

STUDENT ACHIEVEMENT INITIATIVE 3.0: A POLICY FOCUS ON EQUITY

Introduction

The Student Achievement Initiative (SAI) is the guiding framework for the Washington state community and technical college system's goals for student success. SAI emphasizes student momentum for college success by both building college readiness (such as basic skills gains and completion of precollege education, sometimes known as developmental education) and earning college credits, including college math and English. In this way, SAI captures critical educational gains made by all students, from those who come in the least prepared to those who are college ready. This progressive continuum of points recognizes the system's strategic goal of increased educational attainment for all residents by supporting the key milestones that students make along the way to completion, as well as completion.

SAI has been the performance-based funding (PBF) system for the community and technical colleges since 2006. The system underwent reviews in 2012 and 2016, following national experts' recommendations for continuous evaluation of PBF systems to ensure its overall goals and principles are being met and to incorporate best practices. In each review, a system-wide group of stakeholders came together to evaluate the goals and principles behind SAI and analyzed data to ensure the outcomes were aligned with those priorities.

In the 2012 review, the growing national spotlight on higher education outcomes through the Completion Agenda raised the need to focus on credential completion. However, to meet the policy goals of serving historically underserved students, extra incentives were built in for students beginning in basic skills and precollege in order to support students with a long path ahead of them to completion. Another area of increased focus was the second year of college, with new milestones added for retention and moving along a specific pathway (45 credits) towards an academic transfer or professional-technical degree program.

In the 2016 review, new guiding principles were established that reflected a focus on college-level credit accrual leading to credential attainment and closing equity gaps for historically underserved students. The review included an analysis of student outcomes with the goal of identifying group differences and how revisions might aid student populations who are falling behind. The results reiterated that basic education students, low-income students, and historically underserved students of color (American Indian, Black/African American, Hispanic, and Pacific Islander) were attaining college level credits and degree completions at a lower rate. The exception was in certificate attainment, where students of color tend to achieve at a higher rate compared to their makeup in the student population.

Based on that analysis, the SAI framework was revised to emphasize success in transitioning from basic

skills and precollege to college-level, college English/Communication attainment, and retention and completion for historically underserved students. These changes included additional weighting of the milestones for the first 15 college-level credits and degree and apprenticeship attainment, a new 6 credit transition milestone for basic education students, a de-emphasis on precollege course completion and a new emphasis on English/Communication college-level attainment. The draft new framework and milestones were tested to ensure the new equity principle was being met. The analysis revealed a conflict between the new emphasis on college-level milestones and the focus on underserved students to where colleges with high numbers of the best prepared students (primarily dual enrollment/Running Start) were benefitting the most from the changes. As a result, all dual enrollment and other non-state funded students were removed from the SAI framework to create more parity for colleges with a greater share of underprepared students. The 2016 revisions to the SAI milestones became effective as of the 2017-18 year.¹

The remainder of this paper is organized into three main sections. The first section provides a five-year summary of the key milestone areas from SAI 2.0 that influenced revisions for 3.0 and highlights colleges who have made the highest gains in each area. The second section analyzes the outcomes from the changes made in SAI 3.0 to focus on equity, henceforth referred to as “equity points.” This analysis studies the number and proportion of equity points earned over a three-year time period and highlights the top five colleges who have made the most gains. The third section focuses on outcomes for the Basic Education for Adults population and again highlights colleges whose populations are making the most gains in college-level progression and earning the most equity points in the system.

Student Achievement Initiative (SAI) 2.0: 5-year summary

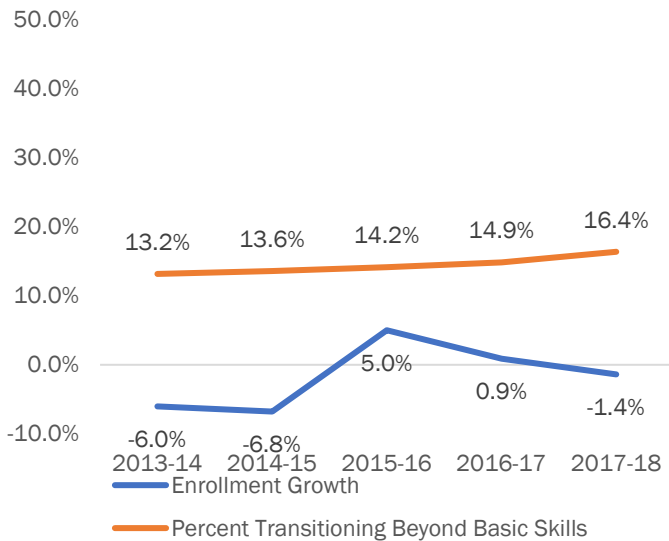
Basic Education for Adults (BEa) transition

The focus on basic education student transition into college-level courses has increased significantly since the inception of SAI. Major policy changes over time, such as new requirements in the Workforce Innovation and Opportunity Act (WIOA), have made transition one of the most critical success metrics for the population. Each revision of SAI has reflected the importance of this metric by creating targeted focus areas within the framework. In 2012 a greater incentive was placed on supporting BEa students through to college-level by giving an extra achievement point for each milestone they achieve beyond basic skills.

The percentage of basic education students who move on to further precollege and college coursework has increased about three percentage points over the past five years. The increase has happened while the overall number of students enrolled in basic skills coursework has decreased from about 51,000 in 2013-14 to 47,800 in 2017-18, or about six percent (Figure 1). Colleges showing the highest growth in this metric include Skagit Valley College, Spokane Community Colleges, and Centralia College.

¹ For more detail about the advisory committee work and findings see [Research Brief 18-4](#)

Figure 1. Current or prior basic education students transitioning beyond basic skills



Precollege to college-level transition

The precollege component of the community and technical college system has undergone the most transformative reform over the past 10+ years with SAI. Much research has demonstrated the challenges associated to long precollege sequences and students' ability to continue successfully through to college-credits. Colleges have implemented significant changes in this area by improving placement practices, offering accelerated/competency-based course models, shortening their precollege sequences, and providing college-level courses with supports (co-requisite). These efforts can be considered the earliest work of the Guided Pathways efforts and

were a major factor in the pilot college selection process for the College Spark Washington grants. Due in part to this work, significantly fewer students each year are enrolling in precollege math and English. Therefore, the definitions of the precollege milestones within SAI also have changed over time to reflect the new realities of the precollege education experience.

In precollege English, enrollment declined a total of 40 percent between 2013-14 and 2017-18. This is due, in part, to colleges shortening the precollege sequence from an average of 2.5 classes to 2.2. The percentage of students completing their precollege sequence has remained flat over that period, at about 64 percent. The percentage completing precollege and college-level English has increased from 31 to 36 percent since 2013-14. Colleges showing the most growth in this area over the past five years include Clover Park Technical College, Seattle North and South, South Puget Sound Community College, Whatcom, and Wenatchee Valley.

Precollege math shows a similar declining enrollment pattern to English and the average number of courses in the precollege sequence dropped from 3.4 in 2013-14 to 2.9 in 2017-18. The percentage of students who successfully complete precollege math has increased significantly (10 percentage points) as has the number of precollege students going on to complete their college-level math requirement (5 percentage points). While the system-wide percentage of students completing college-level math only increased from 14 to 16 percent, the population coming from precollege has contributed significantly to that. This represents a positive reflection of colleges' efforts in reforming precollege education to move students more quickly through to the college-level and increasing overall attainment. Colleges showing the most growth in this area over the past five years include Clover Park Technical College, Big Bend, Spokane Community Colleges, and Centralia College.

Figure 2. Precollege to college-level English/Communication

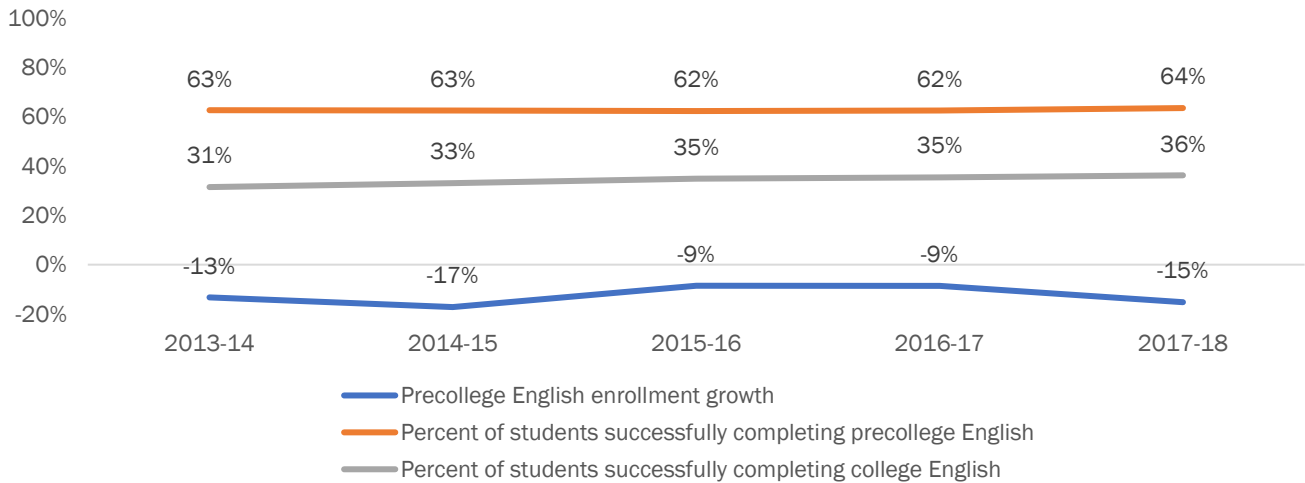
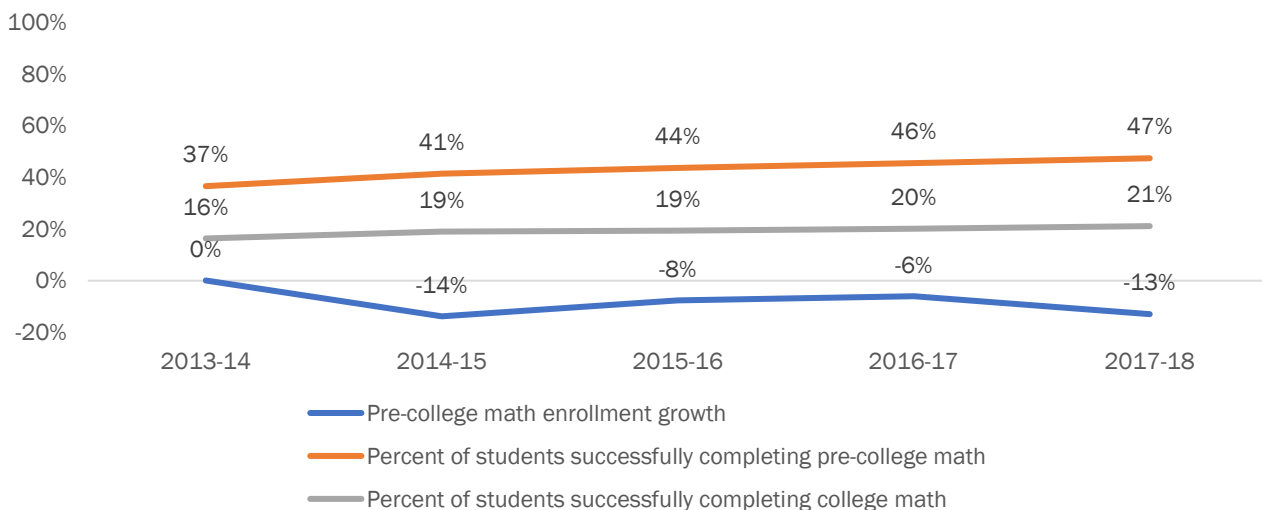


Figure 3. Precollege to college-level math



Second year retention and 45 credits in a pathway

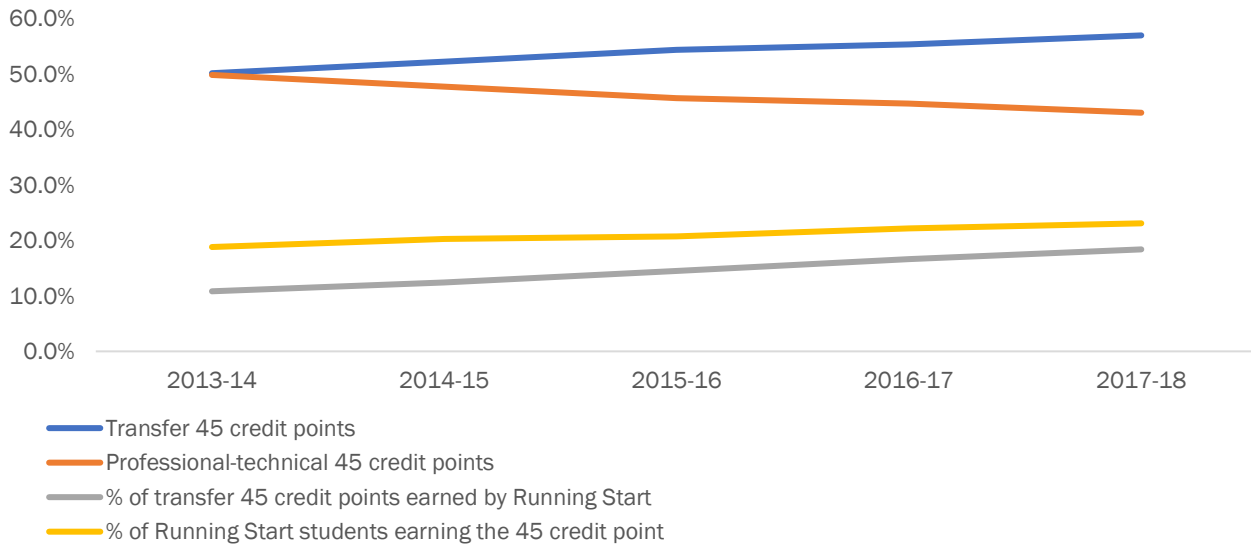
Resulting from the 2012 review, a new milestone for completing 45 credits of coursework in either a professional-technical (Workforce) or academic transfer pathway was added to the SAI framework. A retention point also was added to put a greater focus on the second year. Evaluation of student progression in these two areas between 2013-14 and 2017-18 indicates a small change of about one percent more students completing the 45-credit milestone.

One finding of note is there has been a significant shift in the type of 45 credit milestone achieved. In 2013-14, academic transfer and professional-technical pathways made up about 50 percent each of all 45 credit milestones achieved. In 2017-18, that had shifted to 57 percent academic transfer. A significant portion of this increase is due to a large increase in Running Start students in taking more credits progressively each year. In 2013-14 Running Start made up 11 percent of the 45 credit milestones earned while in 2017-18

this increased to 18 percent. In 2013-14 19 percent of all Running Start students achieved the milestone which increased to 23 percent in 2017-18.

This pattern reinforces the findings from the 2016 review which showed the most prepared students were continuing to demonstrate positive gains. To keep a close eye on the equity gap it is critical to continue to disaggregate these kinds of outcomes to see how changes in student success policy might be impacting the students in the focus populations.

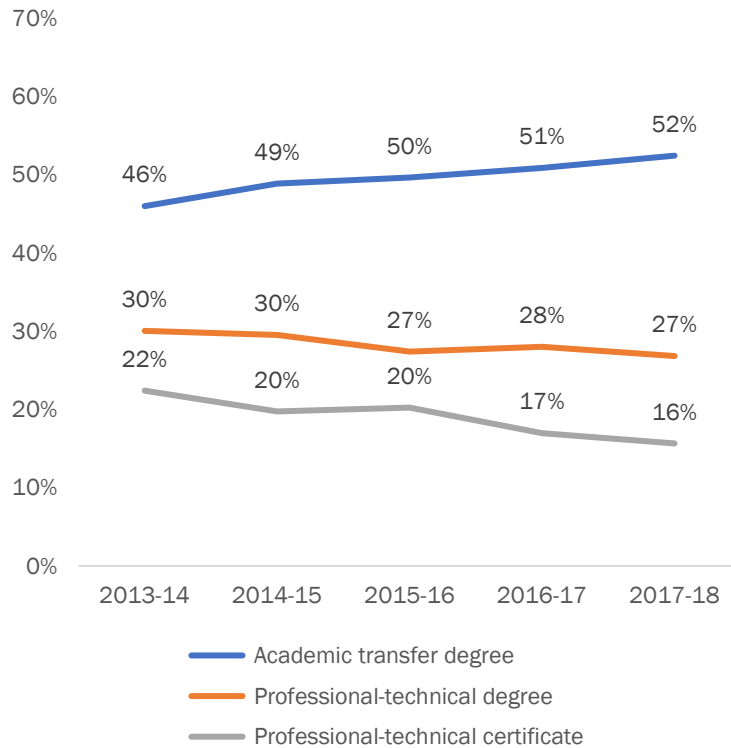
Figure 4. 45 credit milestone in pathways



Credential completion

Similar to the pattern in 45 credit attainment, the overall total number of credential completions counted within SAI remained relatively consistent between 2013-14 and 2017-18. However, there has been a marked shift in the highest credential earned. Academic transfer associate degrees increased 16 percent while certificates and professional-technical associate degrees decreased (29 and 9 percent, respectively) (Figure 5). As noted in the previous section, increases in Running Start enrollments play a role in the rise in academic transfer degrees as many more of those students are staying through completion. Colleges showing the highest level of growth (25 percent) in degrees as the highest credential earned include Cascadia College, Grays Harbor College, Pierce District, and Skagit Valley College.

Figure 5. Credential completions: Highest attainment



Student Achievement Initiative (SAI) 3.0: Equity focus

As noted in the introduction, several changes were made to the SAI framework following the 5-year review that took place in 2016-17. The most significant was the addition of equity points for low-income and historically underserved students of color (HU-SOC). The decision behind the equity points derived from the principles for SAI which state:

- The initiative supports improved educational attainment for students, specifically degree and certificate completion.
- The initiative allows colleges flexibility and supports innovation to improve student achievement according to their local needs.
- The initiative accounts for opportunity gaps for underrepresented students and provides incentive for colleges to close the achievement gap.

For these specific populations, the additional point is awarded at completion of the first 15 college-level credits and completion of a degree or apprenticeship. BEdA students were already a focus population in SAI 2.0, receiving an extra point for every SAI point earned beyond basic skills. In 3.0, the same framework continues for BEdA students with the low-income and HU-SOC focus populations being additive for the two key milestones. This means that if a student began in Basic Skills and is also low-income and a HU student of color, they would receive 3 equity points at the completion of either 15-credit or completion milestone. The theory behind this model supports the principle of accounting for the opportunity gap in that colleges with a significant number of students from underserved populations need significant resources to best serve those students. The equity points also provide a framework for analysis to understand how well students who are eligible for equity points are achieving college success and which colleges are showing the highest growth in each milestone area.

Total equity points

As noted above, equity points are earned when a student who meets the criteria of HU-SOC, low-income, or BEdA achieves the 15-credit milestone as well as completion of a degree or apprenticeship. In addition, BEdA students earn an equity point for each of the other college-level milestones of 30 credits, 45 credits, college-level English and math, and certificate attainment. Therefore, the total number of equity points earned in a college in a given year are a function of two key things: the number of HU and BEdA students in the population, and those students' progression. The first analysis in this section calculates the total equity points by college, plus the percent of the college's total points that come from equity points, over a three-year time period. The purpose of this analysis is to gauge which colleges' points are most heavily impacted

by the policy of weighting the outcomes for HU student populations as well as to see changes over time. The results by college are reported in **Appendix A**.

The five colleges with the largest proportion of their total points made up from equity points are reported in Figure 6. These are a combination of small and medium-sized colleges, and each had a similar proportion of equity points at around 30 percent of the total points. Skagit Valley (a medium sized college) was the third highest in proportion of total and was also the college to show the largest gains in equity points over the three-year time period studied. Figure 7 shows the other top four colleges with these gains as Clover Park, Renton, Seattle North, and Spokane Falls. This basic analysis highlights the colleges where equity points are having the largest impact as well as where improvements are happening.

Figure 6. Total equity points and impact: Top five colleges

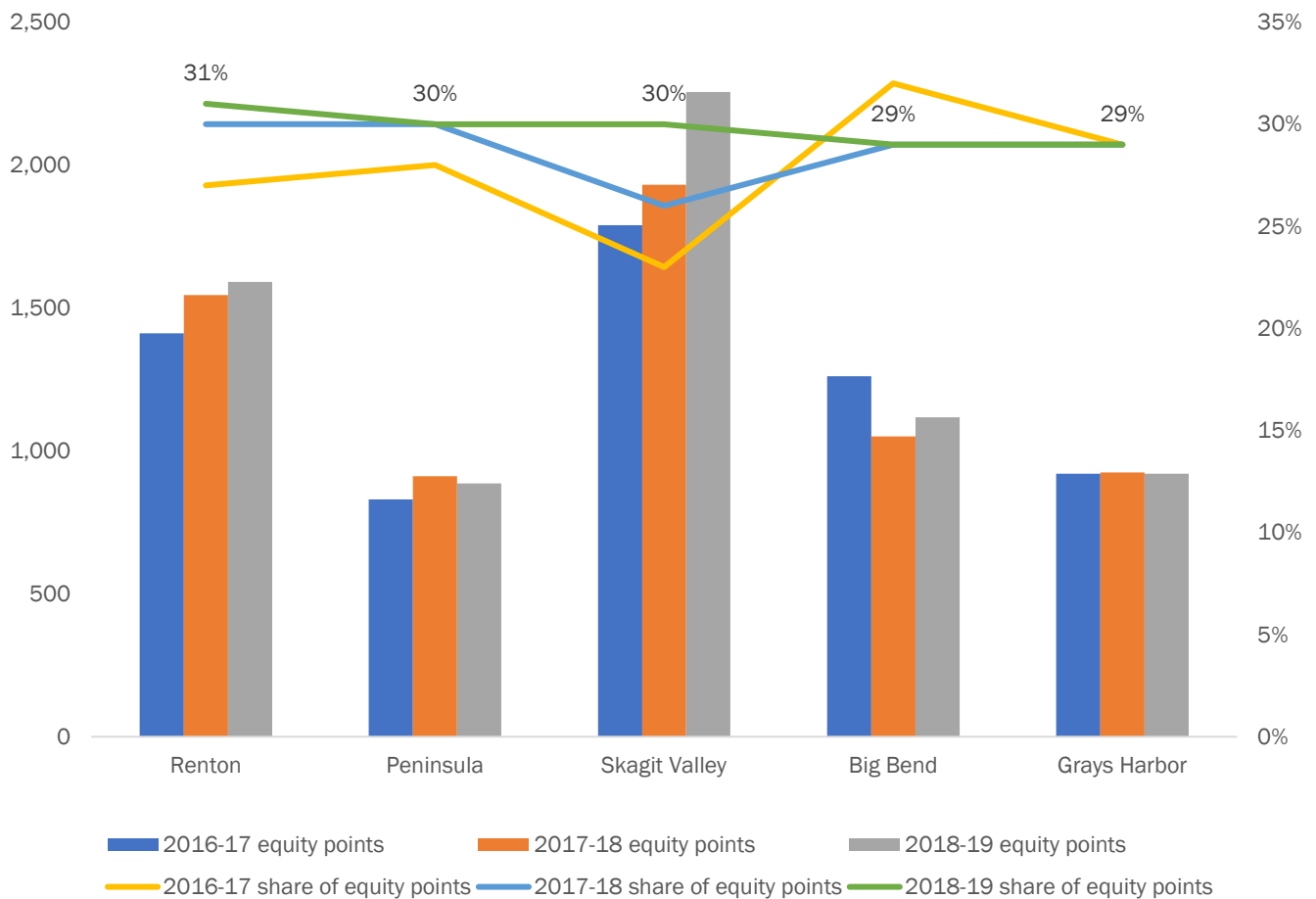
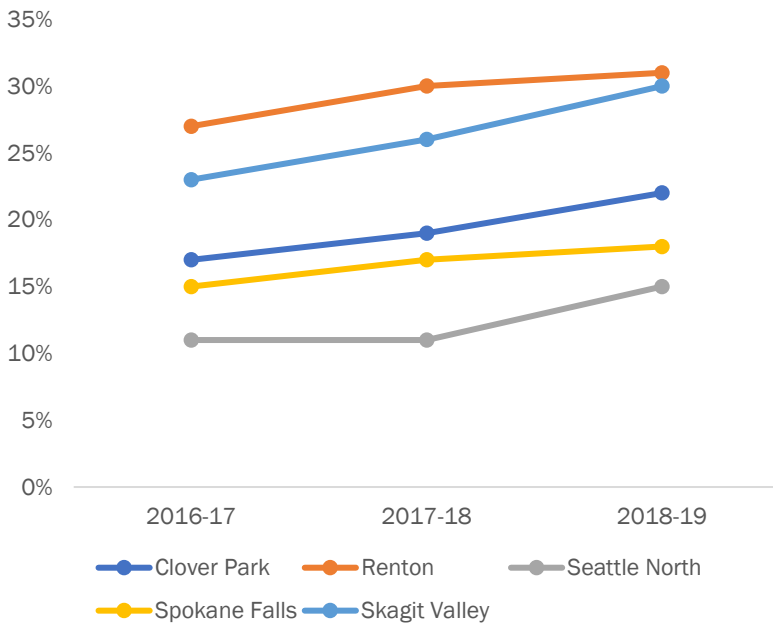


Figure 7. Share of equity points: Top five colleges with largest gain



First 15 college-level credits equity points

The next analysis looks specifically at the first 15 credit milestone, and the number of equity points earned by college as well as the percent of all 15 credit points that come from the equity focus. The data by college is displayed in **Appendix B**. Similar to the display for all equity points, Figure 8 shows the top five colleges based on share of total 15 college-level credit points that were equity points. In this view, Yakima Valley is the highest at 55 percent, and the number of equity points earned as a result of the first 15 milestone has increased the past three years. Yakima

has a relatively high number of students earning this point at nearly 1,500 in 2018-19. The next three colleges by way of proportion of equity points earned are smaller colleges (Big Bend, Grays Harbor, Wenatchee Valley) but with all showing around 50 percent equity points. Skagit Valley appears as the fifth college with share of equity points, and similar to previous analysis, shows substantial growth as of 2018-19. Figure 9 displays the five colleges with the largest growth in share of equity points within the first 15 credit milestone, where Skagit Valley is joined by Clover Park, Olympic, Renton, and North Seattle.

Figure 8. First 15 credits equity points and impact: Top five colleges

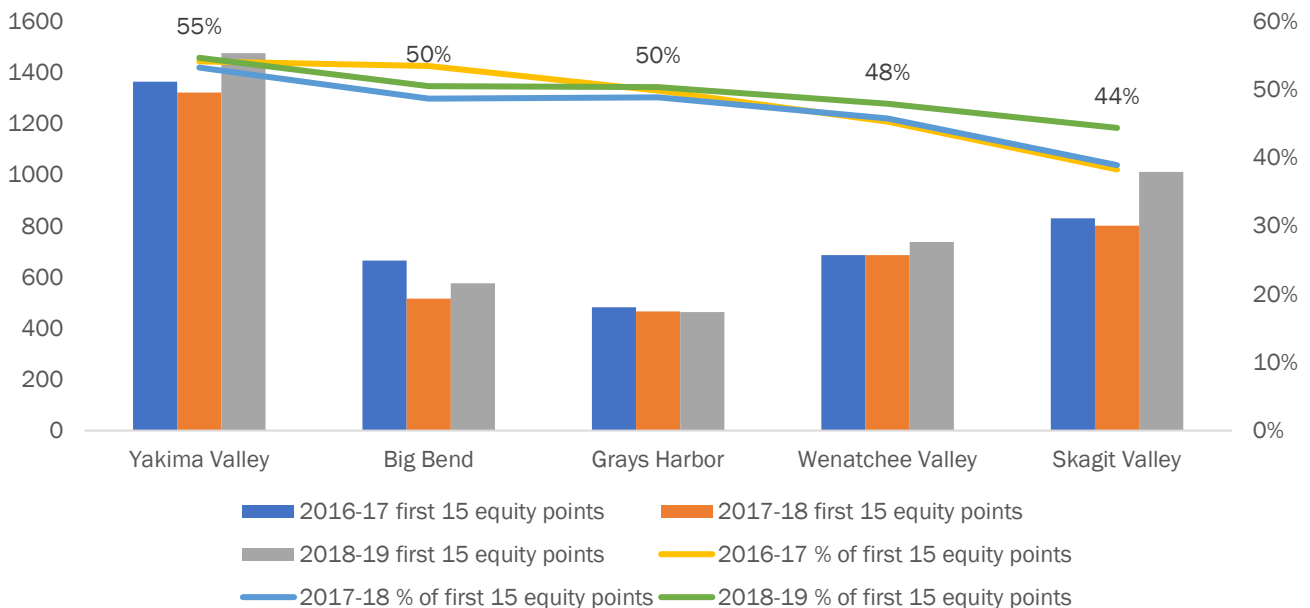
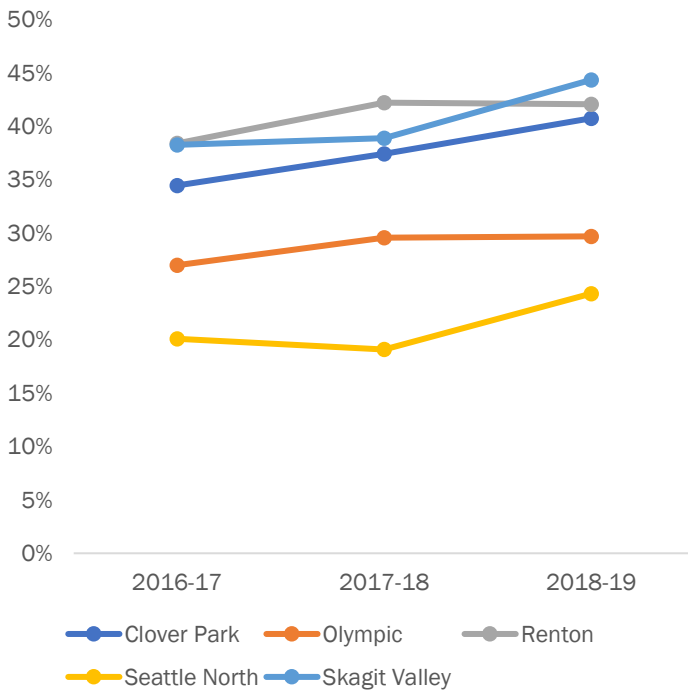


Figure 9. First 15 credits share of equity points: Top five colleges with largest gain



Completion equity points

The next analysis also evaluates the number of equity points and proportion of the whole that come from equity points, this time by the completion milestone. The makeup of equity points in this milestone is more varied than in the first 15 credit milestone because the criteria is different for the three groups. HU-students of color and low-income students earn one additional point for completion of a degree or apprenticeship. Basic education students also earn an additional point for those credentials, but they are also awarded an equity point for certificate completion. The data by college is displayed in **Appendix C**.

Similar to the previous displays, Figure 10 shows the top five colleges based on share of total completion points that were equity points. Yakima Valley is once again the highest with

nearly half of all completion points (49 percent) being equity points (over 800 in 2018-19). Yakima has a relatively high number of students earning this point at nearly 1,500 in 2018-19. The next four colleges by way of proportion of equity points earned are smaller colleges (Big Bend, Grays Harbor, Peninsula, and Wenatchee Valley) with each above 40 percent of completion points being equity points. Figure 11 displays the five colleges with the largest growth in share of completion equity points, where Yakima Valley appears at the top, followed by Centralia, Skagit Valley, Spokane Community College, and North Seattle.

Figure 10. Completion equity points and impact: Top five colleges

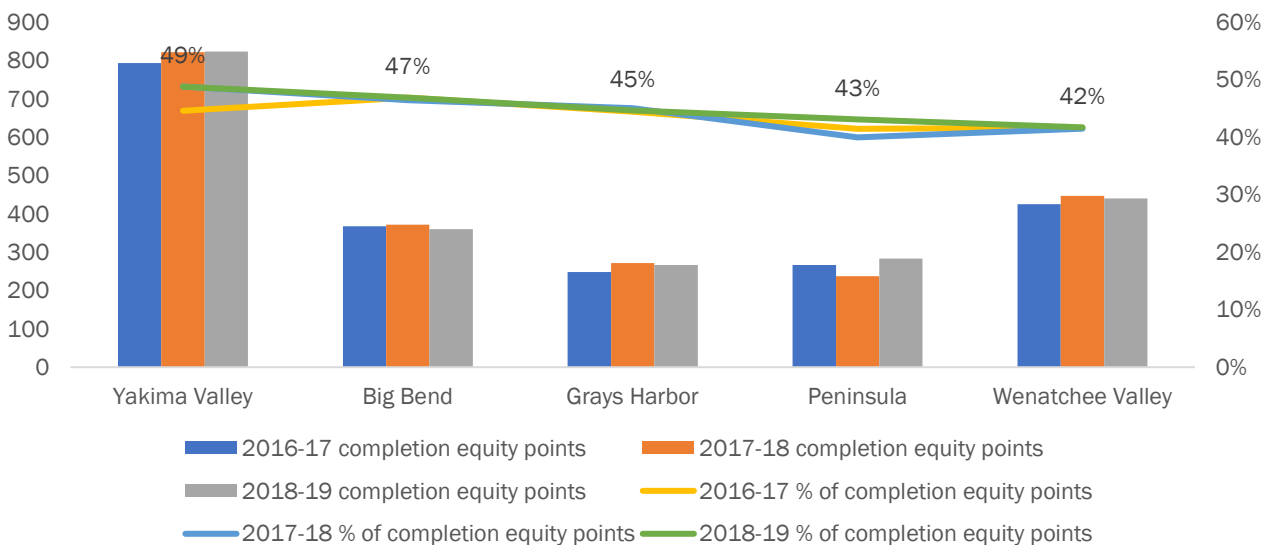
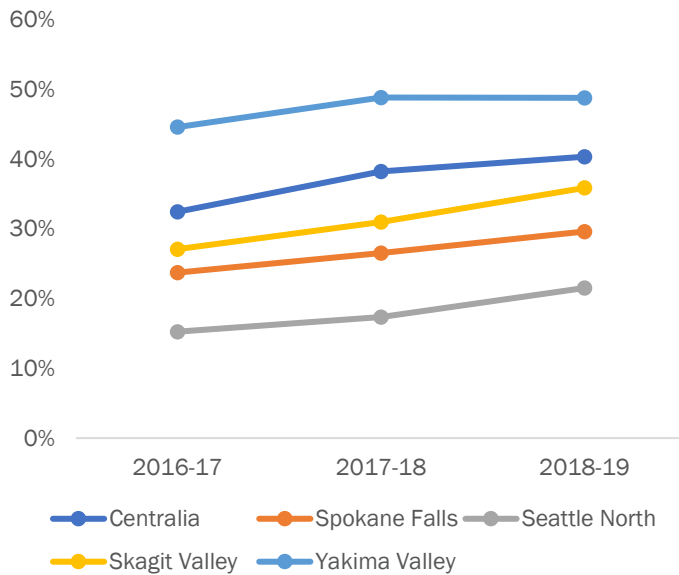


Figure 11. Completion share of equity points: Top five colleges with largest gain



Hispanic/Latino student equity points

The final analysis in this section evaluates the number of equity points and proportion of the whole that come from students who identify as Hispanic/Latino. Intentional focus on this demographic is important for a couple of reasons. First, demographic patterns have shown this group to be the one with the most growth in the past few years; in fact, in some areas it is the only group that is growing. Second, the analysis from the SAI advisory committee in 2017 revealed a significant number of Hispanic/Latino students who exit college before meeting the first 15 credit milestone. The equity point was established at

this point due in large part to this finding in order to reinforce and support the importance of this matriculation milestone. The data by college is displayed in **Appendix D**.

Figure 12 shows the top five colleges based on share of total equity points that were earned by Hispanic/Latino students. All five colleges are located on the east side of the state, which matches the demographic makeup of the student populations. Yakima Valley is again the highest with over 80 percent of all equity points earned by Hispanic/Latino students. Yakima has a high volume of Hispanic/Latino students earning points (around 1,900 in 2018-19), and has increased over the 3-year time period. The next three colleges by way of proportion of equity points earned by Hispanic/Latino students are Columbia Basin (80 percent), Wenatchee Valley (72 percent), and Big Bend (70 percent). Walla Walla is the 5th highest college in the system for proportionality, but the percentage drops to 53 percent of the college total in comparison.

Figure 13 displays the five colleges with the largest growth in share of completion equity points, where the findings are different than the previous graph. The proportionality is quite similar for the five, with Grays Harbor, Green River, and Shoreline all showing about six percentage points increase in the three-year time period. Big Bend and Yakima, both with significantly higher proportions of equity points earned by these students, showed five percentage point increases.

Figure 12. Equity points earned by Hispanic/Latino students and impact: Top five colleges

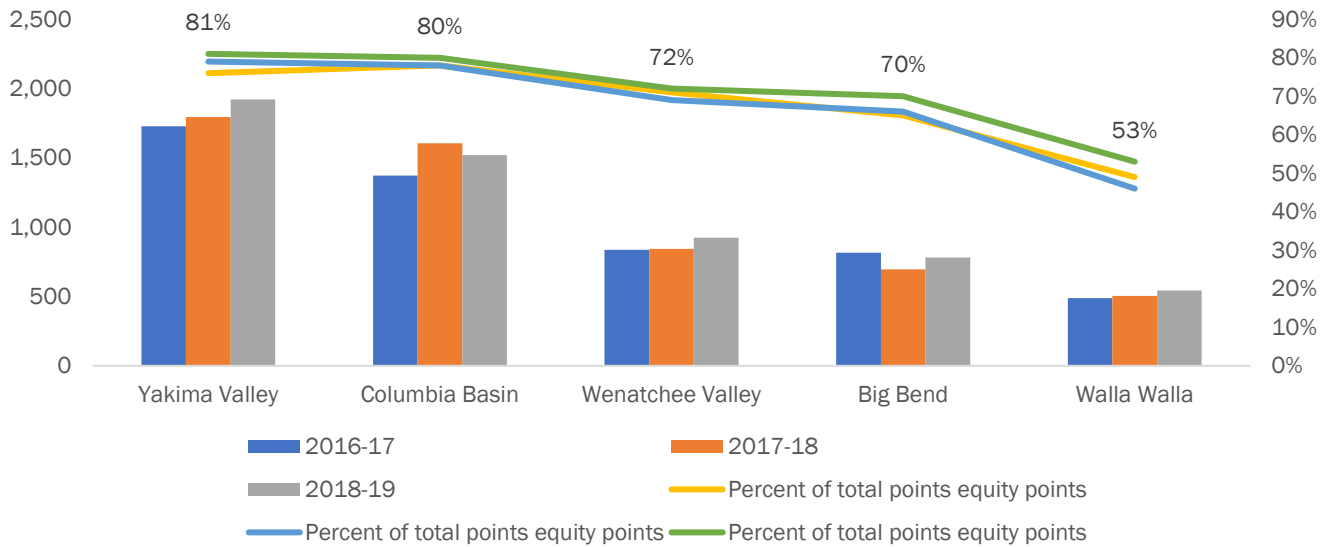
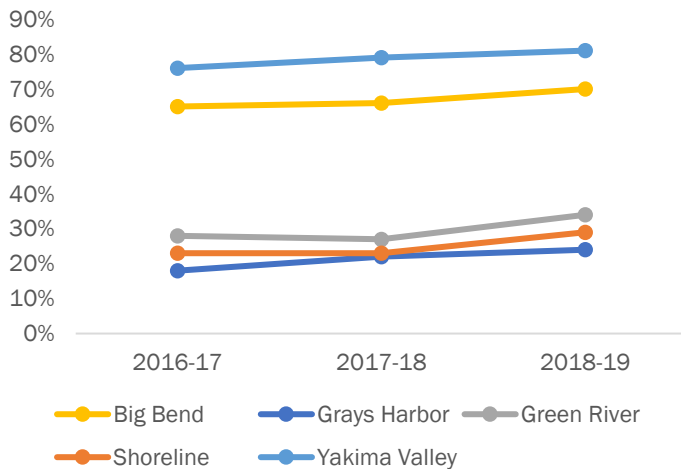


Figure 13. Share of equity points by Hispanic/Latino students: Top five colleges with largest gain



Basic Education for Adults: Focus population

Students who attend classes for basic education have a prominent role in within SAI framework. Per the guiding principles, academic momentum begins with building skills towards readiness for college. The five -year reviews that took place in 2012 and 2017 highlighted how well the framework was working to incentivize colleges to support moving BEdA students through college milestones and on to completion. The 2012 review revealed that

there was not enough focus, which is where the first equity point was born that awarded the additional point for any milestone achieved beyond basic skills.

The 2017 review (which included the revision to the principles for further emphasis on completions and equity) also considered the legislative purpose of WIOA, which is to, “increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for the employment, education, training and support services they need to succeed in the labor market.” WIOA requires Title II (basic skills) to implement pathways for adults that allow them the opportunity to develop the skills needed to secure a living-wage job while providing access to programming that allows individuals to attain a secondary school diploma and transition to postsecondary education and training through the implementation of career pathways that lead to certificates and degrees in high demand, living-wage employment. In addition to federal level gains and focus on college-programming leading to living-wage

employment, WIOA requires attention be given to reducing the barriers to employment for underrepresented populations and the basic skills and equity points address this by providing incentives to move basic skills students to college-level programming and meaningful completions. As a result, there is less emphasis on basic skills gains in SAI 3.0 and more weight on college-level credit attainment and completion. However, on the whole, the framework is still designed to weight BEdA students with the highest possibility of point gain. The model is designed (per best practices in performance-based funding) to recognize the level of support students starting in basic education need and provide financial support to colleges.

This section evaluates a couple different data points to understand BEdA student performance in SAI and the role of equity points. The first set is the same analysis as conducted in the previous section, which studies the equity points earned by BEdA students by college and highlights the five with the most growth in impact over a three-year time period. The data by college is available in **Appendix E**. Figure 14 displays the five colleges with the largest share of total equity points that were earned by BEdA students as of 2018-19. In this look, Renton Technical College is the highest with nearly three-quarters of equity points for the college (72 percent) earned by BEdA students. This is significant for the college in that their BEdA students earned over 1,100 equity points in that year, a number which has increased over the three-year time period. The next highest colleges by way of share of equity points earned by BEdA students are Spokane Community College, Peninsula College, Skagit Valley College, and Bellingham Technical College. Of these four, Spokane has a substantially high number of equity points earned by BEdA students (2,224) in 2018-19), which is about 65 percent more than the next closest college (Skagit Valley at 1,449 in 2018-19).

Figure 15 displays the five colleges with the largest growth in share of equity points earned by BEdA students, where the findings highlight some different colleges than the previous graph. In this view, Everett Community College appears at the top having increased the share of equity points earned by BEdA students nearly 20 percentage points in the three-year time period. The next four colleges showed significant increases as well with Clover Park Technical College at 18 percent, Seattle North at 13 percent, Highline College at 12 percent, and Spokane Falls Community College at 11 percent.

Figure 14. Equity points earned by BEdA students and impact: Top five colleges

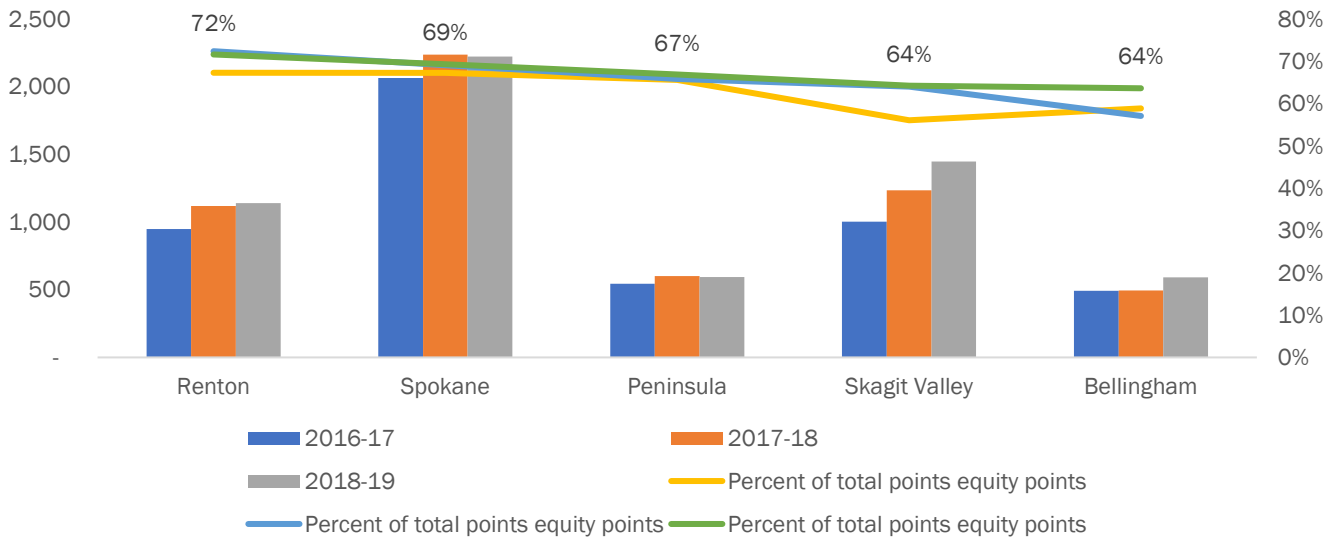
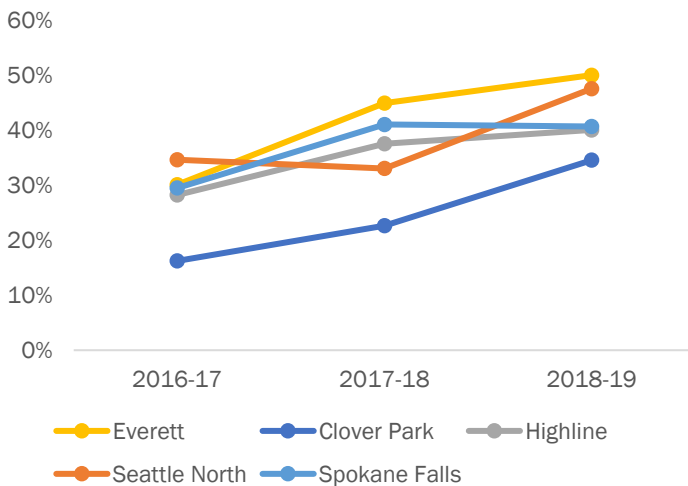


Figure 15. Share of equity points by BEdA students: Top five colleges with largest gain



The second set of analysis to understand BEdA student progression and impact is a calculation of the total points earned by BEdA students as a function of the size of the BEdA mission at each college. The context of mission size is important because just looking at total points earned by BEdA students (a common question), does not explain the different levels of progression. The display in Figure 16 represents the difference (or gap) between two measures.

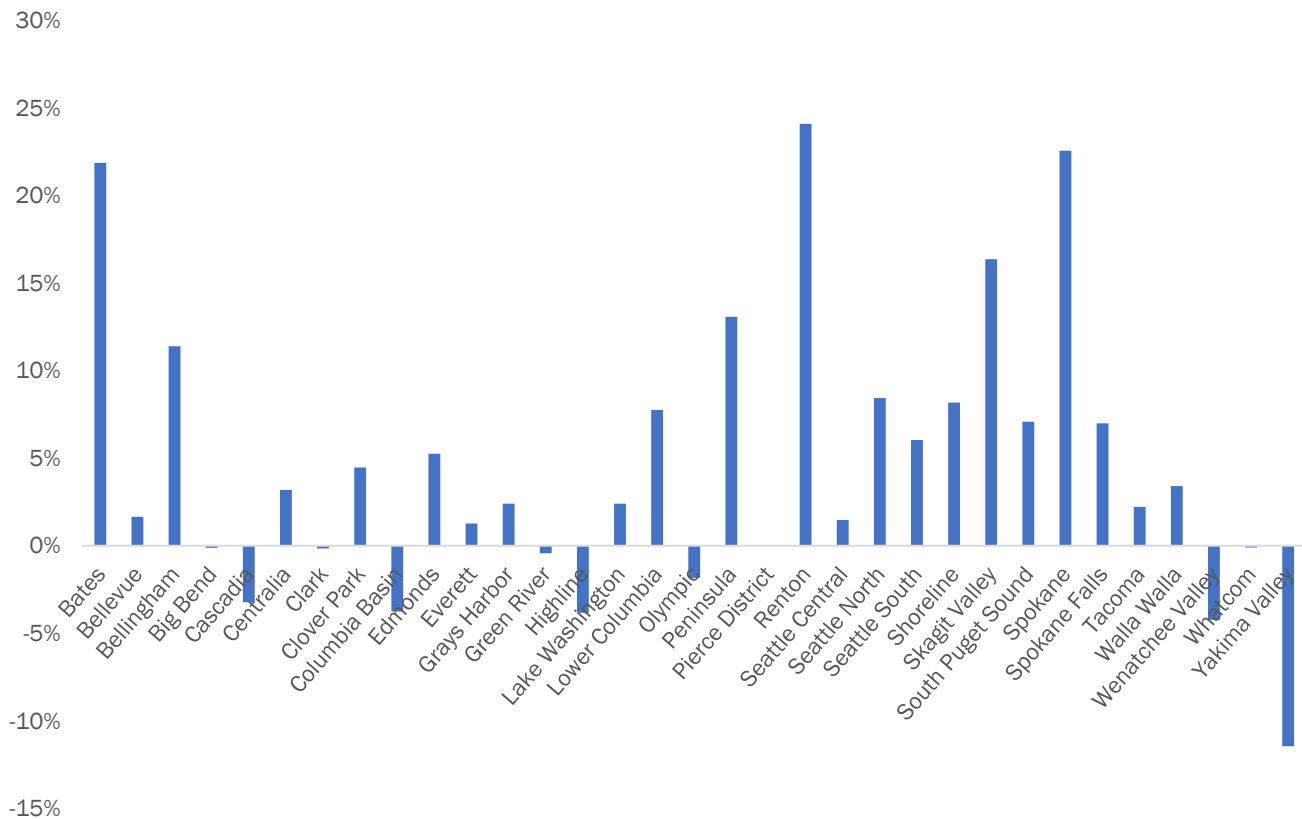
The first measure is the percent of a college's total points that are earned by BEdA students, and the second measure is the percent of the

college's total headcount that BEdA represents. The number displayed is the difference between these two measures. Using Bates Technical College as an example, their share of points earned by BEdA students was 33 percent and share of headcount that is BEdA students is 11 percent. The difference between these numbers is 22 percent, which is displayed on the chart. Colleges whose BEdA students earn a higher proportion of the college's total points than their proportion of headcount appear above zero, while those whose BEdA students earn less than the headcount proportion appear below zero. The top five colleges with the highest percentage of points earned above and beyond headcount proportion are Renton (24 percent), Spokane² (23 percent), Bates (22 percent), Skagit Valley (16 percent), and Peninsula (13 percent). The point

² While all basic education classes are delivered at Spokane Falls Community College, students may earn equity points while participating at either college in the Spokane District.

totals represent all points earned, including the additional equity points if BEdA students are also low-income or an HU-SOC. This means colleges with a high positive number could be either doing well with getting BEdA students through multiple milestones, have larger numbers of HU-SOC or low-income students, or a combination of both. Colleges showing a negative number should look carefully at their BEdA student population to understand where progress may be stuck.

Figure 16. Basic education for adults: Gap between share of headcount and share of points

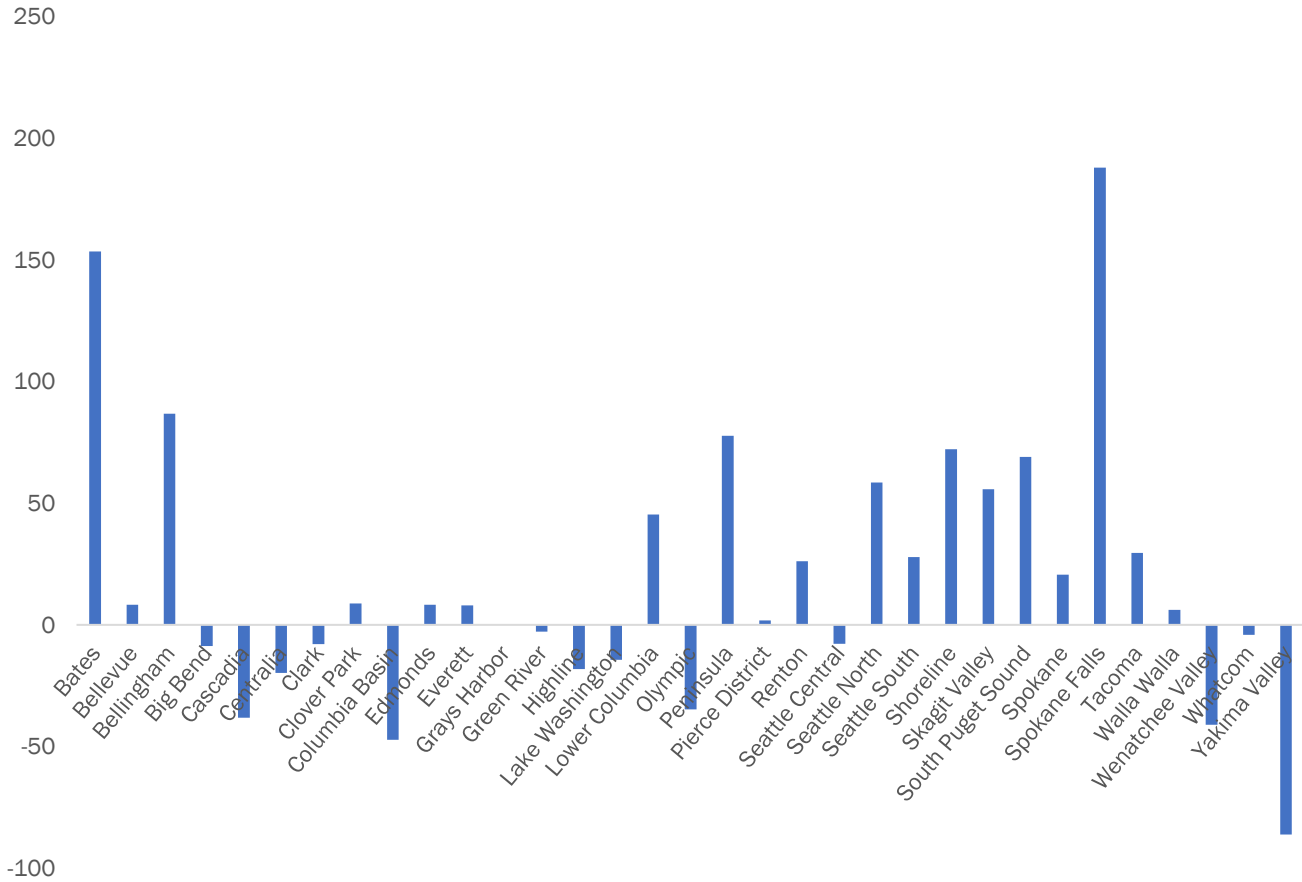


The final set of analysis for BEdA is similar but evaluates the measure of **points per student (PPS)**. As described above, BEdA students have the highest possible point total opportunity than any other student attending the college. This is because BEdA students are the only ones eligible to earn basic skills points, plus they are the only group who can earn the full range of equity points possible (BEdA, low-income, and HU-SOC). Therefore, the average PPS value for BEdA students should be higher than the college average total, if those students are in fact making gains and achieving milestones within the SAI framework.

Figure 17 shows the difference between the PPS values for the college as a whole and for BEdA students alone. The five colleges where BEdA students have the larger PPS values than the college total are Spokane Falls, Bates, Bellingham Technical College, Peninsula, and Shoreline Community College. Colleges whose BEdA PPS values fall below the college total should evaluate this mission area carefully to understand the reason for the gap. While not described in depth in this paper, another reason PPS is particularly important is it is worth 40 percent of the 45 million allocation portion of SAI. From the college's financial perspective, PPS is where the SAI framework helps to align financial resources with the outcomes of students, bolstered

by equity points in BEdA, HU-SOC, and low-income. Improving PPS, particularly for those colleges with significant proportions of these students yields more funding to continue to close equity gaps.

Figure 17. Basic education for adults: Points per student comparison



Summary and next steps

This paper was constructed to evaluate several concepts related to the Student Achievement Initiative (SAI). First, a summary of SAI 2.0 provided a roadmap to the outcomes of the policies adopted in 2012. It showed which colleges have made the most gains during that time. This meets one intended goal of SAI as a student success framework for colleges to understand how students are doing and where there continue to be gaps. The ongoing evaluation of outcomes also provides a strategic direction to policy revision to meet the principles and education landscape of current times. In 2016, the most significant policy principles for the system were focus on credential completions and equity. The second part of the analysis, which is the first for SAI under the 3.0 model, highlighted a few key concepts. First, it evaluated the newly established equity points as a function of the total points within a college. This allows for an understanding of how much of an impact the equity points have on different colleges from a total point perspective. Equity points generated by college represent both the demographic makeup of the institution and progression by those students. This is evident in looking at the five colleges with the highest proportion of equity points, in that most of them serve a diverse population.

However, an important aspect about the equity points is they are only awarded when students reach the milestone. Some performance-based funding model designs in other states award points or provide weight simply for the makeup of the student population, without tying the award to outcome achievement. The equity points in SAI are also duplicative for students who are in multiple focus population groups. This is critically important in understanding the impact of basic education students on a college's overall point generation and ultimately their potential funding impact. Basic education students are the only group who continue to earn an equity point for every college-level milestone reached. If a BEdA student is also low-income and a member of a historically underserved race or ethnicity, they will earn the most points of any other type of student. This was highlighted in the third analysis that assessed the total contribution of basic skills equity points to the college total. This is the ultimate design of performance-based funding with an equity focus. Recognizing that significant resources are needed to help students from underserved backgrounds succeed, it is intended to provide the greatest incentive for serving students from underserved populations by weighting outcomes to provide more funding. In addition to highlighting the current makeup of basic skills point contributions, this analysis also provides insight for where more work is needed.

While SAI has been the student success framework for over 10 years now, the system has been working on a Guided Pathways model in the colleges for the past four years. The student success framework and milestones in SAI are the same as those for evaluating Guided Pathways outcomes; however, the Guided Pathways focus is more on "first-time ever in college" cohorts. The milestones are the same (first 15, 30, 45 credits, math and English, etc.), but the first-time in college cohort puts all students at the start line together in order to best track effectiveness of the Guided Pathways essential practices over time. The other difference between SAI and Guided Pathways is time-based milestone achievement. Research has shown that it is not impactful enough to just attain 15 credits for example, but that it needs to be done in a timely manner to have the best chance of impacting final success in credential completion.

The colleges highlighted in this report as making gains over the past few years with closing equity gaps are also showing gains in the Guided Pathways metrics³. Skagit Valley appeared in several of the metrics as in the top five, and can be seen making gains with closing gaps for their first-time ever in college cohorts in Guided Pathways analysis as well. Yakima Valley appeared in the top colleges with respect to SAI equity points growth in first 15 credits and completions, and their outcomes in Guided Pathways show similar progress in closing gaps and higher than system-level rates in both of these areas as well. Wenatchee Valley College is one of the top colleges for total equity points earned by Hispanic/Latino students, a number which has increased substantially the past three years. A similar result appears in the Guided Pathways metric of 15 credits in the first year where the percent of first-time ever in college students meeting this outcome increased from 52 percent in the 2017 cohort to 66 percent in the 2018 cohort, which exceeded that of white students.

The next steps for research in this area include a continuous evaluation and conversation with colleges about what the data is showing and integration of qualitative data that highlights what colleges are doing to achieve these results. The SBCTC policy research department will continue studying the Guided Pathways outcomes at a deeper level to understand if the observed differences are significant at a statistical level in order to provide more information about real change in closing equity gaps. Finally, at the conclusion of the

³ SBCTC policy research [First-Time Entering Student Outcomes dashboard](#) (college access only) is the primary data tool for assessing Guided Pathways

2020-21 academic year, there will be a fiscal analysis to assess how improvements in SAI 3.0 performance funding metrics have an impact on the college's allocation outcomes.

Attached:

- Appendix A: Total equity points by college
- Appendix B: First 15 credits equity points by college
- Appendix C: Completion equity points by college
- Appendix D: Equity points by Hispanic/Latino students by college
- Appendix E: Equity points by BEdA students by college

Appendix A: Total equity points by college

	2016-17 total equity points	2017-18 total equity points	2018-19 total equity points	2016-17 % of total equity points	2017-18 % of total equity points	2018-19 % of total equity points
Bates	1,833	1,857	1,662	31%	28%	26%
Bellevue	1,461	1,286	1,280	10%	10%	10%
Bellingham	835	865	930	19%	19%	21%
Big Bend	1,261	1,051	1,118	32%	29%	29%
Cascadia	262	262	324	7%	7%	9%
Centralia	950	951	893	24%	23%	23%
Clark	1,513	1,409	1,536	14%	13%	14%
Clover Park	1,082	1,233	1,630	17%	19%	22%
Columbia Basin	1,769	2,062	1,905	21%	23%	21%
Edmonds	1,265	1,324	1,378	16%	17%	18%
Everett	1,287	1,436	1,475	14%	15%	16%
Grays Harbor	920	924	920	29%	29%	29%
Green River	1,506	1,470	1,478	16%	16%	16%
Highline	1,740	1,895	1,889	19%	21%	21%
Lake Washington	542	516	538	12%	11%	12%
Lower Columbia	999	962	1,047	23%	23%	25%
Olympic	1,032	1,131	1,108	11%	12%	12%
Peninsula	830	911	886	28%	30%	30%
Pierce District	2,149	2,223	2,389	17%	17%	19%
Renton	1,411	1,545	1,591	27%	30%	31%
Seattle Central	1,342	1,414	1,465	15%	16%	17%
Seattle North	744	695	886	11%	11%	15%
Seattle South	1,330	1,266	1,127	16%	17%	17%
Shoreline	1,161	1,086	1,082	16%	14%	15%
Skagit Valley	1,790	1,931	2,255	23%	26%	30%
South Puget Sound	1,193	1,153	1,434	17%	17%	19%
Spokane	3,069	3,240	3,206	25%	27%	27%
Spokane Falls	1,313	1,503	1,537	15%	17%	18%
Tacoma	1,647	1,515	1,509	17%	16%	17%
Walla Walla	999	1,106	1,034	19%	20%	21%
Wenatchee Valley	1,186	1,219	1,276	23%	24%	25%
Whatcom	702	737	679	12%	13%	13%
Yakima Valley	2,277	2,265	2,383	29%	28%	29%
System total	43,400	44,443	45,850	18%	19%	19%

Appendix B: First 15 credits equity points by college

	2016-17 first 15 equity points	2017-18 first 15 equity points	2018-19 first 15 equity points	2016-17 % of first 15 equity points	2017-18 % of first 15 equity points	2018-19 % of first 15 equity points
Bates	767	824	762	35%	33%	29%
Bellevue	958	790	776	23%	21%	22%
Bellingham	349	369	391	30%	31%	32%
Big Bend	664	515	575	53%	49%	50%
Cascadia	190	165	189	19%	18%	21%
Centralia	546	483	421	45%	42%	40%
Clark	849	741	822	29%	27%	30%
Clover Park	739	835	1,028	34%	37%	41%
Columbia Basin	1,106	1,379	1,306	41%	45%	43%
Edmonds	658	696	669	28%	30%	30%
Everett	779	793	770	30%	31%	31%
Grays Harbor	482	466	463	50%	49%	50%
Green River	847	805	780	34%	33%	32%
Highline	1,067	1,121	1,027	39%	41%	40%
Lake Washington	286	262	292	21%	20%	22%
Lower Columbia	469	461	466	40%	37%	40%
Olympic	626	718	724	27%	30%	30%
Peninsula	300	377	304	41%	44%	44%
Pierce District	1,402	1,366	1,453	36%	36%	39%
Renton	665	731	695	38%	42%	42%
Seattle Central	818	866	898	30%	31%	32%
Seattle North	471	430	522	20%	19%	24%
Seattle South	952	854	728	28%	29%	30%
Shoreline	609	547	556	26%	24%	26%
Skagit Valley	829	800	1,011	38%	39%	44%
South Puget Sound	612	591	701	31%	32%	34%
Spokane	1,318	1,328	1,241	38%	39%	39%
Spokane Falls	816	790	786	29%	30%	31%
Tacoma	1,009	955	877	34%	34%	34%
Walla Walla	507	511	520	35%	37%	38%
Wenatchee Valley	685	686	737	45%	46%	48%
Whatcom	428	394	375	26%	25%	26%
Yakima Valley	1,363	1,321	1,474	54%	53%	55%
System total	24,166	23,970	24,339	33%	34%	35%

Appendix C: Completion equity points by college

	2016-17 completion equity points	2017-18 completion equity points	2018-19 completion equity points	2016-17 % of completion equity points	2017-18 % of completion equity points	2018-19 % of completion equity points
Bates	386	366	350	40%	40%	37%
Bellevue	289	326	325	16%	16%	16%
Bellingham	210	233	180	25%	27%	23%
Big Bend	368	372	360	47%	46%	47%
Cascadia	48	77	84	13%	17%	17%
Centralia	242	309	369	32%	38%	40%
Clark	384	382	444	21%	20%	23%
Clover Park	258	238	347	24%	21%	28%
Columbia Basin	611	614	543	34%	36%	35%
Edmonds	213	197	217	19%	18%	21%
Everett	309	301	281	21%	21%	20%
Grays Harbor	248	272	267	44%	45%	45%
Green River	366	352	401	22%	22%	24%
Highline	432	413	442	30%	30%	31%
Lake Washington	127	110	123	16%	15%	16%
Lower Columbia	289	232	264	37%	36%	39%
Olympic	313	334	312	18%	19%	19%
Peninsula	267	237	283	41%	40%	43%
Pierce District	581	681	579	30%	32%	32%
Renton	305	265	325	27%	25%	29%
Seattle Central	244	263	271	23%	23%	25%
Seattle North	124	115	134	15%	17%	22%
Seattle South	218	217	215	27%	27%	26%
Shoreline	294	273	268	25%	23%	23%
Skagit Valley	345	397	450	27%	31%	36%
South Puget Sound	310	281	325	28%	27%	28%
Spokane	550	591	632	29%	30%	33%
Spokane Falls	273	336	371	24%	27%	30%
Tacoma	399	372	357	29%	29%	28%
Walla Walla	311	370	335	32%	35%	34%
Wenatchee Valley	425	447	440	42%	42%	42%
Whatcom	179	213	186	19%	22%	21%
Yakima Valley	793	822	823	45%	49%	49%
System total	10,711	11,008	11,303	28%	28%	29%

Appendix D: Equity points by Hispanic/Latino students by college

	2016-17 Hispanic/ Latino equity points	2017-18 Hispanic/ Latino equity points	2018-19 Hispanic/ Latino equity points	2016-17 % of equity points by Hispanic/ Latino	2017-18 % of equity points by Hispanic/ Latino	2018-19 % of equity points by Hispanic/ Latino
Bates	316	306	275	17%	16%	17%
Bellevue	589	536	573	40%	42%	45%
Bellingham	225	209	226	27%	24%	24%
Big Bend	816	695	780	65%	66%	70%
Cascadia	128	143	163	49%	55%	50%
Centralia	274	293	250	29%	31%	28%
Clark	505	529	514	33%	38%	33%
Clover Park	276	313	345	26%	25%	21%
Columbia Basin	1,371	1,605	1,519	78%	78%	80%
Edmonds	327	381	354	26%	29%	26%
Everett	438	510	479	34%	36%	32%
Grays Harbor	165	204	219	18%	22%	24%
Green River	427	403	509	28%	27%	34%
Highline	471	490	481	27%	26%	25%
Lake Washington	196	187	215	36%	36%	40%
Lower Columbia	210	202	226	21%	21%	22%
Olympic	276	322	318	27%	28%	29%
Peninsula	157	151	137	19%	17%	15%
Pierce District	659	779	803	31%	35%	34%
Renton	263	335	367	19%	22%	23%
Seattle Central	291	339	339	22%	24%	23%
Seattle North	206	225	230	28%	32%	26%
Seattle South	299	293	244	22%	23%	22%
Shoreline	272	251	310	23%	23%	29%
Skagit Valley	671	772	793	37%	40%	35%
South Puget Sound	354	347	401	30%	30%	28%
Spokane	304	338	400	10%	10%	12%
Spokane Falls	305	302	323	23%	20%	21%
Tacoma	426	389	409	26%	26%	27%
Walla Walla	489	504	543	49%	46%	53%
Wenatchee Valley	837	844	923	71%	69%	72%
Whatcom	318	321	295	45%	44%	43%
Yakima Valley	1,727	1,794	1,922	76%	79%	81%
System total	14,588	15,312	15,885	34%	34%	35%

Appendix E: Equity points by BEdA students by college

	2016-17 BEdA equity points	2017-18 BEdA equity points	2018-19 BEdA equity points	2016-17 % of equity points by BEdA	2017-18 % of equity points by BEdA	2018-19 % of equity points by BEdA
Bates	1,293	1,273	1,044	71%	69%	63%
Bellevue	332	287	297	23%	22%	23%
Bellingham	492	494	592	59%	57%	64%
Big Bend	564	367	443	45%	35%	40%
Cascadia	32	32	69	12%	12%	21%
Centralia	308	345	235	32%	36%	26%
Clark	503	469	509	33%	33%	33%
Clover Park	176	280	564	16%	23%	35%
Columbia Basin	139	170	140	8%	8%	7%
Edmonds	676	740	858	53%	56%	62%
Everett	388	646	739	30%	45%	50%
Grays Harbor	348	374	390	38%	40%	42%
Green River	538	587	527	36%	40%	36%
Highline	492	713	758	28%	38%	40%
Lake Washington	230	243	260	42%	47%	48%
Lower Columbia	461	463	584	46%	48%	56%
Olympic	157	145	139	15%	13%	13%
Peninsula	545	600	593	66%	66%	67%
Pierce District	330	358	621	15%	16%	26%
Renton	950	1,119	1,140	67%	72%	72%
Seattle Central	561	562	606	42%	40%	41%
Seattle North	258	230	422	35%	33%	48%
Seattle South	307	386	320	23%	30%	28%
Shoreline	634	578	565	55%	53%	52%
Skagit Valley	1,004	1,236	1,449	56%	64%	64%
South Puget Sound	459	446	650	38%	39%	45%
Spokane	2,066	2,239	2,224	67%	69%	69%
Spokane Falls	388	618	626	30%	41%	41%
Tacoma	427	353	443	26%	23%	29%
Walla Walla	334	445	419	33%	40%	41%
Wenatchee Valley	157	240	216	13%	20%	17%
Whatcom	187	193	194	27%	26%	29%
Yakima Valley	365	327	246	16%	14%	10%
System total	16,101	17,558	18,882	37%	40%	41%

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