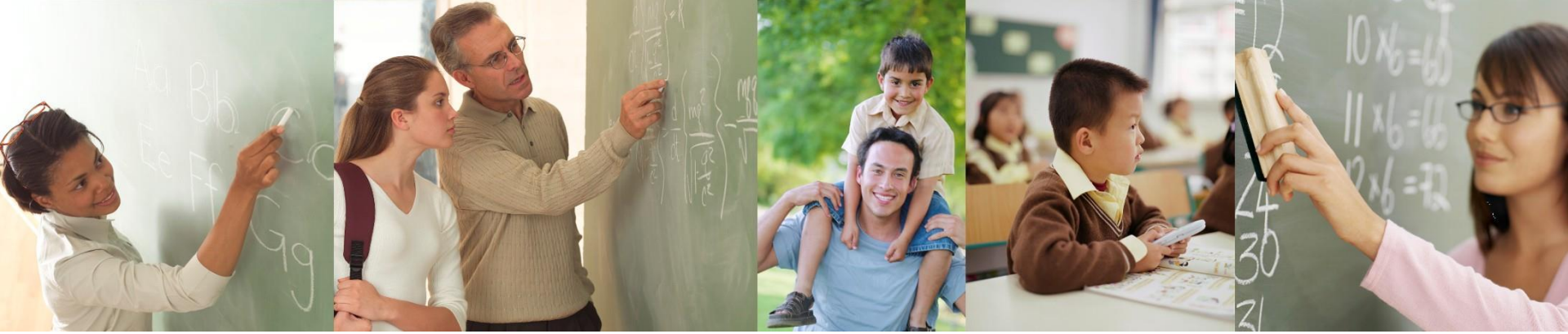

State Board of Education

ESSB 5491 Performance Indicators

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Critical Issues for Guidance

Consider options for setting ESSB 5491 goals and engage the board in providing input on 3 critical issues

1. Methodology: Discussion on Endpoint vs. Base-Plus goal selection methodology?
2. Handling the Transitions: Discussion on the need to re-calibrate for CCSS and SBAC assessments
3. Timelines: discussion of timelines for goals given our overall theory of action vis-à-vis McCleary

ESSB 5491 Indicators

Indicator Common Name	Latest Year Available (as of 9/2013)	Longitudinal Data	Subgroup Data?	Indicator Stability (looking forward)
WA-KIDS	2012-13 school year. (Piloted in 2011-12)	Limited. 2012-13 data set only from 108 districts (of 295) and 308 schools).	Yes	High. WaKIDS in expanding implementation in 2013-14. 2012-13 data is not representative of all Kindergartners in the state.
4th Grade Reading	2012-13.	1996-97. 2007-08 with necessary subgroups	Yes	Low. MSP being replaced with SBAC in 2014-15.
8th Grade Mathematics	2012-13	2005-06. 2007-08 with necessary subgroups	Yes	Low. MSP being replaced with SBAC in 2014-15.
4-Yr Cohort Graduation Rate	Class of 2012	2001-02. "Adjusted" Cohort Graduation Rate only since 2009-10 (class of 2010)	Yes	High. Revised methodology in use nation-wide since 2010.
Postsecondary Educational/ Training/ Employment Rates	Class of 2011	Post-secondary educational enrollment available since 2006 (first 1/3rd of this indicator).	Yes	High. Not dependent on any specific instrument.
College Remediation Rates	Class of 2011	Class of 2006 to Class of 2011	Yes	High. Not dependent on any specific instrument.

Goal Setting Methodology

- There are two methods for setting goals
  - Endpoint
  - Base-Plus

- Examples shown after definitions

Endpoint Goal Setting

- Starts with desired endpoint (value and point in time)
- Baseline must be agreed upon (usually current state)
- Formula is then created which, when added to the baseline results in goals which, if met, result in getting to the endpoint

Base-Plus Goal Setting

- Does not use a desired endpoint
- Requires baseline to be defined (usually current state)
- Formula creates the amount of change in each period of time results in goals
- Most common in financial and economic models where endpoint is indeterminate.

Example: Base-Plus for 4th grade Reading

- Baseline: average of 2012 and 2013 results
- Goal Generation Strategy:
  - Using 5-year trend of improvement, generate goals based on the improvement of the top 20% of schools based on improvement.
- For example:
  - Baseline: 72.0% meeting standard (2 year average)
  - Trend of improvement for top quintile of schools: +3.8 percentage points per year (statewide trend= 0.2 percentage points per year)
- Goals are set at a 3.8 percentage point increase each year

Example: Endpoint for 4th grade Reading

- Goal Strategy: Reduce the gap (from 100%) by ½ over the next 6 years from a 2011 baseline (i.e. the AMO formula)
- Endpoint: ultimately at 100%. Initial phase is the gap relative to 100%.
- Baseline: 2011 result: 67.3% meeting standard
  - Gap to 100% = 32.70%. ½ of Gap is 16.4%
- Goal increment set at one-sixth of 16.35% or 2.73% per year

Therefore: if goals are met, the gap will be cut in by 50%.

Baselines and Indicator Stability

Indicator Common Name	Latest Year Available (as of 9/2013)	Longitudinal Data	Subgroup Data?	Indicator Stability (looking forward)
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Phased Approach For Goal Setting

- Strategy: Use a phased approach in order to re-calibrate based on changes in the underlying assessments
- Re-calibration most critical to
  - WA-KIDS
  - 4th Grade Reading
  - 8th Grade Math

Phased Approach

	Aug '13 – Jul '14	Aug '14 – Jul '15	Aug '1 -Jul '16	Aug '16–Jul '17	Aug '17–Jul '18
Indicator	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
WA-KIDS	Phase 1: provisional baseline set base on 2012-13 & 2013-14 data. Mediate concerns by also including measures of gap within math/literacy components.		Phase 2: revised after 2014-15 data available. Measures may include internal improvement goals (from baseline) and National comparisons if possible.		
4th Grade Reading 8th Grade Math	Phase 1: initial goals based on MSP baseline. SBAC change will require re-level baseline.		Phase 2: Baseline reset after SBAC data availability. Impact of change mediated by using National Comparisons if possible.		
Grad Rate	Goals set on Class of 2010 - 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 assuming valid measurement of all three sub indicators are available from ERDC. Need to investigate availability of National data that would enable comparisons.				
College Remediation	Goals set on latest 3 years of data. Need to understand if subject-area data includes areas beyond Math and English/Language Arts.				

Preliminary Recommendations

1. Methodology: Endpoint vs. Base-Plus goal selection methodology?
   >> Endpoint: as appropriate, follow AMO strategy of reducing gap to 100% in half (ultimate endpoint is 100%)
2. Handling the Transitions: Impact of SBAC assessments
   >> Phased approach with re-calibration when new data are available
3. Timelines: discussion of timelines for goals given our overall theory of action vis-à-vis McCleary
   >> Goals set through 2021: 3-years after implementation of all indicator components and interventions funded through McCleary. The last point full implementation of an indicator is achieved is in 2018 with WA-KIDS for all kindergarten students.

Comments / Questions?

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Appendix: Background Slides

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Current State of the Indicators (raw form)

- Exact requirement from ESSB 5491 in each subtitle

WA-KIDS

Percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills

Percent of Students who Demonstrate Characteristics of Entering Kindergartners in Multiple Domains	Number	Percent
0 of 6 Domains	1,248	6.7%
1 of 6 Domains	1,476	7.9%
2 of 6 Domains	1,649	8.8%
3 of 6 Domains	1,791	9.5%
4 of 6 Domains	2,280	12.1%
5 of 6 Domains	3,339	17.8%
6 of 6 Domains	6,983	37.2%
Total	18,766	100.0%

Notes:

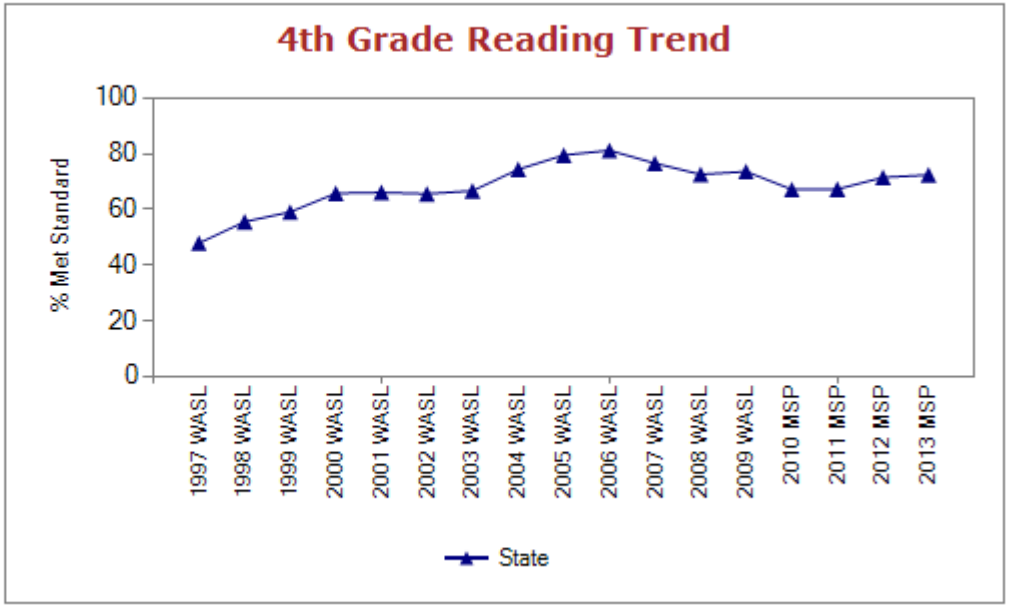
- ESSB 5491 is clear on which datum ("all six areas")
- No historical data. Could use 2012-13 as baseline (limited data set)
- Not comparable outside of WA

4th Grade Reading

The percentage of students meeting the standard on the fourth grade statewide reading assessment

4th Grade Reading

Year	State
1996-97 WASL	47.9%
1997-98 WASL	55.6%
1998-99 WASL	59.1%
1999-00 WASL	65.8%
2000-01 WASL	66.1%
2001-02 WASL	65.6%
2002-03 WASL	66.7%
2003-04 WASL	74.4%
2004-05 WASL	79.5%
2005-06 WASL	81.2%
2006-07 WASL	76.6%
2007-08 WASL	72.6%
2008-09 WASL	73.6%
2009-10 MSP	67.2%
2010-11 MSP	67.3%
2011-12 MSP	71.5%
2012-13 MSP	72.4%



4th Grade Reading

The percentage of students meeting the standard on the fourth grade statewide reading assessment

Notes:

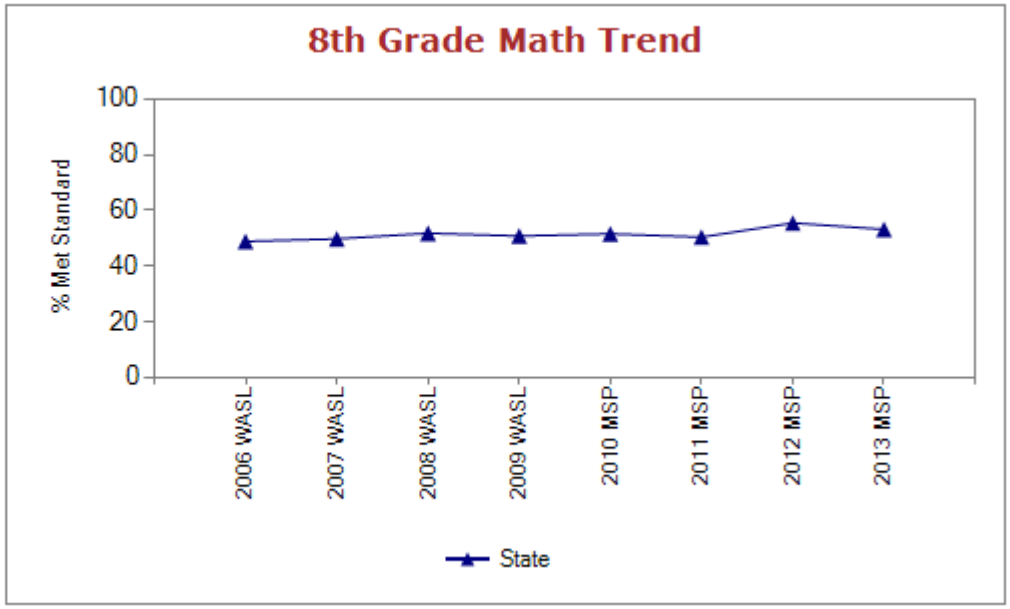
- Extensive longitudinal data
- All subgroup data
- Replaced with SBAC in 2014-15

8th Grade Math

The percentage of students meeting the standard on the eighth grade statewide mathematics assessment

8th Grade Math

Year	State
2005-06 WASL	48.9%
2006-07 WASL	49.8%
2007-08 WASL	51.8%
2008-09 WASL	50.8%
2009-10 MSP	51.6%
2010-11 MSP	50.4%
2011-12 MSP	55.5%
2012-13 MSP	53.2%



8th Grade Math

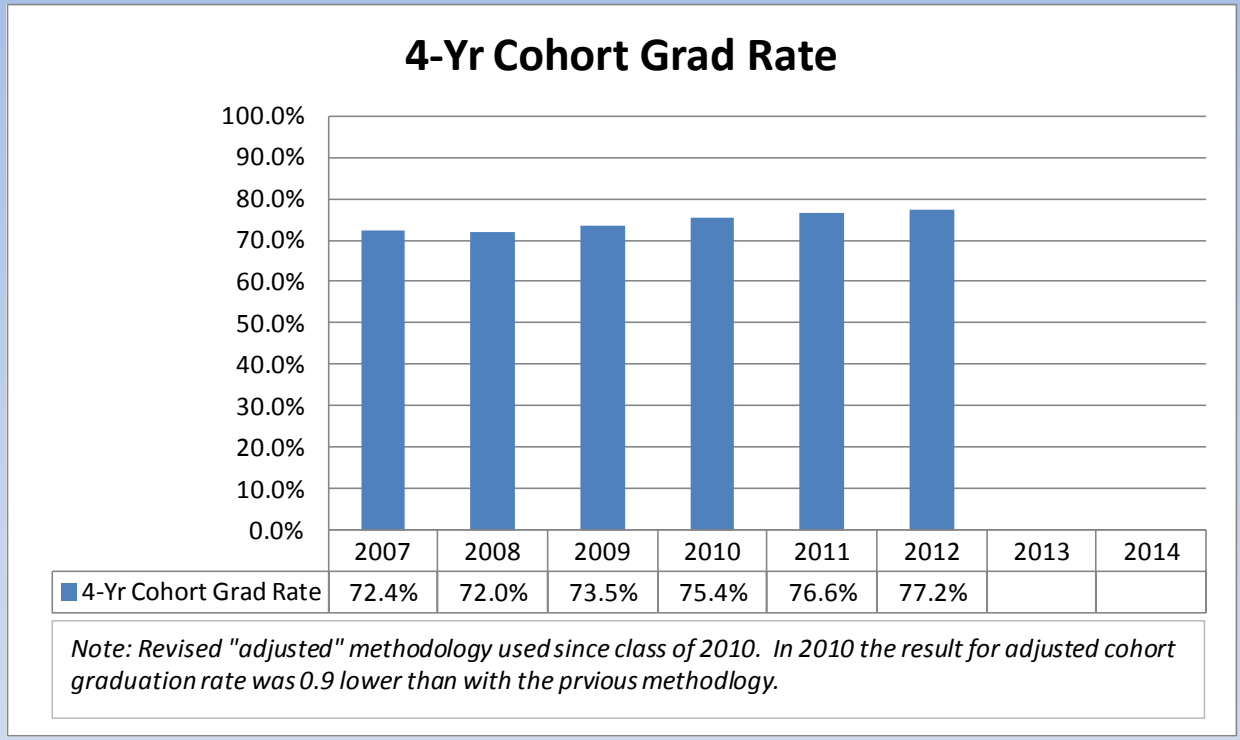
The percentage of students meeting the standard on the eighth grade statewide mathematics assessment

Notes:

- Extensive longitudinal data
- All subgroup data
- Replaced with SBAC in 2014-15

4-Year Cohort Graduation Rate

The four-year cohort high school graduation rate



	2007	2008	2009	2010	2011	2012	2013	2014
4-Yr Cohort Grad Rate	72.4%	72.0%	73.5%	75.4%	76.6%	77.2%		

Note: Revised "adjusted" methodology used since class of 2010. In 2010 the result for adjusted cohort graduation rate was 0.9 lower than with the prvious methodlogy.

4-Year Cohort Graduation Rate

The four-year cohort high school graduation rate

Notes:

- Extensive longitudinal data
- All subgroup data
- Enables National comparisons

Post-secondary Education or Employment

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

EDUCATION RESEARCH & DATA CENTER *P-20 Reports for Statewide History*

What percentage of high school graduates enrolled in postsecondary education?

Table 1. Student enrollment by type of institution Enrolled in Postsecondary Ed Percent of Enrollments	2006	2007	2008	2009	2010	2011
Washington	84%	85%	85%	84%	83%	83%
⊞ Public 4-year	30%	30%	30%	29%	28%	29%
Private 4-year	5%	5%	5%	5%	5%	5%
⊞ Public 2-year	49%	50%	50%	50%	50%	48%
Private 2-year	0-1%	0-1%	0-1%	0-1%	0-1%	0-1%
Out of State	16%	15%	15%	16%	17%	17%
Public 4-year	6%	5%	6%	6%	6%	6%
Private 4-year	8%	8%	7%	8%	8%	8%
Public 2-year	2%	2%	2%	2%	2%	3%
Private 2-year	0-1%	0-1%	0-1%	0-1%	0-1%	0-1%
Total High School Graduates	60,684	62,902	62,019	62,866	65,706	66,350
% Going to College	60%	60%	63%	63%	62%	60%

Post-secondary Education or Employment

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

Notes:

- This indicator has 3 sub-indicators
  - Enrolled: from ERDC but need to import this data based on term
  - Training: definitions of training (available data depends on definition)
  - Employed: ERDC does not include employment data. Will need to define.

Post-Secondary: Enrollment in Precollege or Remedial Courses

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

EDUCATION RESEARCH & DATA CENTER *P-20 Reports for Statewide History*

For graduates who enrolled in postsecondary education, what are the characteristics of their participation?

Table 4. Postsecondary participation characteristics for students enrolled in Washington public institutions	2006		2007		2008		2009		2010		2011	
	2-yr enroll	4-yr enroll	2-yr enroll	4-yr enroll	2-yr enroll	4-yr enroll	2-yr enroll	4-yr enroll	2-yr enroll	4-yr enroll	2-yr enroll	4-yr enroll
Percent Enrolled												
Enrollment in Pre-college coursework in Math	52%	11%	26%	6%	26%	6%	51%	11%	51%	11%	50%	10%
Enrollment in Pre-college coursework in English	26%	4%	15%	4%	16%	3%	27%	4%	26%	3%	26%	2%
Enrollment in Pre-college coursework in English and math	19%	2%	18%	2%	18%	2%	19%	2%	20%	2%	19%	0-1%
Enrollment in any pre-college coursework	59%	13%	58%	12%	58%	12%	59%	13%	58%	12%	57%	11%
Continuously enrolled	58%	76%	58%	75%	59%	74%	60%	74%	58%	76%	57%	69%
Enrolled in less than12 credits	12%	0-1%	12%	0-1%	11%	0-1%	11%	0-1%	12%	0-1%	12%	0-1%
Enrolled in 12 or more credits	88%	99-100%	88%	99-100%	89%	99-100%	89%	99-100%	88%	99-100%	88%	99-100%

Post-Secondary: Enrollment in Precollege or Remedial Courses

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

Notes:

- ERDC data is not aggregated for all students "enrolled in postsecondary education". It differentiates 2-Yr and 4-Yr colleges.
- Do we treat 2-Yr and 4-Yr components as sub-indicators?

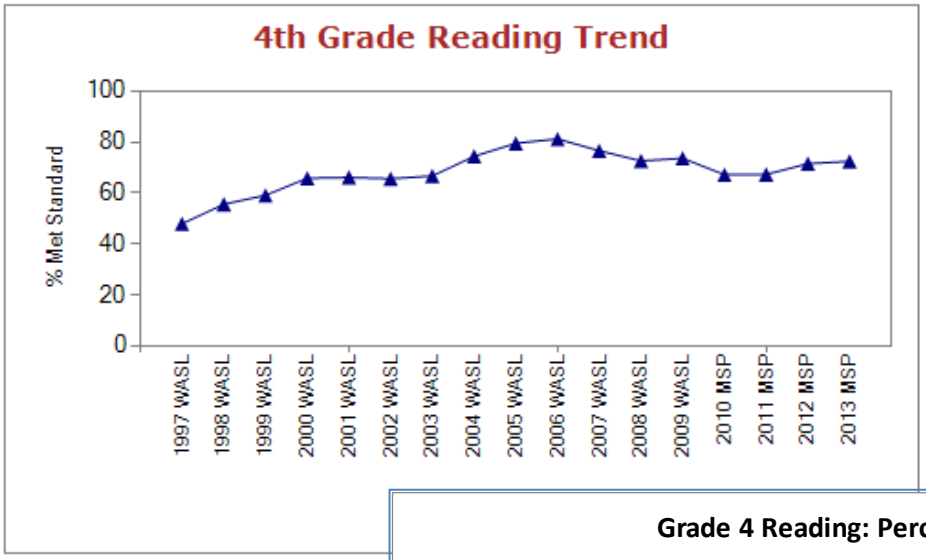
Indicators & Measures

- …" shall establish a process for identifying realistic but challenging system-wide performance goals and measurements,…"
  (ESSB 5491, page 2, lines 36-37)
- Issue: Do we treat ESSB 5491 as the minimum requirement or the only requirement?
- Related to flexibility with indicators
  - The ***indicators*** are defined in the legislation, but ***measures*** of each indicator could be open for discussion?

Indicators & Measures
Simple example: 4th Grade Reading

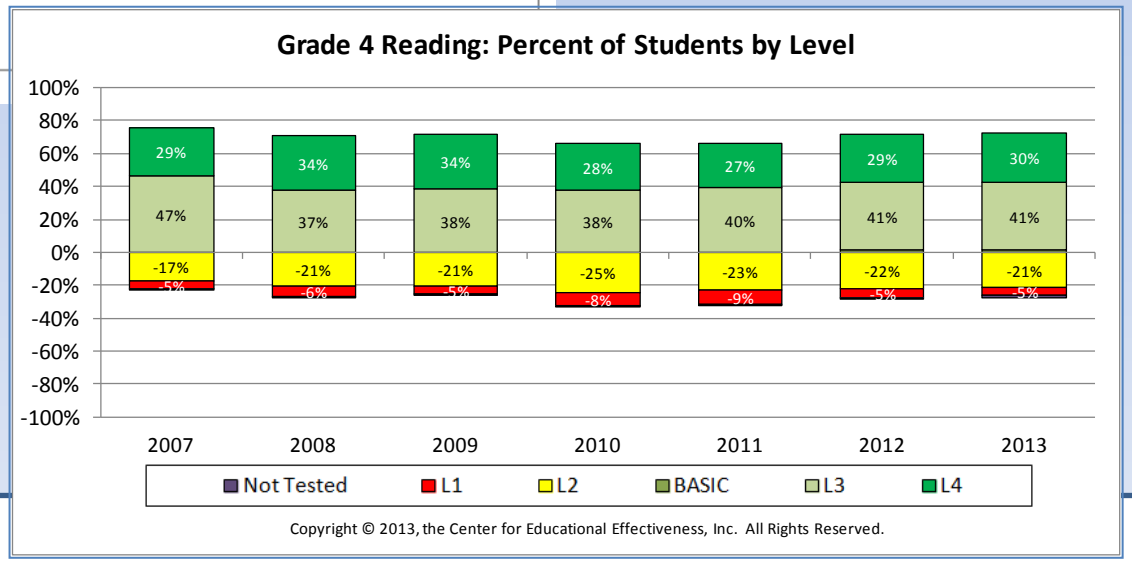
4th Grade Reading

Year	State
1996-97 WASL	47.9%
1997-98 WASL	55.6%
1998-99 WASL	59.1%
1999-00 WASL	65.8%
2000-01 WASL	66.1%
2001-02 WASL	65.6%
2002-03 WASL	66.7%
2003-04 WASL	74.4%
2004-05 WASL	79.5%
2005-06 WASL	81.2%
2006-07 WASL	76.6%
2007-08 WASL	72.6%
2008-09 WASL	73.6%
2009-10 MSP	67.2%
2010-11 MSP	67.3%
2011-12 MSP	71.5%
2012-13 MSP	72.4%



The percent meeting standard is what 5491 specifics.

But the same data, by performance level enables us to look at impact on the most struggling students (level-1 performance).



The Center for Educational Effectiveness

Indicators & Measures
Simple example: 4th Grade Reading

- As an extension of "proficiency", *adequate student growth* could also be a critical measurement toward proficiency