



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Indicators of Educational System Health Discussion and Draft Report	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input checked="" type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ul style="list-style-type: none"> • Is the educational system meeting targets on the specified indicators? • What reforms should be recommended to improve performance? • How can partner agencies collaborate to implement reforms and improve performance? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint <input checked="" type="checkbox"/> Report	
Synopsis:	<p>The draft report reviews the status of the indicators recommended in the 2013 report, proposes new indicators and two indicator revisions, and recommends evidence-based reforms to improve performance on the Indicators of Educational System Health.</p> <p>The four reforms recommended are:</p> <ul style="list-style-type: none"> • Expand access to high-quality early childhood education • Expand and fully fund high-quality professional learning • Increase access to high-quality expanded learning opportunities • Expand supports and services that prepare students for postsecondary opportunities <p>The Board will discuss the draft report, recommended reforms, and aligning efforts with partner agencies at the meeting. The Board will also direct staff to update and complete the report based on the input received in the meeting.</p>	

Alignment of Partner Agency Strategic Plan Goals with ESSB 5491 Recommended Reforms

Recommended Reform (Intervention)	Partner Agency Goals or Recommendations
Expand access to high quality early childhood education.	Department of Early Learning Goal: Provide voluntary, high-quality early learning opportunities for children and families in Washington.
	Results Washington Outcome Measure 1.1: Increase the percentage of children enrolled in high quality early learning programs from 2013 baseline to targets per program.
	Office of Superintendent of Public Instruction & Results Washington Draft Performance. Indicator Goal: Increase by 2 percentage points students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS) as measured by the 2013 -14 cohort. Decrease disproportionality of each targeted subgroup by 2 points.
	Quality Education Council Continue investments in early learning, specifically through its commitment to the Early Childhood Education Assistance Program (ECEAP) for at-risk 3- and 4-year olds.
Expand and fully fund high quality professional learning.	Equal Opportunity Gap Oversight and Accountability Committee 2014 recommendations: Enhance the cultural competence of current and future educators and classified staff at pre-service, induction and through ongoing professional learning. Endorse all educators in English Language Learner / Second Language Acquisition. Under recommendation 6, the EOGOAC supports professional development and a career ladder for paraeducators to work more effectively with students and to provide an articulated pathway to become a certificated teacher.
	Results Washington Goal 1.2.h.: Increase the percentage of first-year teachers with active, qualified mentor by 10% per year.
	Office of Superintendent of Public Instruction Due to the broad impacts of professional learning on the education system, this reform aligns with many OSPI draft performance indicator goals for assessments, credits, and dropout prevention and graduation.
	Quality Education Council 2013 Report to the Legislature recommended the state to invest in up to 10 days of content-specific professional development outside of the 180-day school calendar.
Increase access to high quality expanded learning opportunities.	Office of Superintendent of Public Instruction Due to the broad impacts of expanded learning opportunities on the education system, this reform aligns with many OSPI draft performance indicator goals for assessments, credits, and dropout prevention and graduation.
Expand High School and Beyond planning for high school students.	Workforce Training and Education Coordinating Board Goal: Multiple pathways for first careers, Objective 1: Improve availability and quality of career and education guidance for students in middle school, high school, and postsecondary institutions. Objective 2 – Identify, assess, and certify skills for successful careers. Objective 3: Expand Programs of Study that bring together a sequence of career-focused courses that start in high school and extend through college. Objective 4: Increase work-integrated learning. Objective 5: Improve student access and retention. Objective 6: Job search and placement for people into first careers.
	State Board of Community and Technical Colleges Goal: Student success, Objective: Provide smooth transitions from K-12 to colleges and universities.
	Results Washington Goal 1.3.d.: Increase the percentage of eligible students who sign up for College Bound program from 80% to 92% by 2017. Goal 2.2.g.: Increase the number of students who take high school courses to prepare them for STEM fields.
	Washington Student Achievement Council Draft Recommendations: Provide greater access to work-based learning opportunities; Build bridges from high school to college and careers through dual-credit programs. Provide support in middle school, high school, and college to increase high school graduation and postsecondary completion rates for under-represented students.
	Office of Superintendent of Public Instruction Draft Performance Indicator Goals: Increase by 2 percentage points and decrease disproportionality of each targeted subgroup: students attending post-secondary education institutions within one year of graduating high school; applying for the College Bound Scholarship; filing a FAFSA by February 1



[COVER LETTER]

[EXECUTIVE SUMMARY]

STATEWIDE INDICATORS OF EDUCATIONAL SYSTEM HEALTH

1. Legislative Mandate

This report is in response to the requirement of RCW 28A.150.550 that the State Board of Education, with assistance from the Office of the Superintendent of Public Instruction (OSPI), the Workforce Training and Education Coordinating Board (WTECB), the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and the Student Achievement Council (WSAC), will report on the statewide indicators of educational system health by December 1 of each even-numbered year.

(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.

2. Introduction

Requirements of the Law

ESSB 5491 codified as RCW 28A.150.550, directed SBE to lead the effort in identifying system-wide performance measurements and goals for the six statewide indicators specified in the legislation. The legislation also requires that the SBE:

- Submit an initial and biennial reports beginning on December 1, 2013,
- Recommend revised performance goals and measurements, if necessary,
- Recommend evidence-based reforms as needed, and
- Compare Washington student achievement results to national data and “peer states.”

RCW 28A.150.550 identifies specific responsibilities of the SBE in the statewide indicators of educational system health. The statute directs the SBE to:

- Work with state agencies and other entities to identify realistic but challenging system-wide performance goals and measurements.
 - The law specifies SBE will work with OSPI, the Workforce Training and Education Coordinating Board, the Educational Opportunity Gap Oversight and Accountability Committee, and the Washington Student Achievement Council (WSAC).
 - The SBE has engaged and is working with other agencies and organizations through the Achievement and Accountability Workgroup.

- The SBE, OSPI, and the WSAC are directed to align their strategic plans and education reform efforts with the statewide indicators and performance goals.
- The SBE, with assistance from OSPI, the Workforce Training and Education Coordinating Board (WTECB), the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), and the WSAC have the responsibility to submit a biennial report on the status of each indicator and recommend revised performance goals and measurements. The first biennial status report is due in December 2014.
 - The report must recommend evidence-based reforms intended to improve student achievement in the area of any indicator if:
 - Educational system is not on target to meet the performance goals for that indicator; or
 - Washington students are falling behind students in peer states; or,
 - Washington is not within the top 10 percent nationally.
 - To the extent data is available, the performance goals for each indicator must be compared with national data to identify whether Washington student achievement results are:
 - Within the top 10 percent nationally; or
 - Are comparable to results in peer states with similar characteristics as Washington.

Relationship to McCleary

In order for Washington to perform well in each indicator, the resources provided must align with the goals of the system. At a time when our system is inadequately funded, it cannot be expected that the system will perform to its potential, or compare as well as it could to other states. Our investments must align with our aspirations. The Supreme Court's *McCleary* ruling, and the action to be taken by the Legislature towards full funding in the next biennium, will impact the system's performance on these health indicators and, ultimately, outcomes for students. These indicators will also serve as an important tool in monitoring the impacts of this new funding to ensure it is being invested in the most effective ways.

Process of working with other agencies and organizations

The SBE worked with the Achievement and Accountability Workgroup (AAW) on the development of additional indicators at the September AAW meeting. In October, the AAW and other partner agency invitees reviewed the draft report and discussed the reform recommendations.

At the November State Board of Education meeting, Superintendent Dorn and representatives from the WTECB, WSAC, the Department of Early Learning (DEL), the Professional Educator Standards Board, and the State Board of Community and Technical Colleges participated in a joint discussion of the draft report and reform recommendations. The EOGOAC was unable to attend the November meeting and offered comments in an individual meeting.

Previous work

The Initial Report on the Indicators of Educational System Health was delivered on December 1, 2013 to the Educational Committees of the Legislature. A copy of the report can be found at <http://www.sbe.wa.gov/documents/legislative/2013/5491report1.pdf>.

3. Indicators

Six indicators were specified in ESSB 5491 for measuring system health:

- Kindergarten Readiness, as measured on the WaKIDS assessment
- Fourth Grade Reading Proficiency
- Eighth Grade Math Proficiency
- Four-year Graduation Rate
- Postsecondary Education and Workforce, as measured by enrollment and employment rates
- Quality of the High School Diploma, as measured by postsecondary remediation enrollment

In the 2013 report, the SBE and partner agencies recommended revisions to these indicators, including recommendations for secondary indicators within the above categories. A seventh indicator was also recommended, Quality of Schools, which measures the percentage of students who attend schools ranked “Good” or better on the Achievement Index. Table 1 below outlines the proposed revisions.

Table 1: 2013 Indicator Revisions

ESSB 5491 Indicator	2013 Recommended Indicator
Kindergarten Readiness: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	No Change to Kindergarten Readiness Indicator.
4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4 th Grade Reading MSP.	3rd Grade Literacy: Percentage of students Meeting or Exceeding standard on the 3 rd Grade Reading MSP. Adds: 3 rd 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 8 th Grade Math MSP.	8th Grade High School Readiness: Percentage of students Meeting or Exceeding standard on the 8 th Grade Reading, Math, and Science MSP. Adds: 8 th 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 Targeted Subgroup.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the 4-Year graduation rate.	No Change to High School Graduation Rate (4-Year Cohort) . Adds: High School Graduation Rate (5-Year Cohort): The percentage of students graduating using the 5-Year graduation rate.
Quality of High School Diploma: Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	No Change to Quality of High School Diploma Indicator. Adds: Percentage of students meeting or exceeding standard on the 11 th 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 2 nd and 4 th 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 2 nd and 4 th quarters after graduation.
New Indicator	Access to Quality Schools: The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.

Goals

Realistic but challenging annual targets were created for the All Students group and all ESEA subgroups (race/ethnicity and special program status) for each of the specified and revised indicators. The guiding principles for Educational System Health are (1) the meeting of all performance goals by 2027 and (2) College and Career Readiness for all students. This will be accomplished in two stages:

- Stage 1 proposes to eliminate 50 percent of the gap between current performance and the 2027 performance goal (the “performance gap”) by the end of the 2019-20 school year.
- Stage 2 proposes to eliminate the remaining performance gap by the 2026-27 school year.

For each indicator, a baseline or starting point is established and is calculated as a simple average of two recent years of data. Once the baseline is established, annual increases or targets are computed for each ESEA subgroup for each indicator following the guiding principles specified above. Since each subgroup starts out with a different baseline value, some subgroups have greater annual targets than other groups for any given indicator. The performance and targets for all student groups for all indicators are found in Appendix A.

Status

For the purpose of determining whether the system is on-track to meet targets, the performance of the All Students group is compared to the target for the corresponding year (Table 2). A narrative for each of the recommended indicators and ESSB 5491 specified indicators are found in Appendix A. However, see that four of the seven Educational System Health Indicators are not on-track to meet performance gap reduction targets and system goals.

Table 2: Summary of the status of the recommended Educational System Health Indicators.

Indicator	Most Recent Year	Measure (%)	Target (%)	On Track to Meet Gap Reduction Targets?
Kindergarten Readiness	2014	40.8	43.1	NO
3 rd Grade Literacy	2014	72.0	73.0	NO
8 th Grade High School Readiness	2014	43.8	48.7	NO
High School Graduation	2013	76.0	78.6	NO
Quality of High School Diploma	2012	TBD	84.8	TBD
Post-Secondary Attainment and Workforce	2012	TBD	TBD	TBD
Access to Quality Schools	2013	TBD	59.8	TBD

Note: TBD = to be determined on account of data availability.

ESSB 5491 requires that the Board compare the academic performance of Washington students to those nationally and in the Peer States (Colorado, Connecticut, Maryland, Massachusetts, Minnesota, New Jersey, North Carolina, Virginia). Table 3 summarizes the student performance and the comparisons, while supporting charts and data are included in Appendix A.

For purposes here, the determination as to whether a target was met was made based on the performance of the All Students group for the recommended indicators from the Initial Report from December 2013. The subgroup performance and target attainment determinations are included in Appendix A.

Table 3: Summary of the national and Peer State comparisons of 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
3 rd Grade Literacy	NO	NO*	NO*
8 th Grade High School Readiness	NO	NO	YES
High School Graduation	NO	NO	NO
Quality of High School Diploma	TBD	YES	YES
Post-Secondary Education and Workforce	TBD	TBD	TBD
Quality of Schools	TBD	TBD	TBD

*Note: the 4th Grade NAEP Reading was used for comparison.

In summary, four Educational System Health Indicators are not on-track to meet targets, are not ranked in the top ten percent nationally, and are not comparable to Peer States. Data and comparative analyses are pending for three of the indicators.

2014 Indicator Recommendations

Revised Indicator Refinements

As the revised indicators proposed in the 2013 report were used to generate the baselines, targets, and goals for this report and the SBE and partner agencies continued conversations regarding system health, the need for additional refinements became apparent. Revisions to two areas in particular are proposed: student growth and language acquisition.

Adequate Growth. In the December 2013 initial report to the education committees of 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 student growth gap (combined reading and math between the All Students and Targeted Subgroup). Upon further study, the SBE staff determined that a gap computation based on median percentiles derived from large population sizes would be poorly suited as a System Health Indicator.

The meaningfulness of the median Student Growth Percentile (SGP) is sometimes reduced because the SGP is a wholly normative or comparative measure. 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 rates necessary to reach proficiency.

We are proposing to use 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 is preferred for several 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 to the Office of the Superintendent of Public Instruction (OSPI) strategic planning performance indicators,

This revised statewide measure is amenable to disaggregation by subgroup and for annual target-setting. This measure is viewed as 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.

The Office of the Superintendent of Public Instruction (OSPI) will not be computing AGPs from the 2013-14 assessment results because a substantial percentage of students across the state sat for the SBAC Field Test instead of the regular MSP assessments. Since the assessed population differs substantially from one year to the next, it would be misleading to publicly report the findings. The OSPI expects to produce AGPs from the 2015-16 assessment results, which will be ready for inclusion in the 2016 Biennial Report on the Educational System Health Indicators.

Language Acquisition. In the current recommended indicators, language acquisition is included in the third grade and eighth grade indicators as the percentage of K-3 or K-8 students that score proficient in English on the Washington English Language Proficiency Assessment (WELPA). Staff have further explored the topic of language acquisition and considered alternate ways to include an indicator that provides a measure of how well our bilingual education programs are serving our students not only in acquiring English, but in acquiring academic proficiency as well. Because students requiring ELL services may enter the system at different points in their academic career, a measure at the time of graduation would capture students' transition out of ELL services and their academic attainment. The Board recommends revision of the third and eighth grade indicators to remove WELPA proficiency and add a 5-Year Graduation Rate goal for Former ELL students to the High School Graduation rate as a secondary indicator.

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

- We know that the highest performing ELL group members (10 to 20 percent per year) are reclassified as Former ELL students each year and we know that 10 to 20 percent of ELL students are never reclassified,
- ELL students double test each year, as they sit for the Washington English Language Proficiency Exam (WELPA) and the MSPs, HSPEs, or the EOCs depending on grade level,
- Performance on all of the assessments from above are related in one way or another to native language, age of entry into the Bilingual program, years in program, and the design of the Bilingual Program, for example.

For use as a secondary measure of Bilingual program success and with mixed feelings, the AAW acknowledged that the transition point measure of high school graduation of the program

participants (Former ELL students) would be a meaningful (albeit imperfect) measure of program success.

The Board staff are exploring a potentially more robust indicator of Bilingual Program success—the percentage of students making adequate progress toward transitioning out of Bilingual Program services. However, an indicator such as this would not be ready for inclusion in the Educational System Health Indicators for at least two years and goal setting for two additional years after that. This overly simple timeline is complicated by Washington’s transition to the ELPA 21 in the 2015-16 school year. While the Board staff explores the feasibility of including and transitioning to this new measure, we recommend including the 5-Year Graduation rate for Former ELL students as a secondary indicator of the High School Graduation rate to temporarily serve as a measure of Bilingual Program effectiveness.

Additional Indicators

In addition to the revisions above, the Board recommends to the Legislature that additional Educational System Health Indicators be included for future reports.

The current Educational System Health Indicators focus on proficiency and attainment—the outputs of the system. However, the health of the educational system also depends on the inputs that impact student outcomes—and understanding these inputs will help to inform targeted reforms that address not only the achievement gap, but also the opportunity gap.

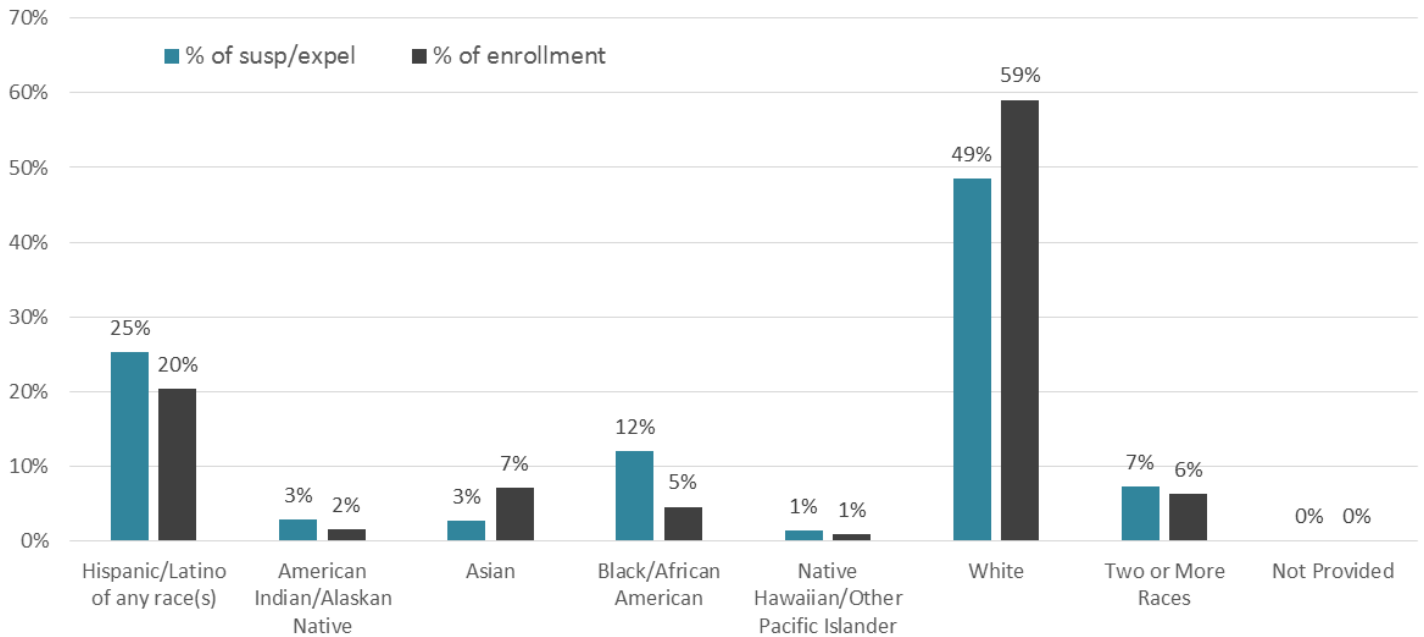
The SBE and partner agencies have discussed potential additional indicators that may provide a more holistic understanding of the system’s health and compliment the current indicators. Among others, these indicators included discipline and access to pre-kindergarten. SBE staff surveyed the available research in these areas and the available Washington state data to craft recommendations on how potential indicators may be structured. The first indicators recommended for inclusion are a student discipline indicator and the addition of early childhood education access to the Kindergarten Readiness indicator. These indicators may be refined and other “opportunity input” indicators may be explored in future reports.

Student Discipline. The issue of student discipline is multi-faceted and an indicator could address various aspects. Due to current data availability and quality, the recommended indicator addresses the issue of disproportionality in discipline practices and the lost educational opportunity caused by exclusionary discipline practices, which may contribute to the opportunity and achievement gaps. In the future, additional data regarding student behaviors that resulted in disciplinary action, alternative interventions, and the ability to crosstabulate multiple student groups (e.g. Hispanic students receiving special education services) will be available. These developments will provide rich information for crafting policy reform recommendations, though, as mentioned by AAW participants, may present concerns around reporting consistency.

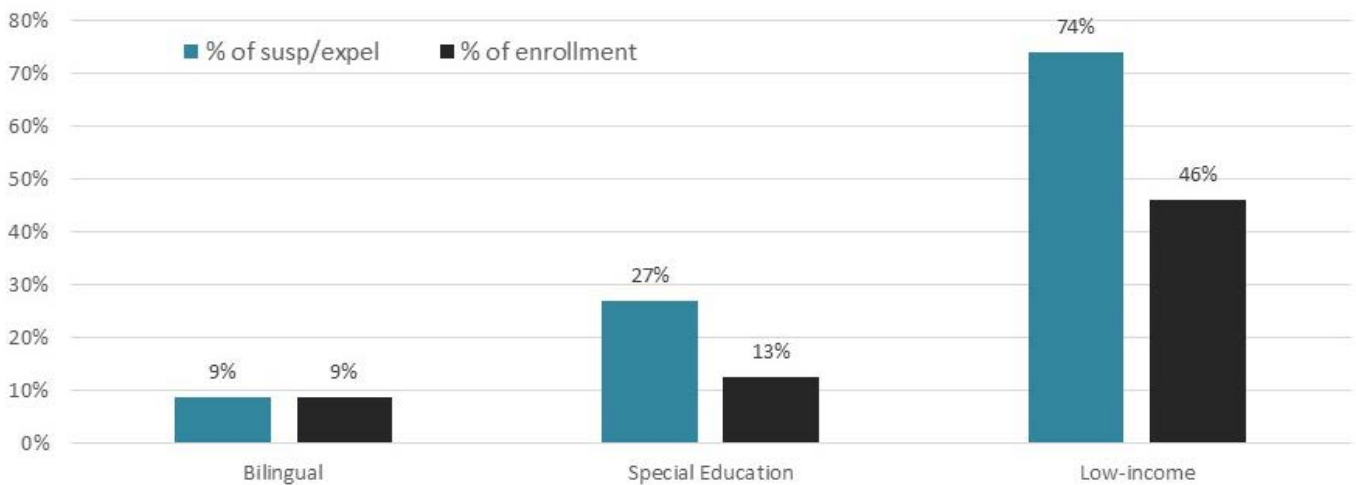
Proportionality of Discipline Rates to Enrollment Rates

The following charts show the proportionality of discipline rates (suspension and expulsion) to enrollment rates for each student group for the 2012-2013 school year. This data is newly collected and available at the student level, making this type of analysis possible for the first time with the 2012-2013 school year.

**% of Total Students Suspended or Expelled Compared to
% of Total Enrollment**



**% of Total Students Suspended or Expelled Compared to
% of Total Enrollment**



Because baseline, target, and goal value setting for the indicators requires multiple years of data, these will be established 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 is the alignment of discipline and enrollment rates for each student group.

Length of Exclusion

The length of time a student is removed from the educational environment represents lost education opportunity. In the future, we will be able to examine the length of time students are excluded by behavior type. We will also be able to assess the cumulative effect that multiple suspensions for an individual student may have. For example, in the current data, if a student is suspended for 5 days three times, it is represented as three 5 day suspensions, but in the future it could be represented as 15 days of lost instructional time.

At this time, this secondary indicator is more descriptive to help understand the scope of the lost educational opportunity, and will become more meaningful as more data becomes available.

Concerns about lost educational opportunity through student absence and disengagement were also raised by the AAW. The potential for a cumulative time lost indicator that includes suspension and expulsion data with absence data was suggested.

Access to Early Childhood Education. Enrolling in pre-kindergarten has been shown to have a significant impact on a student's readiness to enter school and success in her academic career (Kay & Pennucci, 2014). Increasing access to early childhood educational (ECE) opportunities has the potential to improve the health of the educational system by increasing kindergarten readiness (the WaKIDS indicator) as well as addressing one of the earliest gaps in the educational system that persists throughout a student's career. The Board recommends the inclusion of an Early Childhood Education indicator of the percentage of three and four year old children attending preschool as a secondary measure of the Kindergarten Readiness indicator.

Until a suitable data collection mechanism is available, the Board recommends utilizing data from the American Community Survey (ACS) produced by the U.S. Census Bureau. The data can be disaggregated by race/ethnicity and income level, but is not currently disaggregated by English Language Learner or students receiving special education services. The ACS takes early childhood education to mean any group, class, or institution providing educational experiences for children during the years preceding kindergarten. Places where instruction is an integral part of the program are included, but private homes that primarily provide custodial care are not included. Children enrolled in programs sponsored by federal, state or local agencies to provide preschool education to young children (including Head Start programs) are considered as enrolled in an ECE opportunity.

Voluntary full-day kindergarten is expected to be fully implemented in the 2017-18 school year under RCW 28A.150.315 and the WaKIDS assessment is limited to those students attending full-day kindergarten. This means that we do not really know the percentage of children who are kindergarten-ready and will not know for certain until the 2017-18 WaKIDS assessment is reported.

Table 4 summarizes the recommended revisions and additions to the indicators of Educational System Health.

Table 4: 2014 Indicator Revisions

ESSB 5491 Indicator	2014 Recommended Indicator
WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	No Change to WaKIDS Indicator. Adds: Percentage of 3 and 4-year olds attending preschool as a secondary measure.

<p>4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4th Grade Reading MSP.</p>	<p>3rd Grade Literacy: Percentage of students Meeting or Exceeding standard on the 3rd Grade Reading MSP.</p> <p>Removes: 3rd Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.</p>
<p>8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8th Grade Math MSP.</p>	<p>8th Grade High School Readiness: Percentage of students Meeting or Exceeding standard on the 8th Grade Reading, Math, and Science MSP.</p> <p>Removes: 8th Grade Language Acquisition: Percentage of students who have reached English language proficiency on the state language proficiency assessment.</p> <p>Removes: Growth Gap Indicator: The percentage decrease in student growth gap in reading and math between the All Students group and Targeted Subgroup.</p> <p>Adds: The percentage of 4th and 6th grade students who meet reading and math adequate growth percentiles.</p>
<p>High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the 4-Year graduation rate.</p>	<p>No Change to High School Graduation Rate (4-Year Cohort).</p> <p>Adds: High School Graduation Rate (5-Year Cohort): The percentage of students graduating using the 5-Year graduation rate.</p> <p>Adds: The percentage of Former ELL students graduating using the 5-Year graduation rate as a measure of Bilingual Program success.</p>
<p>Quality of High School Diploma: Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.</p>	<p>No Change to Quality of High School Diploma Indicator.</p> <p>Adds: Percentage of students meeting or exceeding standard on the 11th Grade SBAC College and Career Readiness Assessment.</p>
<p>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.</p>	<p>Post-Secondary Attainment: Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26.</p> <p>No Change to Post-Secondary Engagement Indicator</p>
<p>New Indicator</p>	<p>Access to Quality Schools: The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.</p>

4. Discussion of Evidence Based Reforms

Current Statewide Alignment

Massachusetts and New Jersey (Peer States) are consistently ranked among the highest in the United States on many educational indicators. Both states overhauled their respective

educational systems in the 1990s. Some actions were in response to state Supreme Court decisions and directives. Both states:

- Overhauled school funding mechanisms and enhanced the funding to high poverty schools and districts,
- Implemented new standards, assessments, and curriculum,
- Strengthened educator licensing requirements and overhauled teacher preparation programs to meet the needs of an increasingly diverse student population,
- Expanded access and funding for high quality early childhood education,
- Set out a plan to provide full-day kindergarten to all students, and
- Increased professional learning and standards for PreK-12 educators.

The level of success attained by Massachusetts and New Jersey is evidence of the transformative power of systemic reform implemented with fidelity on a statewide system of education.

The ESSB 5491 legislation clearly demonstrates the intent of the Washington Legislature: to ensure that the Washington educational system is among the best in the country. Just as was the case for the states cited above, the Washington legislature is faced with overhauling the state funding of education to comply with the *McCleary* decision. Unlike Massachusetts and New Jersey, Washington is in the midst of an aggressive reform agenda that already includes a plan to implement new standards and assessments, a plan to expand access and funding for early childhood education, and a plan to fund full-day kindergarten for all students. The systemic reform recommended by the Board is in no way meant to undermine the work currently underway to elevate the Washington educational system to the desired levels, but is intended to augment the reform work that is underway and planned.

Evidence-Based Reforms

Each of the Educational System Health Indicators could be viewed as a distinct “test” for the educational health “check-up” to ascertain whether the system is functioning at the optimum level. The Educational System Health check-up shows that the Kindergarten Readiness, 3rd Grade Literacy, 8th Grade High School Readiness, and High School Graduation Indicators are not on-track to meet targets. As required in ESSB 5491, the Board and partner agencies are required to recommend evidence-based reforms intended to improve the respective measure.

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

- NOT meant to reduce or strip away 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,
- NOT meant to be an endorsement or critique of current programs

The reforms:

- ARE meant to guide and align statewide educational reform,
- 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.

To this end, the Board recommends the approach of Isabel Sawhill and Quentin Karpilow (2014) as explained in their recent work titled, *How much could we improve children's life chances by intervening early and often?* In this work, 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. In short, the researcher's approach is to **intervene early and intervene often** to bring about the desired outcomes.

Their research (Sawhill and Karpilow, 2014) identifies and characterizes educational or academic success at critical stages of life in a manner similar to that of the ESSB 5491 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 3rd grade reading standards, and those who meet 3rd grade literacy standards are more likely to complete middle school with the academic skills required for high school and to graduate on time.

5. Recommendations

Recommendation 1 – Expand access to high-quality early childhood education. This reform is intended to improve student achievement in kindergarten readiness and 3rd grade literacy.

The lasting effect of early childhood education on later academic performance is a well-researched topic and the findings are largely in agreement. The positive effects of early childhood education can be substantial depending on the quality of the program but the effects are reduced in later years. Solid 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 other words, the effects of a high quality early childhood education program substantially reduce the Kindergarten Readiness performance gap based on poverty, but the gap reduction is not sustained over time.

Washington's commitment to high quality early childhood education is evident through the actions taken and accomplishments made over recent years.

- In 2011, legislation was signed into law making high quality early childhood education an entitlement for children living in poverty by the 2018-19 school year.
- 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 Washington Department of Early Learning (DEL) again increased the number of slots for the Early Childhood Education and Assistance Program (ECEAP) meaning that the state is offering preschool to approximately 10,000 children in the 2014-15 school year.
- Beginning in the 2014-15 school year, some ECEAP providers receive funding for full-day preschool services.

Washington's actions are well aligned to the recommendations advocated for by 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 are involved 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.
- Support increasing early childhood education quality through the DEL's Early Achievers (Washington's Quality Rating and Improvement System) program.
- Support a plan whereby all children would be served by a public education system that begins at age 3.

The final recommendation is not meant to require all children to attend a formal early learning center program but would honor parents' right to opt out of formal early childhood education in favor of home-based early childhood education where the parent or another adult figure can serve as the child's first teacher. For these families, a support model of providing home instruction consisting of biweekly home visits and group meetings to instruct and equip parents to be effective teachers for their children has been shown to have positive effects in preparing children for kindergarten (Sawhill and Karpilaw, 2013).

The Legislature may opt to define early learning as part of basic education as was proposed in 2009 through House Bill 2261. The legislation was passed in both houses of the Legislature but was vetoed by the Governor. In this case, early childhood education would have been provided to at-risk three and four year old children as an element of basic education and would have been funded on a per pupil basis in the same manner K-12 education is funded.

While Washington's commitment to high quality early childhood education is noteworthy, substantial challenges remain to be overcome.

- Currently, only approximately 40 percent of children in Washington are kindergarten ready and a substantial performance gap based on poverty status is evident.
- Washington's ECEAP serves only the most impoverished of children and only 19 percent of eligible four year olds are enrolled in state early childhood education programs.
- 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.

Washington's Preschool Expansion and Development Grant will be submitted to the federal government in the near future to provide the funding to carry out an ambitious and achievable expansion to and enhancement of ECEAP. In the event the grant funding is not awarded, the legislature should consider funding the ECEAP expansion (as specified in the grant) of high quality, full-day, early childhood services to serve nearly 25,000 children by the start of the

2018-19 school year while ensuring that prioritization is given to high need communities and populations that include tribal and rural communities.

Recommendation 2: Expand and fully fund high-quality professional learning. 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 due to the 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 synthesis of over 800 meta-analyses, nearly 140 influences on student achievement were identified and professional development yielded an effect size of 0.68 on student achievement (Hattie, 2009). The effect size for professional development exceeds that of socioeconomic status, parental involvement, preschool programs, teacher effects, and class size (Hattie, 2009). In other words, professional learning has the potential to bring about substantial increases in student achievement. This assertion is supported by myriad qualitative reports from educators who experience quality professional learning, as having an immediate and significant impact on student learning and performance.

Because of the importance of professional learning, the Board has made it a priority to urge the Legislature to establish and fund a statewide program of effective professional learning for educators of ten days (or the equivalent, as embedded professional learning) as part of the basic education allocations guaranteed to all school districts. Professional learning opportunities apart from the 180 day school calendar are necessary for educators to improve their instructional practice in a manner that brings about greater academic achievement.

An example of how professional learning for educators might be defined was included in HB 2358, a bill that was introduced in the 2014 session, but did not pass:

“The term “professional learning” means a comprehensive, sustained and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement...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 goals.”

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. For this reason, the Board believes it would be inappropriate to prescribe one professional development program over another. However, the Board believes that the professional learning opportunities should be aligned with best practices built on standards such as those of Learning Forward (<http://learningforward.org/standards-for-professional-learning#.VFgcejbTmos>) Minimally, professional learning in Washington should have the attributes outlined below (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.

- Content – should be focused on both pedagogy and content knowledge, and
- Individualized – professional learning decisions should be data driven and based on the needs of each educator

When professional learning is defined as an element of basic education and fully funded by the state, districts or ESDs would be expected to be held accountable for ensuring that the professional learning supported the desired outcomes. In this event, a state agency, commission, or board should be tasked with developing policy to improve the quality and impact of professional development that (at a minimum) 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, and
- 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.

Afterschool and Youth Development (AYD) provides young people with a variety of educational, cultural, and social developmental programs, and other activities promoting the development of the whole child. Expanded Learning Opportunity (ELO) is a term increasingly used to represent a structured learning opportunity outside the traditional school day.

In June 2014, the governor signed into law Second Substitute Senate Bill 6163 creating the Expanded Learning Opportunities Council for the purpose of advising the Governor, the Legislature, and the Office of the Superintendent of Public Instruction regarding a comprehensive ELO system. The bill defines ELOs 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.

ELOs 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 are a subset of the AYD field with a specific focus on improving academic outcomes for youth who are less successful in the regular school setting.

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.

The effects of ELOs on academic achievement vary considerably from program to program depending on program quality. A high quality ELO would include:

- 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 will provide the framework from which to develop a statewide and comprehensive ELO system for the purpose of reducing summer learning loss and increasing student achievement. Find the council's work at <http://www.k12.wa.us/WorkGroups/ELOC.aspx>.

Recommendation 4: Expand supports and services that prepare students for postsecondary opportunities

This reform is intended to improve high school graduation and post-secondary readiness and attainment.

A critical piece of supporting students to success in high school and post-secondary is goal-setting and connecting students with programs and information to help them achieve those goals. Practices such as creating individualized learning plans, like Washington's High School and Beyond Plan, provide students with 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).

While Washington students are already required to complete a High School and Beyond Plan, the structure of this plan and the planning process vary greatly across the state. 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.

Washington is not unique in some of the challenges faced in implementing high-quality planning processes statewide. Time, staff buy-in, family engagement, and access to resources were identified by practitioners in Colorado (Colorado Department of Education, 2014) and in nationwide research (Rennie Center, 2011; Solberg, 2012), as well as Washington (Baker, et al. 2013), as barriers to implementation.

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 beginning in the seventh grade, a great resource that should continue to be enhanced and widely distributed.
- Explore the development of an online tool – One means for providing greater access to the Career Guidance WA content, as well as increasing student and parent engagement is an online platform.
- Develop guidance to emphasize the student benefits of the HSBP – Informing teachers, counselors, principals, parents, and students of the importance and benefits of student plans will help increase participation in this highly effective process.
- Provide outreach and support to staff and leadership – Another means of encouraging best practice and implementation of high-quality planning processes is to distribute information about successful examples and resources.
- Encourage beginning planning activities in middle school.

The AAW participants also emphasized the need for dedicated staff with the necessary expertise to guide students through the planning, career exploration, and application processes. Family engagement and other support services modeled after GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) practices were also suggested and the importance of universal access for students receiving special education services, English language services, and other special programs.

In addition to developing resources to enhance the HSBP process for students, Washington can increase career and college success by increasing access to additional programs already underway. Many of these opportunities should be communicated to students as part of the HSBP, but also stand alone as important means of preventing students from dropping out and reengaging students that have already dropped out.

Increase access to programs that connect students with career and college opportunities

- Jobs for Washington's Graduates
- GEAR UP
- Microsoft ITA
- Building Bridges
- Graduation Reality and Dual-role Skills (GRADS)

These programs often yield participant graduation rates higher than the state average and dropout rates lower than the state average, thereby imparting a positive effect on the High School Graduation Indicator. They also provide unique opportunities for career and college experiences while in high school and additional supports.

6. Appendices

APPENDIX A
Status of Indicators

Washington Kindergarten Inventory Developmental Survey (WaKIDS)

The WaKIDS indicator 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.

Table A1: Performance on the WaKIDS indicator by ESEA subgroup.

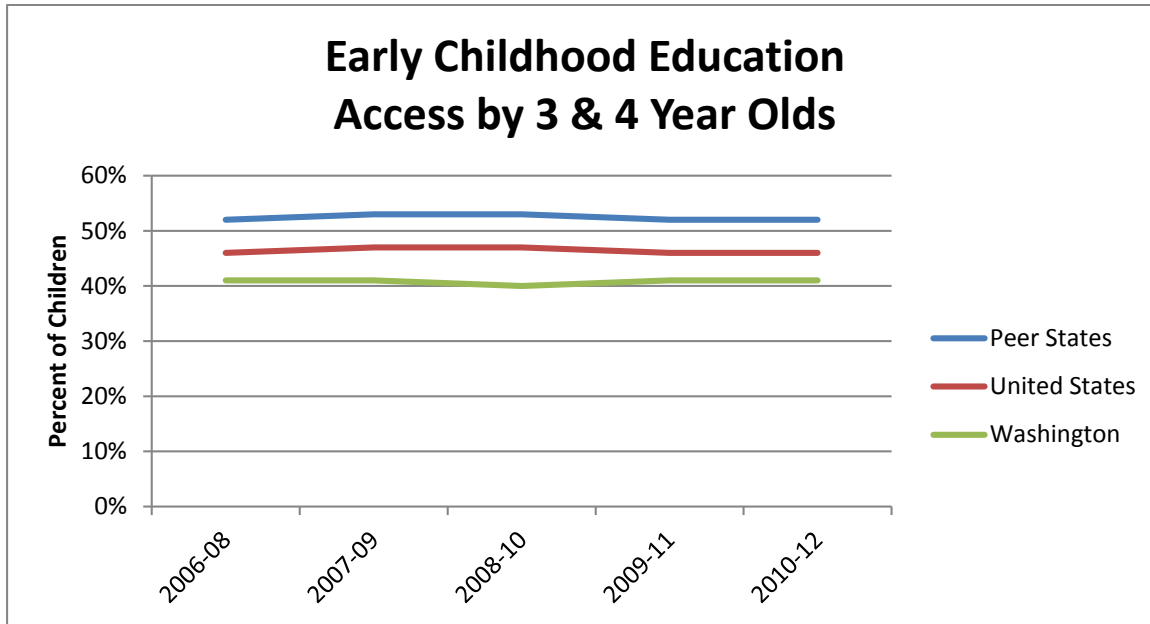
	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	40.2%	37.2%	40.8%	43.1%	-2.3
Black / African American	34.9%	41.3%	38.7%	42.5%	-3.8
American Indian / Alaskan Native	33.8%	30.2%	36.0%	36.9%	-0.9
Asian	40.9%	42.1%	45.0%	45.7%	-0.7
Hispanic / Latino	29.9%	23.9%	25.4%	32.1%	-6.7
Pacific Islander / Native Hawaiian		30.4%	30.4%	35.4%	-5.0
White	46.9%	50.3%	51.7%	52.3%	-0.6
Two or More		45.3%	47.6%	49.2%	-1.6
Students with Disabilities	19.6%	16.2%	18.7%	23.8%	-5.1
Limited English	26.1%	19.0%	20.3%	28.1%	-7.8
Low-Income	33.5%	30.1%	32.3%	36.7%	-4.4

For the WaKIDS indicator, the 2011-12 and 2012-13 results were averaged to provide the baseline value of 38.7 percent from which to derive the yearly step increase of 4.4 percentage points for the All Students group. For the All Students group, the 2013-14 performance increase was not sufficient to meet the gap reduction target of 43.1 percent (38.7 percent [baseline] plus 4.4 percent [annual step]). The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and by how much the target was missed.

High quality early childhood educational experiences allow children to develop the skills that are required for them to be independent learners when they start school. While the WaKIDS is not comparable on a national or peer state level, comparisons of access to early childhood educational opportunities are possible. Data from the KIDS COUNT Data Center developed by the Anne E. Casey Foundation (Figure A1) shows that access to early childhood education by Washington three and four year-olds is lower than the national average and lower than the Peer State average.

For the WaKIDS Educational System Health Indicator (Table A1) shows that the indicator is not on-track to meet gap reduction goals. Figure A1 shows that the percentage of three and four year olds accessing early childhood educational opportunities is lower than the national and Peer State averages.

Figure A1: Shows the percentage of 3 and 4 Year-Old Children Accessing Early Childhood Education Opportunities.



3rd Grade Literacy

The percentage of 3rd grade students meeting or exceeding standards on the 3rd grade MSP Reading Assessment was recommended as an indicator in the December 2013 Initial Report. For the 3rd Grade Literacy indicator (All Students), the 2011-12 and 2012-13 MSP results served as the baseline (71.0 percent) and the annual step increase was computed at 2.1 percentage points. The highlighted cells in the far right column identify the subgroups failing to meet their individual gap reduction targets and by how much the target were missed. See that the Asian, Hispanic/Latino, and Limited English (English Language Learners) met their individual gap reduction targets.

Table A2: Performance on the 3rd Grade Literacy Indicator by ESEA subgroup.

	2011-12	2012-13	2013-14	2013-14	Difference 2013-14
All Students	68.8%	73.1%	72.0%	73.0%	-1.0
Black / African American	54.9%	59.1%	57.3%	60.1%	-2.8
American Indian / Alaskan Native	52.1%	52.8%	49.7%	55.8%	-6.1
Asian	78.9%	83.1%	84.6%	82.4%	2.2
Hispanic / Latino	52.1%	57.2%	57.9%	57.9%	0.0
Pacific Islander / Native Hawaiian	53.3%	62.9%	56.8%	61.1%	-4.3
White	75.0%	79.4%	77.8%	78.8%	-1.0
Two or More	71.7%	75.9%	73.7%	75.7%	-2.0
Students with Disabilities	37.7%	37.4%	37.8%	42.0%	-4.2
Limited English	28.7%	41.4%	44.6%	39.7%	4.9
Low-Income	56.6%	61.4%	59.6%	61.9%	-2.3

4th Grade Reading

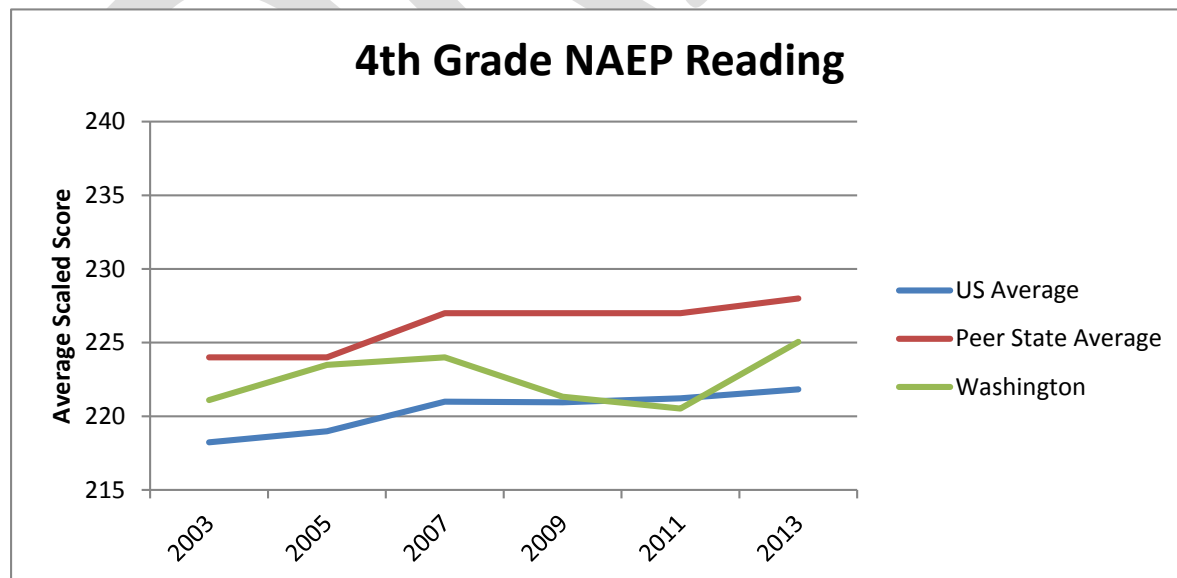
The indicator is the percentage of 4th grade students meeting or exceeding standards on the 4th grade MSP Reading Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 4th Grade Reading Indicator be replaced with the 3rd Grade Literacy Indicator.

Table A3: Performance on the 4th Grade Reading Indicator by ESEA subgroup.

	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	71.5%	72.4%	69.9%	74.0%	-4.1
Black / African American	56.5%	59.9%	55.9%	61.2%	-5.3
American Indian / Alaskan Native	52.3%	53.9%	46.5%	56.5%	-10.0
Asian	81.0%	82.7%	81.2%	83.1%	-1.9
Hispanic / Latino	56.3%	57.7%	54.7%	60.1%	-5.4
Pacific Islander / Native Hawaiian	56.1%	55.5%	55.2%	59.0%	-3.8
White	77.5%	78.1%	76.0%	79.4%	-3.4
Two or More	73.4%	75.0%	72.6%	76.0%	-3.4
Students with Disabilities	41.9%	42.1%	42.4%	46.1%	-3.7
Limited English	31.4%	33.8%	35.7%	37.4%	-1.7
Low-Income	59.7%	60.9%	57.3%	63.1%	-5.8

The 2011-12 and 2012-13 assessment results were used to establish the All Students baseline of 72.0 percent and the calculated annual step increase is 2.0 percentage points. The All Student performance dropped in 2013-14 to the lowest point in the three most recent years and did not meet the gap reduction target. The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and by how much the target was missed.

Figure A2: Shows the Average Scaled Scores for the 4th Grade NAEP Reading Results.



For the 4th Grade Reading indicator specified in the ESSB 5491 legislation, the 4th Grade NAEP Reading (Figure A2) can be utilized for national and Peer State comparisons. In 2013

Washington 4th graders posted an average scaled score of 225, which was the 15th highest in the nation placing the Washington at the 70th percentile of all states. The Peer State scaled score average for the 4th Grade NAEP Reading was 228, a full three points higher than Washington.

The 4th Grade Reading Indicator of the Educational System Health is not on-track to meet gap reduction targets as shown in Table A3. When using the 4th Grade NAEP Reading as a comparison, Washington is not ranked in the top ten percent nationally and is not comparable to the Peer States.

8th Grade Math

The indicator is the percentage of 8th grade students meeting or exceeding standards on the 8th grade MSP Math Assessment. The indicator was specifically named and described in the ESSB 5491 legislation but the 2013 Initial Report recommended that the 8th Grade Math Indicator be replaced with the 8th Grade High School Readiness Indicator.

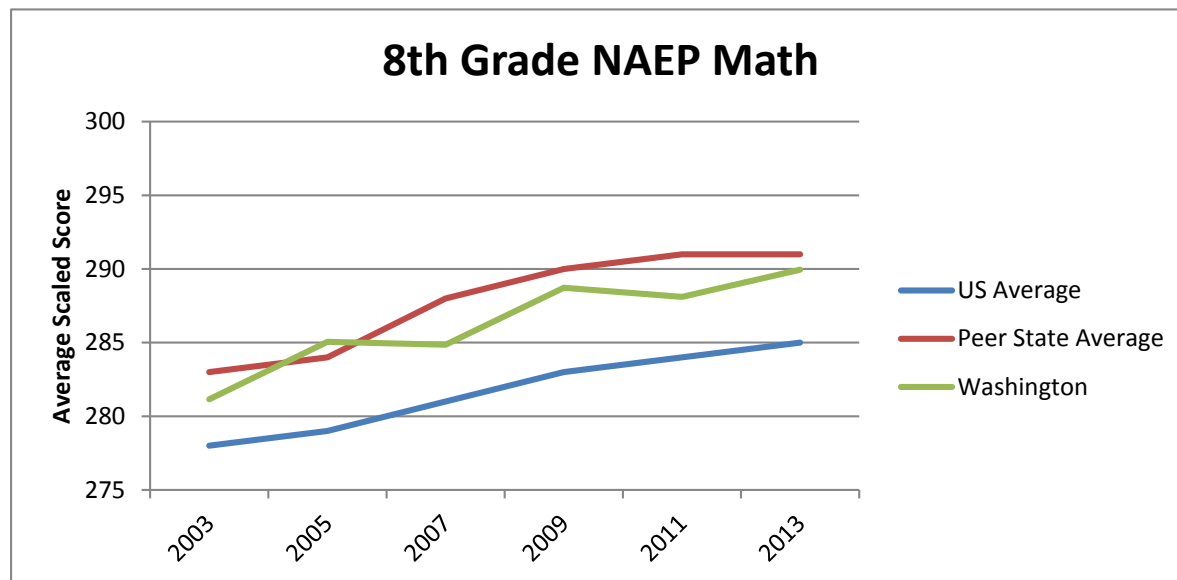
Table A4: Performance on the 8th Grade Math Indicator by ESEA subgroup

	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	55.5%	53.2%	55.8%	57.6%	-1.8
Black / African American	32.3%	32.1%	33.7%	37.0%	-3.3
American Indian / Alaskan Native	30.3%	29.3%	26.4%	34.8%	-8.4
Asian	75.0%	75.4%	78.6%	77.0%	1.6
Hispanic/Latino	39.7%	37.2%	40.0%	42.8%	-2.8
Pacific Islander/Native Hawaiian	36.8%	34.4%	41.3%	40.2%	1.1
White	61.1%	58.5%	60.8%	62.7%	-1.9
Two or More	56.8%	55.4%	58.0%	59.2%	-1.2
Students with Disabilities	13.4%	12.4%	14.3%	19.1%	-4.8
Limited English	16.6%	17.4%	18.0%	22.9%	-4.9
Low-Income	40.9%	39.0%	40.9%	44.2%	-3.3

An All Students baseline value of 54.4 percent was computed for the 2011-12 and 2012-13 assessment results which also resulted in a 3.3 percentage point annual step increase. See that the higher performance in 2013-14 was not sufficient to meet the gap reduction target. Only the Asian and Pacific Islander/Native Hawaiian subgroups met their targets.

The 8th Grade NAEP Math was used for the national and Peer State comparisons. On the 2013 NAEP Math, Washington 8th graders posted an average scaled score of 290, placing the state at the 86th percentile nationally. Washington's scaled score was higher than the U.S. average of 285 but lower than the Peer State average scaled score of 291 (Figure A3).

Figure A3: Shows the Average Scaled Scores for the 8th Grade NAEP Math Results.



Overall, the Table A4 and Figure A3 show that the 8th Grade Math indicator specified in the ESSB 5491 legislation is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- not comparable to the Peer States.

8th Grade High School Readiness

The indicator is the percentage of 8th grade students who pass 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.

A baseline value of 44.8 percent was computed based on the 2011-12 and 2012-13 assessment results and this resulted in an annual step increase of 3.9 percentage points. The All Students group posted a modest performance increase in 2013-14 from the previous year, but the increase was insufficient to meet the annual gap reduction target. The highlighted cells in the far right column indicate by how much the gap reduction target was missed. The Asian subgroup was the only group to meet the annual target.

The 8th Grade NAEP Reading can be utilized for the national and Peer State comparisons in combination with the 8th Grade NAEP Math. On the 2013 NAEP Reading (Figure A4), Washington 8th graders posted an average scaled score of 272, which was the 8th highest in the country and this scaled score placed Washington at the 84th percentile of all states. The Washington average scaled score was higher than the U.S. average of 268 and equaled the Peer State average.

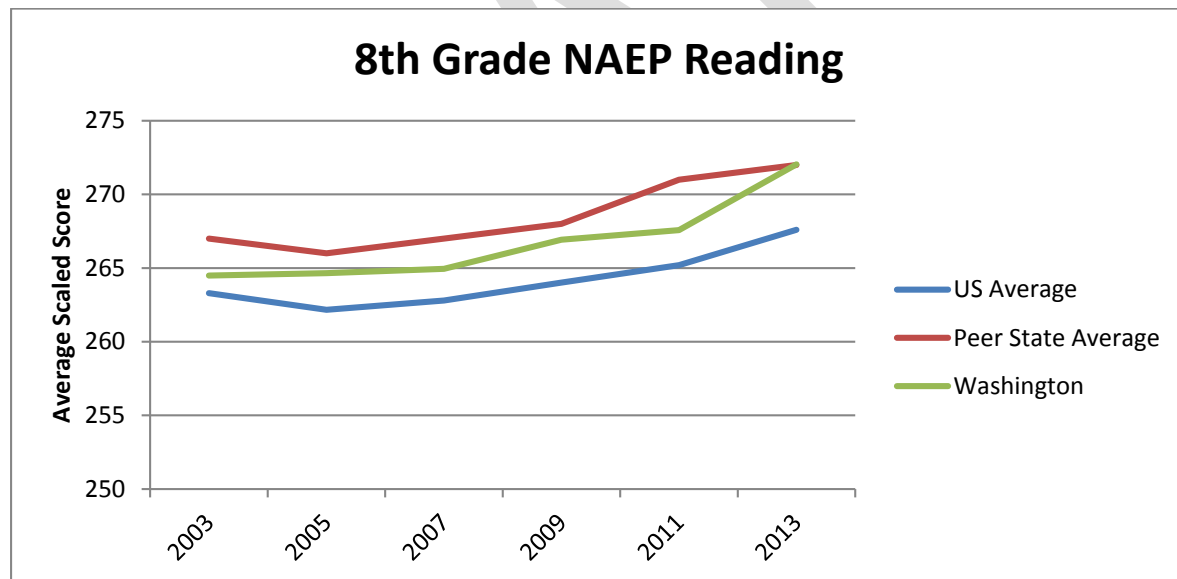
Overall, the Table A5 and Figure A4 show that the 8th Grade High School Readiness indicator recommended in the 2013 Initial Report is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- partially comparable (reading yes – math not) to the Peer States.

Table A5: Performance on the 8th Grade High School Readiness Indicator by ESEA subgroup.

	2011-12	2012-13	2013-14	2013-14 Goal	Difference 2013-14
All Students	45.8%	43.8%	46.9%	48.7%	-1.8
Black / African American	23.5%	22.3%	22.7%	28.4%	-5.7
American Indian / Alaskan Native	21.4%	20.7%	19.1%	26.7%	-7.6
Asian	64.3%	63.4%	69.7%	66.4%	3.3
Hispanic / Latino	27.1%	25.6%	28.7%	31.6%	-3.0
Pacific Islander / Native Hawaiian	23.4%	23.0%	26.4%	28.7%	-2.3
White	52.0%	50.1%	53.0%	54.5%	-1.5
Two or More	47.5%	45.7%	48.8%	50.4%	-1.6
Students with Disabilities	5.7%	5.2%	6.9%	12.2%	-5.3
Limited English	4.4%	4.5%	5.9%	11.3%	-5.4
Low-Income	29.6%	27.9%	30.1%	33.8%	-3.7

Figure A4: Shows the Average Scaled Scores for the 8th Grade NAEP Reading Results.



4-Year Adjusted Cohort Graduation Rate (ACGR)

The indicator is the official on-time graduation rate following the Adjusted Cohort methodology utilized by most of the United States. The 2010-11 and 2011-12 ACGR results were utilized to compute the baseline value of 76.9 percent and the annual step increase of 1.7 percentage points. The 4-Year ACGR fell in 2013 to 76.0 percent (Table A6), so the All Students group did not meet the annual gap reduction target. The highlighted cells in the far right column indicate that no subgroup met their individual gap reduction targets and shows by how much the target was missed by each group.

Table A6: 4-Year Adjusted Cohort Graduation Rate by ESEA Subgroup.

	2010-11	2011-12	2012-13	Goal 2012-13	Difference 2012-13
All Students	76.6%	77.2%	76.0%	78.6%	-2.6
Black / African American	68.9%	66.9%	65.4%	70.2%	-4.8
American Indian / Alaskan Native	62.2%	56.4%	52.5%	62.2%	-9.7
Asian	84.9%	84.4%	84.1%	85.7%	-1.6
Hispanic / Latino	67.6%	66.5%	65.6%	69.4%	-3.8
Pacific Islander / Native Hawaiian	66.9%	64.4%	62.3%	68.1%	-5.8
White	81.9%	80.2%	79.4%	82.4%	-3.0
Two or More	73.6%	78.1%	76.2%	77.6%	-1.4
Students with Disabilities	59.6%	57.4%	54.4%	61.5%	-7.1
Limited English	54.5%	53.8%	50.4%	57.4%	-7.0
Low-Income	68.5%	66.0%	64.6%	69.6%	-5.0

The methodology to compute the Adjusted Cohort Graduation Rate is uniform across the country, so it is possible to compare the ACGR for Washington to other states. For the graduation class of 2010-11, Washington's 76 percent graduation rate was the 12th lowest in the country placing the state at the 24th percentile. In 2011-12, the Washington ACGR of 77.2 percent was the 17th lowest in the nation placing the state at the 34th percentile. The US Department of Education has not yet released the 2012-13 ACGRs for all 50 states, so the 2013 national ranking remains unknown.

As for the Peer State comparison, Washington's 2011 ACGR of 76 percent was the second lowest of the Peer States that averaged 80.4 percent. The 2012 ACGR of 77.2 percent for Washington was approximately 5 percentage points lower than the Peer State average and was the second lowest of the Peer States. Finally, the Peer State ACGR average increased to nearly 84 percent while the 2013 Washington ACGR fell to 76 percent.

To summarize these results, Table A6 and the data presented above show that the 4-Year Graduation Rate indicator specified in the ESSB 5491 legislation is:

- not on-track to meet gap reduction targets,
- not ranked in the top ten percent nationally, and
- not comparable to the Peer State averages.

Access to Quality Schools

This indicator is a measure of the percentage of students attending schools rated as Good, Very Good, or Exemplary through the Washington Achievement Index. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report.

The 2011-12 and 2012-13 Index results were used to compute the baseline value of 56.8 percent and the annual step increase of 3.1 percentage points. The analysis of the gap reduction cannot be made until the 2013-14 Achievement Index is computed, which is expected to be in early January.

Table A7: Shows the Percentage of Students Attending Good or Better Rated Schools.

	2010-11	2011-12	2012-13	Goal 2013-14	Difference 2013-14
Good or Better Schools	50.9%	55.6%	57.9%	59.8%	TBD

Quality of High School Diploma

The indicator is the percentage of high school graduates who bypass remedial courses in college during the year immediately following graduation. The 2011-12 data displayed below describes students who graduated high school as part of the class of 2009-10 and enrolled in a public 2- or 4-year institution of higher learning during the 2010-11 school year. Table A8 shows that approximately 85 percent of students enrolled in and successfully completed credit-bearing college coursework immediately after graduation.

Table A8: Shows the Percentage of High School Graduates Bypassing Remedial Courses in College.

	2009-10	2010-11	2011-12	2012-13 Goal	Difference 2012-13
All Students	ND	81.9%	85.3%	84.8%	TBD
Black / African American	ND	77.4%	80.7%	80.6%	TBD
American Indian / Alaskan Native	ND	83.1%	85.3%	85.3%	TBD
Asian	ND	82.1%	84.5%	84.5%	TBD
Hispanic / Latino	ND	76.2%	80.4%	79.9%	TBD
Pacific Islander / Native Hawaiian	ND	83.9%	88.5%	87.2%	TBD
White	ND	83.2%	86.7%	86.0%	TBD
Students with Disabilities	ND	83.7%	86.9%	86.4%	TBD
Limited English	ND	72.6%	76.1%	76.2%	TBD
Low-Income	ND	80.0%	83.0%	82.8%	TBD

The 2010-11 and 2011-12 results provided by the Educational Research and Data Center (ERDC) and the Washington State Board for Community and Technical Colleges (SBCTC) yielded a baseline value of 83.6 percent and an annual step increase of 1.2 percentage points. According to the SBCTC staff, the report was temporarily discontinued but is set to resume in the near future. Until the next report, the analysis or attainment of the gap reduction target cannot be completed.

As for national and Peer State comparisons, one analysis (*Remediation: Higher Education's Bridge to Nowhere*, conducted by Complete College America in 2012) provided summary data separately for two- and four-year higher institutional remediation rates. 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 say one way or another 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

This measure is the percentage of high school graduates attaining certificates, credentials, and completing apprenticeships prior to age 26. This indicator was recommended for inclusion in the Educational System Health Indicators in the 2013 Initial Report. This indicator is prominent in both 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 SBCTC Achievement Index (www.sbctc.ctc.edu/college/e_studentachievement.aspx).

The data necessary to assess the performance on this indicator has been requested from the Educational Research and Data Center (ERDC).

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OSPI is updating Strategic Plan Goals – Indicators are shown below.

ESSB 5491 Indicators	SBE Indicators	OSPI Indicators
WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergarteners in all 6 domains.	WaKIDS: Same as ESSB 5491	WaKIDS: Same as ESSB 5491
4th Grade Reading: Percentage of students Meeting or Exceeding standard on the 4 th Grade Reading MSP.	3rd Grade Literacy: Percentage of students Meeting or Exceeding standard on the 3 rd Grade Reading MSP.	3rd Grade Achievement: Percentage of students Meeting or Exceeding standard on the 3 rd Grade Reading and Math MSPs.
8th Grade Math: Percentage of students Meeting or Exceeding standard on the 8 th Grade Math MSP.	8th Grade High School Readiness: Percentage of students Meeting or Exceeding standard on all three of the 8 th Grade content area MSPs (Reading, Math, and Science).. Adds: Adequate Growth Indicator: The of 4 th and 6 th grade students meeting adequate growth targets in reading and math.	8th Grade Achievement: Percentage of students Meeting or Exceeding standard on the 8 th Grade Reading, Math, and Science MSPs. Adequate Growth Indicator: The of 4 th and 6 th grade students meeting adequate growth targets in reading and math.
		High School Achievement: The percentage of students enrolled and who pass Algebra 1/Integrated Math I assessment by the end of the 8 th and 9 th grade. The percentage of students meeting or exceeding standards on all state assessments required for graduation by the end of the 10 th grade. The percentage of ELA, math, and science course failures in 9 th grade.
High School Graduation Rate (4-Year Cohort): The percentage of students graduating using the	No Change to High School Graduation Rate (4-Year Cohort).	High School Graduation: 4- and 5-Year Graduation rates.

4-Year graduation rate.	Adds: High School Graduation Rate (5-Year Cohort): The 5-Year graduation rate.	The percentage of students who took the SAT & ACT and the average score for the SAT & ACT.
<u>Quality of High School Diploma:</u> Percentage of high school graduates enrolled in precollege or remedial courses in public post-secondary institutions.	No Change to <u>Quality of High School Diploma</u> Indicator. Adds: Percentage of students meeting or exceeding standard on the 11 th Grade SBAC College and Career Readiness Assessment.	The percentage of students meeting or exceeding standard on the 11 th Grade Reading and Math Assessments (SBAC?) The percentage of students enrolled in DC and the percentage of students earning DC and certs. The percentage of students who were academically prepared for and attended college within one year of HS graduation.
<u>Post-Secondary Engagement:</u> Percentage of high school graduates who are enrolled in post-secondary education, training or are employed in the 2 nd and 4 th quarters after graduation.	<u>Post-Secondary Attainment:</u> Percentage of high school graduates attaining credentials, certificates, or completing an apprenticeship prior to age 26. No Change to Post-Secondary Engagement Indicator	The percentage of students who accessed financial aid for college. The percentage of students who completed certificates and degrees.
	<u>Access to Quality Schools:</u> The percentage of students at schools at or above the Good Tier of the Washington Achievement Index.	
		<u>"Suspensions and Expulsions"</u> <u>Attendance and Chronic Absenteeism</u>



Achievement and Accountability Workgroup (AAW) Feedback Report from the October 23, 2014 Meeting

Background on the Indicators of Educational System Health

The October 23, 2014 Achievement and Accountability Workgroup meeting focused on the Indicators of Educational System Health and the recommended reforms to address indicators that have not met performance goals. ESSB 5491, codified as RCW 28A.150.550, directed SBE to lead the effort in identifying system-wide performance goals and measurements for the six statewide indicators specified in the legislation. The legislation also requires that the SBE:

- Submit an initial and biennial reports beginning on December 1, 2013,
- Recommend revised performance goals and measurements, if necessary,
- Recommend evidence-based reforms as needed, and
- Compare Washington student achievement results with national data and to “peer states.”

Feedback on Additional and Revised Indicators of Educational System Health

SBE staff presented on the following additional and revised indicators. AAW members provided the following feedback during a large group discussion:

- Student discipline indicator
 - A combined analysis of length of suspension, type, and subgroup would be important to understanding the issue because some students experience multiple interventions.
 - The proposed data does not include in-school suspensions that cause students to lose instructional time.
 - Members noted that the quality of the reform needs to be matched by the quality of the data. SBE staff responded by stating that including it as an indicator raises the importance of the issue and that importance will cause an improvement in data quality.
 - Cautioned that there is a balance between the safety and conduct of the classroom and the needs of the individual student who may lose instructional time from a disciplinary action.
 - Suggested delving into data on students who are in multiple subgroup and special program categories. This addresses the issue of students of color being placed into special education or ELL to get them out of the classroom.
 - Suggested disaggregating the special education category.
 - Suggested that there be an indicator about attendance. Further suggested a cumulative measure that combined discipline and attendance to understand the total loss of instructional time.
- Access to Pre-K
 - Members discussed whether the access to Pre-K indicator should be part of the WaKIDS indicator or whether they should be separate indicators. They noted the balance between having too many indicators and having a clear vision through fewer indicators. However, there was no agreement. One member noted the importance of triangulation of multiple measures as part of one indicator, thus

- allowing for fewer snapshots but providing increased precision, accuracy, and understanding.
- This indicator should include parent, family, friend, and neighbor care. Furthermore, a recommended reform could include support and training for those caregivers.
- Members inquired about the survey methodology and how localized the data could get. While there was no strong objection to using survey data, members suggested using other data sources to compare to the survey data to ensure the accuracy of indicator findings. One member noted that certain subgroups may be less responsive to surveys. Staff noted that the survey data is useful because it is comparable across states.
- A member noted that enrollment is less important than the quality of the program.
- Language acquisition
 - A member cautioned that this indicator would be a measure of academic English and that is not necessarily reflective of the student's acquisition of English.
 - A member cautioned that students who are Former-ELL do very well and this indicator may not point out the issues for Current-ELL students.
 - Members discussed the graduation rate of Former-ELL students as a long-term measure of program success versus the use of 3rd and 8th grade math as a snapshot of health earlier on. Some members supported the idea of the use of graduation rate as a transitional measure. However, other members felt that graduation rate hides some important issues.
 - Suggested that the data should examine the length of time that students are at Level-II and their success. This suggestion focused on following students' length of time in the program and their outcomes.
- Adequate growth
 - Members asked questions about how Adequate Growth Percentiles work, but did not provide feedback due to limited time for discussion.

One member recommended revising the indicator of students taking remedial courses to align with a State Board of Community Technical Colleges indicator of students completing college-level math immediately after high school.

Feedback on Recommended Reforms

SBE staff presented on the indicators that have not met benchmarks towards goals and the reforms that are being recommended to improve performance on each of those indicators. After the presentation, AAW members broke into small groups to discuss each of the four reforms, then reported out as a large group. At each small group, staff wrote major takeaways on flipcharts, took notes on issues of agreement, and received feedback forms with written comments from AAW members.

Expand access to high quality early childhood education

Concern with capacity. Members noted that, in the event of expansion of early education, there will be a need for more physical space.

No agreement: Advocate for early childhood education as part of the program of Basic Education. Members raised the idea of entitling children to early education as part of the program of Basic Education, but did not agree that it should be part of the report to the Legislature on the Indicators of Educational System Health.

Concern with a culturally competent expansion of early childhood education. Members voiced concern with expanding early education to families of diverse cultural backgrounds, noting that some families may not be receptive to enrolling their children in state-offered Pre-K. A member noted that some families may mistrust the state and may prefer community-based early childhood offerings. A member stated that early education programs should be provided in the same language of the child's family so that early learning does not mean the loss of the child's home language. A member stated that the reform should incentivize dual language early learning programs.

Agreement: Scale up implementation across the state; serve the neediest first. Members noted that state-funded early education should be expanded to serve the neediest students first and expand to all students at the end of the implementation schedule.

Agreement: Choice of half-day, full-day, or opt-out. Members stated that families should be given a choice in the early learning.

Concern with breaking down family, friend, and neighbor care that already work. A member voiced concern that state-mandated early education could take children out of family and community care situations that are already working. This member stated that the reform should not jeopardize already successful community-based early education from family, friends, and neighbors.

Agreement: Need high quality early childhood professionals. Members stated that the providers of early childhood education need to be of high quality and should be afforded professional development.

Agreement: Outreach, partnerships, transitions, and district and school relationships with early learning providers are very important. Members stated that the partnerships and transitions between early learning and primary school are key to the success of this reform. Members also stated that outreach to families is important to implementation.

Concern with reinventing the wheel of what the Department of Early Learning has done. Members cautioned that the work of DEL should be expanded upon, but not reinvented.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- "Target the neediest"
- 'Part of the reform is to build two-way communication of expectations between schools and "less successful" communities – build the relationships.'
- "Half-day, full day choice. Losing their language does not equal learning: Maintain dignity of the child's primary language. When possible, provide ECE in child's language, and English language development."

Increase access to high quality expanded learning opportunities

Agreement: Local control of ELO funding; don't let the Legislature limit the list. Members discussed whether or not the Legislature could cause major problems in the way that they fund expanded learning opportunities. Multiple members noted that there should be local control of what expanded learning opportunities are chosen instead of a list of programs approved by the Legislature. This was due to regional diversity of community organizations and the variety of types of expanded learning opportunities that could be used based on student need. One

member suggested that supplemental funding mechanisms be changed from allowing the funding within the school day to being flexible to use the funding throughout the day.

Agreement: Consistently support community-based organizations; variety of ELOs is good. Members noted the importance of a variety of academic and non-academic expanded learning opportunities. When asked a guiding question on whether it should focus on extended time in school or on non-academic opportunities, members stated that they are not mutually exclusive and that supporting variety is important to the reform. Members cautioned that more of the same instruction is not the answer.

Agreement: Extend time in school for students who need it. Members were generally supportive of extending the school day and the school year to improve student outcomes, but they noted that other non-academic expanded learning opportunities were very important. However, one member stated that this reform should not be based on extended time in school and, instead, should be based on relationships between schools and community-based organization. This member noted the work of the Expanded Learning Opportunities Council with community-based organizations. In regards to an extended school year, a member suggested that the additional time be put at the beginning of school rather than the end of school to be most effective at improving student outcomes.

No agreement: A right, an opportunity, or an expectation? Members discussed whether expanded learning is a right, an opportunity, or an expectation. Although there was not agreement on which it should be, there was a repeated belief that it should be an expectation for students who need the additional support (i.e. are not meeting standard). A member noted that, in some districts, children are offered expanded learning opportunities based on assessment data, but cautioned that it should not be tied too heavily to assessment due to time and capacity concerns.

Concern with access. Members noted potential issues with access, particularly for special education students and families with transportation challenges.

Concern with accountability. The draft report on the Indicators of Educational System Health states that the districts should be accountable for providing the expanded learning opportunities. Members voiced concern with how districts would be held accountable and whether there was any means of accountability for expanded learning opportunities.

Suggestion: Not only for remediation, also for acceleration. Members noted that the Expanded Learning Opportunities are commonly thought of as a remediation practice, but they can also be used to accelerate children.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- “Yes!”
- “Extra year for all is better than extra day. Any extra day is more effective with smaller groups”
- “Ramp up method [of implementation]. Could be work experience in High School. Extended year for elementary. Extended day for high poverty Middle School age – keeping students occupied with grate activities such as extracurricular activities (i.e. chess club, soccer, basketball, debate club, science club, et cetera).”

Expand and fully fund high quality professional development

Suggestion: Approach the professional development issue as 70 hours instead of 10 days. A member noted that the hours would send a message of more flexibility for districts.

Suggestion: Use the sales pitch of doing away with waivers in exchange for the professional development. A member noted that an issue of importance for providing professional development is to do away with waivers used for that purpose.

Suggestion: Time to integrate the professional learning is as important as the lessons. A sabbatical approach to the professional development might be the most useful to teachers.

Concern that the state's role in professional development in teacher contracts is a challenging issue. A member noted that the funding for the reform is one issue, but the details of the state's involvement in professional development in teacher contracts is a large and challenging issue.

Concern that professional development with a certain list of programs from the Legislature is not useful. Members noted that the professional development funding could backfire if there is a restrictive list from the Legislature that excludes local programs that are effective. A member cautioned against providing any sort of prescription for the types of professional development.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- “Ramp up. Definition and high expectation for “quality professional development.”
- “Does this mean sabbatical? Is that possible money wise? High quality to me as a teacher means time to process and time to implement.”
- “Not extra days for the sake of extra days. There should be a district plan (school improvement plan) that specifies how the extra professional development will support student achievement.”

Expand High School and Beyond planning for high school students

Agreement: Offer an online tool. Members agreed that having an online tool for high school and beyond planning is an important part of the implementation.

Concern that the reform title is HSBP for “high school students” instead of “all students.” A member noted that the title of the reform should be changed to all students because the HSBP should extend to lower grades than high school.

Agreement: Start early. Members agreed that the High School and Beyond planning will be most successful if it starts at an early age.

Concern that middle school staff need expertise in High School and Beyond planning. Members voiced concern that the talent at postsecondary planning is in the high schools, not the middle schools. Members stated that the middle schools should be afforded additional advising or counseling support to be successful in High School and Beyond planning.

Concern that additional staff at the high school level are needed. Members voiced concern that capacity needs to increase in order to increase the quality of High School and Beyond planning.

Agreement: Family engagement is integral to the HSBP. Members noted that outreach and engagement are an important part of implementation.

Concern with universal access, particularly for ELL and Special Education students. Members voiced concern that students with language and special education needs may have access issues with High School and Beyond planning.

Agreement: College visits are important for kids. Members noted that students will benefit from High School and Beyond planning if they visit college campuses.

Suggestion: Transition HSBP and Positive Behavioral and Interventions work from middle school to high school. Members noted that PBIS and HSBP information is important to transition for every student from middle school to high school.

Suggestion: Have Grade-Level Expectations for the HSBP as a benchmark of progress. A member suggested that Grade-Level Expectations for the HSBP would allow educators to understand if they are on track in helping students to plan for postsecondary opportunities.

Agreement: Connect K-12 with Higher Education through the HSBP. Members noted the importance of establishing strong relationships between K-12 and postsecondary institutions through the implementation of the HSBP.

Members provided the following written comments in response to whether they liked the reform or improvement is needed:

- Change “high school students” to “all students.”
- “Needs to be systemic”
- “Cost of college tuition for in-state schools (four-year universities) should be an indicator of overall health – maybe in comparison to household incomes. Why get a kid college ready if the college is cost prohibitive?”

Suggestion of an Additional Reform to be Recommended in the Indicators of Educational System Health Report

Staff received the following emailed suggestion of an additional reform from an AAW member who participated in the October 23 meeting:

I would like to see my proposal for a needs based funding system included in addition to the existing four recommended reforms in the AAW Feedback Report since it is fundamentally different from anything that I see being considered by the SBE.

What I am advocating for is not the same as “a reliable and sustainable” funding source of public education. That whole discussion revolves around McCleary which is not about reforming the existing funding system to provide a needs based funding system. 2261 and 2776 and McCleary are about having the state provide more funding for all students in the K-12 system. It is about how big the education funding pie is and not about how the pie is divided up. I am talking about how the pie is divided up in order to address the achievement gap which would be in addition to “a reliable and sustainable” funding source.

In the SBE’s Strategic Plan, Goal Three talks about the Achievement Gap. In section B.I it talks about 2776, but I don’t see anywhere where it talks about reforming the existing

funding allocation system to provide a needs based funding system (sometimes referred to as student weighted formulae).

There is one other general reform that I think is needed and that is to change the inequities in the education funding formulas and provide a much more needs based funding system. Here is a non-exhaustive list of some of them:

1. State should pay for transportation costs getting homeless students to school that are not on regular bus routes.
2. State should pay the cost of social workers for schools with significant percentage of homeless students.
3. TBIP funding should be based on student need not staff mix.
4. State should pay for the cost of social workers for schools with high free and reduced price meal percentages.
5. TBIP funding should include more per student funding for secondary ELL students.
6. LAP funding should be based on student need not staff mix.
7. State funding formulas should be adjusted so that overall state funding per student is significantly higher for districts with a higher percentage of ELL and F&R price meal students (student weighted formulas).

If you have questions regarding this feedback report, please contact Parker Teed at parker.teed@k12.wa.us