

Guiding Questions for Small Group Discussions—9:00-11:00 July 10, 2013, SBE Meeting

Group A – Senate Bill 5329

(Note: Andy Kelly and Maria Flores from OSPI are present to answer questions and participate in the small group conversation)

How should Required Action Plans be structured to maximize the likelihood that the plan will engender an authentic change in practice?

How should the Board operationally define “recent and significant progress” as exit criteria for Required Action?

How should the accountability framework address the transition to the Common Core State Standards?

How should the type and scale of support for districts in the 5329 accountability system vary with school designations?

Additional materials: [E2SSB 5329](#), [Page 42 through 46 of July Board Packet](#), [RAD Diagrams on Page 43 and 45](#)

Group B – Senate Bill 5491

Why is each ESSB 5491 indicator important and what does it say about system health?

What should ESSB 5491 indicator goals be based on – how would you approach establishing a goal?

In what ways should the goals in 5491 relate to the Achievement Index?

Additional materials: [ESSB 5491](#), [Page 42, 43, and 46 of July Board Packet](#)

Group C -- Accountability Framework - Discussion of Basic Values

Several years after the Board has completed its work in establishing an accountability framework, what will you hope to have achieved? (Consider this question beyond the assumed answer of “improved student achievement”)

The Board adopted a July, 2012 resolution establishing guiding principles and statements of belief about its upcoming accountability work – are you still satisfied with how this reads? Are there thoughts/ideas that occur to you now that didn’t then? (Original resolution can be found [here](#), pg 37)

Basic Underlying Data on ESSB 5491 Indicators -- for Group B Discussion Purposes

1. Percentage of students demonstrating the characteristics of entering kindergartners in all six areas identified by the Washington kindergarten inventory of developing skills (WA KIDS).

[\(OSPI Washington State Report Card.\)](#)

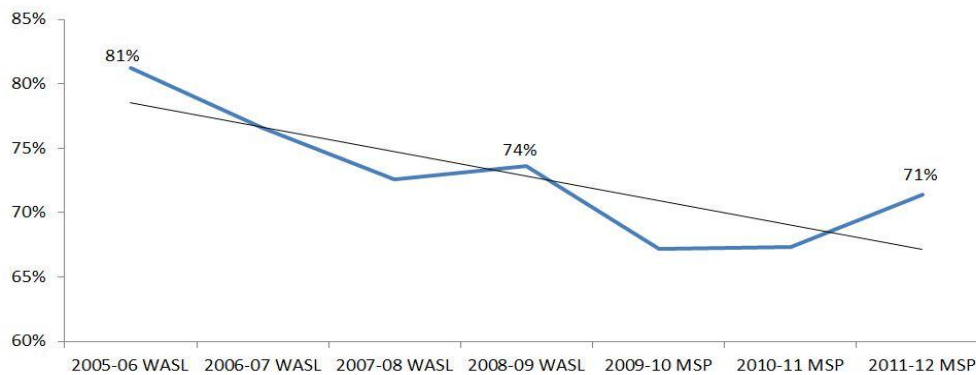
The six domains include Social-Emotional, Physical, Language, Cognitive, Literacy, and Math.

From Report Card	2011-2012	2012-2013
Number of students evaluated in all 6 domains	5,642	18,766
% Demonstrating Characteristics of Entering Kindergartners in 6 of 6 domains	40.2%	37.2%

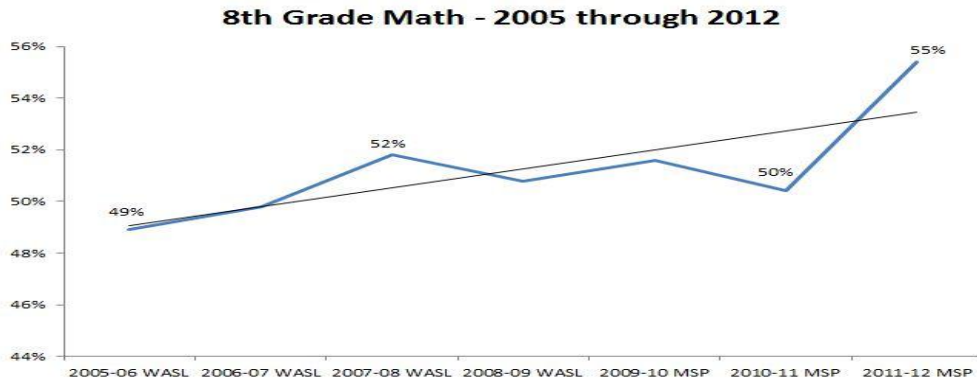
(Statewide kindergarten enrollment in 2012-2013 was 83,255.)

2. The percentage of students meeting the standard on the fourth grade statewide reading assessment. [\(OSPI Washington State Report Card.\)](#)

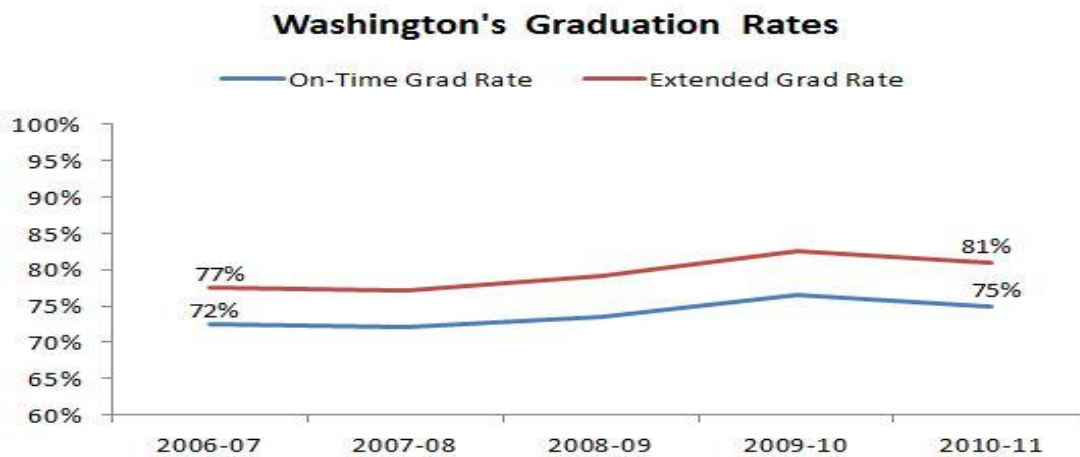
4th Grade Reading - 2005 through 2012



3. The percentage of students meeting the standard on the eighth grade statewide mathematics assessment. [\(OSPI Washington State Report Card.\)](#)



4. The four-year cohort high school graduation rate. ([OSPI Washington Report Card.](#)) (The on-time graduation rate below will vary slightly from the 4-year cohort—for 2010-2011, the 4-year cohort was 76.6%)



5. The percent of high school graduate 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.

All the data required for this indicator is not readily available. SBE staff is working with other agencies' staff, including the Workforce Training and Education Coordinating Board, to compile data. [The ERDC has general data on post-secondary enrollments:](#)

What percentage of high school graduates enrolled in postsecondary education?

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

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

[Research Report 12-2](#), Washington State Board for Community and Technical Colleges, December 2012, reports that 77,133 students enrolled in state supported pre-college math and English classes at Washington community and technical colleges in 2010-2011. The percent of students enrolled in precollege or remedial courses was 23% as a percent of total headcount, as reported in the September 2011 Annual 2010-11 Enrollment Report. Additional research would be required for private and 4-year institution remediation rates.