



# Statewide Indicators

Washington State Board of Education  
November 8, 2018



# Conversation Today

What's new for 2018

Status of the Indicators – Data Highlights

Proposed Recommendations or Reforms



# 2018 Work Highlights

- The SBE convened a Technical Advisory Committee (TAC) to advance the work on the Statewide Indicators of the Educational System Health report.
- Performance goals were revised and reset in a manner that aligns each with the ESSA goalsetting methodology.
- The annual targets and long-term goals for students with a disability were recalculated following guidance from the OSPI that eliminates the reporting of Level-2 Basic proficiency.
- The list of peer states has been revised to better match the characteristics and structure of Washington's economy.
- This report proposes five evidence-based reforms or recommendations put forth for the purpose of improving Washington's educational system, each of which are explicitly aligned with the SBE strategic plan for 2018-2023.



# Overview of the Status of the Indicators All Students Group

Performance is improving, but not fast enough.

Indicator	3-Year Trend	2018 Actual	2018 Target
Kindergarten Readiness	Improving	46.7%	51.7%
4 <sup>th</sup> Grade Reading	Unchanged	57.3%	58.7%
8 <sup>th</sup> Grade Math	Unchanged	47.5%	50.9%
High School Graduation	Improving	79.3%*	80.4%
Readiness for College Coursework	Improving & to be updated	73.9%*	75.5%
Post-Secondary Attainment and Workforce	Improving & to be updated	42%*	44%

\*Note: represents the most recent year of data.



# Status of the Indicators All Students Group

Small improvement over three years.  
Performance is somewhat similar to peer states.

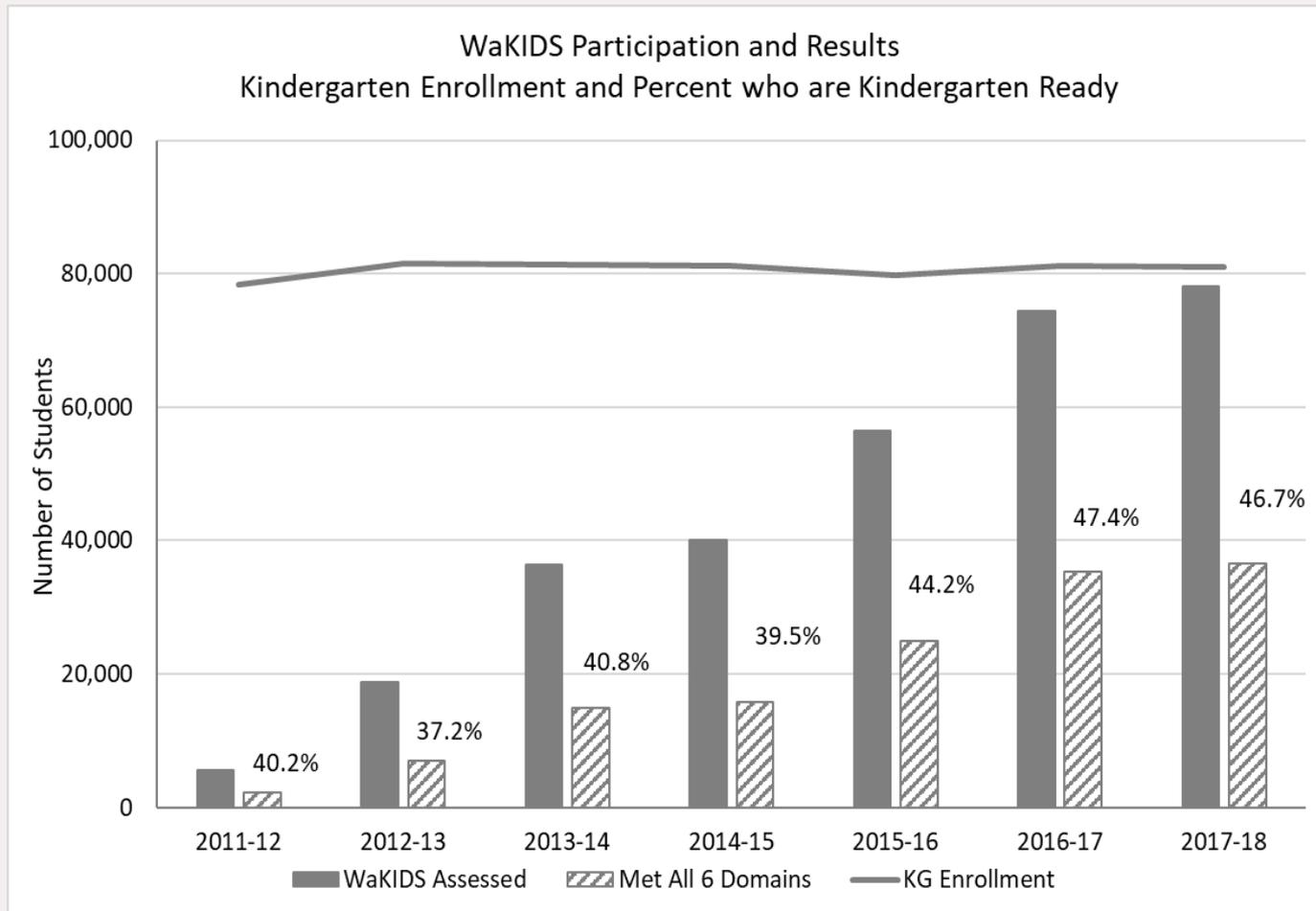
	Change over Three Years*	Met Annual Target	Comparable to Peer States**	Top 10 Percent Nationally**
Kindergarten Readiness	+ 2.5	✘	✘	✘
4 <sup>th</sup> Grade Reading	+ 0.3	✘	✓	✓
8 <sup>th</sup> Grade Math	- 0.3	✘	✓	✓
High School Graduation	+ 1.2	✘	✘	✘
Readiness for College Coursework	+ 1.1	✘	✓	✓
Postsecondary Attainment and Workforce	+ 0.5	✘	N/A	N/A

\*Note: change shown as percentage points. \*\*Note: the peer state and national comparisons utilize a combination of measures comprised of the recommended measures, nationwide administered assessments, and other publicly available information. The ✓ = yes, and the ✘ = no.



# Kindergarten Readiness Indicator

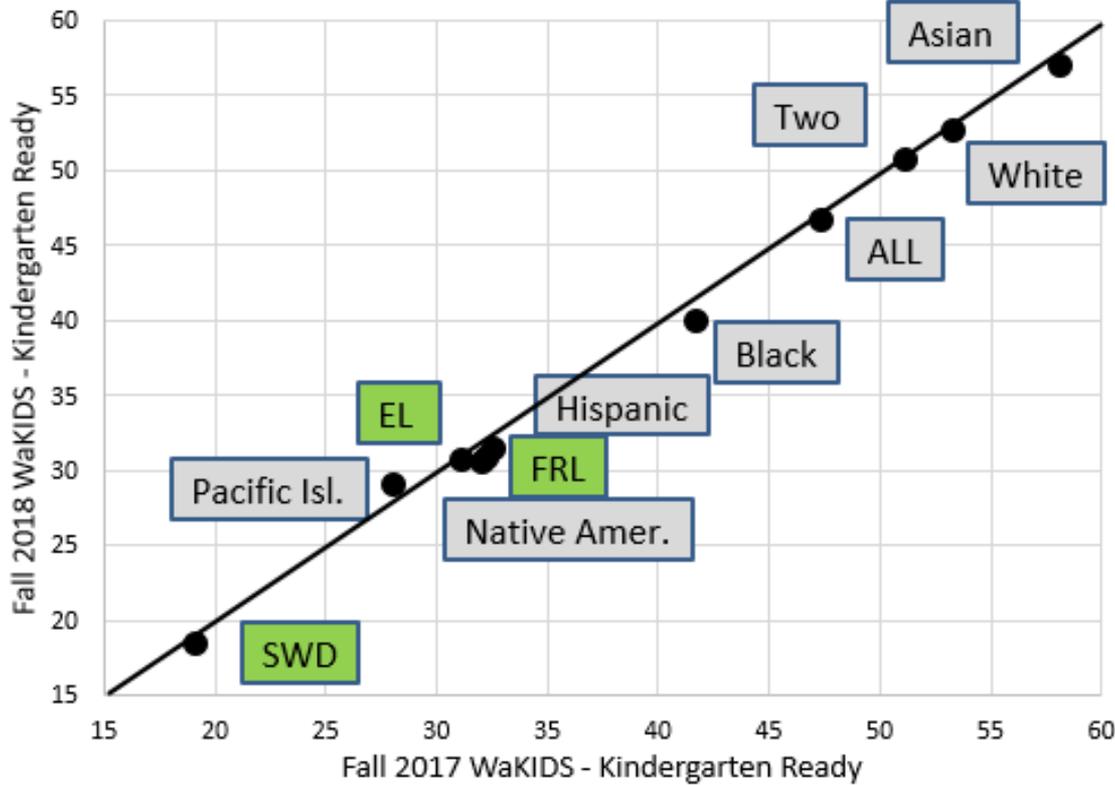
Recent enhanced inputs would be expected to support sustained improvements over time.





# Kindergarten Readiness Indicator

Kindergarten Readiness  
Change from 2017 to 2018

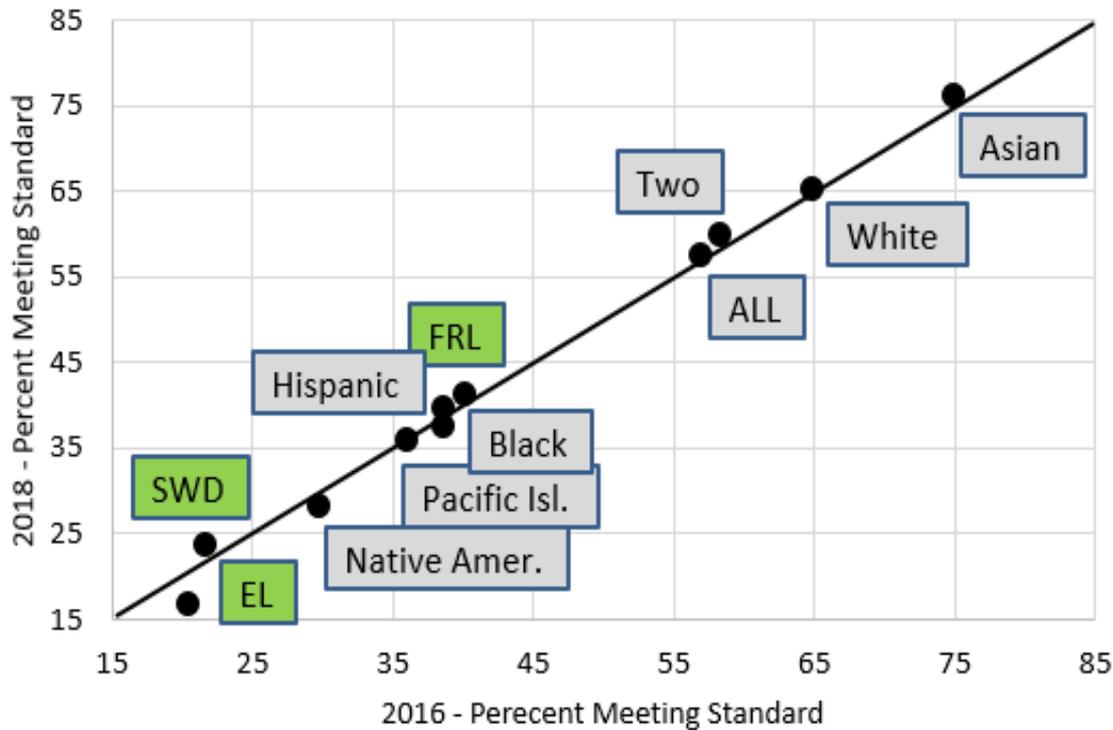


Small Changes  
Large Gaps

	Actual 2016-17	Actual 2017-18
All Students	47.4	46.7
Native Amer.	32.1	30.5
Asian	58.1	56.9
Black	41.7	40.0
Hispanic	32.3	30.9
Pacific Islander	28.0	29.1
White	53.3	52.7
Two or More	51.1	50.7
EL	31.1	30.7
FRL	32.6	31.5
SWD	19.1	18.5

# 4<sup>th</sup> Grade Reading Indicator

4<sup>th</sup> Grade Reading  
Change from 2016 to 2018

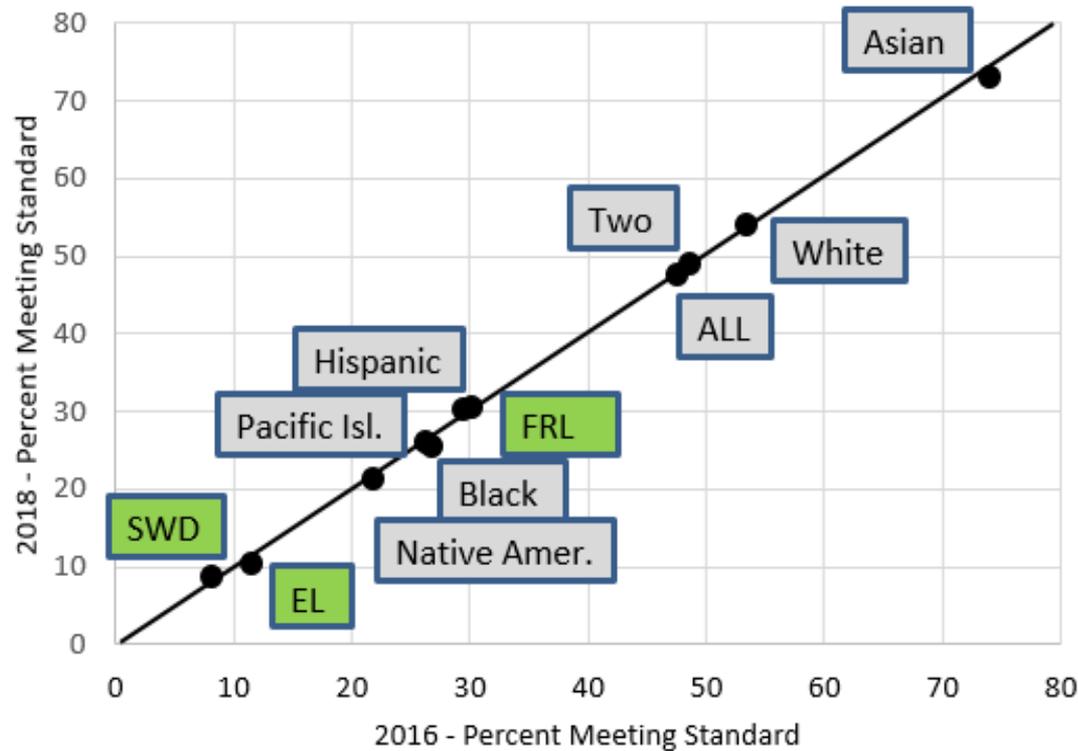


Small Changes  
Large Gaps

	Actual 2015-16	Actual 2017-18
<b>All Students</b>	57.0	57.3
Native Amer.	29.9	28.1
Asian	75.1	76.0
Black	38.7	37.3
Hispanic	38.8	39.6
Pacific Islander	36.1	35.9
White	65.0	65.0
Two or More	58.5	59.8
EL	20.6	16.6
FRL	40.2	41.2
SWD	21.8	23.6

# 8<sup>th</sup> Grade Math Indicator

8<sup>th</sup> Grade Math  
Change from 2016 to 2018



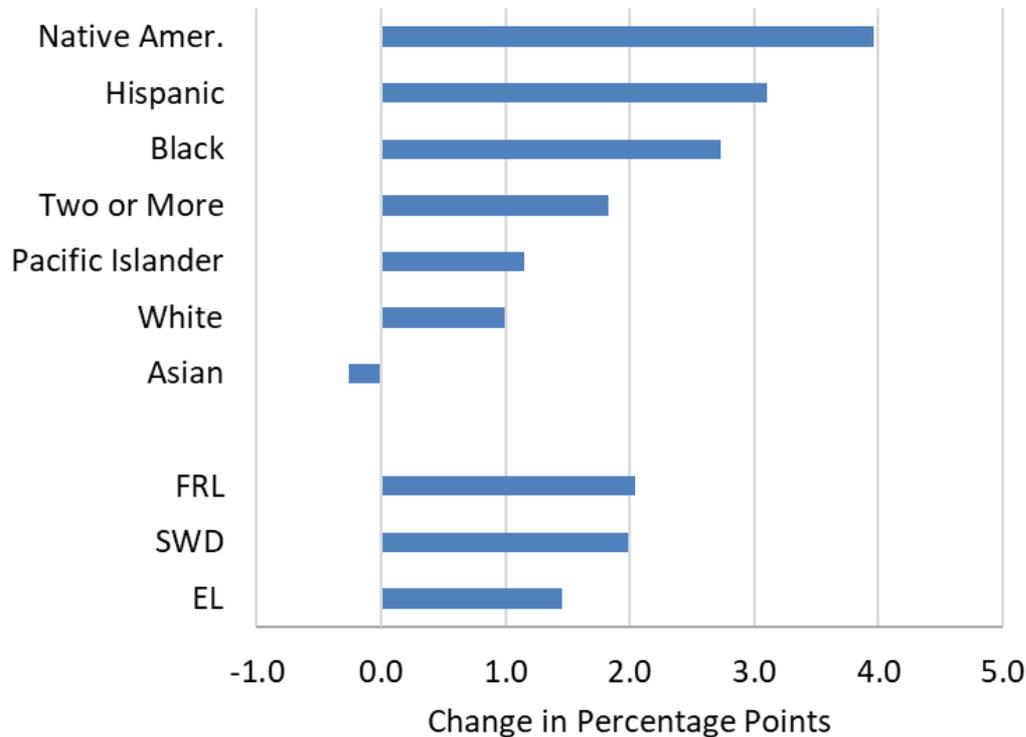
Small Changes  
Large Gaps

	Actual 2015-16	Actual 2017-18
<b>All Students</b>	<b>47.8</b>	<b>47.5</b>
Native Amer.	22.0	21.0
Asian	74.2	72.9
Black	27.0	25.3
Hispanic	29.6	30.1
Pacific Islander	26.4	25.9
White	53.6	53.7
Two or More	48.8	48.9
EL	11.6	10.2
FRL	30.4	30.3
SWD	8.4	8.6



# Four-Year High School Graduation Rate Change from C/O 2015 to C/O 2017

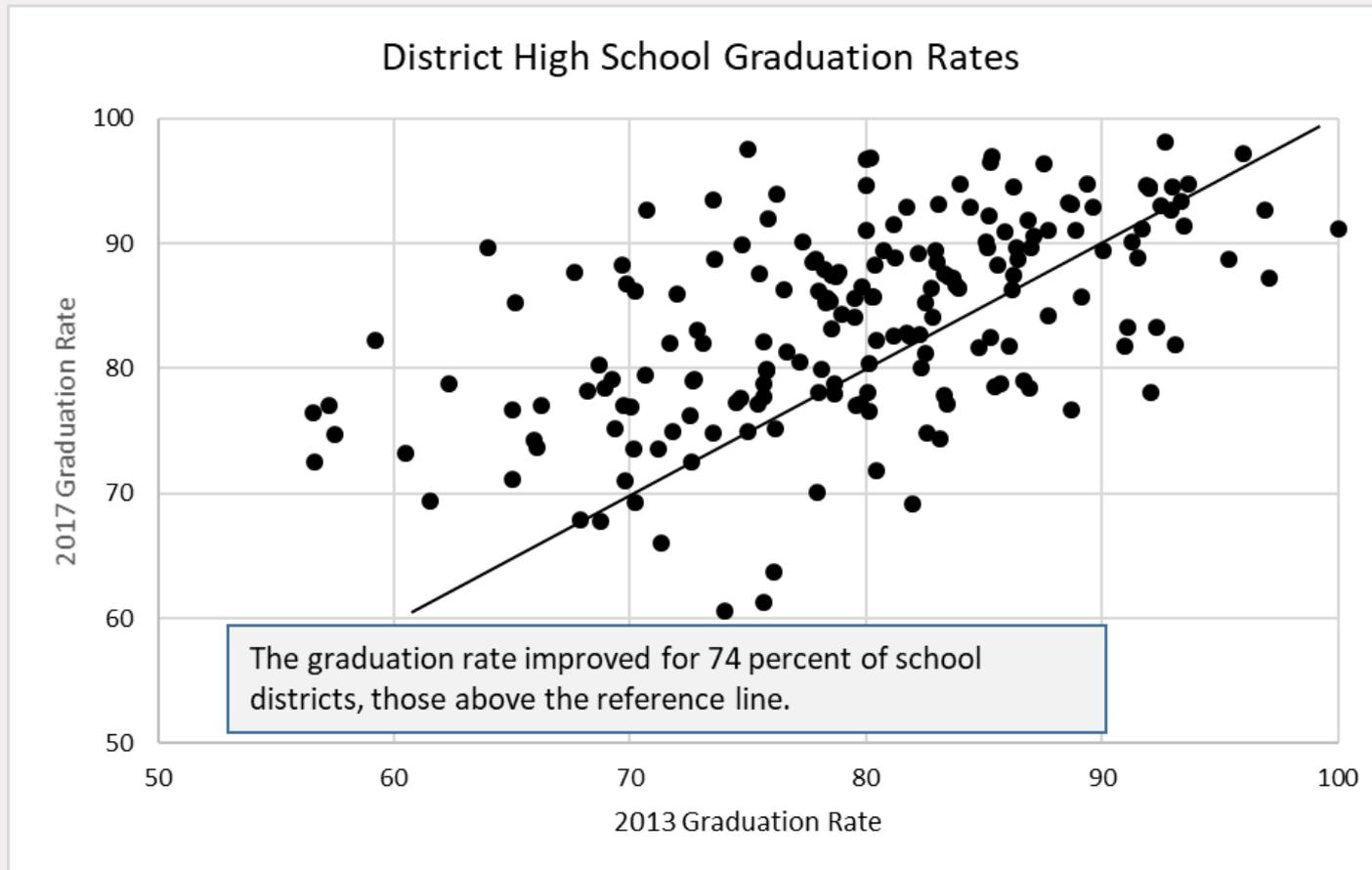
Four-Year Graduation Rate  
Change from C/O 2015 to C/O 2017



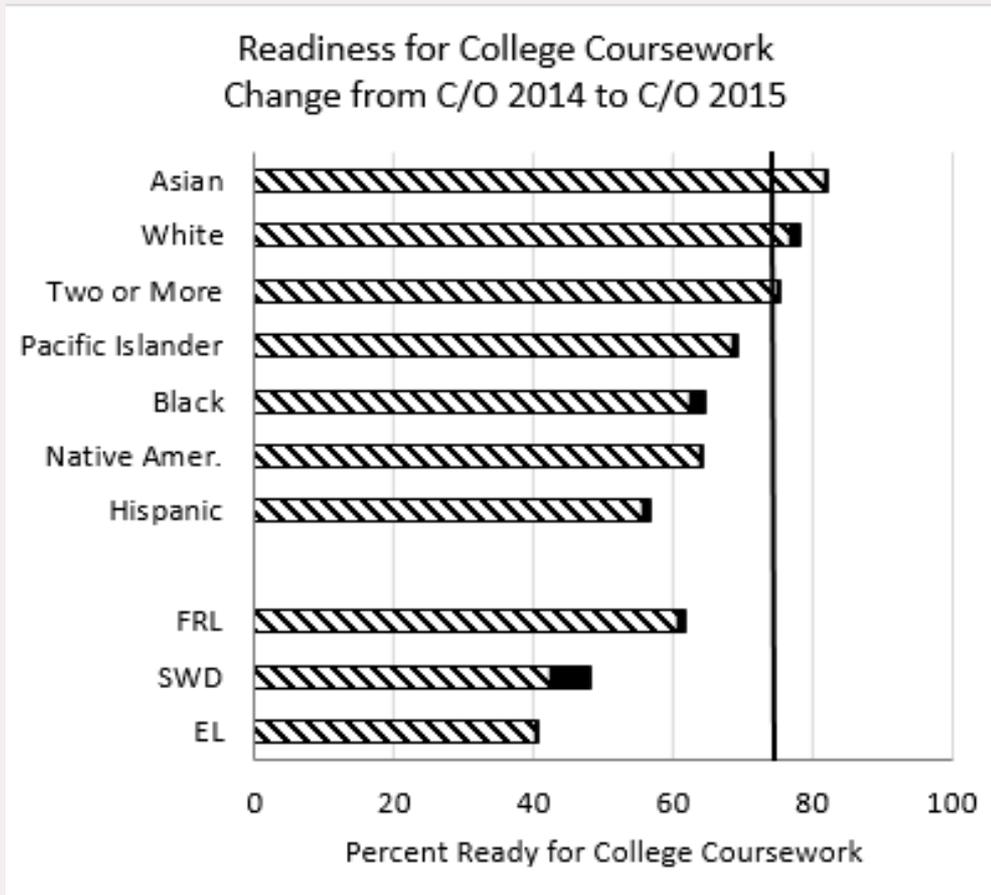
Small Changes  
Large Gaps

	C/O 2015	C/O 2017
<b>All Students</b>	<b>78.1</b>	<b>79.3</b>
Native Amer.	56.4	60.3
Asian	87.8	87.5
Black	68.8	71.5
Hispanic	69.6	72.7
Pacific Islander	67.0	68.1
White	80.9	81.9
Two or More	77.9	79.7
EL	55.8	57.8
FRL	68.0	70.0
SWD	57.9	59.4

# Four-Year High School Graduation Rate Change from C/O 2013 to C/O 2017 Washington School District Rates



# Readiness for College Coursework



Gaps are narrowing for the Black student group and the students with a disability group.



# System Recommendations

RECOMMENDATION 1 - TRANSITION INTO THE K-12 SYSTEM

RECOMMENDATION 2 – ACCESS TO QUALITY SCHOOLS AND PROGRAMS

RECOMMENDATION 3 – LEARNING ENVIRONMENTS

RECOMMENDATION 4 – STUDENT WELL-BEING AND SCHOOL SAFETY

RECOMMENDATION 5 – EDUCATIONAL EQUITY



# Recommendation 1

## Transition into the K-12 System

Expand access to affordable, high-quality early childhood education for all of Washington's children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.



# Recommendation 2

## Access to Quality Schools and Programs

Create a more flexible school system, which is more responsive to the needs of students, while ensuring that students have the opportunity to learn.

Provide flexibility supporting personalized pathways to learning.

Implement system structures, policies, and practices which support all students, and eliminate systemic bias, barriers, and inequities in education opportunities.

Retain strong school and effective school leaders.



## Recommendation 3

### Learning Environments

Expand programs that enable and encourage meaningful family and community engagement at every level of the education system.

Expand the use of problem-based and career-connected learning opportunities which includes the granting of credit for competencies acquired in the workplace, volunteer work, or other extracurricular activities.

Encourage differentiated instruction and flexible coursework progression, which includes the use of mixed-grade classrooms, and Universal Design for Learning principles to address diverse ways of learning and expressing what is learned.

Implement structures for the purpose of sharing effective practices to implement continual curriculum improvement using research-based, models to improve teaching and learning.



# Recommendation 4

## Student Well-Being and School Safety

Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system, and expand comprehensive statewide school safety and mental health systems via regional coordination.

Establish a multiagency workgroup to coordinate the design of an implementation plan for a state-wide school culture and climate survey which would become a part of the educational system health reporting.



## Recommendation 5 Educational Equity

Implement system structures, policies, and practices which support all students, and eliminate systemic bias, barriers, and inequities in education opportunities.

Revise the prototypical school funding model to ensure funding is equitable; that is, school funding based on the diverse needs of students and changing societal demands, and increasing access to-quality expanded learning opportunities for historically underserved students.

# Next Steps for the Board and Staff

## Questions and Discussion

Legislative Report  
and  
Recommendations

In progress

Legislative Leave  
Behind

Strategic Plan & Indicators

In progress

Supplemental  
Data Report

In progress

### Action Item for the Board

Move to approve the *Indicators of Educational System Health Report*, as shown in Exhibit A, and direct staff to finalize and submit to the Legislature by December 1, 2018.



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