



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Review of SBE Strategic Plan	
As Related To:	<input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Does the skeleton strategic plan accurately represent the Board's current work, anticipated projects, legislative assignments, and statutory responsibilities?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Board members will remember that the strategic planning process began with a staff retreat where ideas for goals, objectives and strategies were brainstormed. The Executive Committee reviewed a summary of staff suggestions at their own strategic plan retreat. A memo of the committee's discussion was included in the materials for the last board meeting (http://www.sbe.wa.gov/documents/BoardMeetings/2014/July/03StrategicPlan.pdf page 7). At the July meeting, the Board had small group discussions about the mission, vision and strategic plan. Staff solicited input on the strategic plan from the public via an online survey. The materials for this agenda item include:</p> <ul style="list-style-type: none"> • Summary report of the Board's small group discussions from the July meeting • Summary report of the public input survey responses • Skeleton strategic plan • Accountability Gap Analysis 	



Summary of July Board Meeting Strategic Plan Discussion

During the July board meeting, board members began discussing the next Strategic Plan, communications and engagement, and legislative priorities. This document is a summary of the small group discussion on the Strategic Plan and will be useful for focusing the Strategic Plan discussion at the September board retreat and the November board meeting.

Vision and Mission

The vision and mission statement should cover “who we are, what we do, and how we do it.” Members stated that the vision should be shared and alliances with other organizations and agencies should be strengthened so that the Board can advocate effectively. A member stated that the Strategic Plan should guide what the Board does, targeting work and following what the Legislature requires the Board to do. A member stated that the vision and mission statements need to be more concise, more active, and more targeted.

Member comments were generally supportive of the vision statement proposed by the Executive Committee. However, there was concern that the vision could be more succinct and directed towards career, college, and citizenship – the ability to compete in the global economy. The Board needs to look at what needs to be accomplished to reach the vision.

Member comments were critical of the mission statement for being generic, too long, and that the word choice could be improved from “envisioning” things to “doing” things that reflect the roles of the Board.

A member proposed the following structure for the mission statement:

- The mission of the SBE is to __, __, and __ to ensure that all students graduate prepared for college career and life.
 - Words like “advocate, oversee, or promote” could be chosen so that the mission statement ties more directly to the vision statement and the roles of the Board.

Goals and Objectives

Members discussed goals for the policy work of the Board, the strategies that would support the achievement of those goals, and what they would want to see change in the education system. The discussion about legislative priorities, including professional development in lieu of waivers, was closely related to the Strategic Plan goals. Thus, members requested that the legislative strategy become an integral part of the Strategic Plan. Members stated a need for short-term and long-term strategic planning, resulting in a detailed annual or bi-annual plan and a multi-year Strategic Plan ranging from three to five years. During the September board retreat, members will dive deeper into discussion about the role of the State Board of Education in the context of statutory authority and future policy work. Members requested measures of the achievement of goals and provided guidance to the creation of S.M.A.R.T. goals. The measures will be developed and discussed for the November board meeting.

Deciding the Role of the Board and the Scope of Policy Foci: A Series of Questions

As a rule-making body that gets authority from the Legislature, what is the role of the Board in advocacy as defined by law? What is not the Board’s role? When does the Board take on a role

that is beyond its definition? This should be discussed during the retreat to decide on the scope for the Board's role in the Legislature. What future policy areas will the Board focus on? The Legislature gives the Board responsibilities, but members stated that it is also important to brainstorm what is on the horizon and establish broad foci of the Board. During the first day of the September retreat, staff will address the statutory authority of the Board and members will have discussion time to explore the scope of the Board's future work.

Professional Development in Lieu of Waivers

Multiple board members have voiced support for a legislative priority around professional development. While there was strong support for this as a legislative priority, the discussion was not conclusive on whether professional development is a long-term goal for the Strategic Plan or an immediate legislative push. As a primary rationale for waiver requests is that time is needed for professional development, this discussion was closely connected to reducing or eliminating the need for waiver days. The discussion on advocating for the funding of professional development was closely related to full funding of basic education under McCleary.

Choosing the Board Voice and Role on McCleary

Board members reflected on their potential voice and role in following or shaping the McCleary discussion as a short-term goal during the 2015 Legislative Session. Although members showed great interest in having a voice on McCleary, some cautioned against overstepping the role and statutory authority of the Board.

A member provided the following written comment, "Helping to shape the debate about how McCleary generated funding will be spent and allocated. The SBE can have a constructive role in this area, where policy ideas are not as common as could be. This area also connects with the statewide educational health indicators in 5491."

Multiple board members stated that McCleary funding needs to be allocated as per the prototypical school model. Members voiced a need to examine funding formulas in relation to the prototypical school model, the Board's role in funding phases, and the framework that is used to generate adequate dollars.

In the context of McCleary funding, board members discussed understanding I-1351's impacts on funding. As a state agency, the Board cannot take a position on I-1351, an initiative. The initiative does not just take a position on how much money, but also on how it should be dedicated and restricted, but not on capital funding. Members discussed the need for understanding McCleary and its funding implications at the Board retreat in September.

Common Core, Assessment System, and Updating the Achievement Index

A member provided the following written comment, "Facilitate and implement Common Core and Next Generation Science Standards, and the assessment changes that accompany them. Common Core and Next Generation Science Standards are very promising but cannot be taken for granted in view of the resistance and back-pedaling that has arisen in other states. SBE has an important role in implementing the assessments and in carrying out the transition to the SBAC assessment and dealing with the impact of the transition on accountability measures. The SBE should devote significant resources to this effort, as well as to communications with districts and the wider public about the standards and assessments."

Multiple board members noted the importance of overseeing the transition to SBAC and alignment with Common Core, thus bringing coherence to testing and accountability. As this

happens, the Achievement Index and 5491 indicators of educational system health will need to be updated. This update will require the Board to consider how the Index Ratings will work during the interim transition to the SBAC. Board members repeatedly used the adjectives “coherent” and “proactive” to describe their desired approach to this transition. A discussion group asked what assessments will be needed for 2019 to support the meaningful high school diploma, stating that legislation may be needed for the assessments.

Reimagining Instructional Delivery Models and Requirements

Board members discussed the need for a vision of a changed landscape of instructional delivery models and school requirements. A member stated that the Board should be wary of perpetuating existing instructional delivery models rather than being an agent of change. The guiding questions included what the board members would want in the Strategic Plan and a question about what they would like to see changed in education, so parts of the discussion may have been an aspirational interest in changing the educational paradigm rather than a proposed goal for the Strategic Plan. These models, concepts and changes to the instructional delivery model included the following:

- Move away from seat-time to proficiency for advancement and funding
 - A board member stated that this is very important for the Strategic Plan
- Integrating subjects
- Encouraging collaboration in the classroom
- Project-based learning
- Flexibility for different learning styles
- “Flipped classroom” – the lecture is homework instead of lecture as classroom space
- Demonstrate skills to move on (competency)
- Use levels instead of grades
- Changing the funding model to encourage or not penalize schools for graduating students early

Replace Pre-K-13 Goal

Members stated interest in building capacity, preparing for additional work in Pre-K, and strengthening connections between high school and college. A member suggested the Board have a role in articulated agreements for transitions. However, another board member warned that the Board has a core set of duties in K-12 and should not get distracted by P-20 policy work, but that it is alright to partner with other agencies in P-20 advocacy.

A member provided the following written comment, “Longer term, the Board should begin work on advocating for universal or greatly expanded Pre-K and on strengthening the connections between high school and higher education/career and vocational training. These are two ends of the K-12 spectrum where the state’s educational system is not strong. Facilitating these connections lies within the SBE’s statutory duties and is work that is not being undertaken systematically by other bodies. This goal could replace the present ‘P-13 Governance’ goal.”

Soft Skills and Whole Child

Members made the following comments:

- Disposition readiness – skills, habits, mindsets – not just academics, but support services that are important for career- and college-readiness
 - Should this be a strategy or a piece of a goal?
- Do for career and college ready “soft skills” what the Board has done for academics. Career- and college-ready is more than 24 credits, it is also social, emotional, and

thinking skills. We don't just want kids to 'go' to college, we want them to have the grit, skills, and habits to finish college. There is a difference between being ready to go to college and actually completing college.

Understanding and Closing the Gap

Members made the following comments:

- Raising achievement of low-income – need to close gap
 - Why does poverty effect learning?
- Change attitude of teachers – ALL children can learn
- Study impact of policy changes on the opportunity gap
- Work on the opportunity gap, work with other agencies, and look into legislation that will close the opportunity gap

ESEA Flexibility Waiver

The Board needs to decide on a course of action on the ESEA Flexibility Waiver. Members discussed flipping the script on the flexibility waiver and adding growth data for educator evaluations. This objective may not be solely in relation to the flexibility waiver and the Board may need to emphasize that the issue is beyond just getting the waiver. However, there was limited discussion on this objective.

Strategies

Legislative Advocacy

Members raised the importance of legislative advocacy as a strategy that needs to be integrated into the Strategic Plan. One member stated that it should be a part of the plan, “not just an asterisk” noting the legislative advocacy as a strategy. The Board needs to let legislators know what is important and why they should work on education policies. A member stated that there is an interest in student board member leadership in the Legislature. Members raised concern that, during legislative session, people find themselves in reactive mode. During the September retreat, the board members will have discussion time to reflect on what issues the Board should be proactive about.

Professional Development for Board Members

Members stated that there is a need for professional development for board members that speaks to what the Board is working on and making decisions on. With training, members are interested in having data used as the basis for a bank of presentations that they can use on the road. A member also noted that the Board could provide or structure professional development for district or educational service district staff to augment the implementation of policy.

Communications

Members discussed communications as a strategy to achieve goals. The Board can use communications and engagement to provide information targeted to primary stakeholders – the Legislature, OSPI, associations and organizations tied into education, advocacy groups, and the general public. Members voiced interest in working on editorials to let stakeholders know about what education policies are coming around.

Vertical Alignment in Decision-Making and Implementation

Members stated that Board strategy should address how to ensure vertical alignment of policy decision-making with what happens in schools. There is a need for vertical alignment all the way down to the student and horizontal engagement with other agencies. How can the Board

streamline work with other agencies? Members suggested that staff explore what other agencies are doing and examine the educational ecosystem that the Board exists in – how does the Board’s policy work move through the system? This discussion overlapped with discussion about partnership with other education entities.

Partnerships

Board members made the following statements about partnerships:

- Develop a special relationship with OSPI
- Partner more closely with WSAC
- Look at how other agencies address legislative goals
 - Be more intentional in alignment with other agencies
 - Note where the Board will lead and advocate/partner
- Partner with service agencies that provide wrap-around services
- Parent engagement- what should be done when parents are not involved – get parents excited about education and school, let them know that school is a safe place and build a sense of community
- Leverage the work of agencies and collaborate where we can

Measurement of Achievement of Goals

The Strategic Plan needs to include the following measures of the achievement of goals or aspects of measurement:

- Measurable evidence of gap closing
 - Upward trend in health indicators
- A clear measure if a Strategic Plan goal is achieved using:
 - Leading and lagging indicators
 - Interim steps
 - Needs to be focused and finite
- A decision on the type of measure that would make board operations more efficient:
 - Organic
 - Moving target (evolving)
 - Definitive
- The Strategic Plan needs goals and aims and the short-term tactical Work Plan needs to say how to do jobs well to reach the goals
- Short- medium- and long-term goal evaluation

Strategic Plan Structure

Duration of Strategic Plan

Multiple board members stated that the Strategic Plan should cover a shorter period of time (three years instead of four) so that it is easier to guide the work of the Board and that it should be revised annually so that is a “living document.” Additionally, there should be an annual detailed Work Plan including a plan for training board members through professional development opportunities. The plan should be evaluated at retreats to ensure that progress is being made.

However, one board member stated that the Strategic Plan should think in both a shorter period of two years and a longer period of five years. The member noted the importance of groundwork in the short term leading to policy proposals in later years.

Although there was not unanimous agreement on the duration of the Strategic Plan, there was agreement that a short-term Work Plan is needed in addition to the multi-year Strategic Plan. One member noted that there needs to be Strategic Plan goals/aims and a tactical Work Plan to say how to do jobs well.

Other Input on Strategic Plan Structure

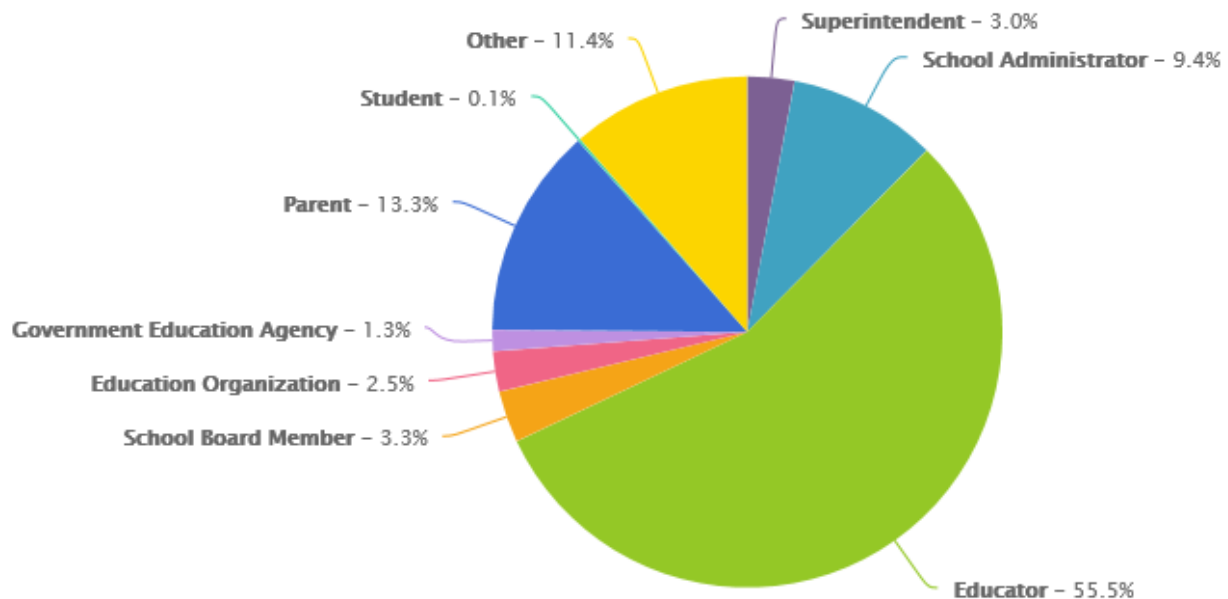
According to member comments, the Strategic Plan should:

- Include a fiscal piece;
- Consider the external factors that impact the work of the Board;
- Build the legislative response into the plan (do not put it to the side as an asterisk);
- Be useful for acculturating new members, letting them know of the work that they are signing on for;
- Include goals and objectives – three goals with objectives for drilling down;
- Assign a core group of members to each goal;
- Have goals as headings, with strategies as bullet points; and
- Reflect the importance of thinking ahead to lead.



SBE Strategic Plan Stakeholder Survey Summary Report

We received 729 responses from:



All counties were represented except: Adams, Columbia and Wahkiakum.

Most frequent survey suggestions

1. What topics or issues do you hope the Board can address in the future?

- Smaller class size (97)
- Increase teacher compensation (80)
- Increase basic education funding (47)
- Special education (23)
- More professional development (14)
- Less standardized testing (82)
- Revise teacher evaluation system (50)
- Repeal Common Core (47)
- Technology access (16)
- Provide wrap around services at school (11)

2. Give one suggestion for the Board to ensure career and college readiness for all students.

- Keep CTE (58)
- Technology access (23)
- Not all students bound for college (20)
- End social promotion (12)
- Increase basic education funding (12)
- Less standardized testing (25)
- Smaller class size (23)
- More parent involvement (12)
- Better/more early learning (12)
- Offer two tracks/diplomas (11)

3. Give one suggestion for the Board to decrease the opportunity gap.

- Smaller class size (50)
- Better/more early learning (24)
- More resources for low-income schools (20)
- Less standardized testing (18)
- Keep CTE (15)
- Increase basic education funding (48)
- More parent involvement (20)
- Equitable access for all students (19)
- Provide wrap around services at school (15)
- Technology access (14)

4. Give one suggestion of a rule or requirement that the Board could remove that is a barrier to career and college readiness.

- Standardized testing (87)
- Third credit of math (9)
- Do offer two pathways to graduation (8)
- Do keep CTE (6)
- No Child Left Behind Act (5)
- Teacher evaluation system (10)
- 24 credit requirements (8)
- Social promotion (7)
- Do offer more course equivalencies (5)
- Do increase basic education funding (5)

5. What should be the greatest priorities for the Board over the next four years?

- Increase basic education funding (56)
- Less standardized testing (50)
- Teacher evaluation system (19)
- Common Core (15)
- Technology access (14)
- Smaller class size (54)
- Increase teacher compensation (49)
- Communicate with teachers (16)
- More teacher training (15)
- Better/more early learning (14)

6. What should the Board do differently or change in order to remain a relevant and effective organization?

- Ask for teacher input (84)
- Increase basic education funding (14)
- Communicate more with the public (10)
- Don't listen to corporate big business (9)
- Talk to students (8)
- Visit schools/classrooms (44)
- Less standardized testing (11)
- This survey is a good start (9)
- Don't get political (9)
- More teachers on the Board (8)

7. Other comments, suggestion or ideas:

- Thank you (17)
- Increase basic education funding (8)
- Revise teacher evaluation system (6)
- Increase teacher compensation (8)
- Less standardized testing (7)



DRAFT SBE Strategic Plan

Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight, and advocate for student success.

Vision

All students graduate prepared for career, college, and life.

Strategic Plan

1. Comprehensive accountability, recognition, and supports for students, schools, and districts
 - Establish ambitious student achievement goals for K-12 system
 - Develop an aligned statewide system of school recognition and accountability
 - Support development and oversight of charter school authorizers
2. Close the opportunity gap
 - Strategic oversight of basic education programs and compliance
 - Promote policies and best practices to close the achievement gap
 - Close gaps in readiness and access (early learning, post-secondary access)
3. Career and college readiness for all students
 - Support implementation of Common Core and 24 Credit Framework
 - Support and expand competency-based crediting options
 - Strengthen high school and beyond planning



Accountability System Makes Progress: Analysis of Three Years of Achievement Index Ratings

Summary

This analysis of Achievement Index data shows the good news in Washington schools – proficiency levels are rising and Required Action District (RAD) Cohort I schools are making impressive progress – and the bad news – gaps are persisting between targeted subgroups and the rest of the student body. Importantly, the Board and OSPI's Office of Student Success's accountability reform work has had positive effects on schools targeted for the most intensive improvement efforts. As the Board considers goals for the accountability system in the next four-year Strategic Plan and evidence-based reforms as part of the ESSB 5491 system health indicators report, it is important to reflect on the success of the RAD schools in serving some of the most vulnerable students in Washington. However, these data also show that there is considerable work to be done to close the achievement and opportunity gaps for students in the Targeted Subgroups. Further cause for concern is that the gap grew for Targeted Subgroups in Challenged Schools despite improvement efforts.

These data focus on the progress of six categories of schools and the gaps among them.

The data show some encouraging trends for Washington schools:

- Proficiency levels are increasing for the state as a whole;
- Science and math proficiency have increased considerably;
- Gaps between Challenged Schools, School Improvement Grant (SIG) schools, and RAD schools and the rest of the schools in Washington have been reduced in most cases;
- Schools that have been in Required Action status have made impressive gains.

Unfortunately, there are also troubling trends for schools with the most vulnerable student populations:

- Gaps on multiple indicators have not closed for Challenged School Targeted Subgroups and have grown within the Challenged Schools in some cases;
- The state declined in writing while gaps in writing grew significantly larger for Targeted Subgroups and Challenged Schools;
- Growth has slowed down for SIG.

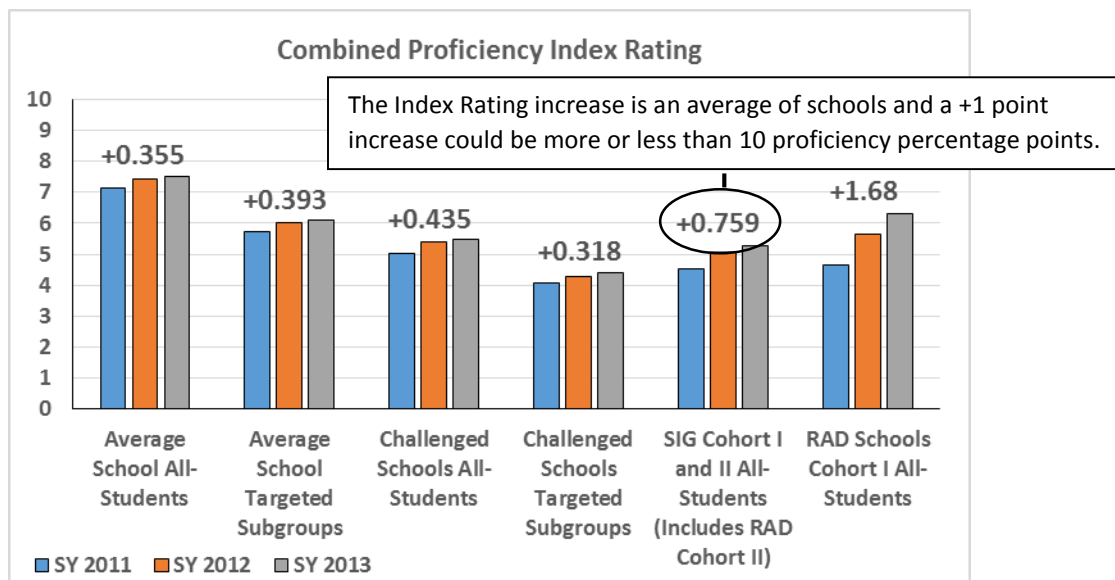
Data Definitions and Guide to the Charts

Three years of Index Rating data were analyzed on schools in the following groups:

1. Average School All-Students – Index Rating of the All-Students group in schools that are neither in the 2014-15 list of Challenged Schools (Priority and Focus based on 2012-13 results) nor Emerging schools that received OSPI support.
2. Average School Targeted Subgroups – Index Rating of the Targeted Subgroups in schools that are not on the 2014-15 list of Challenged Schools or Emerging schools. This analysis is based on preliminary data that includes Emerging schools that have since been excluded from Challenged Schools.
3. Challenged Schools All-Students – Average Index Rating of the All-Students group in schools that are on the 2014-15 list of Challenged Schools.
4. Challenged Schools Targeted Subgroups – Average Index Rating of the Targeted Subgroups in schools that are on the 2014-15 list of Challenged Schools.
5. SIG Cohort I and II (Includes RAD Cohort II) All-Students – Average Index Rating of the All-Students group in schools that have received School Improvement Grants in Cohort I and II. This category includes the newly selected RAD Cohort II schools because they have not implemented Required Action Plans yet.
6. RAD Schools Cohort I All-Students – Average Index Rating of the All-Students group in the four current RAD Cohort I schools. This group represents the schools that have been undergoing the most intensive school improvement processes in the state.

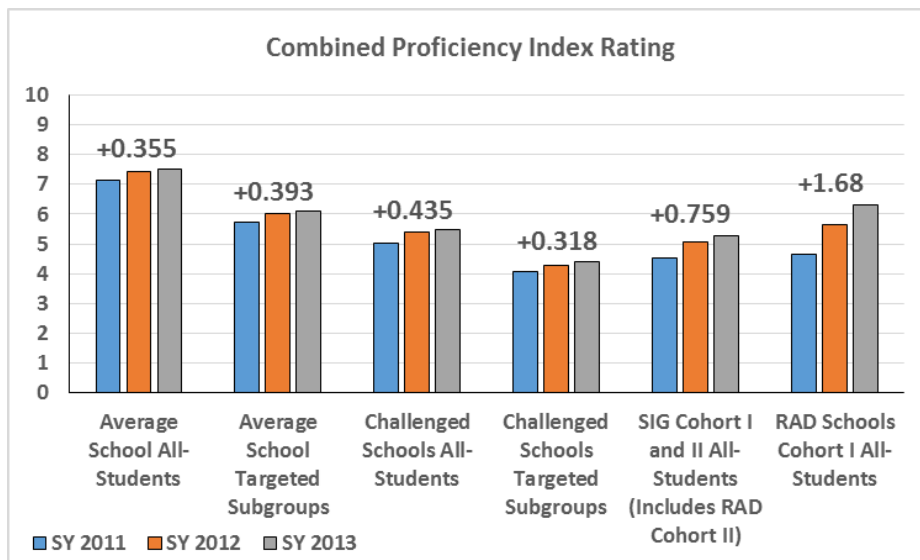
As you view these graphs, follow these directions to analyze the gaps:

1. All-Students to Targeted Subgroups in the average school. Note the point increases from 2011 to 2013 that are displayed above the columns.
2. Compare the All-Students group in the average school to the All-Students group in the Challenged Schools.
3. Compare the All-Students group in the Challenged Schools to the Targeted Subgroups in the Challenged Schools.
4. Compare the performance or growth levels of SIG and RAD schools to the All-Students group in the average school and the Challenged Schools.

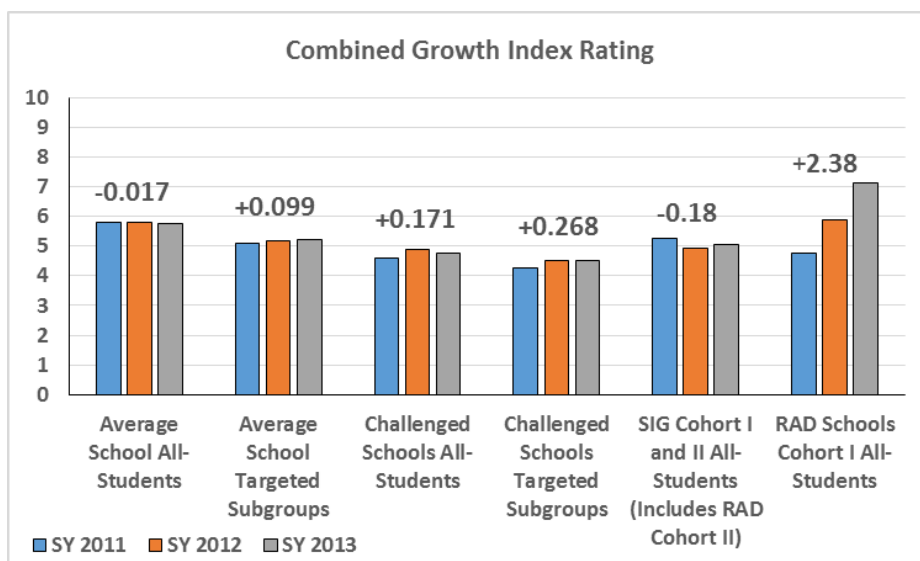


Combined Proficiency and Combined Growth Index Ratings

It is great news for Washington kids that proficiency in the combined content areas rose for all categories of schools. However, achievement gaps widened for some of the state’s most vulnerable students – the Challenged Schools Targeted Subgroups – because their progress was not as rapid as that of other groups. SIG schools made great gains and RAD schools made extraordinary gains. Growth gaps in the combined content areas narrowed between all of the categories except for SIG schools that saw a slowdown in growth. RAD schools completely closed the growth gap and are now well above the 50th percentile of growth.

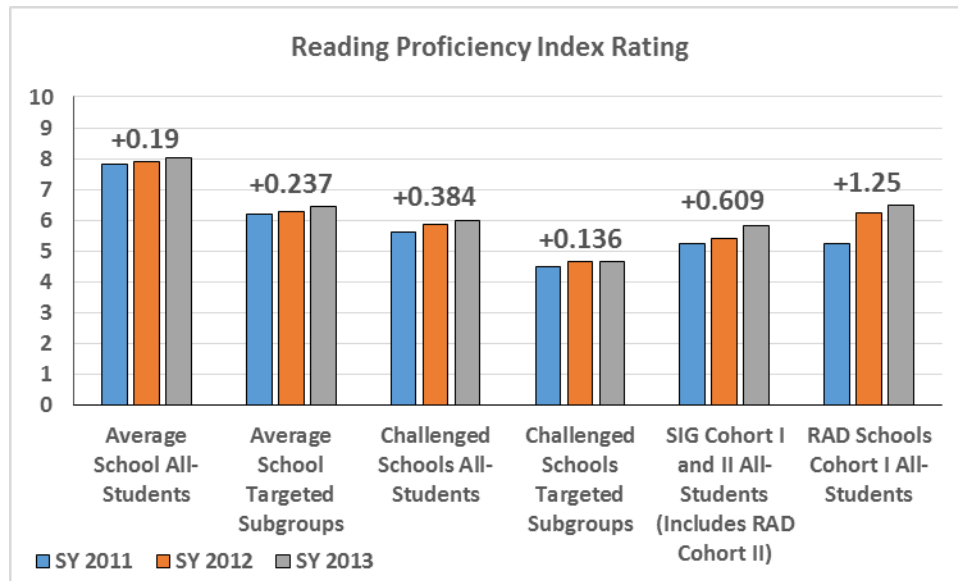


While progress may look good for Washington when the content areas are combined, there is an interesting story for each content area. For reading, the story is positive. For math, it is even more positive. For writing, the story is one of decline. And for science, there were extraordinary gains from 2011 to 2012. In every proficiency and growth indicator, RAD schools made exceptional progress.

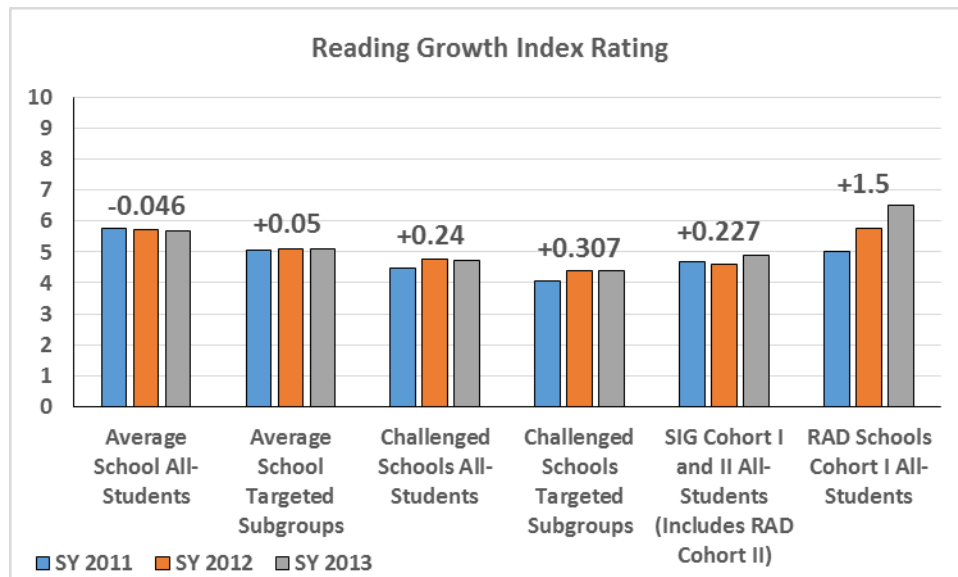


Reading Proficiency and Growth Index Ratings

Over the past three years, there has been a general increase in reading proficiency. It is welcome news that achievement gaps were reduced between all of the categories and the average schools. The gaps closed considerably for RAD, SIG, and Challenged Schools. Although the gap did not close as much for Targeted Subgroups, they did move closer to the state average.

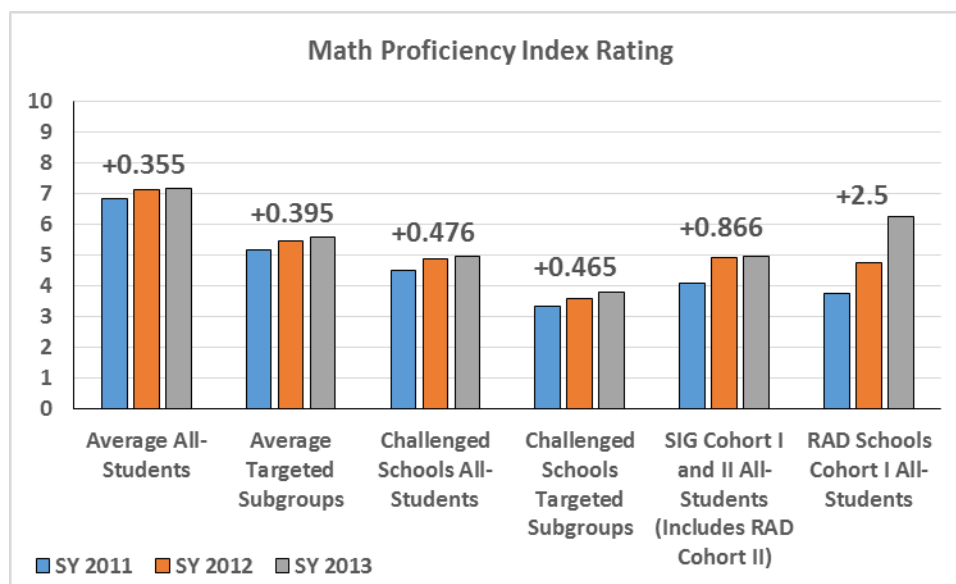


Reading growth gaps were reduced between all of the categories and the average schools. The growth rate for all but one of the categories remained below the average schools. RAD schools completely closed the growth gap and are now well above the 50th percentile of growth.

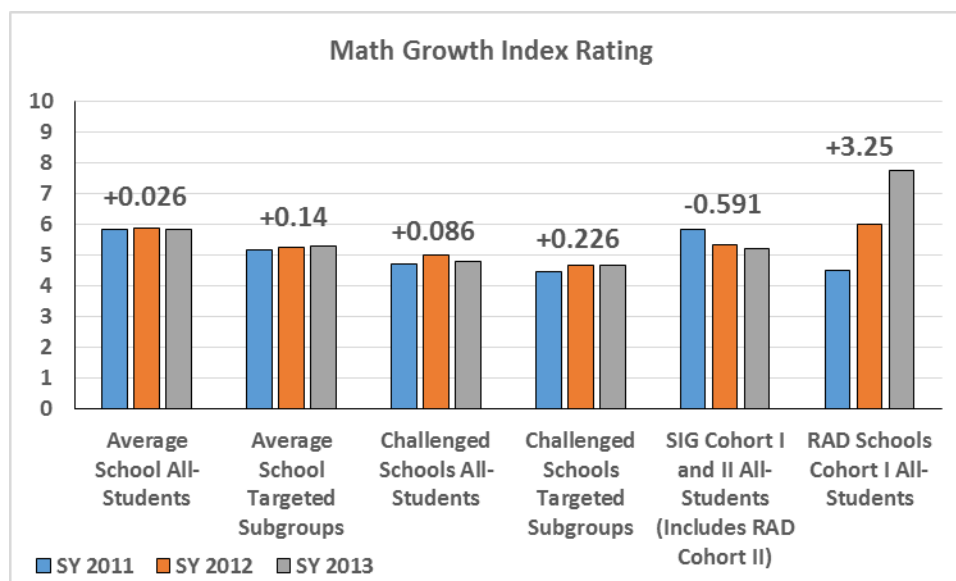


Math Proficiency and Growth Index Ratings

Math proficiency increased for all categories over the past three years, but increased even more rapidly than reading. Gaps were reduced between all of the categories and the average schools. The gaps closed considerably for RAD and SIG schools. SIG schools were making similar progress to the RAD schools from 2011 to 2012, but made barely any progress from 2012 to 2013 while RAD schools continued to rise at an impressive rate

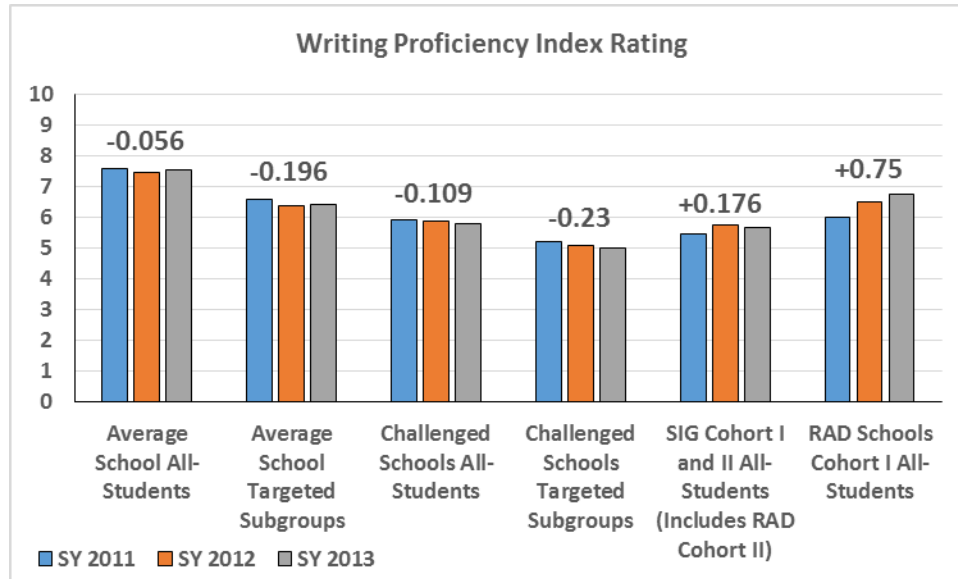


Math growth gaps were reduced between all of the categories except for SIG schools. Unfortunately, the growth rate of SIG schools went from above the 50th percentile to below it. While this is not necessarily a sign that proficiency gaps will widen for SIG schools because the state is improving in math, it is certainly of concern that the math growth at SIG schools has slowed. RAD schools completely closed the growth gap and are now well above the 50th percentile of growth.



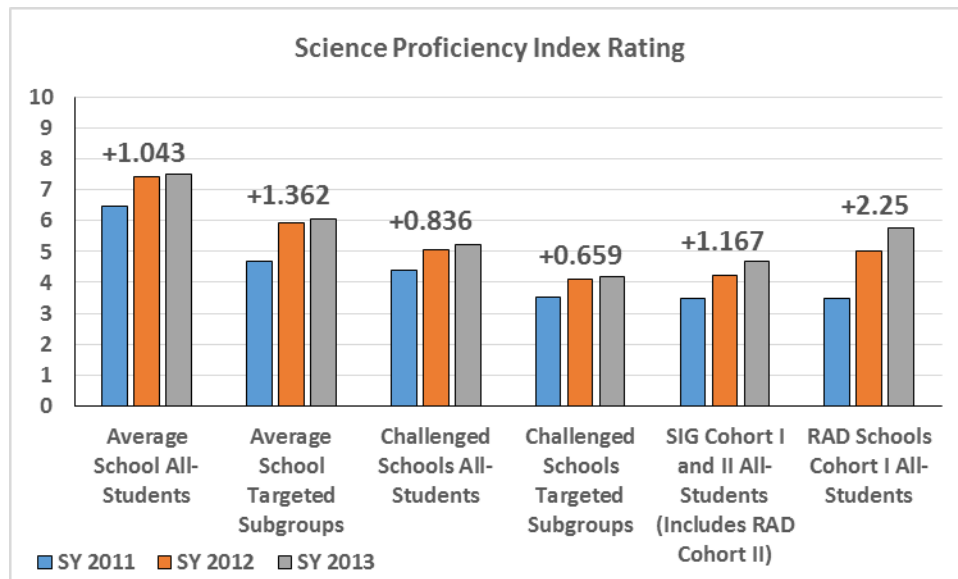
Writing Proficiency Index Rating

The most troubling results were in writing. The achievement gap in writing widened more for Targeted Subgroups than any of the indicators that were analyzed. Despite the general downward trend, SIG and RAD schools improved. The school-level Index Ratings provide an alternative view of achievement, with aggregate student proficiency levels telling a more optimistic story in the OSPI Report Card.



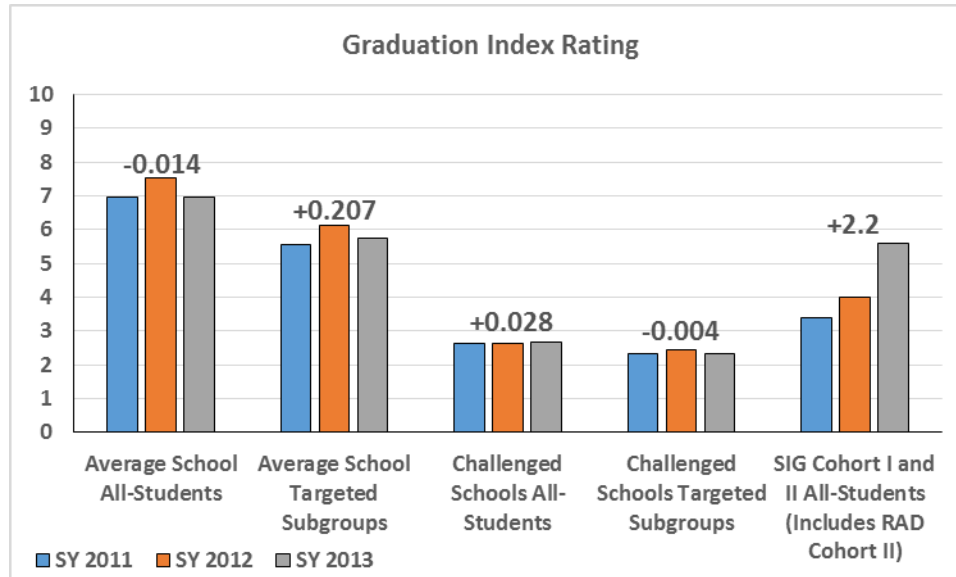
Science Proficiency Index Rating

Science proficiency increased across the board and rose more than any of the other indicators that were analyzed. RAD, SIG, and Targeted Subgroups in average schools made the most significant gains. Challenged Schools and their Targeted Subgroups increased at a lower rate than the other categories. Interestingly, there was a very large increase in science proficiency from 2011 to 2012. The reason for that increase is not immediately clear.



Graduation Index Rating

The state experienced a slight decrease in graduation rate over the past three years. Fortunately, the gap was reduced considerably for Targeted Subgroups in both the Challenged Schools and the average schools. SIG schools showed impressive gains. RAD schools were not included in the analysis of graduation Index Rating because of data limitations.



Conclusion

The promising story of RAD schools and, to a lesser extent, SIG schools is one of rapid improvement. However, gaps remain for some of Washington's most vulnerable students – the Targeted Subgroups and there is little cause to think that those gaps are closing quickly. RAD Cohort II and SIG Cohort III will begin receiving support in the accountability system. When considering the Strategic Plan accountability goals and the evidence-based reforms in the 5491 system health indicator report, the Board has the opportunity to further its work in supporting schools serving the most vulnerable students in Washington – the Targeted Subgroups – and continue the progress happening as a result of accountability system improvement efforts.

A Note on Index Data

When reviewing these data, it is important to keep in mind that Achievement Index Ratings are at the school level and aggregate all grades. OSPI Report Card or NAEP information, in contrast, are based on student-level, grade-level data aggregated to the state, district, or school level. Index data will tell a story of an average school rather than of the average student in Washington. When averaged in this analysis, the Index Ratings are not weighted by enrollment. So, a school with 500 students has the same effect on the average as a school with 2,000 students. Similarly, an Index Rating itself is not weighted by enrollment. So, a school's All-Students group of 2,000 students is weighted the same as a Targeted Subgroups count of 50 students. Index Ratings are not generated for groups of less than 20 students, while OSPI Report Card or NAEP data can include every student as long as the indicator is being aggregated to the state level. The Index data in this report tell the story of the average school in Washington and may differ from the story of the average student for the reasons listed above.