36%	38%	40%	42%
	White	20%	29%	26%	29%	32%	35%	38%

Appendix E: (E)(3) Performance Measures

(E)(3) (Grades PreK-3)(b)

Performance Measure	Applicable Population	Subgroup	Baseline SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of Students Meeting Standard for "Ready to Succeed in School by Kindergarten" on the Statewide Assessment Washington Kindergarten Inventory of Developing Skills (WaKIDS)	Kindergarten	All participating students	37%	45%	54%	66%	80%
		White	49%	55%	63%	71%	80%
		Pacific Islander	29%	37%	48%	62%	80%
		Hispanic	29%	37%	48%	62%	80%
		Black	40%	48%	57%	67%	80%
		Asian	40%	48%	57%	67%	80%
		American Indian	0%	20%	40%	60%	80%
Low Income	35%	43%	53%	65%	80%		

(E)(3)(Grades 4-8)(c)

Performance Measure	Applicable Population	Subgroup	Baseline SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of Participating Students who Meet Certain Criteria on our Region's Youth Success Skills and Disposition Survey	5 - 12 Grade	All participating students	37%	42%	47%	53%	60%

(E)(3)(All)(a)

Performance Measure	Subgroup	Baseline SY 2010-2011	SY 2012-2013	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Region)	All participating students	31%	42%	48%	54%	60%	65%
	American Indian or Alaskan Native	17%	31%	37%	44%	51%	58%
	Asian	29%	41%	47%	53%	58%	64%
	Pacific Islander	19%	32%	39%	46%	53%	59%
	Black	18%	32%	39%	46%	52%	59%
	Hispanic	23%	36%	42%	48%	55%	61%
	White	32%	43%	49%	55%	60%	66%

Performance Measure	Subgroup	Baseline SY 2010-2011	SY 2012- 2013	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Two or More Races	25%	37%	44%	50%	56%	62%
	ELL	22%	35%	42%	48%	55%	61%
	Special Education	22%	35%	41%	48%	54%	61%
	Free or Reduced Price Lunch	22%	35%	41%	48%	54%	61%
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Auburn)	All participating students	27%	39%	45%	51%	57%	63%
	American Indian or Alaskan Native	12%	27%	34%	42%	49%	56%
	Asian	43%	53%	57%	62%	67%	72%
	Pacific Islander	40%	50%	55%	60%	65%	70%
	Black	39%	49%	54%	59%	64%	69%
	Hispanic	43%	53%	57%	62%	67%	72%
	White	34%	45%	50%	56%	61%	67%
	Two or More Races	33%	44%	50%	55%	61%	66%
	ELL	57%	64%	68%	72%	75%	79%
	Special Education	37%	48%	53%	58%	63%	69%
	Free or Reduced Price Lunch	39%	49%	54%	59%	64%	70%
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Federal Way)	All participating students	7%	23%	30%	38%	46%	54%
	American Indian or Alaskan Native	11%	26%	33%	41%	48%	56%
	Asian	13%	28%	35%	42%	49%	57%
	Pacific Islander	13%	27%	34%	42%	49%	56%
	Black	10%	25%	33%	40%	48%	55%
	Hispanic	12%	27%	34%	41%	49%	56%
	White	8%	24%	31%	39%	47%	54%
	Two or More Races	9%	24%	32%	39%	47%	54%
	ELL	13%	28%	35%	42%	49%	57%
	Special Education	8%	23%	31%	38%	46%	54%
	Free or Reduced Price Lunch	11%	25%	33%	40%	48%	55%

Performance Measure	Subgroup	Baseline SY 2010-2011	SY 2012- 2013	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Highline)	All participating students	15%	29%	36%	43%	50%	57%
	American Indian or Alaskan Native	8%	24%	31%	39%	47%	54%
	Asian	18%	32%	39%	46%	52%	59%
	Pacific Islander	12%	27%	34%	42%	49%	56%
	Black	14%	29%	36%	43%	50%	57%
	Hispanic	18%	32%	39%	45%	52%	59%
	White	17%	31%	38%	45%	52%	59%
	Two or More Races	19%	32%	39%	46%	53%	59%
	ELL	16%	30%	37%	44%	51%	58%
	Special Education	16%	30%	37%	44%	51%	58%
	Free or Reduced Price Lunch	17%	31%	38%	45%	51%	58%
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Kent)	39%	49%	54%	59%	64%	69%	39%
	23%	35%	42%	48%	55%	61%	23%
	30%	41%	47%	53%	59%	65%	30%
	28%	40%	46%	52%	58%	64%	28%
	25%	38%	44%	50%	56%	63%	25%
	22%	35%	42%	48%	55%	61%	22%
	24%	37%	43%	50%	56%	62%	24%
	24%	37%	43%	49%	56%	62%	24%
	23%	36%	42%	49%	55%	61%	23%
	22%	35%	41%	48%	54%	61%	22%
	24%	37%	43%	49%	56%	62%	24%
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Renton)	All participating students	26%	39%	45%	51%	57%	63%
	American Indian or Alaskan Native	11%	26%	33%	41%	48%	56%
	Asian	26%	38%	45%	51%	57%	63%
	Pacific Islander	14%	29%	36%	43%	50%	57%

Performance Measure	Subgroup	Baseline SY 2010-2011	SY 2012- 2013	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	Black	9%	24%	32%	39%	47%	55%
	Hispanic	24%	37%	43%	49%	56%	62%
	White	28%	40%	46%	52%	58%	64%
	Two or More Races	28%	40%	46%	52%	58%	64%
	ELL	27%	39%	45%	52%	58%	64%
	Special Education	13%	28%	35%	42%	49%	57%
	Free or Reduced Price Lunch	19%	32%	39%	46%	53%	59%
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Seattle)	All participating students	48%	56%	61%	65%	70%	74%
	American Indian or Alaskan Native	23%	36%	42%	49%	55%	61%
	Asian	38%	48%	53%	59%	64%	69%
	Pacific Islander	27%	39%	45%	51%	57%	63%
	Black	21%	34%	41%	47%	54%	60%
	Hispanic	29%	41%	47%	53%	59%	65%
	White	48%	57%	61%	65%	70%	74%
	Two or More Races	41%	51%	56%	61%	66%	71%
	ELL	22%	35%	41%	48%	54%	61%
	Special Education	29%	41%	47%	53%	59%	64%
	Free or Reduced Price Lunch	26%	38%	45%	51%	57%	63%
% of Students Attending Schools with State Achievement Index Ratings of "Very Good" or "Exemplary" (Tukwila)	All participating students	0%	17%	25%	33%	42%	50%
	American Indian or Alaskan Native	0%	17%	25%	33%	42%	50%
	Asian	0%	17%	25%	33%	42%	50%
	Pacific Islander	0%	17%	25%	33%	42%	50%
	Black	0%	17%	25%	33%	42%	50%
	Hispanic	0%	17%	25%	33%	42%	50%
	White	0%	17%	25%	33%	42%	50%
	Two or More Races	0%	17%	25%	33%	42%	50%

Performance Measure	Subgroup	Baseline SY 2010-2011	SY 2012- 2013	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	ELL	0%	17%	25%	33%	42%	50%
	Special Education	22%	35%	41%	48%	54%	61%
	Free or Reduced Price Lunch	22%	35%	41%	48%	54%	61%