Statewide Indicators of Education System Health

2016 Biennial Report

While Washington is improving on most key education performance indicators, the rate of improvement is not enough to achieve the ambitious goals the state has set for its students. It is appropriate to acknowledge the incremental successes we have achieved, but also important to retain a sense of urgency about the size and scope of our achievement and opportunity gaps, which present as early as age five, and persist in the data to age 25 and beyond. The Board has recommended a series of investments and reforms to address the areas where we have fallen short in our goals. Those recommendations include expanding access to high-quality early childhood education, expanding and funding professional learning for teachers, increasing access to high-quality expanded learning opportunities, and expanding supports and services that prepare students for postsecondary opportunities.

Post-Secondary Attainment and Workforce

Readiness for College Coursework

High School Graduation

8th Grade Math

4th Grade Reading

Kindergarten Readiness
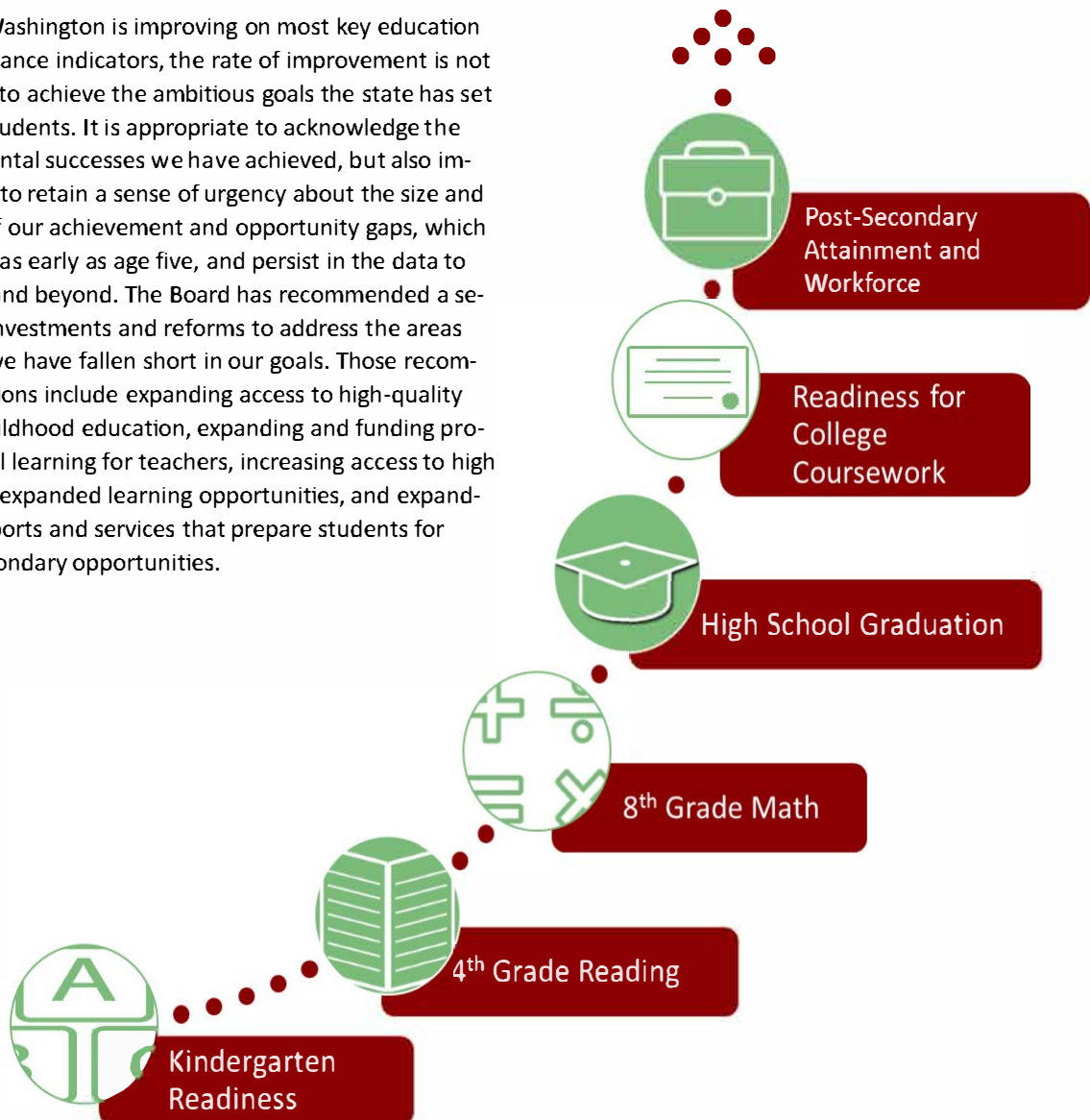
ACKNOWLEDGEMENTS

The State Board of Education would like to acknowledge and thank our partner agencies for their assistance with this work. The Board solicited feedback both verbally and in writing through meetings and documents during the fall, as this report was developed. Representatives from each agency participated in a panel at the Board's November 2016 meeting to discuss the alignment of the work of their agencies with the statewide indicators and performance goals in this report, and to provide input on recommended reforms. The input the Board received greatly improved this report and promoted further alignment of strategic planning across educational agencies.

Department of Early Learning

Educational Opportunity Gap Oversight and Accountability Committee

Office of Superintendent of Public Instruction

Professional Educator Standards Board

State Board for Community and Technical Colleges

Washington Student Achievement Council

Workforce Training and Education Coordinating Board

The Board also appreciates the technical assistance provided by the Assessment and Student Information department in the Office of Superintendent of Public Instruction and the Education Research Data Center in the Office of Financial Management in preparing the data analyzed in this report. We also want to recognize Jack Archer for his assistance with this report.

EXECUTIVE SUMMARY

The S tateBoard of Education herein submits its third report on the Indicators of Educational S ystem Health. Established in 2013 by the Washington S tateLegislature, the indicators were designed to create a common framework upon which to evaluate the success of the educational system.

The Board is honored to have been given this responsibility by the Legislature, and believes that the project has, to a great degree, had its intended effect. The establishment of key indicators in statute has helped us achieve some consistency in our year-to-year assessment of system progress, and helped ensure that all partners in the educational governance landscape are sharing common strategies, and working toward common goals.

While this report contains technical data, we should be clear that the focus is squarely on students and their needs. The Board merely views the data as a means to focus on the hope that each student has for realizing their potential in life through the opportunities afforded them in our public education system. In this respect, career and college readiness should not be viewed as a technical term, but something that is integral to the challenges and circumstances of each student in our system. Fundamentally, this project helps us ask, "How do we need to support *all* students in our system to prepare them for fulfilling, living-wage career pathways?" There is much about the answer that is deeply personalized and individualized, but there are also common, system-wide commitments that we can make to enable those personalized career pathways to be successfully realized.

By law, the Board has two important responsibilities in this report. First, to report on the state's progress in meeting the goals established for each indicator, and second, to recommend appropriate investments and reforms in the event that we are not on track as a state to achieving our goals. In each case, we have sought to undertake this work collaboratively with our peer agencies and partners in education. In this report, you will see separate chapters dedicated specifically to these two major responsibilities.

The major conclusion of this report is a good news, bad news message. While Washington is improving on most key performance indicators, the rate of improvement is not enough to achieve the goals established. It is also worth noting that gaps in performance remain a persistent problem. As you will see, gaps are present early in our kindergarten readiness data, and persist all the way through to our post-secondary degree attainment data. In some cases, our gaps are getting wider over time, and in some cases, the gaps are noticeably wider than what we observe in other states. While it is appropriate to acknowledge the incremental successes we have experienced, it is also important to retain our sense of urgency about the size and scope of our achievement and opportunity gaps, which present as early as age five, and persist in the data to age 25 and beyond. We can and must do better.

Indicators of Educational System Health

This figure depicts the statutorily required indicators

Indicator	Trend	2016 Actual	2016 Target
Kindergarten Readiness	Improving	44.2%	51.8%
4th Grade Reading	Improving	57.0%	59.0%+
8th Grade Math	Improving	47.8%	50.7%+
High School Graduation	Improving	78.1%	81.9%
Readiness for College Coursework	Improving	73.6%*	75.2%
Post-Secondary Attainment and Workforce	One Year of Data	42%*	44%

*Note: represents the most recent year of data.
+Note: represents the 2016-17 target that was reset because of the transition to the Smarter Balanced Assessments.

The Board has recommended a series of investments and reforms to address the areas where we have fallen short in our goals. In doing so, the Board sought to work from a shared unifying framework, rather than making single recommendations for separate policy areas. The Board's thinking was shaped in part by the work of a number of authors, most notably Sawhill & Karpilow (2014) in their article *How much could we improve children's life chances by intervening early and often?* The researchers theorize that evidence-based reforms or interventions have a cumulative effect, and show how higher levels of academic achievement can be attained and sustained over time. Essentially, they contend that success at each critical stage of schooling and life greatly enhances the opportunity for success at the next stage. Accordingly, a child who is kindergarten-ready is far more likely to meet or exceed the third grade reading standards, and those who meet third grade reading standards are more likely to complete middle school with the academic skills required for high school, and to graduate on time. In short, they make a case for *intervening early and intervening often* to achieve long-term goals. This led the Board to an important insight: The most important investment or reform to improve K-12 outcomes may not in fact be in the K-12 system, but in our system of early learning.

Based on this approach and dialogue with stakeholders, the Board recommends the following four major reforms and investments in the report. A detailed explanation of the rationale for each can be found in the body of the report:

- Recommendation 1: Expand access to high-quality early childhood education.
- Recommendation 2: Expand and fully fund high-quality professional learning.
- Recommendation 3: Increase access to high-quality expanded learning opportunities.
- Recommendation 4: Expand supports and services that prepare students for postsecondary opportunities.

In conclusion, the Board understands the difficult decisions that the Legislature needs to make regarding funding for the public school system. We do not take these recommendations lightly. Ultimately, however, the Board had to come to an informed opinion about the relationship between the goals we establish for our educational system and the resources provided by the state to support those goals. In nearly every major endeavor, either public or private, one can reasonably assume a relationship exists between the goals that one sets and the amount of resources one devotes to a task. This is not to imply that funding is the *only* thing that matters. But in the view of the Board, it certainly does matter. Adequate funding is seen as necessary but not sufficient to achieving a high standard of career and college readiness for all students.

This report is timely. Washington is taking on the essential question of how to make ample provision for its public school system. We hope this report is given due consideration in that process. In our review of the literature, we are encouraged by the experiences of states like Massachusetts and New Jersey, two states that took seriously the paradigm of "intervening early, and intervening often." As a result, they have seen significant improvements, and rank ahead of us on several key outcome measures. Like us, they struggle with achievement and opportunity gaps. Nonetheless, their experience may suggest that an aggressive and sustained campaign of resources and intentional reforms can create positive changes for students in Washington.

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STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH
REPORT IN COMPLIANCE WITH RCW 28A.150.550

1. Introduction

To fully appreciate the contents of this report, it is helpful to first understand a little about why these indicators were created in statute.

The indicators of educational system health were established in 2013 by the Washington State Legislature. They were created amidst much debate and disagreement about whether our educational system was successful in fulfilling its mission. Several key legislative leaders observed that each time the question of educational system success came up, it was our collective tendency to "reinvent the wheel" by re-debating the best methods for measuring system success. These leaders further observed that establishing a set of key success indicators in statute may help us achieve some consistency in our system assessments from year to year, as well as achieve better system alignment in the goals that we strive for, and the strategies and resources we pursue in support of those goals.

In much the same way that healthcare professionals rely on vital signs of health to guide treatment decisions, the educational system health indicators provide policymakers a shared framework upon which to guide their assessment of the education system's relative success. In short, these indicators are an expression of what student outcomes are most important to measure. They also provide an important platform to continue our cycle of inquiry about how well we are serving our students across the system.

As you will read in the body of this report, the Board's role in this process is not merely to report on the results of each indicator, but to make recommendations about appropriate reforms in the system. The Board has taken this aspect of the duty very seriously, working closely with partner agencies. The Board has sought to not merely report data, but to derive meaning from it, and to offer insights into what the data are telling us and how the system can improve in serving individual students.

The Board's thoughtful deliberations on this assignment have produced a set of key insights and conclusions that are shared in this report.

First, it is clear that closing achievement gaps for our students requires a deep understanding of the gaps in opportunity that exist for our historically underserved student populations. In the same way that medical professionals expend most of their energies treating ailments, rather than "admiring the problem," educational policymakers and practitioners must also commit most of their energies to addressing the *causes* of the outcomes, rather than merely reiterating the outcomes themselves. This has the appropriate effect of emphasizing the failures of the system, which is responsible for creating inequitable opportunities for students, rather than blaming the students themselves.

This work also requires an understanding of how gaps present in our system, beginning very early in the educational journey, and often persisting beyond high school. As an example, students qualifying for free or reduced-price lunch are approximately 30 percent less likely to demonstrate readiness for kindergarten, and ultimately more than 60 percent less likely to earn a certificate or credential by age 26. As you will see, we also observe large gaps by race and ethnicity in virtually all outcome measures. Regardless of which indicators are analyzed – whether early in the educational journey or late – the same student groups reveal as underserved by our system.

It therefore becomes very important to intervene early and often in a child's educational journey, so that, to the greatest extent possible, gaps aren't allowed to develop. In general, we believe it will be easier (and cheaper) to prevent gaps initially, rather than to attempt to close them years later.

It is also for these reasons that the Board has sought to steer the accountability system in the direction of utilizing student growth measures. The gaps present at the earliest stages of our educational system cannot be closed by merely narrowing the rate of growth. Rather, these students require enhanced resources and an accelerated program to make up the gap. Put simply, the only way to close achievement gaps is to reverse growth gaps. Developing a greater understanding of growth data helps us focus on the metrics that truly matter for our system's progress.

As we move forward, we seek to use the platform of the educational system health indicators to reinforce the importance of system alignment. But this goal is facing emerging challenges. There is significant change occurring in our state accountability system right now. The reauthorization of the federal Elementary and Secondary Education Act has caused the state to revisit its long-term goals for schools as part of its Every Student Succeeds Act (ESSA) Consolidated Plan. It has also necessitated a review of the state's Achievement Index metrics. Indeed, some of this work is continuing even as we submit this report. The Board acknowledges that achieving full alignment of these accountability metrics will require revisiting our Educational System Health goals once our state consolidated plan is complete.

Still, we believe this analysis and set of policy recommendations are important and timely. It adds value at a time when the Legislature is giving focus to the question of how to make ample provision for public schools, and what impact those resources may have on our ability to meet the ambitious goals we set for students, schools, and the system at large. We hope legislators will give these recommendations due consideration.

2. Legislative Mandate

The State Board of Education (SBE), with assistance from certain other state education agencies, is directed to report on the statewide indicators of educational system health established in RCW 28A.150.550 (Chapter 282, Laws of 2013) and recommends evidence-based reforms, if needed, to improve the status of the indicators. The law requires that the report be delivered to the education committees of the Legislature by December 1 of each even-numbered year, except for the initial report to be submitted in 2013.

Requirements of the Law

The report on educational system health is sometimes referred to as "the 5491 report" for ESSB 5491, the 2013 legislation that placed it in law. The act established six statewide indicators of educational system health. Those are:

- The percentage of students demonstrating the characteristics of entering kindergarteners in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS);

- The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with state law;

- The percentage of students meeting the standard on the eighth grade mathematics assessment administered in accordance with state law;

- The four-year adjusted cohort high school graduation rate;

- The percentage of high school graduates who during the second year after graduation are either enrolled in postsecondary education or training or are employed;

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

These indicators must be disaggregated by the racial and ethnic categories and subcategories in law. "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" (RCW 28A.150.550).

The statute then assigns specific duties to the SBE:
- Identify, with assistance from the Office of the Superintendent of Public Instruction (OSPI), the Workforce Training and Education Coordinating Board (WTECB), the Education Opportunity Gap Oversight and Accountability Committee (EOGOAC), and the Washington Student Achievement Council (WSAC), "realistic but challenging" system-wide performance goals and measurements for each of the six indicators above, including for each subcategory of students.

- Report biennially, with assistance from the same other entities, on the status of each indicator, and recommend revised performance goals and measurements, if necessary. The performance goals may only be adjusted upward.

- Recommend, if the educational system is not on target to meet the performance goals on any indicator, evidence-based reforms to improve student achievement in that area.

- Compare, to the extent data are available, performance on each indicator with national data to identify whether Washington student achievement results are within the top 10 percent of states nationally or are comparable to results in peer states. If the data show Washington students to be falling behind national peers on any indicator, the report must recommend evidence-based reforms addressing such indicator.

The statute also directs the SBE, OSPI and WSAC to align their strategic plans and education reform efforts with the statewide indicators and performance goals established under the act.

3. Prior Reports

The 2013 report can be found here. In accordance with the statute, the initial report established baseline values and initial performance goals. The Board recognized in the report that the transition then underway to Washington State Standards and linked assessments would require additional work in goals-setting.

The 2014 report found that four of the six indicators specified in RCW 28A.150.550 were not on target to meet performance gap reduction targets and system goals. Two indicators, Kindergarten Readiness and 8th Grade High School Readiness, showed improvement, however, from the previous year. The state's performance on the four indicators not on track to meet performance targets also did not rank the state in the top 10 percent nationally, and on three of the four was not comparable to that of peer states. See the summary tables 2 and 3 in the report, linked here.

Because some of the indicators did not meet the targets set for performance and did not compare favorably in national data or with peer states, the Board recommended four evidence-based reforms to raise student achievement in those areas. The recommended reforms were:

1. **Expand access to early childhood education.**
2. **Expand and fully fund high-quality professional learning for educators.**
3. **Increase access to high-quality expanded learning opportunities.**
4. **Expand supports and services that prepare students for postsecondary opportunities.**

The 2014 report included discussion of each reform, with references to supporting research.

4. Process for the 2016 Report

As part of its educational system oversight duties, the SBE monitors extensive data, including numerous indicators of educational system health, throughout any given year. At every SBE meeting in 2016, the Board listened to presentations and held discussions on different aspects of the indicators of the educational system. The 2016 presentation and discussion topics included the latest disproportional discipline analytics, deeper disaggregation of educational data, the latest assessment and graduation results, and considerations for resetting annual targets and goals for the indicators.

The Board concurs with the legislative finding in the initial section of ESSB 5491, "that a coordinated single set of statewide goals would help" in "efforts to identify measurable goals and priorities, road maps, and strategic plans for the entire educational system." Since the 2013 passage of this law, the SBE has made strong and deliberate efforts to meet the intent of RCW 28A.150.550; that it fulfill major directives of the law "with the assistance" of the named partner agencies.

For the 2014 report the SBE worked with other agencies and organizations primarily through the Achievement and Accountability Workgroup (AAW). The committee has wide representation of the education community, was created in 2012 to advise the Board on development of a revised Washington Achievement Index and later was tasked with supporting work on the statewide indicators. AAW members and other officials from partner agencies were invited to provide feedback on a draft report. At the Board's November 2014 meeting, representatives of OSPI, WTECB, WSAC, the Professional Educator Standards Board, and other partner agencies participated in a joint discussion of the indicators, performance goals, and recommendations.

The SBE took a different approach to collaboration in preparing the 2016 report. The Board sought to surpass RCW 28A.150.500's requirement by intentionally working in partnership with other education agencies, each with its own areas of responsibility and expertise, in the reporting of data on indicators, the identification of goals and measures, and the development of evidence-based reforms to address identified shortfalls in performance. Staff to the Board met separately in September and October with leadership representatives of the OSPI, EOGOAC, WSAC, WTECB, SBCTC, DEL and PESB. During these meetings, SBE staff shared the key data findings via a PowerPoint presentation, as well as a draft outline of the report, and requested input from agency partners. All agency partners presented input verbally via conversations during these meetings. Board staff created an input report template, and each agency partner provided extensive information, focused primarily on recommendations for reforms to improve student achievement and system health. All of this partner input influenced many aspects of the SBE's

development of this report, as well as its final contents. The partner input reports appear as Appendix A of this report.

At the November 2016 Board meeting in Vancouver, staff presented for Board review a draft outline of the 2016 report and recommended reforms. Representatives of partner agencies participated in a panel discussion with the Board. Each shared work currently underway that aligns with the recommendations proposed – from the Department of Early Learning's efforts to improve school readiness to the State Board for Community and Technical College's work to ensure post-secondary success – and discussed potential inter-agency collaborations on initiatives and strategies to implement the recommended reforms.

Board staff provided a draft version of the full report to each partner agency and solicited further input. Within Appendix A is a matrix describing in detail our engagement process with our partners.

5. Discussion of Indicators

RCW 28A.150.550 specifies six indicators for measuring educational system health, identified by the measurement to be used for each. These are listed on page 1 of this report.   For the purpose of easier reference, the SBE has named each of the indicators as follows.

- Kindergarten Readiness
- Fourth Grade Reading
- Eighth Grade Math
- Four-Year Graduation Rate
- Readiness for College Coursework
- Postsecondary Attainment and Workforce

Recommendations for Indicators

While fully satisfying the requirement to report on the status of the indicators established in the statute, the SBE has examined what other indicators might further 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 the students it serves." (ESSB 5491, Sec. 1). In consultation with partner agencies, the Board has in its two prior reports recommended revised or additional indicators for the consideration of the Legislature, and presented data on them as a resource. It does so again in this report, while clearly distinguishing in data presentation and discussion between the required and SBE-recommended indicators.

In the December 2013 report, the SBE recommended several revisions to the indicators specified in the statute. These included secondary indicators within four of the six required indicators, the revision of another indicator, and the addition of a seventh indicator, Quality of Schools, measured as the percentage of all students who attend schools ranked "Good" or better on the Washington Achievement Index developed under RCW 28A.657.110. The secondary indicators are meant to supplement and provide context to, but not replace, the statutorily required or recommended indicators.

Table 1 displays the revisions suggested in the 2013 Initial Report.

Table 1: Summary of 2013 Indicator Recommendations

ESSB 5491 Indicator	2013 Recommended Indicator
Kindergarten Readiness: Percentage of students who demonstrate the characteristics of entering kindergarteners in all six domains of the Washington Kindergarten Inventory of Developing Skills (WaKIDS).	No Change.
4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4th Grade statewide reading assessment.	**3rd Grade Literacy**: Percentage of students Meeting or Exceeding standard on the 3rd Grade Reading MSP. **Adds**: 3rd Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.
8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8th Grade statewide math assessment.	**8th Grade High School Readiness**: Percentage of students Meeting or Exceeding standard on the 8th Grade Reading, Math, and Science MSP. **Adds**: 8th Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment. **Adds**: Growth Gap Indicator: The percentage decrease in student growth gap in reading and math between the All Students group and each Targeted Subgroup.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the On-Time (4-Year) adjusted cohort graduation rate (ACGR).	No Change to **High School Graduation Rate (4-Yr Cohort).** **Adds**: The Extended (5-Year) High School Graduation Rate: The percentage of students graduating using the 5-Year ACGR.
Readiness for College Coursework: Percentage of students (high school graduates) enrolled in precollege or remedial courses in public post-secondary institutions.	Report the **Readiness for College Coursework** Indicator as the percentage of high school graduates who enroll in public post-secondary institutions and are not required to take precollege or remedial courses in English or math. **Adds**: Percentage of 11th grade students meeting or exceeding standard on the High School Grade SBAC College and Career Readiness Assessment.
Post-Secondary Engagement: Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd and 4th quarters after graduation.	**Post-Secondary Attainment**: Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26. Percentage of high school graduates employed in the 2nd and 4th quarters after graduation.
Recommended New Indicator	**Access to Quality Schools:** The percentage of all students attending schools at or above the "Good" tier of the Washington Achievement Index.

The revised indicator of High S choolQuality described in Table 1 can be seen not as a new measure but another, more accessible way of expressing the measure directed by the Legislature in ES SB 5491. By

reporting in this manner the Legislature gains a clearer picture of the remedial course-taking patterns of the recent high school graduates who actually enroll in higher education.

After satisfying the requirements of the law, the revised indicators recommended in the 2013 report were used to generate baseline data, targets, and goals for the 2014 report. As the SBE and partner agencies continued conversations about system health, the need for additional refinements became apparent. Recommendations in two areas in particular emerged from that work: student growth and language acquisition.

Adequate Growth. In the December 2013 initial report to the Legislature, the SBE recommended the inclusion of a Growth Gap measure to the High School Readiness Indicator. The recommended measure was to be the percentage decrease in the gap on combined reading and math between the All Students group and Targeted Subgroups. Because of the transition to the Smarter Balanced assessment system, OSPI will no longer compute student growth percentiles (SGP's) for high school students. The use of an Adequate Growth Percentile (AGP) is often preferred over the SGP because the AGP provides information about student growth in relation to the growth rates necessary to reach proficiency.

In the 2014 report, the SBE suggested the use of the percentage of 4th and 6th grade students meeting their individual adequate growth targets in reading and math as a secondary measure of the High School Readiness indicator. This measure was recommended for three principal reasons:

1. To increase transparency for the general public,
2. To enhance the meaningfulness of the growth model component, and
3. To align the state educational system health Indicators in RCW 28A.150.550 with OSPI's strategic planning performance indicators, consistent with the intent of ESSB 5491.

The Board has found in statutorily-directed work that adequate growth is a leading indicator of high school readiness and a predictor of middle school academic performance. Growth to a proficiency target is more important than growth alone, because it measures a student's progress toward a proficiency standard. It also can be disaggregated by subgroup and used for annual target-setting.

Now that two years of Smarter Balanced assessment results are available, OSPI is computing AGPs for non-high school grades and analyzing the new data elements for validity and reliability. Prior to including growth model data as an element of the statewide indicators, the SBE will be required to carefully analyze the SBA-derived growth percentiles to ensure they convey the intended information.

Language Acquisition. In the 2014 report, the SBE recommended adding the five-year graduation rate for Former English Language Learner (ELL) students to the high school graduation rate as a secondary indicator of educational system health.

The SBE engaged the Accountability and Achievement Workgroup (AAW) in discussions about the academic performance of ELL students and received considerable input as to the difficulty of developing robust accountability measures for this dynamic subgroup. In particular, the AAW noted that Bilingual program participants form part of a unique group for several reasons, including:

a. The highest performing ELL group members (10 to 20 percent per year) are reclassified as Former ELL students each year and 10 to 20 percent of ELL students are never reclassified,
b. ELL students take two tests each year, as they sit for the Washington English Language Proficiency Exam (ELPA21) and the SBAs (formerly the MSPs, HSPEs, or the EOCs), and

c. Performance on all of these assessments is related in one way or another to native language, age of entry into the Bilingual program, number of years in the program, and the design of the program.

In the 2015-16 school year the state transitioned to a new assessment for ELL students called ELPA 21. While the Board and partners examined the feasibility of adding this assessment as a performance measure, it recommended the five-year graduation rate for Former ELL students as a secondary indicator to serve temporarily as a measure of effectiveness of the Bilingual program. The SBE will request that OSPI routinely generate this data to fulfill this legislative requirement.

Recommendations for Additional Indicators

In addition to the revisions above, the Board recommends to the Legislature in the present report that other indicators of educational system health be included in future reports as well. The SBE and partner agencies have discussed additional indicators that may provide a more complete understanding of the system's health and provide valuable context for the current indicators. These indicators included, among others, exclusionary discipline rates and enrollment in early childhood education programs. Staff to the Board surveyed available research in these areas and available Washington state data to craft recommendations on how potential indicators in these areas might be structured. These indicators may be refined, and other such opportunity indicators explored, in future reports.

Student Discipline. The issue of student discipline is complex, and an indicator could address various aspects, depending on available data. Given current data availability and quality, the recommended indicator addresses disproportionality in discipline practices. This indicator focuses on the lost educational opportunity caused by exclusionary discipline practices, which likely contributes to opportunity and achievement gaps. In the future, additional data regarding student behaviors that resulted in disciplinary action, alternative interventions, and the ability to cross tabulate multiple student groups (such as Hispanic students receiving special education services) may be available. This will provide rich information for developing recommendations for reform, though, as mentioned by AAW participants, may present concerns around reporting consistency.

Because baseline, target, and goal-setting for the indicators require multiple years of data, these are first presented as a recommendation in the 2016 report. No goal and target will be set for the All Student group, as has been done with other indicators since this indicator is designed to monitor disproportionality, not overall performance. In general, the goal for this indicator would be the alignment of discipline events and rates and enrollment rates for each student group.

For charts displaying the most recent data on discipline rate proportionality, see our complete data set online at *www.sbe.wa.gov/edsystemhealth.php*.

Access to Early Childhood Education. Enrolling in pre-kindergarten has been shown to have a significant impact on students' readiness to enter school and achieve success in their academic careers (Kay & Pennucci, 2014). Increasing access to early childhood educational (ECE) opportunities therefore has the potential to improve the health of the educational system by increasing the Kindergarten Readiness indicator. The Board recommends the inclusion of an Early Childhood Education indicator, the percentage of three and four year-old children attending preschool, as a secondary indicator of Kindergarten Readiness.

Data available from the Department of Early Learning provide information on students enrolled in state and federally-funded programs in the state. The S BE recommends using this data source to establish the baseline and goals for an ECE indicator. For national and peer state comparisons, the Board recommends use of the American Community S urvey(ACS) produced by the U.S .Census Bureau (Table 2). The ACS defines early childhood education to mean any group, class, or institution providing educational experiences for children during the years preceding kindergarten, excluding private homes primarily providing custodial care.

Voluntary full-day kindergarten (FDK) must be fully implemented under RCW 28A.150.315 in the 2017-18 school year, and the WaKIDS assessment is limited to those students attending state-funded full-day kindergarten. This means that the specific percentage of children who are kindergarten-ready is currently unknown and will not be known until the 2017-18 WaKIDS assessment is reported, underscoring the need for a secondary indicator.

Table 2: Statutory and Recommended Indicators

Table 1 represents indicators used in the original 2013 report, while Table 2 represents subsequent deliberations and decisions by the Board.

RCW 28A.150.550 Indicators	Recommended Indicators
Kindergarten Readiness: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	**Kindergarten Readiness**: The percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains. Adds: The percentage of 3 and 4-year olds attending preschool as a secondary measure.*
4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4th Grade Reading MSP.	**3rd Grade Literacy**: The percentage of students Meeting or Exceeding standard on the statewide 3rd Grade ELA assessment.
8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8th Grade Math MSP.	**8th Grade High School Readiness**: The percentage of students meeting or exceeding standard on the statewide 8th Grade ELA, Math, and Science assessments. Adds: The percentage of 4th and 6th grade students who meet reading and math adequate growth percentiles as a secondary measure* when available.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the 4-Year graduation rate.	**High School Graduation Rate (4-Year Cohort):** The percentage of students graduating using the 4-Year Adjusted Cohort Graduation Rate computation Adds: High School Graduation Rate (5-Year Cohort): The percentage of students graduating using the 5-Year graduation rate as a secondary measure.* Adds: The percentage of Former ELL students graduating using the 5-Year graduation rate as a secondary measure.*

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Readiness for College Coursework: Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	**Readiness for College Coursework**: The percentage of recent high school graduates who enroll in higher education and bypass remedial English and math courses. Adds: The percentage of students meeting or exceeding standard on the HS SBA College and Career Readiness Assessment as a secondary measure* when participation requirements are met.
Postsecondary Engagement: Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd and 4th quarters after graduation.	**Postsecondary Attainment**: Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship. **Postsecondary Engagement**: Uses the percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd and 4th quarters after graduation as a secondary measure.*
Recommended Indicator	**Access to Quality Schools**: The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.
Recommended Indicator	**Student Discipline:** The disproportionality of student disciplinary actions as measured by the difference between the subgroup population percentage and the subgroup percentage of students suspended/expelled. The number of days of lost instructional time resulting from student suspension/expulsion as a secondary measure when available.
*Note: Secondary measures are those that are included to provide additional information and context to the primary statutorily required or recommended indicators.	

6. Performance Goals and Targets

Realistic but challenging annual targets were created for all students and all student groups (seven federally-reported race/ethnicity and special program status) for each of the specified and recommended indicators. The overarching goals for Educational System Health are broadly aligned with the aspirational 14-year goals of the No Child Left Behind Act that comprise the following.

- The meeting of all performance goals within a 14-year time period and
- College and Career Readiness for all students.

S ee Figure 1 below.

Figure 1: Educational System Health Web Page
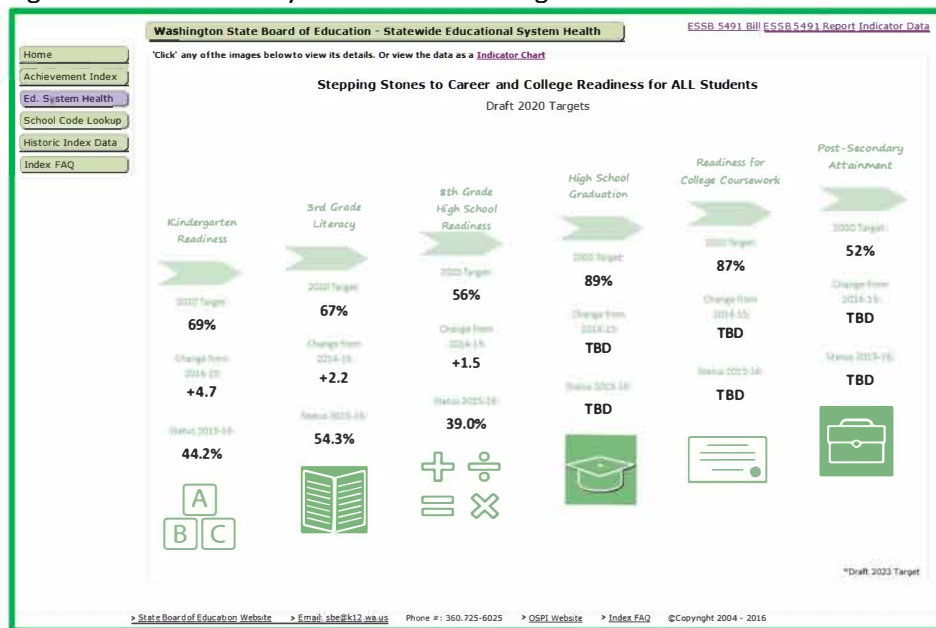
This will be accomplished in two stages:

- Stage 1 proposes to eliminate 50 percent of the gap between current performance and the 14-year endpoint performance goal (the "performance gap") after seven years.

- Stage 2 proposes to eliminate the remaining performance gap over the subsequent seven-year period.

For each indicator, the SBE established a baseline or starting point, calculated as a simple average of two recent years of data. Once the baseline was established, annual increases or targets were computed for each student group for each indicator following the goal-setting methodology specified above. So in order to set annual targets for an indicator, a minimum of two years of valid and reliable data are required. Since each student group started out with a different baseline value, some student groups have greater annual targets than others for any given indicator.

The goal-setting methodology utilized here is very similar to that used by the state for the ESEA provisional Flexibility Waiver it had from the federal government in 2012-2014. The 2015 reauthorization of the federal Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA) requires each state plan to establish long-term goals for performance on four academic indicators called out in the act, plus at least one additional indicator of school quality or student success selected by the state. The goals must set an expectation that all student groups that are furthest behind the all-students group close gaps in achievement and graduation rates.

In preparing the 2016 report on educational system health, the SBE discussed the possibility of resetting annual targets to reflect the goals described in the Consolidated State Plan required under ESSA that the U.S. Department of Education will eventually approve. Such action would be in line with the express intent of the Legislature that "a coordinated single set of statewide goals would help focus efforts to identify measurable goals, priorities, road maps, and strategic plans. (E2SSB 5491, Sec.1.) RCW 28A.150.550 of course predates enactment of the ESSA by a considerable length, making it difficult to

align its provisions for indicators and goals closely with those of the new federal law. It is also unclear at this time in what specific form the Consolidated State Plan will be submitted next year, as a new state Superintendent of Public Instruction will soon take office. The Board therefore elected to delay further action on resetting goals until the consolidated plan is approved. The Board will discuss initiating work with the Legislature on possible amendment of RCW 28A.150.550 to facilitate alignment of the goals established under that act with those adopted by the state under ESSA.

The performance and currently established targets for all student groups for all indicators are found on our website at *www.sbe.wa.gov/edsystemhealth.php*.

Washington fully implemented the Smarter Balanced Assessment (SBA) system for the first time in the 2014-15 school year. As was expected, the annual targets established in the December 2013 initial report for two recommended indicators (3rd Grade Literacy and 8th Grade High School Readiness) and two required indicators (4th Grade Reading and 8th Grade Math) are no longer valid because no linking study was conducted to connect the performance on the SBA to the performance on the Measures of Student Progress (MSPs). Because of the shift in assessment systems and the absence of a linking study, the AAW supported the SBE's recommendation to reset annual targets and timelines for two of the required statewide indicators (4th Grade Reading and 8th Grade Math) and two recommended statewide indicators (3rd Grade Literacy and 8th Grade High School Readiness), following the goal-setting methodology described here.

The 2016 report to the Legislature is the first to include the recommended School Quality indicator, as the 2012-13 and 2013-14 Index versions are suited to serving as baseline years. The School Quality indicator will be said to meet targets if the percentage or number of students attending Good, Very Good, or Exemplary schools increases or remains substantially unchanged.

7. Status of Indicators of Educational System Health: Summary

To determine whether the system is on track to meet targets (Table 3), we compare the performance of the All Students group to the target for the corresponding year. Major findings are as follows:

- Two of the six Educational System Health Indicators specified in RCW 28A.150.550 are not on track to meet performance gap reduction targets and system goals.

- Although not on target to meet the midpoint goals, both of the underperforming indicators showed improvement from the previous year.

- We cannot determine whether most indicators are meeting targets. However, all indicators, except for the one for which data were not available as we went to print, increased in the most recent school year as compared to prior school year.

Table 3 shows the status of each of the specified statewide indicators described in this report.

Indicator	Most Recent Year	Measure (%)	Target (%)	Meeting Targets?	Improving?
Kindergarten Readiness	2015-16	44.2	51.8	NO	YES
4th Grade Reading	2015-16	57.0	(Reset in 2015-16)	New Baseline	YES
8the Grade Math	2015-16	47.8	(Reset in 2015-16)	New Baseline	YES
High School Graduation	2014-15	78.1	81.9	NO	YES
Readiness for College Coursework	2012-13	73.3	75.5	TBD	YES
Post-Secondary Attainment* and Workforce	2014	42	TBD	TBD	TBD
*Note: The Post-Secondary Attainment measure examines the graduating class of 2006 eight years later to measure the rate of attainment. TBD = To Be Determined, NA = Not Applicable					

While Table 3 shows that the performance of the All Students group increased in the most recent reporting year for all of the indicators, Table 4 shows that the magnitude of the increase in the most recent year was not sufficient to meet the annual improvement targets for four of the five indicators. For the All Students group for the 4th Grade Reading indicator, the 2.4 percentage point increase in 2015-16 was less than the annual step target of 3.2 percentage points. In other words, the performance of the All Students group is increasing, but not quickly enough. If the levels of progress continue at the present rates, endpoint goals will not be met in the specified time frames.

Table 4 shows the percentage point increase actually attained (Act) compared to the percentage point increase required to meet annual targets for the federally reported student groups (Req). Green Cells show where the increased performance of a student group met or exceeded the annual required target. Gray cells show where a group's performance increased but not enough to meet the annual target. Purple cells show where performance declined.

Student Group	Kindergarten Readiness		4th Grade Reading		8th Grade Math		High School Graduation		Readiness for College Coursework	
	Annual Step		Annual Step		Annual Step		Annual Step		Annual Step	
	Act	Req	Act	Req	Act	Req	Act	Req	Act	Req
All Students	4.7	4.4	2.4	3.2	1.7	3.8	0.8	1.7	0.5	1.9
Black / African American	1.9	4.4	2.3	4.5	1.8	5.3	1.0	2.3	1.4	2.6
American Indian / Alaskan Native	0.8	4.9	3.4	5.1	1.1	5.9	2.7	2.9	3.9	2.6
Asian	8.3	4.2	2.3	1.9	2.7	1.9	1.2	1.1	0.7	1.5
Hispanic / Latino	6.0	5.2	2.7	4.5	1.1	5.1	2.3	2.4	1.3	3.2
Pacific Islander / Native Hawaiian	3.7	5.0	1.4	4.6		5.2	2.4	2.5		2.4
White	2.0	3.7	2.4	2.6	2.0	3.4	0.4	1.4	0.8	1.7
Two or More	2.9	3.9	2.4	3.1	0.7	3.7	2.4	1.7		1.9
Students with a Disability	2.4	5.9	0.6	5.4	0.6	6.4	2.2	3.0	2.0	4.0
Limited English	6.8	5.5	3.2	5.8		6.3	2.1	3.3	0.9	4.6
Low Income	3.1	4.9	2.3	4.4	0.2	5.0	1.6	2.3	0.3	2.9

Notes: All values in the table represent the actual (Act) percentage point increase in the most recent year from the prior year and the required (Req) annual step increase in percentage points to meet attainment targets. The results for the Post Secondary Attainment and Workforce indicator are not shown, as only one year of results have been supplied and reported by the Washington ERDC.

As was the case for the All Students group, all of the reported student groups improved in the most recent year from the previous year on most of the indicators. On Table 4, the cells highlighted in pale green show where the increased performance of a student group met or exceeded the annual required target, and the cells in pale gray show where a group's performance increased but not enough to meet the annual target. So for most student groups and for most of the indicators, the performance is increasing but not enough to meet the annual targets, which will eventually result in not meeting the endpoint goal in the specified time frames.

RCW 28A150.550 also requires that the SBE compare the academic performance of Washington students to those nationally and in peer states. The peer states chosen are Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Virginia, and are derived from the

Progressive Policy Institute's New Economy Index, which measures the extent to which state economies are knowledge-based, globalized, entrepreneurial, IT-driven, and innovation-based (PPI, 2010).

Table 5 summarizes the student performance and the comparisons, while supporting charts and data are found on our website at *www.sbe.wa.gov/edsystemhealth.php*. For the national comparison and for the All Student group, we see in Table 5 that only one of the indicators (Readiness for College Coursework) is ranked in the top ten percent. For the peer state comparison and for the All Students group, we see that two indicators (Kindergarten Readiness and High School Graduation) are not comparable to the performance of the peer states'.

Table 5: Summary of the national and peer state comparisons for the specified Educational System Health Indicators.

Indicator	On Track to Meet Gap Reduction Targets?	Ranked in the Top 10 Percent Nationally	Comparable to Peer States
Kindergarten Readiness	NO	NO	NO
4th Grade Reading	TBD	N	YES
8th Grade Math	TBD	NO	YES
High School Graduation	NO	NO	NO
Readiness for College Coursework	TBD	YES	YES
Post-Secondary Education and Workforce	TBD	TBD	TBD

TBD = To Be Determined

In summary:

- **Two educational system health indicators are not on track to meet targets,**
- **Four indicators are not ranked in the top ten percent nationally, and**
- **Two of the indicators are not comparable to peer states.**
- **Performance data are pending for three of the indicators, and comparative analyses are pending for two of the three indicators.**

8. Status of Indicators of Educational System Health: Data and Discussion

Kindergarten Readiness

The Kindergarten Readiness indicator is measured through the Washington Kindergarten Inventory of Developmental Skills (WaKIDS), and is the percentage of children who are kindergarten-ready in the fall of a given year. In this case, kindergarten-ready means that the students meet the standards on all six WaKIDS kindergarten-ready domains.

The WaKIDS is required only in state-funded, full-day kindergarten classrooms, and is optional for other kindergarten classrooms. As such, the assessed population has always been less than the total population of kindergarten students, and so is not necessarily representative. The 2015-16 WaKIDSe results (Table 6) are based on assessment of approximately 71 percent of the total kindergarten population. Goals and annual targets were developed for the indicator based on the assessed population. These targets will need to be reset when the assessment is administered statewide to all kindergarten students.

Table 6: Performance on the Kindergarten Readiness indicator by student group

Kindergarten Readiness	2014-15	2015-16	1-Year Gain*	Annual Step Increase*	2015-16 Target	Difference 2015-16[+]
All Students	**39.5%**	**44.2%**	**4.7**	**4.4**	**51.8%**	**-7.6**
Black / African American	39.3%	41.2%	1.9	4.4	51.4%	-10.2
American Indian / Alaskan Native	34.4%	35.2%	0.8	4.9	46.6%	-11.4
Asian	43.2%	51.5%	8.3	4.2	54.0%	-2.5
Hispanic / Latino	25.1%	31.1%	6.0	5.2	42.6%	-11.5
Native Hawaiian / Pacific Islander	30.2%	33.9%	3.7	5.0	45.3%	-11.4
White	48.5%	50.5%	2.0	3.7	59.6%	-9.1
Two or More	46.5%	49.4%	2.9	3.9	57.0%	-7.6
Students with a Disability	17.4%	19.8%	2.4	5.9	35.5%	-15.7
Limited English	21.0%	27.8%	6.8	5.5	39.1%	-11.3
Low-Income	30.6%	33.7%	3.1	4.9	46.4%	-12.7

*Note: The one-year gain is the change in performance from the 2014-15 to the 2015-16 school year shown as percentage points. The Annual Step Increase is shown as percentage points.
[+]Note: Difference shown in percentage points as the Target minus the actual performance value.

For the All Students group, the 2015-16 performance increase of 4.7 percentage points was not enough to meet the gap reduction target of 51.8 percent, but exceeded the computed annual step increase. The cells highlighted in purple in the far right column indicate that no student group met its individual gap reduction target, and by how much the target was missed. The cells highlighted in green indicate that the Asian, Hispanic/Latino, and ELL student groups exceeded the annual step increase target but did not meet their respective 2015-16 performance targets. It is notable, however, that the performance of all student groups was higher in 2015-16 than in the previous year, and that four of the student groups exceeded their annual step targets. As Washington continues to expand access to early childhood education and better serve young children, performance on the WaKIDSe would be expected to improve considerably in the coming years.

While it is not possible to compare WaKIDSe results in a national or peer state analysis, national and state comparisons can be made of enrollment in early childhood educational opportunities. High-quality early childhood educational experiences enable children to develop the skills that required for them to be independent learners when they start kindergarten. In 2014, the SBE decided to include data from the American Community Survey on the percentage of 3- and 4-year old children enrolled in early childhood education as a sub-indicator of Kindergarten Readiness. These data show that access to early childhood education for Washington three and four year-olds is the 40th best of the 50 states (20th percentile

nationally), 13 percentage points lower than the peer state average of 53 percent, and the lowest of the peer states.

For the Kindergarten Readiness educational system health indicator:
- The indicator is not on track to meet gap reduction goals
- The percentage of three- and four-year old children accessing early childhood educational opportunities is lower than the national average and lower than the peer state average.
- Based on the most recent (2014) data, Washington ranks in the bottom quartile of all 50 states in early childhood education enrollment, and is the lowest performer of the peer states.

3rd Grade Literacy

In the December 2013 Initial Report, the SBE recommended the use as an indicator of the percentage of 3rd grade students meeting or exceeding standard on the 3rd grade MSP Reading Assessment. In the 2014-15 school year, Washington transitioned to the Smarter Balanced Assessment System (SBA) for statewide testing. The new recommended measure for the 3rd Grade Literacy indicator is the percentage of students meeting standard on the statewide 3rd grade English/language arts (ELA) assessment. Because the computed annual targets are specific to an assessment, annual performance targets needed to be reset and recomputed for the new Smarter Balanced assessments.

For the 3rd Grade Literacy indicator (All Students group), the 2014-15 and 2015-16 SBA ELA results were combined to create the two-year average baseline (53.2 percent), and the annual step increase was computed at 3.3 percentage points. The target-setting methodology adopted in the initial work requires that student groups performing at lower levels make larger annual gains to meet gap reduction targets. Because the two most recent years serve as the baseline, the performance on the 2016-17 SBA assessments will be the first to determine whether gap reduction targets are met for this indicator. For the national ranking and peer state comparison analyses, the 4th Grade National Assessment of Educational Progress in Reading (NAEP Reading) was utilized. It is discussed below.
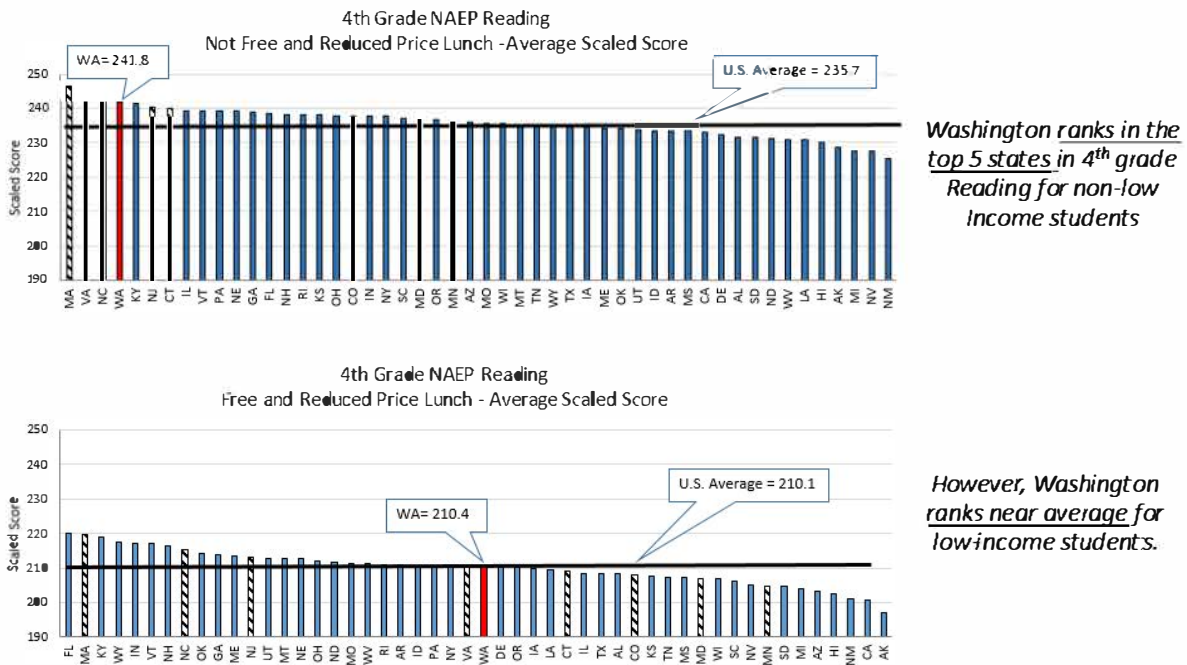
4th Grade Reading

The indicator specified in RCW 28A.150.550 is the percentage of 4th grade students meeting or exceeding standard on the 4th grade MSP Reading Assessment. The 2013 Initial Report recommended that the 4th Grade Reading indicator be replaced with the 3rd Grade Literacy Indicator. Because Washington transitioned to the SBA in the 2014-15 school year, the specified indicator should be referred to as the 4th Grade ELA as measured by the statewide 4th Grade English Language Arts assessment.

The 2014-15 and 2015-16 Smarter Balanced assessment results were used to establish the All Students group reset baseline of 55.8 percent. The reset annual step increase for the All Students group is 3.2 percentage points. The annual step increase differs for each student group depending on the computed two-year baseline value. Initial goal attainment based on the reset targets will be made based on the 2016-17 assessment results reported in fall 2017.

Figure 2

4th Grade NAEP in Reading
Students in Poverty Fare Worse than Students Not in Poverty

4th Grade NAEP Reading
Not Free and Reduced Price Lunch - Average Scaled Score

WA = 241.8

U.S. Average = 235.7

Washington ranks in the top 5 states in 4th grade Reading for non-low Income students

4th Grade NAEP Reading
Free and Reduced Price Lunch - Average Scaled Score

WA= 210.4

U.S. Average = 210.1

*However, Washington ranks near average for low-income students.*

For the 4th Grade Reading indicator, the SBE used the 4th Grade NAEP in Reading results for national and peer state comparisons (Figure 3). On the 2015 NAEP, Washington 4th grade students posted an average scaled score of 225.9. This was the 14th highest in the nation, placing Washington at the 72nd percentile of all states. The peer state scaled score average for the 4th Grade NAEP Reading was 227.4, which is 1.5 scaled score points higher than our own. Washington was 5th best of the peer states on the measure.

The goal and annual targets for the 4th Grade Reading indicator were reset because of the transition to the Smarter Balanced assessments in 2014-15, so a status determination cannot be made. When using the 4th Grade NAEP in Reading as the measure for comparison:
- Washington is not ranked in the top ten percent nationally
- Washington's performance is considered comparable to the peer states.

Figure 3a shows the average scaled scores for the national and peer state comparisons using the 4th Grade NAEP Reading results.
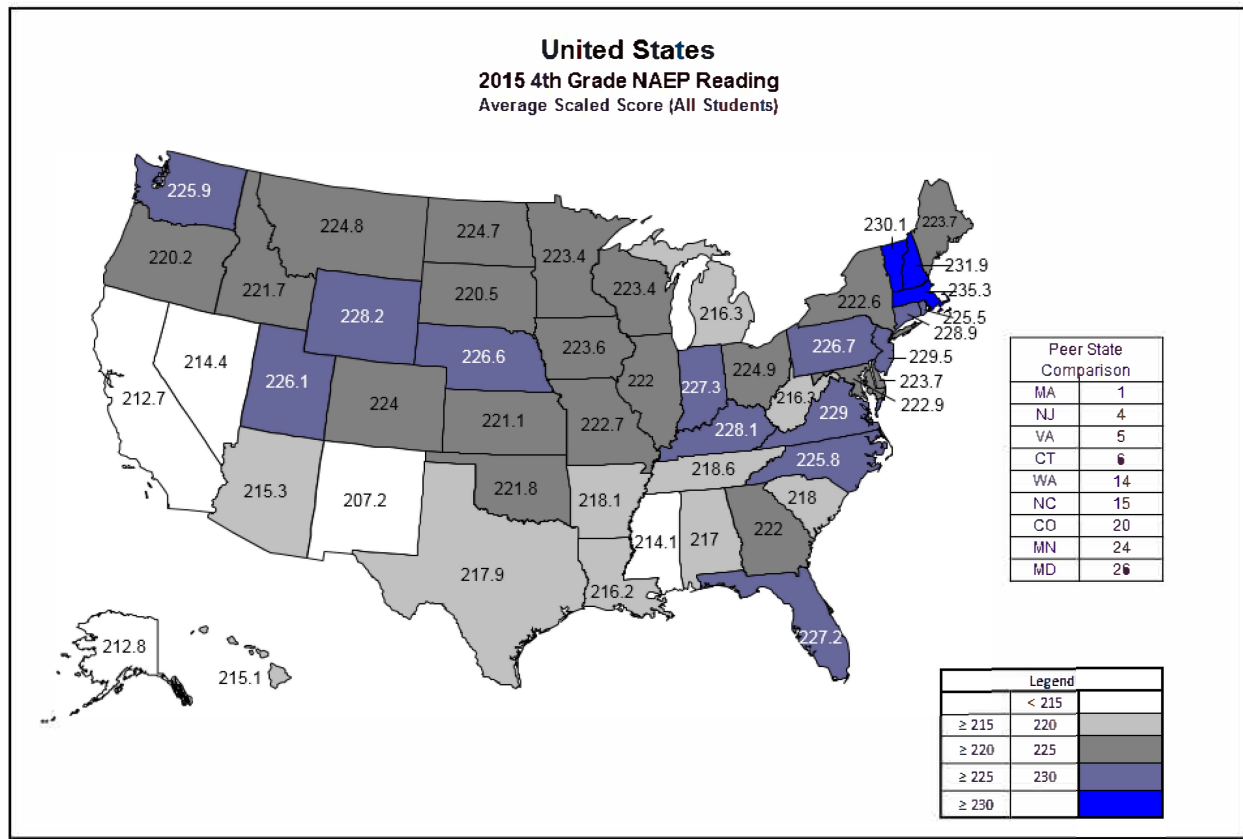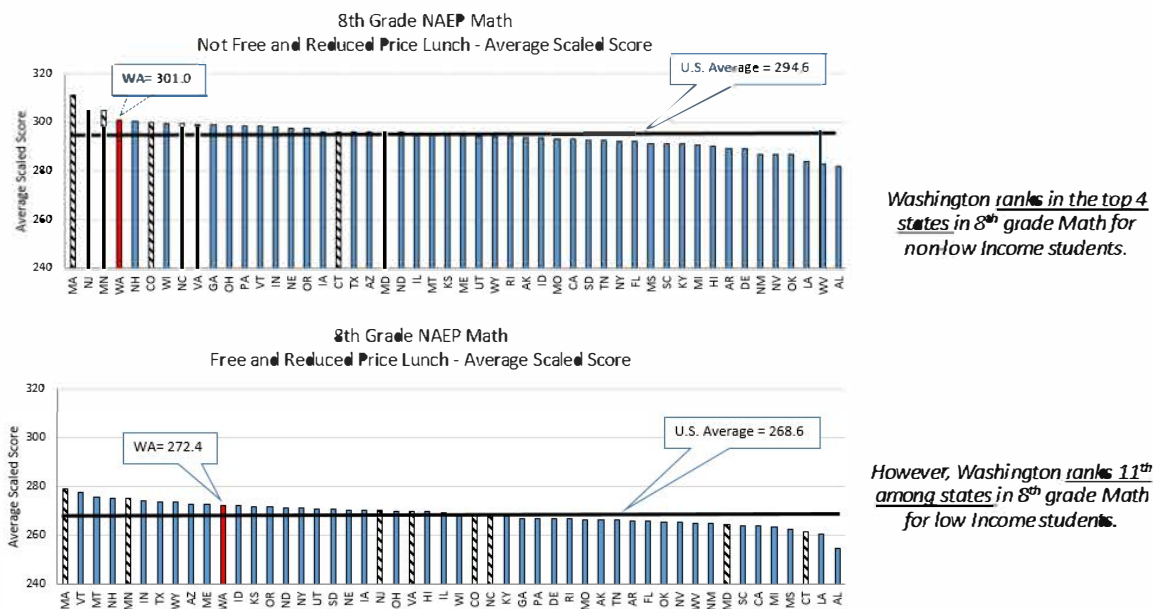

8th Grade Math

The indicator specified in RCW 28A.150.550 is the percentage of 8th grade students meeting or exceeding standard on the 8th grade MSP Math Assessment. The SBE recommended in the 2013 Initial Report that the 8th Grade Math Indicator be replaced with the 8th Grade High School Readiness Indicator. Because Washington transitioned to the SBA in 2014-15, the specified indicator should be referred to as the 8th Grade Math indicator as measured by the statewide 8th Grade math assessment.

A reset baseline value for the All Students group of 47.0 percent was computed for 2014-15 and 2015-16 assessment results, which resulted in a 3.8 percentage point annual step increase. Student groups currently performing at lower levels must make larger annual gains to meet the gap reduction targets.

The 8th Grade NAEP in Math is used for the national and peer state comparisons. On the 2015 NAEP in Math, the state's 8th graders posted an average scaled score of 286.5. This was the 12th best in the nation and placed the state at the 76th percentile nationally. Washington's scaled score was higher than the U.S. average of 281.3, lower than the peer state average scaled score of 288.3, and 5th best of the peer states.

Figure 4a.

8ᵗʰ Grade NAEP in Math
Students in Poverty Fare Worse than Students Not in Poverty

8th Grade NAEP Math
Not Free and Reduced Price Lunch - Average Scaled Score

WA= 301.0

U.S. Average = 294.6

Washington ranks in the top 4 states in 8ᵗʰ grade Math for non-low Income students.

8th Grade NAEP Math
Free and Reduced Price Lunch - Average Scaled Score

WA= 272.4

U.S. Average = 268.6

*However, Washington ranks 11ᵗʰ among states in 8ᵗʰ grade Math for low Income students.*

A determination of whether the annual gap reduction target is met cannot be made until the 2016-17 assessment results are reported by OSPI. Overall, the 8ᵗʰ Grade Math indicator specified in RCW 28A.150.550 is not ranked in the top ten percent nationally, but is comparable to the peer states.

8ᵗʰ Grade High School Readiness

The indicator is the percentage of 8ᵗʰ grade students who meet or exceed standard on all of the 8ᵗʰ Grade MSP content area assessments in reading, math, and science. The 2013 Initial Report recommended that this 8ᵗʰ Grade High School Readiness Indicator replace the 8ᵗʰ Grade Math indicator. The measurement is the percentage of 8ᵗʰ grade students who meet or exceed standard on the 8ᵗʰ Grade SBA in ELA and math and the MSP in science. A reset baseline value of 38.3 percent was computed based on the 2014-15 and 2015-16 SBA results. This yielded an annual step increase of 4.4 percentage points for the All Students group. All student groups except for the Pacific Islander and Native Hawaiian group posted a modest performance increase in 2015-16 from the previous year.

Because the recommended indicator represents the combination of three distinct assessments, the 8ᵗʰ Grade NAEP results in reading and math were combined to determine whether the performance of Washington students was comparable to the peer states and to determine the national ranking. After averaging the reading and math scaled scores, Washington's average scaled score of 276.9 was the 16ᵗʰ best in the nation, placing Washington at the 68ᵗʰ percentile nationally. Washington's average scaled score was the 6ᵗʰ best of the peer states (Figure 4b).

Figure 4b shows the average scaled score for the 2015 8th Grade NAEP in reading and math combined.

United States
2015 8th Grade NAEP Average Scaled Score
Combined Reading and Math
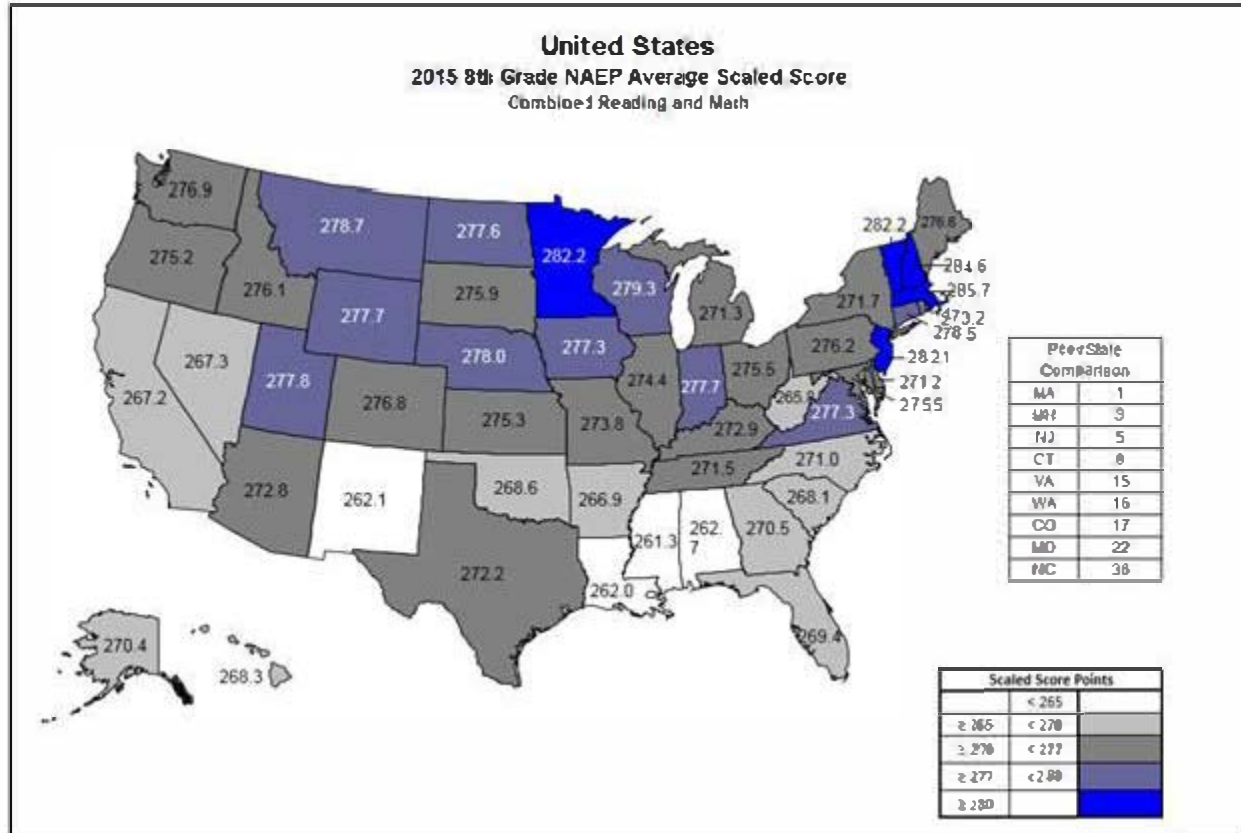
Overall, the data show that the 8th Grade High School Readiness indicator recommended in the 2013 Initial Report is:
- Improving, but another year of data is required to determine whether the indicator is on track to meet gap reduction targets,
- Not ranked in the top ten percent nationally, and
- Partially comparable to or slightly lower than the peer states.

4-Year Adjusted Cohort Graduation Rate (ACGR)

This indicator is the on-time graduation rate following the Adjusted Cohort methodology utilized by all states. The On-Time ACGR increased in 2014-15 to 78.1 percent for the All Students group, but the increase was not sufficient to meet the annual gap reduction target (Table 7). The highlighted cells in the "Difference" column indicate that no student groups met their individual gap reduction targets, and show by how much the target was missed by each group.

Table 7 shows the On-Time Adjusted Cohort Graduation Rate by student group.

High School Graduation	2013-14	2014-15	Target 2014-15	Difference 2014-15*	Annual Step Increase*
All Students	**77.2%**	**78.1%**	**81.9%**	**-3.8**	**1.7**
Black / African American	67.8%	68.8%	74.8%	-6.0	2.3
American Indian / Alaskan Native	53.7%	56.4%	68.0%	-11.6	2.9
Asian	86.5%	87.8%	87.9%	-0.2	1.1
Hispanic / Latino	67.3%	69.6%	74.1%	-4.5	2.4
Pacific Islander / Native Hawaiian	64.6%	67.0%	73.0%		2.5
White	80.5%	80.9%	85.1%	-4.2	1.4
Two or More	75.5%	77.9%	81.0%		1.7
Students with a Disability	55.7%	57.9%	67.4%		3.0
Limited English	53.7%	55.8%	64.0%	-8.2	3.3
Low-Income	66.4%	68.0%	74.3%	-6.3	2.3

*Note: Annual step increase and difference are shown as percentage points.

The methodology to compute the Adjusted Cohort Graduation Rate is uniform across the nation, so we can compare the ACGR for Washington to other states'. The national and peer state comparisons are based on the ACGR for the class of 2013-14, using data from the National Center for Education Statistics (NCES) which can be found here. The NCES data differs slightly from the ACGR computed by OSPI. Nonetheless, Washington's graduation rate for the class of 2014 as reported by the NCES was the 38th best, placing the state in the bottom quartile nationally (Figure 5). The NCES-reported 2014 ACGR of 78.2 percent for Washington was approximately 7.3 percentage points lower than the peer state average and the second-lowest of the peer states.

Figure 5 shows the 2014 ACGR for the 50 states as reported by the NCES
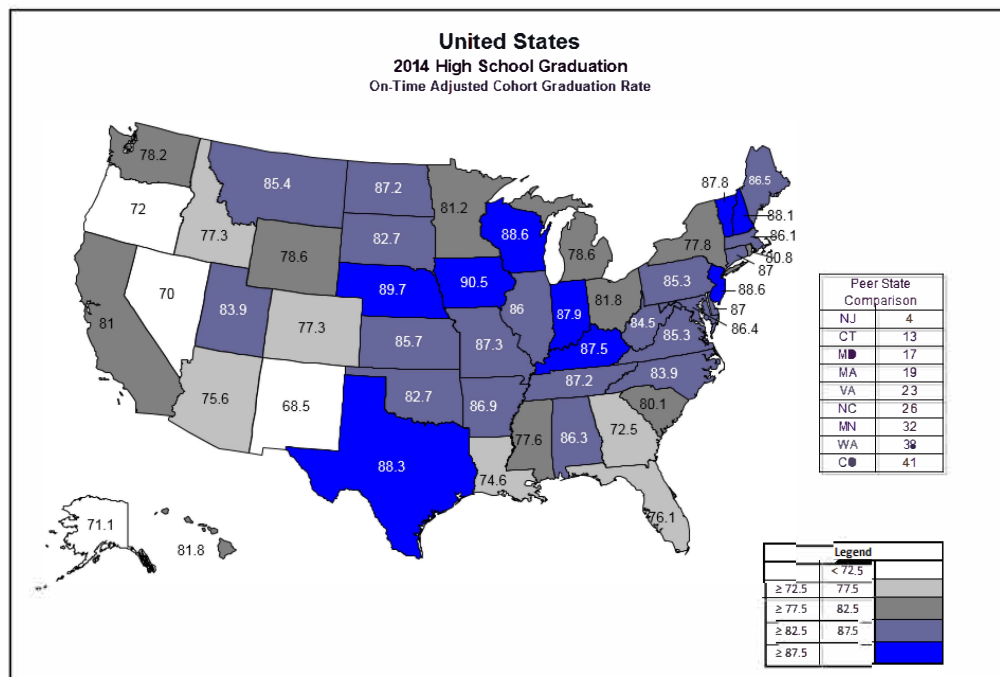
To summarize, the data show that the 4-Year High School Graduation Rate indicator specified in the statute is:

- Not on-track to meet gap reduction targets,
- Not ranked in the top ten percent nationally, and
- Not comparable to the peer states.

Access to Quality Schools

This SBE-recommended indicator is the percentage of students attending schools rated as Good, Very Good, or Exemplary on the Washington Achievement Index. The SBE recommended this indicator for inclusion in the Educational System Health Indicators in the 2013 Initial Report. This indicator has not yet been implemented due to the transition to a new system of assessments and academic standards. An example is shown here for illustrative purposes.

The six tier ratings incorporated in the Achievement Index are based primarily on the Composite Index rating. The state now has three complete versions of the Index from which to calculate the percentage of students attending schools rated as Good, Very Good, or Exemplary (Table 8). The Index tier classifications are relative in the sense that the rating cut-point for each tier changes from one year to the next depending on the performance of all schools. The current methodology requires that the top five percent of schools (approximately 90) based on the Composite Index rating be classified as Exemplary. As a result, the percentage of students in Good or better schools would not be expected to change systematically. This means that the goal-setting methodology utilized for the 5491 requirements is unsuitable for this indicator, because there is not enough change from year to year.

Table 8: Percentage of students attending Good or better rated schools.
Not yet implemented; for illustrative purposes.

	Achievement Index Version		
	2012-13	2013-14	2014-15
Number of Students in Good or Better Schools	533,871	553,659	564,568
Percent of Students in Good or Better Schools*	53.6	55.2	55.3
*Note: the denominator is the total number of students enrolled in schools with an Index tier assignment.			

The Access to Quality Schools indicator is not amenable to the adopted goal-setting methodology, a national comparison, or a peer state comparison. Until the tier classification methodology based on relative performance is changed to a criterion-based methodology, the state will be viewed as meeting target if either the number or percent of students enrolled in Good or better schools increases from one Index version to the next.

Readiness for College Coursework

The specified indicator is the percentage of high school graduates who bypass remedial courses in college during the year immediately following graduation. In the 2014 report the SBE recommended a change to the Readiness for College Coursework indicator but continued to report on the specified indicator as required. By reporting on the recommended indicator (Table 9), the Legislature will be

provided a clearer picture of the remedial course-taking patterns of the recent high school graduates who actually enroll in higher education. The recommended change requires that annual targets be reset.

Table 9 shows how the recommended indicator differs from the indicator specified in RCW 28A.150.550.

S pecifed Indicator in Law	Current Reporting	Recommended Indicator
The percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	The percentage of recent high school graduates who bypass remedial courses.	The percentage of recent high school graduates who enroll in higher education and bypass remedial courses.

Using 2011-12 and 2012-13 high school graduation data provided by the Washington Educational Data and Research Center (ERDC), the S BEcomputed a two-year baseline value of 73.3 percent and an annual step increase of 1.9 percentage points for the All S tudentsgroup. This means that approximately 73 percent of recent high school graduates who enroll in higher education enroll directly in credit-bearing coursework in English and math without need of remediation.

For national and peer state comparisons, an analysis by Complete College America (*Remediation: Higher Education's Bridge to Nowhere*, 2012) provides summary data on remediation rates separately for twoe and four-year higher education institutions for many but not all of the 50 states. Washington's two- and four-year institution remediation rates were lower than the peer state average, and substantially lower than the national rates.

In summary, we cannot determine whether Washington met the gap reduction targets, but we can report that Washington ranks high nationally on this indicator and outperforms the peer states.

Post-Secondary Attainment

The S E-recommended measure for the Post-S econdaryAttainment indicator is the percentage of high school graduates attaining a credential, certificate, or completing an apprenticeship prior to age 26. This indicator is prominent in the Results Washington work on the "World Class Education Goal" (www.results.wa.gov/whatWeDo/measureResults/education.aspx), the Community Center for Education Results Road Map Project (www.roadmapproject.org), and the S BCTC Achievement Index (www.sbctc.ctc.edu/college/e_studentachievement.aspx).

The Washington Roundtable and Partnership for Learning have requested that the Board revise this indicator to include non-high school graduates in the analysis. The S BEwill address this request through the AAW, consult with partner agencies, and determine whether this change is feasible for the ERDC, who is actually making the computations. The recommendation made here advances the legislative intent in ES SB 5491 to produce a coordinated, single set of statewide goals for the system.

The ERDC conducted the initial analysis of this measure of post-secondary attainment, and estimated it at approximately 42 percent (Figure 10). The report at http://www.erdc.wa.gov/sites/default/files/publications/201507.pdf provides more information about the analysis. To make this estimate, the ERDC examined the post-secondary educational outcomes for the class of 2006, because these graduates would be 26 years old (18 years old at graduation plus seven years for post-secondary attainment) at the time of the calculation.

Table 10 shows the percent of students completing a credential, certificate, or apprenticeship before age 26.

Percent of High School Graduates Earning a Credential or Certificate by Age 26	Class of 2006
	Reported in Spring 2015
All Students	42%
Black/ African American	29%
American Indian/ Alaskan Native	23%
Asian	55%
Hispanic/ Latino	24%
Native Hawaiian/ Pacific Islander	25%
White	44%
Two or More	39%
Students with a Disability	11%
Limited English	25%
Low-Income	25%

The ERDC is assembling the data files necessary to complete the calculations for the class of 2007. In the meantime, the SBE will meet with the AAW to consider making a recommendation to update the definition of this indicator to align with the Washington Roundtable definition. Also, the SBE will search the National Center for Education Statistics for national and state data for comparison.

The post-secondary engagement indicator specified in RCW 28A.150.550 consists of the two separate measures described below. For the purposes of this work, annual targets were set for each of the measures and annual target attainment will be established separately for each. The specified measures are:

- The percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2nd quarter and

- The percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 4th quarter after graduation.

However in the 2014 report to the legislature, the SBE recommended that these nearly identical sube measures be reclassified as secondary measures for the Post-Secondary Attainment indicator.

The ERDC provided the SBE with a data file containing the required data elements for the class of 2012 and the class of 2013. The SBE calculated baselines and annual targets from the 2012 and 2013 data. The ERDC is currently analyzing new data for the class of 2014, and when this analysis is complete, the SBE will update the website and include new results in the next report to the Legislature.

Disproportionality in Discipline and the Composition Index

There are different methodologies one could use to examine disproportionality in student behavior and discipline. The OSPI discipline equity workgroup considered several measures for representing disproportionality and opted to use and report on the Disproportionality Composition Index (CI). The Composition Index is a measure of whether students assigned to a student group are suspended at a
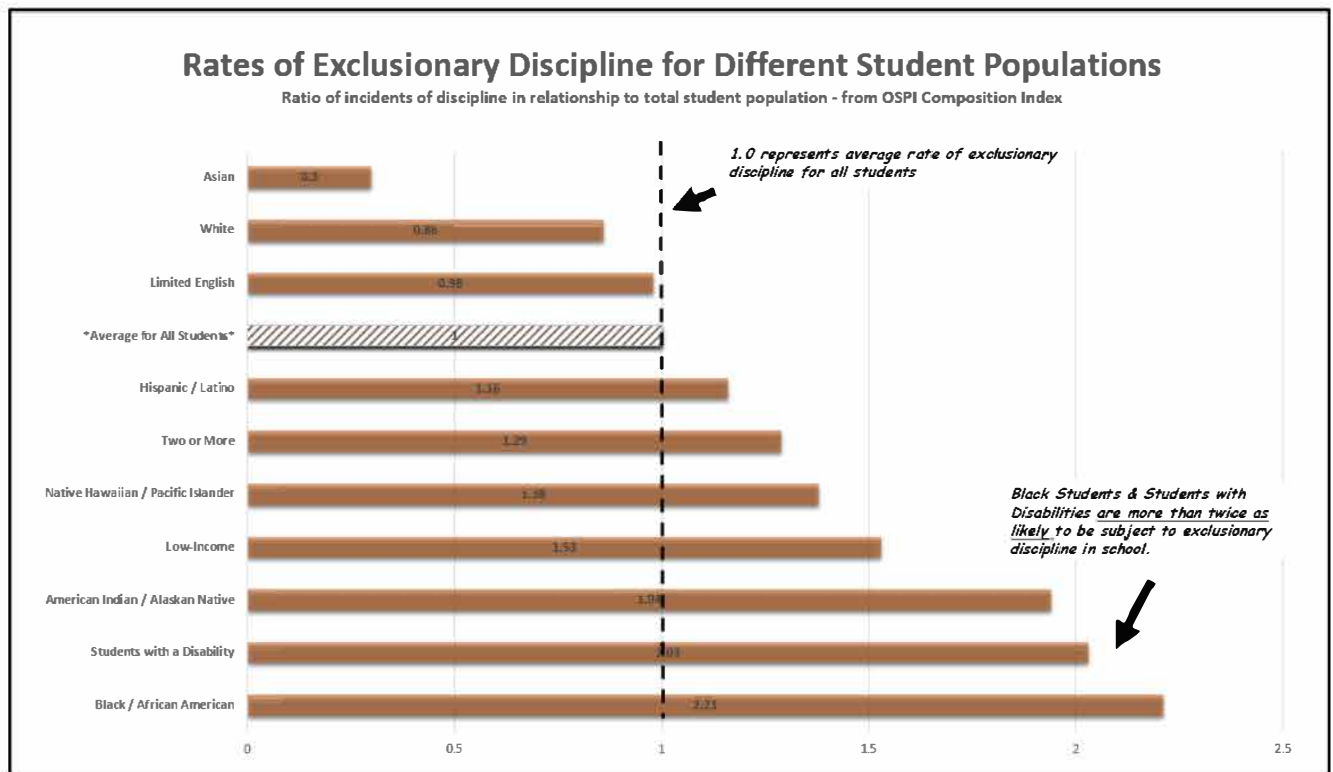
rate proportionate to their representation in the total student population. The Disproportionality Composition Index (CI) is computed as follows.

$$CI = \frac{(number\ of\ suspended\ students\ from\ XYZ\ group \div total\ number\ of\ suspended\ students)}{(number\ of\ students\ in\ XYZ\ group \div total\ number\ of\ students)}$$

A Composition Index greater than 1.00 indicates the group makes up more of the suspensions and expulsions than their representation in the population generally. A Composition Index equal to less than 1.00 indicates the group makes up less of the suspensions and expulsions than their representation in the population generally. On this measure, a Disproportionality Composition Index of 1.00 for all student groups means that no student group is being subjected to suspensions and expulsions at a disproportionately high or low rate. Learn more about OSPI's Disproportionality Composition Index at http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx#discipline.

Based on data from the three most recent years ending with the 2014-15 school year (Table 11), the Black/African American, Native American/Alaskan, Hispanic/Latino, Hawaiian/Pacific Islander, and the Two or More Races have a Disproportionality Composition Index greater than 1.00. This means that the students comprising each group are experiencing disproportionally high suspension and expulsion rates. The students with a disability and students participating in the Free and Reduced Price Lunch program are also experiencing disproportionally high suspension and expulsion rates.

Table 11 shows the Composition Index for the Disproportional Discipline indicator for student groups.

Rates of Exclusionary Discipline for Different Student Populations
Ratio of incidents of discipline in relationship to total student population - from OSPI Composition Index

Student Group	Value
Asian	0.3
White	0.88
Limited English	0.98
Average for All Students	1
Hispanic / Latino	1.16
Two or More	1.29
Native Hawaiian / Pacific Islander	1.38
Low-Income	1.53
American Indian / Alaskan Native	1.94
Students with a Disability	2.03
Black / African American	2.21

1.0 represents average rate of exclusionary discipline for all students

Black Students & Students with Disabilities are more than twice as likely to be subject to exclusionary discipline in school.

The Composition Index differs from the other statewide indicators of the educational system health in two important ways.

- When a student group lowers its Composition Index closer to 1.00, another group's Composition Index must increase, moving closer to 1.00.
- Annual improvement targets are not possible for the All Students group as the Composition Index for the All Students will always equal 1.00.

For these reasons, annual improvement targets are computed only for the student groups experiencing disproportionately high suspension and expulsion rates.

The Board is committed to including a measure of exclusionary discipline as a statewide indicator of the educational system. The Composition Index is a complex measure and does not provide the public with a sufficiently clear and understandable picture of exclusionary discipline practices in Washington. The Board has engaged the AAW in considering disproportionate discipline as a statewide indicator and will continue to engage the AAW on this topic to be sure the Composition Index is the most appropriate measure. If the AAW comes forth with a recommendation to update the definition of the indicator or add a secondary measure such as the length of time a student is removed from the educational environment, the Board will consider adopting and recommending the measure for future reporting.

The length of time a student is removed from the educational environment represents lost education opportunity. In the future, the Office of the Superintendent of Public Instruction might compute and report the length of time students are excluded by behavior type. OSPI may also, in the future, report the cumulative effect that multiple suspensions for an individual student may have.

8. Discussion of Evidence-Based Reforms

Legislative Mandate and Reform Alignment

The near-unanimous passage of ESSB 5491 in 2013 was a clear demonstration of the intent of the Legislature to ensure that Washington's education system is among the best in the nation. The statute directs that if the system is not on track to meet the performance goals on any individual indicator established therein, the report submitted under this statute must recommend evidence-based reforms intended to improve the underperforming indicator. In addition, if comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the state's performance on that indicator.

The 2016 report on educational system health is submitted at a time the state is still in the process of implementing several major initiatives in Washington schools. The state faces the constitutional imperative to complete compliance in the next legislative session with the *McCleary* decision on basic education funding. This includes, but is not limited to, class size reduction in the early grades and an overhaul of teacher compensation. At the same time, the state continues to move forward with implementation of new learning standards and assessments, revised high school graduation requirements, expanded access to high-quality early childhood education, and other changes within and across sectors. The recommendations by the SBE pursuant to RCW 28A.150.550 are intended not to divert from, but rather to augment, the work already underway.

2016 Recommended Reforms

Part 7 of this report showed that based on the SBE analysis, the state is not on track to meet performance targets in two of the six established indicators – Kindergarten Readiness and High School Graduation. It further showed that the performances of student groups, while improving, are far behind the achievement levels needed to meet gap reduction targets. Moreover, on four indicators Washington does not rank in the top 10 percent of states nationally, and in two – again Kindergarten and High School Graduation – its performance is not comparable to peer states. While praiseworthy efforts are being made by the state and in schools and districts across Washington, the analysis shows there is still a great deal of work to be done to bring the system to the standards of excellence expected by the Legislature and the public.

In 2014, because the system was not on track to meet performance goals, the SBE, in consultation with partner agencies, recommended the following evidence-based reforms to improve the underperforming indicators.

Recommendation 1: Expand access to high-quality early childhood education.
Recommendation 2: Expand and fully fund high-quality professional learning.
Recommendation 3: Increase access to high-quality expanded learning opportunities.
Recommendation 4: Expand supports and services that prepare students for postsecondary opportunities.

Because there has been limited progress on these reforms since 2014, the Board has chosen to reaffirm these recommendations in its 2016 report.

Staff to the Board examined the research available on these reforms and created a strategy targeted to improving performance on the system health indicators. The Board wishes to recognize the valuable contributions of partner agencies to the development of this strategy. Partner input on the reforms is shown in Appendix A.

What Are Evidence-Based Reforms?

The SBE takes seriously the concept of "evidence-based," and its statutory mandate to recommend evidence-based reforms. The Board carefully considered how to most reasonably ensure that that criterion has been addressed in this report.

The Washington State Institute of Public Policy (WSIPP) notes that state law does not define "evidence-based" in the context of education policy. The term is defined, however, in Washington's adult behavioral health statutes (Lemon, 2016), with some relevance to the work here. Relevant excerpts from RCW 71.24.025 include:

- Section (21) defines **"*evidence-based*"** as a program or practice that has been tested in heterogeneous or intended populations with multiple randomized, or statistically controlled evaluations, or both; or one large multiple site randomized, or statistically controlled evaluation, or both, where the weight of the evidence from a systemic review demonstrates sustained improvements in at least one outcome. "Evidence-based" also means a program or practice that

can be implemented with a set of procedures to allow successful replication in Washington and, when possible, is determined to be cost-beneficial.

- Section (30) also defines "*research-based*" to mean a program or practice that has been tested with a single randomized, or statistically controlled evaluation, or both, demonstrating sustained desirable outcomes; or where the weight of the evidence from a systemic review supports sustained outcomes but does not meet the full criteria for evidence-based.

The WSIPP work also provides a definition for **"*promising practices*"** as one that, based on statistical analyses or a well-established theory of change, shows potential for meeting the evidence-based or research-based criteria. WSIPP includes promising practices in its work when experts and the research evidence suggest the practice in question might improve student outcomes, but do not meet the criteria for evidence- or research-based. (Lemon, 2016).

When WSIPP undertakes one of its highly regarded meta-analysis studies, the researchers consider the inclusion of studies spanning a range of academic or research rigor. Random-assignment experimental studies are preferred for evaluation, but WSIPP includes studies utilizing non-randomly assigned comparison groups as well. WSIPP also includes quasi-experimental studies when sufficient information is provided to demonstrate comparability between the treatment and comparison groups on important pre-existing conditions such as age and gender, and pre-treatment characteristics such as test scores. When the research meets its standard for rigor, WSIPP supports the inclusion of non-peer reviewed research as part of its evidence-based analyses (Kay & Pennucci, 2014).

The U.S. Department of Education has provided guidance on a working definition of an evidence-based practice or intervention. When used with respect to a state, local educational agency, or school activity, the Department defined the term "evidence-based" to mean an activity, strategy, or intervention that:
1. Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
    a. Strong evidence from at least one well-designed and well-implemented experimental study
    b. Moderate evidence from at least one well-designed and well-implemented quasi-experimental study or
    c. Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
2. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
3. Includes ongoing efforts to examine the effects of such activity, strategy, or intervention (U.S. Department of Education, 2016).

In the developing its recommendations, the Board sought to align with the standards of rigor advised by WSIPP and USED, while at the same time recognizing the limitations on education research that can meet a strict standard for evidence-based in other areas of inquiry. As Ashley Jochim of the University of Washington states, "Researchers have long known that effective programs hinge on implementation and that variability in local contexts can make 'what works' difficult to define with any degree of reliability" (Jochim, 2016)

Last, we think it important to provide a few statements about what these recommended reforms are NOT. The recommended reforms are:

- NOT meant to eliminate local control of staffing decisions, budgeting, curriculum, and other district/school management responsibilities,
- NOT a mandate to require early childhood education at a licensed facility,
- NOT a directive to implement any specific professional learning program,
- NOT meant to add unfunded mandates or tasks to district and school staff,
- NOT a requirement to replace any successful expanded learning opportunity currently in operation, and

The reforms:

- ARE meant to guide and align statewide initiatives,
- ARE meant to focus the efforts of agencies as they develop strategic plans, and
- ARE meant to inform state policy-makers about areas of reform that could yield significant benefit to the state's children.

It is beyond the scope of this report to delve more deeply into the technical issues associated with identifying evidence-based reforms likely to improve student achievement. Suffice to say that the Board has made a due effort to ground its recommendations for improving performance on the indicators of system health on a thorough examination of relevant rigorous, peer-reviewed research literature, and can state its belief in the probability that the recommended interventions will have intended outcomes.

Approach for Recommendations

The SBE continues to recommend the approach of Isabel Sawhill and Quentin Karpilow in their *How much could we improve children's life chances by intervening early and often?* (2014). The researchers theorize that evidence-based reforms or interventions have an additive effect, and show how higher levels of academic achievement can be attained and sustained over time.
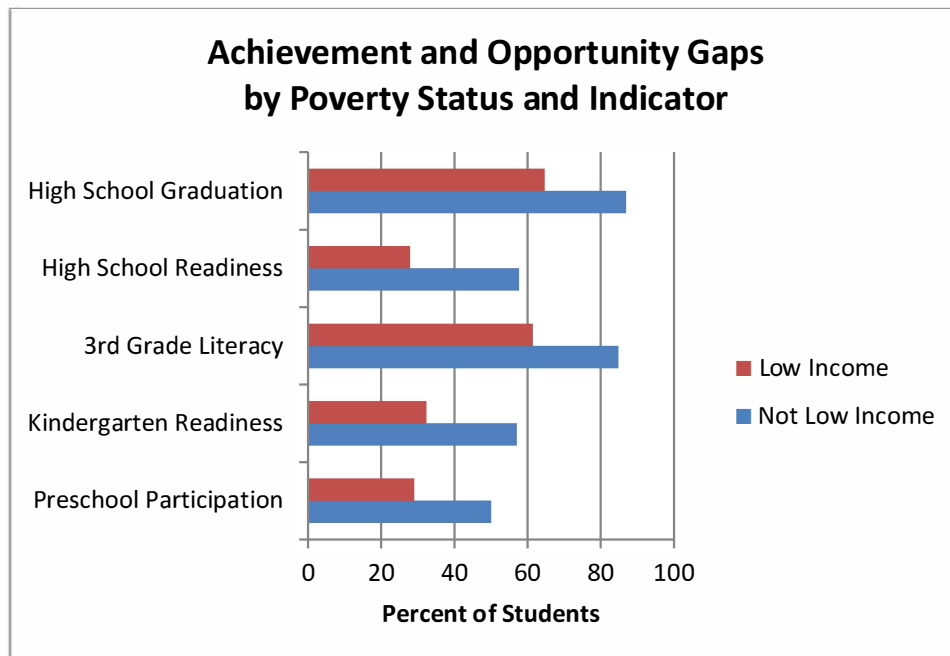
Sawhill and Karpilow identify and characterize educational or academic success at critical stages of life in a manner similar to that represented by the statewide indicators. The researchers contend that success at each critical stage of life greatly enhances the chances of success at the next stage. In other words, a child who is kindergarten-ready is far more likely to meet or exceed the third grade reading standards, and those who meet third grade reading standards are more likely to complete middle school with the academic skills required for high school and to graduate on time. In short, their approach is to *intervene early and intervene often* to bring about the desired outcomes.

The Board is persuaded that this approach -- intervene early and intervene often -- is the manner in which educational outcomes were transformed in Massachusetts and New Jersey, states recently posting substantially improved educational outcomes. The Board posits that the cumulative or additive effects of multiple interventions and reforms increased the outcomes for all, and narrowed gaps where interventions were targeted. While not called out in ESSB 5491, achievement and opportunity gaps are implicit in its mandate for disaggregation of data, and were examined in the course of this work.

Substantial achievement and opportunity gaps based on poverty status persist in Washington and across the United States. This is affirmed by a look at the statewide indicators. The achievement gap based in poverty status is evident in the Kindergarten Readiness indicator before children have ever been in a

public school. Remembering that the most recent WaKIDS results are based on a subset of the population, Figure 6 shows that approximately 32 percent of children in poverty are kindergarten-ready, while 57 percent of children not in poverty are kindergarten ready. Figure 6 shows that achievement and opportunity gaps based on poverty exists prior to formal schooling and persist throughout the school life of most children.

Figure 6a: Performance Gap by Poverty S tatus

Achievement and Opportunity Gaps by Poverty Status and Indicator

High School Graduation
High School Readiness
3rd Grade Literacy
Kindergarten Readiness
Preschool Participation

■ Low Income
■ Not Low Income

0   20   40   60   80   100
Percent of Students

While recognizing the large performance gaps based on poverty status, the S BE and partners cannot overemphasize the prevalence of performance gaps based on race and ethnicity. S ince the 2014 report to the Legislature, the S BE published a peer-reviewed paper on performance gaps in reading and math showing how the combination of poverty and race contributes to learning gaps and how those gaps change over time (Parr, 2015). The S BE and partners seek to better understand performance gaps based on race/ethnicity through the deeper disaggregation of educational data.

Figure 6b: Performance Gap by Race/Ethnicity
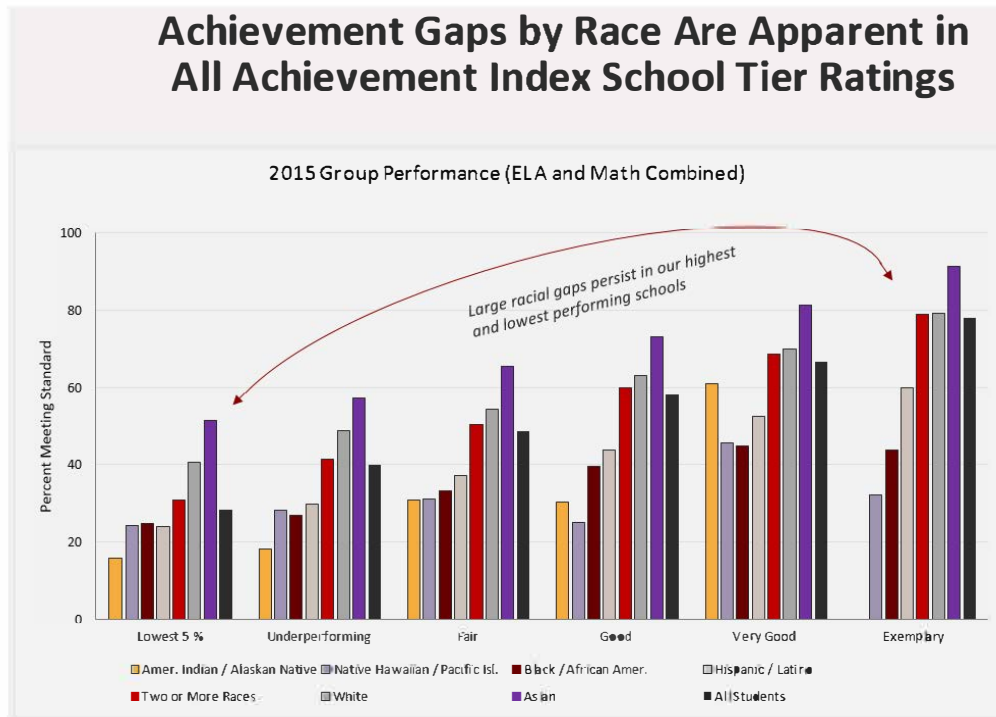
Appendix C of the report is a preliminary exploration of how the SBE could report more deeply disaggregated state-level data in the Indicators of Educational System Health Report. In response to a recommendation by the Educational Opportunity Gap Oversight and Accountability Committee, the SBE requested data from OSPI with deeper disaggregation of student groups. SBE staff are attempting to show, at the state level, that there are different levels of performance among subethnic student groups that are masked within the federal race/ethnicity groups. These groups have differing levels of need or support that may inform the evidence-based reforms that the Board is charged to recommend to the Legislature under RCW 28A.150.550. The data provide greater context to the achievement gaps among ethnic groups that comprise the federal race and ethnicity groups.

Figure 7: For discussion of disaggregation of student group data, see Appendix C.
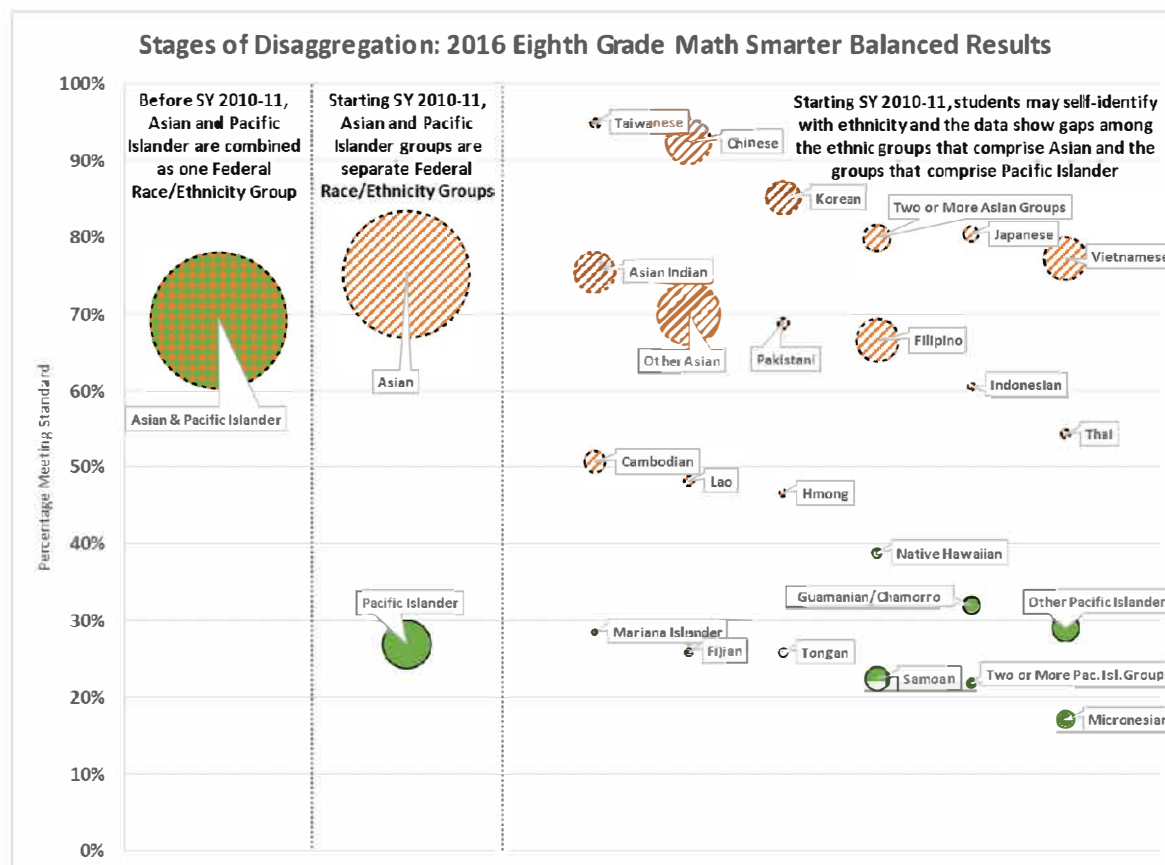
During the 2016 legislative session, 4SHB 1541, Implementing strategies to close the educational opportunity gap, based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee, was signed into law. 4SHB 1541 amended RCW 28A.300.042 to require collection of data that are further disaggregated beginning with the 2017-18 school year. This will result in the collection of data on subethnic groups that comprise more federal race/ethnicity groups than for which data are currently available.

9. Recommendations for Evidence-Based Reforms

Because some of the indicators did not meet the targets set for performance and also did not compare favorably in national data or with peer states, the Board recommends four major reforms to raise student achievement in those areas. Each of these reforms are discussed below, with a summary of legislative action taken on each of the reforms since the last report, and specific strategies to implement each reform based on input from agency partners. The major reforms are:

1. **Expand access to high-quality early childhood education.**
2. **Expand and fully fund high-quality professional learning for educators.**
3. **Increase access to high-quality expanded learning opportunities.**

4. Expand supports and services that prepare students for postsecondary opportunities.

Recommendation 1 – Expand access to high-quality early childhood education.

This reform is intended to improve student achievement in kindergarten readiness and third grade literacy.
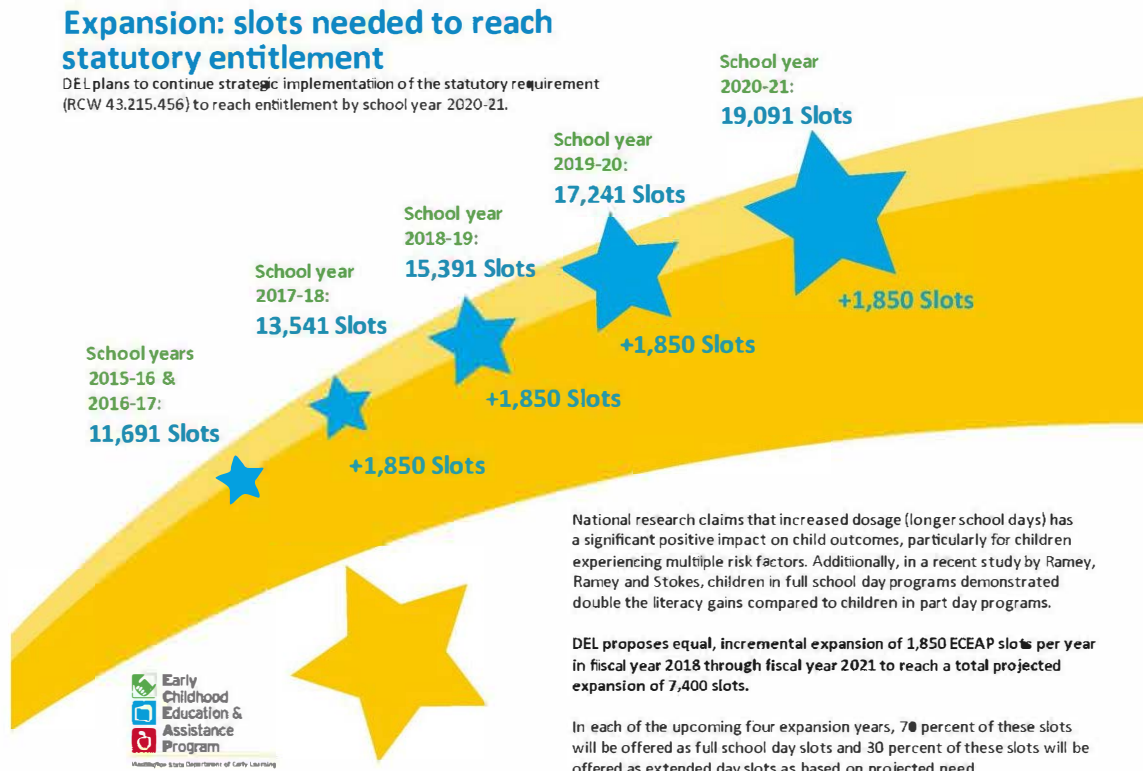
Washington's Department of Early Learning (DEL) is convinced that closing gaps among the state's youngest learners at kindergarten entry should help to decrease gaps at each future point along the educational pipeline. The positive effect of early childhood education on later academic performance is a well-researched topic, and the findings are largely in agreement. The positive impacts can be substantial depending on the quality of the program. However, the effects are reduced in later years. The widely cited National Head Start Impact Study for the U.S. Department of Health and Human Services, conducted through a large-scale, randomized experimental design, found initial positive impacts for the program on academic outcomes, but a "fade-out" of the benefits by the third grade. Two more recent studies found long-term benefits for certain academic and nonacademic outcomes from participation in the program (OPRE and Westat, 2012; Samuels, 2016). Analyses by Barnett (2008) show that "less advantaged" children stand to benefit the most from additional resources directed toward early childhood education (Darling-Hammond, 2013). In short, the effects of a high quality early childhood education program substantially reduce the Kindergarten Readiness performance gap based on poverty, but the gap reduction may not be sustained over time.

Washington's commitment to high-quality early childhood education is evidenced by actions taken over recent years.

- In 2011, legislation was enacted making high quality early childhood education an entitlement by the 2018-19 school year for children living in poverty.
- Also in 2011, a legislative task force developed a set of recommendations for expanding voluntary, high quality early childhood education opportunities for all children.
- The state Department of Early Learning (DEL) was authorized to increase the number of slots for the Early Childhood Education and Assistance Program (ECEAP), meaning that the state was offering preschool to approximately 10,000 children in the 2014-15 school year.
- The 2015-17 operating budget adds $24.3 million in DEL to boost ECEAP slots from a little more than 10,000 in fiscal year 2015 to 11,691 in FY 2015, a biennial increase of 15.7 percent. The increase in funded slots since FY 2013 is 3,300, or more than 39 percent.
- The current budget also adds $43.4 million in state funds to continue the Early Achievers program, replacing an expired federal Race to the Top grant. Early Achievers is directed to raising the quality of early childhood instruction.
- Beginning in the 2014-15 school year, some ECEAP providers received funding for full-day preschool services.
- The 2016 Legislature passed and the governor signed into law 2ESHB 1491, with a variety of provisions aimed at raising the quality of services in the early care and education system. The act is funded at $21.2 million in state funds in the biennium.

Figure 8: The following illustration from DEL charts proposed expansion in ECEAP slots.

Expansion: slots needed to reach statutory entitlement

DEL plans to continue strategic implementation of the statutory requirement (RCW 43.215.456) to reach entitlement by school year 2020-21.

School years 2015-16 & 2016-17:
11,691 Slots

+1,850 Slots

School year 2017-18:
13,541 Slots

+1,850 Slots

School year 2018-19:
15,391 Slots

+1,850 Slots

School year 2019-20:
17,241 Slots

+1,850 Slots

School year 2020-21:
19,091 Slots

National research claims that increased dosage (longer school days) has a significant positive impact on child outcomes, particularly for children experiencing multiple risk factors. Additionally, in a recent study by Ramey, Ramey and Stokes, children in full school day programs demonstrated double the literacy gains compared to children in part day programs.

DEL proposes equal, incremental expansion of 1,850 ECEAP slots per year in fiscal year 2018 through fiscal year 2021 to reach a total projected expansion of 7,400 slots.

In each of the upcoming four expansion years, 70 percent of these slots will be offered as full school day slots and 30 percent of these slots will be offered as extended day slots as based on projected need.

Early Childhood Education & Assistance Program
Washington State Department of Early Learning

Washington's policy directions are well aligned to the recommendations of early childhood education national experts and researchers (Barnett, 2008; Barnett and Lamy, 2013; Darling-Hammond, 2013), some of which include the following:

- Support early childhood educational models utilizing small class sizes and professional educators who receive professional development, a high degree of supervision and coaching, and participation in a continuous improvement process for teaching and learning.
- Require early childhood education programs to regularly assess children's learning and development.
- Expand access to early childhood education and prioritize disadvantaged children who are likely to benefit the most.

SBE and partner recommendations include:

- Support increasing early childhood education quality through DEL's Early Achievers (Washington's Quality Rating and Improvement System) program.
- Create a community information and involvement plan to inform homebased, tribal, and family early learning providers of the Early Achievers program.
- Implement WAKIDS in a culturally responsive manner to support families to engage in school and help identify and connect students and families to support services.

While Washington has made an impressive commitment to high quality, early childhood education, challenges remain. According to the Department of Early Learning,

- Currently only about 44 percent of children are kindergarten ready, and a substantial gap based on poverty status is evident.
- As of last spring there were 11,955 children eligible for ECEAP who were not served by ECEAP or Head Start. According to the state Caseload Forecast Council, more than half of those would be likely to participate if space were available.
- To meet the 2020 entitlement mandate of the 2011 legislation, the state will need to add 7,377 more slots than it has currently, based on the children likely to participate. This would require adding 1,844 more slots per year for the next four years.
- Many early education programs, like ECEAP, are half-day when research shows that full-day programs have the greatest effects on the most at-risk children.
- The creation of a credentialed and professional workforce that is supported by professional salaries is limited by resources and pathway hurdles (DEL, 2016).

Recommendation 2: Fund high-quality professional learning for educators as part of the state's program of basic education.
This reform is intended to improve student achievement in kindergarten readiness, 3rd grade literacy, 8th grade high school readiness, and high school graduation.

The impact of professional development or professional learning is more difficult to quantify than one might expect because of a general lack of randomized experimental studies (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). When this is the case, researchers turn to meta-analyses of other research to quantify effect sizes. In a meta-analysis of more than 800 studies, nearly 140 influences on student achievement were identified, and professional development yielded an effect size of 0.68 on student achievement (Hattie, 2009). The impact of professional development exceeded those of socioeconomic status, parental involvement, preschool programs, teacher effects, and class size (Hattie, 2009). In other words, professional learning was found to have the potential to bring about substantial increases in student achievement.

The Board has made it a priority to urge the Legislature to establish a statewide program of effective professional learning for educators of 80 hours as part of the basic education allocations provided to all school districts. Professional learning opportunities outside the 180-day school calendar are essential for educators to improve instructional practices in a manner that results in higher student achievement.

In a position statement adopted at its November 2014 meeting, the Board affirmed:

> Currently, systematic professional development for teachers is treated by our funding system as a local enhancement, a non-essential add-on that practitioners must live without if their district lacks a local levy, or has a levy constrained by other costs. This flies in the face of what the research tells us, and practitioners know to be true: it is impossible to deliver high quality system-wide instruction without embedded opportunities for reflection, collaboration, inquiry, and planning for teachers.

The Board recognizes that districts, schools, and teachers have different needs with respect to the professional learning required to bring about the higher quality instruction needed to increase student

learning. At the same time, it is clear from the literature that time devoted to professional development is not in itself sufficient to raise student achievement. How that time is used matters a great deal.

In 2012 the Washington State Institute for Public Policy conducted a meta-analysis of studies meeting its standard for rigor on professional development programs for teachers, separating the activities studied into General Professional Development, such as workshops, seminars and conferences, and Content-Specific Professional Development, focused on improving teaching in a specific content area. "Overall," WSIPP found, "there is no impact on student test scores from providing 'more of the same' PD." Conversely, the Institute found results from eight studies of focused, content-specific professional development that the results were "positive overall, suggesting that providing more focused PD can improve student learning." (Pennucci, 2012). In a summary of cost-benefit analyses conducted of policy interventions in Pre-K to K-12 education, the Institute derived an 84 percent chance of the benefits of targeted professional development exceeding costs, compared to a 24 percent chance for non-targeted professional development (WSIPP, 2016).

The Board finds that professional learning opportunities should be aligned with best practices built on standards such as those of the non-profit, professional learning association Learning Forward (http://learningforward.org/standards-for-professional-learning#). At a minimum, professional learning supported as a part of basic education should have the following attributes (Grossman, 2009; Center for Public Education, 2012; Kang, Cha, & Ha, 2013):

- Duration -- Contact time of 35 to 100 hours is optimal (5 to 15 days yielded the greatest positive effect on student achievement).
- Active Learning – Should be ongoing, provide teachers with time to implement their learning, and receive feedback on their improved practice.
- Coherence – Should be explicitly connected to school and district goals for student learning.
- Contente– Should be focused on both pedagogy and content knowledge.
- Individualized – Should be data driven and based on the needs of each educator.

The federal Every Student Succeeds Act of 2015 adopts a definition of professional development that follows the guidelines of Learning Forward. The ESSA provides, in part, that:

> The term 'professional development' means activities that—
>
> "(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards; and
>
> "(B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, and may include activities that— . . .

Here follows in the new law a list of activities that are shown by research to have the potential for raising student achievement *and* that recognize that teachers, schools and districts must have the flexibility to tailor professional development to local and individual needs (Learning Forward, 2015).

In the 2016 Session the Legislature passed HB 1345 (Chapter 77, Laws 2016), Adopting a definition and standards of professional learning. The SBE joined with OSPI, Learning Forward Washington, Teachers United, the Professional Educator Standards Board, the Washington Education Association, and other agencies and organizations in support of this bipartisan legislation. The act defines "professional learning" to mean:

> A comprehensive, sustained, job-embedded, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement. Professional learning fosters collective responsibility for improved student performance and must comprise learning that is aligned with student learning needs, educator development needs, and school district or state improvement goals. Professional learning shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the state learning standards.

HB 1345 goes on to refine this core definition with elements such as that it should be ongoing, that it should identify student and educator learning needs using multiple sources of data, that it should continuously assess the effectiveness of the professional learning in achieving identified learning goals, and that it should be facilitated by well-prepared school and district leaders who incorporate knowledge, skills and dispositions for leading professional learning of adults in their practice and meet the standards specified in the act.

OSPI is working to communicate and operationalize the legislative definition of professional learning in Washington districts and schools. The ground was prepared for this work by a grant-supported project called Transforming Professional Learning (WA-TPL) in which OSPI teamed with Learning Forward Washington, the Association of Educational Service Districts, and other partners to deepen knowledge and skills around effective professional learning. "This will lead to stronger foundations for sustained, standards-based results across the state," states OSPI.

In 2016, the Legislature also passed HB 1541, advanced by the EOGOAC and representing many of its priorities. Ensuring the cultural competence of current and future educators and classified staff is essential to serving all Washington's students effectively, as is increased cultural competency in curriculum. The SBE, SBCTC, PESB, and other partners in this work concur that this necessitates the higher education and K-12 systems prioritize and coordinate educator preparation and ongoing professional development to ensure cultural competence.

The best definition, best standards, and best efforts like WA-TPL and HB 1541 can have only limited results, however, without restored state-funded time for professional development. Through enactment of HB 1345, the state laid a foundation for the resumption of that investment. In that act, the Legislature declared thate

> A shared, statewide definition is a piece of critical infrastructure to guide policy and investments in the content, structure, and provision of the types of professional learning opportunities that are associated with increased student performance. A definition of professional learning is also an accountability measure to assure that professional learning will have the highest possible return on investment in terms of increased student performance.

With this critical infrastructure in place, the SBE reiterates its previous call for the state to fund, within the state's program of basic education, the equivalent of ten days of professional development time for

educators outside the 180-day calendar. The Board regards this reform as fundamental to making progress on multiple indicators of educational system specified in RCW 28A.150.550.

No progress has been made on this recommendation in the last two years. HB 5415, introduced in the 2015 Legislative Session, directed that the Legislature annually provide additional time and resources for content-specific professional learning days for each state-funded certificated instructional staff, paraeducator, and school-based administrator. The bill had a public hearing in the 2016 legislative session but no further action.

When the program of basic education includes a specified number of professional development days, the state should specify the content for some of those days. A topic the Board would like the Legislature to seriously consider are cultural competence and relevance, particularly cultural teaching and learning that closes the disproportionate achievement and discipline gaps.

When professional learning is defined as within the program of basic education and funded by the state, districts or ESDs would be expected to take steps ensuring that the professional learning supports the desired outcomes. These should include:

- Collect and use student achievement data to assess the effectiveness of professional learning
- Create individualized professional development plans for teachers based on student achievement data and teacher evaluations
- Create an incentive-based professional development initiative for teachers to acquire advanced skills
- Align with a school or district's improvement plan.

Recommendation 3: Increase access to high-quality expanded learning opportunities.
This reform is intended to improve student achievement in 3rd grade literacy, 8th grade high school readiness, and high school graduation.

In June 2014, the Governor signed into law Second Substitute Senate Bill 6163 (Chapter 219, Laws 2014) creating the Expanded Learning Opportunities Council (ELOC) for the purpose of advising the Governor, the Legislature, and the Office of the Superintendent of Public Instruction regarding a comprehensive expanded learning opportunities (ELO) system. In 2SSB 6163 the Legislature declared its findings that:

> [S]tudies have documented that many students experience learning losses when they do not engaged in educational activities during the summer. The legislature further finds that research shows that summer learning loss contributes to educational opportunity gaps between students, and that falling behind in academics can be a predictor of whether a student will drop out of school. The legislature recognizes that such academic regression has a disproportionate impact on low-income students. . . . The legislature acknowledges that access to quality expanded learning opportunities during the school year and summer mitigate summer learning loss and improve academic performance, attendance, on-time grade advancement, and classroom behaviors.

The act defines expanded learning opportunities as:

1. Culturally responsive enrichment and learning activities, which may focus on academic and nonacademic areas; the arts; civic engagement; service-learning; science, technology, engineering, and mathematics; and competencies for college and career readiness;

2. School-based programs that provide extended learning and enrichment for students beyond the traditional school day, week, or calendar; and,

3. Structured, intentional, and creative learning environments outside the traditional school day that are provided by community-based organizations in partnership with schools and align in-school and out-of-school learning through activities that complement classroom-based instruction.

Expanded Learning Opportunities (ELO) may include before- and after-school programs, weekend programs, summer programs, and extended-day, -week, or -year programs where the outcomes include increased academic performance of the participants. ELOs provided by schools and community-based organizations create enriching experiences for youth, with activities that complement and support classroom-based instruction and can improve student learning, behavior, and achievement (Decker, Decker, Boo, Gregg, & Erickson, 2000).

High-quality ELOs engage participants through innovative practices and diverse learning methods that enhance what students learn during the school day. High quality ELOs align or link in-school and out-of-school learning by coordinating with schools to create enriching experiences with activities that complement the day-to-day classroom based instruction. ELOs offer academic support to those who are struggling in school and promote deeper learning for those who are demonstrating success. Finally, high quality ELO's engage with community, schools, and families to support children's learning and development.

A large body of research confirms what most parents, teachers and administrators know: Students experience significant losses in learning over the summer, which must be made up when school starts again in the fall. For economically disadvantaged students the impacts are especially profound.

> By the end of summer, students perform on average one month behind where they left off in the spring. Summer learning loss is most acute for low-income children and youth, who do not have access to the same formal and informal learning opportunities their higher income peers enjoyee . These losses are cumulative and can lead to significant consequences later in life. (Pitcock and Seidel, 2015).

Researchers at Johns Hopkins University found in one study, based on data from Baltimore schools, that cumulative achievement gains over the first nine years of children's schooling mainly reflect school-year learning, while the high socioeconomic status-low socioeconomic status gap at ninth grade is mainly accounted for by differences in summer learning over the elementary years. "These early out-of-school summer learning differences, in turn, substantially account for achievement-related differences by family SES [socioeconomic status] in high school track placementse . . , high school noncompletion, and four-year college attendance (Alexander, Entwisle, and Olson, 2007).

In the Washington State Institute's inventory of evidence- and research-based practices for Washington's Learning Assistance Program (Pennucci and Lemon, 2014) two evidence-based practices were found to be associated with improved outcomes for students: academically focused summer

learning and out-of-school tutoring by adults (Lieb et al., 2013). WSIPP's cost-benefit analyses found academically focused summer learning to have one of the highest probabilities of benefits exceeding costs of any PreK-12 program examined (WSIPP, 2016).

The effects of ELOs on academic achievement vary considerably, however, depending on program quality. A high quality expanded learning opportunity would generally include the following elements:

- A clear programmatic mission, focused and challenging goals, and frequent evaluation that supports ongoing improvement.
- An array of content-rich programming that engages participants and builds their academic and nonacademic skills.
- Positive, constructive relationships between staff and participants.
- Strong connections with schools, families, and communities.
- Qualified, well-supported, and stable program staff.
- A low participant-to-staff ratio and an appropriate total enrollment.
- Sufficient program resources and the ability to sustain funding over the long term (CCSSO, 2011).

The Expanded Learning Opportunities Council, codified as RCW 28A.630.123, provides the framework for developing a statewide and comprehensive ELO system to reduce summer learning loss and increase student achievement. The ELO framework aims to enhance Washington's education system through a high-quality statewide system that integrates learning across the day, across the year, and across a student's lifetime. To support ELO programs in achieving positive outcomes, the framework includes the following elements.

- Strategic Plan: providers should have a strategic plan which guides their work and provides sustainable oversight for all aspects of the implementation of an expanded learning opportunity framework.

- Family and Community Engagement & Collaboration: providers must have culturally responsive, robust, community and family involvement, engagement, and support. The level of involvement, engagement, and collaboration as well as the determined roles of parents or community partners will differ depending on need and local context (Torres, Lee, & Tran, 2015).

- Supportive and Positive Relationships: providers and programs must develop, nurture, and maintain positive relationships and interactions among staff and participants.

- Standards Based Academic Linkage and Enrichment: Expanded Learning Opportunities (ELOs) provide students with academic enrichment beyond the traditional school day, and in some cases, beyond the traditional school year which provide academic and social-emotional skills. Expanded Learning Opportunities serve as a complement to classroom-based instruction and should be linked to research-based state and national learning standards.

- Monitoring, Evaluation, and Accountability: providers should use formative and summative student data, student outcomes such as academic achievement, social/emotional wellness, attendance, and behavior should be used to assess program effectiveness, evaluate student and staff outcomes, and seek continuous improvement (Little, 2009).

- Program Quality: The Washington State Quality Standards for Afterschool and Youth Development Programs were created to support Washington State programs in achieving positive youth outcomes by providing staff with guidelines for what quality looks in a program setting.

- Planning for Sustainability: ELO providers must include provisions for sustainable partnerships, funding, programming, and staffing as distinct components of the strategic plan.

- Funding: sustainable investment in both school and community-based providers of Expanded Learning Opportunities is required in order to provide the necessary academic and enrichment supports to combat summer learning loss and close the opportunity gap.

- Staff Qualifications: trained and skilled staff are essential to creating safe, engaging, interactive, youth-centered programs. Staff and volunteers must be competent, motivated, and have experience working with children and youth.

- Communication and Information Systems: ELO providers must establish and maintain strong, working partnerships with families, schools, and community stakeholders. Effective information and communication systems should provide accurate and timely information to students, families, schools, community-based organizations, and other stakeholders.

- Oversight and Coordination of Policy: through strong state-level support and leadership, strong partnerships between schools and community-based organizations, and local program customization to meet the needs of their students, expanded learning opportunities can be enhanced to help all students be successful in school and life.

The Expanded Learning Opportunities Council has met regularly over the past two years and issued annual reports on the group's work. The Council is well into the process of developing an integrated menu of best practices and strategies for high quality ELOs.

Recommendation 4: Expand supports and services that prepare students for postsecondary opportunities and employment
This reform is intended to improve high school graduation and post-secondary readiness and attainment.

A critical piece in supporting students to achieve success in high school and post-secondary is goal-setting and connecting students with programs and information to help them achieve those goals. Goal setting alone produces a moderately strong positive effect on educational outcomes (Hattie, 2009). Practices such as creating individualized learning plans, like the Washington's High School and Beyond Plan, provide students the opportunity to set goals and access information and programs, when implemented well. Individualized learning plans also help to increase the relevance of students' coursework and activities to their lives and goals, which in turn increases engagement and persistence (Rennie Center, 2011; Solberg, 2012). Students who engage in individualized learning plan processes have been found to take more rigorous coursework (Baker, et al. 2013) and are more knowledgeable about diverse career opportunities (Rennie Center, 2011; Williams & Morgan, 2014).

Education stakeholders, particularly the EOGOAC, favor defining "comparable education" for suspended or expelled students. In light of the disproportionate exclusionary discipline for students of color, this could help minimize lost instructional grounds during suspension and expulsion. This definition should inform other recommended strategies within this major area of reform.

The Legislature provided several new or expanded supports and services during the last two years to prepare students for post-secondary opportunities.   Among those deserving mention are the following:

- $6.6 million was provided in the 2015-17 biennial budget to implement **E2SHB 1546** (Chapter 202, Laws 2015) creating subsidies and per-credit limits on fees for College in the High School courses for eligible 11th and 12th grade students and eliminating the use of Running Start for courses offered in the high school.
- The 2015-17 budget provided a total $2.9 million to expand the Washington Achievers Scholars program in OSPI, which supports mentorships for low-income high school juniors and seniors through their freshman years in college, and to replace lost federal and private funding for the College Bound Scholarship program, which pays for college tuition and a book allowance for low-income Washington students. The 2016 Supplemental budget added $580,000 more to expand Washington Achievers Scholars to serve still more students.
- The budget included funding for the Washington Student Achievement Council to design and implement a program to provide customized information about post-secondary education to high-achieving, low-income students.
- Funding was provided for OSPI to adopt computer science learning standards, and for the Professional Educators Standards Board to develop a K-12 computer science endorsement, pursuant to **SHB 1813** (Chapter 3, Laws 2015).
- One-time funding was provided to OSPI for administration of the Preliminary Scholastic Aptitude Test (PSAT) to ninth and 10th grade participants in the College Bound program, and for a partnership with a national organization to provide a variety of supports for low-income students in pursuing post-secondary education.
- The 2016 Legislature passed **4SHB 1541** (Chapter 72, Laws 2016), Implementing strategies to close the educational opportunity gap, based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee (EGOAC). The 2016 Supplemental Budget provided $1.2 million for support of this act, including for the establishment of the Washington Integrated Student Supports Protocol to promote student success by coordinating academic and non-academic supports.
- The supplemental budget included $75,000 for the Workforce Education and Training Coordinating Board to develop a plan for a career- and college-ready Lighthouse program to prepare students for STEM jobs in different Washington areas and industries.

Strengthening the High School and Beyond Plan remains unfinished business for the Legislature. While Washington students are required to complete a High School and Beyond Plan, the design of the plan and the planning process vary widely across the state. The only provision in law on the High School and Beyond Plan is the stipulation in current graduation requirements that a student have one.

Many districts begin the plans in the ninth grade, though some reportedly start the process later in a student's high school experience. Students who engage in individualized planning activities beginning in the middle school years may experience greater benefits (Rennie Center, 2011, Solberg 2012). In Washington, districts that participated in the Navigation 101 program and included middle school planning activities saw an increase in the number of middle school students signing up for College Bound Scholarships (Baker, et al. 2013), indicating increased knowledge of and access to programs that support postsecondary opportunities.

In light of the pivotal role of the High School and Beyond Plan in the new Career and College Ready graduation requirements, the Board recommends, as it has before, that the Legislature define in statute the essential elements of the plan in order to assure that every student is adequately served. Those are:

- Identification of career goals
- Identification of educational goals in support of anticipated career and life goals
- A four-year plan for course-taking aligned with career and educational goals
- Identification of assessments needed to earn a diploma and achieve postsecondary goals.

Legislation with similar provisions twice passed one chamber of the Legislature in the 2016 Session, but did not advance in the other.

To encourage more districts and schools to provide high-quality individual postsecondary planning processes for students the Board recommends the following actions.

Develop resources to help schools and districts make high school and beyond planning meaningful for students:

- Continue work on Career Guidance Washington – OSPI has developed rich curricula to guide student planning activities.
- Support the continued development and improvement of the online high school and beyond planning tool offered by WSIPC and provided free to member districts and at a low one-time cost to non-member districts. WSIPC is a district cooperative that provides student information services.
- Encourage innovative planning activities beginning in middle school and throughout high school, including high school cred-earning options.
- Provide at least one family engagement coordinator in each school district.
- Increase guidance counselor allocations in the prototypical school model to reflect national standards for practice as outlined in the American School Counselor Association.
- Align high school and beyond planning with student admissions and planning in postsecondary institutions—high school and beyond plans could tie in with Guided Pathways at Washington community and technical colleges (more information on guided pathways may be found at http://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways.aspx
- Encourage opportunities for dual credits to reduce barriers and help students complete credits while in high school. WSAC recommends an increase in equity in access to dual credit opportunities by supporting book and transportation expenses for students from lower income families. EOGOAC shares this recommendation and suggests removing parent or guardian witness signature; focusing on retention and persistence of students of color in obtaining college degrees; refining communication on scholarship requirements for undocumented students and other ineligible students; focusing on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans); and developing and distributing materials about college and financial aid for Middle and High Schools to provide students.

In addition to developing resources to enhance the High School and Beyond Plan process for students, Washington can increase career and college success by increasing access to additional programs already underway. Many of these opportunities, including Career and Technical Education (CTE) programs,

should be communicated to students as part of the High School and Beyond Plan, but also stand alone as important means of preventing students from dropping out and reengaging students that have already dropped out.

Increase access to career connected learning:
The following programs and initiatives provide career connected learning experiences to Washington high school students and youths. Career connected learning includes jobs, internships, job shadows, career training, worksite visits and other experiences that link students to the world of work.

- Jobs for Washington's Graduates
- GEAR UP
- Microsoft ITA
- Building Bridges
- Graduation Reality and Dual-role Skills (GRADS)
- OSPI and the Boeing Corporation's Coreplus curriculum
- Work Study – expand to serve an additional 3,000 students

These programs often yield participant graduation rates higher than the state average, and dropout rates lower than the state average, thus having a positive impact on the High School Graduation Indicator. They also provide unique opportunities for career and college experiences while in high school. More information about career connected learning may be found at http://www.washingtonstem.org/Our-Approach/STEM-Innovation/career-connected-learning#.WDOXbSvTl2I).

Washington can also improve high school graduation and post-secondary readiness and attainment through policy alignment to support "deeper learning" career-readiness skills for all students.

Align career-readiness policy:
- Develop career readiness standards as a guide for K-12 curricula and a support for students, parents and counselors.
- Expand opportunities for students to earn high school credit for quality career connected learning.

Finally, Washington can address barriers to successful completion of a meaningful high school diploma in the high school assessment system.

Streamline and improve the high school assessment system:
- End the biology end of course requirement as a high school graduation requirement, and replace it with a comprehensive science assessment aligned with Next Generation Science Standards.

- Expand assessment alternatives including successful completion of state approved transition courses and dual credit courses.

- Support postsecondary agreements on the use of high school assessments for college course placement decisions and develop the use of high school assessment as a factor in admissions decisions.

10. Conclusion

Washington has made progress during the past two years, but not enough, and not for all students. The statewide indicators of educational system health were established in law with the intent of holding the system to high standards through comparison to ambitious goals, national rankings within the top ten percent, and favorable comparison with the performance of peer states. This year's analysis of indicators show that:

- *Two Educational System Health Indicators are not on track to meet targets,*
- *Four indicators are not ranked in the top ten percent nationally, and*
- *Two of the indicators are not comparable to peer states.*

Data and comparative analysis are pending for two indicators.

Statewide, many worthwhile activities are taking place on behalf of students and their parents, but the quality remains a patchwork. Our children, youth and young people deserve a world-class educational system. The four recommended evidence-based reforms to improve indicators remain:

1. Expand access to high-quality early childhood education.

2. Expand and fully fund high-quality professional learning.

3. Increase access to high-quality expanded learning opportunities.

4. Expand supports and services that prepare students for postsecondary opportunities.

Based on input from stakeholders, this year's report includes specific strategies to implement these reforms. Many strategies are aimed at implementing reforms with equity and cultural competence. Partner organizations were adamant in their desire to make sure efforts to improve the system reached historically underserved student groups.

It is the belief of the State Board of Education and partner organizations that if implemented well, these reforms will improve educational outcomes for children, and in turn the statewide indicators of educational system health. Improving these indicators means the system will better support all of Washington's students in meeting their goals for their futures.

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APPENDIX A

Peer Agency Feedback

Representatives of partner agencies were invited to attend the November 2016 State Board of Education meeting and participate in a panel to discuss the alignment of their agencies' work with the recommended reforms in the Indicators of Educational System Health report. The input from the agencies was used to improve the report. All of the panelists voiced support for the recommended reforms. A summary of the panel discussion is as follows from the official Meeting Minutes.

DISCUSSION OF EDUCATIONAL SYSTEM HEALTH INDICATORS REPORT
Dr. Andrew Parr, Research and Data Manager
Ms. Kaaren Heikes, Director of Policy and Partnerships
Ms. Maria Flores, Director of Title II, Part A and Special Programs, Office of Superintendent of Public Instruction
Dr. Gil Mendoza, Representative, Washington Student Achievement Council
Ms. Heather Moss, Deputy Director, Department of Early Learning
Dr. Wanda Billingsly, Member, Educational Opportunity Gap Oversight and Accountability Committee
Ms. Darby Kaikkomen, Director of Policy Research, State Board of Community and Technical Colleges
Mr. Eric Wolfe, Policy Associate, Workforce Training and Education Coordinating Board
Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board (via conference call)

Ms. Heikes introduced the partnership agencies and their representatives. She described the partnership engagement process SBE underwent over the past few months. All partner agencies were sent a worksheet to complete prior to the board meeting that requested their input on this biennium's report on the Educational System Health indicators and recommendations.

Each representative summarized their input and described how his or her agency's key initiatives and priorities align with the recommendations SBE is collectively making to the legislature.

Board members and panelists discussed the following:
- Importance of providing social and emotional support in the schools.
- Continuing the career readiness and dual credit policy work.
- Need for increasing professional development for teachers, including cultural competency training.
- Linking the higher education admissions process with the High School and Beyond Plan.

Ms. Heikes reported next steps for embedding specific strategies into each reform based on stakeholder input and presenting on this work to the Senate Education Committee in the coming week. The report is due December 1 to the Education Committees of the legislature.

Partner Engagement: Educational System Health Indicators 2016 Report

Organization	Collaborators	Meetings	Other Communication	11/9 Panelist
Department of Early Learning	Ross Hunter Heather Moss Maureen Malvahosky	**10/21/16** Heather Moss Maureen Malvahosky Andrew Parr Parker Teed Kaaren Heikes	SBE sent PPT, draft report outline, and partner input worksheet, asked for input; DEL provided input via partner input worksheet.	Heather Moss
Educational Opportunity Gap Oversight and Accountability Committee	Full EOGOAC Committee Wanda Billingsly (liaison) Maria Flores	**9/20/16** Presentation and discussion at Committee meeting (Andrew Parr & Kaaren Heikes) of data PPT and draft report outline; **10/6/26** Kaaren Heikes met with Wanda Billingsly; **10/14/16** Isabel Munoz Colon, Kevin Laverty, MJ Bolt and Kaaren Heikes met with EOGOAC during and after its Yakima meeting.	Meeting with EOGOAC staff, numerous emails with EOGOAC liaison and staff. SBE sent PPT, draft report outline, and partner input worksheet, asked for input; EOGOAC provided input via partner input worksheet.	Dr. Wanda Billingsly
Office of Superintendent of Public Instruction	Gil Mendoza Deb Came Maria Flores Katie Weaver-Randall	**10/04/16** Gil Mendoza Deb Came Maria Flores Katie Weaver-Randall Parker Teed Linda Drake Kaaren Heikes	SBE sent PPT, draft report outline, and partner input worksheet, asked for input; OSPI provided input via partner input worksheet.	Maria Flores

Organization	Collaborators	Meetings	Other Communication	11/9 Panelist
Professional Educator Standards Board	Jennifer Wallace	**10/11/16** Jennifer Wallace Linda Drake Andrew Parr Kaaren Heikes	SBE sent PPT, draft report outline, and partner input worksheet, asked for input; PESB provided input via partner input worksheet.	Jennifer Wallace
State Board of Community and Technical Colleges	Bill Moore Jan Yoshiwara Darby Kaikkonen Arlen Harris David Prince	**10/10/16** Bill Moore Jan Yoshiwara Darby Kaikkonen Arlen Harris David Prince, Linda Drake, Kaaren Heikes	SBE sent PPT, draft report outline, and partner input worksheet, asked for input; SBCTC provided input via partner input worksheet.	Darby Kaikkonen
Washington Student Achievement Council	Rachelle Sharpe Stephanie Gardner Lexi Shankster Maddy Thompson Randy Spaulding	**10/10/16** Rachelle Sharpe Stephanie Gardner Lexi Shankster Maddy Thompson Randy Spaulding Andrew Parr Parker Teed Linda Drake Kaaren Heikes	SBE sent PPT, draft report outline, and partner input worksheet, asked for input; WSAC provided input via partner input worksheet.	Gil Mendoza
Workforce Training and Education Coordinating Board	Dave Wallace Nova Gattman	**10/12/16** Nova Gattman Dave Wallace Andrew Parr Parker Teed Kaaren Heikes	SBE sent PPT, draft report outline, and partner input worksheet, asked for input; WTECB provided input via partner input worksheet.	Eric Wolf

APPENDIX B

Partner Organization Input Worksheets

Partner Organization: EOGOAC

Contact name and phone: Kathleen Callahan, (360)725-6504

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	EOGOAC is working to expand the cultural competency of current and future teachers and school staff. This could align with your second recommendation, although the SBE report would have to specifically highlight and require a certain amount of hours or days devoted to cultural competency training. As mentioned below (question 4), EOGOAC has also made recommendations about supportive transitions, which could inform your first and fourth recommendation. To align more closely to EOGOAC, the SBE report should disaggregate data to the furthest extent possible, call out disproportionalities, write recommendations with an equity lens, and advocate for students who have been systemically underserved.
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	EOGOAC, charged by RCW 28A.300.136, was established in 2009 to recommend policies and strategies relating to the opportunity gap in Washington. This is the only group in Washington that is authorized by the Legislature to study the opportunity gap with bicameral and bipartisan legislative membership. Additionally, EOGOAC has committee members representing the very communities affected by the opportunity gap. Commissions represented include African-Americans, Hispanic Americans, Asian Americans, and Pacific Islander Americans. For more information regarding membership, please refer to Second Substitute Senate Bill 5973: http://lawfilesext.leg.wa.gov/biennium/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5973-S2.PL.pdf The committee produces annual reports with recommendations that highlight the following focus areas: (1) support parent/community engagement; (2) increase cultural competency in school staff and curriculum; (3) expand pathways to recruit diverse teachers/administrators; (4) recommend programs and resources to narrow the opportunity gap; (5) identify data elements and systems needed to monitor progress in closing the gap; (6) make closing the gap part of the improvement process for schools and school districts; (7) explore innovative school models that have success in closing the gap. These annual reports have led to the creation of the Second Substitute House Bill 1680 and the Fourth Substitute House Bill 1541. **The recommendations in these bills (see below), along with the recommendations in the annual reports, reflects what reforms EOGOAC has proposed to improve the overall health of our education.**

Question	Partner response/input
	Second Substitute House Bill 1680 Recommendations: 1. Decrease the disproportionate representation of students of color in disciplinary actions in schools. 2. Enhance the cultural competence of current and future educators. 3. Provide English Language Learner/Second Language Acquisition endorsement for all educators. 4. Create new English Language Learner Accountability Benchmarks. 5. Provide tools for deeper data analysis and disaggregation of student demographics to inform instructional strategies to close the opportunity gap. 6. Invest in the recruitment and retention of educators of color. **Fourth Substitute House Bill 1541 Recommendations:** 1. Reduce the length of time students of color are excluded from school due to suspensions and expulsions and provide student support for reengagement plans 2. Enhance the cultural competence of current and future educators and classified staff. 3. Endorse all educators in English Language Learner/Second Language acquisition. 4. Increase accountability for instructional services provided to English Language Learners 5. Analyze the opportunity gap through deeper disaggregation of student demographic data. 6. Invest in the recruitment, hiring, and retention of educators of color. 7. Incorporate integrated student services and family engagement. 8. Strengthen student transitions. For more specific information regarding these recommendations, please refer to the following links: EOGOAC home page with access to annual reports: http://www.k12.wa.us/WorkGroups/EOGOAC.aspx Second Substitute House Bill 1680: http://lawfilesext.leg.wa.gov/biennium/2013-14/Pdf/Bills/House%20Bills/1680-S2.pdf Fourth Substitute House Bill 1541: http://lawfilesext.leg.wa.gov/biennium/2015-16/Pdf/Bills/House%20Passed%20Legislature/1541-S4.PL.pdf Lastly, the 2017 recommendations have not yet been established. Even so, the committee plans on making recommendations that will clarify the title and role of family engagement coordinators. Additionally, there should be *at least* 1 family engagement coordinator per school district (this is currently not the case). The committee also plans on making a recommendation that will define 'comparable education' for students who have been suspended or expelled

Question	Partner response/input
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	*All* EOGOAC recommendations are rooted in evidence-based strategies. Additionally, when looking at data pertaining to evidence-based strategies, EOGOAC recommends disaggregating data to the furthest extent possible. A Race and Ethnicity Task Force has been created due to EOGOAC's disaggregation recommendations in HB1541. For more information: http://www.k12.wa.us/Workgroups/RET.aspx
4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	Strengthening student transitions is one of the recommendations in EOGOAC's 2016 report that also made it into HB1541. Currently, there is an overall lack of support and resources for transitions. Transitions should be differentiated, as the type of support students need is dependent on a host of factors, including age, developmental level, and gender. EOGOAC has made recommendations for supportive student transitions in early learning, K-12, and High School to College and Career Readiness. See below for details: **Early Learning** - EOGOAC supports Early Achievers program and recommends that the Department of Early Learning creates a community information and involvement plan to inform home-based, tribal, and family early learning providers of the Early Achievers program. - EOGOAC recommends that WAKIDS is implemented in a culturally responsive manner to support families to engage in school and help identify and connect students and families to support services. **K-12** - EOGOAC advocates for integrated student services, and encourages counselors to work as a team with other social-emotional and health service providers (e.g. school nurses, psychologists, social workers, etc.) - Guidance counselor allocations should be increased through the prototypical schools' model to reflect national standards for practice as outlined in the American School Counselors Association. (See EOGOAC 2016 report, recommendation 7- Incorporate Integrated Student Services and Family Engagement, for more information). - All counselors must be required to demonstrate their cultural competence and responsiveness, as is currently required for both teachers and principals through Standard V of the Professional Educator Standards Board's standards for teacher preparation and the Teacher and Principal Evaluation program.

Question	Partner response/input

	- Development of an articulated pathway to recruit, train, and retain school counselors into the profession. The Legislature must invest in more school counselor programs in Washington public universities.
	
	High School to College and Career Readiness
	 - Encourages opportunities for dual credits to reduce barriers and help students complete credits while in high school.
	 - Supports Washington Student Achievement Council's plan to provide dual credits to students in high school and recommends:
	    ○ legislature must remove parent or guardian witness signature
	    ○ Washington Student Achievement council must: (1) focus on retention and persistence of students of color in obtaining college degrees; (2) refine communication on scholarship requirements for undocumented students and other ineligible students. If a student is not eligible, they should not receive an acceptance certificate producing false promise; (3) focus on community and family training on how to pay for college (e.g. filing the FAFSA and applying for grants, scholarships, and loans); (4) develop and distribute materials about college and financial aid for Middle and High Schools to provide students.
	
	For more information please refer to EOGOAC's 2016 report: http://www.k12.wa.us/WorkGroups/EOGOAC/pubdocs/EOGOAC2016AnnualReport.pdf

5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	We must systemically review and collaborate on policy issues that overlap both the EOGOAC and S BEstatutory authority. EOGOAC meets monthly, and encourages partner agencies to attend, listen, and provide feedback during public comment time.

Partner Organization: Department of Early Learning

Contact name and phone:_____Heather Moss, 360-725-4932_____

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	We support recommendation #1 – expanding access to high quality early childhood education and #2 regarding high quality professional development. We support the newly suggested evidence-based component.
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	Closing gaps among the state's youngest learners at kindergarten entry should help to decrease gaps at each future point along the educational pipeline.
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	DEL's two largest evidence-based strategies are ECEAP and Early Achievers, but we are working to ensure all of our programs (home visiting, early intervention, therapeutic childcare, etc.) have a solid evidence base.
4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	DEL supports including a fifth evidence-based reform around supporting successful student transitions. In the case of early learners this would reinforce our efforts to address observed drop-off in achievement between Spring of pre-k year and Fall of K year. Our key mitigation would be expansion of pre-k opportunities in the summer before kindergarten year (ECEAP is an evidence-based intervention). In partnership with OSPI we've identified changes that need to be made in test administration to mitigate the drop-off, particularly for English language learner students.
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	The transition recommendation provides an opportunity for partner agencies to work together, as with the example above.

Partner Organization: Workforce Training and Education Coordinating Board

Contact name and phone:_ Nova Gattman (360) 709-4612____

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current	The Workforce Board shapes strategies to create and sustain a high-skill, high-wage economy. To fulfill this Mission, the Board: • Advises the Governor and Legislature on workforce development policy;

Question	Partner response/input
priorities for our public education system?	• Promotes a system of workforce development that responds to the lifelong learning needs of the current and future workforce. • Advocates for the nonbaccalaureate training and education needs of workers and employers. • Facilitates innovations in workforce development policy and practices. • Ensures system quality and accountability by evaluating results and supporting high standards and continuous improvement. The recently adopted state workforce development plan, *Talent and Prosperity for All*, outlines the Workforce Board's priorities for the "talent development pipeline" in Washington, including secondary and postsecondary education programs. The plan's goals are available at: http://wtb.wa.gov/Documents/TAPPlanGoalsforAll.pdf
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	Recent changes in federal education laws, coupled with a Great Recession and recovery where young people have struggled to secure work-based learning opportunities or other on-the-job experiences, sparked a national conversation on defining what it means for Washington high school graduate to be "career ready." Although Washington's high school graduates are expected to be ready for "colleges, careers, and life," indicators of college readiness have been integrated into the curricula of a myriad of courses approved by the S BEand the Office of S uperintendentof Public Instruction. Washington has not yet developed a set of indicators to demonstrate a graduate's readiness to begin a career leading to economic self-sufficiency. Developing career readiness indicators can be integrated into future curriculae–both in career and technical education and traditional academic education coursese–and state education policy. The Board welcomes an conversation about integrating career readiness indicators into the state's education accountability framework, to measure how effectively schools are placing their graduates on a path to economic self-sufficiency.
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	The Board will discuss the recommended reform at their November 2 meeting and can provide an update at the S tateBoard of Education's November 9 meeting.

Question	Partner response/input
4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	The Board will discuss the recommended reform at their November 2 meeting and can provide an update at the S tateBoard of Education's November 9 meeting.
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	The Workforce Board's partnership with the S tateBoard of Education (SBE) is an opportunity to share the Workforce Board's expertise in career-connected learning policy and best practices with the Board responsible for setting policy in Washington's secondary schools, collaborating to produce a statewide definition and indicators for when graduates are career-ready. The Workforce Board is currently well-positioned to leverage its work on other, related initiatives to inform the development of a statewide career readiness definition, including: the Board's NGA Policy Academy on Work-Based Learning, the J.P. Morgan Chase "New S killsfor Youth" grant initiative, and the implementation of *Talent and Prosperity for All*.

Partner Organization: OSPI

Contact name and phonee__Dr. Gil Mendoza_____

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	**OSPI vision: Every student ready for career, college, and life.** For more information on the Randy Dorn's priorities: http://www.k12.wa.us/Communications/EducationPriorities.aspx For more information on OSPI Performance indicators: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx **1. Expand access to high quality early childhood education. This reform is intended to improve student achievement in the Kindergarten Readiness and 4th Grade Reading indicators.** o One of Randy Dorn's top five priorities is to promote early learning opportunities. OSPI has worked to increase the numbers of schools offering full-day kindergarten. Additionally, Washington Kindergarten Inventory of Developing S kills(WaKids) has been implemented to (1) welcome students and their families to kindergarten; (2) assess students' strengths; and (3) discuss the characteristics of children's development and learning that will enable them to be successful in school. The

Question	Partner response/input

	three foundational components of WaKIDS include family connection, Whole-Child assessment, and Early learning collaboration. For more information: http://www.k12.wa.us/WaKIDS/default.aspx
	
	o OSPI Performance Indicators related to this recommendation include (1) Kindergarten Preparedness. Indicators:
	
	2. Expand and fully fund high quality professional learning. This reform is intended to improve student achievement in the Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation indicators.
	A. Randy Dorn's top priority is to increase basic education funding. Washington State K-12 Learning Standards outline what all students should know and be able to do at each grade level. These standards define 'basic education', thus by fully funding basic education student achievement should improve, which aligns with the intent of this recommendation (Kindergarten readiness, 4th grade readings, 8th grade math, and high school graduation indicators). For more information:
	   o Dorn's complete Plan to Fully Fund Basic Education for All Students: http://www.k12.wa.us/Communications/FullyFundPlan/default.aspx
	   o Fully Funding Basic Education (2017-2019 Biennium budget): http://www.k12.wa.us/LegisGov/2017documents/AA_2017-19_FullyFundingBasicEducation.pdf
	B. Another top priority of Randy Dorn is to improve Washington's statewide assessment system. Improving the assessment system will more accurately capture the student achievement that will be measured for this recommendations.
	   o For more information, see Smarter Balanced Assessments and Washington State K-12 Learning Standards in math and English and Language Arts.
	C. OSPI is also working to address the teacher shortage and enhance diversity of the educator workforce in Washington, which needs to be addressed in tandem with high quality professional learning. OSPI's 2017-2019 teacher shortage biennium budget allocates money for continued recruitment campaign, hiring technical assistance for districts, expansion of the Beginning Educator Support Tam (BEST) Program; expansion of Conditional Scholarship/Loan Forgiveness Programs; and a "Grow Your Own" Initiative.
	   o Teacher Shortage (2017-2019 Biennium Budget)
	     ▪ http://www.k12.wa.us/LegisGov/2017documents/AB_2017-19_TeacherShortage.pdf
	   o Grow Your Own Teacher Strategy (2017-2019 Biennium Budget)
	     ▪ http://www.k12.wa.us/LegisGov/2017documents/PA_PESB_2017-19_GrowYourOwn.pdf
	D. OSPI Performance Indicators related to this recommendation include: (2) English Language Arts, Math, Science Assessment; (3) Student Growth Percentiles; 4) High School credit in Algebra 1/Integrated Math 1 (5) Statewide Assessments Required for Graduation; (11) Graduation Rates; (12) 9th Grade Corse Failure;

Question	Partner response/input

	3. Increase access to high quality expanded learning opportunities. This reform is intended to improve the 4th Grade Reading, 8th Grade Math, and High School Graduation indicators.
	
	A. A top priority of Randy Dorn's is to expand career and technical education programs (CTE) and Science, Technology, Engineering, and Math opportunities (STEM). These programs give students a chance to apply classroom learning to daily life and engage students who learn better in a hands-on environment. OSPI has partnered with Microsoft IT Academic, Boeing, and other companies to help create access to high quality learning opportunities.
	B. OSPI published a report in 2016 about Online Learning, which could be utilized as an expanded learning opportunity for students. For more information: http://www.k12.wa.us/LegisGov/2016documents/2016-01-OnlineLearning.pdf
	
	4. SBE- expand supports and services that prepare students for post-secondary opportunities and employment. This reform is intended to improve the High School graduation and Post-Secondary Attainment and Workforce indicators.
	
	A. All of Randy Dorn's priorities support this recommendation. OSPI's vision is "every student ready for career, college, and life". Thus, all reports, recommendations, and goals made by OSPI seek to prepare students for post-secondary opportunities and employment.
	B. In terms of supports and services, expanding CTE and STEM opportunities, a priority of Randy Dorn's, will help support students for post-secondary opportunities and employment. Additionally, improving academic achievement for all students and reducing dropout rates, another priority of Randy Dorn's, will also be key to this recommendation.
	C. OSPI Performance Indicators related to this recommendation include (5) statewide assessments required for graduation rates; (6) dual credit programs; (8) postsecondary enrollment and remediation; (10) postsecondary persistence; (11) graduation rates; (13) discipline.
	   • Graduation and dropout Statistics annual report: http://www.k12.wa.us/LegisGov/2016documents/2014-15Graduation%20AndDropoutStatisticsAnnualReport.pdf
	   • UPDATE: Building Bridges (Dropout Prevention, Intervention and Reengagement): http://www.k12.wa.us/LegisGov/2015documents/2015-12-BuildingBridges.pdf
	   • 4. OSPI- expand CTE and STEM opportunities
	   • Resource- Data and Analytics: Postsecondary Preparedness: College Enrollment & Remediation Rates: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics/PostSecondaryER_Presentation.pdf

Question	Partner response/input
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	Randy Dorn's top five priorities for improving the overall health of our education system include the following: 1. Increase basic education funding 2. Improve academic achievement for all students and reduce dropout rates. 3. Improve our statewide assessment system. 4. Expand CTE and STEM opportunities. 5. Promote early learning opportunities. (http://www.k12.wa.us/Communications/EducationPriorities.aspx) Additionally, OSPI has 14 performance indictors to track progress and support data-informed decision making. Indicators include: 1. Kindergarten Preparedness 2. English Language Arts, Math, Science Assessment 3. Student Growth Percentiles-4th and 6th grades ELA & Math. 4. High school credit in Algebra 1/Integrated Math 1 5. Statewide assessments required for graduation 6. Dual credit programs 7. SAT and ACT 8. Postsecondary enrollment and remediation 9. Financial aid for college 10. Postsecondary persistence 11. Graduation rates 12. 9th grade course failure 13. Discipline 15. Attendance (http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx) For more detailed information, see OSPI reports to the legislature: http://www.k12.wa.us/LegisGov/Reports.aspx
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	OSPI aligns all goals and recommendations with researched-based performance indicators. Additionally, goals are reviewed by the superintendent three times per year to ensure the work of OSPI leads directly to student success. We recommend using previous data and analytics by OSPI to inform the SBE report. Additionally, SBE recommendations should align to OSPI performance indicators to ensure progress can be tracked. For more information: http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DataAnalytics.aspx

Question	Partner response/input
4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	Randy Dorn priority is to improve academic achievement for all students and reduce dropout rates. Thus, OSPI supports this recommendation, as academic achievement is dependent upon successful transitions. All recommendations put forth by OSPI are rooted in research and evidenced based. S BEshould use OSPI data (http://www.k12.wa.us/DataAdmin/DataSharing/DataSharing.aspx) to inform this section of the report. In the ES SA Consolidated Plan, OSPI will describe a state plan to support the transitions from early learning to kindergarten, elementary to middle school, middle school to high school and high school to post-secondary college and career readiness.
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	S BE, OSPI, and additional partner agencies and organization will need to collaborate on recommendations and policy priorities for public education in Washington. Additionally, we will need to work together to ensure there is synergy and support for the new ES SA recommendations put forth by Washington.

Partner Organization: Washington Student Achievement Council

Contact name and phone: Randy S paulding 360-753-7823 or S tephanie Gardner 360-753-7825

Question	Partner response/input
How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	The recommendations outlined in the 2016 S tatewide Indicators report align with WSAC's mission to advance educational opportunities and attainment in Washington. Recommendation #4 is a priority in the WSAC's 2016 S trategic Action Plan. WSAC works in partnership with multiple agencies to ensure students are equipped with the necessary skills and knowledge to be successful post-high school graduation. The work entails providing access, opportunities and support. WSAC has been active in both a programming and policy advocacy capacity in two distinct but related areas of the high school to college transition. These efforts complement the work of S BE First, through pre-college access programming such as GEAR UP, the 12th Year Campaign and College Bound S cholarship, WSAC supports several statewide initiatives to support postsecondary enrollment. Through state administered federal grant dollars, Washington GEAR UP serves over 8,000 students in 27 districts statewide. The 12th Year Campaign is focused on supporting secondary school staff with the resources and tools to assist students in completing admissions and financial aid applications. The goal of the College Bound S cholarship program is to provide state financial aid and hope to low-income students who may not consider college a possibility because of the cost when they sign up in 7th or 8th grade. Finally, WSAC's readysetgrad.org is a tool for students, families and educators at all stages of preparation for postsecondary enrollment. Access without comprehensive support creates barriers for many students in our state, especially students coming from low S ES backgrounds. Therefore, WSAC has taken a strategic position to align programming with policy (primarily focused on financial support).

What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	The recommended reforms should move to improve outcomes related to academic performance and persistence, college enrollment and completion, as well as entry into the workforce. To achieve systems change, targeted and comprehensive efforts that span across multiple sectors of the pipeline will be required to actualize success. Implementing the outlined recommendations that begin early in a students' academic career, followed by continued systems of support at key transition points have the potential to increase gains in our state attainment metrics. The recommendations put forth clearly reinforce the need for collaboration across sectors.
Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	WSAC has recommended in its 2016 Strategic Action Plan to: • Increase equity in access to dual-credit opportunities by supporting the recent college in the high school policy, providing funding to cover fees for exam based programs, and assisting with book and transportation expenses for Running Start students from low-income families; • Maintain the state's commitment to the College Bound Scholarship • Fully fund the State Need Grant to serve nearly 25,000 students who are eligible but unserved; • Expand State Work Study program to serve an additional 3,000 students. These recommendations are salient to the high school to post-secondary transition in three ways: 1. With the rising cost of college tuition, the thought of enrolling in college and foregoing immediate income through employment may serve as a barrier to many low income students and their families. One strategy to alleviate and encourage more students to enter into post-secondary education is by providing access to college credit bearing courses while students are still in high school. Through various Dual Credit/Dual Enrollment pathways students are able to obtain college

	credit at a reduced or no cost rate. Research shows participation in these programs not only increases high school completion rates but also facilitates improved enrollment, retention, and college graduation rates. 2. Too many students from low income families who graduate from high school do not pursue post-secondary education or enroll and stop/drop out because of financial burdens. The College Bound scholarship provides early assurance to students that there will be a mechanism to help them pay for college. As a result they are more apt to enroll knowing there will be financial support. 3. For students who are considering whether to enroll in post-secondary education or go directly into the workforce, the importance of knowing how they will pay for college and the ability to work while they learn is critical to their decision making. By expanding the State Work Study program to serve more students, the intent is to encourage those from the lowest income groups to participate in post-secondary education, knowing they will be financially supported while developing critical job skills and minimizing debt-resulting in increased enrollment as students transition out of high school.
To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	Student transitions are key to ensuring a viable talent pool in WA State. Because the WSAC recognizes the importance of successful student transitions, the WSAC has put forth a number of policy recommendations that address the high school to college transition and year to year retention once students enroll in post-secondary institutions. The aforementioned WSAC policy recommendations are rooted in evidence and research that are known for having impact on post-secondary enrollment, retention and completion rates.

How might partner agencies and organizations collaborate over the next year to support these education system reforms?	• Ongoing cross-agency meetings • Collaborative development and revision of metrics • More frequent dissemination of information relative to progress and attainment • Strategy mapping session (who is currently involved in the work, who is not at the table) • Sharing of cross-agency priorities

Partner Organization: Professional Educator Standards Board

Contact name and phonee_____Jennifer Wallace, 360-725-6275_____

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	Recommendation 2 is "Expand and fully fund high quality professional learning". Within our responsibility for educator preparation, certification, and continuing education, the Board's priorities support this recommendation. Per two of the PESB's strategic plan goals: *Goal 2 – After completion of an approved teacher preparation programs, educators possess the knowledge, skills and cultural competencies to ensure that P-12 students reach the goal of being college or career ready* *Goal 3 – All educators access quality professional growth opportunities through their career* The PESB is committed to ensuring our state licensure policies support a career-long continuum of professional growth that is rigorous and relevant.

Question	Partner response/input
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	In implementing Washington's education reform mandates via 2261 and 6696, the PESB has achieved on-time implementation of every mandate, greatly raising expectations and outcomes for professionals, but the Legislature has not in turn provided necessary supports, including: - No statewide beginning teacher / new-to-state teacher induction and mentoring; - Failure to achieve 2261's charge of "*an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system and establishes recommendations for a concurrent implementation schedule*"; - Overall inadequate quality, quantity, and access to high quality professional development. There is more than sufficient research to suggest that ensuring education professionals are acquiring/ updating their knowledge and skills has a direct link to student outcomes.
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	High quality professional learning is most effective in the context of a district's overall workforce development strategy. Since 2012, the PESB has been reporting to the Legislature and State Board of Education concerns about the need for improvements to and state-level policy and fiscal supports for improved workforce development practices, including recruitment, early hiring, onboarding, and retention-related strategies.
4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	N/A
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	Washington lacks a coherent system of educator development with consensus on the roles and responsibilities of the state versus local districts related to certification, job evaluation, and professional growth. The stakes for both evaluation and certification have gotten much higher for educators, but the incentives and supports for them to achieve them have not.

Partner Organization: State Board for Community Technical Colleges

Contact name and phone: Darby Kaikkonen, 360-704-1019

Question	Partner response/input
1) How do the major recommendations in the report outline align with your organization's current priorities for our public education system?	The priorities align well with S BƠC's policy priorities for our public education system. Our system contributes to these items in the following ways: The community and technical college system produces high quality educators in Early Childhood Education through our various programs at the certificate and associate degree level, and emerging Applied Baccalaureate degrees at the Teacher Education level. This is particularly relevant to helping fill the need for more math teachers. We have a history of a strong partnership with the Department of Early Learning, and support our colleges and students through Opportunity Grant funding for early learning education opportunities. Our system has the capacity to expand upon this work to support the Board of Education's goals in this area, and looks forward to the future potential for more collaboration. The CTƐ system is also a significant participant in dual credit opportunities and high school re-engagement programs. Perhaps the most significant policy priority that is germane to the Board of Education's recommendations is the Bridge to College Transition Courses project. These are courses that were developed by high school and college faculty together whose sole purpose is to prepare students for college level work before they graduate. Not only does this work directly serve students in the pursuit of advancing to postsecondary education, it is an opportunity for professional learning for teachers, both K12 and CTC. Another project designed to aid transitions from high school to college is transcript based placement. These agreements also come from colleges working directly with their local school districts, which further recognizes the work of high and college faculty both and provides opportunity for professional learning and curricular alignment.
2) What are your organization's thoughts about how recommended reforms might improve the overall health of our education system?	As demonstrated through the examples above, we believe the recommendations have a strong potential for making an impact on student outcomes and quality of educational experiences.

Question	Partner response/input
3) Are there specific evidence-based strategies that your organization would like to see put-forth in the recommended reforms?	Preliminary evaluation results from Year 1 site visits and classroom observations conducted by the BERC Group indicate that the Bridge to College courses are more collaborative and more focused on thinking and application than control group courses. Teachers and students both report that the courses are more engaging and have changed their approaches to math and English. Longitudinal data tracking the first cohort of students into college will be available in winter 2017. Additionally, there are some early signs of improvement in first year college outcomes for students coming from the high schools who are using placement grids. We expect to see more clear signs of improvement in subsequent years as more schools implement the option.
4) To what extent, if any, would your organization support adding the recommended reform: "provide specific supports to facilitate successful student transitions?" Do you have suggestions for specific evidence-based strategies for supporting this reform?	The Guided Pathways initiative that the community and technical college system is currently engaged in and has requested additional funding to support embodies the concept of supporting students for the purpose of successful transitions. We will focus on completion of credentials by making sure students are put on a path to success early on in their educational career and have a clear understanding of the end goal. This work cannot be done without significant supports to students throughout the entire process, from intake to completion. Some evidence-based practices that the CTC system has discovered and are part of our funding request include enhanced advising, online resources and degree audit tracking, financial support to students through grants and special programs, and intensive instruction through programs such as I-BEST
5) How might partner agencies and organizations collaborate over the next year to support these education system reforms?	Work to increase the number of high schools who offer the Bridge to College courses. Develop an efficient way to share SmarterBalanced score data with colleges to help make the transition for new high school graduates and enrollment into college-level courses a seamless process.

APPENDIX C

Deeper Disaggregation of Data

This section is a preliminary exploration of how the SBE could report more deeply disaggregated state level data in the Indicators of Educational System Health report. SBE staff are attempting to show, at the state level, that there are different levels of performance among ethnic student groups that are masked within the federal race/ethnicity groups. These groups have differing levels of need or support which may inform the evidence-based reforms that the Board is charged to recommend to the Legislature under ESSB 5491. The data provide greater context to the achievement gaps among ethnic groups that comprise the federal race/ethnicity groups.

Background on the Data Requested

Upon SBE staff request, OSPI Student Information provided a data file that contains deeper disaggregation of 2015 Smarter Balanced and Biology EOC results for the ethnic groups that comprise the Asian, Pacific Islander, and Native American federal race/ethnicity groups. However, the data file contained duplicated records among student groups due to student self-identification with multiple subethnic groups.

In late October 2016, OSPI provided SBE with a data file comprised of unduplicated student counts and performance on the 2016 Smarter Balanced Assessment. The updated file allows for analysis of students who self-identified with a combination of subethnic groups. The SBE staff are updating the analysis using these new data that OSPI has provided. The benefit of using the new data is that there is no challenge in interpreting the results due to the duplication of student assessment data. The downside of using the new data is that some of the smallest student groups, particularly Native American Tribal Nation group data, are suppressed due to Family Educational Rights and Privacy Act rules.


Notes on the New Data

This work is a preliminary exploration of deeper disaggregation of ethnic group data. The following are notes on the complexity of the data:

- The students represented in the file self-identified with one or more federal race/ethnicity group(s) and one or more ethnic group(s) (i.e., Singaporean, Micronesian, Taiwanese, et cetera).

- Some of the students identified as more than one ethnic group but only one federal race/ethnicity group (i.e., student self-identified with Asian comprised of Chinese and Laotian but did not self-identify with federal race/ethnicity groups other than Asian).

- Other students in the file may have identified as more than one federal race/ethnicity group (i.e., student self-identified with Asian and White student groups); however, the deeper level of subethnic data are not included in the file for students who identified with two or more federal race/ethnicity groups.

- When interpreting these data it is important to consider that the sample size is relatively low for some of the student groups. The size of the bubbles indicates the relative size of the group.

Brief History of Disaggregation

The original Elementary and Secondary Education Act (ESEA) of 1965 was part of President Lyndon B. Johnson's "War on Poverty." The original ESEA focused on a disaggregation comparing low-income to non-low-income students. Data analysis by the U.S. Department of Education showed that there were considerable gaps in student outcomes between low income students and their peers. Starting in 1977, the Department of Education collected aggregated student data based on five race/ethnicity groups. These groups were American Indian or Alaska Native, Asian and Pacific Islander, Black or African American, Hispanic, and White.

Numerous revisions were made to the ESEA but, for the purposes of the discussion of deeper disaggregation, fast-forward to the No Child Left Behind Act (NCLB) ESEA version of 2001 under President George W. Bush. NCLB required annual testing and expanded public reporting of student assessment and demographic results on state-monitored report cards. The comparability afforded by the assessment results and the disaggregation by major race/ethnicity groupings illuminated achievement gaps among student groups. In 2007, the Department of Education revised its guidance on collection and reporting to disaggregate the Asian and Pacific Islander student group into an Asian student group separate from the Pacific Islander student group and created a new group – Two or More Races. Also, students were allowed to self-identify with several subethnic groups that make up the aggregated federal race/ethnicity groups. By the 2010-2011 school year, Washington implemented the new guidance on federal race/ethnicity groups. Within Washington in 2013-2014, the State Board of Education in collaboration with OSPI began reporting Current-ELL student group performance separately from Former-ELL student group performance in the Washington Achievement Index.

Figure 1
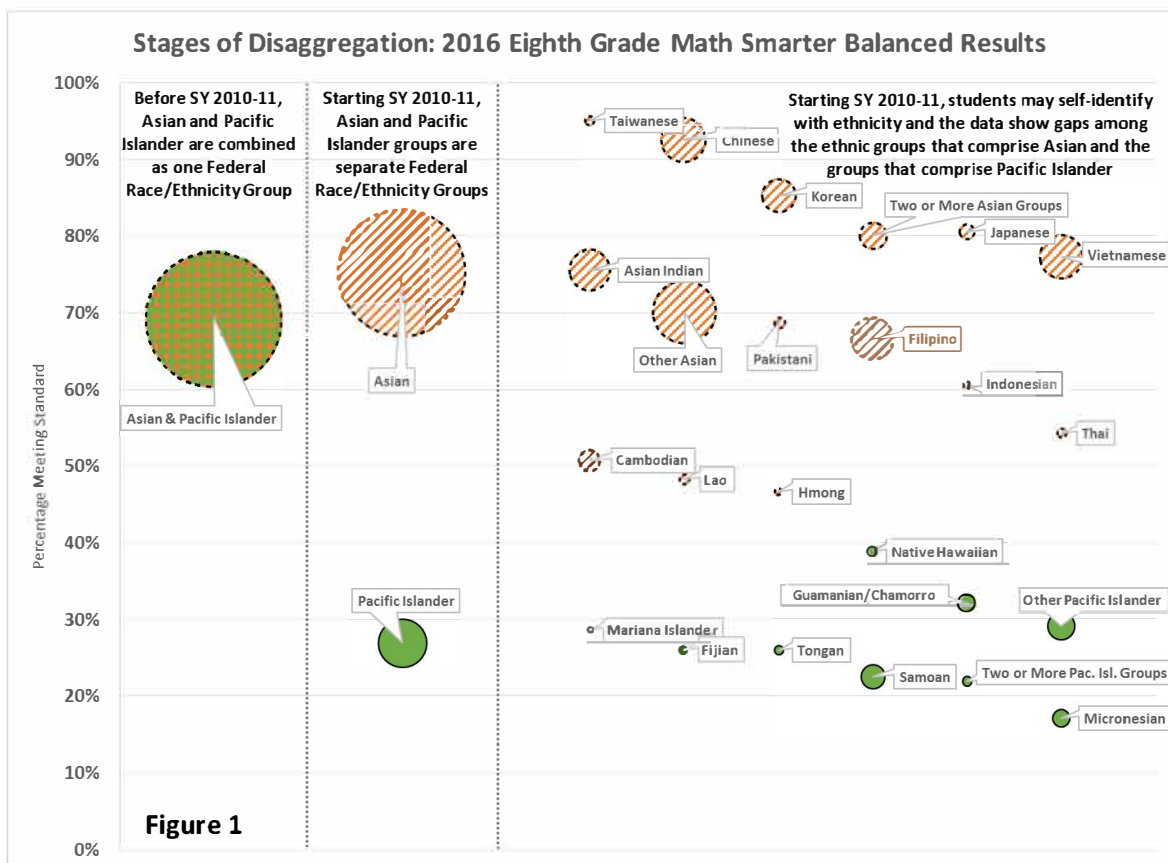
4SHB 1541 – Further Disaggregation Required Beginning 2017-18

During the 2016 legislative session, 4SHB 1541e– implementing strategies to close the educational opportunity gap, based on the recommendations of the Educational Opportunity Gap Oversight and Accountability Committee - was signed into law. 4SHB 1541 amended RCW 28A.300.042 to require collection of data that are further disaggregated beginning with the 2017-18 school year. In addition to the student-level data already collected under the 2007 guidance from the U.S. Department of Education, 4SHB 1541 requires the following additional data:

- Further disaggregation of the Black category to differentiate students of African origin and students native to the United States with African ancestors;
- Further disaggregation of countries of origin for Asian students;
- Further disaggregation of the White category to include subethnic categories for Eastern European nationalities that have significant populations in Washington; and,
- For students who report as multiracial, collection of the combination of their racial and ethnic categories.

Also, 4SHB requires that beginning with the 2017-18 school year, school districts shall resurvey the newly enrolled students for whom subracial and subethnic categories were not previously collected when the students transfer among schools or districts, and also allows districts to resurvey other students.

OSPI, in collaboration with the K-12 Data Governance Group, the Educational Research and Data Center, and the SBE were directed to adopt a rule that the only student data that should not be reported for public reporting and accountability is data where the school or district has fewer than 10 students in a grade level or student subgroup.

Findings and Charts

Figure 1 shows that there are considerable differences in performance among subethnic groups that comprise the Asian and the Pacific Islander federal race/ethnicity groups. There is closer performance between the federal race/ethnicity groups of Asian and White in reading than in math, and even closer performance in science. However, the gaps among the more deeply disaggregated ethnic groups are present at all grade levels and, in general, the ethnic groups maintain similar gaps relative to one another regardless of content area or grade level. The performance of the ethnic groups is most widely distributed for math and science and the results for English Language Arts show somewhat less disparate gaps among ethnic groups. Staff analyzed all of the grade levels available in the data, but for the purpose of brevity, included only selected charts in this memo and presentation.

Figure 2 shows that the gaps that exist among the assessment results for these Tribal Nations are masked when aggregated to the federal race/ethnicity of "Native American and Alaskan Native." This is due to then-size of the "Other American Indian" and, to a lesser extent, the "Alaskan Native" student groups. At each grade level, the "Other American Indian" group is larger than the Washington Tribal Nation student groups and the "Alaskan Native" student group is of similar size or larger than any Washington Tribal Nation student group. Sample size for the Washington Tribal Nation student groups is very small, usually fewer than 200 students per group at a grade level. When these large groups are included with the smaller n-size Tribal Nation student groups to calculate the proficiency rate of the federal "Native American and Alaskan Native" student group, the disparate student outcomes among the Tribal Nation student groups are not visible (See Figure 2). In order to report data with n-counts that
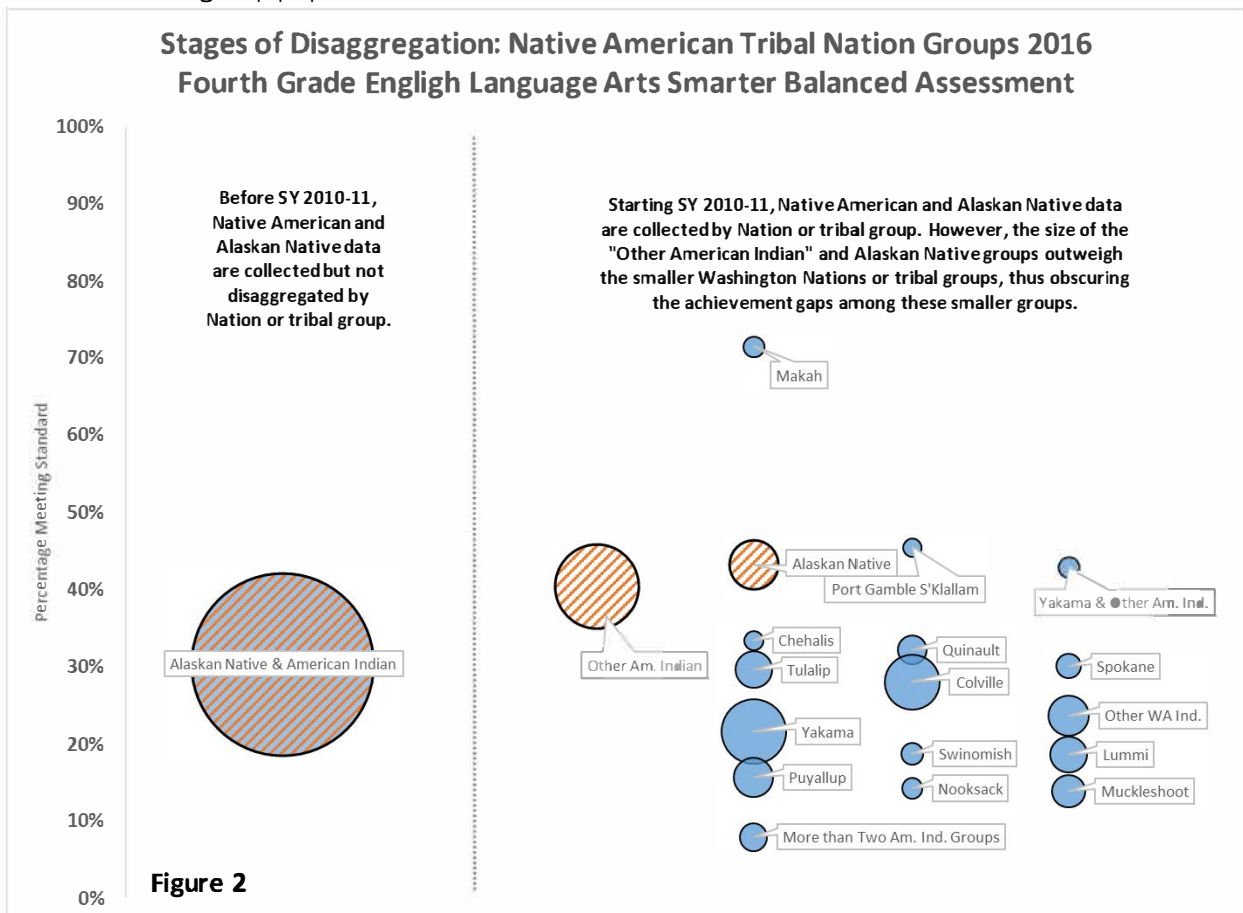
are more meaningful and easier to interpret, multiple grades were combined in analyses. The small sample size makes the results less reliable and raises issues of statistical significance. At each grade level, the results for the Tribal Nation student groups and their relative positions among one another differ more than the further disaggregated Asian and Pacific Islander student groups did.

The main takeaway from these charts is that there are considerable gaps among ethnic groups and those differences are masked when the data are aggregated to the level of the federal race/ethnicity groups. It is imperative to "unmask" these differences in order to identify and provide the differing levels of support and resources required to help students in specific groups improve their academic achievement.

Chart Guide

These results were plotted to show:

- Percentage meeting proficiency standard on the 2016 Smarter Balanced Assessment is on the Y-axis.
- Size of bubbles are relative to other bubbles on same chart. Size of the bubbles represents the student group population.

Stages of Disaggregation: Native American Tribal Nation Groups 2016
Fourth Grade Engligh Language Arts Smarter Balanced Assessment

Figure 2

Potential for Future Work

Initial responses to this exploratory work on deeper disaggregation have been very enthusiastic. The results were shared with all SBE partners in this work, as well as at the 2015 Washington Educational Research Association conference, the 2016 Washington Student Achievement Council Pave the Way conference, at two State Board of Education meetings, and with advocates from Asian, Pacific Islander, and Native American communities. Stakeholders have been excited to see these data as they had not seen Washington assessment data disaggregated beyond the federal race/ethnicity student groups. The disaggregated data can be used to identify gaps that were previously masked and this allows us to adjust and customize education to address specific gaps and needs. The data are useful at the state-level because there are enough students from each ethnic group that the data can be reported without being suppressed. However, there are a number of challenges to reporting the data at the ESD-, district-, or school-level due to federal suppression requirements in the Family Educational Rights and Privacy Act.

The SBE is currently contemplating how these data can best be used in the Indicators of Educational System Health. The following are the suggestions from stakeholders on how to expand this analysis in the future and may be available in current data systems:

- Examine regional concentrations of student demographics or performance results by region (i.e. district- or ESD-level analysis to determine areas of need in the state).
- Link the data to early childhood program participation data via the Educational Research Data Center.
- Examine home language of students (potentially available for English Language Learner students).
- Examine the performance differences of the more deeply disaggregated student groups by program status (ELL/Non-ELL, SPED/Non-SPED, and FRL/Non-FRL) to understand if the groups' performance is a proxy for poverty or other program status.
- Examine the gender gap for the disaggregated ethnic groups.
- Examine the higher-level course-taking patterns for the ethnic groups.
- Collect and examine subethnic data for all seven federal race/ethnicity groups. 4SHB 1541 allows for this collection of data to start in the 2017-18 school year.
- Find ways to make the data actionable (i.e. reforms to the system, use of data in practice, et cetera).

The following are data that stakeholders would like to see but are unlikely to be available:

- Investigate whether there are data relating to cultural education programs (i.e. music, dance, cuisine, language, history education relating to the ethnicity groups).
- Investigate whether there are data on the number of generations that a student's family has been in the United States.

APPENDIX D

Authorizing Legislation

RCW 28A.150.550
Statewide indicators of educational system health—Disaggregation—Use of indicators—Status reports.

(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.655.0**70**;

(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.

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

(3) The state board of education, with assistance from the office of the superintendent of public instruction, the workforce training and education coordinating board, the educational opportunity gap oversight and accountability committee, and the student achievement council, 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, including for subcategories of students as provided under subsection (2) of this section. The performance goal for each indicator must be set on a biennial basis, and may only be adjusted upward.

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

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

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

(c) To the extent data is available, the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington. If comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question.
[2013 c 282 § 2.]

NOTES:

      Intent—2013 c 282: "(1) The legislature acknowledges that multiple entities, including the state board of education, the office of the superintendent of public instruction, the workforce training and education coordinating board, the quality education council, and the student achievement council, are 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.

      (2) 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." [2013 c 282 § 1.]