



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	Statewide Indicators of the Education System – Next Steps	
As Related To:	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Key Questions: <ol style="list-style-type: none"> 1. What have been the stakeholder’s overall responses and reactions to the 2016 Biennial Report on the Statewide Indicators of the Education System Health? 2. How can the Board members use the report and related materials to support and advance the State Board of Education 2017 legislative agenda? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board delivered the 2016 Biennial Report on the Statewide Indicators of the Education System Health to the Education Committees of the Legislature on December 1, as required in law. Of the six indicators specified in law, four indicators (Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation) are not on track to meet endpoint goals, are not in the top ten percent nationally, or are not comparable to peer states.</p> <p>The Board and partner agencies recommended reforms that would be expected to improve performance on the indicators. The underperforming indicators are indicative of an educational system that is responsible for producing disparate outcomes for some student groups due in a large part to inequitable inputs or opportunities for many students.</p> <p>Additional material, including handouts, slides and a video are located on our website: http://www.sbe.wa.gov/edsystemhealth.php.</p>	



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

STATEWIDE INDICATORS OF THE EDUCATIONAL SYSTEM

Policy Considerations

With assistance from partner agencies, the Washington State Board of Education (SBE) is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health under RCW 28A.150.550. Section (5)(c) specifies that the performance goals for each indicator must be compared with national data in order to identify whether Washington student achievement results are within the top ten percent nationally or are comparable to results in peer states with similar characteristics as Washington.

In the event comparison data show that Washington students are falling behind national peers on any indicator, the report must recommend evidence-based reforms targeted at addressing the indicator in question. The 2016 biennial report to the Education Committees of the Legislature was submitted on Dec. 1.

Summary

The SBE submitted the 2016 Report on the Statewide Indicators of the Educational System (click [here](#)) to the Education Committees of the Legislature on December 1, as specified in RCW 28A.150.550. Four of the six specified indicators (Kindergarten Readiness, 4th Grade Reading, 8th Grade Math, and High School Graduation) are not on track to meet endpoint goals, are not in the top ten percent nationally, or are not comparable to peer states.

As required in statute, the SBE and partner agencies included four recommendations that would be expected to improve the underperforming indicators.

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

The underperforming indicators are indicative of an educational system that is responsible for producing disparate outcomes for some student groups due in a large part to inequitable inputs or opportunities for many students. The recommendations in the report are aligned with the notion to **intervene early and intervene often** as a means to bolster the performance of underperforming indicators and support student learning.

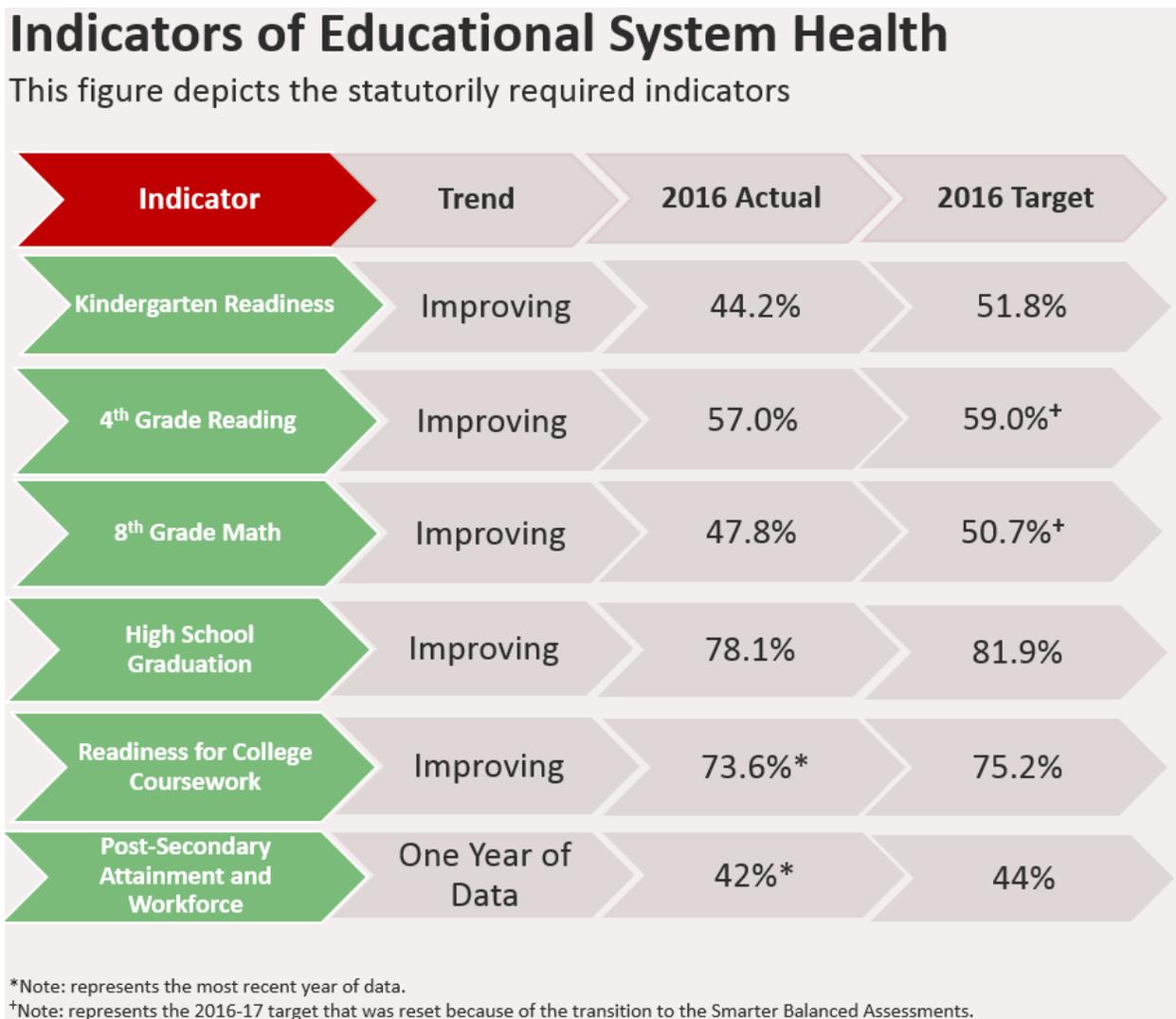
Indeed, our emphasis on early learning was noticed when we published the report broadly on Dec. 2. Of particular note, the Seattle Times interviewed Executive Director Rarick and published an article online on Dec. 6. The article stated in part, "The report emphasizes early-learning programs as a way out of this longstanding pattern, noting that 'it will be easier (and cheaper) to prevent gaps initially, rather than to attempt to close them years later.'"

The SBE’s website and social media analytics show this year’s report and associated materials seemed to receive several times the attention of our previous version in 2014, which had the same overall recommendations. In addition to publishing the report via email, we continued highlighting many of the key charts found in this memo through social media, which resulted in on-going website traffic and led to two additional media requests connected to the report. It is likely that our digital strategy and the timeliness of the report as a prelude to the coming legislative session helped the Board deliver its message fairly effectively in December.

Background

RCW 28A.150.550 specifies and generally describes the six statewide indicators that the SBE is required to monitor and report on. The most recent results for each of the specified indicators are presented on Figure 1. While the indicators improved in 2016 as compared to 2015, the improvement was insufficient to meet the high expectations described in the statute.

Figure 1: shows the targets and most recent results for the specified statewide indicators.



Kindergarten Readiness

Approximately 44 percent of kindergarten students are “kindergarten-ready” as defined by meeting the standard on the six domains of the Washington Kindergarten Inventory of Developmental Skills (WaKIDS). Less than one in three Hispanic students and less than one-third of children who qualify for the Free and Reduced Price Lunch (FRL) program are kindergarten ready. Enrolling in and attending high quality early childhood education would improve children’s chances of being kindergarten ready, but only about 40 percent of three- and four-year olds in Washington were enrolled in early childhood education in 2014. This preschool enrollment rate places Washington in the bottom quartile of the 50 United States.

Only About 4 in 10 kids enter school “Kindergarten-ready.”



4th Grade Reading

Washington students look good on Smarter Balanced tests

Washington students in grades 3-8 performed at or near the top among the 15 states that administered the Smarter Balanced test in 2015.

A selection of the top performing states:

ENGLISH/LANGUAGE ARTS TEST

STATE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
New Hampshire	56.0%	57.0%	63.0%	59.0%	62.0%	62.0%
Washington	55.4%	58.0%	61.2%	57.6%	60.0%	61.5%
Vermont	53.8%	53.8%	58.2%	56.2%	57.6%	58.5%
Connecticut	54.0%	55.6%	58.8%	55.0%	55.2%	55.5%
Delaware	53.8%	55.9%	60.3%	51.8%	52.7%	54.2%

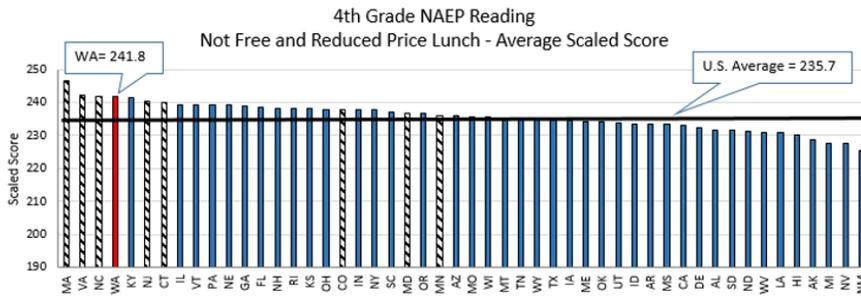
According to the December 5, 2016 Seattle Times (adjacent image), Washington students met the standard at the highest rate (58.0 percent) in the 2015-16 school year of the 15 states using the Smarter Balanced, 4th Grade, English/language arts assessment. The fact that 4th graders who do not qualify for the Free and Reduced Price Lunch (Not FRL) program helped to make Washington the 4th highest performing state on the 2015 National Assessment of Educational Progress (NAEP) in reading is news to celebrate. However, Washington 4th grade students who qualify for FRL performed only average on the 2015 NAEP in reading which results in a large performance gap

in reading based on poverty (FRL) status. The performance gap of 31.4 scaled score points based on poverty status in Washington is the 5th largest of the 50 United States.

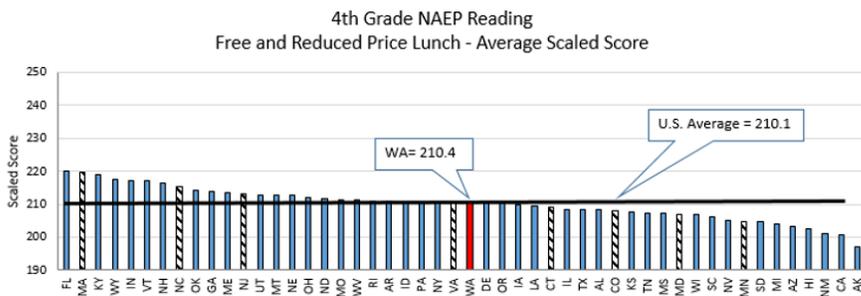
Students with a disability in Washington posted an average scaled score of approximately 191.2 on the 2015 NAEP in reading, which was the 21st best in the country. English Language learners posted an average scaled score of approximately 193.9 on the 2015 NAEP in reading, which was the 22nd best of the 37 states with a reportable value. While the All Students group performs very well on the Smarter Balanced assessment, the students with a disability group and English language learner group perform only average in comparison to their respective groups on the 2015 NAEP in reading (Appendix A).

4th Grade NAEP in Reading

Students in Poverty Fare Worse than Students Not in Poverty



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



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

8th Grade Math

Approximately one-half (49.4 percent) of Washington 8th grade students met the standard on the Smarter Balanced math assessment for 8th graders in the 2015-16 school year. This was the best of the 15 states who use the assessment. On the 2015 8th grade NAEP in math (Figure 2), Washington Not-FRL students were the 4th best in the country and the FRL students were the 11th best in the nation. Washington had the 12th highest average scaled score in the nation on the 8th grade NAEP in math for the All Students group. The 28.8 scaled score point performance gap based on poverty status on the 8th Grade NAEP in math is a little higher than the national average.

Washington students look good on Smarter Balanced tests

Washington students in grades 3-8 performed at or near the top among the 15 states that administered the Smarter Balanced test in 2015.

A selection of the top performing states:

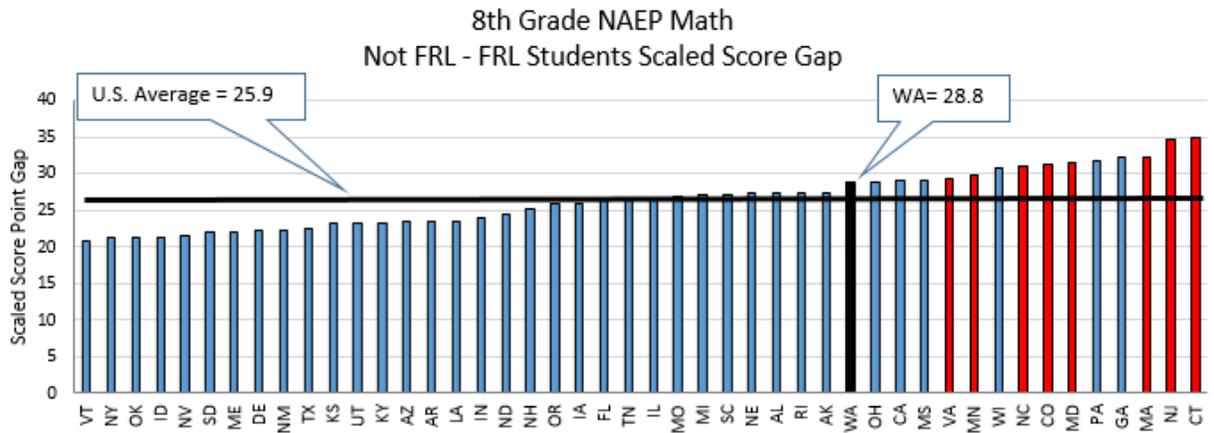
MATH TEST

STATE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Washington	60.0%	56.5%	50.1%	49.0%	51.1%	49.4%
New Hampshire	57.0%	51.0%	48.0%	47.0%	52.0%	47.0%
Vermont	55.8%	49.9%	43.3%	40.9%	46.0%	43.9%
South Dakota	54.0%	48.5%	38.2%	41.0%	42.6%	41.9%
Delaware	55.1%	50.6%	41.5%	37.0%	39.6%	37.7%

Source: Office of Superintendent of Public Instruction

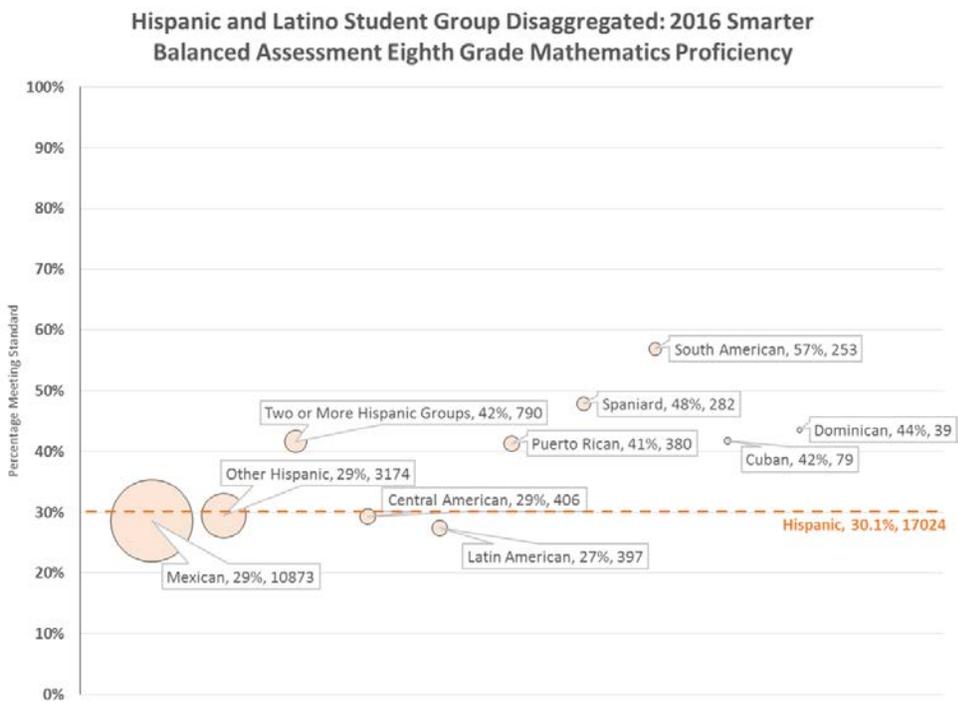
Students with a disability in Washington posted an average scaled score of approximately 240.7 on the 2015 NAEP in math, which was only the 42nd best in the country. English Language learners posted an average scaled score of approximately 250.2 on the 2015 NAEP in math, which was the 19th best of the 28 states with a reportable scaled score. While the All Students group performs very well on the Smarter Balanced assessment and the NAEP, the students with a disability group and English language learner group perform only average in comparison to their respective groups on the 2015 NAEP in math (Appendix A).

Figure 2: shows the 8th Grade NAEP in math scaled score performance gap based on poverty status.

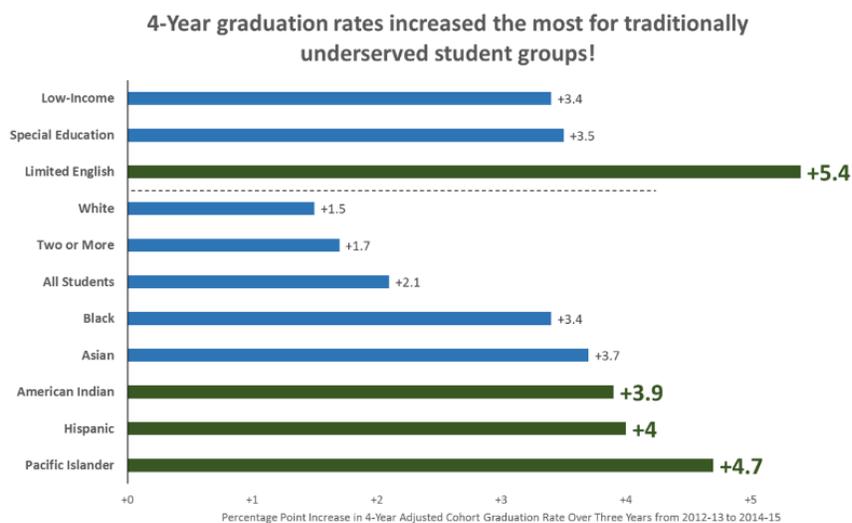


Deeper Disaggregation of Data

In fall 2016, the OSPI provided the SBE with new and improved data that was disaggregated beyond the seven race/ethnicity groups required for federal reporting. The new data are just now being analyzed by the SBE. However, a preliminary analysis of the 8th grade Smarter Balanced math assessment shows that Hispanic students from the Caribbean Islands and South America outperform Hispanic students from Mexico, Central America, and Latin America. Expect to see more work on this in the near future.



High School Graduation



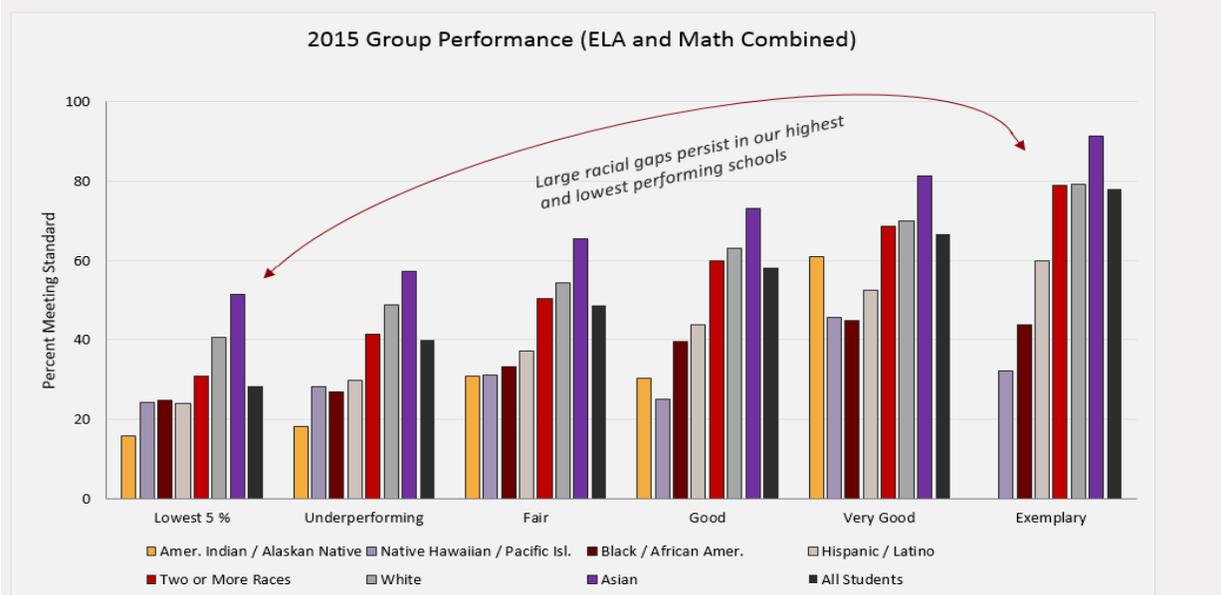
Over the three most recent years, the on-time graduation rate increased by 1.5 to 5.4 percentage points for all student groups reported on for federal accountability. For the race/ethnicity reporting groups, the largest gains were made by the Native American/Alaskan Native, Hispanic/Latino, and Pacific Islander/Native Hawaiian student groups. Substantial increases in the graduation rate were made by low

income students, students with a disability, and students with limited English. Over this time period, the graduation gap has been reduced by up to one percentage per year, depending on the race/ethnicity student group. However in the latest national comparison, the on-time graduation rate for Washington is in the bottom quartile nationally.

Access to Quality Schools

Over the previous three years, Washington used the school Achievement Index to numerically rate and place schools in one of six performance tiers. Student performance on math and ELA assessments increased in 2016 and graduation rates are improving, which are contributing to higher school ratings for many schools. However, large performance gaps based on race and ethnicity continue to persist at all school levels.

Achievement Gaps by Race Are Apparent in All Achievement Index School Tier Ratings



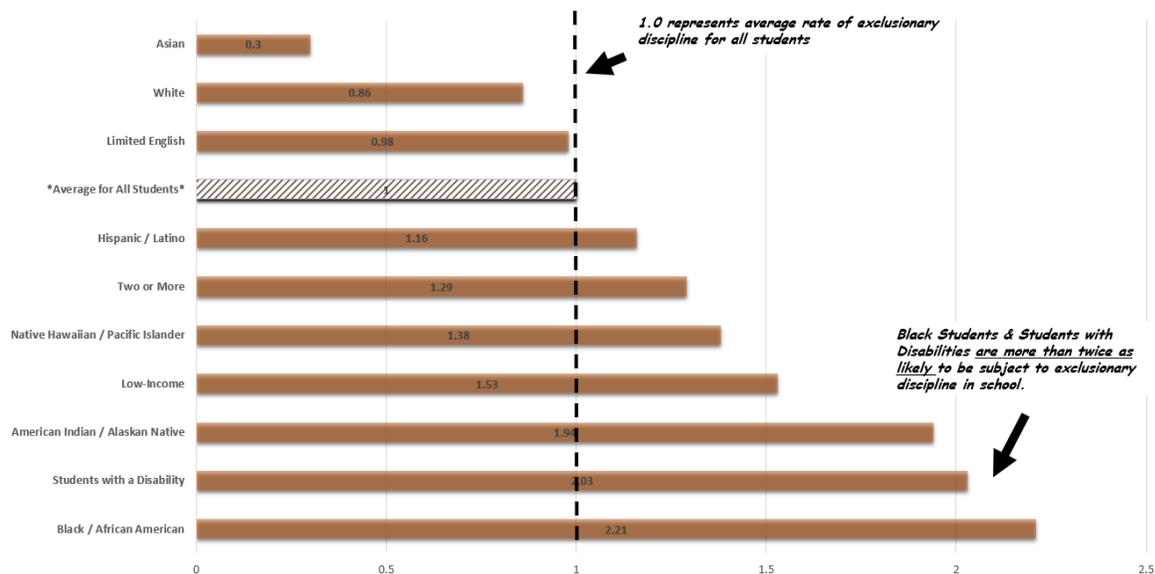
Exclusionary Discipline

After learning about the exclusionary discipline Composition Index developed by the OSPI, the SBE recommended that Student Discipline be included in the Statewide Indicators of the Education System Health. In a perfectly equitable educational system, the Composition Index for all student groups would be 1.0, which would indicate that no student group was experiencing disproportionately high exclusionary discipline events.

When placed in a race/ethnicity context, the White and Asian student groups are subject to exclusionary discipline at a disproportionately low rate while the Black/African American, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Two or More, and Hispanic/Latino student groups are subject to exclusionary discipline at a disproportionately high rate. Students with a disability and students qualifying for Free and Reduced Price Lunch are also subject to exclusionary discipline at disproportionately high rates.

Rates of Exclusionary Discipline for Different Student Populations

Ratio of incidents of discipline in relationship to total student population - from OSPI Composition Index



Action

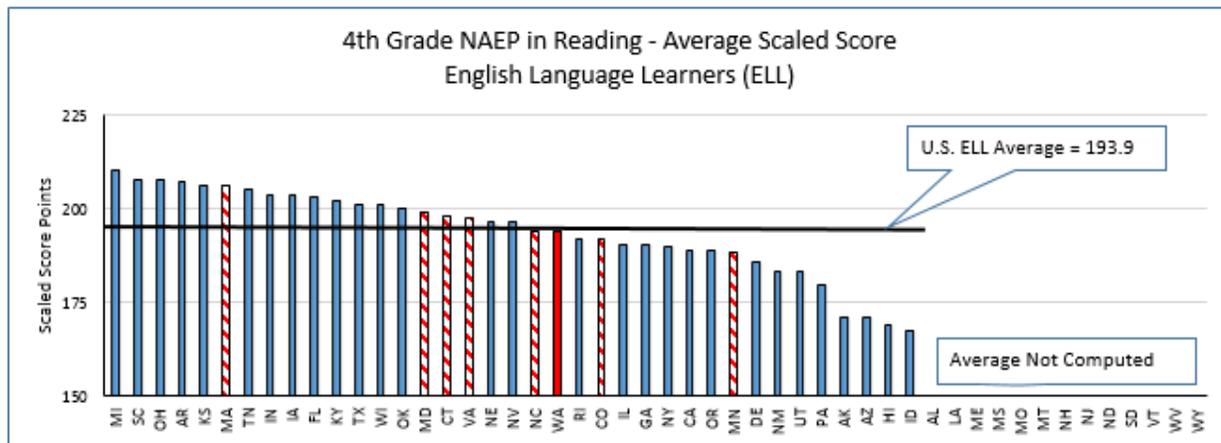
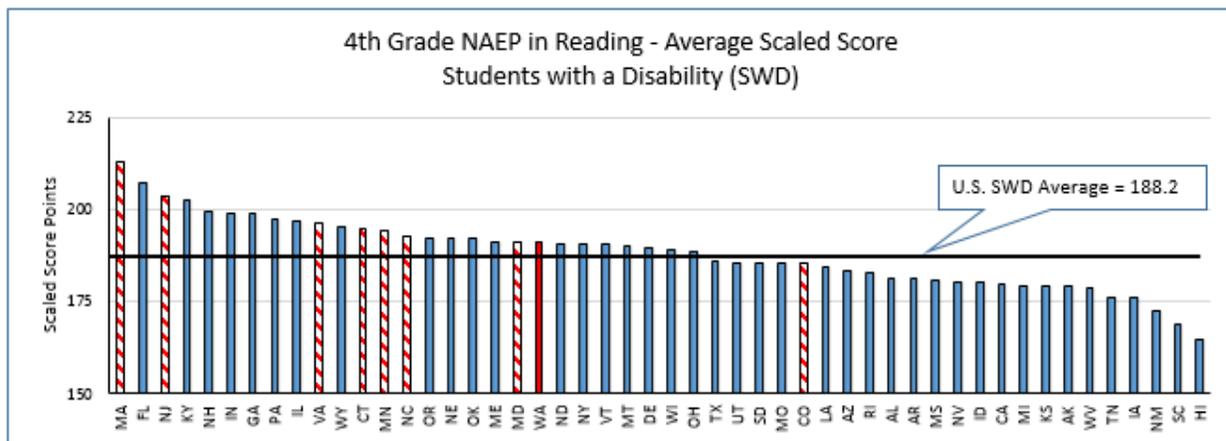
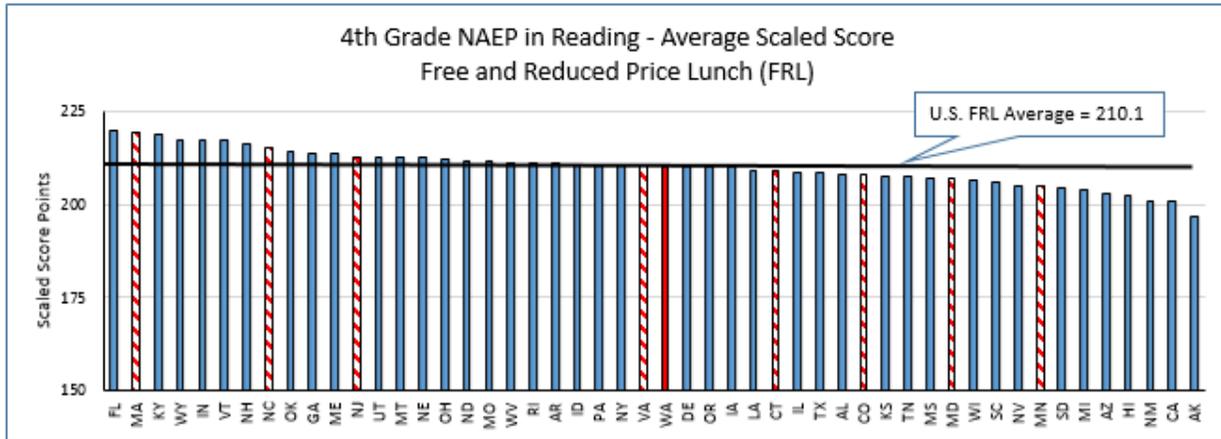
The Board is expected to discuss then manner in which to use the report and related materials to support and advance the State Board of Education (SBE) 2017 legislative agenda and for the ultimate purpose of reducing and eliminating the disparate educational outcomes caused by inequitable inputs or opportunity.

Please contact Andrew Parr at andrew.parr@k12.wa.us if you have questions regarding this memo.

Appendix A

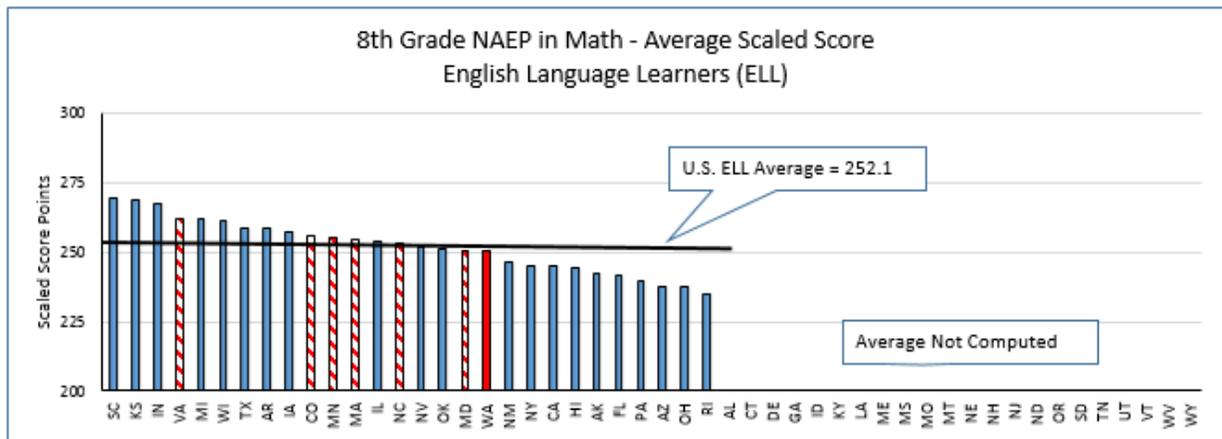
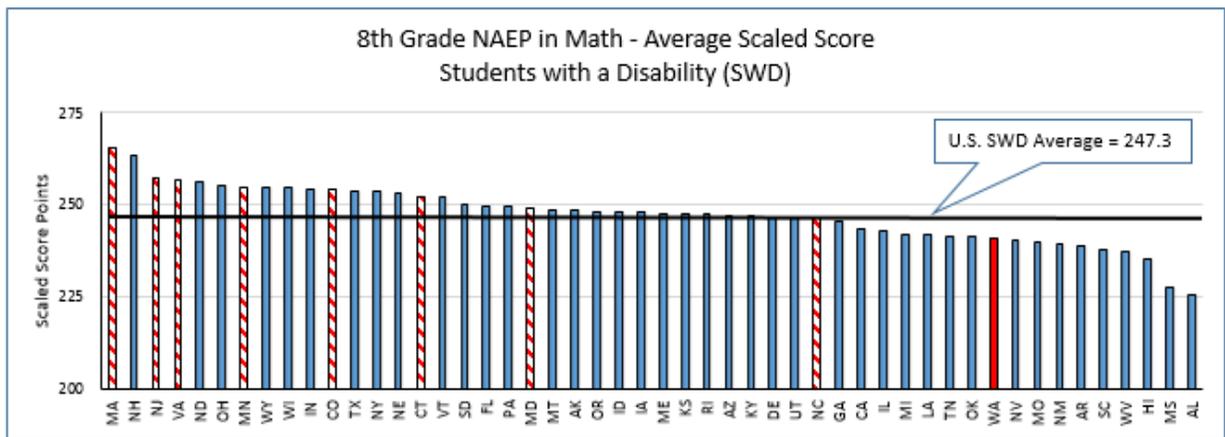
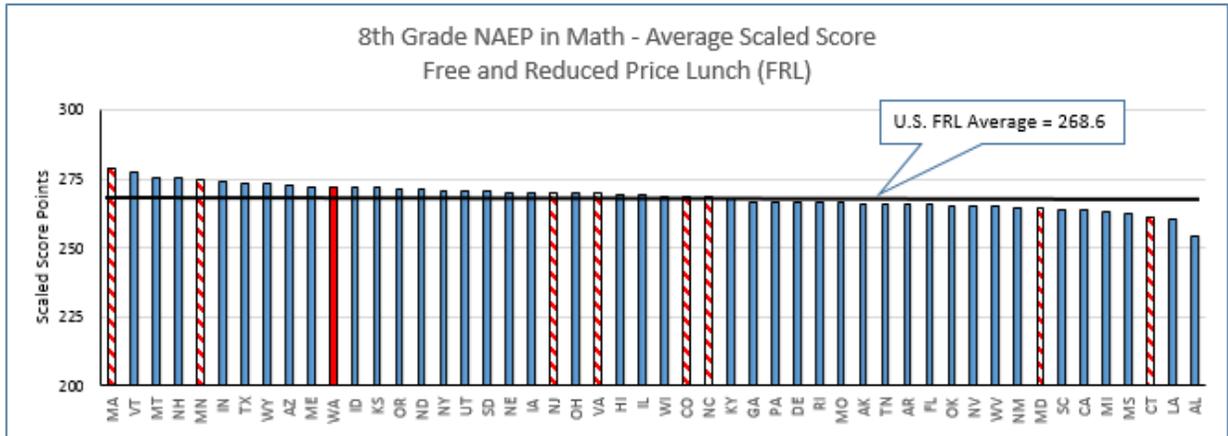
4th Grade NAEP in Reading

Washington students who qualify for the Free and Reduced Price Lunch program, are a student with a disability, or an English language learner perform near the national average and similar to the peer states on the 4th grade NAEP in reading.



8th Grade NAEP in Math

Washington students who qualify for the Free and Reduced Price Lunch program perform near the national average and better than most peer states on the 8th grade NAEP in math. Students with a disability or an English language learner perform near or a little lower than the national average and the lowest of the peer states on the 8th grade NAEP in math.



STATEWIDE INDICATORS OF EDUCATIONAL HEALTH 2016 REPORT

EXECUTIVE SUMMARY

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

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

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

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

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

Indicators of Educational System Health

This figure depicts the statutorily required indicators

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

*Note: represents the most recent year of data.

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

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

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

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

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

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