

## **AAW Small Group Discussions on ESSB 5491 Indicators and Performance Goals**

From 10:30 a.m. to 11:30 a.m., AAW members will split into three small groups and discuss the indicators that are required by ESSB 5491. These groups include experts on the data that will be used for the indicators.

Groups will cover:

- WaKIDS and four-year adjusted cohort graduation;
- 8<sup>th</sup> grade reading and 4<sup>th</sup> grade math indicators;
- Percentage of high school graduates in postsecondary education, training, or employment, and remediation rates in college.

Four of the indicators – WaKIDS, graduation rate, 4<sup>th</sup> grade reading, and 8<sup>th</sup> grade math – use data that are specified in ESSB 5491. For those four indicators, the AAW discussion should revolve around how to set performance goals as required by ESSB 5491. The other two indicators – percentage of high school graduates in postsecondary education, training, or employment, and remediation rates in college – will rely on data that are less clearly described in the legislation and may require the collaboration between multiple agencies to prepare the data. In addition to the discussion of how to set performance goals for these indicators, AAW members should discuss the technical decisions that are outlined later in this document.

The feedback from these discussions will be self-reported by AAW members on forms that SBE staff will provide and SBE staff members will take notes of discussions at each group. The feedback from these small groups will be relayed to the board.

## ESSB 5491

**Section 2. The following statewide indicators of educational system health are established:**

**The percentage of students demonstrating the characteristics of entering kindergartners in all six (6) areas identified by the Washington kindergarten inventory of developing skills**

Percent of Students who Demonstrate Characteristics of Entering Kindergartners in Multiple Domains	Number	Percent
0 of 6 Domains	1,248	6.7%
1 of 6 Domains	1,476	7.9%
2 of 6 Domains	1,649	8.8%
3 of 6 Domains	1,791	9.5%
4 of 6 Domains	2,280	12.1%
5 of 6 Domains	3,339	17.8%
6 of 6 Domains	6,983	37.2%
<b>Total</b>	<b>18,766</b>	<b>100.0%</b>

Expert: Kathe Taylor, OSPI Director of Early Learning Assessment, WaKIDS  
360-725-6153 [kathe.taylor@k12.wa.us](mailto:kathe.taylor@k12.wa.us)

The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills can be found on the WaKIDS section of the OSPI Report Card that is available at:  
<http://reportcard.ospi.k12.wa.us/>

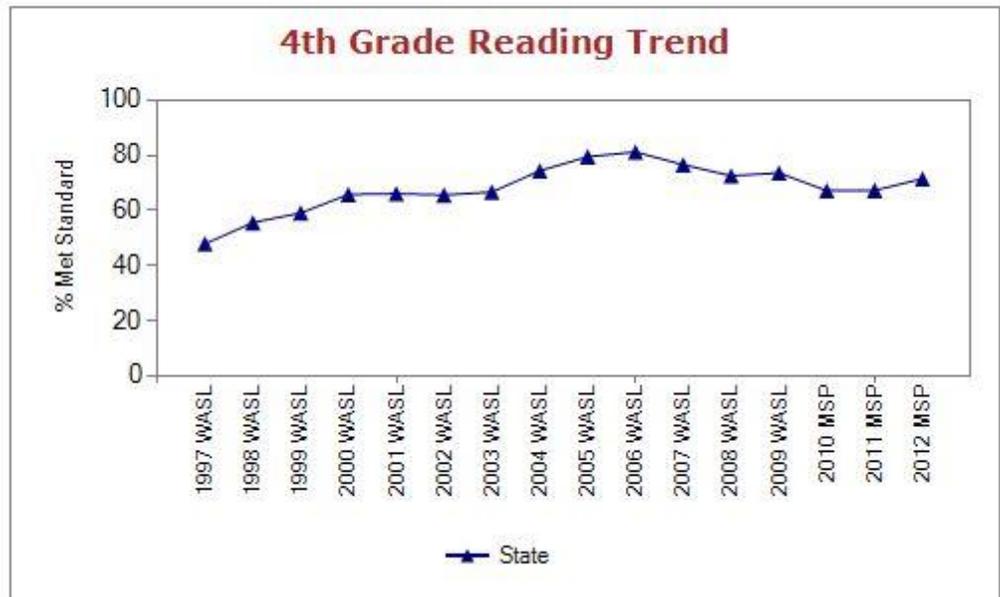
The pertinent information is the “6 of 6 Domains” percentage under the “Percent of Students who Demonstrate Characteristics of Entering Kindergartners in Multiple Domains.”

The legislation is clear on which WaKIDS datum to use for this indicator. Nonetheless, there are some interesting discussion topics about WaKIDS. WaKIDS is in its formative years, relying on a sample of kindergartners who were tested rather than the entire population. The WaKIDS assessment is administered at the start of kindergarten. As an assessment of an incoming class of students, this indicator provides a snapshot of the proficiency level of students who are entering the Washington educational system.

**The percentage of students meeting the standard on the fourth grade statewide reading assessment**

**4th Grade Reading**

Year	State
1996-97 WASL	47.9%
1997-98 WASL	55.6%
1998-99 WASL	59.1%
1999-00 WASL	65.8%
2000-01 WASL	66.1%
2001-02 WASL	65.6%
2002-03 WASL	66.7%
2003-04 WASL	74.4%
2004-05 WASL	79.5%
2005-06 WASL	81.2%
2006-07 WASL	76.6%
2007-08 WASL	72.6%
2008-09 WASL	73.6%
2009-10 MSP	67.2%
2010-11 MSP	67.3%
2011-12 MSP	71.5%



Expert: Deb Came, OSPI Director of Student Information  
[deb.came@k12.wa.us](mailto:deb.came@k12.wa.us) 360-725-6356

The percentage of students meeting the standard on the fourth grade statewide reading assessment can be found on the MSP/HSPE section of the OSPI Report Card that is available at <http://reportcard.ospi.k12.wa.us/>

The 2012-2013 data will be posted at the end of August.

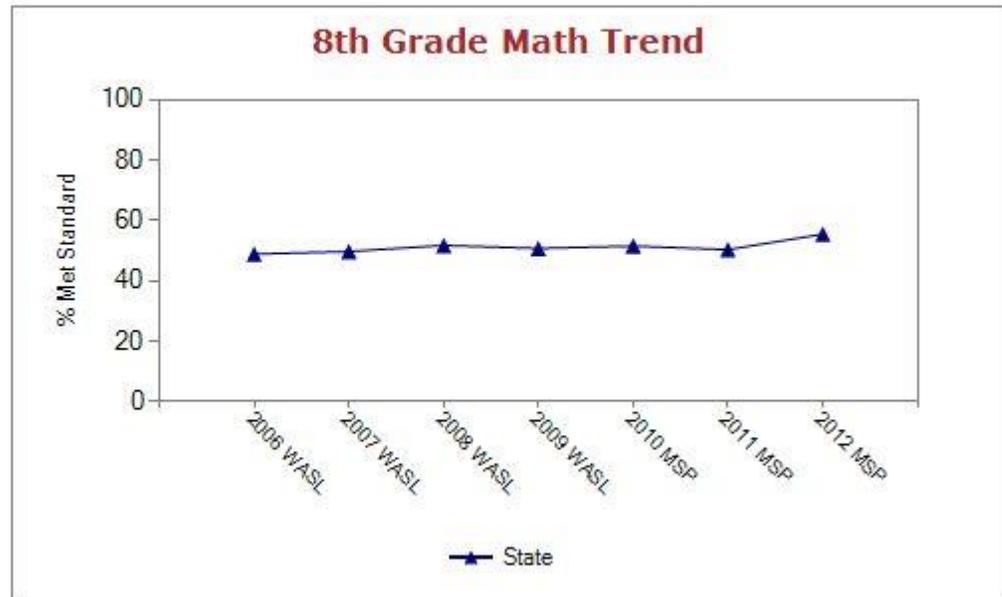
The data shown above are percentages of students meeting standard that are reported on the state level. However, the federal requirement is for data on continuously enrolled students and will result in a slightly higher percentage of students meeting standard.

When contemplating and discussing this indicator, please consider how performance goals can be set and how progress toward those goals can be measured.

**The percentage of students meeting the standard on the eighth grade statewide mathematics assessment**

**8th Grade Math**

Year	State
2005-06 WASL	48.9%
2006-07 WASL	49.8%
2007-08 WASL	51.8%
2008-09 WASL	50.8%
2009-10 MSP	51.6%
2010-11 MSP	50.4%
2011-12 MSP	55.5%



Expert: Deb Came, OSPI Director of Student Information  
[deb.came@k12.wa.us](mailto:deb.came@k12.wa.us) 360-725-6356

The percentage of students meeting the standard on the eighth grade statewide mathematics assessment can be found on the MSP/HSPE section of the OSPI Report Card that is available at: <http://reportcard.ospi.k12.wa.us/>

The 2012-2013 data will be posted at the end of August.

The data shown above are percentages of students meeting standard that are reported on the state level. However, the federal requirement is for data on continuously enrolled students and will result in a slightly higher percentage of students meeting standard.

When contemplating and discussing this indicator, please consider how performance goals can be set and how progress toward those goals can be measured.

## The four (4)-year cohort high school graduation rate

2011-12 MSP/HSPE Results (Administration Info)				
Grade Level	Reading	Math	Writing	Science
3rd Grade	68.8%	65.3%		
4th Grade	71.5%	59.4%	61.4%	
5th Grade	71.1%	63.8%		66.3%
6th Grade	70.7%	61.5%		
7th Grade	71.3%	59.2%	71.0%	
8th Grade	67.3%	55.5%		66.4%
10th Grade	81.3%	See EOC below	85.4%	See EOC below

Grade Level *	EOC Math Year 1	EOC Math Year 2
All Grades	71.1%	79.1%

Grade Level *	EOC Biology
All Grades	64.3%

### Reading

Percent Meeting Standard

3rd 4th 5th 6th 7th 8th 10th

2009-10 MSP/HSPE 2010-11 MSP/HSPE 2011-12 MSP/HSPE

### Math

Student Demographics		
<b>Enrollment</b>		
October 2011 Student Count	1,043,536	
May 2012 Student Count	1,038,503	
<b>Gender (October 2011)</b>		
Male	537,755	51.5%
Female	505,781	48.5%
<b>Race/Ethnicity (October 2011)</b>		
American Indian/Alaskan Native	16,654	1.6%
Asian	74,382	7.1%
Pacific Islander	9,294	0.9%
Asian/Pacific Islander	83,676	8.0%
Black	47,647	4.6%
Hispanic	204,450	19.6%
White	627,887	60.2%
Two or More Races	63,203	6.1%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2012)	472,246	45.5%
Special Education (May 2012)	138,001	13.3%
Transitional Bilingual (May 2012)	86,455	8.3%
Migrant (May 2012)	18,413	1.8%
Section 504 (May 2012)	20,881	2.0%
Foster Care (May 2012)	1,310	0.1%
<b>Other Information (more info)</b>		
Unexcused Absence Rate (2011-12)	446,823	0.4%
Adjusted 4-Year Cohort Graduation Rate (Class of 2011)		76.6%
Adjusted 5-year Cohort Graduation Rate (Class of 2010)		78.2%
<b>College/University enrollment rates of graduates</b>		

Expert: Sue Furth, OSPI Graduation Specialist  
[sue.furth@k12.wa.us](mailto:sue.furth@k12.wa.us) 360-725-4472

The four-year adjusted cohort high school graduation rate can be found on the summary section of the OSPI Report Card that is available at: <http://reportcard.ospi.k12.wa.us/>

The four-year adjusted cohort high school graduation rate should not be confused with the old methodology for calculating high school graduation rate.

When contemplating and discussing this indicator, please consider how performance goals can be set and how progress toward those goals can be measured.

**The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed**

**What percentage of high school graduates enrolled in postsecondary education?**

Table 1. Student enrollment by type of institution Enrolled in Postsecondary Ed						
Percent of Enrollments	2006	2007	2008	2009	2010	2011
Washington	84%	85%	85%	84%	83%	83%
Public 4-year	30%	30%	30%	29%	28%	29%
Private 4-year	5%	5%	5%	5%	5%	5%
Public 2-year	49%	50%	50%	50%	50%	48%
Private 2-year	0-1%	0-1%	0-1%	0-1%	0-1%	0-1%
Out of State	16%	15%	15%	16%	17%	17%
Public 4-year	6%	5%	6%	6%	6%	6%
Private 4-year	8%	8%	7%	8%	8%	8%
Public 2-year	2%	2%	2%	2%	2%	3%
Private 2-year	0-1%	0-1%	0-1%	0-1%	0-1%	0-1%
Total High School Graduates	60,684	62,902	62,019	62,866	65,706	66,350
% Going to College	60%	60%	63%	63%	62%	60%

Expert: Katie Weaver-Randall, OFM ERDC Researcher

[katie.weaver-randall@ofm.wa.gov](mailto:katie.weaver-randall@ofm.wa.gov) 360-902-0664

Darby Kaikkonen, SBCTC Policy Research Associate

[dkaikkonen@sbctc.edu](mailto:dkaikkonen@sbctc.edu) 360-704-1019

Dave Pavelchek, WTECB Research Manager

[dpavelchek@wtb.wa.gov](mailto:dpavelchek@wtb.wa.gov) 360-753-5141

The percentage of high school graduates enrolled in postsecondary education can be found on the first slide of the statewide trends section of <http://www.erdccdata.wa.gov/>

The data shown above only satisfies the postsecondary education element of this indicator. Therefore, it is only a starting point.

The ERDC data is based on the number of high school graduates that enrolled in postsecondary education during the first year after high school. ESSB 5491 requires that this indicator shows the percentage in both the second quarter and the fourth quarter after high school. The data that is reported to ERDC is at the term level, so the data necessary to meet the education component of this requirement is readily available

For this requirement of ESSB 5491, there are limitations of the existing data on ERDC's website. First, this ERDC report only includes enrollment data and, although it is readily

available, ERDC does not include employment data. Second, training data is not included in this report and the availability of training data depends on the scope of the definition of training.

The legislation is unclear on what data is needed for this indicator. There are decision points regarding what constitutes “postsecondary education,” “training,” and “employed.” It is unclear what training includes and if it is training in a broad-sense then that data may not be readily available. The definition of training could be limited to officially accredited vocational programs that end in a certification or it could be inclusive of a broader range of training programs. For instance, many culinary, aesthetics, consulting, and hair design training programs do not undergo a standardized accreditation process and may not end in a nationally or regionally recognized certification. On the other hand, many project management courses may be approved by the Project Management Institute or many human resource courses may be approved by the Society for Human Resource Management. If the definition of training is exclusively professional/technical programs offered by community colleges and other academic institutions, then the data is readily available. If the definition of training is much broader than collegiate training offerings, then the data may need to be gathered from multiple sources before this indicator is ready. The definition of “employed” could include people who are employed full-time, part-time, or at a living wage.

As you consider the definition of “postsecondary education,” “training,” and “employment,” please discuss with the guest experts, the limitations of disaggregating the data by subgroup for this indicator.

## The percentage of students enrolled in precollege or remedial courses in college; and

For graduates who enrolled in postsecondary education, what are the characteristics of their participation?

Table 4. Postsecondary participation characteristics for students enrolled in Washington public institutions

	2006		2007		2008		2009		2010		2011	
	2-yr enroll	4-yr enroll										
<i>Percent Enrolled</i>												
Enrollment in Pre-college coursework in Math	52%	11%	26%	6%	26%	6%	51%	11%	51%	11%	50%	10%
Enrollment in Pre-college coursework in English	26%	4%	15%	4%	16%	3%	27%	4%	26%	3%	26%	2%
Enrollment in Pre-college coursework in English <u>and</u> math	19%	2%	18%	2%	18%	2%	19%	2%	20%	2%	19%	0-1%
Enrollment in <u>any</u> pre-college coursework	59%	13%	58%	12%	58%	12%	59%	13%	58%	12%	57%	11%
Continuously enrolled	58%	76%	58%	75%	59%	74%	60%	74%	58%	76%	57%	69%
Enrolled in less than 12 credits	12%	0-1%	12%	0-1%	11%	0-1%	11%	0-1%	12%	0-1%	12%	0-1%
Enrolled in 12 or more credits	88%	99-100%	88%	99-100%	89%	99-100%	89%	99-100%	88%	99-100%	88%	99-100%

Expert: Katie Weaver-Randall, OFM ERDC Researcher

[katie.weaver-randall@ofm.wa.gov](mailto:katie.weaver-randall@ofm.wa.gov) 360-902-0664

The percentage of students enrolled in pre-college coursework can be found on the fourth slide of the statewide trends section of <http://www.erdccdata.wa.gov/>

ERDC's data is separated by college type. There is a considerable difference between the percentages of students in remedial classes in two-year and four-year colleges. For good reason, ERDC does not aggregate the two-year and four-year colleges into one all colleges indicator in their online data. Looking at the data, there is such a meaningful difference between remediation rates at two-year and four-year colleges that it would make sense to disaggregate the colleges the same way that ERDC does.

The ERDC information shown above is aggregated into a year that includes Summer term through the Spring term. The percentage is based on students who were enrolled at any point during that year. The student count is unduplicated, with students counted in the four-year category if the student was also enrolled in a two-year college during that time. In that case, if the student had taken a pre-college course at the two-year level then the student would count toward the percentage of students taking a remedial class at the four-year level. The data that is reported to ERDC is at the term-level.

As you contemplate and discuss this indicator, please consider whether or not postsecondary education should be separated by two-year and four-year colleges when the data is presented as an indicator.