

Washington ESSB 5491 Performance Indicators



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WASHINGTON STATE BOARD OF EDUCATION

AUGUST 19, 2014



Presentation Roadmap



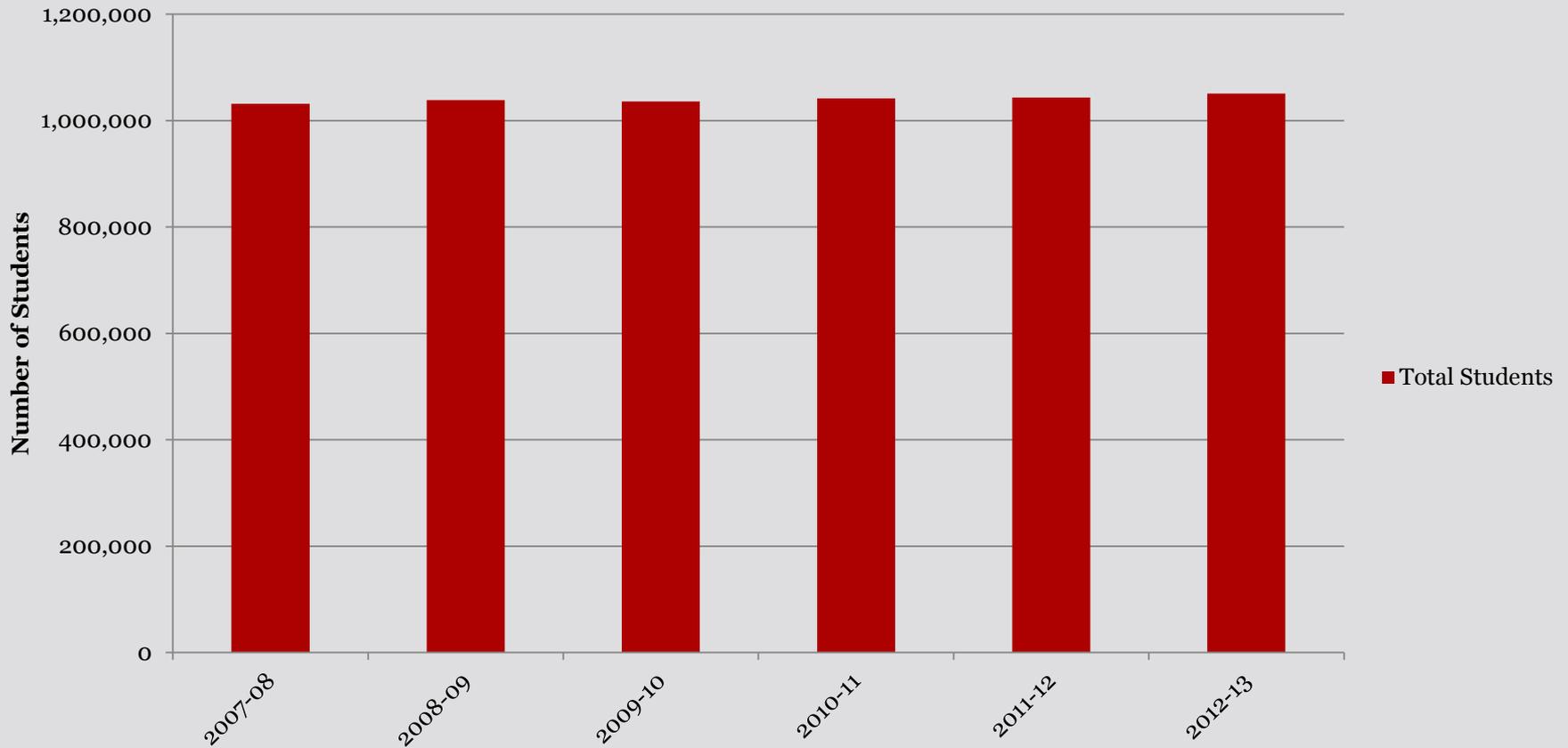
- **Changing Landscape of Education**
 - ✦ Enrollment and demographic changes
- **Examining performance gaps**
 - ✦ Through the lens of the Achievement Index
 - ✦ Through System Health Indicators
 - ✦ Preschool through High School Graduation
- **Student performance over time is the indicator of System Health**



School Enrollment Increases



Public School Enrollment

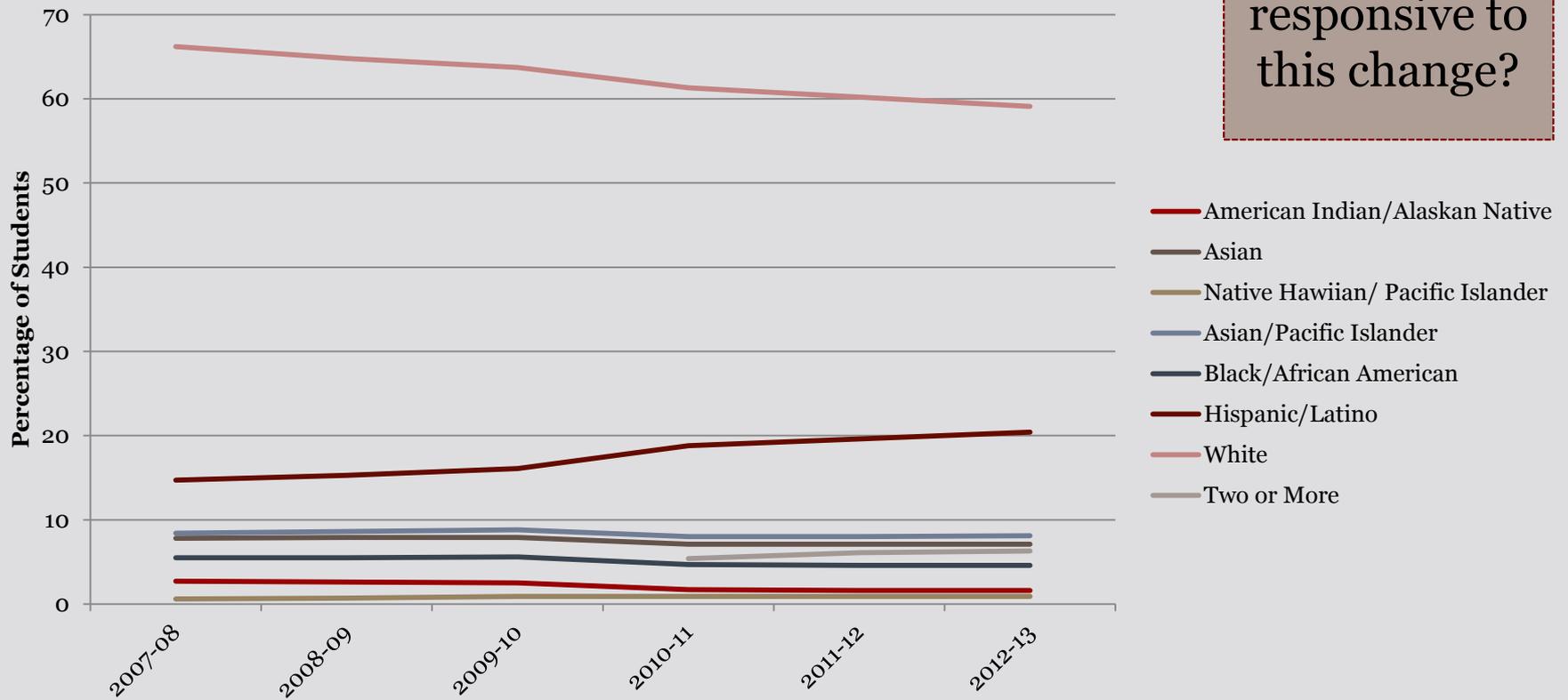


Demographics Are Changing



Do you think our system have been responsive to this change?

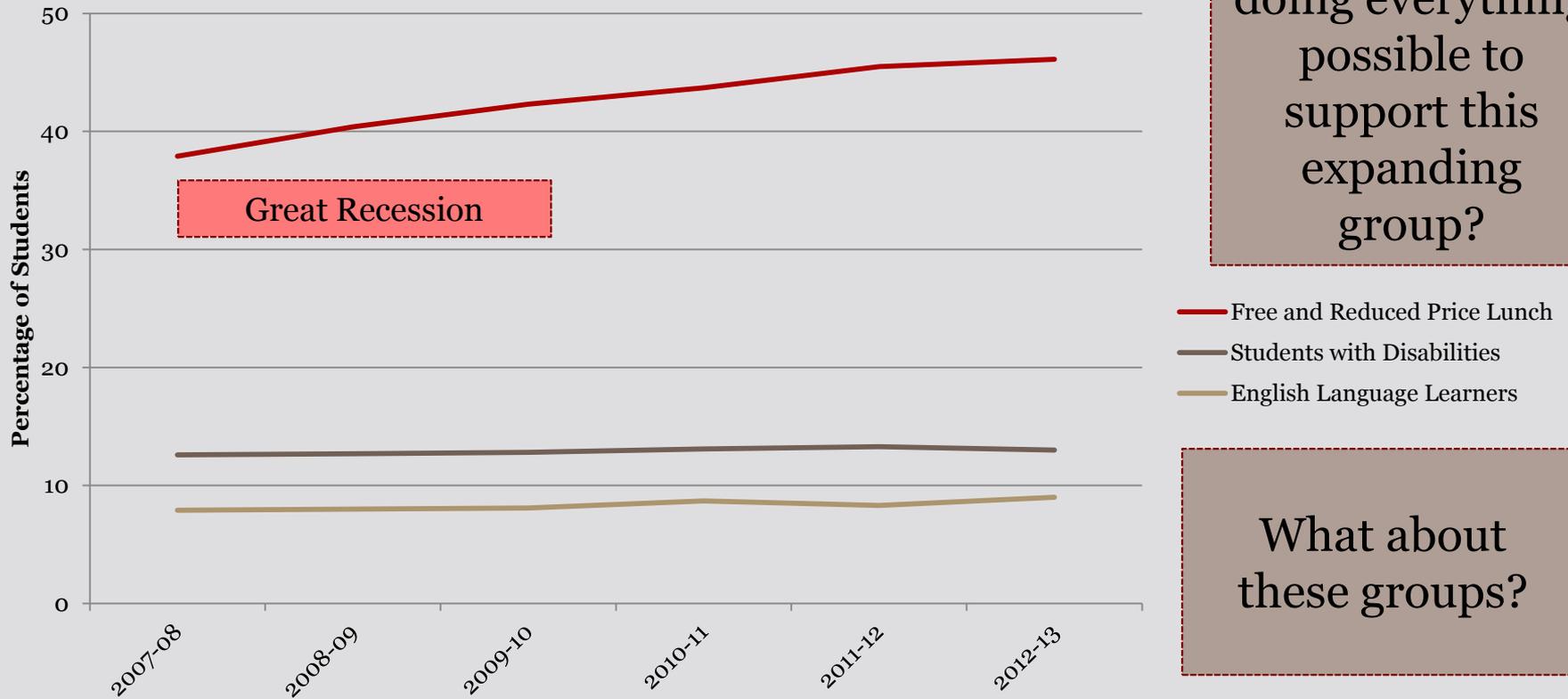
Changing Demographics Race and Ethnicity



More Low Income Students



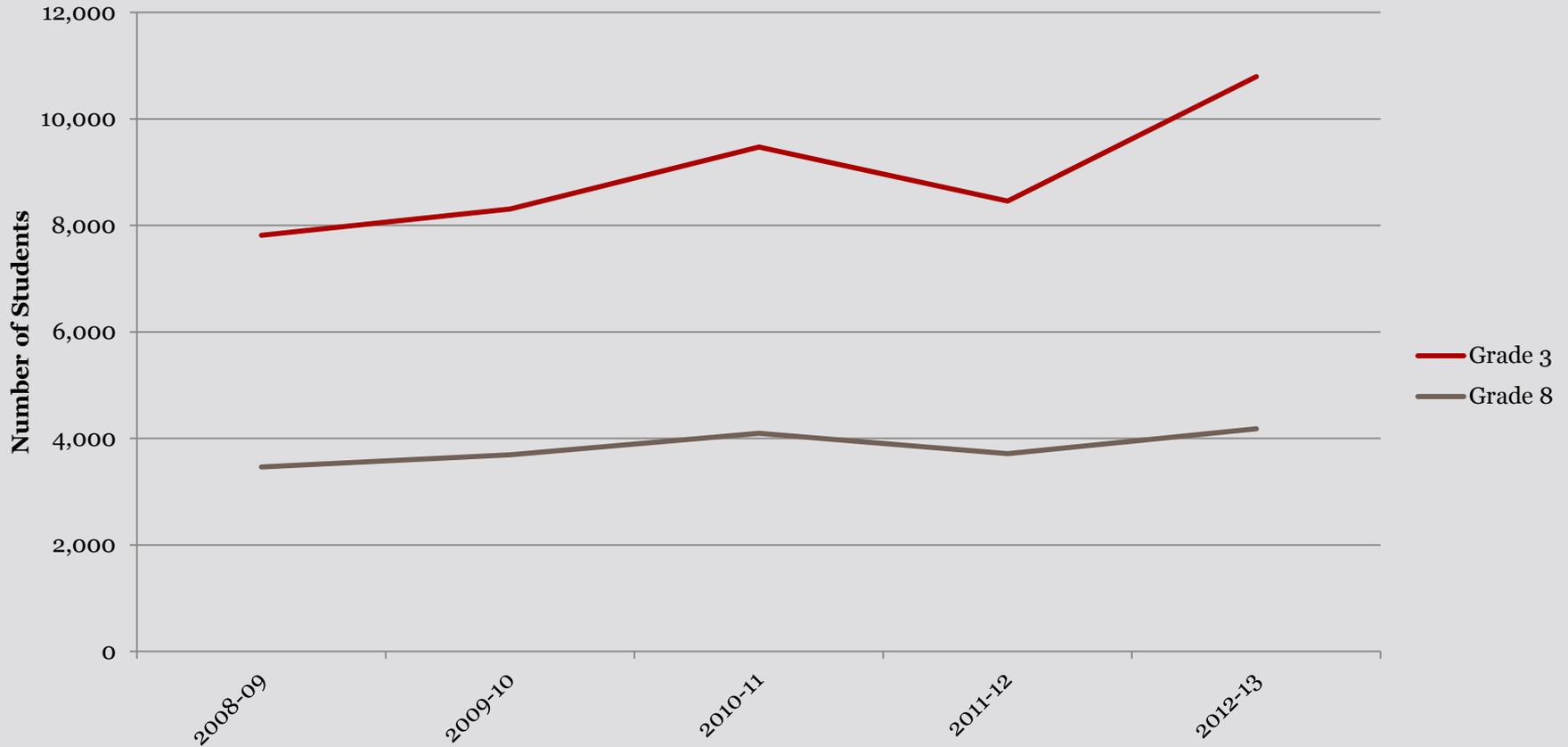
Changing Demographics Other ESEA Subgroups



Bilingual Program Increases



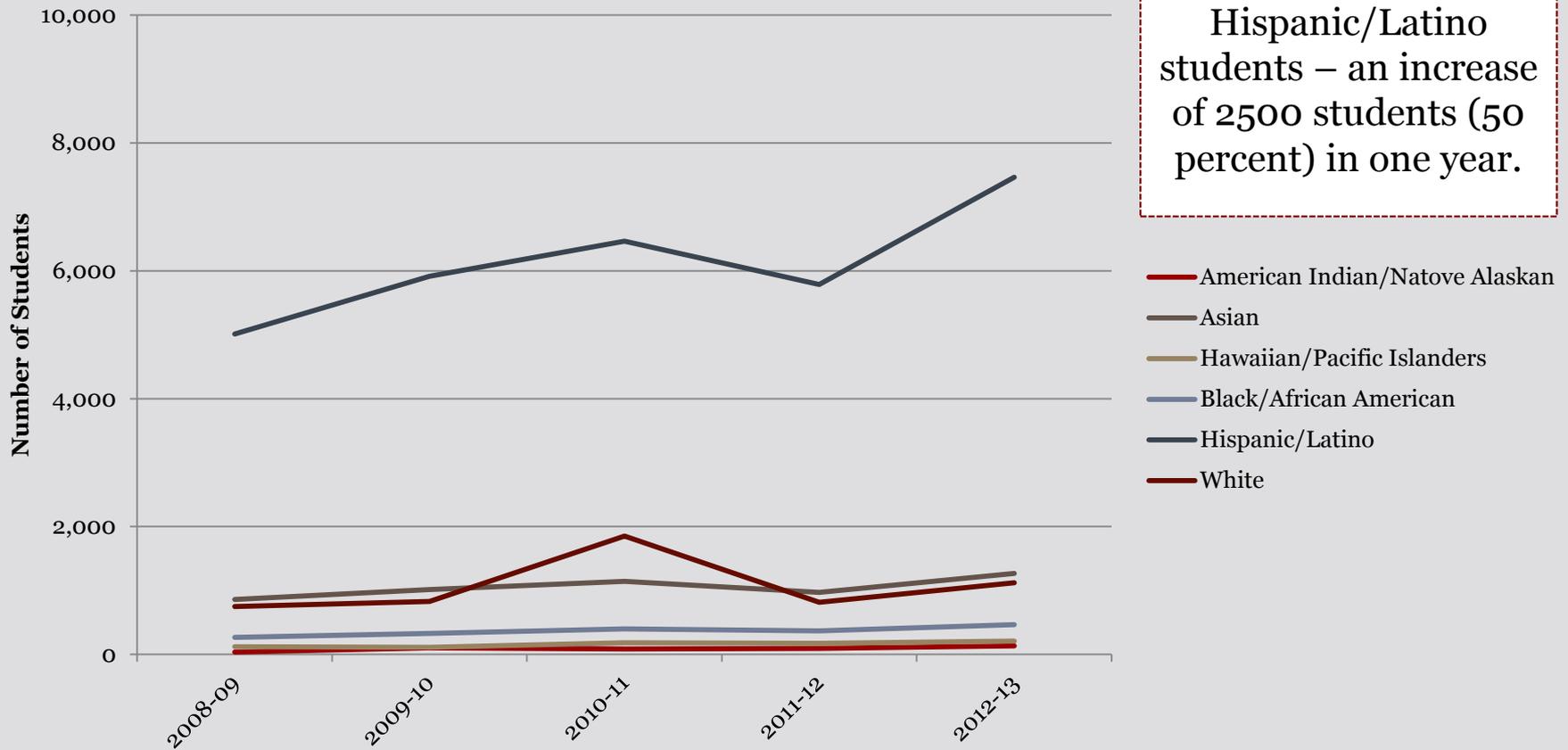
WELPA Enrollment



Enrollment Change by Race/Ethnicity



3rd Grade WELPA Enrollment



Changing Demography - Synopsis



Measure	Change	Possible Impact to Education System
Enrollment	Increasing	<ul style="list-style-type: none">• Increase class sizes
Hispanic/Latino Population	Increasing	<ul style="list-style-type: none">• Enhance classroom/cultural diversity
Bilingual Population	Increasing	<ul style="list-style-type: none">• Staffing challenges• Lower pass rates on MSP/HSPEs• Lower graduation rates• Higher assessment costs
FRL Population	Increasing	<ul style="list-style-type: none">• Higher mobility• Lower pass rates on MSP/HSPEs• Lower graduation rates• Increase educational costs



Index Website

<https://eds.ospi.k12.wa.us/WAI>



Welcome to the Washington State Achievement Index Site

The [Washington State Achievement Index](#) is designed as a unified state and federal system intended to meaningfully differentiate among schools. It is a snapshot of a school's performance based on statewide assessments. We can compare how a school performs in reading, writing, math, science, and graduation rates. The achievement index is a joint project between the [State Board of Education](#) and the [Office of the Superintendent of Public Instruction](#).

The goals are to:

- To provide a fair and consistent measurement of Washington's public schools.
- To present a clear picture of how schools and districts are performing.
- To demonstrate improvement over time and highlight closing achievement gaps.
- To tell us more, in an easier-to-understand way, than the federal "No Child Left Behind" Act's requirements for Adequate Yearly Progress.
- Show how well low income and non-low income students perform.

In July 2012, SBE and OSPI began to revise the Achievement Index to include student growth data and college and career readiness indicators. This data will provide a better way to view school performance, measuring not only how many students meet state proficiency standards, but also how much and how quickly students are learning.

Achievement Index	Proficiency					
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	10.00	9.00	10.00	8.00	9.25	8.50
Targeted Subgroups	8.75	7.00	8.50	7.25	7.88	

Achievement Index	Awards	
	Average	Growth Average
All Students	5.50	
Targeted Subgroups	5.13	5.31

Achievement Index	Career and College Readiness				Average	Overall Average
	Graduation Rate	Dual Credit/ Industry Certification	11th Grade Assessments			
All Students	9.00			9.00	8.50	
Targeted Subgroups	8.00	To be phased-in		8.00		

2013 INDEX RATING 7.46

Tools on this site:

- [Achievement Index](#) - View individual school index reports.
- [Educational System Health](#) - View statewide indicators of educational health.
- [School Code Lookup](#) - Search by Educational Service District, School District, school name, code, type and category.
- [Historic Index](#) - View historic Achievement Index data for 2008-2011 school years.
- [Index FAQ](#) - Find answers to Frequently Asked Questions.

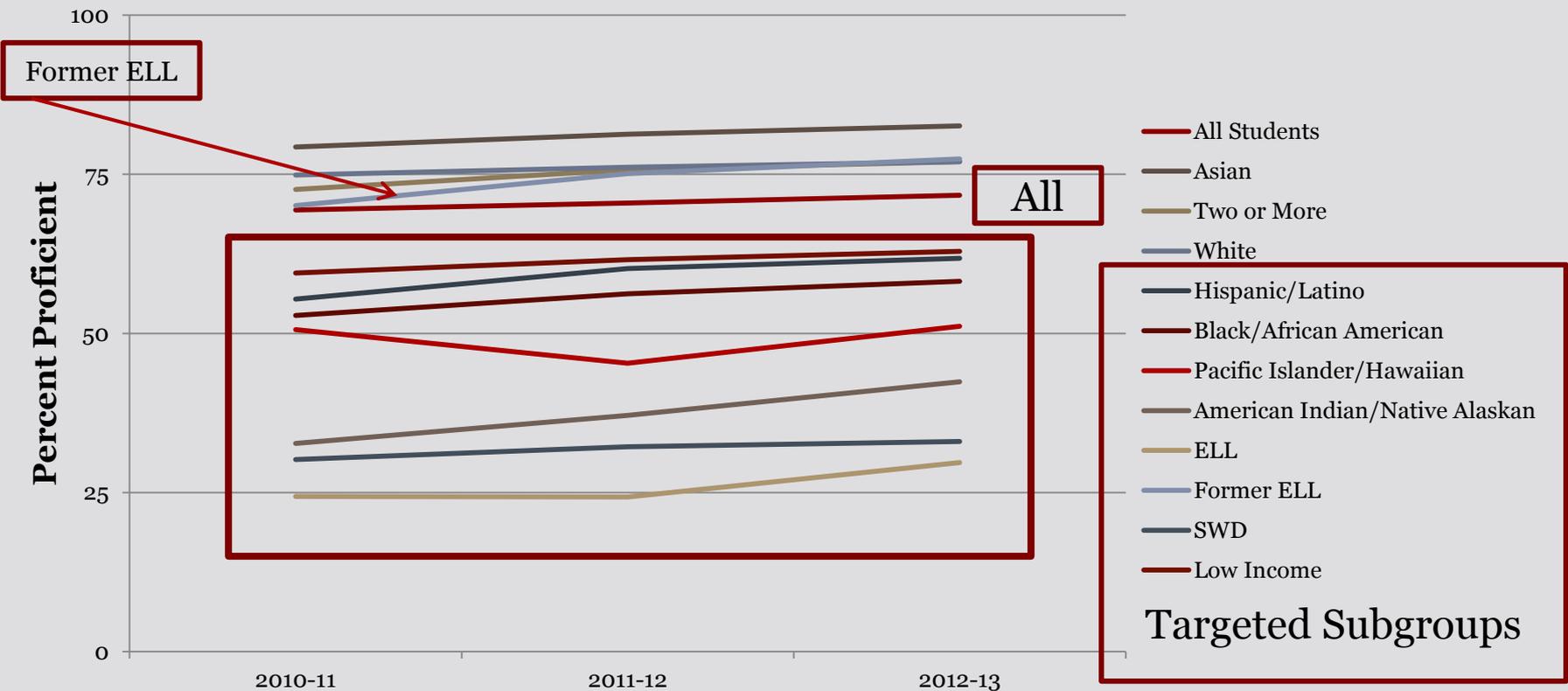
► [State Board of Education Website](#) ► [Email: sbe@k12.wa.us](mailto:sbe@k12.wa.us) Phone #: 360.725-6025 ► [OSPI Website](#) ► [Index FAQ](#) ©Copyright 2004 - 2012



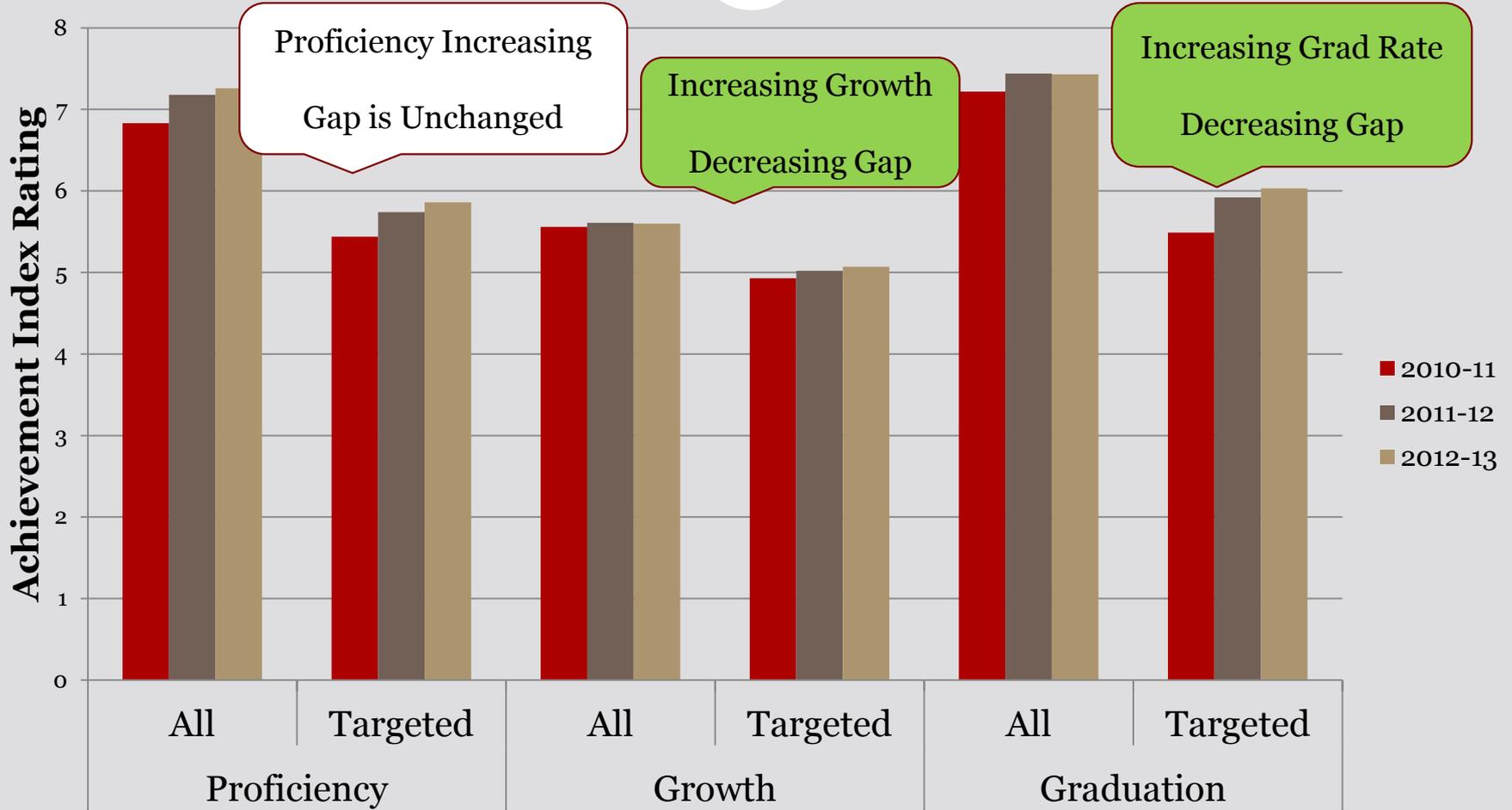
A Complex View of the Data



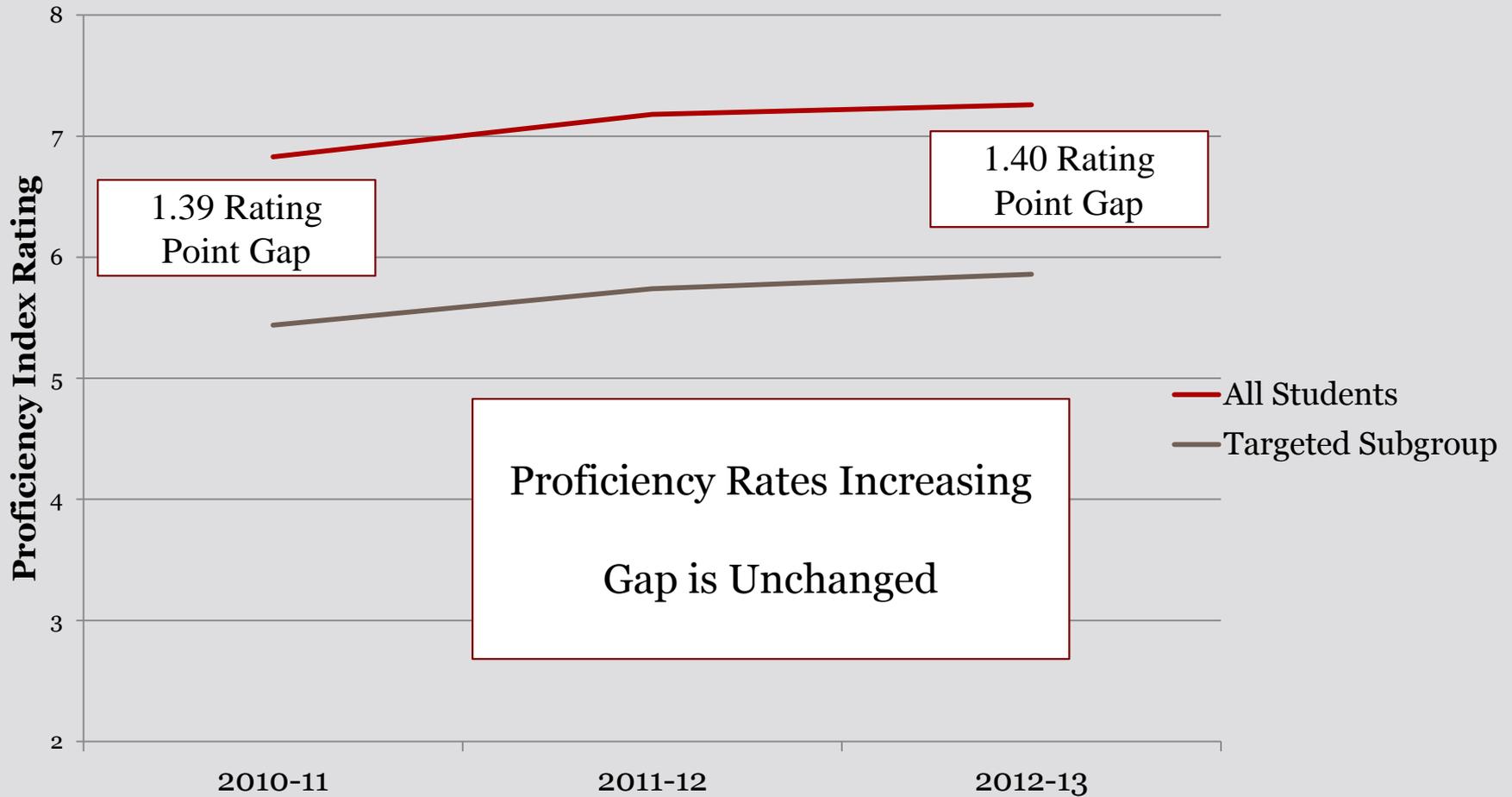
Reading Proficiency by Race/Ethnicity All Schools



Index Rating Gaps

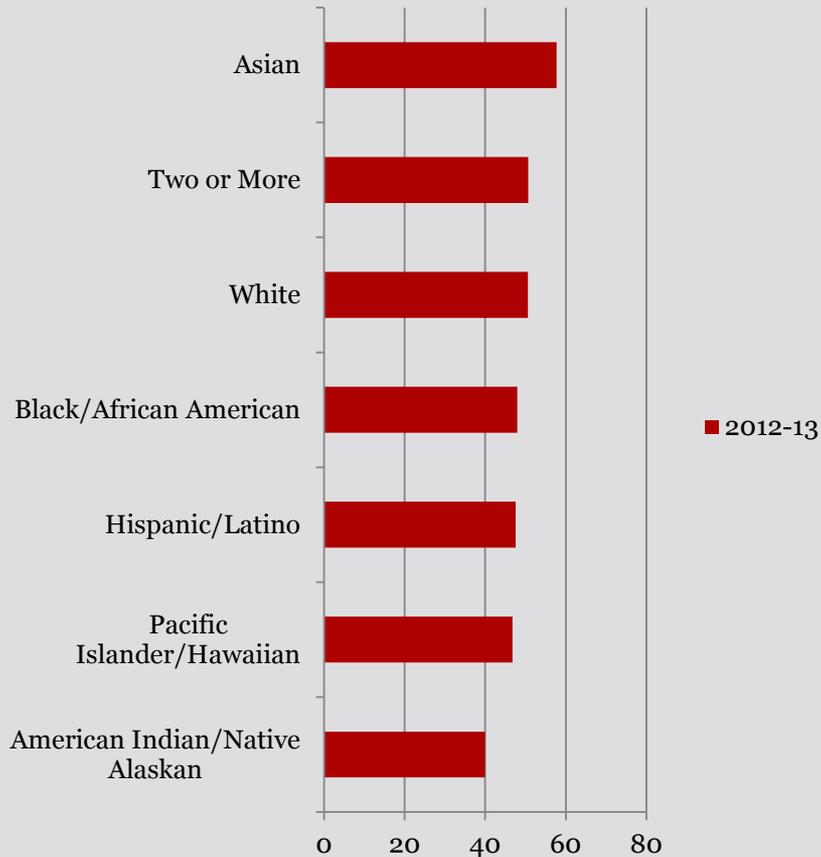


Proficiency Index Rating Gap

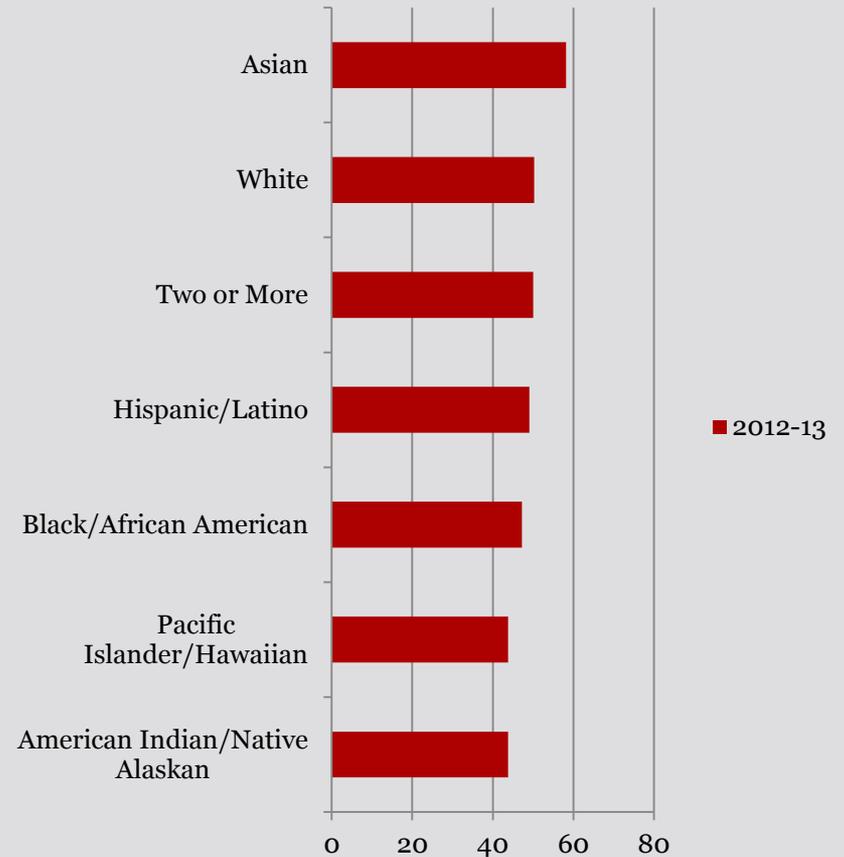


Growth Model (SGPs) by Race/Ethnicity

2012-13 Reading SGP

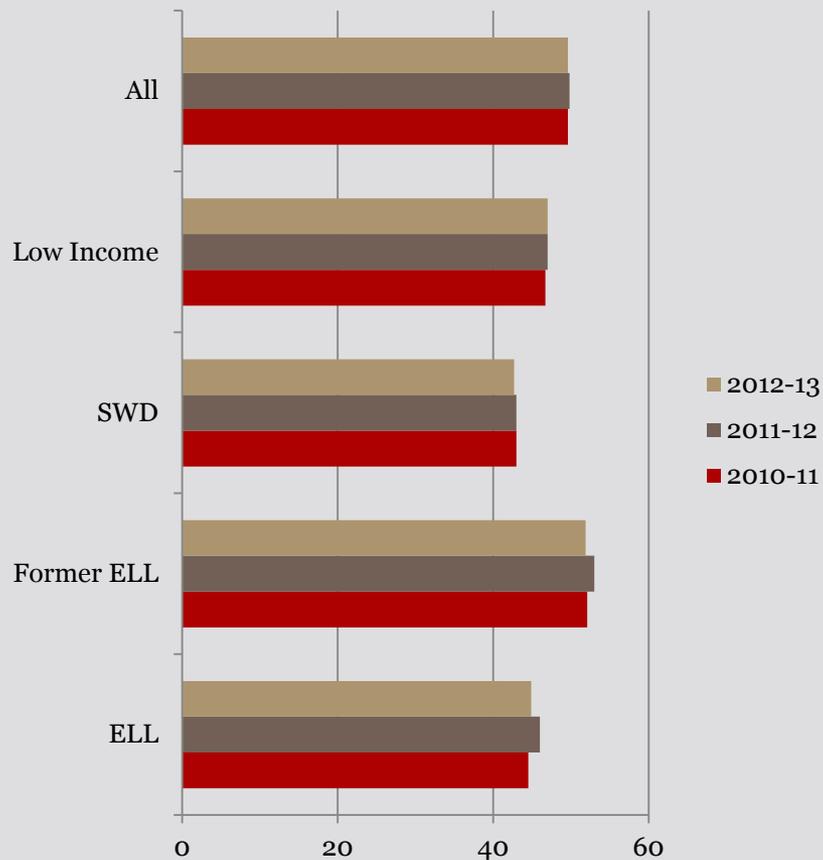


2012-13 Math SGP

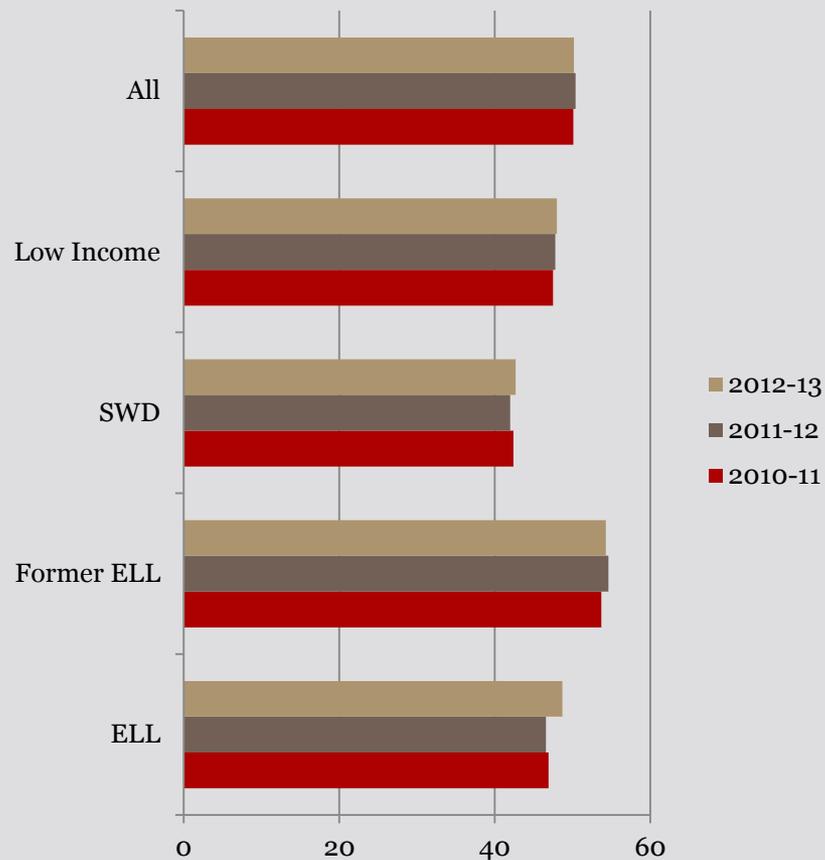


SGPs Over Time

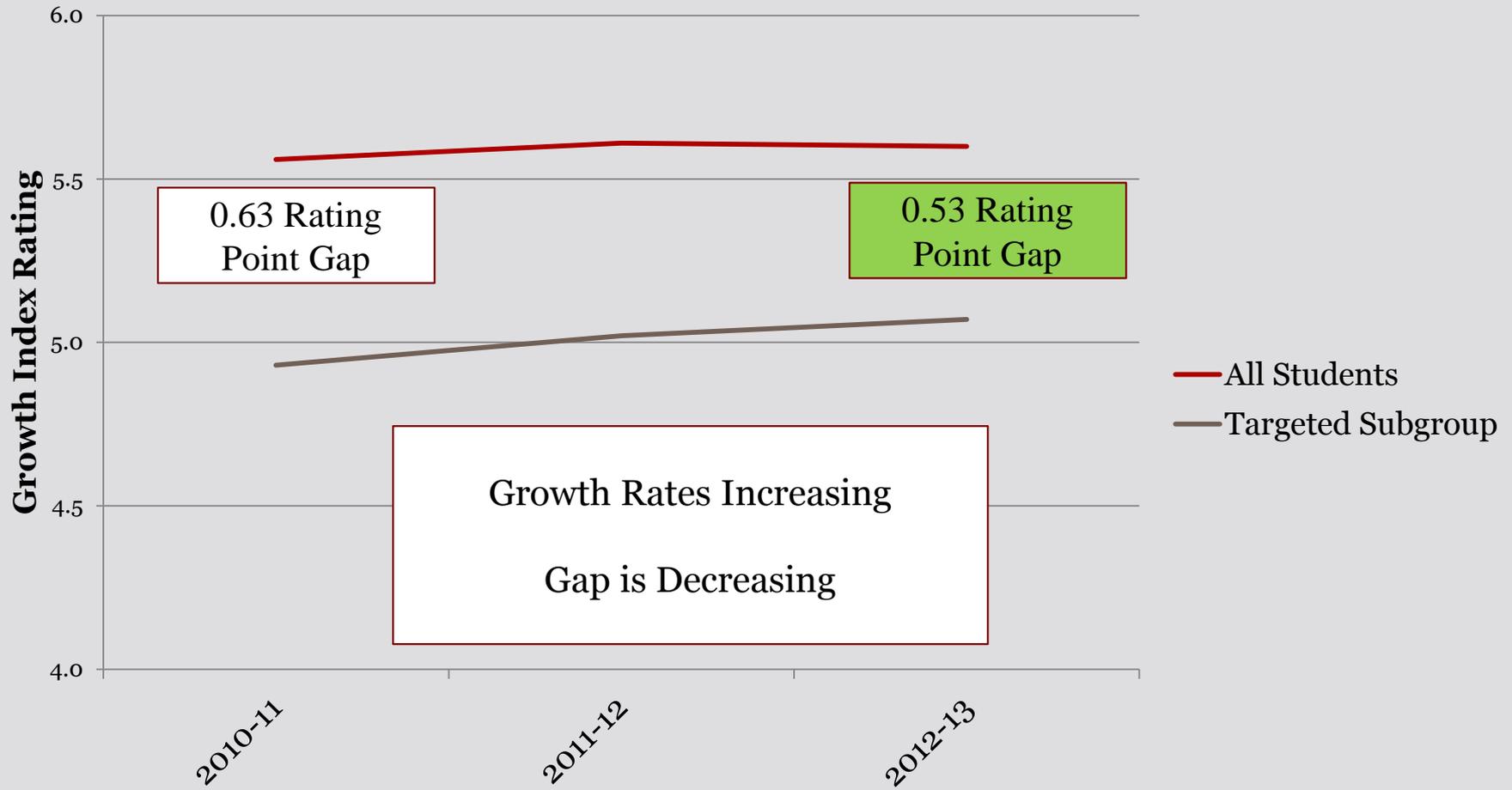
Reading SGP by Subgroup



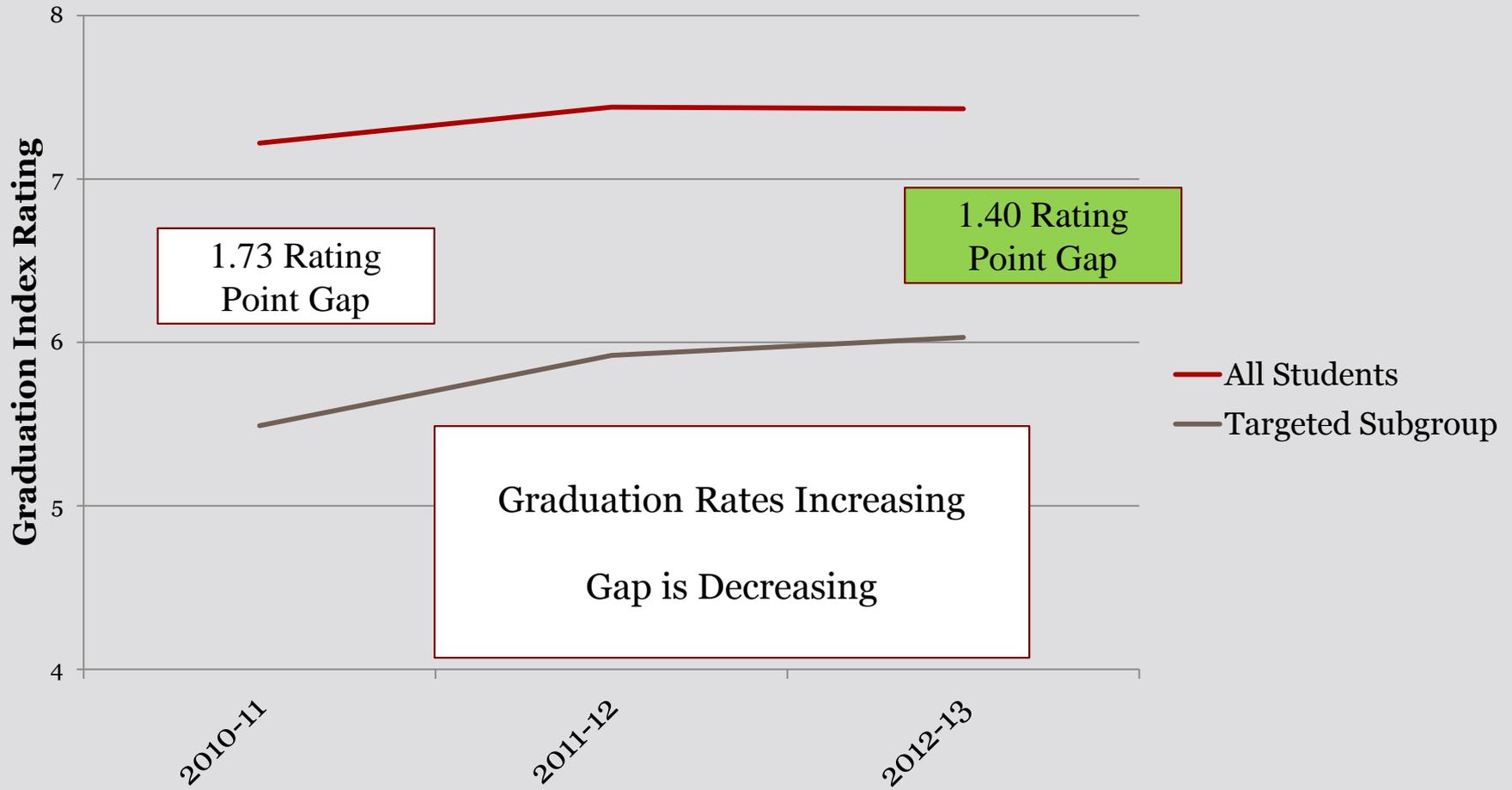
Math SGP by Subgroup



Growth Index Rating Gap



Graduation Index Rating Gap



Shifting Winds - Reform



- ✦ Basic Education Task Force (2007-08) – Recommended revised definition of basic education and funding enhancements.
- ✦ ESHB 2261 (2009) -- Adopted new definition of basic education and new funding methodology.
- ✦ SHB 2776 (2010) -- Made major commitments to enhance basic education funding over a phase-in period, culminating in 2017-18 school year.
- ✦ ESSB 5491 (2013) – tasked the SBE with monitoring and reporting on Educational System Health Indicators.



ESHB 2261 - 2009



- Revised the definition of basic education
 - Increased instructional hours
 - Increased high school graduation requirements
 - Funded and fully implemented by 2018
 - Staff funding on the basis of “prototypical schools.”



SHB 2776 - 2010



- Specified the prototypical school funding formula
 - average class size by grade
 - allocations for specific types of staff
 - specific non-staff costs
- Required specific funding enhancements to basic education on schedules set in law:
 - K-3 class size reduction
 - new pupil transportation funding formula
 - phase-in of full-day kindergarten, statewide
 - materials, supplies, operating costs (MSOC)



SHB 2776



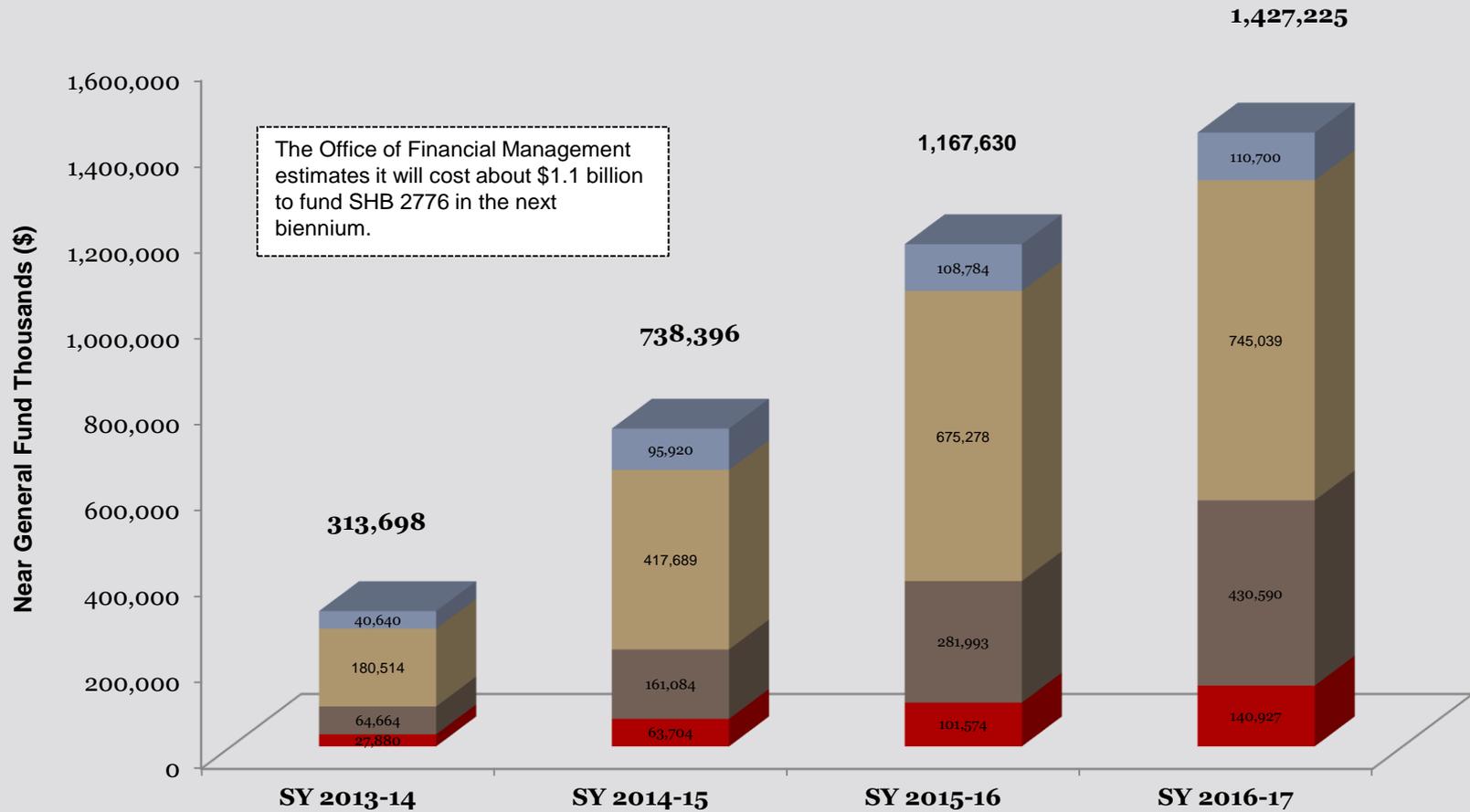
Transportation	K-3 Class Size	Kindergarten	MSOC	Intent
<p>“The phase-in shall begin no later than the 2011-2013 biennium and be fully implemented by the 2013-2015 biennium.”</p>	<p>“During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.”</p>	<p>“During the 2011-2013 biennium, funding shall continue to be phased-in each year until full statewide implementation of all-day kindergarten is achieved in the 2017-18 school year.”</p>	<p>“During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation.”</p>	<p>“It is the intent of the legislature that specified policies and allocation formulas adopted under this act will constitute the legislature's definition of basic education under Article IX of the state Constitution once fully implemented.”</p>



SHB 2776 – Estimated Costs of Implementation



■ Full-Day Kindergarten
 ■ K-3 Class Size
 ■ Materials, Supplies & Operating Costs
 ■ Transportation



I-1351



- Reduces class sizes for all grade levels beyond those set in SB 2776.
 - ✦ Sets high-poverty class sizes in statute beyond grade 3
 - ✦ Also changes ratios for administrators, student support staff, and other building staff
- Requires that funds distributed for the decreased class sizes be spent on smaller classes.
 - ✦ Unless there are capital restrictions, then may be spent on additional staff with direct student contact
- Requires that funding allocations be increased by 50% of the amount needed for full implementation in the 2015-2017 biennium, and the remainder be funded in the 2017-2019 biennium.



ESSB 5491 – SBE Authority

- The State Board of Education shall...
 - ✦ Identify realistic but challenging performance goals
 - ✦ Submit a biennial report on the status of each indicator

CERTIFICATION OF ENROLLMENT
ENGROSSED SUBSTITUTE SENATE BILL 5491

63rd Legislature
2013 Regular Session

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

President of the Senate

Passed by the House April 18, 2013
YEAS 92 NAYS 4

Speaker of the House of Representatives

Approved

Governor of the State of Washington

CERTIFICATE

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

Secretary

FILED

Secretary of State
State of Washington



Previous Work Under ESSB 5491



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

December 1, 2013

Prepared by:

- Greg Lobdell, President, Center for Educational Effectiveness, Inc. under contract for the Washington State Board of Education
- Ben Rarick, Executive Director, Washington State Board of Education
- Linda Drake, Research Director, Washington State Board of Education

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 (EOGOAC)
- Washington State Board for Community & Technical Colleges (SBCTC)
- Achievement and Accountability Workgroup (AAW)
- Department of Early Learning (DEL)

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

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- As required under ESSB 5491, the SBE submitted the initial report on December 1, 2013 describing:
 - ✦ The status of each indicator specified in ESSB 5491,
 - ✦ The goals for each indicator, and
 - ✦ Recommended revised indicators



ESSB 5491 – SBE Requirement



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

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

10 (5) (a) The state board of education, with assistance from the
11 office of the superintendent of public instruction, the workforce
12 training and education coordinating board, the educational opportunity
13 gap oversight and accountability committee, and the student achievement
14 council, shall submit a report on the status of each indicator in
15 subsection (1) of this section and recommend revised performance goals
16 and measurements, if necessary, by December 1st of each even-numbered
17 year, except that the initial report establishing baseline values and
18 initial goals shall be delivered to the education committees of the
19 Legislature by December 1, 2019.

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

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

--- END ---

- If the educational system is not on target...or
- If not in the top 10 percent nationally...or
- If not comparable to Peer States...the SBE must

Recommend evidence-based reforms intended to improve student achievement in that area.



Peer States



- Colorado
- Connecticut (5)
- Maryland (8)
- Massachusetts (1)
- Minnesota (6)
- New Jersey (2)
- North Carolina
- Virginia (10)

Washington Learns

Global Challenge States

Success in the new world requires innovation, creativity, entrepreneurship, and commercialization of new technologies—all of which rely on educated citizens. In 2002, the Progressive Policy Institute published a New Economy Index which ranked states based on indicators of their potential to perform in the new economy. To measure our ability to stay competitive in the global economy, Washington Learns identified a group of comparison states from the index to use for benchmarks. These 10 Global Challenge States (GCS) include the eight states that top the list on the Progressive Policy Institute's New Economy Index and two other states with economic characteristics that are similar to Washington but that are farther down the list on the NEI. (<http://www.neweconomyindex.org/>)

Global Challenge States—Demographic Information

	GCS Ranking	Population (2005)	Percent in Urbanized Area (2000)	Average Wage (2004)	Poverty Rate: Under 5 Years (2000)	Speak English less than "Very Well": Age 5-17 (2000)	Children in Home where Head of Household is a High School Dropout
Massachusetts	1	6,600,388	88.8%	\$47,876	12.4%	5.5%	10%
Washington	2	6,287,799	73.0%	\$40,299	15.9%	5.3%	12%
California	3	36,132,147	88.4%	\$44,028	20.4%	16.4%	25%
Colorado	4	4,665,177	74.7%	\$39,624	12.7%	5.7%	16%
Maryland	5	6,398,743	80.2%	\$42,110	11.7%	3.4%	11%
New Jersey	6	8,717,925	92.2%	\$47,239	11.5%	6.6%	11%
Connecticut	7	3,510,297	83.6%	\$49,941	11.3%	5.1%	9%
Virginia	8	7,567,485	66.6%	\$40,335	13.2%	3.4%	13%
Minnesota	13	5,132,799	55.1%	\$39,551	10.6%	3.9%	8%
North Carolina	26	8,683,242	46.7%	\$34,364	17.9%	3.6%	17%

EARLY LEARNING • K-12 EDUCATION • HIGHER EDUCATION

1 of 8



A Word About This Work



- Presentation focus' on
 - ✦ Performance
 - ✦ Gaps (Race/Ethnicity and Poverty)
- We have to make the education system work for the children we have.
- How do we know the system is working?
 - ✦ Career and college ready for all



Educational System Health Indicators



<https://eds.ospi.k12.wa.us/WAI>

Washington State Board of Education - Statewide Educational System Health

ESSB 5491 Bill ESSB 5491 Rpt Indicator Data

Click any of the images below to view its details. Or view the data as a [Indicator Chart](#)

Stepping Stones to Career and College Readiness for ALL Students

Draft 2020 Targets

Indicator	Draft 2020 Target	2013 Status	Change from 2012
Kindergarten Readiness	69%	41% (58% of students demonstrating kindergarten readiness)	+3.6
3rd Grade Literacy	87%	73%	+4.3
8th Grade High School Readiness	72%	44%	-2.0
High School Graduation	89%	76%	-1.2
Quality of High School Diploma	93%	85% (58% or 62,000 students in CTC institutions) of students not enrolled in remedial courses	-
Post-Secondary Attainment	70%*	50%	-

*Draft 2023 Target



Opportunity Gaps



I hope the system works for us!



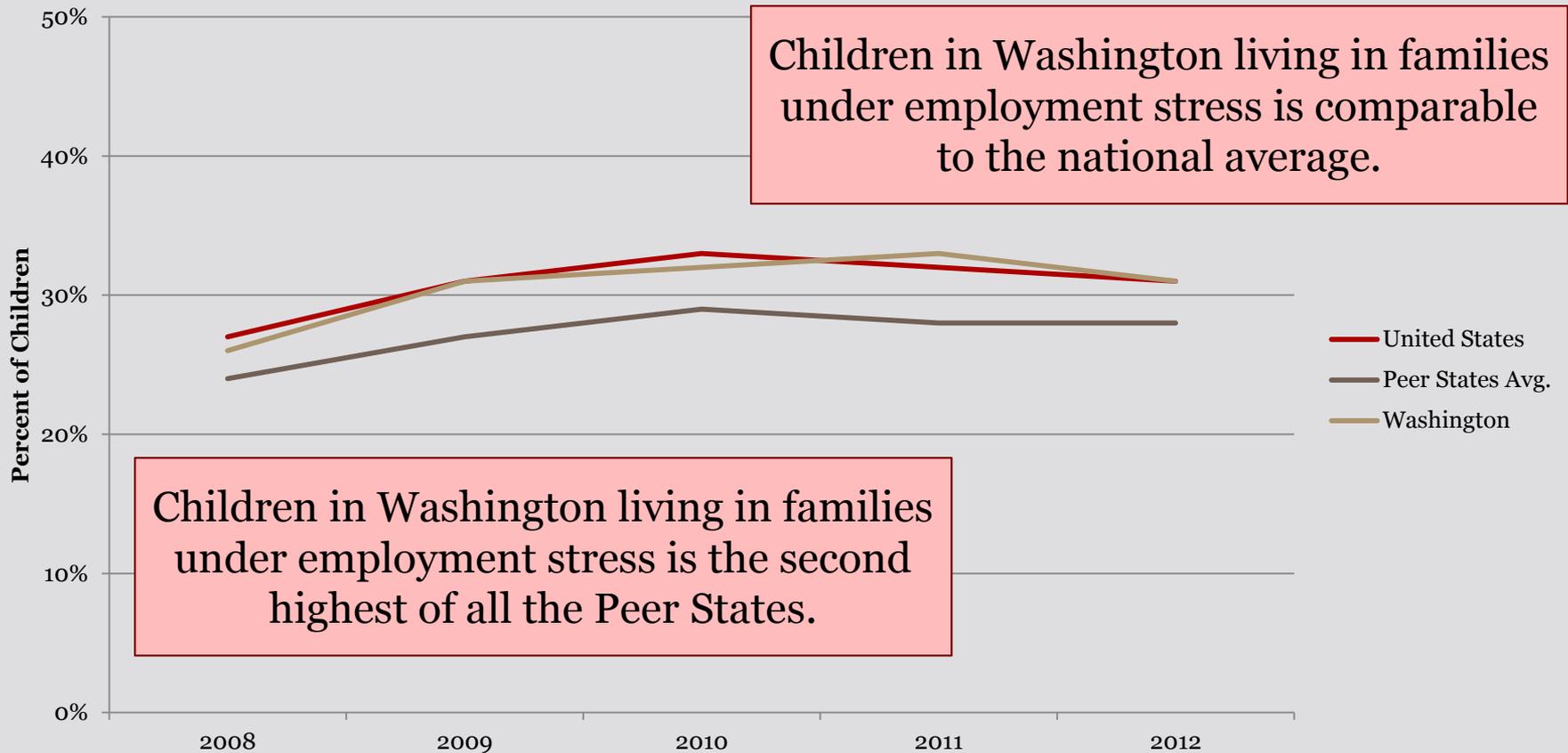
- **Family Structure**
 - ✦ Parent(s) Education
 - ✦ Parent(s) Employment
 - ✦ Housing
- **Poverty**
- **Health**
- **Language**
- **Mobility**



Employment Stress

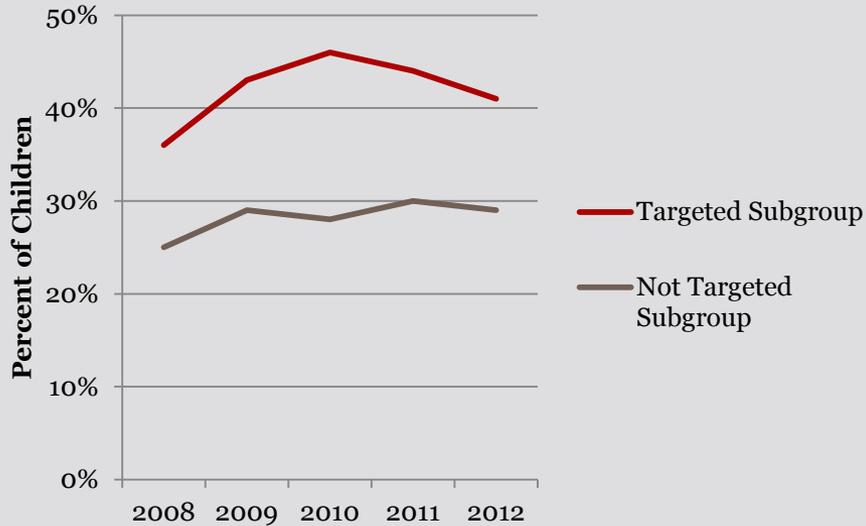


Children in Families Under Employment Stress

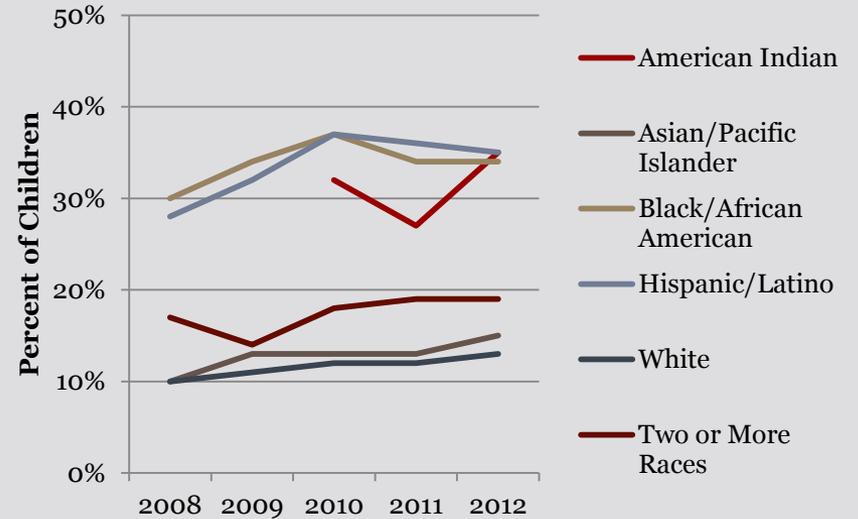


Poverty by Race/Ethnicity

Employment Stress by Race/Ethnicity



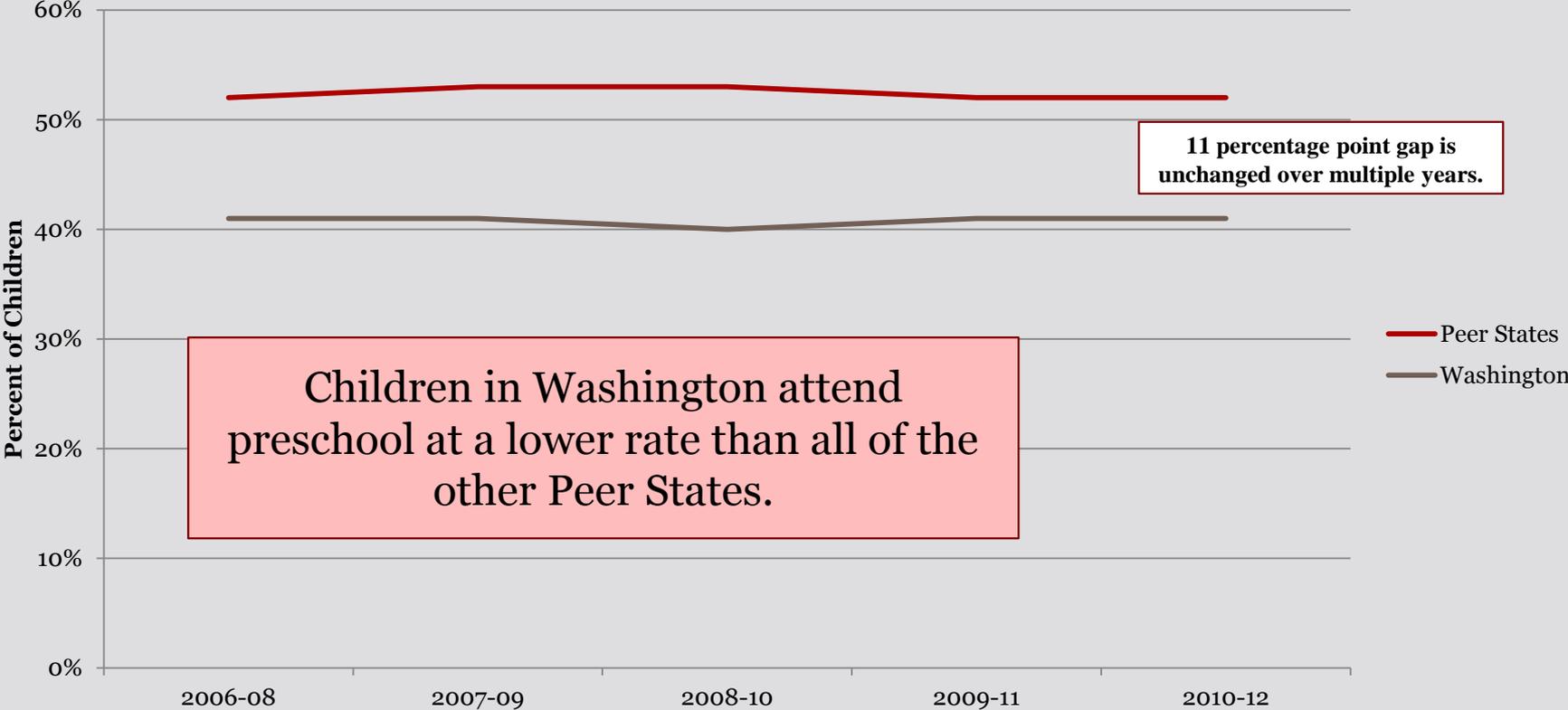
Children Living Below the Poverty Line



Early Childhood Education - Participation



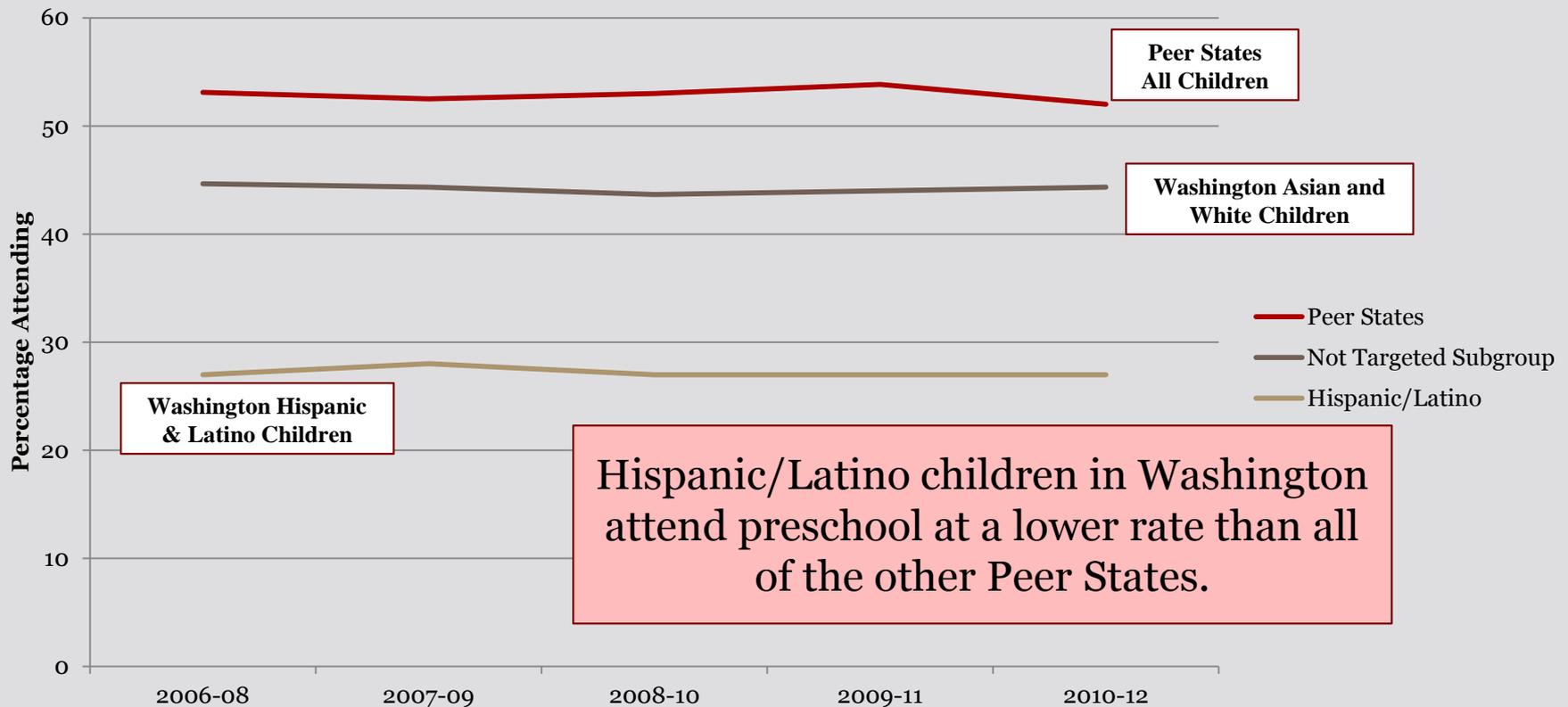
Children Attending Preschool All 3 & 4 Year-Olds



Preschool – Opportunity to Learn



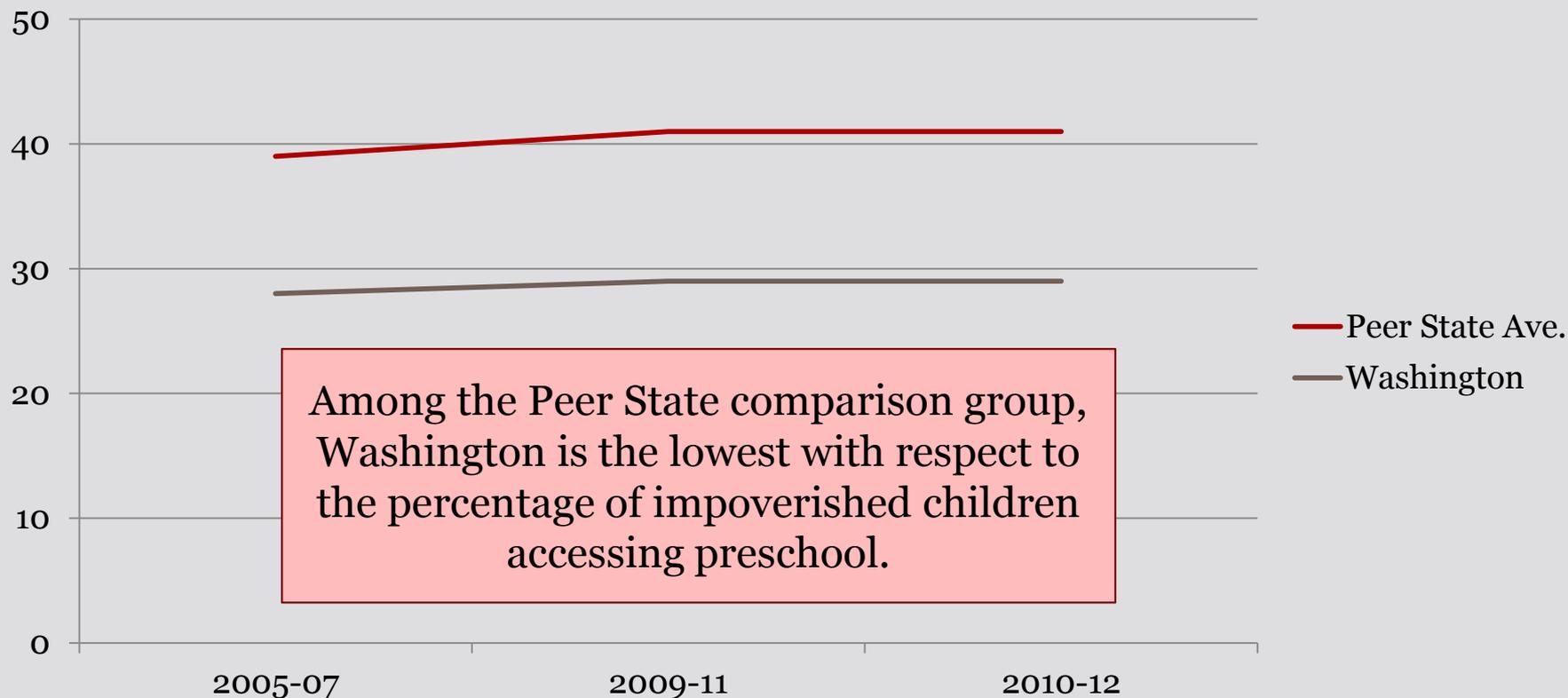
Children Attending Preschool 3 & 4 Year-Olds by Race Ethnicity



Preschool Access - Peer State Comparison



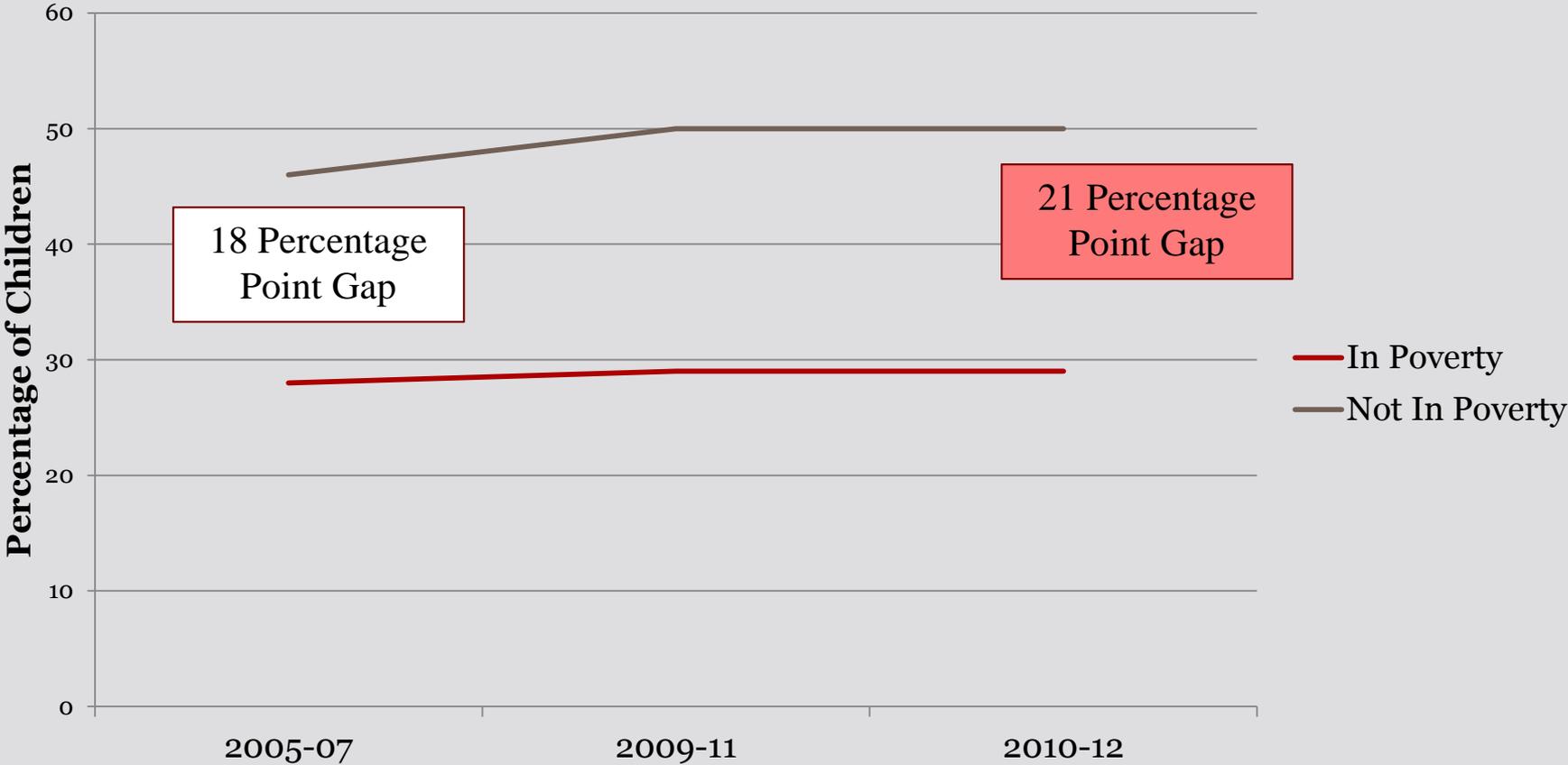
Percentage of 3 & 4 Year-Olds Living in Poverty Attending Preschool



Preschool Access by Poverty



Washington 3 & 4 Year-Olds Attending Preschool



Early Childhood Education - Synopsis



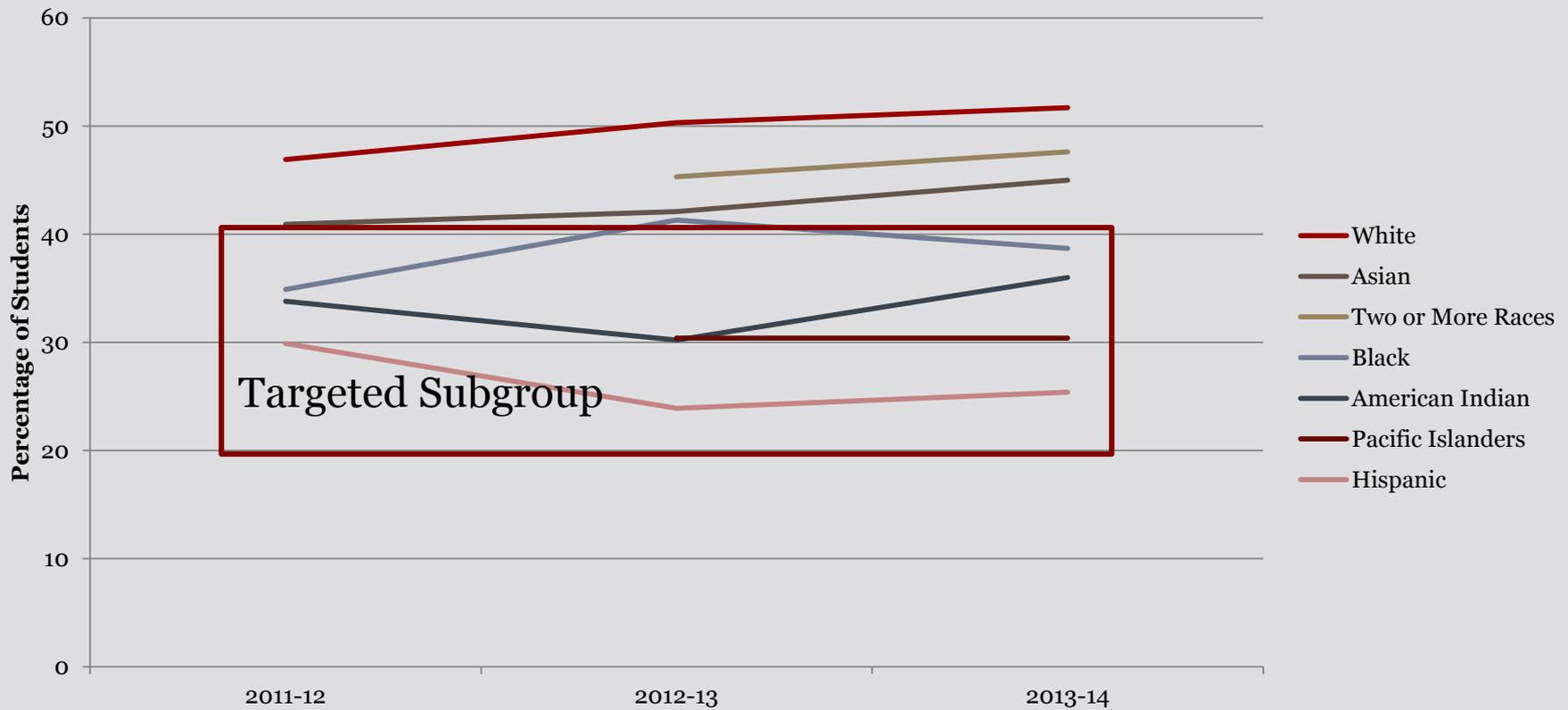
- **In Washington**
 - ✦ Children attend preschool at a lower rate than all the other Peer States
 - ✦ Hispanic/Latino children attend preschool at a far lower rate than Asians, Whites, or Two or More Races
 - ✦ Children in poverty attend preschool at a lower rate than all the other Peer States
 - ✦ Children in poverty attend preschool at a far lower rate than children not in poverty and this gap is widening
- **GAPS ARE ALREADY ESTABLISHED**



Kindergarten Readiness



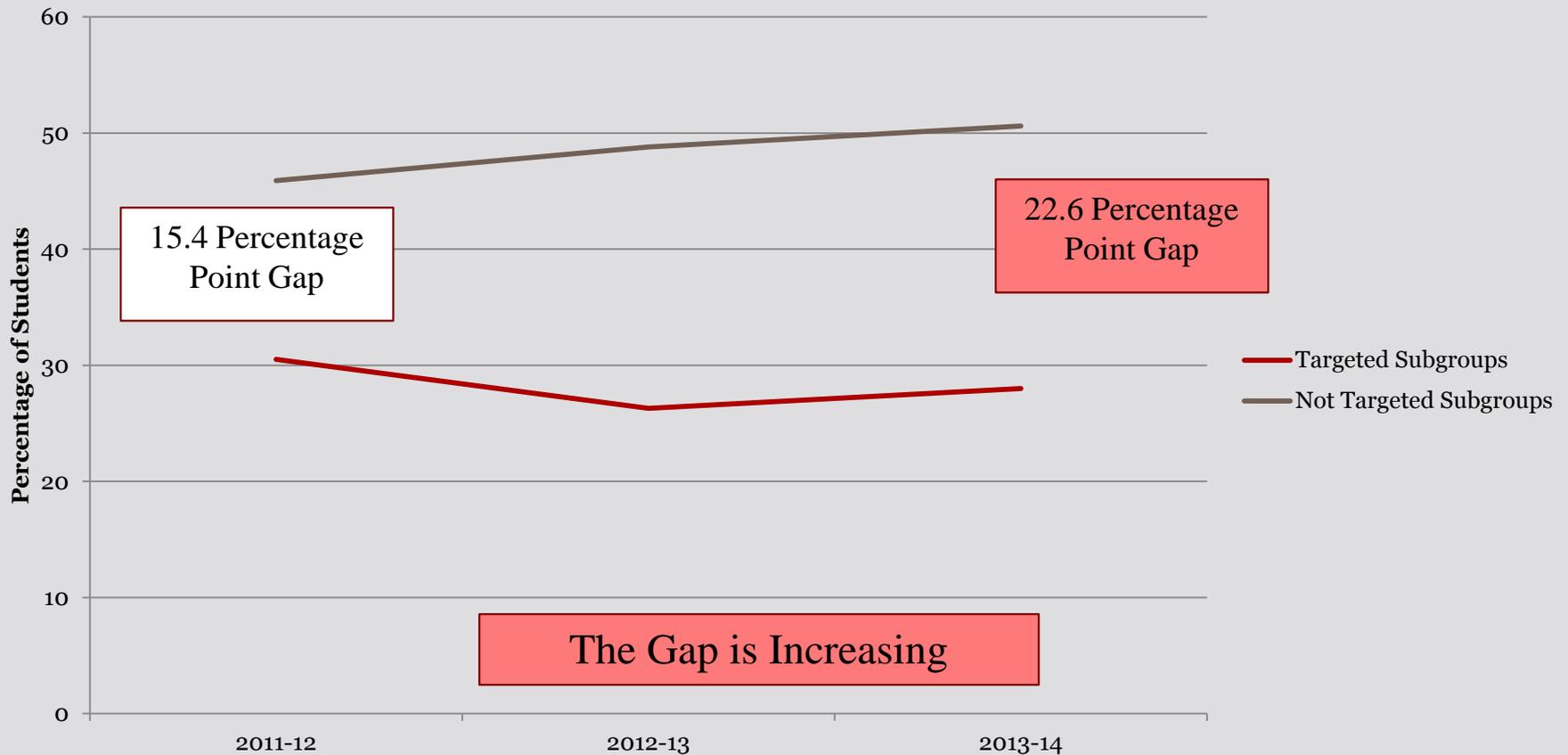
Students by Race/Ethnicity Meeting All Six Domains on the WaKIDS Instrument



Kindergarten Readiness Gap



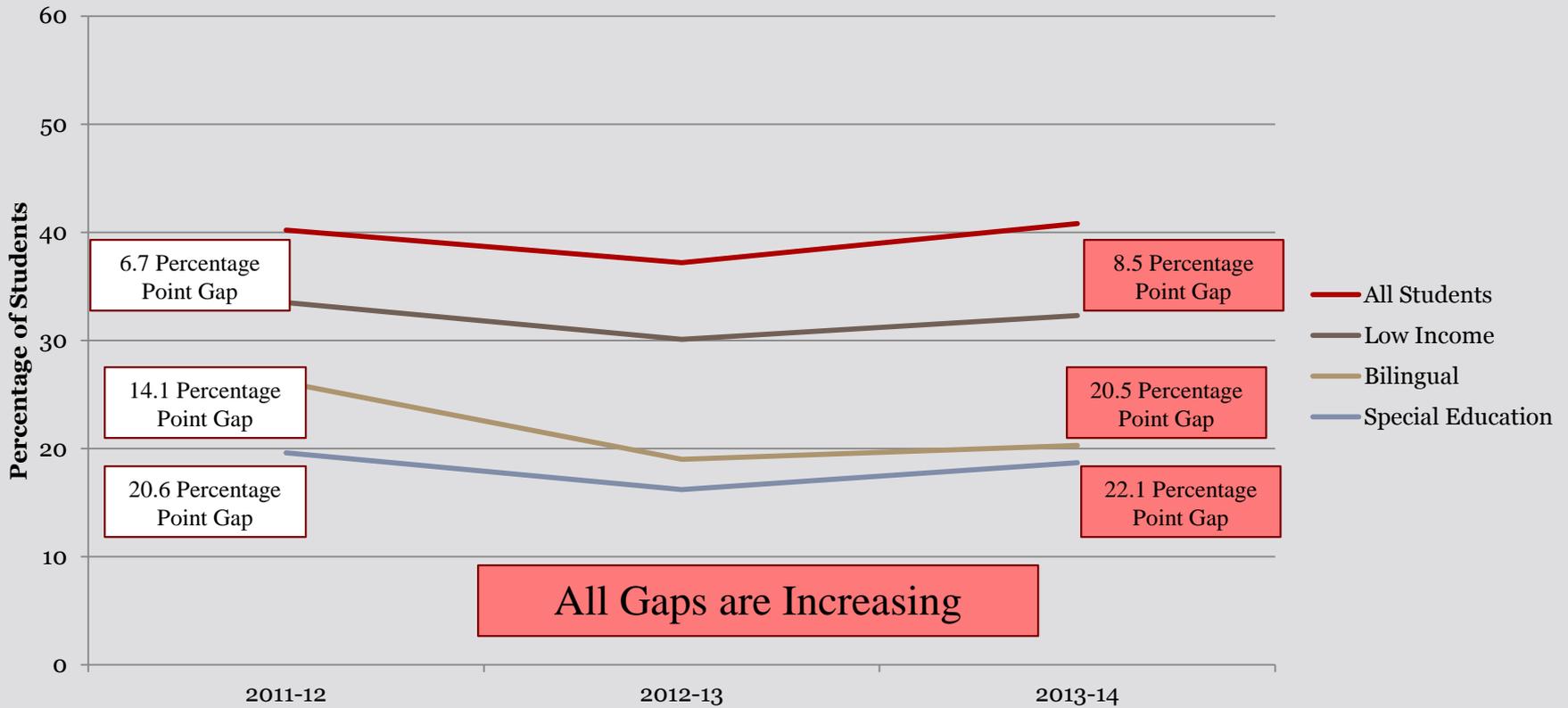
WaKIDS Targeted Subgroup Gap



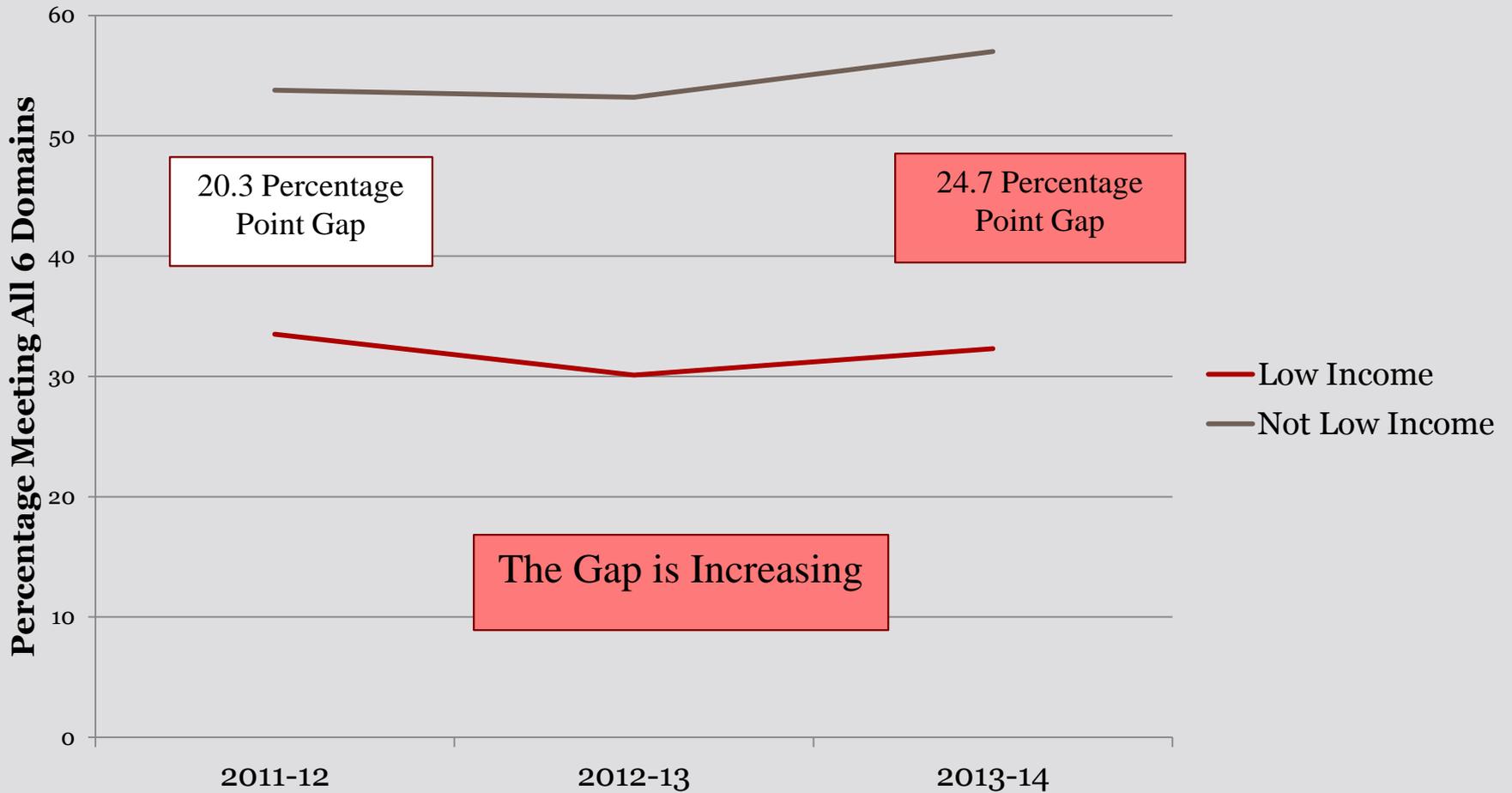
Kindergarten Readiness



Students by Subgroup Meeting All Six Domains on the WaKIDS Instrument



WaKIDS - Opportunity Gap



WaKIDS - Synopsis



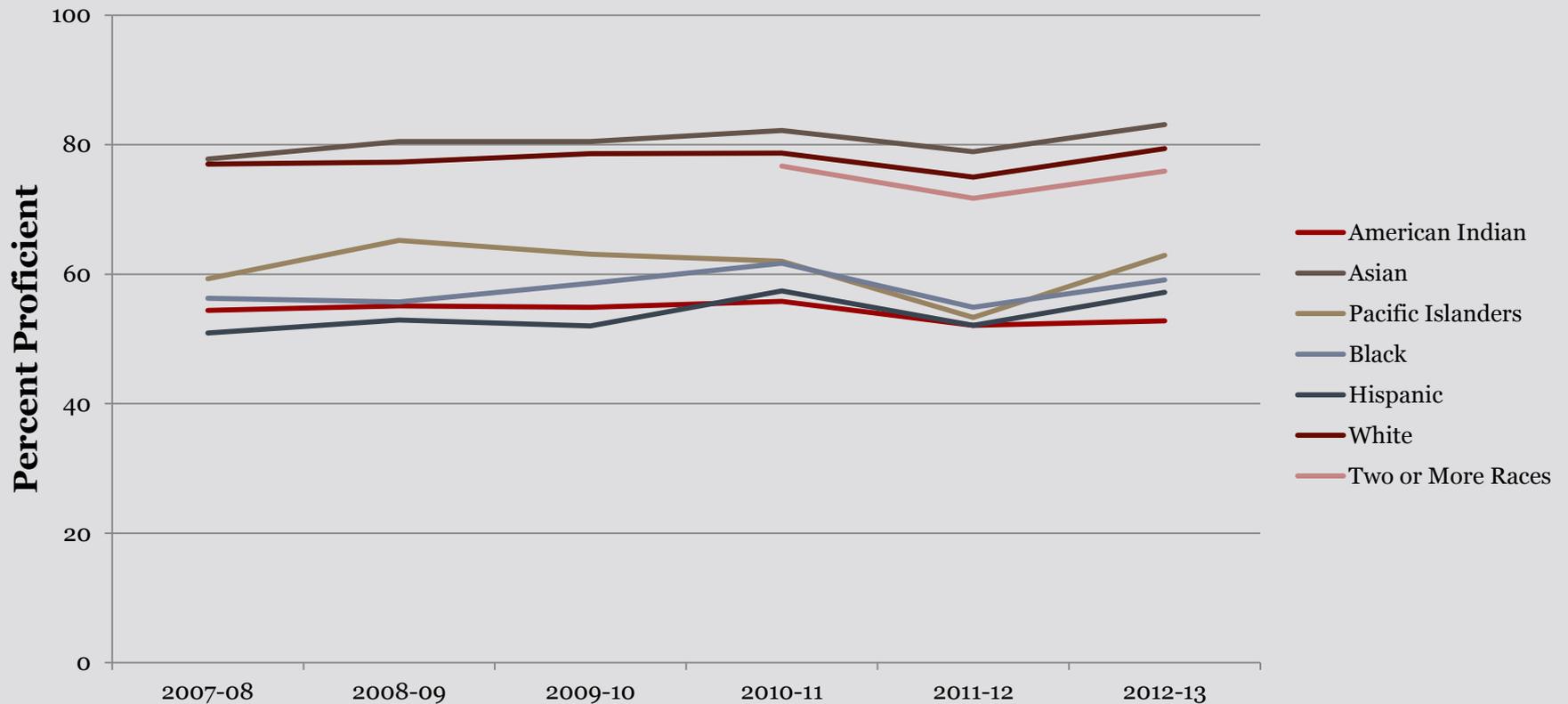
- Two levels of performance are evident based on Targeted Subgroup membership
- Substantially lower performance is evident for Low Income, Bilingual, and Special Education students
- Performance is increasing but Gaps are widening
- Poverty Gap is larger than the Race/Ethnicity Gap



3rd Grade Literacy – Performance Gap



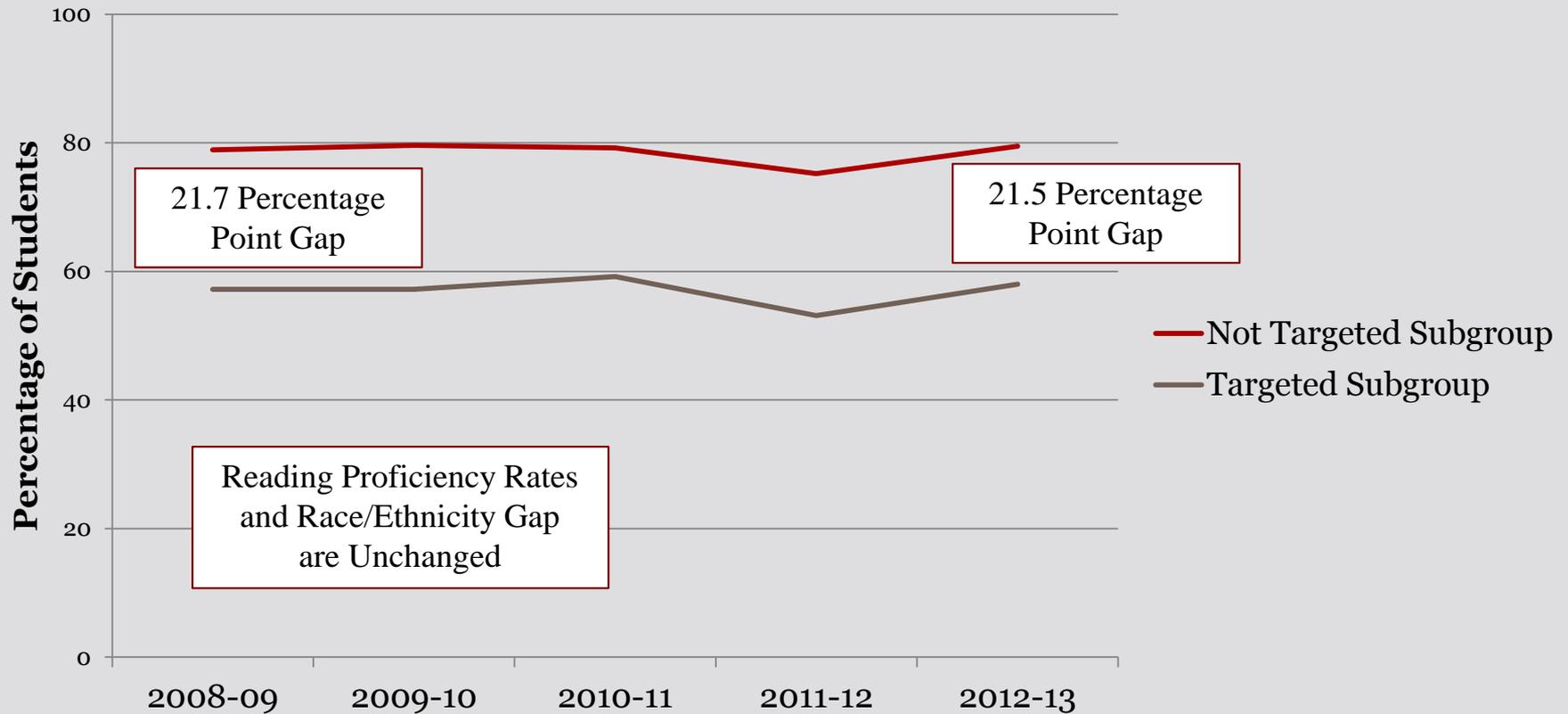
3rd Grade Literacy by Race/Ethnicity



3rd Grade Literacy – Race/Ethnicity Gap



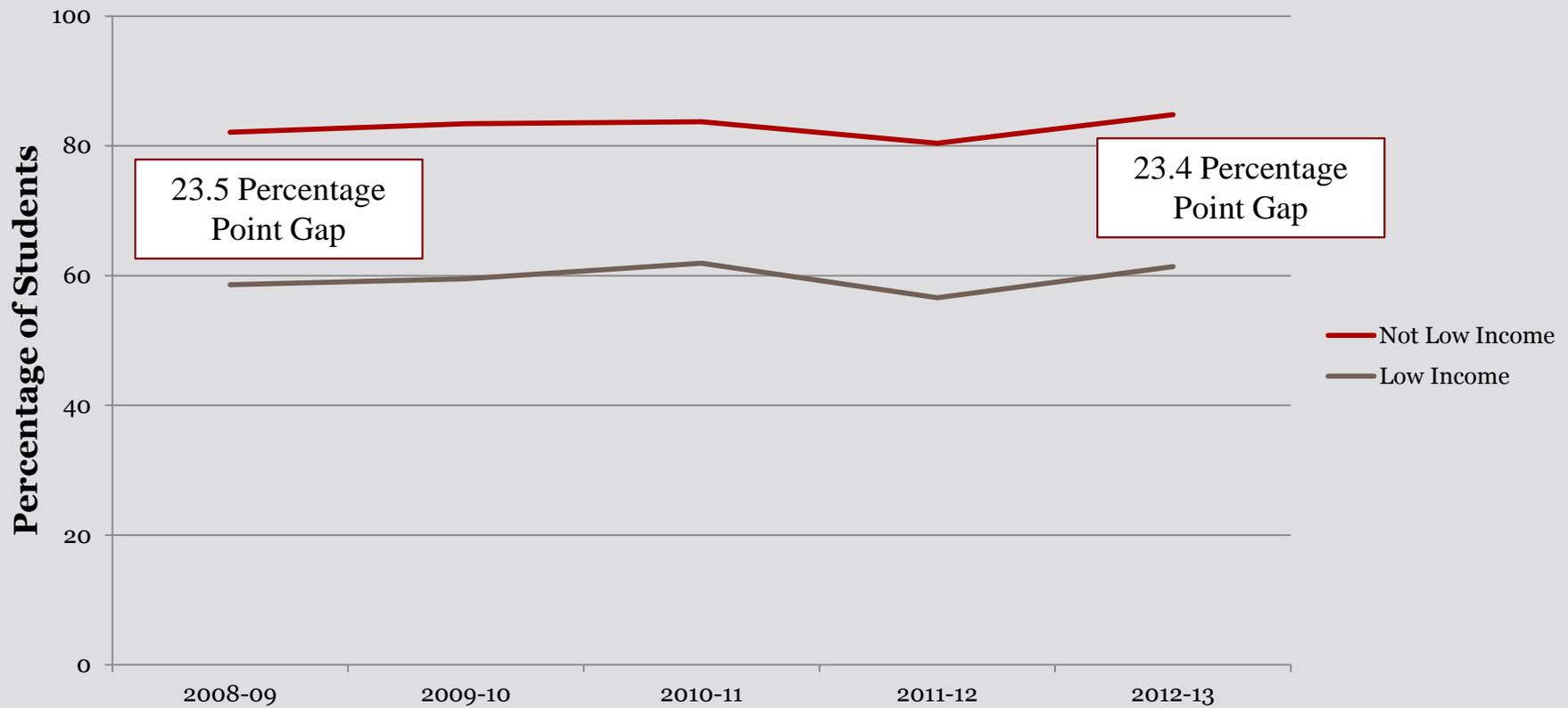
Targeted Subgroup Race/Ethnicity Gap



3rd Grade Literacy – Poverty Gap



3rd Grade Literacy Poverty Gap



3rd Grade Literacy - Synopsis



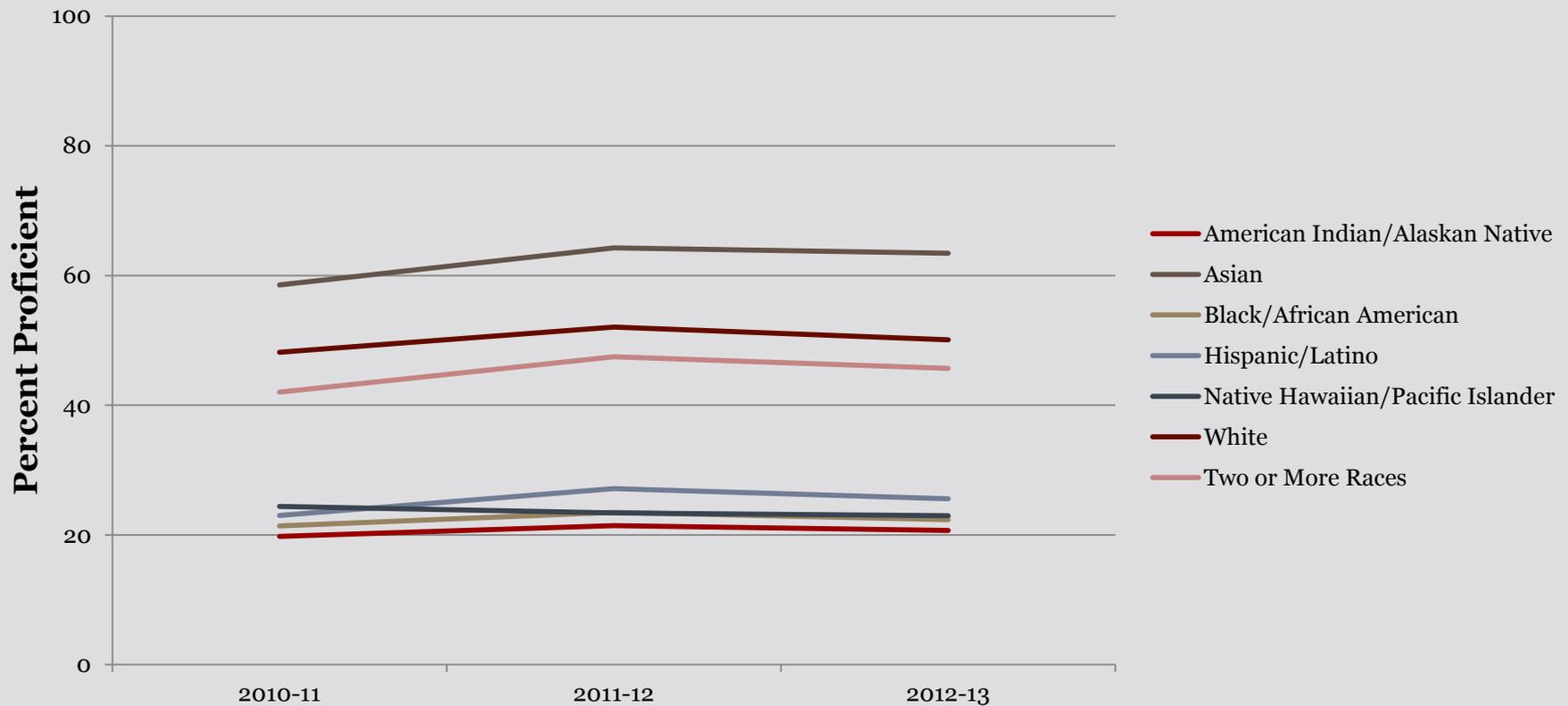
- Two performance levels are clearly delineated
 - ✦ Not Targeted Subgroup (80 percent Meet/Exceed Standards)
 - ✦ Targeted Subgroup (60 percent Meet/Exceed Standards)
- The performance levels of Not Low Income and Low Income groups mimic the subgroups based on Race and Ethnicity
- The Gaps based on Race/Ethnicity and Poverty are substantial and unchanged over the previous 5 years.



High School Readiness – Performance Gap



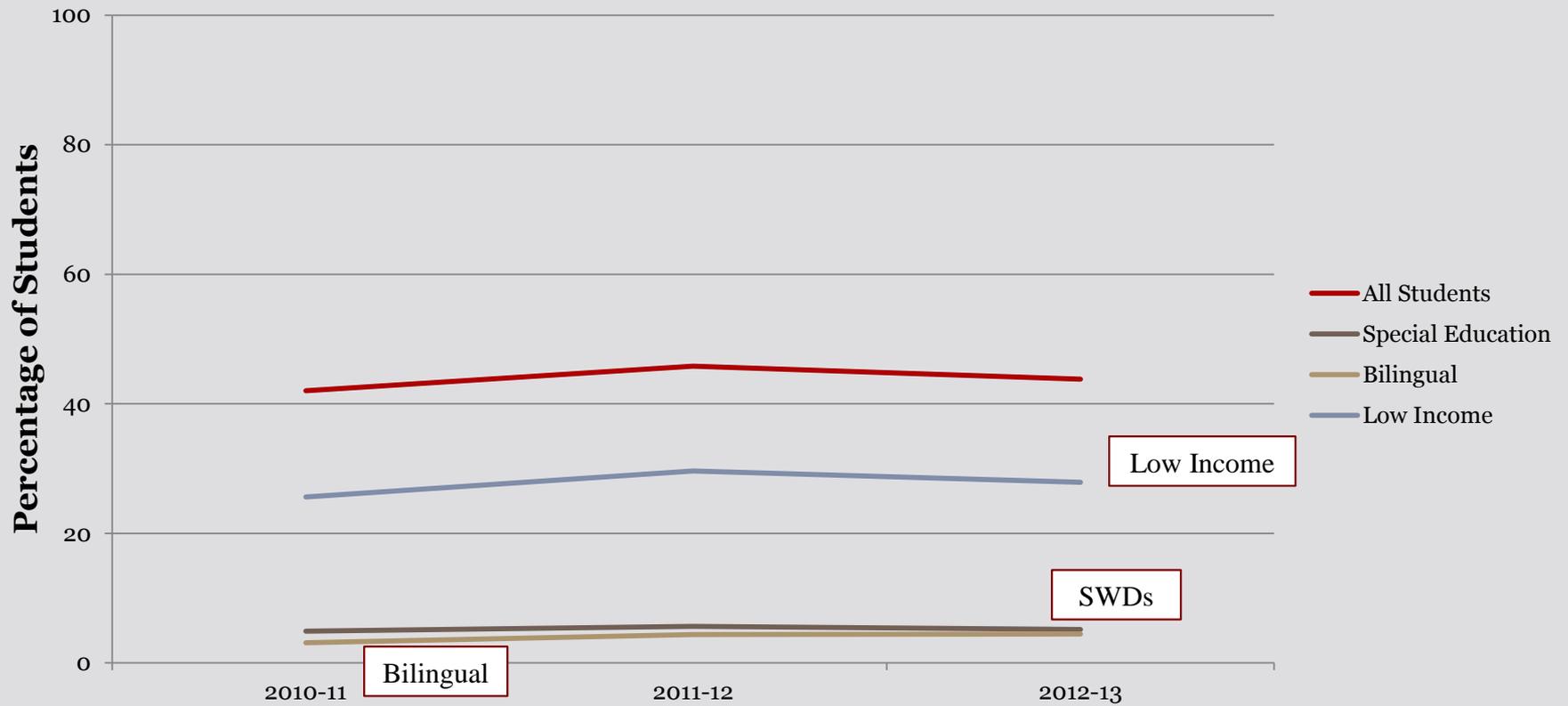
8th Grade High School Readiness by Race/Ethnicity



High School Readiness



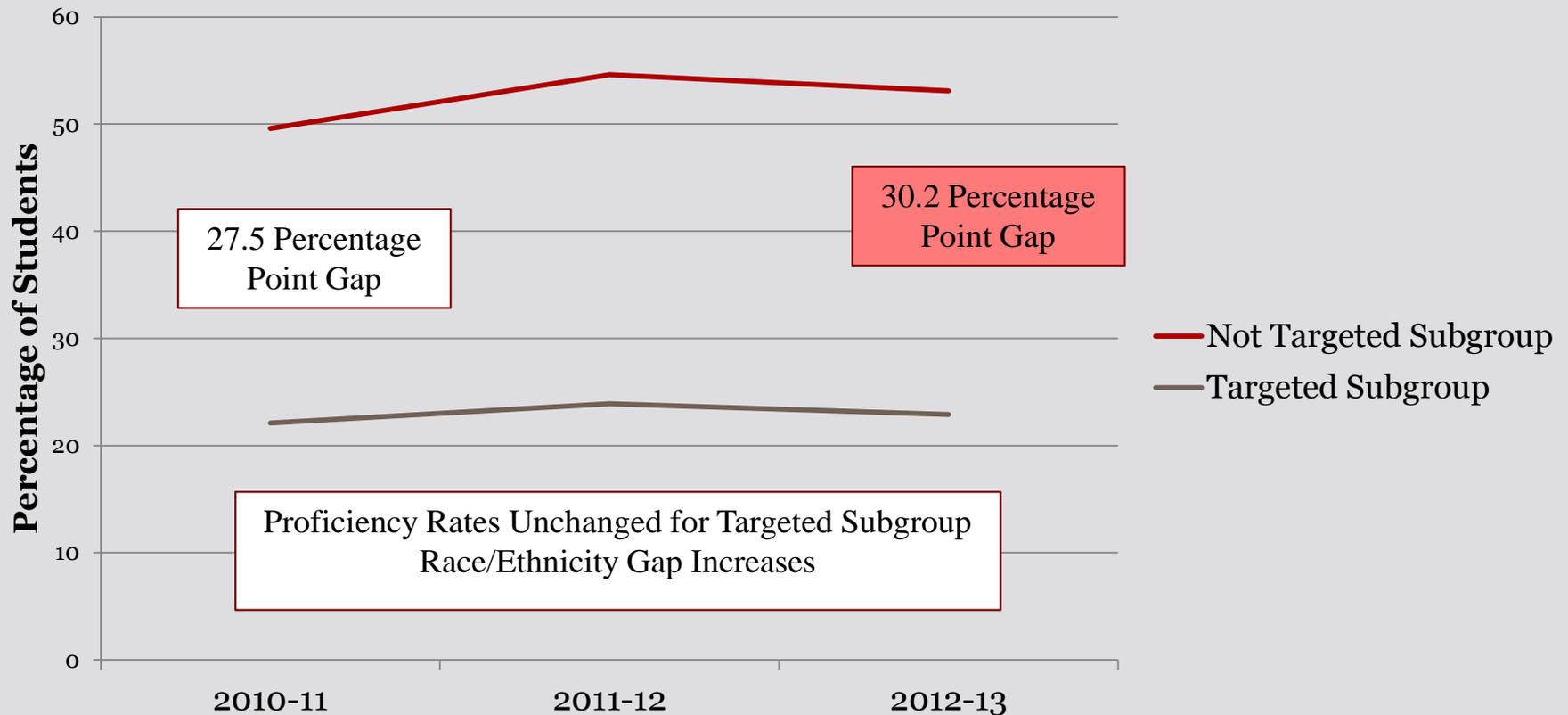
8th Grade High School Readiness by Special Subgroup



High School Readiness



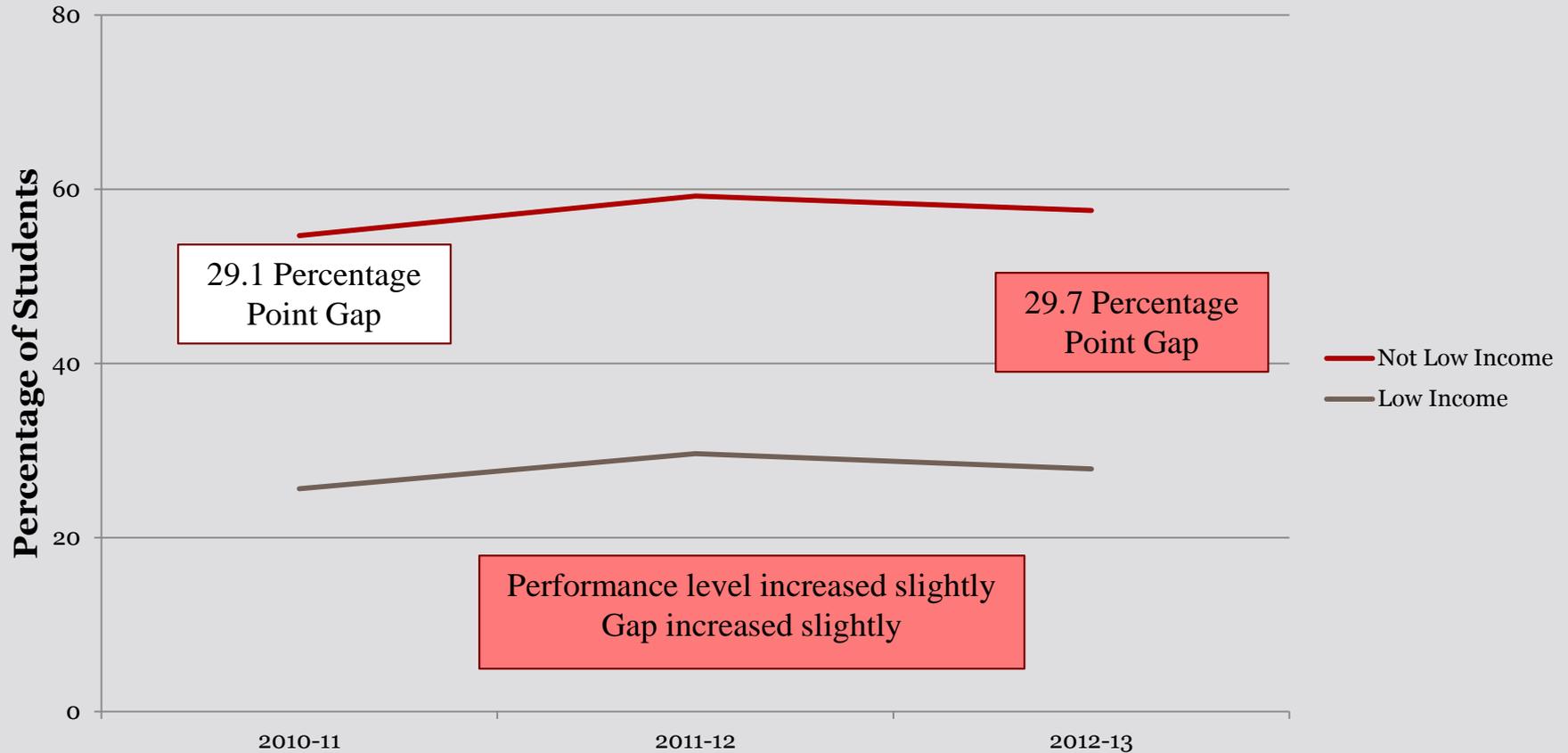
Targeted Subgroup Race/Ethnicity Gap



High School Readiness – Poverty Gap



Poverty Gap



High School Readiness - Synopsis



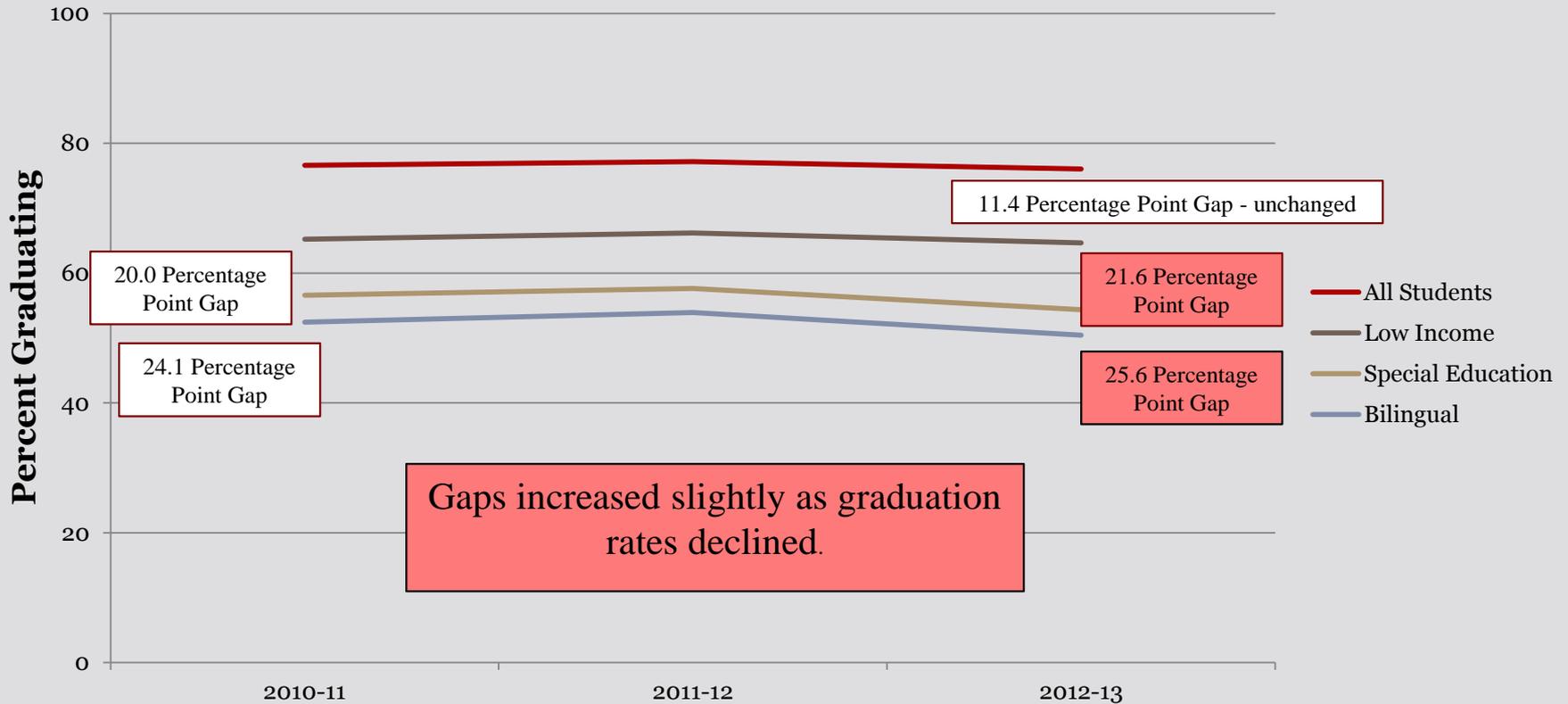
- A rigorous indicator as only about 44 percent of all students meet this benchmark
- Two performance levels based on Targeted Subgroup membership are evident
- Both the Poverty and Race/Ethnicity Gaps increased slightly



Graduation Rates - Subgroups



4-Year Graduation Rates by Special Subgroup



Graduation Rate – Performance Gap



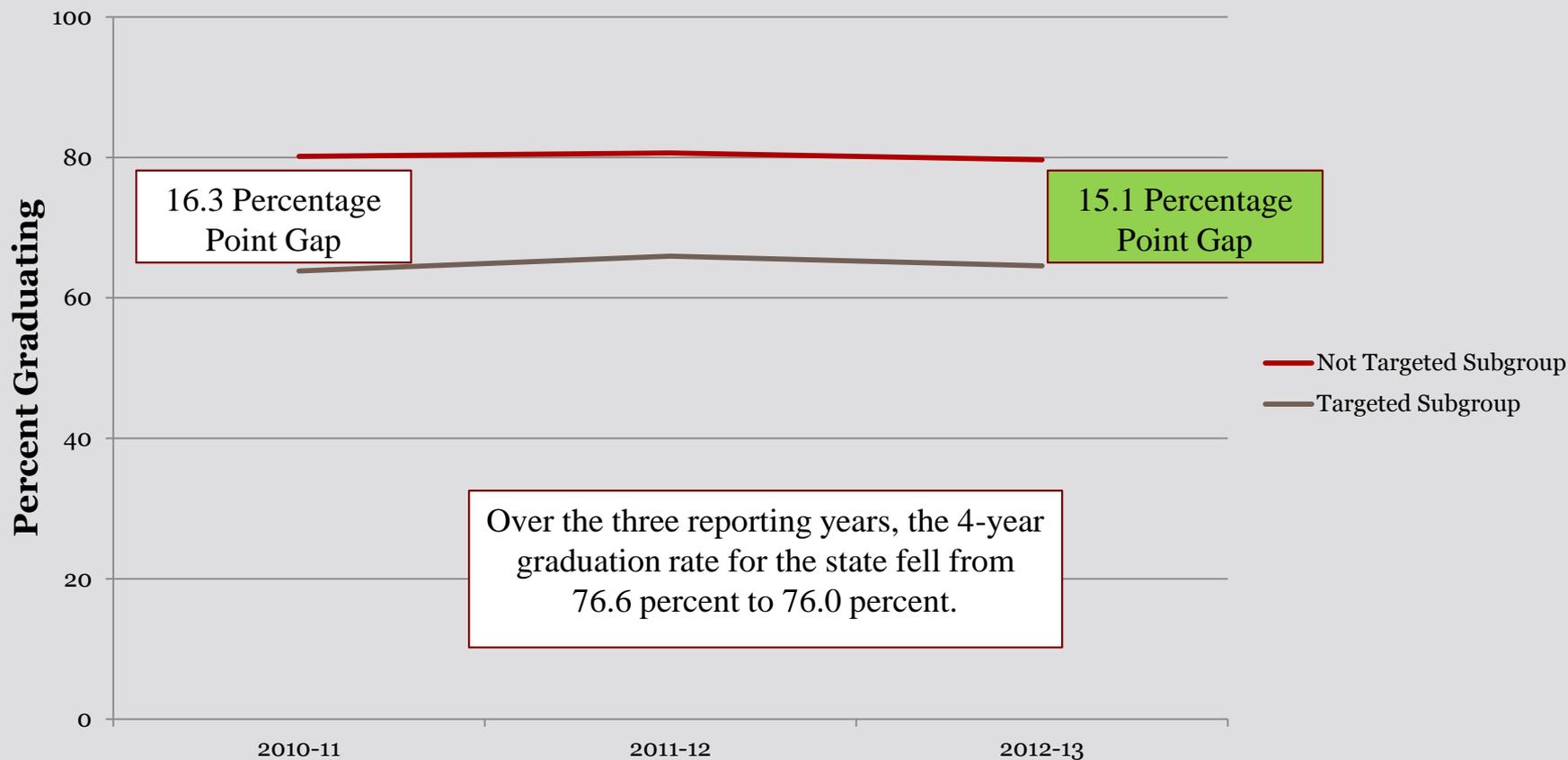
4-Year Graduation Rates by Race/Ethnicity



Graduation Rate – Race/Ethnicity Gap



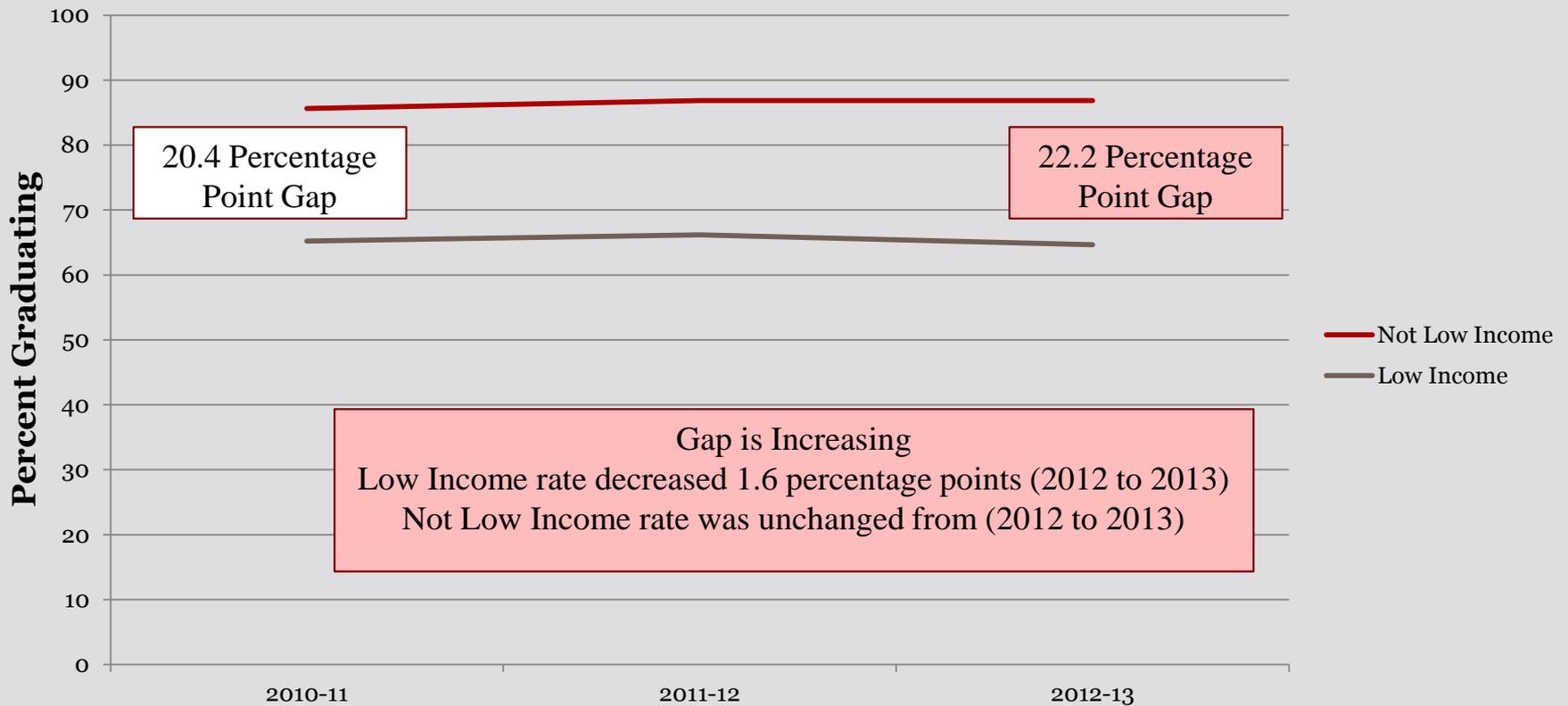
4-Year Graduation Rates by Race/Ethnicity



Graduation Rate – FRL Status



4-Year Graduation Rate by Poverty Status



Graduation Rate - Synopsis



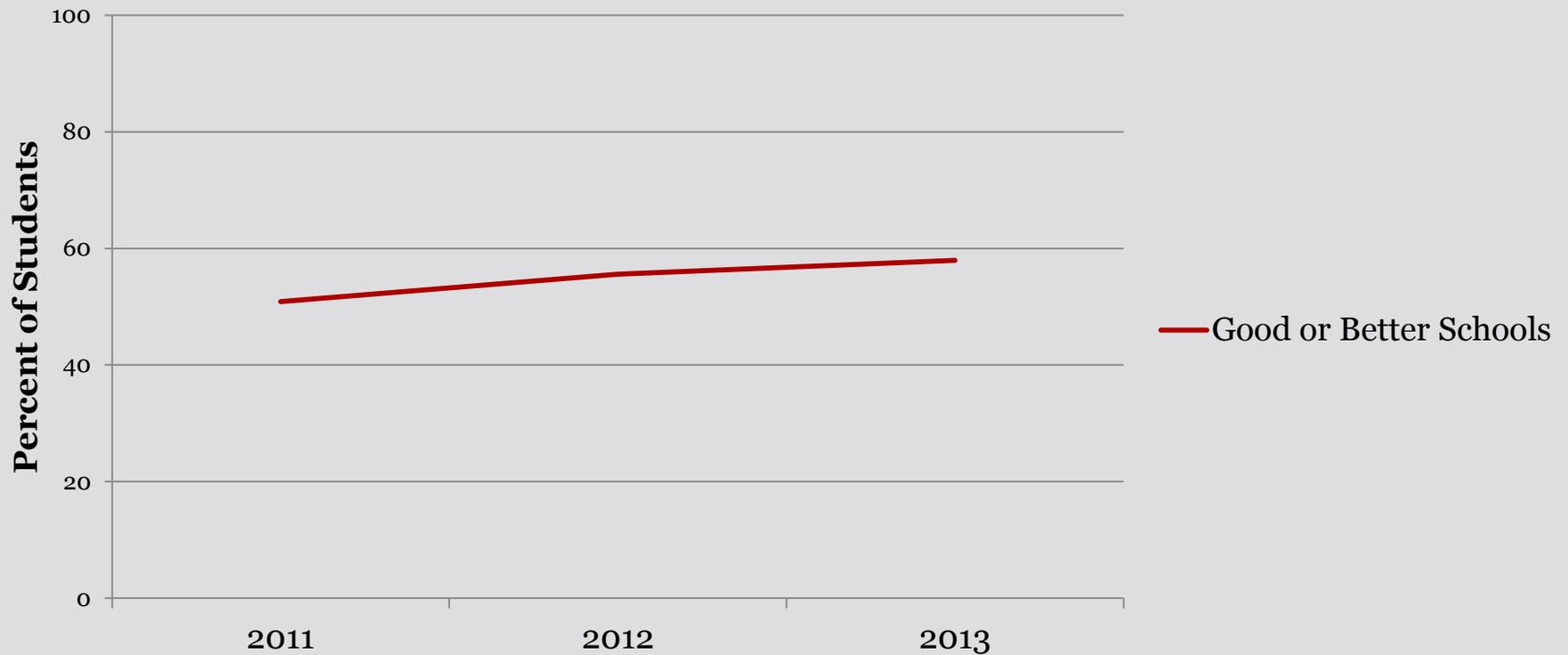
- The 4-Year Graduation dropped 1.2 percentage points in 2013 as compared to 2012.
- A wide range of performance levels based on subgroup membership are evident.
- The gap measures are mixed:
 - ✦ The Graduation Gap based on Race/Ethnicity declined 1.2 percentage points over the previous three years
 - ✦ The Graduation Gap based on Poverty increased 1.8 percentage points over the same three-year period.



Access to Quality Schools



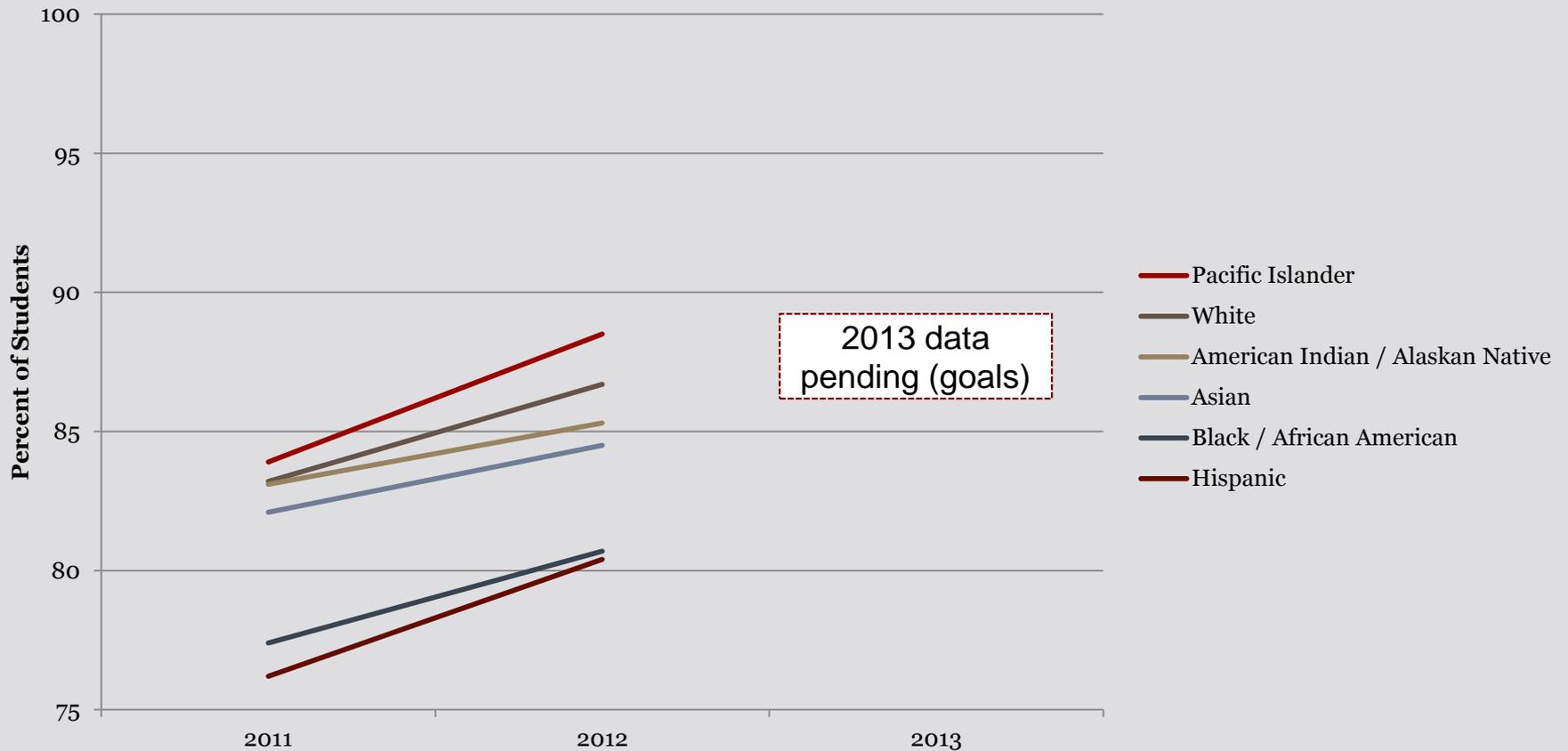
Percent of Students At Good or Better Schools - Achievement Index



Quality of High School Diploma



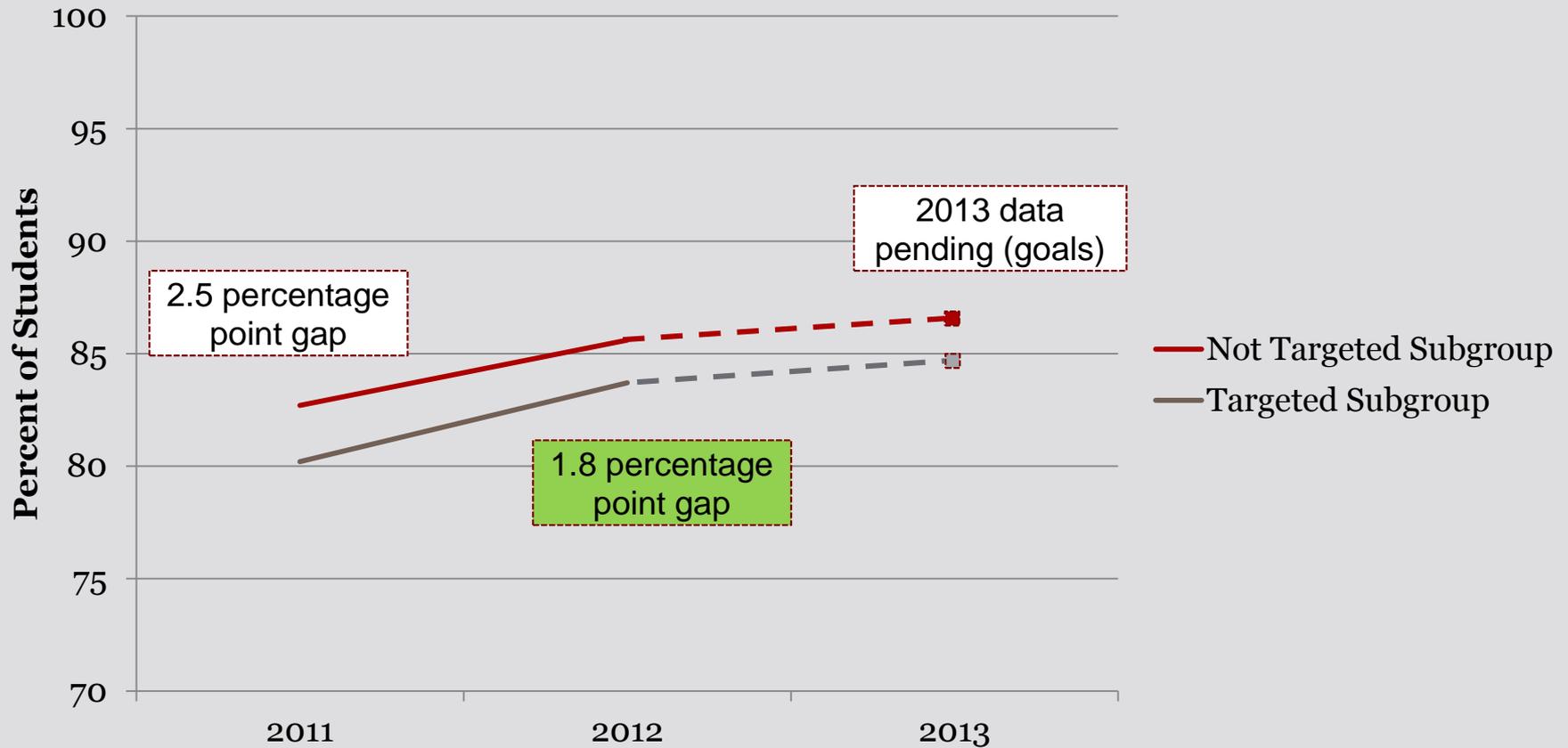
Bypassing Remedial Courses by Race/Ethnicity



Quality of High School Diploma



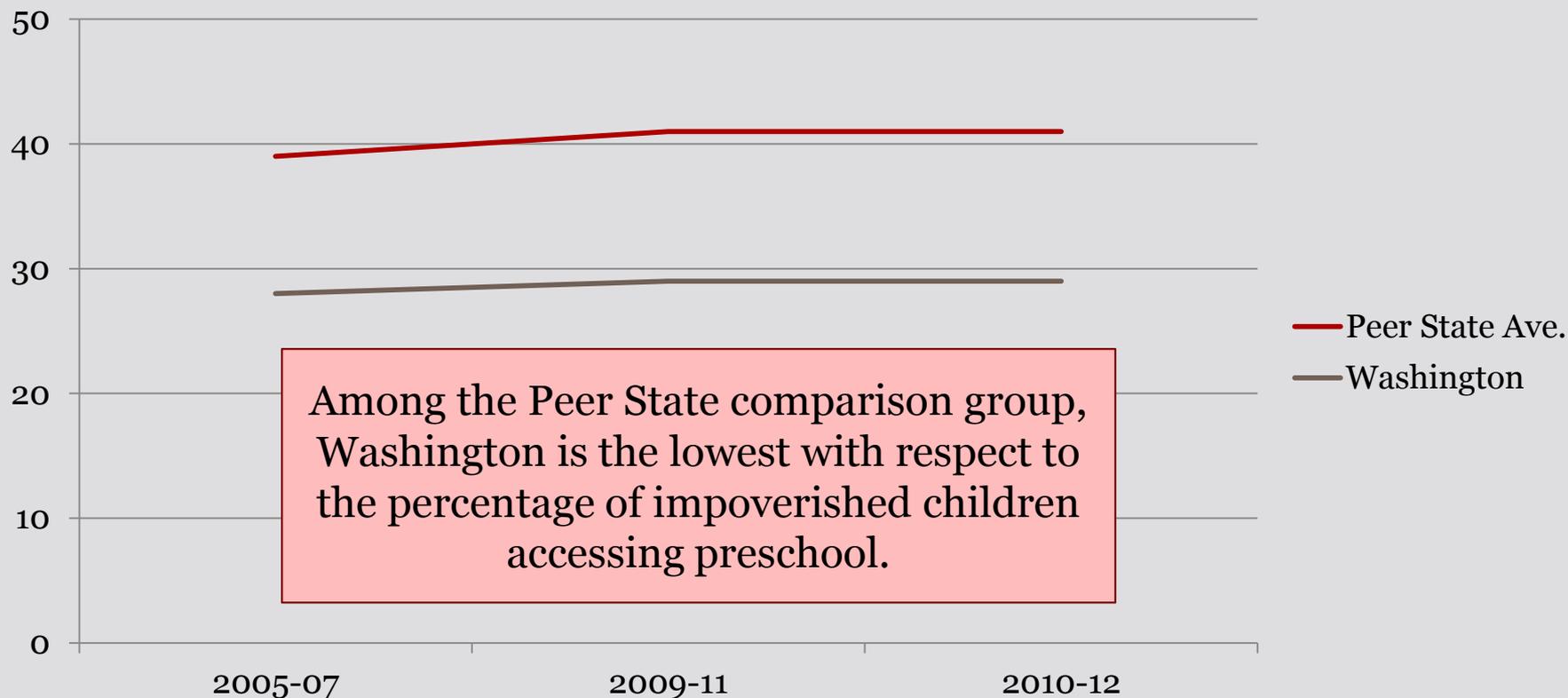
Bypassing Remedial Courses



Preschool Access - Peer State Comparison



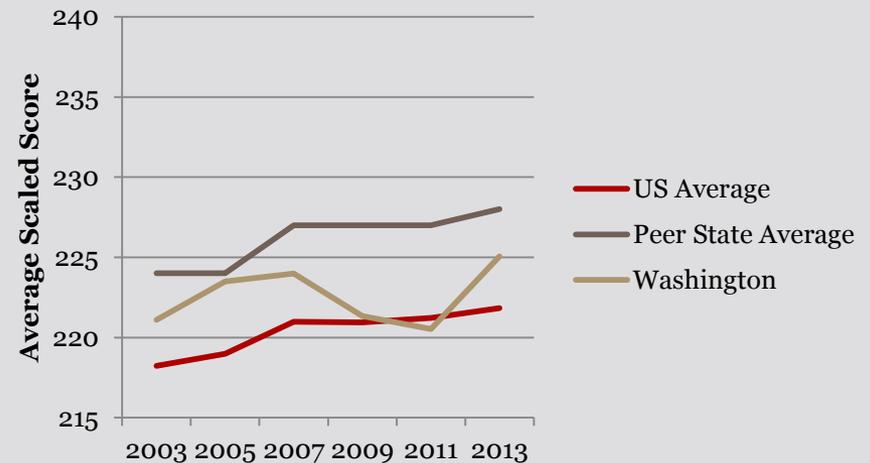
Percentage of 3 & 4 Year-Olds Living in Poverty Attending Preschool



National and Peer State Comparison NAEP 4th Grade Reading

- 4th Grade Reading
 - ✦ Mean SS = 225
 - ✦ Tied for 14th highest in US
 - ✦ 2nd lowest of the Peer States
 - ✦ 10-Year gain = 4 points
 - ✦ Tied for 18th highest in US
- Performance is at the:
 - ✦ 70th percentile nationally
 - ✦ Not comparable to Peer States

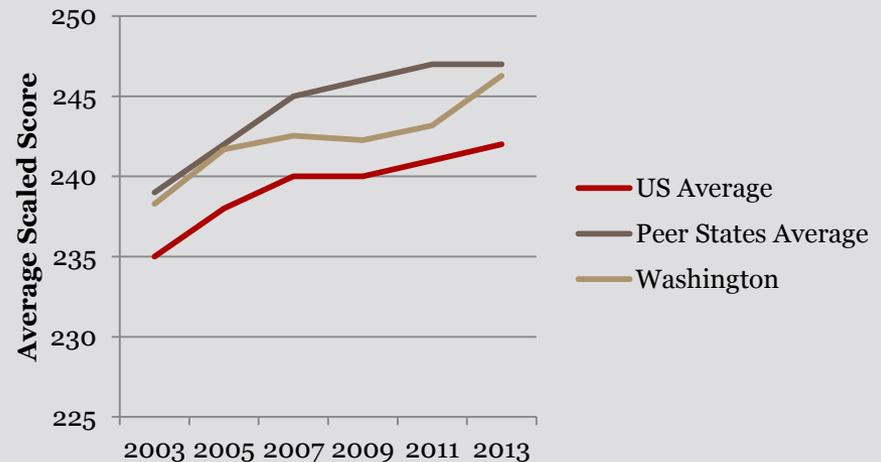
4th Grade NAEP Reading



National and Peer State Comparison NAEP 4th Grade Math

- 4th Grade Math
 - ✦ Mean SS = 246
 - ✦ Tied for 9th highest in US
 - ✦ 2nd lowest of the Peer States
 - ✦ 10-Year gain = 8 points
 - ✦ Tied for 20th highest in US
- Performance is at the:
 - ✦ 82nd percentile nationally
 - ✦ Comparable to Peer States

4th Grade NAEP Math



National and Peer State Comparison NAEP 8th Grade Reading

- 8th Grade Reading
 - ✦ Mean SS = 272
 - ✦ Tied for 7th highest in US
 - ✦ 10-Year gain = 8 points
 - ✦ Tied for 8th highest in US
- Performance is at the:
 - ✦ 86th percentile nationally
 - ✦ Comparable to Peer States

8th Grade NAEP Reading

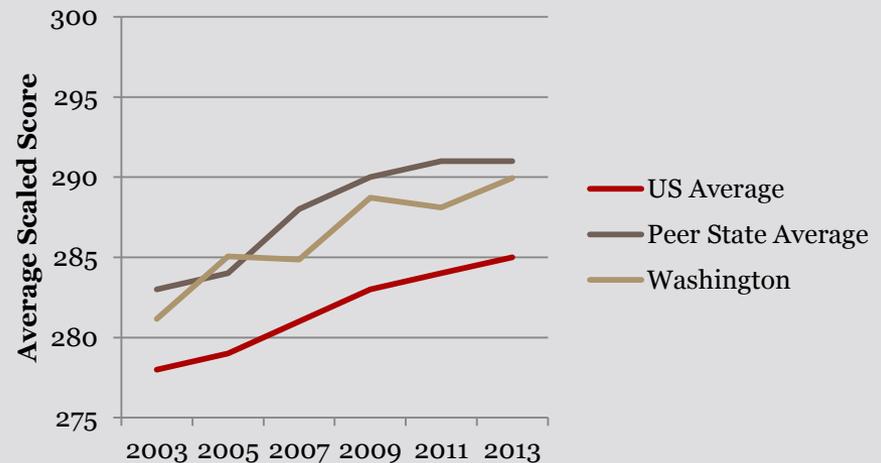


National and Peer State Comparison NAEP 8th Grade Math



- 8th Grade Math
 - ✦ Mean SS = 290
 - ✦ Tied for 7th highest in US
 - ✦ 10-Year gain = 9 points
 - ✦ Tied for 14th highest in US
- Performance is at the:
 - ✦ 86th percentile nationally
 - ✦ Comparable to Peer States

8th Grade NAEP Math



National and Peer State Comparison 4-Year Graduation Rate

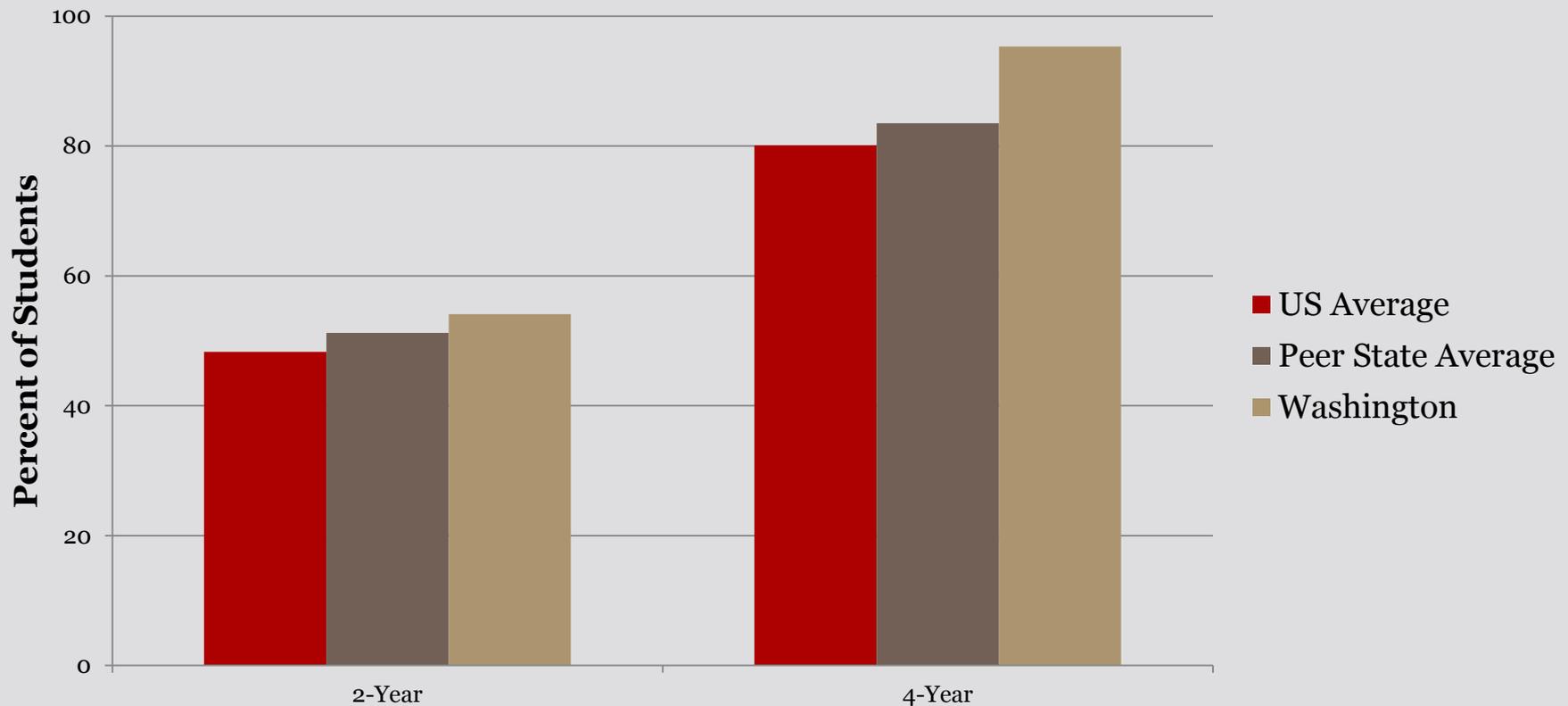
- 2011 ACGR = 76 percent
 - ✦ 12th lowest
 - ✦ 24th percentile
 - ✦ 2nd lowest of Peer States
- 2012 ACGR = 77 percent
 - ✦ Tied for 17th lowest
 - ✦ 34th percentile
 - ✦ 2nd lowest of Peer States
- 2013 ACGR = 76 percent
- Not in the top 10 percent nationally
- Not comparable to Peer State performance



HS Diploma Quality - Comparison



Students Bypassing Remedial College Coursework



Comparisons - Synopsis



- **Early Childhood Education not comparable to Peer States**
- WaKIDS – not meeting targets
- 4th Grade NAEP - Not in top 10 percent nationally, partly comparable to Peer States
- 8th Grade NAEP - Close to 90th percentile nationally and comparable to Peer States
- **HS Graduation – not high nationally and not comparable to Peer States**
- Remediation – national rating and comparable to peers



Next Questions



- Are these be best indicators?
- Given where we are at and where we are going
 - ✦ What types of evidence-based reform should we consider recommending?

