



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	<u>Discussion on Implementation of Senate Bill 5491—Indicators of Educational System Health</u>	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • Is the Board comfortable with the goals as expressed in the materials? • How do these goals become realized, and what are the implications for policy, practice or funding? • What additional indicators or changes to the indicators would the Board want to see? 	
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 checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>ESSB 5491 requires the SBE, with assistance from OSPI, the Workforce Training and Education Coordinating Board, the Educational Opportunity Gap Oversight and Accountability Committee and the Student Achievement Council to submit a report on initial baseline values and initial goals of the statewide indicators of educational health by December 1, 2013. The Board will hold a roundtable discussion with representatives from the entities named in the bill, as well as the Department of Early Learning, the State Board of Community and Technical Colleges, and the Professional Educators Standards Board.</p> <p>The draft report is included in this packet, as well as the Achievement and Accountability Workgroup Feedback Report from the October 9 webinar on ESSB 5491, a crosswalk of ESSB 5491 indicators with Results Washington, and the bill ESSB 5491.</p>	



Discussion Regarding Senate Bill 5491

Discussion Participants:

- Alan Burke, OSPI, Deputy Superintendent
- Gene Sharratt, WSAC, Executive Director
- Randy Spaulding, WSAC, Director, Academic Affairs & Policy
- Eleni Papadakis, WTECB, Executive Director
- Lester “Flip” Herndon, PESB, Board Member
- Sharon Tomiko Santos, EOGOAC, Co-Chair
- Bette Hyde, DEL, Director
- Nicole Rose, DEL, ECEAP Program Administrator
- Carrie Wolfe, DEL, Data Governance Coordinator
- Jay Reich, SBCTC, Board Member
- Greg Lobdell, CEE, President, Director of Research

Goal:

Have a high-level policy discussion about the goals of our education system, pursuant to the requirements of SB 5491. The discussion will inform the submission of a December, 2013 preliminary report to the Legislature.

Guiding Questions:

1. Are we comfortable with the measures and goals as expressed in the materials?
2. What would we change about the measures included in Senate Bill 5491?
3. How do these goals become realized? What are implications for policy, practice, or funding?
4. If we had to choose one goal statement as an overarching aspirational goal for the system, what would it be?
5. What concrete steps can each of us take to establish, and then work toward, unified goals for the education system?

Format:

Introduction	Mary Jean Ryan, Acting Chair	5 minutes
Preliminary Presentation of Data/Findings	Greg Lobdell	10 minutes
Agency Statements	Agency Heads	45 minutes
Open Discussion	All	45 minutes
Concluding Thoughts & Next Steps	Mary Jean Ryan, Acting Chair	10 minutes

ESSB 5491: Indicators of Educational Health

An Overview of the Statewide Indicators of Educational Health, Their Current State, Goals/Objectives, and Recommendations for Future Enhancements

GREGORY E. LOBDELL

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Introduction: Why Indicators of Educational Health?

In Chapter 282, Laws of 2013 (ESSB 5491), the legislature tasked the state board of education to work with various state entities – including the office of superintendent of public instruction, the workforce training and education coordinating board, the student achievement council, and the educational opportunity gap oversight and accountability committee – on establishing goals for improvement of statewide indicators of educational system health.

The process of understanding the overall health of the educational system is at a critical juncture. The implementation of fully funding basic education as required in the McCleary Supreme Court decision (<http://www.courts.wa.gov/opinions/pdf/843627.opn.pdf>) require these agencies, as stewards of the public trust, to monitor the impact of this funding on a state wide basis.

Specifically, the law tasks the agencies with submitting a report, by December 1, 2013, outlining “the status of each indicator,” and establishing “baseline values and initial goals” for the system. The legislation also allows for recommendations on “revised performance goals and measurements,” as the agencies go through the learning process of implementing the legislation.

Legislative Intent

The legislature specified in the bill their intent:

It is, therefore, the intent of the legislature to establish a discrete set of statewide data points that will serve as **snapshots of the overall health of the educational system** and as a **means for evaluating progress in achieving the outcomes set for the system and the students it serves**. By monitoring these statewide indicators over time, it is the intent of the legislature to understand whether reform efforts and investments are making positive progress in the overall education of students and whether adjustments are necessary. Finally, it is the intent of the legislature to align the education reform efforts of each state education agency in order to hold each part of the system – statewide leaders, school personnel, and students – accountable to the same definitions of success. {emphasis added}

Further, the legislation notes that there are several entities working on related efforts:

“actively working on efforts to identify measurable goals and priorities, road maps, and strategic plans for the entire educational system. It is not the

legislature's intent to undermine or curtail the ongoing work of these groups. However, the legislature believes that a coordinated single set of statewide goals would help focus these efforts."

In addition to reporting on these indicators, the bill requires that we:

"shall establish a process for identifying realistic but challenging system-wide performance goals and measurements, if necessary, for each of the indicators established in subsection (1) of this section " {emphasis added}

Partners in the Implementation of ESSB 5491

The State Board of Education has been working on development of the goals with representatives from:

- Office of the Superintendent of Public Instruction
- Workforce Training & Education Coordinating Board
- Educational Opportunity Gap Oversight & Accountability Committee
- Student Achievement Council
- Department of Early Learning
- State Board for Community & Technical Colleges

Guiding Principles for Implementing ESSB 5491

Any rigorous goals-setting process has to start with some basic assumptions about the purpose of the process, some basic parameters about how to define goals which are ambitious yet achievable, and some understanding of the sorts of interventions, supports, and resources necessary to actually achieve the goals in question.

In establishing the goals for ESSB 5491, we operated from the following guiding principles:

1. ***The state's role is important, but also limited in important ways.*** The state does not "run" local schools from an operational standpoint, nor should it, and this has important implications for a state agency's role and influence in improving performance of students on these indicators. The state does, however, have a primary role in making ample provision for our system of schools, and for developing the tools to assess our progress—establishing academic standards and assessments. Without question, these two roles play a significant role in shaping the obstacles, resources, and incentives which drive teaching and learning in the system.
2. ***Duality of Leading and Lagging Indicators.*** The indicators prescribed in ESSB 5491 all share a duality in purpose—as each are both *leading* and *lagging* indicators. *Leading indicators* are predictive of a future state. *Lagging indicators* are summative, or outcome measures. They report the outcome of measure at a given point in time. Kindergarten readiness is a leading indicator of performance in Elementary school, and also a lagging indicator of the collective environment and services for that child from birth to entrance of Kindergarten. Similarly, fourth-grade reading is a lagging indicator of the impact of the K-4 education subsystem, and is also a leading indicator toward middle school and high school success.
3. ***The goal is not always obvious.*** How you construct your goal has important implications for points of emphasis in the system, and the goals are not always obvious. For example, choosing 'closing the opportunity gap' as a policy focus may lead you to slightly different policy solutions

and points of emphasis than ‘closing the growth gap’ or ‘career and college readiness for all students’. A major benefit to goals-setting is sending a powerful message to those in the field; those who are actually delivering programs and services. Slight differences in points of focus can have significant consequences for implementation.

4. **Improvement takes time.** For the goals to have legitimacy, it’s important to think through the actual system changes that would plausibly occur, and how long those changes would be expected to actually produce changes in the experiences of individual students. Expecting student performance changes in next year’s test scores, for example, represents a disconnect in that most of the actual student learning that is measured may already have occurred. In this respect, it’s important to think through what your metrics are actually measuring, and what the sequence of events are that lead to changes in that metric, over what period of time. Key considerations include: how long does full implementation of Common Core standards take? How long does it take for increased state funding to actually impact program improvements at a classroom level?
5. **Improvements take resources.** As a system, our assumption is that we can make incremental educational improvements without major changes in funding; however, it is our collective belief that we cannot achieve ambitious goals without a significant investment in our education system. Implementation of ESHB 2261 remains the primary vehicle for complying with the state’s Constitutional responsibility for ample funding of public schools, and we therefore see it as appropriate to view these goals in concert with those funding targets.
6. **System alignment remains a goal.** A variety of alignment issues became apparent during the discussion of these goals – in particular, how these goals relate the goals of the executive branch as currently being constructed in Results Washington’s World Class Education goal (www.results.wa.gov/whatWeDo/measureResults/education.aspx), how they relate to the goals established by the Washington Student Achievement Council as part of their strategic planning activities, and how they align to the goals required for compliance with federal ESEA regulatory guidance with regards to setting Annual Measurable Objectives (AMOs). System alignment for this project means at least two things – alignment with existing goal structures, but also alignment internally so that leading indicators align with lagging indicators, and that rates of change align when one indicator is predictive of another.
7. **Monitoring the Opportunity Gap is critical.** We must continue to focus on, and monitor progress toward closing the opportunity gap. In overall terms, we are looking at the composite of readiness gaps (leading indicator) and a growth gap (lagging indicator). For example, elementary reading proficiency represents a readiness gap for the middle school grades. At the end of middle grades, the growth gap shows us whether the system has shown accelerated growth (thus closing the gap).
8. **Our first effort is a “prototype” or “pilot” version.** In our initial look at the data, it is immediately clear that some data is incomplete, whereas other data will be substantially impacted by the transition to Common Core State Standards, where upon interim benchmarks will likely need to be recalibrated. We also believe that change is inevitable. Our tools, the metrics resulting from the tools and our techniques for analyzing the metrics will continue to improve.

Indicators Required in ESSB 5491

ESSB 5491 adds a new section 2 in to chapter 28A.150 RCW which specifies the following six statewide indicators of educational health.

1. 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;
2. The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW 28A.655.070;
3. The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW 28A.655.070;
4. The four-year cohort high school graduation rate;
5. 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
6. The percentage of students enrolled in precollege or remedial courses in college.

Status of ESSB 5491 Indicators

Overview and Notes

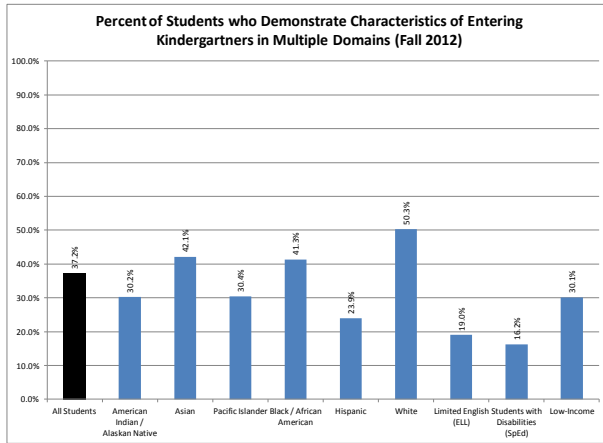
The implementation of ESSB 5491 indicators of educational health are dependent upon the data sources from which the data is gathered. The indicators and the data systems which feed into the data systems are in various states of implementation.

Table 1 summarizes the current state of each indicator and the data system which feeds that indicator, shows the 2013 baseline value, and shows the change per year over a 5 year trend.

Indicator	Current State of the Data	Comparative across states or Nation?	BASELINE: 2012-13 academic year results	5-Year Trend Change per year (PPPY=percentage points per year)
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	Fall 2012 sample: N=20,700 students in 118 schools. Biased toward high- need schools receiving funding for full-day Kindergarten programs.	No	37.2% (fall 2012)	N/A
4 th Grade Reading	Stable with extensive historical data.	No	72.4%	+0.19 PPPY
8 th Grade Math	Stable with extensive historical data.	No	53.2%	+0.87 PPPY
High School Graduation Rate- 4 Year Cohort	Stable with extensive historical data. Data on each graduating class is not available until December following the June graduations.	Yes	77.2%	+1.35 PPPY
Percents of graduates enrolled or employed in 2 nd and 4 th quarter after graduation	Currently, the data for “graduates enrolled” is very representative of all graduates of Washington public schools. However, the “employment” data is a subset representing only those students who have provided social security numbers (SSN). This is estimated to be approximately 50% of graduates. Despite this short-term data issue, we believe the strength of this indicator is in the comprehensive view it provides (the OR of education, employment, or training).			
Postsecondary Education	All students	Yes	60.0%	-0.10 PPPY
Postsecondary Employment	Approx. 50% of graduates w/ SSN	TBD	TBD	TBD
Percentage of students enrolled in precollege or remedial courses	Currently this data is separated into those attending 2-year and 4-year institutions. Despite this short-term data issue we will report this as a single measure of remediation pending data from OFM/ERDC.			
Attending 2-Year	Stable	Yes	57.0%	-0.20 PPPY
Attending 4-Year	Stable	Yes	11.0%	-0.20 PPPY

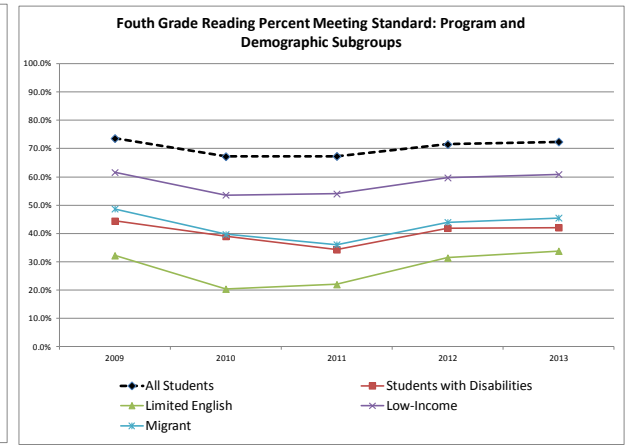
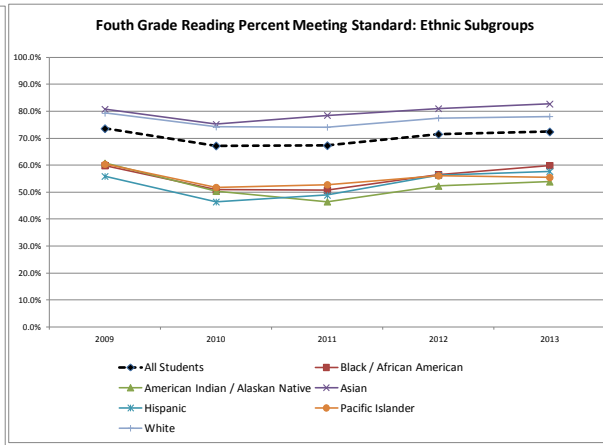
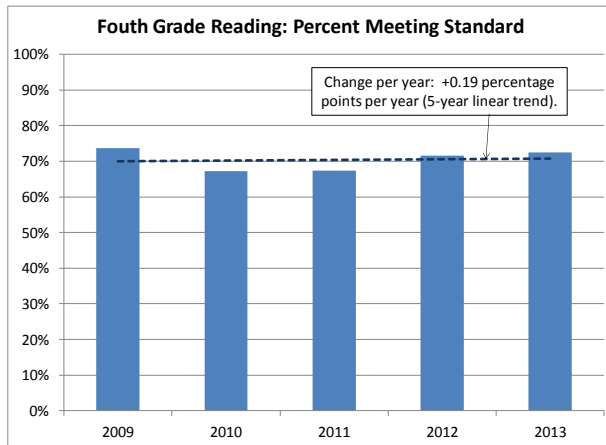
Table 1: Indicators- Current State and Baseline Values

Indicator 1: Kindergarten Readiness

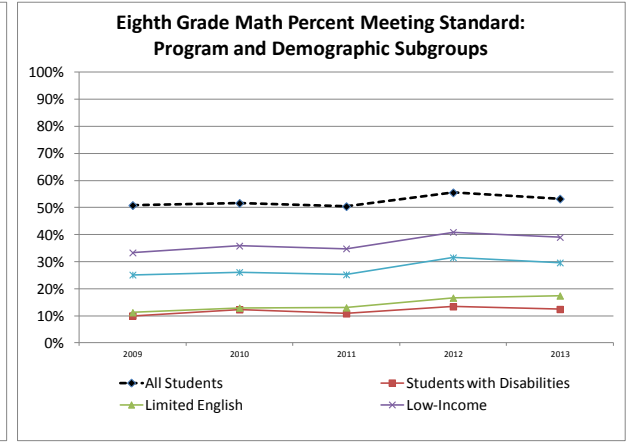
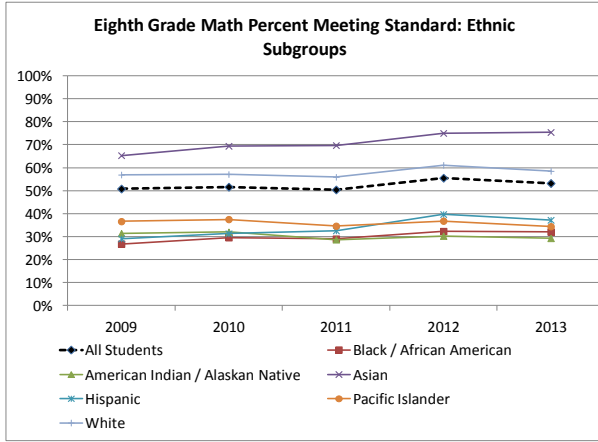
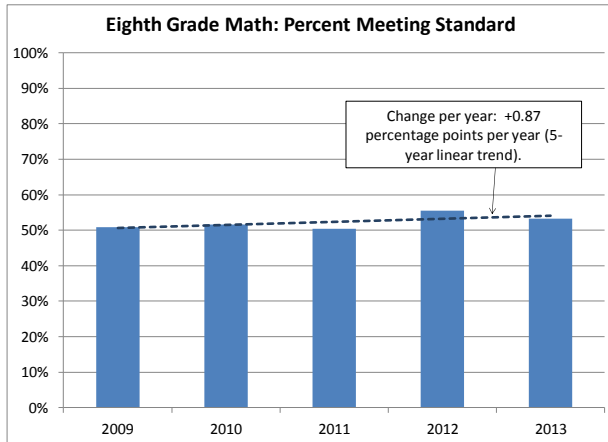


Longitudinal data and disaggregated subgroup data will be reported once Fall-2013 Wa-KIDS assessment results are available.

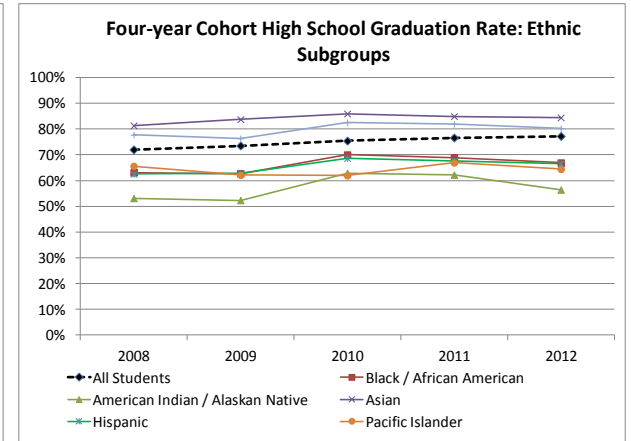
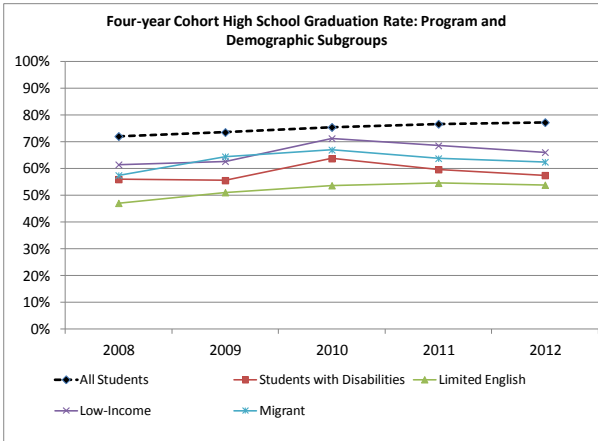
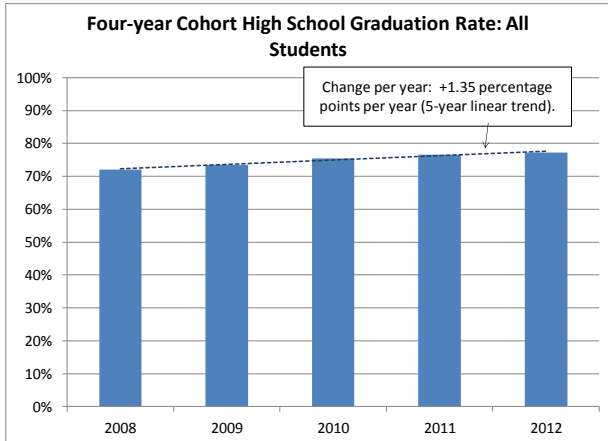
Indicator 2: Fourth Grade Reading



Indicator 3: Eighth Grade Math

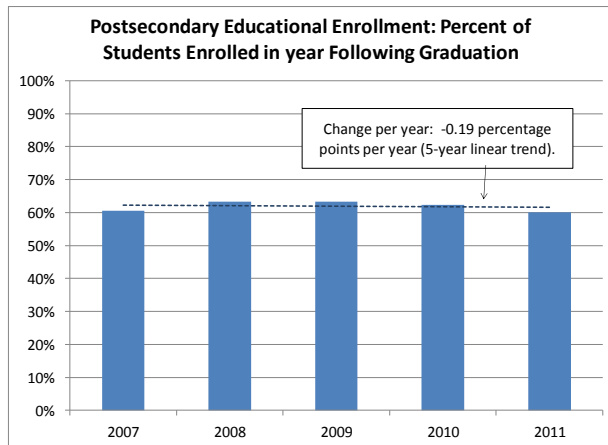


Indicator 4: 4-Year High School Graduation



Indicator 5: Postsecondary Education, Employment, or Training (Preliminary View)

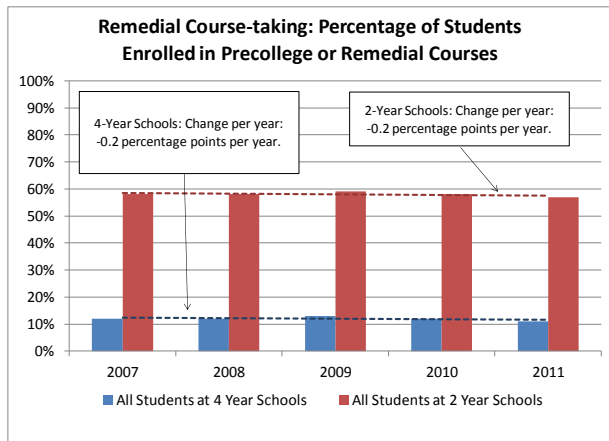
The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation that are either enrolled in postsecondary education or training or are employed. **** Preliminary View:** this preliminary view simply looks at postsecondary educational enrollment (without differentiating 2nd and 4th quarter after graduation).



* Awaiting final data from OFM/ERDC to include ethnic and demographic disaggregation and inclusion of Employment and Training data. This is expected late October, 2013.

Indicator 6: Postsecondary Need for Remedial Classes (Preliminary View)

The percentage of students enrolled in precollege or remedial courses in college.



* Awaiting final data from OFM/ERDC to include ethnic and demographic disaggregation and inclusion of Employment and Training data.

Initial Goal Setting Methodology and Targets

Phased Approach

Significant changes are underway in the instruments and sampling methodology used to measure these indicators. These include:

- Kindergarten readiness: The Fall 2012 sample for Wa-KIDS assessment is significantly biased toward high-need schools. Fall 2012 sample size is approximately 20,700 students in schools 118 schools providing full-day kindergarten. This methodology recalibrates the baseline after the Fall-2015 results are available (revised baseline will be based on fall 2012, 2013, 2014, and 2015 data).
- 4th grade reading and 8th grade mathematics: Smarter Balanced Assessments. In the 2014-'15 academic year students will be assessed toward the Common Core State Standards using the Smarter Balanced Assessments. The baselines set on the current M

	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 Fall 2012 data		Revised after 2014-15 data available.		
4 th Grade Reading	Baseline set on 2013		Baseline reset after SBAC data availability (Fall of 2015). Impact of change mediated by using National Comparisons if possible.		
8 th Grade Math					
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, or employment	Baseline set on data available fall of 2013 (Graduating Class of 2012)				
College Remediation	Baseline set on data available fall of 2013 (Graduating Class of 2012)				

Goal Targets

The goal targets build upon the guiding principles and set “realistic but challenging” (ESSB5491, page 2, line 36) goals over the 2013-14 to 2026-2027 academic years.

Two guiding goals for Washington are for the implementation of ESSB 5491:

- Close the Opportunity Gap within the PK-12 system
- Career and College-Readiness for All Students

While we use 2020 as the target for this initial set of indicators and measures, we fully realize this state is significantly changing the academic standards (what a child is expected to know and be able to do) for each grade level as we implement the Common Core State Standards (CCSS). CCSS will be implemented statewide in 2014-15. The first high school graduating class that will encounter CCSS for the duration of their K-12 experience will be the class of 2027 (kindergartners in 2014-15).

For this initial 2020 Vision, application of these Goal Targets to the indicators is based on the overall “rule” of reducing the gap between the baseline and the target by one-half (50%) by 2020.

- For achievement, graduation rate, and post-secondary education or employment the target is 100%.
- For remediation, the target is 0% (no remediation).

The following section, ***Proposed Application of the Goal Targets: Indicators and Goals***, contains,

- Specific indicators and a discussion of its current state
- 2013 Baseline and a 2-year average
- 5-Year Trend: using historical data (where available), the change per year as measured with a linear trend. This change is in “percentage points per year”.
- The specifics of the application of the goal target to each indicator—showing the resulting 2020 endpoint and the first two steps (2013-14 and 2014-15).

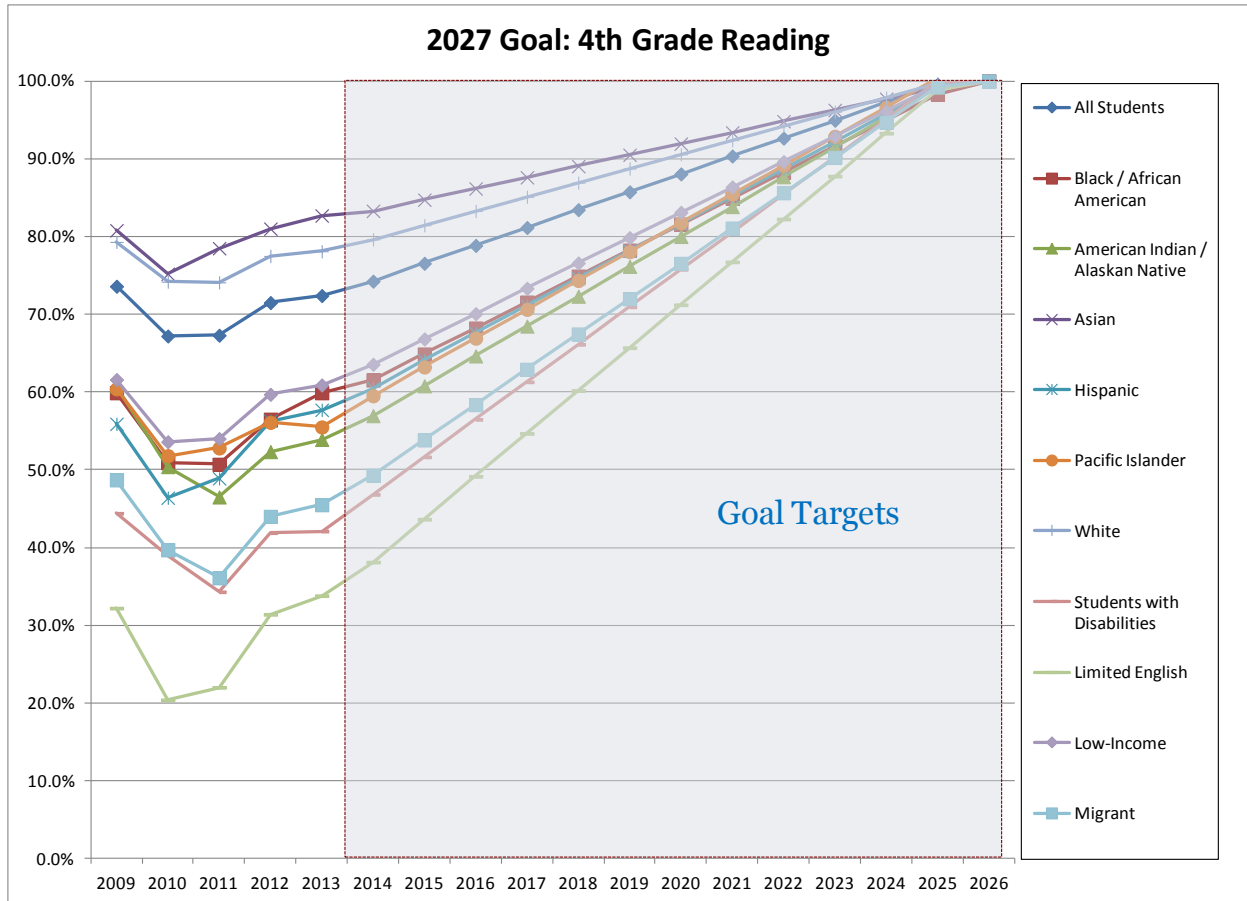
Indicator Goals

Indicator	2012-2013 results	Change per year (PPPY=percentage points per year)	Goal-Change Per Year	2013-'14 Goal	2014-'15 Goal	2020 Mid-point	2027 End-point
WA-KIDS: Percent of students who demonstrate the characteristics of entering kindergartners in all 6 domains	37.20%	N/A	+5.2	42.4%	47.7%	68.6%	100%
4 th Grade Reading	72.40%	+0.19 PPPY	+2.3	74.3%	76.6%	85.8%	100%
8 th Grade Math	53.20%	+0.87 PPPY	+3.9	58.3%	62.2%	77.8%	100%
High School Graduation Rate- 4 Year Cohort	77.2%	+1.35 PPPY	+1.9	79.1%	81. %	88.5%	100%
Percents of graduates enrolled or employed in 2 nd and 4 th quarter after graduation	Currently, the data for “graduates enrolled” is very representative of all graduates of Washington public schools. However, the “employment” data is a subset representing only those students who have provided social security numbers (SSN). This is estimated to be approximately 50% of graduates. Despite this short-term data issue, we believe the strength of this indicator is in the comprehensive view it provides (the OR of education, employment, or training).						100%
Postsecondary Education	60%	-0.10 PPPY	+3.3	63.3%	66.6%	80.0%	
Postsecondary Employment	TBD	TBD	TBD	TBD	TBD	TBD	
Percentage of students enrolled in precollege or remedial courses	Currently this data is separated into those attending 2-year and 4-year institutions. Despite this short-term data issue we will report this as a single measure of remediation pending data from OFM/ERDC.						0%
Attending 2-Year	57.0%	-0.20 PPPY	-4.8	52.7%	47.9%	28.8%	
Attending 4-Year	11.0%	-0.20 PPPY	-96	10.5%	9.5%	5.8%	

Goal Creation for Subgroups

With the baseline data, gaps exist across most subgroups. It is important to note that goals for each subgroup are not the same as the goals overall for “all students”. The goals for each individual subgroup are calculated based on “closing the gap” (in one-half by 2020 and the remaining one-half by 2027).

As an example of this visually for fourth grade reading proficiency, consider:



The December 1, 2013 Final Report to the Legislature will include the visual and tabular values for each indicator’s baseline, goals, and subgroup values. These details are not included herein to save space/resources.

Recommendations for Revisions

Introduction to Revisions

Every child in the state of Washington deserves an education that prepares her or him for a healthy, productive life. The system of education must provide every student access and the possibility of success in a system which provides 21st century skills to succeed in school, job, and career and community. Delivering on this outcome is predicated on having a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life¹.

Measuring system outcomes in this highly complex, dynamically changing system requires a clearly articulated endpoint and research-supported measurement along the path to the end point.

Revisions- Process Guidelines

- Alignment with efforts of partner agencies in measuring access and outcomes of the educational system is critical. If there is widespread agreement on the desired endpoint, then the measurements along the path should be in alignment.
- Proposed measures of educational health should reflect the contextual situation of the educational system in WA State.
- Parallel efforts can enhance the future. ESSB 5491 development and passage paralleled the work at the State Board to create a more rigorous and valid way of measuring school, district, and system accountability. Through the collaboration with stakeholders throughout the state, the State Board is nearing completion of the revised Washington State Achievement Index as a way of deeply viewing research-supported measures of educational outcomes.
- Currency in Research. Research in both the education process and measuring educational outcomes is a rapidly changing landscape. Design of the revised indicators should be grounded in the current state of the art in these areas of research.

Revisions based on desired Endpoint

As we approach recommended revisions to the ESSB 5491, the proposed revisions are predicated on crisply defining the desired endpoint.

ESSB 5491 indicates that it is not its intent to “undermine or curtail the work” (ESSB 5491, page 1, line 12) of the groups that are working on strategic plans for various components of the educational system. It further states that “the legislature believes that a coordinated, single set of statewide goals would help focus these efforts.” (ESSB 5491, page 1, line 13-14). ESSB 5491 sets the desired endpoint as the percentage of graduates who are enrolled in postsecondary education or employed or in training. As a measure, this is intended to measure the percentage of disenfranchised youth—those not in the system of postsecondary education, training, or employment.

While important to measure, we believe “attainment” is the critical endpoint measure. That is, the percentage of our citizenry who have attained sufficient certificates, credentials apprenticeships, and

¹ See the State Board of Education Mission at www.sbe.wa.gov/mission.php and www.results.wa.gov/whatWeDo/measureResults/education.aspx

degrees to obtain a living wage job. This focus on the endpoint increases alignment with other efforts to monitor the performance of the educational system.

Revisions- Design Criteria

1. The OSPI/State Board of Education Achievement Index provides critical measurements with increased:
 - a. Rigor: includes reading, writing, mathematics, and science as well as college and career readiness
 - b. Validity: uses both performance/proficiency and student growth
 - c. Components in the Achievement Index: the individual component measures can be isolated in the index and used in performance monitoring (by grade, by content area, by performance vs. student growth).
2. Contextually, the performance of English Language Learners must be monitored. This is one of our fastest growing subgroups and acquisition of English language is a critical gateway skill.
3. Research into Elementary level predictors of future success. There is mounting evidence that 3rd grade is a critical milestone for literacy skills.
4. National or cross-state comparisons. Wherever possible we will report data with cross-state comparisons. The use of the SBAC assessments in 2014-15 will enable this for English/language arts and mathematics.
5. Opportunity Gap. While subgroup performance is monitored as part of each indicator (as per the bill), explicitly measuring the opportunity gap at a critical point in time is desired.

Revised Indicators: Specification

Based on the points listed above and meeting the intent of ESSB 5491, a revised set of Indicators for legislative monitoring of the health of the education system might look like:

1. Access to Quality Schools: *New Indicator*

Indicator: The percent of schools at, or above, the “Good” tier of the revised OSPI/State Board of Education Achievement Index.

This indicator has the benefit of explicitly connecting these statewide indicators of educational health, with the school and district accountability system based on the Achievement Index.

2. Kindergarten Readiness: *As in ESSB 5491*

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

3. Third-Grade Reading: *Revised Indicator*

Indicator: The percent of students meeting standard on the third grade Reading (English / Language Arts under the Common Core State Standards) assessment;

ESSB 5491 requests 4th grade reading as the indicator. There is strong research supporting 3rd-grade reading as the best early literacy measure.

4. 8th-grade Readiness for High School: *New/Revised composite 8th grade Indicator*

ESSB 5491 requires 8th Grade Math as a single indicator. We are proposing a “high school readiness” indicator comprising three critical measures of high school readiness.

- a. Indicator: The percent of students meeting standard on 8th grade assessments of Reading, Math, (English /Language Arts, mathematics under Common Core State Standards) and science (state standards evolving to the NGSS science standards in 2018);
 - b. Language Acquisition Indicator: The percentage of English Language Learner students who have reached language proficiency on the state language proficiency assessment in grades K-8.
 - c. Growth Gap Indicator: The size of the learning growth gap between the highest and lowest performing student subgroup in math and reading, expressed as the difference in student growth percentiles, through grade 8.
- 5. Extended High School Graduation: Revised Indicator**
ESSB 5491 requires the use of the 4-year cohort graduation rate. This measure does not enable us to see the impact of programs which assist students to use one or two more years to obtain their high school diploma.
Indicator: The percent of students graduating using the 5/6-year (extended) graduation rate data;
- 6. Quality of Secondary Diploma: As in ESSB 5491**
Indicator: The percent of high school graduates enrolled in precollege or remedial courses in postsecondary educational institutions;
- 7. Postsecondary Attainment: New/Revised Indicator**
ESSB 5491 requires monitoring the postsecondary percentage of students in education, training, or employment. We are not proposing to remove this indicator, but to supplement this view of “disenfranchised youth” with the overarching attainment indicator.
- a. Indicator: The percentage of high school graduates attaining certificates, credentials, and completing apprenticeships prior to age 26. Note: additional research in to the availability of data (or limitations on the data) is required. This indicator is prominent in both the Results Washington work on the “World Class Education Goal” (www.results.wa.gov/whatWeDo/measureResults/education.aspx) and the Community Center for Education Results Roadmap Project (www.roadmapproject.org)
 - b. Indicator: 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;

These eight indicators will provide the legislature with highly valid and reliable snapshot of the health of the educational system.

Based on these revised indicators, the December 1, 2013 report to the legislature will include the current baseline values for these indicators and all subgroup data. The goal setting methodology described above for the current indicators will be applied to the revised indicators.



Achievement & Accountability Workgroup (AAW) ESSB 5491 Feedback Report from the October 9, 2013, Meeting

Overview

During this AAW meeting, members discussed ESSB 5491 via a morning webinar. AAW members were asked to provide feedback and ask questions via the webinar chat tool, participate in polls, fill out a post-webinar survey, and were invited to participate in a follow-up teleconference if interested. Feedback from all of those sources was used in the creation of this report. Each member had the opportunity to review and contribute to this report prior to publication.

Executive Summary

During group discussions, AAW members provided input on the implementation of ESSB 5491:

ESSB 5491 Discussion Topics	Feedback
ESSB 5491 Guiding Principles	<ul style="list-style-type: none">• Most members felt that Indicators should be disaggregated at the district level• One member stated that Indicators should be a snapshot for legislators• Interagency, P-20, and Index alignment is vital• Provide differentiated support to high need schools
Goal Targets	<ul style="list-style-type: none">• Goal targets are unrealistic for the ELL student group• 50% improvement is unrealistic for any group• Changing goal targets due to transition to Common Core
Application of Goal Targets: Indicators and Goals	<ul style="list-style-type: none">• A few AAW members expressed concerns with reliability of WaKIDS assessment, alignment of WaKIDS with Common Core, and its use as a comparative indicator• Two members expressed positive comments on the potential for using WaKIDS to understand gaps at the start of education and understand the whole student rather than just the state assessment information• An AAW member stated that the goal target for WaKIDS is noble, but does not align with current pre-K resources

Presentation and AAW Feedback on ESSB 5491

ESSB 5491 tasks the State Board of Education, Office of Superintendent of Public Instruction, the Workforce Training and Education Coordinating Board, the Washington Student Achievement Council, and the Educational Opportunity Gap Oversight and Accountability Committee with submitting a report, by December 1, 2013, outlining “the status of each indicator,” and establishing “baseline values and initial goals” for the system. The legislation also allows for recommendations on “revised performance goals and measurements,” as the agencies go through the learning process of implementing the legislation.

AAW members were asked to provide feedback on:

Presentation on Guiding Principles

1. The state’s role is important, but also limited in important ways.
2. The goal is not always obvious.
3. Improvement takes time.
4. Improvements take resources
5. System alignment remains a goal.
6. Our first effort is a “Beta” version.

Feedback and Questions on Guiding Principles

- Many participants were concerned that the indicators would not be disaggregated at a district level.
- Some participants were concerned that too many indicators are only based on state assessments.
- “Totally agree with your comments about 5491 being an accountability tool for the legislature and not the district. The intent of the bill was to provide a "snapshot" of the educational health system - and not a "gotcha" mechanism for districts or schools”
- “How do these indicators fit in with the proficiency targets we had to set as part of our ESEA waiver requirements? Do they have to align? Should they?”
- “Isn't part of the point of these educational indicators to measure the entire system Pre-K through college entrance, not just K12 health?”
- “I think these goals are great... BUT, without any type of system alignment amongst the other agencies (legislature, governor, OSPI, DEL, WSAC, etc.) it's going to be increasingly difficult to get there. We need to seek adoption of these goals and milestones by all parties.”
- “I agree with the importance of alignment between 5491 and accountability index. The more alignment the better!”
- “2261 is cited as the primary vehicle for providing resources. 2261 does not really address putting more resources in to high need areas. So I think there is an equity in funding issue that is not really addressed.”

- “I agree that a lot can be done within current resources, but we must develop more effective ways of spreading effective practices to all schools with higher needs students.”

Presentation of “Realistic but Challenging” Goal Targets

Two guiding goals for Washington are for the implementation of ESSB 5491:

- Close the Achievement Gap within the PK-12 system
- Career and College-Readiness for All Students

While we use 2020 as the target for this initial set of indicators and measures, we fully realize this state is significantly changing the academic standards (what a child is expected to know and be able to do) for each grade level as we implement the Common Core State Standards (CCSS). CCSS will be implemented statewide in 2014-15. The first high school graduating class that will encounter CCSS for the duration of their K-12 experience will be the class of 2027 (Kindergartners in 2014-15).

For this initial 2020 Vision, application of these Goal Targets to the indicators is based on the overall “rule” of reducing the gap between the baseline and the target by one-half (50%) by 2020.

- For achievement, graduation rate, and post-secondary education or employment the target is 100%.
- For remediation, the target is 0% (no remediation).

Feedback and Questions on Goal Targets

- “Thank you for your comments about getting serious about closing the achievement gap by putting resources in Pre-K and differentiating resources for highly impacted schools. However, these need to be done without punishing the schools, teachers, and communities in which they learn and live by putting them on ‘lists.’”
- “Kids who do not speak English will not pass the test so that subgroup will never reach 100% unless the state will test them in their primary language. When will there be any realistic proposal about this subgroup?”
- “How do you propose to deal with the widely predicted significant decrease in MSP test scores when setting goals for 4th grade reading and 8th grade math?”
- “What evidence is there that the 50% goal has any basis in reality for any of the groups, especially for the ELL subgroup?”

Presentation of Proposed Application of the Goal Targets: Indicators and Goals

- Specific indicators and a discussion of its current state
- Its comparability with across the nation
- Two “baseline” data points: a 2-year average and the latest year result

- 5-Year Trend: using historical data (where available), the change per year as measured with a linear trend. This change is in “percentage points per year”.

Tables were provided with specifics of the application of the goal target to each indicator— showing the resulting 2020 endpoint and the first two steps (2013-14 and 2014-15).

Feedback and Questions on Proposed Application of the Goal Targets: Indicators and Goals

AAW members said the following about the WaKIDS indicator:

- “The state piloted the kinder assessments. I have been told that those who piloted did not support WaKIDS but other assessments that were piloted. The state selected WaKIDS in spite of the pilot testers' input. We were told that there was heavy pressure for WaKIDS from the Pre-K crowd. Let them do WaKIDS so they can better address the pre-K skills.”
- “The state should take this opportunity to revisit the WAKIDS assessment. Listen to the practitioners. Since there is no post-test with WaKIDS the progress Greg mentioned as a goal is not measured. But no one in K12 wants to post-test with WaKIDS. There needs to be a better assessment, and one that can actually measure growth. A new assessment should align with the CCSS.”
- “Please explain how K-12 districts have any control (resources) to impact the skill levels of entering kindergarteners when some communities in our state have little or no support for preK programs? Especially when applied to high poverty high ELL communities.”
- “WA Kids measures stuff that I would also like to see measured throughout the years of formal education. That is the Common Core is not all the ‘growing’ that we hope for.”
- “I agree with Ben on WaKIDS as indicator for achievement gap and funding for early learning.”
- “The guiding principles seem appropriate.
While I like the idea behind the WaKids targets (i.e. we all want all kids to be ready for K), I'm not sure they are reasonable for the following reasons:
1.) The targets should align with Results WA which indicates a 2% increase in K-readiness by 2015.
2.) While closing the gap by 2027 is noble, it does not align with current Pre-K resources. Even if ECEAP achieves entitlement by the 2018-19 school year, that only represents about 15-20% of incoming kindergartners. Our Early Achievers program for child care providers is growing quickly but is based on voluntary participation. I don't think it's fair to expect that we can close the K-readiness gap unless Pre-K is a state entitlement for all children.”

An AAW member said the following about the remediation indicator:

- “For the indicator that uses the percentage of students enrolled in precollege or remedial course, the SBCTC report includes data on recent HS graduates (within previous 3 years). Perhaps this should be specifically stated in the indicators, to exclude older, returning adult students in precollege courses.” This AAW member also stated that indicators on both recent graduates and older graduates should be requested.

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



**BEN RARICK, EXECUTIVE DIRECTOR
LINDA DRAKE, RESEARCH DIRECTOR
GREG LOBDELL, PRESIDENT,
CENTER FOR EDUCATIONAL EFFECTIVENESS**

OCTOBER 9, 2013



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



ESSB 5491 Indicators of Educational Health



Questions?
Comments?



ESSB 5491 Indicators of Educational Health



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



ESSB 5491 Indicators of Educational Health



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

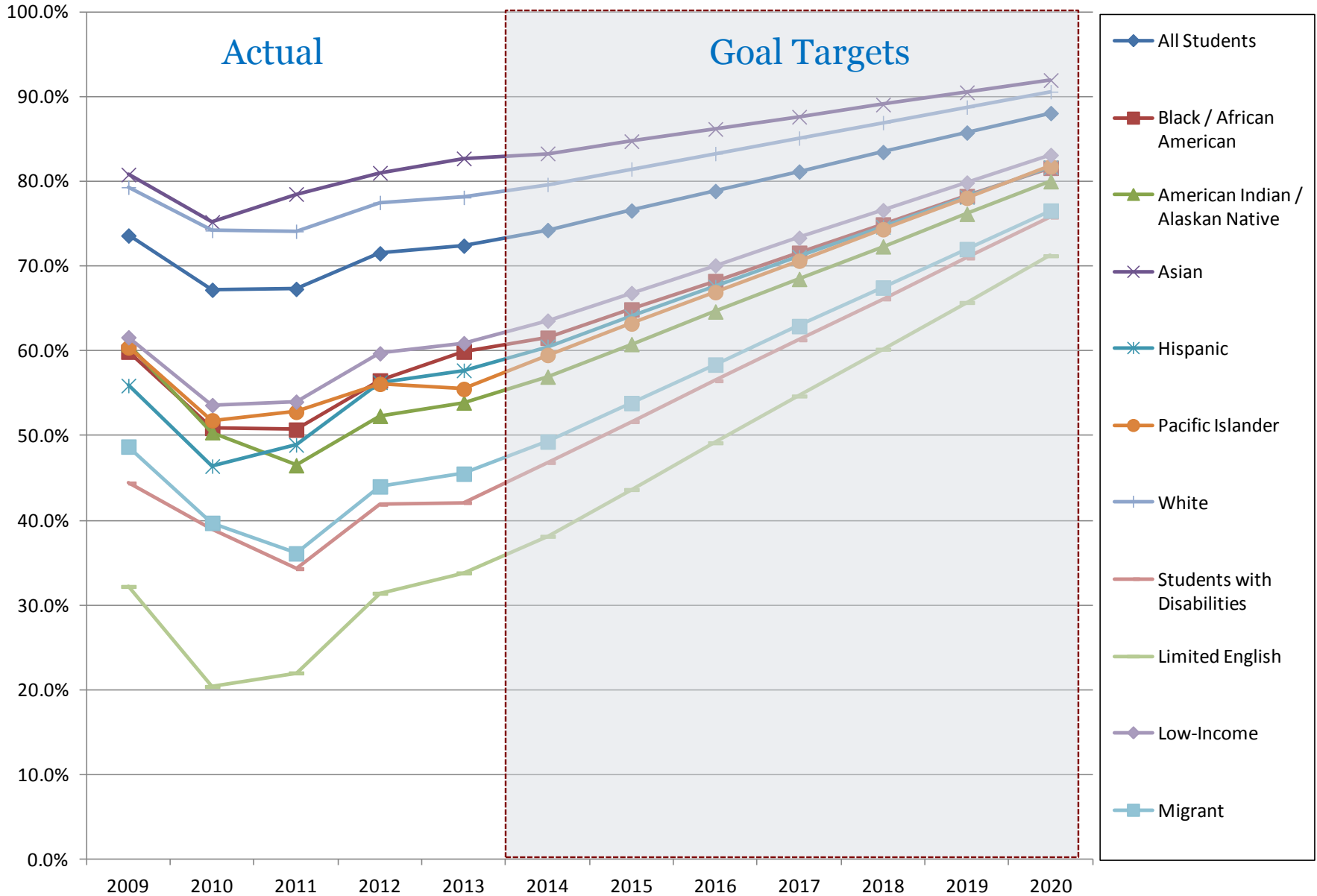


	2009	2010	2011	2012	2013	Latest 2-year Average	5-year change per year	Gap to 100%	50% of Gap	Yearly Step	2020 Endpoint	2013-14 Goal	2014-15 Goal
All Students	73.6%	67.2%	67.3%	71.5%	72.4%	72.0%	0.19%	27.6%	13.8%	2.3%	85.8%	74.3%	76.6%
Black / African American	59.9%	50.9%	50.7%	56.5%	59.9%	58.2%	0.56%	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%

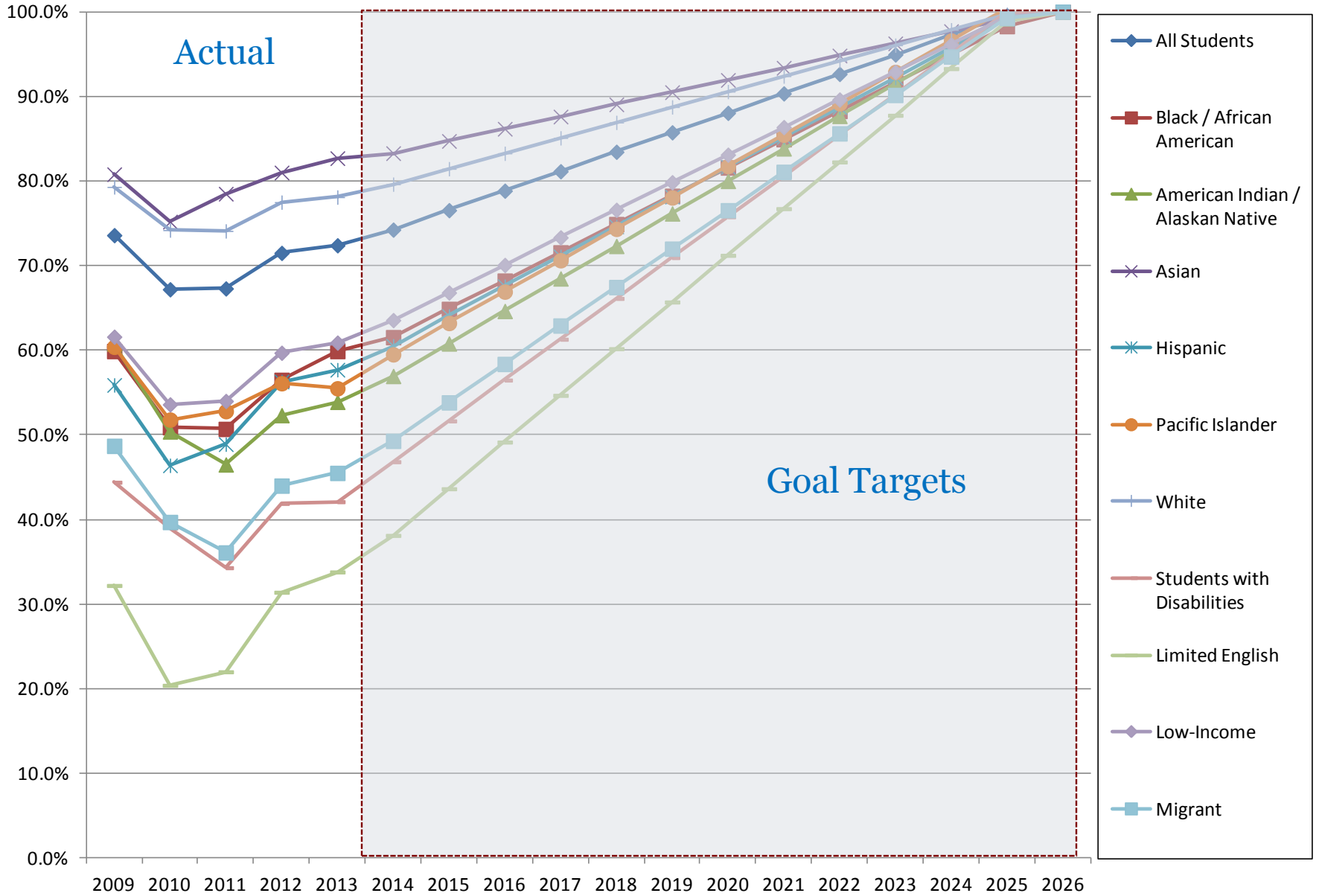
Note: This is an example of applying the goal strategy and does not show the re-calibration of baseline which will be required in in Q3 2015 with the results of SBAC 4th grade Reading assessment.



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%



ESSB 5491 Indicators of Educational Health



Discussion--
Comments?



ESSB 5491 Indicators of Educational Health



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





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Crosswalk between E2SSB 5491 Draft Indicators and Draft Results Washington

ESSB 5491 Draft	Results Washington Draft
WaKIDS 5491 Indicator: Percentage of students who demonstrate characteristics of entering Kindergartners in all six areas	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +5.2% increase per year for All-Students.* Largest step for ethnicity is for the Hispanic subgroup at 6.3%. ELL step is 6.8% and 7.0% for Students with Disabilities. <u>1-Year Baseline:</u> 37.20%* <u>2020 Endpoint:</u> 68.6%	2.1 Increase the percentage of children entering kindergarten who demonstrate they are ready by 2% by 2015
Annual Increase: 5.2%* for All-Students	Annual Increase: 2%

*The 2012-13 baseline for WaKIDS is significantly biased toward high-need schools (those receiving funding for all-day kindergarten). As WaKIDS assessment expands to become more representative of the state, it is anticipated that the rate will rise due to the sample being more representative.

Fourth Grade Reading 5491 Indicator: The percentage of students meeting standard on the fourth grade statewide reading assessment	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +2.3% increase per year for All-Students. Largest step for ethnicity is American Indian at 3.8%. ELL step is 5.5% and 4.8% for Students with Disabilities. <u>2-Year Baseline:</u> 71.95% <u>2020 Endpoint:</u> 85.8%	2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate high school college and career ready by 2% from 2013 to 2014 2.2.a. Increase percentage of students proficient in 4 th grade reading and writing, 7 th grade math and 8 th grade science by 2% from 2013 to 2014 2.2.d. Reduce opportunity gaps for all students through proficiency in reading, math, science (including biology for high school) from X to X by 20XX
Annual Increase: 2.3% for All-Students	Annual Increase: 2%

Eighth Grade Math 5491 Indicator: Percentage of students meeting the standard on the eighth grade statewide mathematics assessment	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +3.9% increase per year for All-Students. Largest step for ethnicity is American Indian at 4.6%. ELL step is 6.9% and 7.3% for Students with Disabilities. <u>2-Year Baseline:</u> 54.35% <u>2020 Endpoint:</u> 77.8%	2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate high school college and career ready by 2% from 2013 to 2014 2.2.d. Reduce opportunity gaps for all students through proficiency in reading, math, science (including biology for high school) from X to X by 20XX
Annual Increase: 3.9% for All-Students	Annual Increase: 2%



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ESSB 5491 Draft	Results Washington Draft
Graduation Rate 5491 Indicator: Four-year adjusted cohort high school graduation rate	
By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +1.9% increase per year for All-Students. Subgroup steps are TBD awaiting data from OSPI. <u>2-Year Baseline:</u> 76.9% <u>2020 Endpoint:</u> 88.5%	2.2 Increase the percentage of K-12 students who score proficient or better on statewide exams and graduate high school college and career ready by 2% from 2013 to 2014 2.2.c. Increase percentage of high school students who graduate from high school in 4 years and 5 years 2% a year from 2013 to 2018
Annual Increase: 1.9% for All-Students	Annual Increase: 2%

HS Graduate Employment, Training, Education Rate 5491 Indicator: Percentage of high school graduates who during the second quarter after graduation are either in postsecondary education or training or are employed, and the percentage during the fourth quarter**	
Postsecondary Education: By 2020, reduce by ½ the gap from 100% for All-Students and each subgroup. Results in a +3.3% increase per year for All-Students. Subgroup steps are TBD. <u>2-Year Baseline:</u> 61%** <u>2020 Endpoint:</u> 80%	1.3/2.3 Increase the percentage of population enrolled in certificate, credential, apprenticeship, and degree programs from X to X by 20XX (TBD)
Postsecondary Employment: TBD** Postsecondary Training: TBD**	Note: Results Washington contains many measures and indicators related to employment and STEM training, but none directly match to a goal for percentage of high school graduates in employment or training.
Postsecondary Education Annual Increase: 3.3% Training and Employment Annual Increase: TBD**	Postsecondary Education Annual Increase: TBD

** The legislation calls for education **OR** employment. The postsecondary education data includes all students; the postsecondary employment data only includes those students where ERDC has a SSN, which is approximately 50% of graduates. Thus, this Indicator may need to be separated into sub-indicators since it is impossible achieve with today's data.

Remediation Rate 5491 Indicator: Percentage of students enrolled in precollege remediation courses in college	
By 2020, reduce by ½ the gap toward 0% (needing remediation) for All-Students and each subgroup. Attending 2-Year: Results in a 4.79% decrease per year for All-Students. Subgroup steps are TBD. <u>2-Year Baseline:</u> 57.5% <u>2020 Endpoint:</u> 28.8% Attending 4-Year: Results in a 0.96% decrease per year for All-Students. Subgroup steps are TBD. <u>2-Year Baseline:</u> 11.5% <u>2020 Endpoint:</u> 5.8%	2.2.f. Decrease the percentage of recent high school graduates enrolled in precollege or remedial courses in college from 40% to 35% by 2017
Attending 2-Year Annual Decrease: 4.79% Attending 4-Year Annual Decrease: 0.96%	

Source: 9/10/13 draft of results Washington. The complete list of indicators for Results Washington is available at <http://www.results.wa.gov/>

CERTIFICATION OF ENROLLMENT

ENGROSSED SUBSTITUTE SENATE BILL 5491

Chapter 282, Laws of 2013

63rd Legislature
2013 Regular Session

K-12 SCHOOLS--EDUCATIONAL SYSTEM HEALTH

EFFECTIVE DATE: 07/28/13

Passed by the Senate April 22, 2013
YEAS 48 NAYS 0

BRAD OWEN

President of the Senate

Passed by the House April 15, 2013
YEAS 93 NAYS 4

FRANK CHOPP

Speaker of the House of Representatives

Approved May 16, 2013, 2:41 p.m.

JAY INSLEE

Governor of the State of Washington

CERTIFICATE

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SUBSTITUTE SENATE BILL 5491** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

Secretary

FILED

May 17, 2013

**Secretary of State
State of Washington**

ENGROSSED SUBSTITUTE SENATE BILL 5491

AS AMENDED BY THE HOUSE

Passed Legislature - 2013 Regular Session

State of Washington 63rd Legislature 2013 Regular Session

By Senate Early Learning & K-12 Education (originally sponsored by Senators McAuliffe, Litzow, Kohl-Welles, Dammeier, Frockt, Nelson, Rolfes, Chase, Eide, Cleveland, Rivers, Hobbs, Fain, Hewitt, Murray, Kline, Billig, and Conway)

READ FIRST TIME 02/22/13.

1 AN ACT Relating to statewide indicators of educational health;
2 adding a new section to chapter 28A.150 RCW; and creating a new
3 section.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** (1) The legislature acknowledges that
6 multiple entities, including the state board of education, the office
7 of the superintendent of public instruction, the workforce training and
8 education coordinating board, the quality education council, and the
9 student achievement council, are actively working on efforts to
10 identify measurable goals and priorities, road maps, and strategic
11 plans for the entire educational system. It is not the legislature's
12 intent to undermine or curtail the ongoing work of these groups.
13 However, the legislature believes that a coordinated single set of
14 statewide goals would help focus these efforts.

15 (2) It is, therefore, the intent of the legislature to establish a
16 discrete set of statewide data points that will serve as snapshots of
17 the overall health of the educational system and as a means for
18 evaluating progress in achieving the outcomes set for the system and
19 the students it serves. By monitoring these statewide indicators over

1 time, it is the intent of the legislature to understand whether reform
2 efforts and investments are making positive progress in the overall
3 education of students and whether adjustments are necessary. Finally,
4 it is the intent of the legislature to align the education reform
5 efforts of each state education agency in order to hold each part of
6 the system - statewide leaders, school personnel, and students -
7 accountable to the same definitions of success.

8 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.150
9 RCW to read as follows:

10 (1) The following statewide indicators of educational system health
11 are established:

12 (a) The percentage of students demonstrating the characteristics of
13 entering kindergartners in all six areas identified by the Washington
14 kindergarten inventory of developing skills administered in accordance
15 with RCW 28A.655.080;

16 (b) The percentage of students meeting the standard on the fourth
17 grade statewide reading assessment administered in accordance with RCW
18 28A.655.070;

19 (c) The percentage of students meeting the standard on the eighth
20 grade statewide mathematics assessment administered in accordance with
21 RCW 28A.655.070;

22 (d) The four-year cohort high school graduation rate;

23 (e) The percentage of high school graduates who during the second
24 quarter after graduation are either enrolled in postsecondary education
25 or training or are employed, and the percentage during the fourth
26 quarter after graduation who are either enrolled in postsecondary
27 education or training or are employed; and

28 (f) The percentage of students enrolled in precollege or remedial
29 courses in college.

30 (2) The statewide indicators established in subsection (1) of this
31 section shall be disaggregated as provided under RCW 28A.300.042.

32 (3) The state board of education, with assistance from the office
33 of the superintendent of public instruction, the workforce training and
34 education coordinating board, the educational opportunity gap oversight
35 and accountability committee, and the student achievement council,
36 shall establish a process for identifying realistic but challenging
37 system-wide performance goals and measurements, if necessary, for each

1 of the indicators established in subsection (1) of this section,
2 including for subcategories of students as provided under subsection
3 (2) of this section. The performance goal for each indicator must be
4 set on a biennial basis, and may only be adjusted upward.

5 (4) The state board of education, the office of the superintendent
6 of public instruction, and the student achievement council shall each
7 align their strategic planning and education reform efforts with the
8 statewide indicators and performance goals established under this
9 section.

10 (5)(a) The state board of education, with assistance from the
11 office of the superintendent of public instruction, the workforce
12 training and education coordinating board, the educational opportunity
13 gap oversight and accountability committee, and the student achievement
14 council, shall submit a report on the status of each indicator in
15 subsection (1) of this section and recommend revised performance goals
16 and measurements, if necessary, by December 1st of each even-numbered
17 year, except that the initial report establishing baseline values and
18 initial goals shall be delivered to the education committees of the
19 legislature by December 1, 2013.

20 (b) If the educational system is not on target to meet the
21 performance goals on any individual indicator, the report must
22 recommend evidence-based reforms intended to improve student
23 achievement in that area.

24 (c) To the extent data is available, the performance goals for each
25 indicator must be compared with national data in order to identify
26 whether Washington student achievement results are within the top ten
27 percent nationally or are comparable to results in peer states with
28 similar characteristics as Washington. If comparison data show that
29 Washington students are falling behind national peers on any indicator,
30 the report must recommend evidence-based reforms targeted at addressing
31 the indicator in question.

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