

House Education Committee: ESSB 5491 Indicators of Educational Health



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Systems Perspective on Educational Health



- *Attainment* is the ultimate objective of the educational system
 - ✦ All students should be planning for education or training beyond high school
- *Closing* the large and persistent opportunity gap is a requirement to reach this objective
- *Integration* and *alignment* across agencies is an enabling strategy to monitor system health



Guiding Principles



- Meet the requirements of ESSB 5491
- Build on the learning and conversations underway across agencies
 - ✦ The goal is not always obvious
 - ✦ Improvement takes time & resources
 - ✦ System alignment is a key goal
 - ✦ Deliver the best we can today and plan for a better future



Stakeholder Input on ESSB 5491

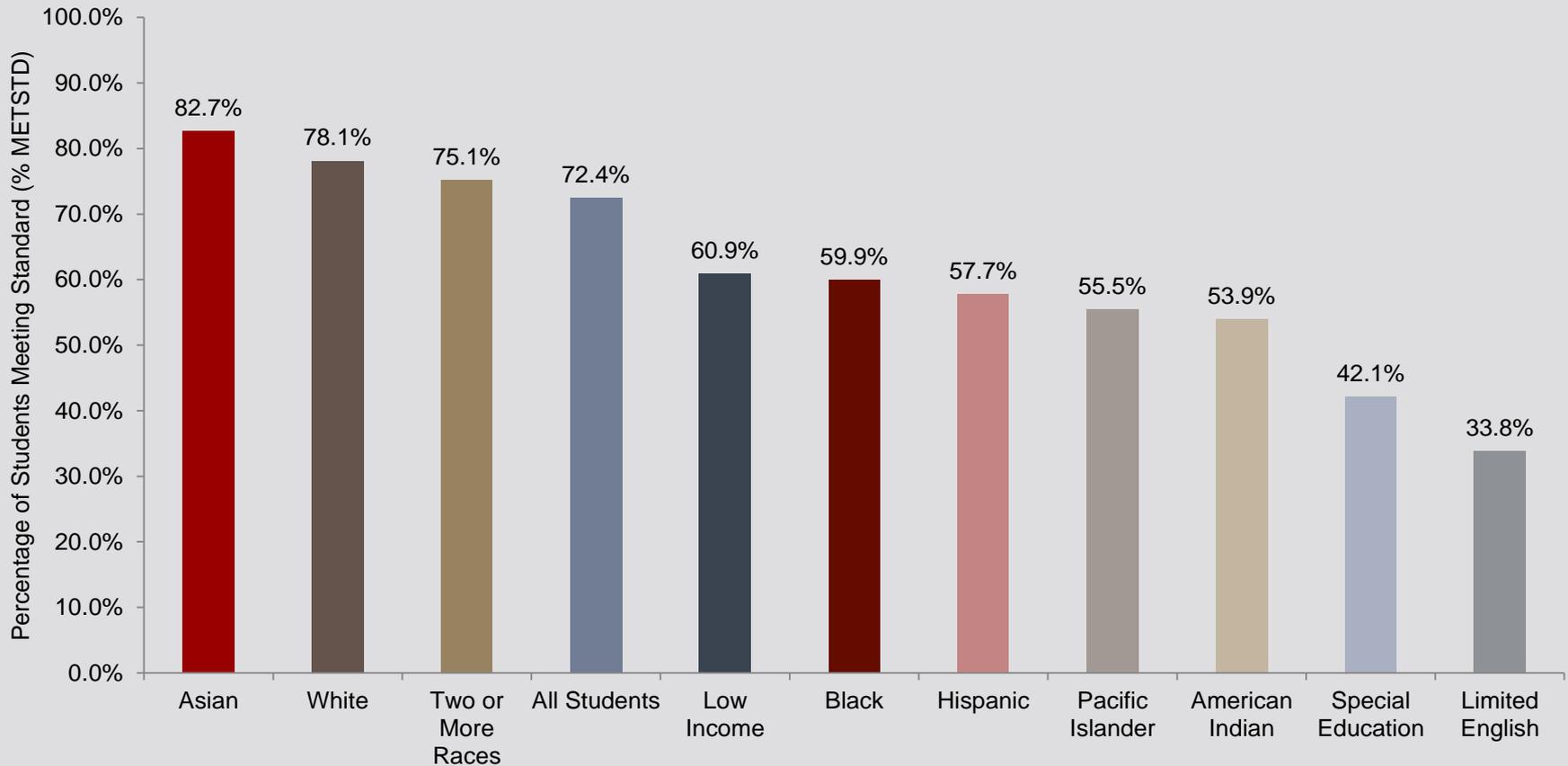


- Partner agencies, Achievement and Accountability Workgroup, and district and ESD leadership
- Key stakeholder input
 - ✦ Need a phased approach to account for changes in assessments
 - ✦ Raise the prominence of English language acquisition
 - ✦ Increased rigor: Writing & Science are missing
 - ✦ Align and leverage district and school accountability measures
 - ✦ Align with recent research on systemic measures of leading indicators toward postsecondary attainment



Growth vs. Proficiency—The Gap Changes

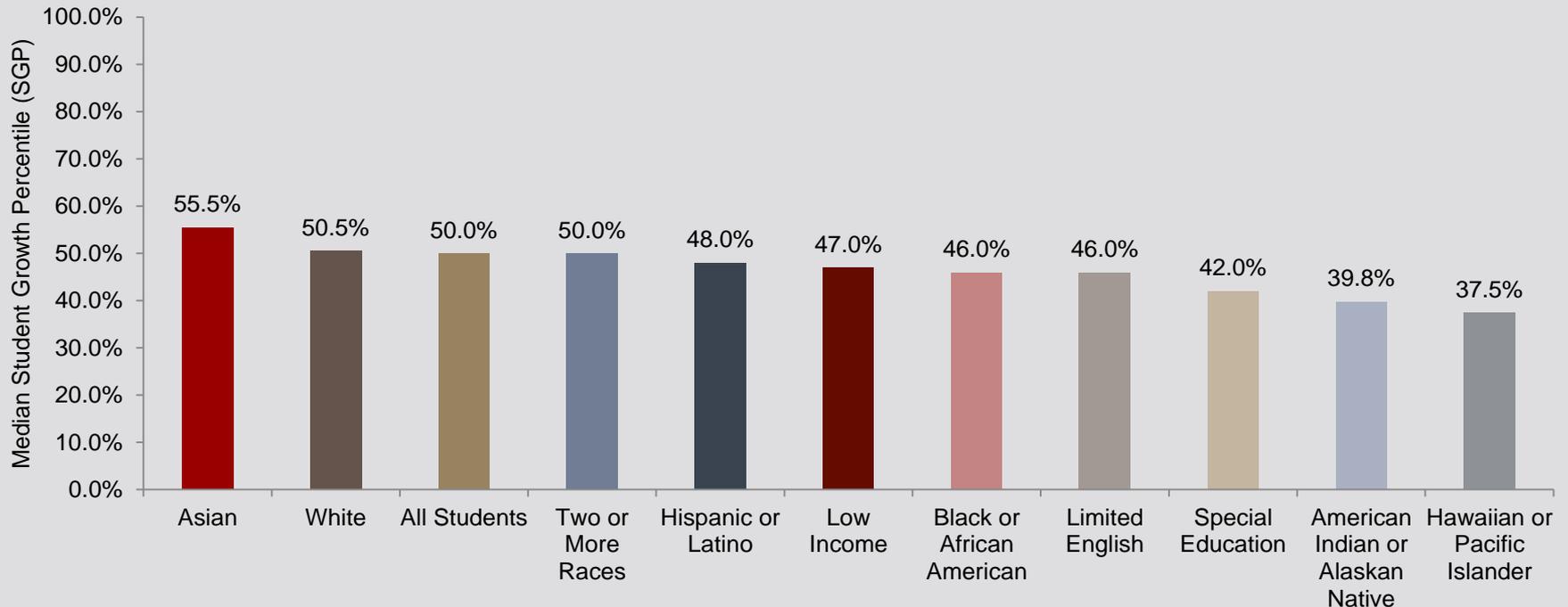
Fourth Grade Reading Proficiency, 2012-2013



Reading Growth Gap – Student Growth Percentiles at the Median School for Each Student Group, 2011-2012



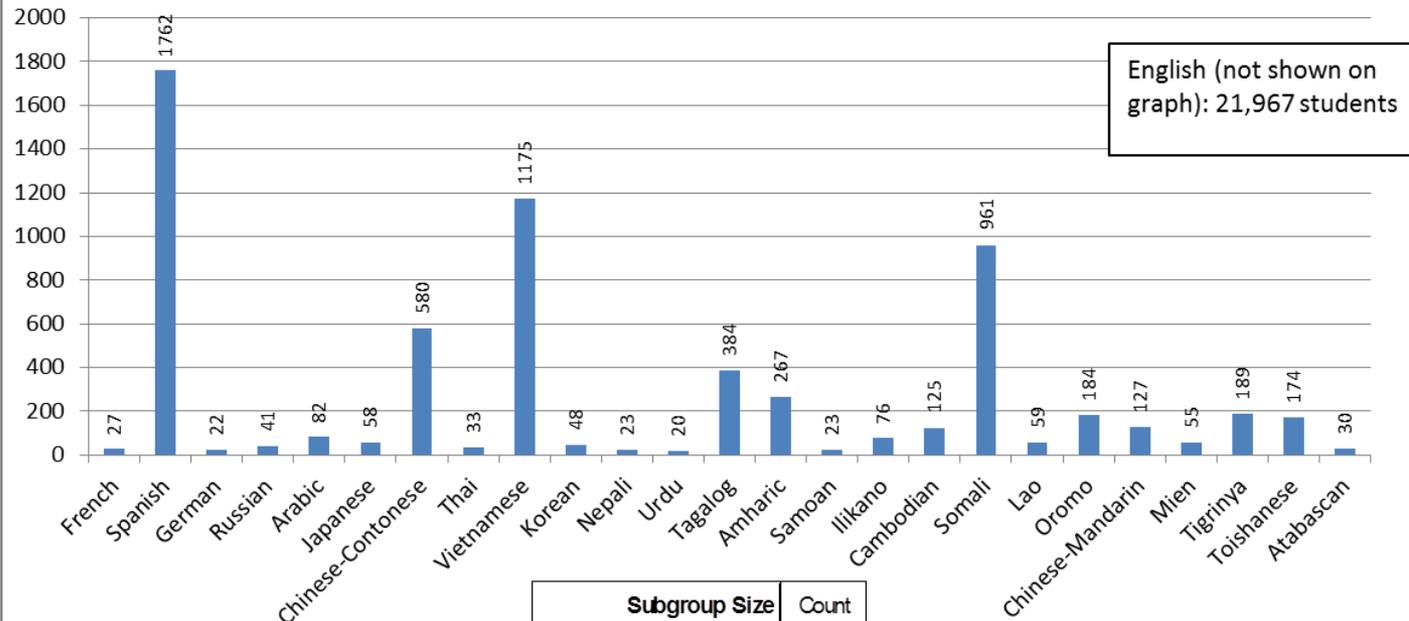
Key point: Growth gaps and opportunity gaps are not the same (e.g. LEP and Sp.Ed – opportunity gaps appear larger than growth gaps)



Goals Need to be Sensitive to Diversity of Student Needs



Language Spoken at Home: Seattle Public Schools
Students in Grades 3-12 (Based on 2013 MSP, HSPE, EOC data including re-takes)



English (not shown on graph): 21,967 students

Subgroup Size	Count
Larger than 500	5
Larger than 100	12
Larger than 20	26

Center for Educational Effectiveness for the State Board of Education



Specific Indicators in ESSB 5491

(Current Law)

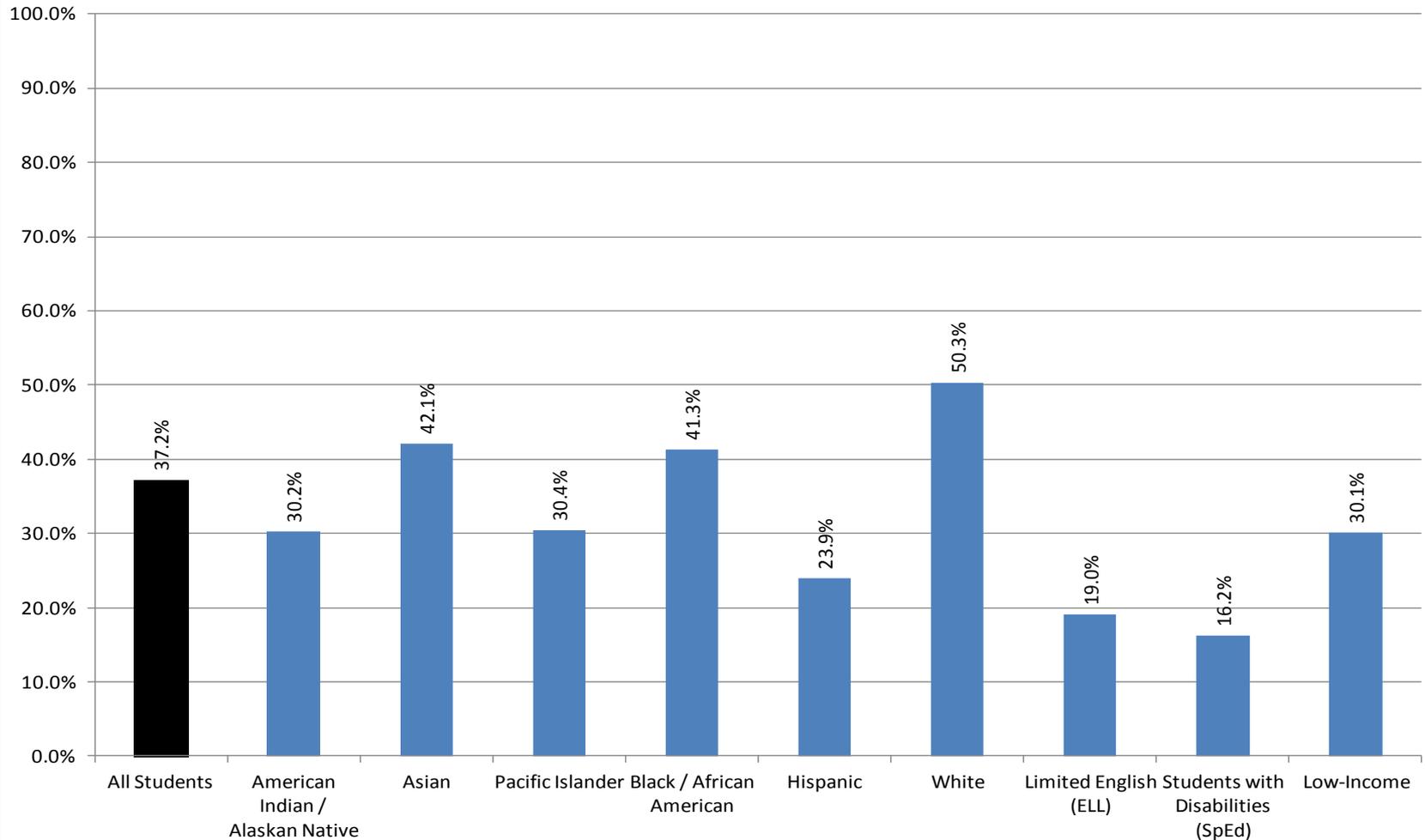


- (1) The following statewide indicators of educational system health are established:
 - (a) The percentage of students demonstrating the **characteristics of entering kindergartners** in all six areas identified by the Washington kindergarten inventory of developing skills administered in accordance 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.



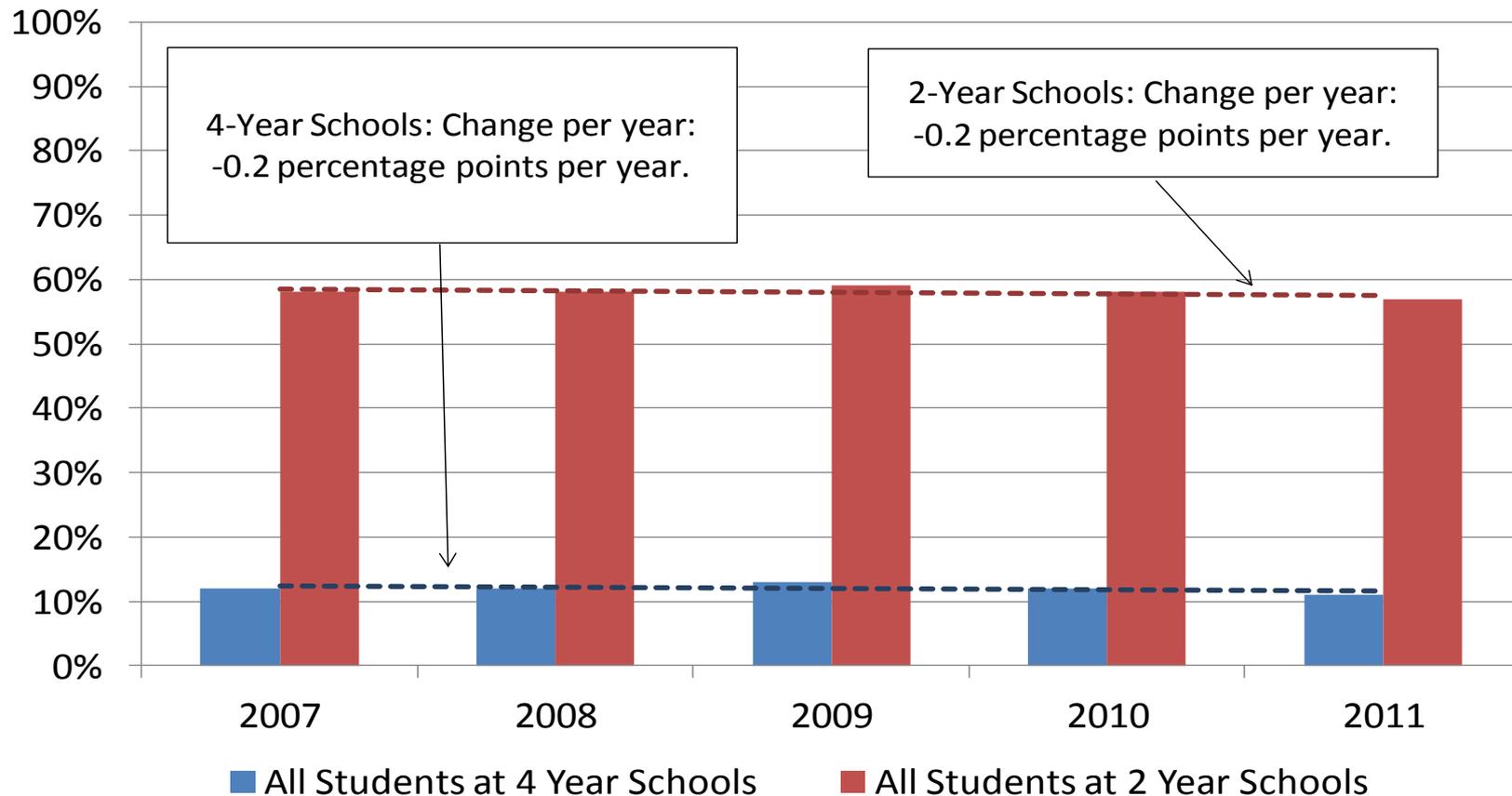
The Gap Starts Early

Percent of Students who Demonstrate Characteristics of Entering Kindergartners in Multiple Domains (Fall 2012)



Bridge the Gap Between High School and Postsecondary

Remedial Course-taking: Percentage of Students Enrolled in Precollege or Remedial Courses



December 2013 Initial Report



- Details for each of the ESSB 5491-specified indicators
 - ✦ status of each data element
 - ✦ goals for each indicator
- Focus is on refinement for the future based on the conversations occurring across agencies
 - additional and different indicators
 - necessity for resetting goals (CCSS and SBAC)
 - SBAC field test flexibility



Recommended Revisions



Key Indicator: Postsecondary Attainment

- **The percentage of high school graduates attaining certificates, credentials (AA/BA), and completing qualified apprenticeships by age 26**
- 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



Recommended Revisions



Quality of Secondary Diploma

- The percentage of high school graduates enrolled in precollege or remedial courses in public postsecondary educational institutions (within 4 years of high school graduation)
- **The percentage of students meeting standard on the 11th grade SBAC College and Career Readiness Assessment**
- **The percentage of students who have reached English language proficiency on the state language proficiency assessment in grades K-11**



Recommended Revisions



Extended 5-Year Graduation Rate

- **The percent of students graduating using the 5-year (extended) graduation rate data**
- Supporting indicator (per ESSB 5491): 4-year cohort graduation rate



Recommended Revisions



8th Grade Readiness for High School

- Reading, Math, and Science: The percent of students meeting standard on 8th grade state assessments
- **English Language Acquisition: The percentage of students who have reached English language proficiency on the state language proficiency assessment in grades K-8**
- **Growth Gap Indicator: The percentage decrease in student growth percentiles (using Achievement Index Growth measure)**



Recommended Revisions



3rd Grade Reading

- **The percent of students meeting standard on the third grade Reading (English / Language Arts under the Common Core State Standards) assessment**
- **The percentage of students who have reached English language proficiency on the state language proficiency assessment in grades K-3**



Recommended Revisions



Kindergarten Readiness

- Percent of students demonstrating the characteristics of entering kindergarteners on all six areas of Wa-KIDS

Access to Quality Schools

- **The percent of students attending schools at, or above, the “Good” tier of the revised OSPI/State Board of Education Achievement Index**



Summary: System Perspective



- *Attainment* is the ultimate objective of the educational system
- *Closing* the large and persistent opportunity gap is a requirement to reach this objective
 - ✦ Monitoring student growth rates is essential
- *Integration* and *alignment* across agencies is an enabling strategy to monitor system health

ESSB 5491 Goal Summary: Application of Initial 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%

