

Achievement and Accountability Workgroup: ESSB 5491 Indicators of Educational Health Discussion and Feedback



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AAW's Role Today



- Members of the AAW are being asked to:
 - ✦ Provide feedback on the *Guiding Principles*
 - ✦ Provide feedback on the *Goal Targets*
 - ✦ Provide feedback on the *Application of Targets- Indicators and Goals*



Critical elements in the legislative intent



It is, therefore, the intent of the legislature to...

- ✦ establish a discrete set of statewide data points
- ✦ serve as snapshots of the overall health of the educational system
- ✦ as a means for evaluating progress
- ✦ to understand whether reform efforts and investments are making positive progress

Source: ESSB 5491: Page 1, line 15 through page 2, line 3.



Specific Indicators in ESSB5491



- (1) The following statewide indicators of educational system health are established:
 - (a) The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills administered in accordance with RCW 28A.655.080;
 - (b) The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW 28A.655.070;
 - (c) The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW 28A.655.070;
 - (d) The four-year cohort high school graduation rate;
 - (e) 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; and
 - (f) The percentage of students enrolled in precollege or remedial courses in college.



The Role of SBE and Partners



- ...shall establish a process for identifying realistic but challenging system-wide performance goals and measurements
- The performance goal for each indicator must be set on a biennial basis, and may only be adjusted upward.

Source: ESSB 5491: Page 2, line 36 through page 3, line 4.



Guiding Principles



- State's role is important, but also limited.
- The goal is not always obvious
- Improvement takes time
- Improvements take resources
- System alignment remains a goal
- Our first effort is a “beta test” version



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Questions?
Comments?



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Feedback question:

**Do you have any concerns or additions to the
Guiding Principles?**

Type your response into the
'chat/questions' dialogue box.



2020 Goals- Critical Timeframes



- Timeframe phases

- ✦ Across the 6 indicators, significant change in the measurement tools will occur between now and 2018
 - MSP 4th grade Reading replaced by SBAC in 2014-15
 - MSP 8th grade Math replaced by SBAC in 2014-15
 - Wa-KIDS: increased sample toward full implementation in 2018
- ✦ The first cohort of students that will encounter CCSS for the duration of their K-12 education will be the HS graduating class of 2027.



2020 Goal Targets



- **Over-arching guiding goals**
 - ✦ Close the achievement gap within the PK-12 system
 - ✦ Career and college-readiness for all students
- **Phase 1: 2020 Goals**
 - ✦ Reduce all gaps by 50% (one-half) from 100%
 - ✦ Re-calibrate baseline with 2014-15 SBAC 4th-Reading and 8th-Math results
- **Phase 2: 2020 to 2027**
 - ✦ Close the remaining gap



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Feedback question:

Do you have any concerns or additions to the *Goal Targets*?

Type your response into the
'chat/questions' dialogue box.



Example: 4th Grade Reading



	2009	2010	2011	2012	2013	Latest 2-year Average	5-year change per year
All Students	73.6%	67.2%	67.3%	71.5%	72.4%	72.0%	0.19%
Black / African American	59.9%	50.9%	50.7%	56.5%	59.9%	58.2%	0.56%
American Indian / Alaskan Native	60.8%	50.4%	46.5%	52.3%	53.9%	53.1%	-1.19%
Asian	80.8%	75.2%	78.5%	81.0%	82.7%	81.9%	0.96%
Hispanic	55.9%	46.4%	48.9%	56.3%	57.7%	57.0%	1.35%
Pacific Islander	60.4%	51.8%	52.8%	56.1%	55.5%	55.8%	-0.55%
White	79.3%	74.2%	74.1%	77.5%	78.1%	77.8%	0.09%
Students with Disabilities	44.4%	39.0%	34.3%	41.9%	42.1%	42.0%	-0.17%
Limited English	32.2%	20.4%	22.0%	31.4%	33.8%	32.6%	1.42%
Low-Income	61.6%	53.6%	54.0%	59.7%	60.9%	60.3%	0.47%
Migrant	48.7%	39.7%	36.1%	44.0%	45.5%	44.8%	-0.21%



Example: 4th Grade Reading

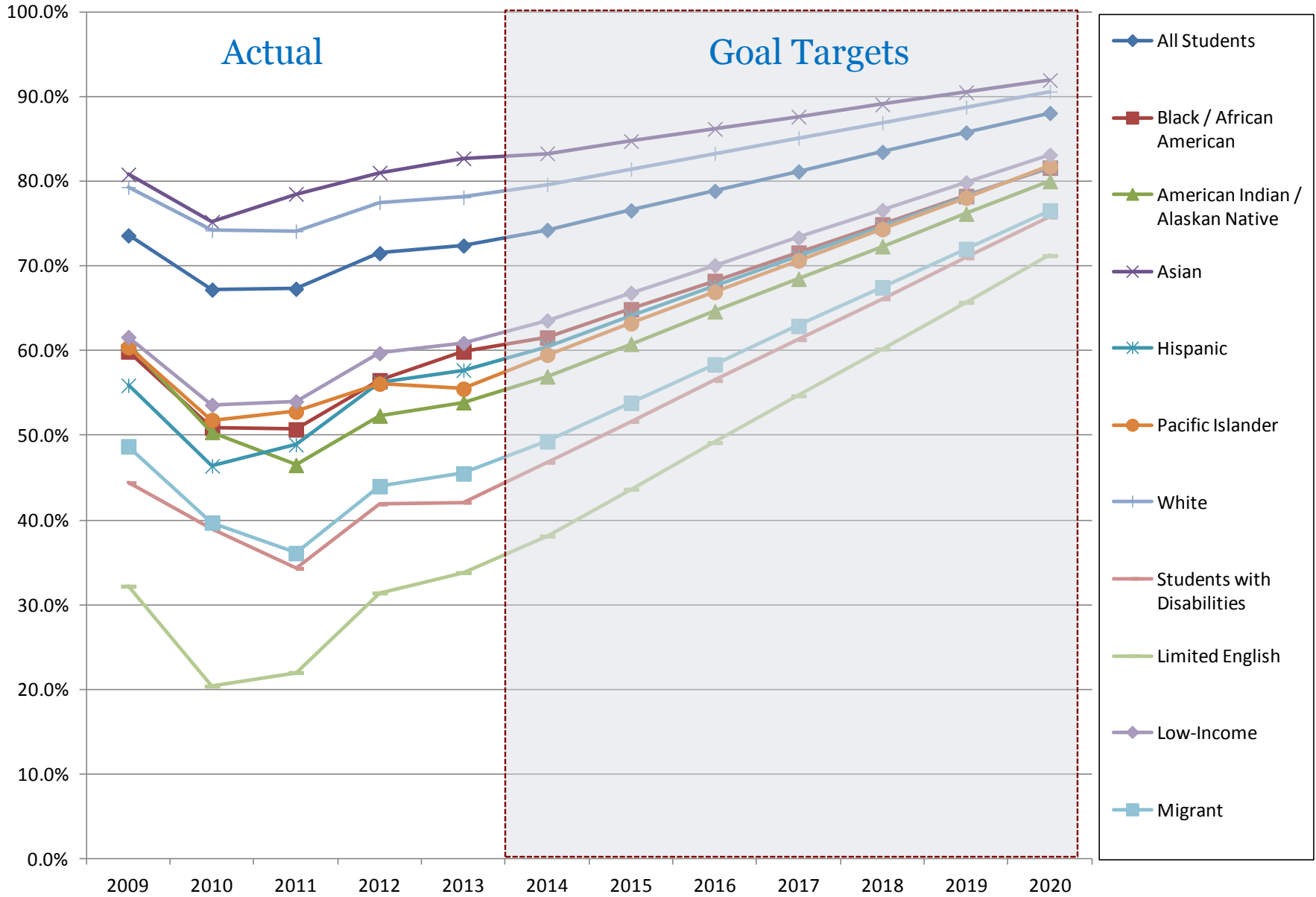


	2009	2010	2011	2012	2013	Latest 2-year Average	5-year change per year	Gap to 100%	50% of Gap	Yearly Step	2020 Endpoint	2013-14 Goal	2014-15 Goal
All Students	73.6%	67.2%	67.3%	71.5%	72.4%	72.0%	0.19%	27.6%	13.8%	2.3%	85.8%	74.3%	76.6%
Black / African American	59.9%	50.9%	50.7%	56.5%	59.9%	58.2%	0.56%	40.1%	20.1%	3.3%	78.3%	61.5%	64.9%
American Indian / Alaskan Native	60.8%	50.4%	46.5%	52.3%	53.9%	53.1%	-1.19%	46.1%	23.1%	3.8%	76.2%	57.0%	60.8%
Asian	80.8%	75.2%	78.5%	81.0%	82.7%	81.9%	0.96%	17.3%	8.7%	1.4%	90.5%	83.3%	84.7%
Hispanic	55.9%	46.4%	48.9%	56.3%	57.7%	57.0%	1.35%	42.3%	21.2%	3.5%	78.2%	60.5%	64.1%
Pacific Islander	60.4%	51.8%	52.8%	56.1%	55.5%	55.8%	-0.55%	44.5%	22.3%	3.7%	78.1%	59.5%	63.2%
White	79.3%	74.2%	74.1%	77.5%	78.1%	77.8%	0.09%	21.9%	11.0%	1.8%	88.8%	79.6%	81.5%
Students with Disabilities	44.4%	39.0%	34.3%	41.9%	42.1%	42.0%	-0.17%	57.9%	29.0%	4.8%	71.0%	46.8%	51.7%
Limited English	32.2%	20.4%	22.0%	31.4%	33.8%	32.6%	1.42%	66.2%	33.1%	5.5%	65.7%	38.1%	43.6%
Low-Income	61.6%	53.6%	54.0%	59.7%	60.9%	60.3%	0.47%	39.1%	19.6%	3.3%	79.9%	63.6%	66.8%
Migrant	48.7%	39.7%	36.1%	44.0%	45.5%	44.8%	-0.21%	54.5%	27.3%	4.5%	72.0%	49.3%	53.8%

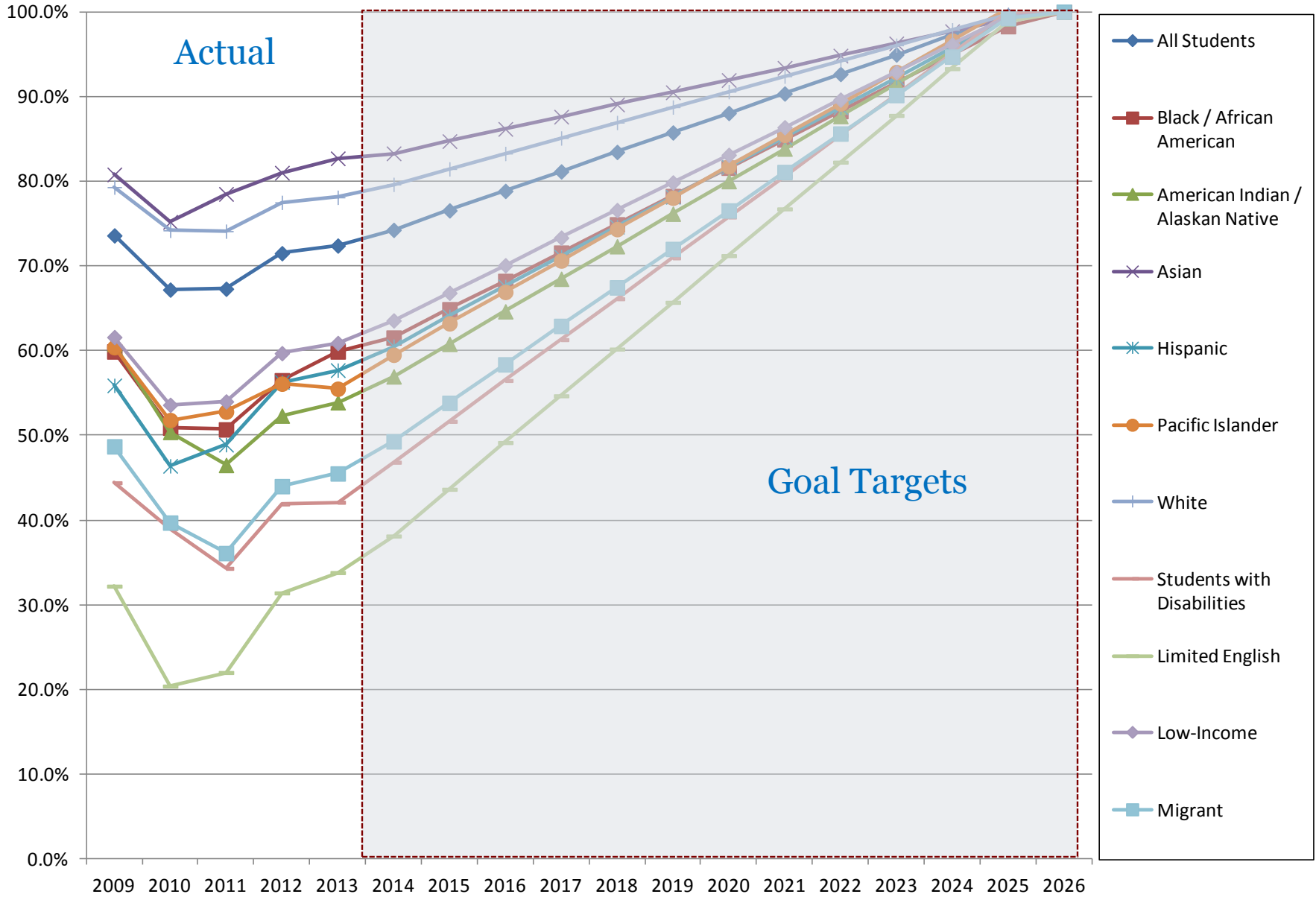
Note: This is an example of applying the goal strategy and does not show the re-calibration of baseline which will be required in in Q3 2015 with the results of SBAC 4th grade Reading assessment.



2020 Goal: 4th Grade Reading



2027 Goal: 4th Grade Reading



Implementing the Phased Approach



	Aug '13 – Jul '14	Aug '14 – Jul '15	Aug '15 – Jul '16	Aug '16–Jul '17	Aug '17–Jul '18
Indicator	2013-14	2014-15	2015-16	2016-17	2017-18
WA-KIDS	Baseline set on 2013		Revised after 2014-15 data available.		
4 th Grade Reading 8 th Grade Math	Baseline set on 2013		Baseline reset after SBAC data availability. Impact of change mediated by using National Comparisons if possible.		
Grad Rate	Goals set on Class of 2011 - Class of 2013 data (if available by 12.1.13). National comparisons should be used.				
Postsecondary education / training / employment	Goals set on latest 3 years of data				
College Remediation	Goals set on latest 3 years of data.				



Goal Summary: Application of Targets



Indicator	Current State	Comparative across states or Nation?	2012-2013 results	Change per year (PPPY=percentage points per year)	Goal-Change Per Year	2013-'14 Goal	2020 Endpoint
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	2012. N=20,700 students in 118 schools. Biased toward high- need schools.	No	37.2%	N/A	+5.2	42.4%	68.6%
4 th Grade Reading	Stable with extensive historical data.	No	72.4%	+0.19 PPPY	+2.3	74.3%	85.8%
8 th Grade Math	Stable with extensive historical data.	No	53.2%	+0.87 PPPY	+3.9	58.3%	77.8%
High School Graduation Rate- 4 Year Cohort	Stable with extensive historical data	Yes	77.2%	+1.35 PPPY	+1.9	79.1%	88.5%
Percents of graduates enrolled or employed in 2 nd and 4 th quarter after graduation							
Postsecondary Education	All students	Yes	60%	-0.10 PPPY	+3.3	63.3%	80.0%
Postsecondary Employment	Approx. 50% of graduates w/ SSN	TBD	TBD	TBD	TBD	TBD	TBD
Percentage of students enrolled in precollege or remedial courses							
Attending 2-Year	Stable	Yes	57.0%	-0.20 PPPY	-4.8	52.7%	28.8%
Attending 4-Year	Stable	Yes	11.0%	-0.20 PPPY	-.96	10.5%	5.8%



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Discussion--
Comments?



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Feedback question:

Do you have any concerns or recommended changes to the Goal Targets?

Type your response into the
'chat/questions' dialogue box.



Resources



- Website: www.SBE.wa.gov
- Blog: washingtonSBE.wordpress.com
- Facebook: www.facebook.com/washingtonSBE
- Twitter: www.twitter.com/wa_SBE
- Email: sbe@sbe.wa.gov
- Phone: 360-725-6025

