



THE WASHINGTON STATE BOARD OF EDUCATION

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

December 1, 2013

Dear Legislators and key stakeholders:

In Chapter 282, Laws of 2013 (ESSB 5491), the Legislature tasked the State Board of Education to work with various state entities – including the Office of Superintendent of Public Instruction, the Workforce Training and Education Coordinating Board, the Student Achievement Council, and the Educational Opportunity Gap Oversight and Accountability Committee – on establishing goals for improvement of statewide indicators of educational system health.

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

The State Board of Education took this initial task very seriously, dedicating significant Board resources and engaging a broadly representative workgroup of stakeholders and practitioners. The Board comes away from this initial effort with a few key takeaways.

First, the Board believes that the indicators included in the legislation are a good start, but ultimately are not the best set of indicators upon which to measure our educational progress. The enabling legislation asks for suggested refinements, and the Board has responded by suggesting several important changes; among them that we focus on *attainment*, rather than *engagement*, when measuring our system progress in postsecondary education and training. Other suggested changes are detailed in the attached, and some are significant changes with major implications for target-setting.

Second, the Board recognized right away that the revision of the indicators and the transition to Common Core necessitates additional work on goals-setting. Achievement on several of our key indicators will go through a re-basing with the new Common Core tests, and serious target-setting cannot credibly precede this important transition. The Board has therefore asked that I make clear in this submission that they are seeking additional time to work on target-setting to their new and improved set of indicators with stakeholders. To comply with the statutory requirement, the Report does include “initial goals,” and a few illustrative examples are included below:

- 85% of fourth-graders reading on grade level by 2020.
- 88% of students graduating from high school in 4 years by 2020 (cohort rate).

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*

Deborah Wilds • Isabel Munoz-Colon • Kevin Lavery • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier
Randy Dorn, *Superintendent of Public Instruction*

- Cut postsecondary remediation rates of recent high school graduates in half by 2020.
- Cut the academic growth gap in half for our high and low-performing subgroups in reading and math by 2020.
- Reach 70% of our adult population with a meaningful postsecondary degree or credential by 2023.

As a system, it is imperative that we have agreed-to measures of success to ensure that we are driving toward a common goal. It would appear from our initial scan of the literature that Washington is among relatively few states that *have not* adopted educational system goals that key policymakers can routinely reference in their deliberations. We believe that this initial report sets us on path to improve our work as a state in this area.

We will keep you updated as the State Board of Education revisits target-setting over the next year.

Sincerely,

A handwritten signature in black ink that reads "Ben Rarick". The signature is written in a cursive, flowing style.

Ben Rarick



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

December 1, 2013

Prepared by:

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Partner Agencies and Committees:

- Office of Superintendent of Public Instruction (OSPI)
- Workforce Training and Education Coordinating Board (Workforce Board)
- The Washington Student Achievement Council (WSAC)
- Educational Opportunity Gap Oversight and Accountability Committee (EGOAC)
- Washington State Board for Community & Technical Colleges (SBCTC)
- Achievement and Accountability Workgroup (AAW)
- Department of Early Learning (DEL)

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ESSB 5491: Indicators of Educational System Health

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

Introduction: Why Indicators of Educational Health?

In Chapter 282, Laws of 2013 (ESSB 5491), the Legislature tasked the State Board of Education to work with various state entities – including the Office of Superintendent of Public Instruction, the Workforce Training and Education Coordinating Board, the Student Achievement Council, and the Educational Opportunity Gap Oversight and Accountability Committee – on establishing goals for improvement of statewide indicators of educational system health.

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

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

Legislative Intent

The Legislature specified in the bill their intent:

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

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

“actively working on efforts to identify measurable goals and priorities, road maps, and strategic plans for the entire educational system. It is not the legislature's intent to undermine or curtail the ongoing work of these groups. However, the legislature believes that a coordinated single set of statewide goals would help focus these efforts.”

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

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

Partners in the Implementation of ESSB 5491

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

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

Guiding Principles for Implementing ESSB 5491

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

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

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

those who are actually delivering programs and services. Slight differences in points of focus can have significant consequences for implementation.

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

Indicators Required in ESSB 5491

ESSB 5491 specifies the following six statewide indicators of educational system health.

1. The percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills administered in accordance with RCW 28A.655.080;
2. The percentage of students meeting the standard on the fourth grade statewide reading assessment administered in accordance with RCW 28A.655.070;
3. The percentage of students meeting the standard on the eighth grade statewide mathematics assessment administered in accordance with RCW 28A.655.070;
4. The four-year cohort high school graduation rate;
5. The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed; and
6. The percentage of students enrolled in precollege or remedial courses in college.

Status of ESSB 5491 Indicators

Overview and Notes

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

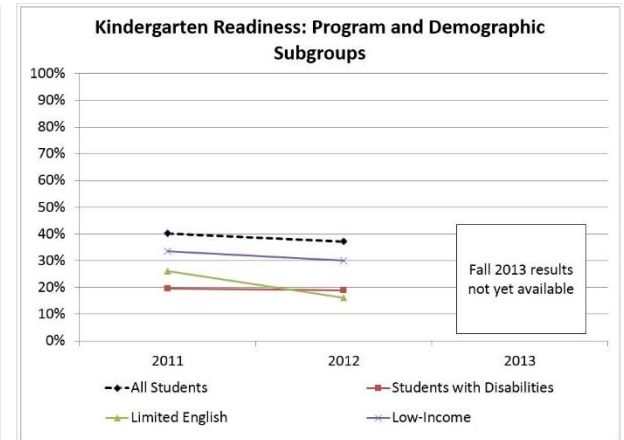
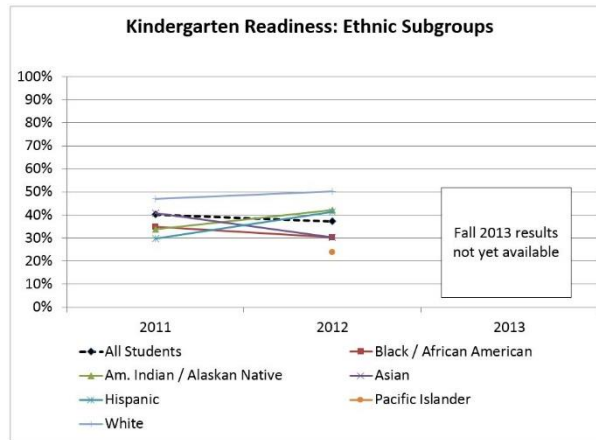
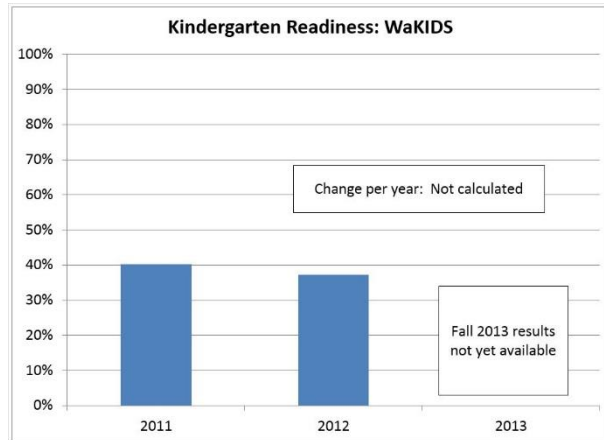
Table 1 summarizes the current state of each indicator and the data system that feeds that indicator, shows the 2013 baseline value, and shows the change per year over a five year trend.

Table 1: Indicators- Current State and Baseline Values

| Indicator | Current State of the Data | Comparative Across States or Nation? | BASELINE: 2012-13 Academic Year Results | 5-Year Trend Change Per Year (Change is in percentage points per year) |
|--|---|--------------------------------------|---|--|
| WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergartners in all 6 domains | Fall 2012 sample: N=20,700 students in 118 schools. Biased toward high-need schools receiving funding for full-day Kindergarten programs. | No | 37.2% (fall 2012) | N/A |
| Fourth Grade Reading | Stable with extensive historical data. | No | 72.4% | 0.19 |
| Eighth Grade Math | Stable with extensive historical data. | No | 53.2% | 0.87 |
| High School Graduation Rate (4-Year Cohort) | Stable with extensive historical data. Data on each graduating class is not available until December following the June graduations. | Yes | 77.2% | 1.35 |
| Percentages of graduates enrolled or employed in second and fourth quarters after graduation | 2011 and 2012 extracted from raw data provided by OFM/ERDC. Due to the lag to “4 th quarter after graduation” this indicator has the longest lag time. | No | 76.3% | N/A |
| Percentage of students enrolled in precollege or remedial courses | 2011 and 2012 extracted from raw data provided by OFM/ERDC. | No | 14.7% | N/A |

Indicator 1: Kindergarten Readiness

The percentage of students demonstrating the characteristics of entering kindergarteners in all six areas.



Data Source: OSPI

Interpretation Notes:

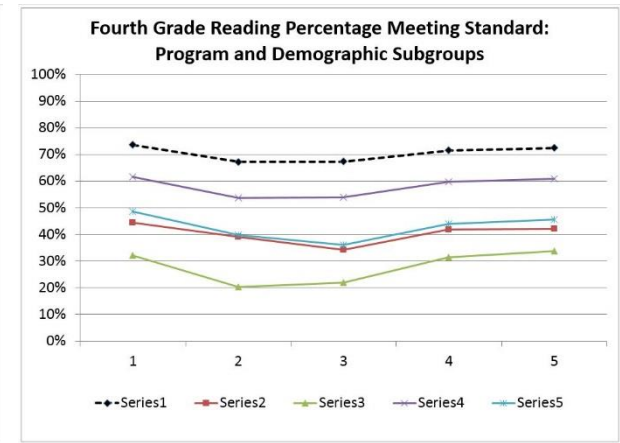
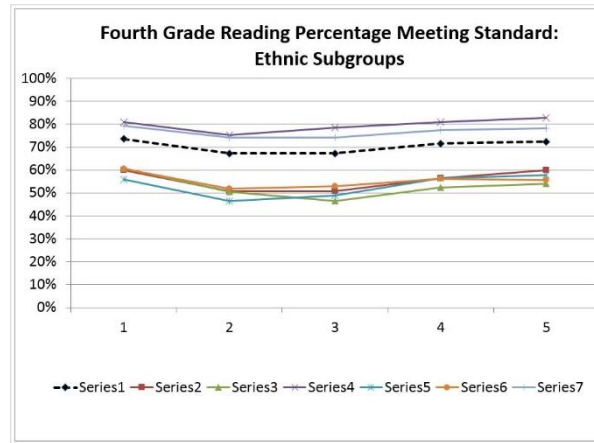
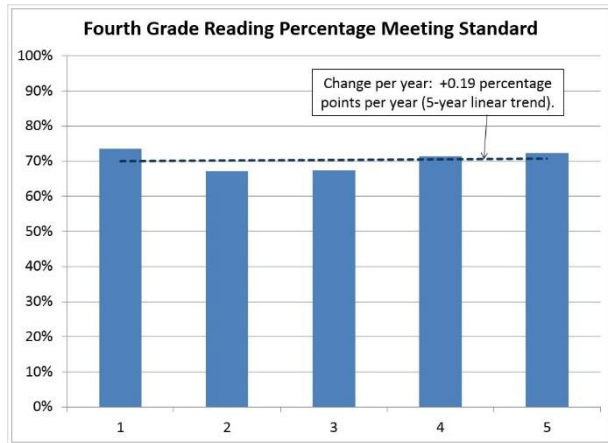
- Unrepresentative Sample:** The results presented above do not represent all kindergarten students in the state of Washington, but rather a small subset of those who are attending state-funded full-day programs. In the graphs above, the sample sizes are:

2011: 5,642 students in the sample for students demonstrating proficiency on all six areas of the WaKIDS assessment. This is approximately 7% of the possible kindergarten students. The students in this sample are 67.1% low-income (nearly double the state elementary school rate) and 27.7% Limited English students (three times the statewide average for K-12 public schools).

2012: 18,766 students in the sample for students demonstrating proficiency on all size domains of the WaKIDS assessment. This represents 118 school buildings. The students in this sample are 69.4% low-income (nearly double the state elementary school rate) and 29.1% Limited English students (three times the statewide average for K-12 public schools).
- Preliminary sample demographics for the fall 2013 results (2013-14 school year) indicate a sample of more than 45,000 students. Given that this sample will be more representative of the state’s kindergarten students, it is strongly recommended to set the baseline with the fall 2013 results.

Indicator 2: Fourth Grade Reading

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



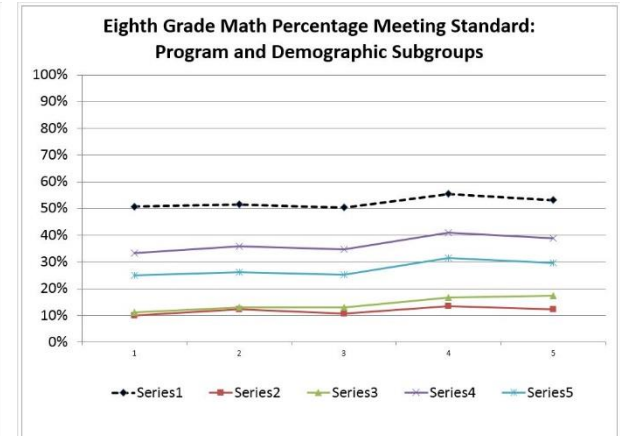
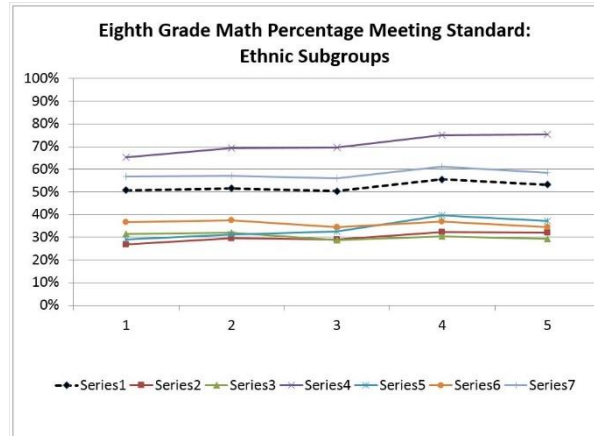
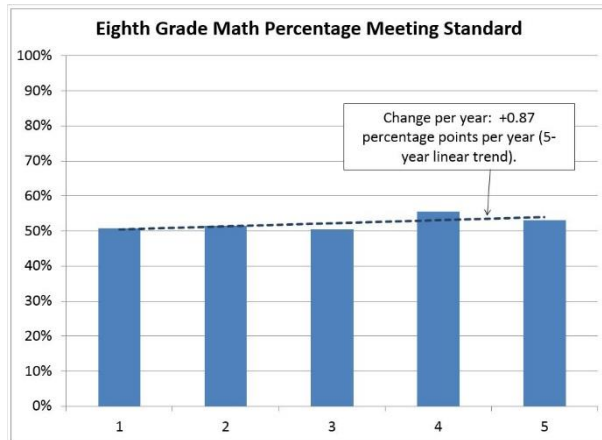
Data Source: OSPI

Interpretation Notes:

- This assessment will be replaced in the 2014-15 school year with the SBAC English/language arts assessment. This will require recalibrating the baseline and goals for this indicator.
- In 2013-14, OSPI will be field-testing the SBAC assessments. For students taking the field test, they do not take the existing MSP assessment. For these schools and students, their 2012-13 results will carry forward as their 2013-14 results. While precise numbers are not known at this time, this will impact at least 20% of the students in this grade level.

Indicator 3: Eighth Grade Math

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



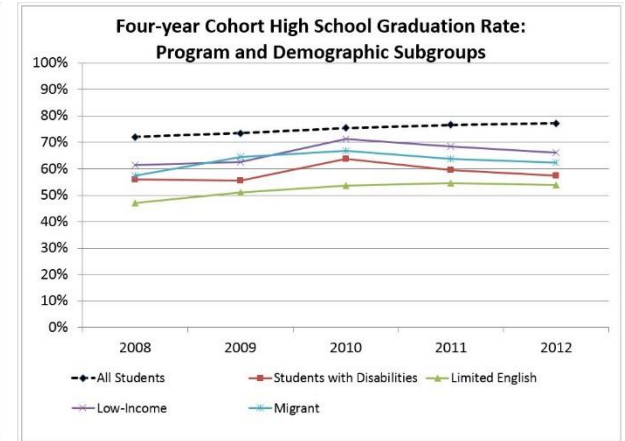
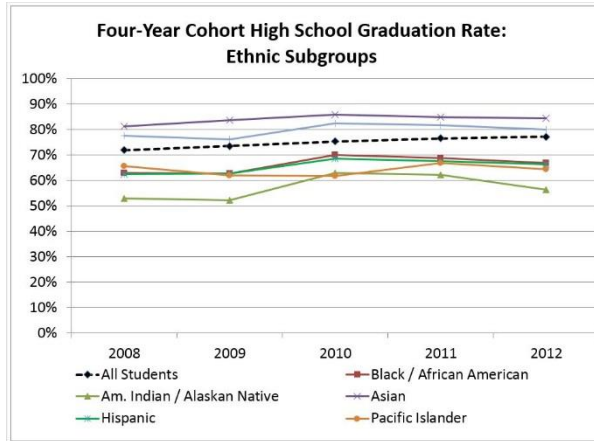
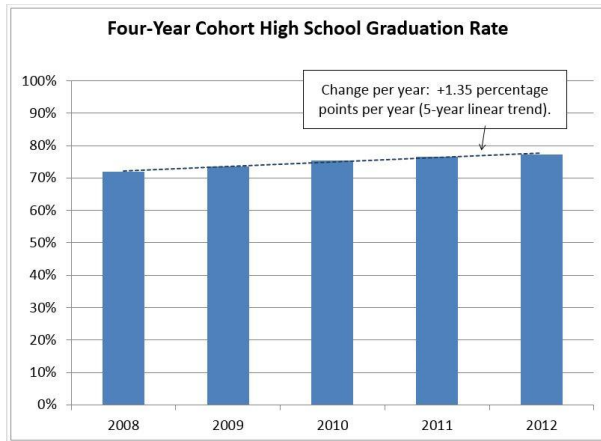
Data Source: OSPI

Interpretation Notes:

- This assessment will be replaced in the 2014-15 school year with the SBAC math assessment. This will require recalibrating the baseline and goals for this indicator.
- In 2013-14, OSPI will be field-testing the SBAC assessments. For students taking the field test, they do not take the existing MSP assessment. For these schools and students, their 2012-13 results will carry forward as their 2013-14 results. While precise numbers are not known at this time, this will impact at least 20% of the students in this grade level.

Indicator 4: Four-Year Cohort High School Graduation Rate

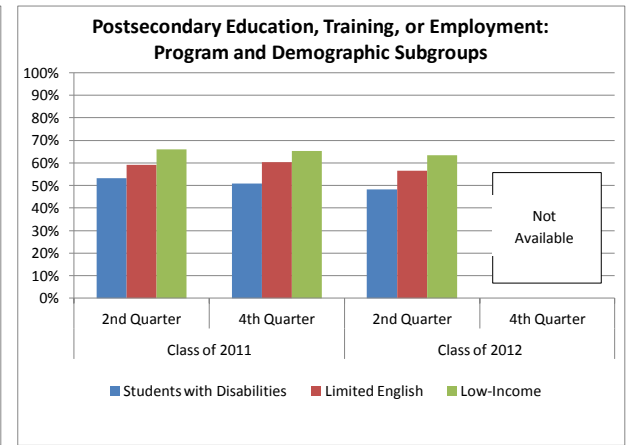
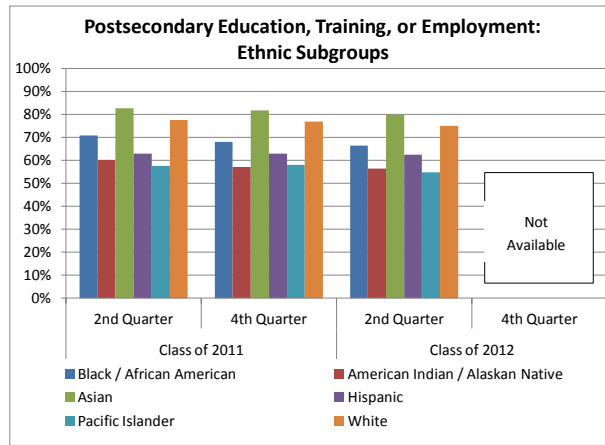
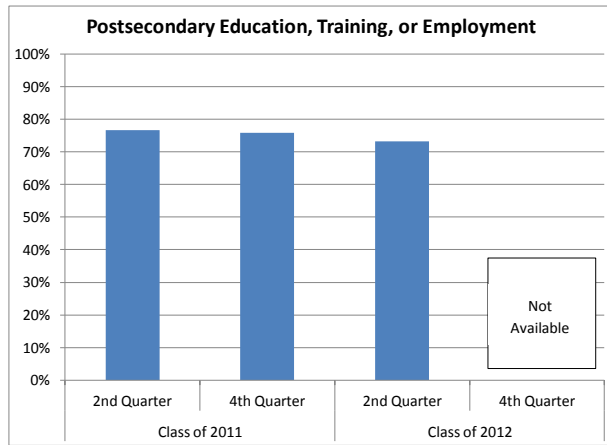
The four-year cohort high school graduation rate



Data Source: OSPI

Indicator 5: Postsecondary Education, Employment, or Training

The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation that are either enrolled in postsecondary education or training or are employed.



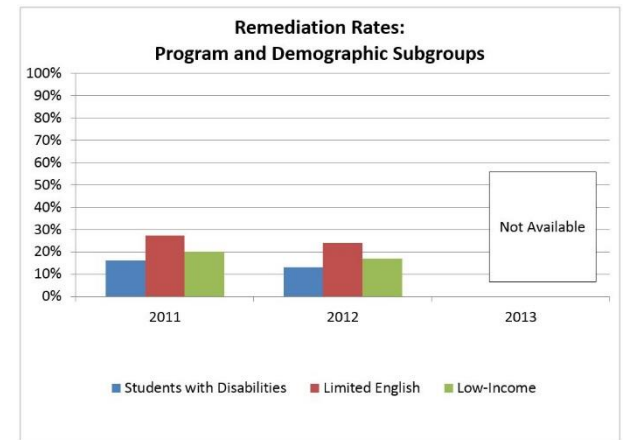
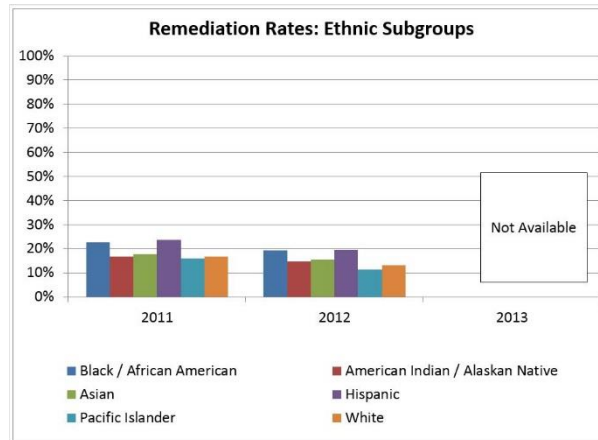
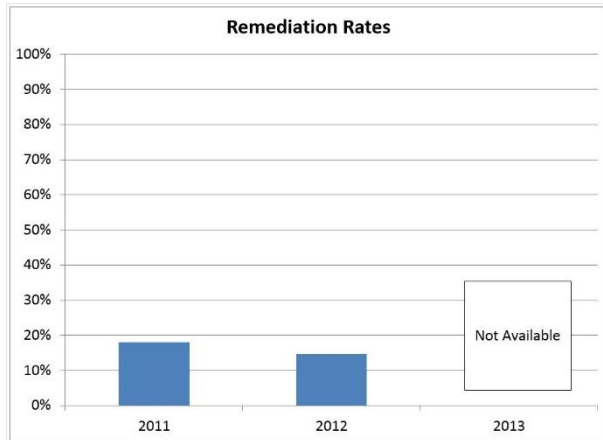
Data Source: Education Research Data Center, Office of Financial Management

Interpretation Notes:

- This represents unduplicated counts of students with an enrollment record or wage data in two-year and four-year public and private institutions. These data show students in the second quarter after graduation (October, November, or December), and the fourth quarter after graduation (April, May, or June).
- It should be noted that employment does not have a minimum threshold. In the future, a minimum threshold might be set.

Indicator 6: Remediation Rates

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



Data Source: Education Research Data Center, Office of Financial Management

Interpretation Notes:

- This represents students in public two-year and four-year institutions who received remediation in either English/language arts or math.

Initial-Goal Setting Methodology and Targets

Phased Approach

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

- Kindergarten readiness: The fall 2012 sample for WaKIDS assessment is significantly biased toward high-need schools. Fall 2012 sample size is approximately 20,700 students in 118 schools providing full-day kindergarten. This methodology recalibrates the baseline after the fall 2015 results are available (revised baseline will be based on fall 2012 - 2015 data).
- Fourth grade reading and eighth grade math: In the 2014-15 academic year, students will be assessed using the Smarter Balanced Assessments, which are aligned with the Common Core State Standards. The baselines set on the current fourth and eighth grade Measures of Student Progress (MSP) assessments will need to be recalibrated with the 2014-15 data from the Smarter Balanced Assessments.

| | Aug. 2013 – July 2014 | Aug. 2014 – July 2015 | Aug. 2015 – July 2016 | Aug. 2016 – July 2017 | Aug. 2017 – July 2018 |
|---|---|-----------------------|---|-----------------------|-----------------------|
| Indicator | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| WaKIDS | Baseline set on fall 2012 data | | Revised after 2014-15 data available | | |
| Fourth Grade Reading | Baseline set on 2013 | | Baseline reset after SBAC data availability (fall 2015). Impact of change mediated by using national comparisons if possible. | | |
| Eighth Grade Math | | | | | |
| Graduation Rate | Goals set on Class of 2011 – Class of 2013 data (if available by 12.1.13). National comparisons should be used. | | | | |
| Postsecondary education, training or employment | Baseline set on data available fall of 2013 (Graduating Class of 2012) | | | | |
| College Remediation | Baseline set on data available fall of 2013 (Graduating Class of 2012) | | | | |

Goal Targets

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

Two guiding goals for the implementation of ESSB 5491:

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

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

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

- For WaKIDS, fourth grade reading, eighth grade math, graduation rate, and postsecondary education or employment the target is 100%.
- For remediation, the target is 0% (no remediation).

Proposed Application of the Goal Targets: Indicators and Goals

The following section contains:

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

Indicator Goals

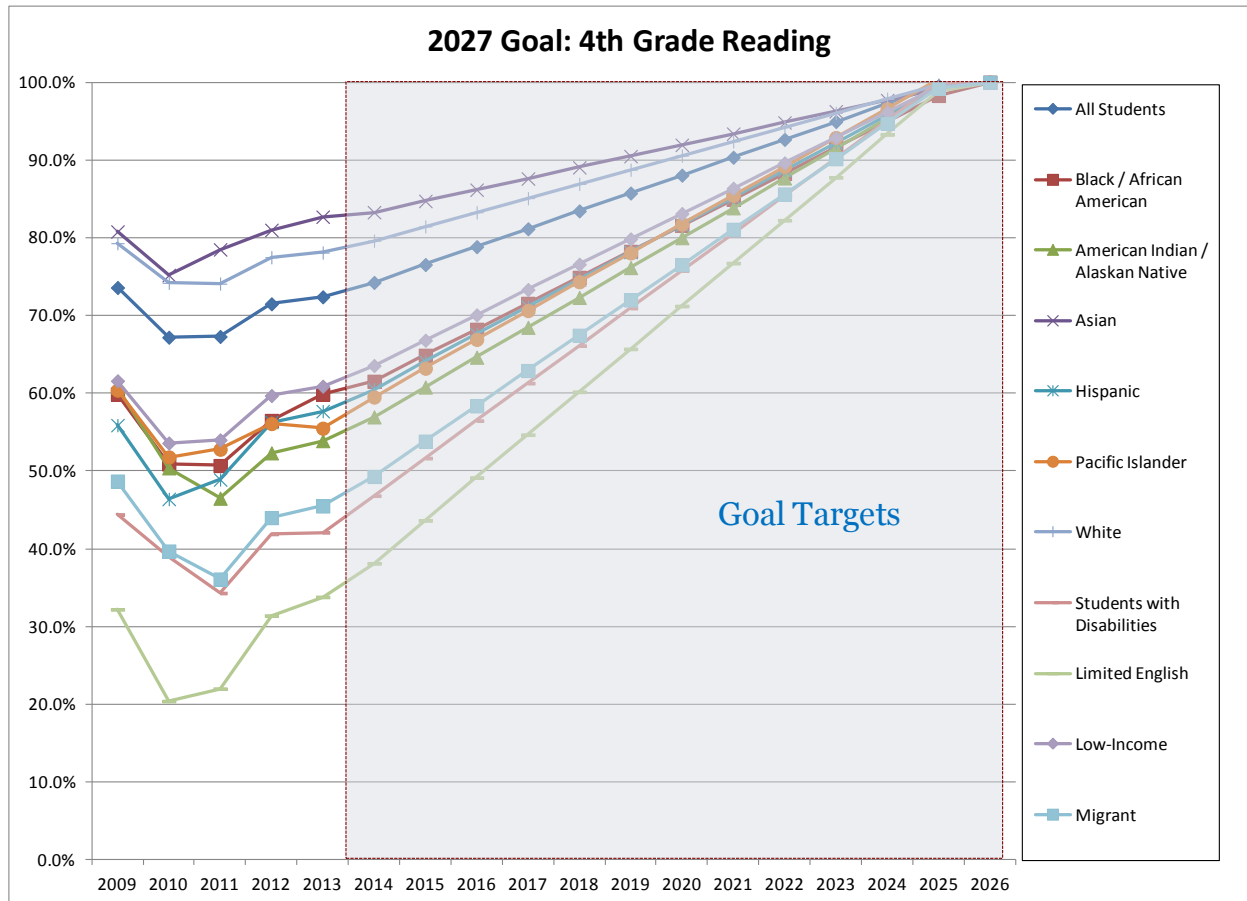
| Indicator | Baseline | Historical Change Per Year | Goal-Change Per Year | 2013-14 Goal | 2014-15 Goal | 2020 Midpoint | 2027 Endpoint |
|--|----------|----------------------------|----------------------|--------------|--------------|---------------|---------------|
| WaKIDS: Percentage of students who demonstrate the characteristics of entering kindergartners in all six areas | 37.2% | N/A | 5.2 | 42.4% | 47.7% | 68.6% | 100% |
| Fourth Grade Reading | 72.4% | 0.19 | 2.3 | 74.3% | 76.6% | 85.8% | 100% |
| Eighth Grade Math | 53.2% | 0.87 | 3.9 | 58.3% | 62.2% | 77.8% | 100% |
| High School Graduation Rate (4-Year Cohort) | 77.2% | 1.35 | 1.9 | 79.1% | 81. % | 88.5% | 100% |
| Percentages of graduates enrolled or employed in second and fourth quarters after graduation | 76.3% | N/A | 2.2 | 75.4% | 77.7% | 86.6% | 100% |
| Percentage of students enrolled in precollege or remedial courses | 14.7% | N/A | -1.2 | 13.5% | 12.2% | 7.3% | 0% |

Detailed goal tables for each indicator and each subgroup within each indicator are presented in [Appendix A: Detailed Goal Tables](#).

Goal Creation for Subgroups

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

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



Detailed goal tables for each indicator and each subgroup within each indicator are presented in [Appendix A: Detailed Goal Tables](#).

Recommendations for Revisions

Introduction to Revisions

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

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

Critical Finding: This work represents the beginning, not the end. All partner agencies and committees have noted² that the strength of this work, to date, has been the rigorous probing conversations that have led to the revised recommendations presented below. Significant investigation and research remains to be done. The revised measures represented below are undergoing scrutiny for soundness in underlying research, as well as the pragmatic issues of data sourcing and availability.

Process Guidelines for Revisions

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

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

² On November 14, 2013, agency leaders and representatives from all partner agencies and the State Board of Education reviewed the draft report. For details on these discussions, please see Ben Rarick, Executive Director, Washington State Board of Education.

Revisions Based on Desired Endpoint

The proposed revisions to ESSB 5491 are predicated on crisply defining the desired endpoint.

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

While the percentage of graduates enrolled in postsecondary education, employed, or in training is important to measure, we believe “attainment” is the critical endpoint measure. That is, the percentage of our citizenry who have attained sufficient certificates, credentials apprenticeships, and degrees to obtain a living wage job. This focus on the endpoint increases alignment with other efforts to monitor the performance of the educational system.

Design Criteria for Revisions

1. The Washington State Achievement Index provides critical measurements with increased:
 - a. Rigor: includes reading, writing, math, and science as well as career and college readiness;
 - b. Validity: uses both performance/proficiency and student growth; and
 - c. Components of the Achievement Index: the individual component measures can be isolated and used in performance monitoring (by content area, by performance vs. student growth).
2. Contextually, the performance of English Language Learners must be monitored. This is one of our fastest growing subgroups and acquisition of English language is a critical gateway skill.
3. Research into Elementary level predictors of future success: There is mounting evidence that 3rd grade is a critical milestone for literacy skills.
4. National or cross-state comparisons: Wherever possible we will report data with cross-state comparisons. The use of the SBAC assessments in 2014-15 will enable this for English/language arts and mathematics.
5. Opportunity Gap: While subgroup performance is monitored as part of each indicator (as per the bill), explicitly measuring the opportunity gap at a critical point in time is desired³.

³ Partner feedback included the request that further disaggregation of these indicators be investigated. An example is to further disaggregate Black/African American and Pacific Islanders based on country of origin or language. Another area of interest is Gifted/Highly Capable students.

Specification of Revised Indicators

Based on the points listed above and meeting the intent of ESSB 5491, a revised set of indicators⁴ for legislative monitoring of the health of the education system might look like:

1. Postsecondary Attainment: *New/Revised Indicator*

All partners contributing to this work recognize that attainment is the ultimate goal for the citizens of Washington.

- a. Indicator: The percentage of high school graduates attaining certificates, credentials, and completing apprenticeships prior to age 26. Note: additional research regarding the availability of data (or limitations on the data) is required. This indicator is prominent in both the Results Washington work on the “World Class Education Goal” (www.results.wa.gov/whatWeDo/measureResults/education.aspx), 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).
- b. Indicator: The percentage of high school graduates who during the second quarter after graduation are either enrolled in postsecondary education or training or are employed, and the percentage during the fourth quarter after graduation who are either enrolled in postsecondary education or training or are employed.

2. Quality of Secondary Diploma: *As in ESSB 5491*

- a. Indicator: The percentage of high school graduates enrolled in precollege or remedial courses in public postsecondary educational institutions (within 4 years of high school graduation). In order to be a meaningful indicator, it has been suggested that this indicator be time-bound.
- b. Indicator: Percentage of students meeting standard on the 11th grade SBAC College and Career Readiness Assessment. This assessment is one of the new assessments as part of the state’s move toward the Common Core State Standards. This sub-indicator allows for the analysis of the quality of a secondary diploma and provides a leading indicator toward postsecondary attainment.

⁴ One of the desires expressed by multiple partner agencies and the State Board of Education is to investigate possible measures representing more of a “whole-child” perspective. In the short-term this may be represented by attendance and discipline data. Significant research is needed in this area

3. **Extended High School Graduation: *Revised Indicator***
 - a. Indicator: The percent of students graduating using the five-year (extended) graduation rate data.
 - b. Indicator: The percent of students graduating with their cohort using the four-year Cohort Graduation rate. ESSB 5491 requires the use of the four-year cohort graduation rate. This measure does not show the impact of programs which assist students to use one or two more years to obtain their high school diploma. The extended graduation rate data is particularly relevant when viewing opportunity gap data for at-risk subgroups. However, the four-year graduation rate is also a strong measure of the impact of the K-12 system. Therefore, both indicators are included.

4. **Eighth Grade Readiness for High School: *New/Revised composite eighth grade Indicator***
 - a. Indicator: The percentage of students meeting standard on eighth grade assessments of reading, math, (English/language arts, math under Common Core State Standards) and science (state standards evolving to the NGSS science standards in 2018).
 - b. Language Acquisition Indicator: The percentage of students who have reached English language proficiency on the state language proficiency assessment in grades K-8.
 - c. Growth Gap Indicator: The percentage decrease in student growth gap (using the reading and math student growth component and targeted subgroup growth performance on state reading and math assessments). ESSB 5491 requires Eighth Grade Math as a single indicator. A “high school readiness” indicator would be comprised of three critical measures of high school readiness.

5. **Third Grade Literacy: *Revised Indicator***
 - a. Indicator: The percentage of students meeting standard on the third grade reading (English/language arts under the Common Core State Standards) assessment. ESSB 5491 requests fourth grade reading as the indicator. There is strong research supporting third grade reading as the best early literacy measure.
 - b. Language Acquisition Indicator: The percentage of students who have reached English language proficiency on the state language proficiency assessment in grades K-3.

6. **Kindergarten Readiness: *As in ESSB 5491***

Indicator: Percentage of students demonstrating the characteristics of entering kindergarteners on all six areas of WaKIDS assessment.

7. **Access to Quality Schools: *New Indicator***

Indicator: The percentage of schools at, or above, the “Good” tier of the revised Washington State Achievement Index. This indicator has the benefit of explicitly connecting these statewide indicators of educational health with the school and district accountability system based on the Achievement Index.

These seven indicators will provide the Legislature and citizens of Washington with a valid and reliable snapshot of the health of the educational system.

Appendix A: Detailed Goal Tables

Kindergarten Readiness: WaKIDS Assessment

Goal Statement: 100% demonstrating the characteristics of entering kindergartners in all six areas by 2027.

| | 2011 | 2012 | 2013 | Gap to 100%* | 50% of Gap* | GOAL: Yearly Step* | 2013-14 Goal |
|-----------------------------|--------------|--------------|------|--------------|--------------|--------------------|---|
| All Students | 40.2% | 37.2% | | 62.8% | 31.4% | 5.2 | Awaiting 2013-14 data to set goals |
| Black / African American | 34.9% | 30.2% | | 69.8% | 34.9% | 5.8 | |
| Am. Indian / Alaskan Native | 33.8% | 42.1% | | 57.9% | 29.0% | 4.8 | |
| Asian | 40.9% | 30.4% | | 69.6% | 34.8% | 5.8 | |
| Hispanic | 29.9% | 41.3% | | 58.7% | 29.4% | 4.9 | |
| Pacific Islander | | 23.9% | | 76.1% | 38.1% | 6.3 | |
| White | 46.9% | 50.3% | | 49.7% | 24.9% | 4.1 | |
| Students with Disabilities | 19.6% | 19.0% | | 81.0% | 40.5% | 6.8 | |
| Limited English | 26.1% | 16.2% | | 83.8% | 41.9% | 7.0 | |
| Low-Income | 33.5% | 30.1% | | 69.9% | 35.0% | 5.8 | |

*Illustrative example of a goal of closing the gap for WaKIDS

Fourth-Grade Reading

Goal Statement: 100% meeting standard on fourth grade reading by 2027.

| | 2009 | 2010 | 2011 | 2012 | 2013 | Latest 2-Year Average | 5-Yr Slope | Gap to 100% | 50% of Gap | Goal: Yearly Step | 2020 Endpoint | 2013-14 Goal |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|-----------------------|-------------|--------------|--------------|-------------------|---------------|--------------|
| All Students | 73.6% | 67.2% | 67.3% | 71.5% | 72.4% | 72.0% | 0.19 | 27.6% | 13.8% | 2.3 | 85.8% | 74.3% |
| Black / African American | 59.9% | 50.9% | 50.7% | 56.5% | 59.9% | 58.2% | 0.56 | 40.1% | 20.1% | 3.3 | 78.3% | 61.5% |
| Am. Indian / Alaskan Native | 60.8% | 50.4% | 46.5% | 52.3% | 53.9% | 53.1% | -1.19 | 46.1% | 23.1% | 3.8 | 76.2% | 57.0% |
| Asian | 80.8% | 75.2% | 78.5% | 81.0% | 82.7% | 81.9% | 0.96 | 17.3% | 8.7% | 1.4 | 90.5% | 83.3% |
| Hispanic | 55.9% | 46.4% | 48.9% | 56.3% | 57.7% | 57.0% | 1.35 | 42.3% | 21.2% | 3.5 | 78.2% | 60.5% |
| Pacific Islander | 60.4% | 51.8% | 52.8% | 56.1% | 55.5% | 55.8% | -0.55 | 44.5% | 22.3% | 3.7 | 78.1% | 59.5% |
| White | 79.3% | 74.2% | 74.1% | 77.5% | 78.1% | 77.8% | 0.09 | 21.9% | 11.0% | 1.8 | 88.8% | 79.6% |
| Students with Disabilities | 44.4% | 39.0% | 34.3% | 41.9% | 42.1% | 42.0% | -0.17 | 57.9% | 29.0% | 4.8 | 71.0% | 46.8% |
| Limited English | 32.2% | 20.4% | 22.0% | 31.4% | 33.8% | 32.6% | 1.42 | 66.2% | 33.1% | 5.5 | 65.7% | 38.1% |
| Low-Income | 61.6% | 53.6% | 54.0% | 59.7% | 60.9% | 60.3% | 0.47 | 39.1% | 19.6% | 3.3 | 79.9% | 63.6% |
| Migrant | 48.7% | 39.7% | 36.1% | 44.0% | 45.5% | 44.8% | -0.21 | 54.5% | 27.3% | 4.5 | 72.0% | 49.3% |

Eighth Grade Math

Goal Statement: 100% meeting standard on eighth grade math by 2027.

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2-Yr Base | 5-Yr Slope | Gap to 100% | 50% of Gap | GOAL: Yearly Step | 2020 Endpoint | 2013-14 Goal |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|--------------|-------------------|---------------|--------------|
| All Students | 50.8% | 51.6% | 50.4% | 55.5% | 53.2% | 54.4% | 0.9 | 46.8% | 23.4% | 3.9 | 77.8% | 58.3% |
| Black / African American | 26.8% | 29.6% | 29.0% | 32.3% | 32.1% | 32.2% | 1.3 | 67.9% | 34.0% | 5.7 | 66.2% | 37.9% |
| Am. Indian / Alaskan Native | 31.4% | 32.0% | 28.7% | 30.3% | 29.3% | 29.8% | -0.6 | 70.7% | 35.4% | 5.9 | 65.2% | 35.7% |
| Asian | 65.3% | 69.4% | 69.7% | 75.0% | 75.4% | 75.2% | 2.6 | 24.6% | 12.3% | 2.1 | 87.5% | 77.3% |
| Hispanic | 29.1% | 31.3% | 32.6% | 39.7% | 37.2% | 38.5% | 2.5 | 62.8% | 31.4% | 5.2 | 69.9% | 43.7% |
| Pacific Islander | 36.6% | 37.5% | 34.6% | 36.8% | 34.4% | 35.6% | -0.5 | 65.6% | 32.8% | 5.5 | 68.4% | 41.1% |
| White | 56.9% | 57.1% | 55.9% | 61.1% | 58.5% | 59.8% | 0.7 | 41.5% | 20.8% | 3.5 | 80.6% | 63.3% |
| Students with Disabilities | 10.0% | 12.3% | 10.8% | 13.4% | 12.4% | 12.9% | 0.6 | 87.6% | 43.8% | 7.3 | 56.7% | 20.2% |
| Limited English | 11.2% | 12.9% | 13.0% | 16.6% | 17.4% | 17.0% | 1.6 | 82.6% | 41.3% | 6.9 | 58.3% | 23.9% |
| Low-Income | 33.3% | 35.8% | 34.8% | 40.9% | 39.0% | 40.0% | 1.7 | 61.0% | 30.5% | 5.1 | 70.5% | 45.0% |
| Migrant | 25.1% | 26.1% | 25.2% | 31.5% | 29.6% | 30.6% | 1.4 | 70.4% | 35.2% | 5.9 | 65.8% | 36.4% |

High School Graduation Rate

Goal Statement: 100% four-year cohort graduation rate by 2027.

| | Graduating Class of | | | | | | Base | 5-Yr Slope | Gap to 100% | 50% of Gap | Goal: Yearly Step | 2020 Endpoint | 2013-14 Goal |
|-----------------------------|---------------------|--------------|--------------|--------------|--------------|------------|--------------|------------|--------------|--------------|-------------------|---------------|--------------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | | | | | | | |
| All Students | 72.0% | 73.5% | 75.4% | 76.6% | 77.2% | N/A | 76.9% | 1.4 | 23.1% | 11.6% | 1.9 | 88.5% | 79.1% |
| Black / African American | 63.1% | 62.7% | 70.0% | 68.9% | 66.9% | N/A | 67.9% | 1.4 | 32.1% | 16.1% | 2.7 | 84.0% | 69.6% |
| Am. Indian / Alaskan Native | 53.1% | 52.3% | 62.9% | 62.2% | 56.4% | N/A | 59.3% | 1.7 | 40.7% | 20.4% | 3.4 | 79.7% | 59.8% |
| Asian | 81.3% | 83.7% | 85.9% | 84.9% | 84.4% | N/A | 84.7% | 0.7 | 15.4% | 7.7% | 1.3 | 92.3% | 85.7% |
| Hispanic | 62.5% | 62.8% | 68.6% | 67.6% | 66.5% | N/A | 67.1% | 1.3 | 33.0% | 16.5% | 2.7 | 83.5% | 69.2% |
| Pacific Islander | 65.6% | 62.1% | 61.9% | 66.9% | 64.4% | N/A | 65.7% | 0.2 | 34.4% | 17.2% | 2.9 | 82.8% | 67.3% |
| White | 77.7% | 76.3% | 82.5% | 81.9% | 80.2% | N/A | 81.1% | 1.1 | 19.0% | 9.5% | 1.6 | 90.5% | 81.8% |
| Students with Disabilities | 55.9% | 55.5% | 63.7% | 59.6% | 57.4% | N/A | 58.5% | 0.7 | 41.5% | 20.8% | 3.5 | 79.3% | 60.9% |
| Limited English | 47.0% | 51.0% | 53.6% | 54.5% | 53.8% | N/A | 54.2% | 1.7 | 45.9% | 22.9% | 3.8 | 77.1% | 57.6% |
| Low-Income | 61.4% | 62.6% | 71.2% | 68.5% | 66.0% | N/A | 67.3% | 1.5 | 32.8% | 16.4% | 2.7 | 83.6% | 68.7% |
| Migrant | 57.4% | 64.4% | 66.9% | 63.7% | 62.4% | N/A | 63.1% | 0.9 | 37.0% | 18.5% | 3.1 | 81.5% | 65.5% |

Postsecondary Education, Training, or Employment (table 1 of 2)

Goal Statement: 100% of high school graduates enrolled in postsecondary education or training or are employed during the second or fourth quarters after graduation by 2027.

Second Quarter after Graduation

| | 2011 | 2012 | 2013 | Gap to 100% | 50% of Gap | GOAL: Yearly Step | 2020 Endpoint | 2013-14 Goal |
|-----------------------------|--------------|--------------|------|--------------|--------------|-------------------|---------------|--------------|
| All Students | 76.7% | 73.2% | | 26.8% | 13.4% | 2.2 | 86.6% | 75.4% |
| Black / African American | 70.7% | 66.3% | | 33.7% | 16.9% | 2.8 | 83.2% | 69.1% |
| Am. Indian / Alaskan Native | 60.0% | 56.4% | | 43.6% | 21.8% | 3.6 | 78.2% | 60.0% |
| Asian | 82.5% | 79.9% | | 20.1% | 10.1% | 1.7 | 90.0% | 81.6% |
| Hispanic | 62.8% | 62.3% | | 37.7% | 18.9% | 3.1 | 81.2% | 65.4% |
| Pacific Islander | 57.5% | 54.7% | | 45.3% | 22.7% | 3.8 | 77.4% | 58.5% |
| White | 77.6% | 75.0% | | 25.0% | 12.5% | 2.1 | 87.5% | 77.1% |
| Students with Disabilities | 53.2% | 48.2% | | 51.8% | 25.9% | 4.3 | 74.1% | 52.5% |
| Limited English | 59.1% | 56.6% | | 43.4% | 21.7% | 3.6 | 78.3% | 60.2% |
| Low-Income | 66.1% | 63.4% | | 36.6% | 18.3% | 3.1 | 81.7% | 66.5% |

Postsecondary Education, Training, or Employment (table 2 of 2)

Goal Statement: 100% of high school graduates enrolled in postsecondary education or training or are employed during the second or fourth quarters after graduation by 2027.

Fourth Quarter after Graduation

| | 2011 | 2012 | 2013 | Gap to 100% | 50% of Gap | Yearly Step | 2020 Endpoint | 2013-14 Goal |
|-----------------------------|--------------|------|------|-------------|---|-------------|---------------|--------------|
| All Students | 75.9% | | | N/A | Waiting for 2012 Data before setting baseline and goal steps | | | |
| Black / African American | 68.0% | | | N/A | | | | |
| Am. Indian / Alaskan Native | 57.0% | | | N/A | | | | |
| Asian | 81.6% | | | N/A | | | | |
| Hispanic | 62.9% | | | N/A | | | | |
| Pacific Islander | 58.0% | | | N/A | | | | |
| White | 76.8% | | | N/A | | | | |
| Students with Disabilities | 50.9% | | | N/A | | | | |
| Limited English | 60.4% | | | N/A | | | | |
| Low-Income | 65.2% | | | N/A | | | | |

** Data for 4th Quarter after graduation for class of 2012 not yet available

Percent of Students Enrolled in Precollege or Remedial Courses in College

Goal Statement: 0% of students enrolled in precollege or remedial courses in college by 2027.

| | 2011 | 2012 | 2013 | Latest 2-year Average | Change per year | Gap to 0% | 50% of Gap | GOAL: Yearly Step | 2020 Endpoint | 2013-14 Goal |
|------------------------------|--------------|--------------|------------|-----------------------|-----------------|--------------|-------------|-------------------|---------------|--------------|
| All Students | 18.1% | 14.7% | N/A | N/A | -3.43 | 14.7% | 7.3% | 1.2 | 7.3% | 13.5% |
| Black / African American | 22.6% | 19.3% | N/A | N/A | -3.3 | 19.3% | 9.7% | 1.6 | 9.7% | 17.7% |
| American Indian / Alaskan Na | 16.9% | 14.7% | N/A | N/A | -2.2 | 14.7% | 7.4% | 1.2 | 7.4% | 13.5% |
| Asian | 17.9% | 15.5% | N/A | N/A | -2.4 | 15.5% | 7.8% | 1.3 | 7.8% | 14.2% |
| Hispanic | 23.8% | 19.6% | N/A | N/A | -4.2 | 19.6% | 9.8% | 1.6 | 9.8% | 18.0% |
| Pacific Islander | 16.1% | 11.5% | N/A | N/A | -4.6 | 11.5% | 5.8% | 1 | 5.8% | 10.5% |
| White | 16.8% | 13.3% | N/A | N/A | -3.5 | 13.3% | 6.7% | 1.1 | 6.7% | 12.2% |
| Students with Disabilities | 16.3% | 13.1% | N/A | N/A | -3.2 | 13.1% | 6.6% | 1.1 | 6.6% | 12.0% |
| Limited English | 27.4% | 23.9% | N/A | N/A | -3.5 | 23.9% | 12.0% | 2 | 12.0% | 21.9% |
| Low-Income | 20.0% | 17.0% | N/A | N/A | -3 | 17.0% | 8.5% | 1.4 | 8.5% | 15.6% |